Part B

Contents

1. Project background, needs assessment & relevance

Background

The WHO acknowledges youth violence has a major public health issue. Youth violence can take up many forms including physical, verbal, psychological and sexual. The UNICEF 2018 Report "An Everyday Lesson: #ENDviolence in Schools" shows that half of students aged 13–15 experiences bullying or physical fights within a year. The **Council of Europe Strategy on the Rights of the Child 2016-2021** has identified violence prevention as one of the five priority areas to guarantee the promotion of children's rights. Research shows that there are numerous risk factors strongly associated with youth violence that occur at different levels: individual level (i.e. personality and behavioural factors), family and close relationship level (i.e. negative peer influence, lack of social ties, poor parent-child relationships, parents' antisocial behaviours etc.) and community and society level (i.e. low social cohesion, inequality, insecurity, gender and cultural norms) (Center for Disease Control and Prevention, WHO, 2015). As with risk factors, also protective factors can be built at these different levels to reduce the likelihood of youth violence. Therefore, based on this evidence and the lessons learnt from the previous project, the "Youth 4 Love 2" project has decided to adopt a new approach that works at multiple levels and promotes the role of different stakeholders including youth, parents, educational professionals, service providers, voluntary associations, authorities and community members at large. This approach acknowledges that schools are important to reduce and prevent peer violence because they can involve many young people at one time. Nonetheless, school-based interventions need to be integrated by broader violence-prevention initiatives conducted at the community level to address the risks factors that stem from outside the school environment.

Needs Assessment

As part of the ongoing Youth for Love project, 985 students and 136 teachers (Italy, Belgium, Romania, Greece) took part in a comprehensive assessment of their understanding and experience of violence. Thus, the following needs have been identified:

Individual level: *On average youth experience violence in their day-to-day life both at school as well as in the places where they meet outside. In Italy, 3 out of the top 5 most violent places are school spaces including hallways/schoolyards (59,6%), school toilets (52,5%), classrooms (51,1%). Greece shows similar percentages: hallways/schoolyards 75,6%, classrooms 50% and school toilets 47,6%. In Romania, the second and third most unsafe places are hallways/schoolyards (71,4%) and classrooms (63,8%). Finally, in Belgium, 89% of adolescents interviewed indicated that violence happens in the hallway and/or the schoolyard. Other unsafe places for them are on the way to and from school (43%), in the school classrooms (32%) and in the school toilets (34%).* Youth can be perpetrators of violence. According to 80% of the students interviewed youth engage in violence mainly in groups. Youth can also be victims or witnesses of violence. Youth responses to violence can also be very diverse: 58% of the students would defend themselves if they were victimized whereas only 43% of them would defend the victim if they assisted in episodes of violence against others. In this regard, the action will work on reducing individual risk factors of youth violence by improving youth's understanding of the causes and consequences of violence as well as their life and social skills to become more aware of their emotion, behaviours and relationships with other people, particularly their peers.

Family and close relationship level: Several studies on parental skills and parent-child relationship's influence on the child's behaviour show that parents can have a significant impact on violence prevention by promoting the adoption of positive values, norms and behaviours that challenge the acceptability of violence. Moreover, the data collected show that parents can play a relevant role

in the detection of peer violence: more than 68% of the students interviewed would report to their parents if they were victims of violence. Therefore, the action aims at addressing a gap of the previous project and has foreseen different activities to support and engage parents directly.

School professionals: Skilled teachers as well as educational curricula, co-curricular or extra-curricular activities can help challenging gender and social norms that perpetuate peer violence and promote alternative and positive behaviour models. However, only 23% of the teachers interviewed have received a capacity building on gender-based violence in their professional career *(**Italy 25,8%, Romania 57%, Belgium 18,75%, Greece 13,3%**). In addition, schools seem to be lacking procedures and policies to address gender-based violence or school professionals are largely unaware of their existence.*

- *For instance, **in Italy**, 36,2% teachers interviewed said there are no mechanisms for preventing/addressing gender-based violence and 55,2% said they don't know about it.*
- *In **Greece**, 43,3% teachers said there are no mechanisms for preventing/addressing gender-based violence and 26.67% said don't know about it.*
- *In **Romania,** only 23% of the teachers mentioned mechanisms for preventing/addressing gender-based violence in their school such as anti-violence committee, discipline committee, school regulation, counselling sessions with the psychologist, security cameras and guardians.*
- *In **Belgium**, 68,7% of the teachers interviewed say they don't know about mechanisms for addressing gender-based violence and 32,3% indicate there are no procedures in place at their school.*

Finally, all countries have legal provisions in place that forbid discrimination including based on sex, gender and sexual orientation. However, there might be increasing concerns in Romania due to a proposed amendment of the education law nr.1/2011 forbidding the sharing of information regarding gender in educational institutions and units for vocational education and training. Therefore, the action aims at providing teachers with skills, knowledge and tools to detect, prevent and/or address episodes of violence and to advocate for improving policies that deal with this topic.

Community and society level: within the community there are several actors including youth associations, sport organizations, private/public service providers, authorities and other stakeholders that engage in preventing and addressing peer violence. However, less than half of the students interviewed are aware either of people or services whom they can report episodes of violence outside the school *(Italy 42,7%, Romania 38%, Belgium 16%, Greece 41%). The percentages of teachers aware of external people and services is even lower: in Italy 13,7%, in Romania 17%, and Greece 20,6%.* In this regard, the action will strengthen the role that service providers, associations, and authorities can play to prevent and address peer violence by tightening the links with youth, families and the school environment.

Relevance

Y4L2 project addresses priority 4 of the call "Preventing, combating and responding to peer violence amongst children". In particular, the project will focus on:

- **Families** who play an important role in prevention and detection of peer violence but often lack skills and support.
- **Social services and child protection community-based initiatives** and mechanisms that are little known by the youth including victims or potential victims of violence
- **Youth** who are at the same time victims, perpetrators and/or witnesses of violence.
- **Professionals in schools** who are largely under-equipped to address the issue of peer violence.

Finally, the action will build get in contact with organizations implementing other EU projects and initiatives such as the REC project "ON-OFF. Switch ON your mind, switch OFF gender-based violence online" (IT) on online violence;the Erasmus+ project "Learning to Overcoming Violence Elements" (IT and GR) on bullying; the Erasmus+ project Keep me safe on capacity buildingof youth workers and youth peers on violence prevention. The action will also build synergies with projectsof partners' organizations such the EducAction project (IT-AAIT) that focuses on cooperation among schools and communities; and the Cygen project (BE-UCLL) that provides evidence-based digital education for children's safety online participation.

Although partners will benefit from methodologies and experiences developed by YFL1, YFL2 introduces some strong innovations to respond to the priority of the call including:

1. *A **wider focus on peer violence** focusing on different forms of violence whereas in YFL1 there is a specific focus on gender-based violence;*
2. *New approaches such as the whole school approach and the community engagement approach which **strengthen the focus on family and community engagement**. This is different from YFL1 that is mainly school-based;*
3. ***New target groups including youth outside the school, parents, local authorities, local actors** (CSOs, child protection professionals, gender equality experts). Parents (legal guardians) will be involved in diagnosis, training activities and community labs, in order to strengthen their role and responsibility in detecting and preventing peer violence. In YFL1, there are no specific capacity building activities for parents. In addition, in Y4L2 capacity-building activities for school professionals will not involve only the schools targeted by the project but will be opened to teachers of other schools to create/strengthen **a***

network of schools sharing best practices in preventing and addressing peer violence. Partners will involve school's networks already in place (for examples in Italy there is a network of professional schools) or create new ones. Finally, the **community engagement approach** will allow students and youth to engage and work directly with local services and associations on developing initiatives to prevent/address peer violence;

4. **New target schools**: in each country, one new school will be identified and one school will remain the same in order to build on the outcomes of Y4L1 and to serve as focal point on peer violence. In each country, there will be a **focus on professional and technical schools** because the need assessment and the baseline evaluation have revealed the need to prioritize these schools. Moreover, in Italy, the project will be implemented in two cities, involving a school and a community in Rome that are not involved in Y4L1;

5. A stronger focus on **child participation**: in YFL1, students/youth active participation is promoted in the Peer-to-Peer Teen Support Program. In Y4L2, youth participation is mainstreamed throughout the project and youth will lead the design and implementation of the Community-based intervention (Workpackage 3);

6. Advocacy and policy recommendations: in YFL1 partner have worked on strengthening national and European network to build policy recommendations on the prevention and management on gender-based violence. In Y4L2 partners will work with representatives of the project's target groups (youth, school professionals, associations, families and communities) to **co-develop recommendations** addressed to national institutions to strengthen policies on peer violence that will add to what is elaborated in Y4L1.

2. Objectives, methodology & impact

2.1 Objectives, impact & methodology

Project approach

Describe the project approach. You will need to be specific and must use the headings below to structure your response.

Objectives

Define what the specific project objectives are and explain how they respond to the needs/issues/challenges/gaps of the respective cohort (actions to be taken) highlighted in the needs assessment.

The objectives should be specific, measureable, realistic and achievable within the duration of the project. For example, a sample of 1000 professionals was surveyed as part of the needs assessment and we will target 200 of these professionals as recipients of this project. They have a potential to reach out to 5000 persons in the final target group. We aim to train at least 50% of them in understanding the reasons behind underreporting of violence. This shall result in decreasing the underreporting rate and thus empowerment of victims.

*For each objective, define appropriate indicators as you have listed in **Annex 3**, for measuring progress (including baseline value and target value).*

Impact

Define the expected results (short, medium and long-term) of the project. What tangible and intangible impact will the project have on the target groups? In what way the gap identified will be reduced? How the activities will contribute to improve the situation (difference between starting point/state of play and the situation after the completion of the project?)

Results are immediate changes that materialise for the target groups after the completion of the project (e.g. improved knowledge, increased awareness). Results are different to deliverables. Deliverables are activities undertaken and outputs produced with the resources allocated to the project, e.g. training courses, conferences, manuals, video etc.

Does the project bring innovative solutions?

Methodology

Describe your methodology to achieve the proposed project objectives. Why it is the most suitable approach for implementing the project throughout its lifecycle.

*Methodology is **not** a list of activities but are instruments, approaches that will be used, applied and created. For example, we will host a series of workshops for the 200 professionals to help them to understand the reasons behind underreporting of gender-based violence.*

Objectives

The overall objective is to prevent, detect and address peer violence among adolescents (14-18y) in 5 targeted communities in 4 EU countries (Italy, Belgium, Greece and Romania).
In order to achieve the overall objective, the project is expected to ensure that youth, families, educational professionals and community members at large adopt positive behaviours for preventing and addressing peer violence. **Indicator:** *70% of project beneficiaries reduce tolerant attitudes towards peer violence; 70% of project beneficiaries perceive peer violence less socially acceptable; 80% of project beneficiaries perceive they are able to do something to avoid/prevent/address peer violence (i.e. self-efficacy).*

Results & Impact

This project foresees **4 main outcomes**:
1. A whole-school approach to tackle peer violence is promoted/adopted in high education schools targeted by the action **Target:** 400 students, 190 teachers, 50 parents **Indicator:** *80% of the students, teachers, parents improve their knowledge of the topic; 80% of target schools have improved procedures to address peer violence;*
2. Community-members including individuals, associations, service providers and authorities implement local community-based initiatives to address peer violence **Target:** 100 students, 200 youth, 25 parents, 10 local authorities, 40 local actors (CSOs, child protection professionals, gender equality experts) **Indicator:** *80% of the community-based initiatives against peer violence developed by the project are being implemented;*
3. EU citizens particularly youth engage in online activities to address peer violence through a EU wide campaign and a web game **Target:** 1.5 million people reached through online activities **Indicator:** *100k website views; 50k web game players; 1 million social reach; 40 media coverage outputs;*
4. Advocacy activities influence changes in peer violence related policies **Target:** 3 EU & 12 national policy makers, 20 national stakeholders (CSOs, child protection professionals, gender equality experts), 40 teachers, 12 youth, 10 parents **Indicator:** *1 Policy Recommendations developed; 35 advocacy meetings to address peer violence; 70% of the policy makers targeted express willingness/commitment to act on the issue.*

Methodology

The **whole-school approach to peer violence** will provide the overall framework of this intervention**.** According to this approach school leaders, teaching and non-teaching staff, students, parents and families must play an active role in tackling peer violence that occurs inside and outside the school environment. Compared to the previous project, Y4L2 brings in 3 main elements of innovations that are expected to increase the project's impact and sustainability: parents' engagement (WP2), networking between schools (WP2) and community stakeholders' engagement (WP3). **Parents' engagement** aims at ensuring parents' acknowledging that a problem exists; gaining knowledge and skills to manage children's behaviour and strengthening synergies between the schools and the parents. **School networking**: networking and cooperation among schools and educational professionals will help to create communities where mutual learning and sharing of best practices is possible.
The 'whole school approach' also implies a cross-sectoral approach and stronger cooperation with a wide range of stakeholders (social services, local authorities, NGOs, business, unions, volunteers, etc.) and the community at large. The action will work on strengthening the relationships between the school and the community through the **community engagement approach**. This approach is characterized by 3 main elements: a) awareness aimed at changing people's perception about their role in the community, b) empowerment aimed at strengthening the power that people and organizations have to become agents and leaders of change in their community, c) advocacy aimed at creating a space where citizens communicate with authorities and hold them accountable. The youth will play a leading role in engaging and mobilizing other stakeholders (WP3).

Throughout the project **participatory, experiential and reflective educational methods** will be adopted with all involved target groups, drawing on models of experiential learning (Dale, 1946; Kolb, 1984), reflective teaching (Gibbs, 1988; Pollard, 2005) in WP2 and WP3; peer learning, participatory action research (Colucci and Colombo, 2008; Santinello et al, 2009), community development and organizing (Ripamonti, 2018; Noto, 2007; Noto and Lavanco, 2000), people-powered campaigning and advocacy in WP3 and WP4.

Throughout the project (see WP4 Task 4.4), **the project will adopt the so-called ActionAid's feminist leadership approach (Batliwala 2010, ActionAid/https://actionaid.org/feminist-leadership).** This approach consists of 10 guiding principles - from self-awareness to zero tolerance - for any form of discrimination and abuse. *It acknowledges how multiple forms of discrimination overlap with and exacerbate each other including forms of discrimination based on ethnicity, gender identity, sexual orientation, faith, socio-economic background, age, disability and various other factors. This approach has been widely used by ActionAid in different interventions as an effective means against violence. In particular, this approach is expected to be extremely effective in targeting different forms of peer violence by addressing violence and discriminatory relations in their interdependencies, forming leaders (boys and girls) who work with others to build a collective power against different forms of discrimination and oppression, building positive, inclusive and respectful relations among youth, empowering most vulnerable groups and individuals, and changing relations in the social environment but also in society.*
In Y4L2, youth, school staff, stakeholders and representatives from the partner organizations will familiarize with this approach during the European Feminist Youth School (EFYS). Finally, the EFYS will respond to the need and desire to meet that youth have expressed in YFL1. During the 5-days exchange, participants will participate in panel sessions, workshops and trainings on advocacy, campaigning and communication with the aim of co-constructing the youth-led European campaign and the methodologies and tools of the community-based intervention. Thanks to the acquired skills participants in the EFYS will have a leading role also in the following phases of the project in terms of engagement of their peers and dissemination of European and local campaigns.

Finally, the action will promote **game-based learning** by an upgraded version of the online serious game developed during the first project. The interactive web game offers the players the opportunity to learn how to deal with the problem of peer violence through different scenarios and choices to be made. The upgraded web game includes new characters (such as parents, social workers) that are consistent with the innovative elements of the action and a section for comments (managed by authorized peers) to increase players' interactions.

*In YFL1 the **web game** was developed with some specific characteristics to respond to the priority of the call and to the school centred approach of the project. In addition, the web game was meant to be both an educational and a communication tool. From end of November 2019 to the 1st of October 2020, more than 8.000 visitors have visited the homepage of the web-game and nearly 5500 unique users have played it. On average, users have played the game at least 1.6 times.*

*In YFL2 partners have agreed not to develop a new web-game, but to **adapt and improve the existing one.** This is also a choice in terms of budget, because digital tools, to respond to high innovating standards of web-game, need high investments. In YFL2 the web-game will have new stories based on real cases developed with the support of an expert team and the youth.*
*There will be **new characters** that players can play with **including family and community** members and support service professionals. This reflects the new target groups and the new approaches promoted by the project. In addition, stories will have increasing levels of difficulty and players will be able to access new stories upon completing lower level-stories. This is expected to raise players' curiosity and knowledge of the issues, engage them and increase time spent playing.*

*Moreover, the web-game will be integrated with some innovative mechanisms to improve **interactions among users** and across countries and to be a safe place for comments and group sharing. A group of youth in each country will act as mediator to avoid hate speech phenomenon or inappropriate comments. This is expected to create a sense of belonging to a digital community of users. The new functionalities will also allow users to share stories results and personal comments through their own social networks in order to further promote the game among their peers.*
Finally, the game will be integrated with a registration process that will enable the creation of a user profile that will allow to save users choices and to analyse changes in attitudes through a KPI dashboard.
UCLL will lead the process because of their previous experiences on educational digital game.

2.2. Cost effectiveness

Demonstrate that your project represents good value for money and that you aimed for cost efficiency in the estimated budget. You may include any comments of the horizontal nature in relation to the items presented in the estimated budget.

The Y4L2 project is designed with the aim to be as cost-effective as possible, without undermining its impact. The allocation of the budget among partners is in line with the level of responsibility and activities directly implemented. The COO manages about 32% of the budget and leads the WP1 Project management & coordination weighs on the whole EU contribution for the 23%. As the project is based on awareness-raising, training and engagement paths, the role of the Y4L2 staff will be crucial. Therefore 70% of costs are allocated to this item, while travel expenses and other costs (around respectively 9% and 10%) thanks to strong usage of cloud sharing and VoIP tools. The distribution of the budget is balanced, since, apart from the AAIT coordinator which reaches 32%, the partners settle between 12% and 21% in relation to the activities they will carry out. (AAH 18%; UCL 21%; AFOL 12%; CPE 16%).
Compared to Y4L1 the budget is slightly lower despite the processes of family and community engagement and child participation that require dedicated time and specialized human resources.
Subcontracting was favoured only in cases where a very specific ICT competence is needed, such as in the case of web game development, or to optimize and guarantee the quality of the project results, through the external evaluation. (subcontracts are about 5% of the budget). *We have adopted a different evaluation approach compared to the previous project. In the first project the external evaluation had a limited scope whereas the impact evaluation was conducted internally. In Y4L2 we have decided to provide more budget for the external evaluator to conduct a comprehensive impact evaluation in all countries targeted by the project to increase accountability and neutrality. Therefore, in the second project we have reduced the M&E staff effort from 40% to 15%.*

2.3. European added value

European dimension

Illustrate the European dimension of the planned activities: trans-national dimension of the project; impact/interest for a number of countries; possibility to use the results in other countries, potential to develop mutual trust/cross-border cooperation among EU countries, contribution to the consistent and coherent implementation of EU law, and to public awareness about the rights deriving from it etc.
Which countries will benefit from the project (directly and indirectly)? Where will the activities take place?

The Youth for Love 2 project builds upon the results and best practices of the previous project as well as other EU-projects implemented by each partner organization. The activities will continue to be implemented in the same 4 EU countries: Italy, Belgium, Greece and Romania. Cross-border cooperation among implementing countries will be promoted through offline exchange events such as the European feminist youth school (WP4 Task 4.4) and online platforms such as the project website that will target project's beneficiaries and key stakeholders across the partner countries. These exchanges among project partners, beneficiaries and key stakeholders are expected to facilitate the identification and implementation of solutions to prevent and address youth violence and promote the respect of European Union's fundamental values including human dignity, human rights, freedom, and equality that can be applied to different contexts and can be disseminated at the EU level.
The toolkits, activities and methodologies promoted by the project are developed to address local context needs and cultural sensitivity as well as to maximize the impact they can have at the EU level. In addition, the project will create awareness raising and communication material that will be used for campaigning actions that will be linked with national but also European and international events/days *(such as the 16 days of activism campaign)* in order to maximize the impact at the EU level.
Moreover, the action will also continue promoting the use of an online educational game developed in the previous project that is translated in the different languages of the countries of implementation and in English to enhance accessibility and use.

To strengthen the dissemination of good practices at the EU level, all the toolkits and some communication activities will always be translated in English in order to be available to other realities (Ex. Schools, youth groups, activist groups and civil organization). Partners will disseminate them through their networks such as the ActionAid's Youth Community of Interest, a global network of youth practitioners, activists and movements, ActionAid federation Member States (for example Spain, The Netherlands, Denmark and UK), UCLL's network of universities. Moreover, the Covid-19 experience, permitted to the Consortium to reflect on how to spread YFL contents, methodologies and results with the use of webinars and online training materials to specific targets.
If in YFL1, partners are doing it at a national level to enforce dissemination, in YFL2 the consortium will introduce this methodology taking part to school European networks or Country based ones.

Finally, the project will develop a common advocacy strategy framework to reach key stakeholders and address existing policy gaps and promote improvements both at the national and EU level. Relevant national recommendations will be shared with all partners and will be included in a common Policy Recommendations to target EU stakeholders such as the DG EAC and its working groups, the Steering Committee for the Rights of the Child, the European Youth Forum. This Policy recommendations are expected to contribute to many key EU youth-focused policies particularly priority 3: A life free from violence for all children of the Council of Europe Strategy on the Rights of the Child 2016-2020 and the European Union Youth Strategy 2019-2027 that focuses on three action areas namely engaging, connecting and empowering youth. Thus, the impact of the projects' advocacy and dissemination activities is expected to benefit more countries indirectly.

2.4 Timetable

Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.

Note: *Use the project month numbers instead of calendar months. Month 1 marks always the start of the project. In the timeline you should indicate the timing of each activity per WP.*

ACTIVITY	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12	M 13	M 14	M 15	M 16	M 17	M 18	M 19	M 20	M 21	M 22	M 23	M 24
Activity 1.1 - Start-up	■	■	■																					
Activity 1.2 - EU info Meeting		■																						
Activity 1.3 - Kick off meeting		■																						
Activity 1.4 - Midterm meeting													■											
Activity 1.5 - Midterm meeting																		■						
Activity 1.6 – Final Meeting																							■	
Activity 1.7 - Reporting												■												■
Activity 1.8 - M&E	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Activity 2.1 - Whole School Diagnosis		■	■	■	■																			
Activity 2.2 – Toolkits design			■	■	■	■	■	■																
Activity 2.3 - School staff training program						■	■	■	■	■	■													
Activity 2.4 - Teen support program						■	■																	
Activity 2.5 - Parents' program								■	■	■	■	■	■	■										
Activity 2.6 - Teacher network training								■	■	■	■	■	■	■										
Activity 3.1 Community-based intervention design										■	■	■	■											
Activity 3.2 - Youth led community needs assessment													■	■	■	■	■							
Activity 3.3 Peer2peer program												■	■											
Activity 3.4 - Community Labs																		■	■					
Activity 3.5 - Local campaign and advocacy																				■	■	■		
Activity 4.1 Communication activities		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Activity 4.2 - Advocacy Strategy																								
Activity 4.3 - Web game integration and promotion						■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Activity 4.4 - European feminist youth school										■	■	■	■											
Activity 4.5 - European campaign		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Activity 4.6 – Final conference																							■	

MONTHS

3. Participants and project management

The list of beneficiaries is included in annex 1 Part A section 1.2.

3.1 Consortium cooperation & division of roles for multi-beneficiary grants

⚠️ *Not applicable for mono-beneficiary grants (single applicants).*

Describe the consortium (beneficiaries) and explain how they will work together to implement the project. How will they bring together the necessary expertise? How do the members complement each other?

In what way does each of the participants contribute to the project? Show that each has a valid role and adequate resources to fulfil that role.

Mention how other third parties (subcontractors, partner organisations, third parties giving in-kind contributions, key stakeholders, etc) will be involved.

***Note:** When building your consortium you should think of organisations that can help you reaching an objective/solving a problem also in relation to the EU countries they are located in.*

Youth for Love 2 consortium comprises 5 high-profile partners from 4 different European countries (Italy, Greece, Belgium and Romania). All partners bring together a unique team of experts, fully covering the knowledge needed for design, implement and disseminate an inclusive strategy to counter peer violence starting from young people. The collaboration among the partners stems from the excellent synergies created during the YFL1 project (currently ongoing).

More in detail, the key strengths of the consortium are:

ActionAid Italy (Italy) at the moment carries out 5 projects for REC project (3 as coordinator) and has a strong network of 300 schools and national players dealing with peer and GBV violence (public authorities and Ministries). In this project AAIT is responsible for the coordination of the project (WP1) that will include monitoring analysis and an external evaluation procedure (subcontract).

ActionAid Hellas (Greece) Starting from 2000, the AAHE has also launched national programs, aimed at enhancing partnerships with local communities and the civil society. It works on women issues in terms of violence prevention and education and has a well-structured network of schools covering the majority of the Greek territory, where educational activities are carried out. In Y4L2 AAHE will lead WP 3 on Community based intervention and will host the 5 days European Feminist Youth School.

UC LIMBURG (Belgium) is renowned for the high quality of its teaching, research & regional development and has several projects about gender-based violence and violence against women and children, approved by the European Commission. UCLL is a member of educational networks across the globe and strongly collaborates with local, regional and national policy-making bodies. Thanks to this experience and networks, in this project UCLL will lead the WP4-Advocacy, communication and dissemination and the upgrade of the web game addressed to young people. For this task the technical expertise of a software development agency as a subcontractor will be fundamental.

AFOL Metropolitana (Italy) is a local public agency that offers a range of services available to people who are searching vocational and technical training. In the field of equal opportunity, AFOL has a solid experience in promoting local initiatives (seminars, meetings, training) and national and European projects to design and implement gender-sensitive policies and measures in the educational system and the labour market. In Y4L2 AFOL will lead WP2 School based approach and will host the final international Event.

CPE - Centrul parteneriat pentru Egalitate (Romania), promotes gender equality and women's rights, addressing all forms of gender-based violence in schools. CPE implements projects in the field of violence against women (research, capacity building, violence prevention in schools, sexual harassment prevention in private companies, preventing teen dating violence, legal monitoring of the legal framework implementation etc.), and gender equality and diversity education. In this project will lead tasks School staff network training and will host the kick-off meeting.

3.2 Subcontracting

Give details on subcontracted action tasks (if any) and explain the reasons why (as opposed to direct implementation by the participants).

Note: *Subcontracting concerns the outsourcing of a part of the action to a party outside the consortium. It is not simply about purchasing goods or services. We normally expect that the consortium participants to have sufficient operational capacity to implement the project activities themselves. Sub-contracting should therefore be exceptional.*

Include only subcontracts that comply with the rules (i.e. best value for money and no conflict of interest; subcontracting is not possible for key coordinator tasks and may not cover the core of the action; see art 10 of the Model Grant Agreement).

Participant name	Description of the subcontracted action task	Estimated costs (EUR)	Justification (why is subcontracting necessary?)	Best-value-for-money (how do you intend to ensure it?)
AAIT	External Evaluation: T.1.8 AAIT will be responsible to support the external evaluator that will design the evaluation methodology, conduct the baseline survey and the end line survey to measure the impact of the project.	12.000	An external evaluation is needed to ensure stronger accountability towards the donor and the beneficiaries. External evaluators are more objective in assessing project's performance and impact. Therefore, they are better positioned to provide an unbiased evaluation.	For purchases over EUR 1,000 three quotations from three suppliers should be obtained on the basis of the terms for reference of the tender. Once obtained and before choosing a consultant/service provider, the three offers must be evaluated against set criteria. The chosen supplier must comply with the rules for the award of contracts: best value for money or the lowest price, and no conflict of interests. This tender process will be documented, including justification of why the selected supplier was chosen.
UCLL	Web game integration and promotion 4.3 to review the existing web game and co-design new elements to be included in the serious game; to develop new web game characters including parents, local authorities, organisations as well as new places where peer violence takes place.	28.000	The web-game can only be upgraded with the support of experienced online game developers with specific programming skills. The consortium does not have these technical skills but will coordinate the subcontractor to co-design the game.	For purchases over EUR 1,000 three quotations from three suppliers should be obtained on the basis of the terms for reference of the tender. Once obtained and before choosing a consultant/service provider, the three offers must be evaluated against set criteria. The chosen supplier must comply with the rules for the award of contracts: best value for money or the lowest price, and no conflict of interests. This tender process will be documented, including justification of why the selected supplier was chosen.
Other issues: *If subcontracting for the entire project goes beyond 30% of the total eligible costs, give specific reasons.*		*n/a*		

3.3 Project management

Y4L2 project will be addressed through the organizational structure and decision-making mechanisms in order to facilitate collaboration among the 5 partners based in 4 different Countries in Europe and involving external actors which will have a notable role for the successful Project implementation.
The structure is composed by the following bodies:
a) The AAIT Project Management Team acts as the intermediary between the Consortium and assists the Steering Committee
b) The Steering Committee (WP leaders) is the supervisory body.

The Project Management Team of ActionAid will assist the other project bodies for all administrative, legal and financial aspects, by guaranteeing high quality management of the project. The PM team will be in charge of the overall project management activities, including day-by-day management, monitoring of activities, reporting and financial management. The PM team will organize bilateral calls (with each partner to share the financial reporting tools. (Timing: at the beginning of the project, at the end of the reporting periods and when necessary for particular issues).
The Steering Committee (SC), will be set up as a joint executive board in charge of the operational and day by day running of the project (e.g. monitor advances of WPs and ensure conditions to meet milestones; ensure coordination among WP; take decisions concerning the work plan and any major changes thereof). At the strategic level, it will strengthen the common view of the knowledge generated by the project and support a decision-making process capable of ensuring a balanced management. By involving the different WP leaders, the SC is also expected to support and stimulate scientific cross-fertilization and guarantee cohesion within the project. SC will meet monthly through voip tools.

3.4 Project teams and staff

The overall management structure foresees a general project coordinator and an expert grant manager in charge to guarantee the compliance with EU rules. The project core team comprises staff with specific skills and experience in European projects' implementation.
Ben 1 (COO), AAIT: WP1 leader. Team: Maria Sole Piccioli - Project Manager; Corinne Reiner - Engagement/community expert; Alessandra Folcio - MEL expert; Stefania Capobianco - Communication officer; Marta Mantovani - Grant Manager.
Ben 2, AAH: WP3 Leader. Team: Dimitra Deroyiannis – Project Manager; Yiouli Megagianni – Educator, Dimitra Spatharidou - Communications Coordinator, Alexandra Vasileiou – M&E Manager, Andreas Fotopoulos - Financial Coordinator.
Ben 3, UCLL: WP4 leader**.** Team**:** Valère Awouters - project manager; Dries Palmaers - financial manager; Andy Veltjen and Nele Kelchtermans - researchers/experts**.**
Ben 4, AFOL: WP2 leader. Team: Giacomo Ius - Project Manager; Mara Ghidorzi - Gender expert/local coordinator; Marzia Scarpellini - Financial officer; Chiara Tentori - Communication/social media referent.
Ben 5, CPE: Team: Irina Sorescu - Project Manager, Livia Aninosanu - Educational Expert and Trainer, Daniela Martis - Research Coordinator, Ana Maria Cotea - Communication Officer

3.5 Monitoring and evaluation

AAIT will develop a detailed MEAL Plan and monitoring tools such as meeting minutes, attendance lists, activity reports and partner quarterly reports. The project evaluation will include **3 types of evaluation**.

An **internal mid-term evaluation** conducted by AAIT with all partners to assess the project's performance, improve the implementation and generate information about how future programmes and projects can be better designed. The main evaluation sources will be a) desk review of the project's documents and b) Key Informant Interviews (KIIs) with representatives of project's partners and key stakeholders. The internal evaluation and the project's monitoring system will focus on the achievement of the main project outcomes' indicators:

Outcome 1 Indicators: *80% of the students, teachers, parents improve their knowledge of the topic; 80% of target schools have improved procedures to address peer violence;*

Outcome 2 Indicator: *80% of the community-based initiatives against peer violence developed by the project are being implemented;*

Outcome 3 Indicators: *100k website views; 50k web game players; 1 million social reach; 40 media coverage outputs;*

Outcome 4 Indicators: *1 Policy Recommendations developed; 35 advocacy meetings to address peer violence; 70% of the policy makers targeted express willingness/commitment to act on the issue.*

The **external evaluation** will focus on assessing the project's impact in terms of behavioural change. The evaluation will assess the achievement of the **project's specific objective indicator:** *70% of project beneficiaries reduce tolerant attitudes towards peer violence; 70% of project beneficiaries perceive peer violence less socially acceptable; 80% of project beneficiaries perceive they are able to do something to avoid/prevent/address peer violence (i.e. self-efficacy).* The evaluation will analyse the project's impact on three main factors that influence people's intentions to act: a) a person's attitude towards peer violence; a) a person's perception of the social acceptability of peer violence; and c) a person's belief that he/she is actually able to do something to avoid/prevent/address peer violence (i.e. self-efficacy). The evaluation will involve representative samples of the main target groups: youth; parents, teachers, community members at large. The external evaluation will use a quasi-experimental approach using a pre-post design with a non-randomized control group.

Finally, **an evaluation will be conducted by the students** as part of the community-based intervention (WP3). This evaluation aims at developing initiatives that address needs existing at the local level in terms of knowledge, availability of resources, weaknesses, strengths, and obstacles. It will be focused on the Community Readiness Model (Tri-Ethnic Centre for Prevention Research). The evaluation will assess the degree to which a community is willing and prepared to take action on preventing and addressing peer violence. The evaluation consists of KIIs with respondents that have first-hand knowledge about the community and peer violence school personnel, service providers, authorities, community members at large. 6 interviews are expected to take place in each community targeted by the project for a total of 30 interviews. The interview will involve questions related to five main dimensions: 1) Community knowledge of existing programs and activities addressing peer violence; 2) Leadership's attitude towards peer violence; 3) Community's attitude towards peer violence; 4) Community knowledge of peer violence and 5) Resources used to address peer violence. After the interview, each dimension will be scored from 1-No Awareness to 9-Community Ownership according to the readiness level scale. Then an average for each dimension will be estimated across all interviews to get the Overall Community Readiness Score.

3.6 Dissemination, communication and visibility of EU funding

Describe the dissemination and communication activities which are planned in the framework of the project in order to promote the project activities/results and maximise the impact (to whom, which format, how many copies, etc.). Clarify how you will reach the target groups, the relevant stakeholders, policymakers and the general public and explain the choice of the dissemination channels.

Describe how the visibility of EU funding will be ensured.

UCLL will be responsible to provide all partners with a clear communication and dissemination strategy. A visibility package will be created to be used in the communication and dissemination activities. All partners will be responsible to implement communication and dissemination activities throughout the project implementation period.

The main communication objectives are:
● to raise awareness about peer violence and how to counter it;
● to disseminate contents and material produced by young people themselves;
● to transfer the results to appropriate stakeholders and multiply the impact of the action

The main targets of the communication and dissemination activities are:

● **400 students**, **190 teachers and school staff, 50 parents/tutors** that will take part in the school-based training and have a key role in implementing the community-based intervention and the advocacy activities
● **10 local authorities and 40 local actors** reached through the community labs and the local campaigning and advocacy
● **20 national stakeholders, 12 national policy makers**, **3 EU policy makers** involved in advocacy meetings
● **50.000 youth** reached through the web game
● **100.000 EU citizens** reached through the website and the social network accounts
● **1.5 million people** reached by the online campaign

A variety of communication and dissemination channels will be used including:

Project website: it will provide up to date information on project implementation and achievement, including information on project training and events. It will also be a repository of available learning and communication materials and resources including the web-game and the campaign; *From its official launch in October 2019 to September 2020, the website has managed to reach a total of 8.617 visitors out of which 86,74% in Italy, followed by the United States (4,42%), Greece (3,06%), Belgium (0,82%), Cyprus (0,44%), Romania (0,43%), China (0,40%), Switzerland (0,28%), and Germany (0,27%). This shows that the website has been able to reach a wider public beyond the countries targeted by the project both in the EU and worldwide. The most visited pages of the website are the serious game page followed by the project and the detailed project description.*

Information leaflets: partners will distribute leaflets during trainings and events in order to promote interest and active participation of stakeholders
Publications/Presentations/Articles/Broadcasting: partners will engage in the publication of articles, press releases on newspapers, journals, radio and TV, online portals to foster dissemination of the project results and methodology;
Social Media*:* all partners will use their social networks to promote the project and the campaign to enhance wider public interest and engagement;
Interactive workshops/training/meetings/seminars: partners will organise a series of interactive workshops, training and meeting with target groups and relevant stakeholders to promote the methodology and tools developed
European feminist youth school: a 5 days youth school with students, teachers and stakeholders from all implementing countries will be organised to promote exchanges among beneficiaries and to strengthen youth skills in communication and campaigning contributing to developing youth-led tools with some youth influencers that will be integrated into the European and national awareness campaign;
Web-Game: the updated serious web game will be one of the main tools to enhance awareness on the topic and reach a wide audience;
Conferences: at the end of the project one international conference will be organized at Milan. Young people are also supported in organising local conferences to present local campaigns.

3.7 Ethics

Ethics

Describe any ethical issues that may arise during the implementation of the project and the measures you intend to take to mitigate them, including with regard to the interactions between projects staff, target groups and persons benefitting from the project.

Gender mainstreaming

Describe how you will ensure gender mainstreaming in the project activities. Gender mainstreaming means integrating a gender perspective in the design, implementation, monitoring and evaluation of a project as appropriate. Project activities should be pro-active and contribute to the equal empowerment of both genders, and ensure that they achieve their full potential, enjoy the same rights and opportunities. Gender mainstreaming goes beyond counting the number of women and men in a room. In the delivery of project activities gender mainstreaming shall be ensured by monitoring access, participation, and benefits among women and men, and by incorporating remedial action that redresses any gender inequalities in project implementation.

Rights of the child mainstreaming

If your project has a direct or indirect impact on children and their rights, indicate it clearly here. Make sure that your project is based on a child rights approach, i.e. that all the rights of the EU Charter of Fundamental Rights and the United Nations Convention on the Rights of the Child (UNCRC) and the Optional protocols, are promoted, respected, protected and fulfilled. The project should address children as rights holders and should ensure their participation in the design and implementation of the project. For more detailed explanation, see the text of the call.

If your project directly involves children during any of its phases or activities, you are required to provide your child protection policy as Annex 4 (every organisation member of the project consortium whose work involves children needs to have one). In case your project does not involve children now, but should that change during the implementation of the project, submit the child protection policy at the same time when requesting the approval for the change in the project.

The child protection policy document will be carefully assessed and evaluated against the quality award criteria during the selection phase. If Annex 4 is not submitted, if it is very vague, or if it doesn't constitute a proper child protection policy, the points your proposal will be awarded under the quality criteria will be significantly reduced (by half). For more detailed explanation, examples and guidelines on the child protection policies, see the text of the call.

Key elements of Y4L2 ethical approach include: a) assessment and guideline of ethics, privacy and data protection defined in the Consortium Agreement b) continuous monitoring of ethical issues during the whole duration of Y4L2. Confidentiality and anonymity (within the limitations of national and European laws) will be ensured by all personnel/beneficiaries involved.

Gender mainstreaming is the core of the project logic itself, and all activities will be planned by taking into consideration the "gender issue". Gender perspective will be taken into consideration in the design, implementation, monitoring and evaluation aiming to contribute to equal participation and non-stereotyped representations.

Y4L2 involves under 18 young people, who might encounter emerging gender issues, as well as issues related to episodes of peer violence. Each partner has in its own GDPR, special safeguards for children. Child Protection Policies of partner organisations will be validated in compliance with national laws and EU guidelines, especially for issues related to parental consent informed also in case of information society services offered. Y4L2 apply the principle of protection by design to research data concerning children and minimise the collection and processing of their data as far as possible. Guidelines and protocols will be put in place to ensure that all personnel involved will be ready to tackle arising issues and comply with legal requirements related to privacy.

Consortium Agreement will address the confidentiality of the information disclosed by partners during the project, ownership of results resulting from the execution of the project.

3.8 Sustainability and continuation

Describe the follow-up of the project after the EU funding ends. How will the sustainability of the project impact be ensured?

Which kind of resources/form of collaboration with other entities will be used to take up the project outputs and results? Are there any possible synergies/complementarities with other activities/projects that could reinforce the long-term sustainability of the project?

The project has been designed to ensure sustainable and long-term results, and all WPs will contribute to this goal. The website will be an online learning and sharing platform for the educational community (education professionals and parents, youth, media, local authorities, CSOs, citizens). Specifically, the toolkits developed under WP2 (for teachers, teens and parents), will continue to be freely accessible after project completion, available to education professionals and researchers. Besides, WP3 community-based intervention methodologies and youth-led communication materials, as well as recommendations to local and national authorities will be uploaded on the platform and made accessible to anyone interested in using such methodologies.

The community involvement approach (WP3) will ensure, during and especially after the end of the project, the sustainability of the project and activities by leaning towards the local, responding to local and community needs, and therefore in short "rooted". The Community Labs under WP3 will actively contribute to this, as the participants of these labs will themselves learn and become more aware of peer violence, both in their communities and online, to then apply the knowledge to change the communities they belong to and serve as ambassadors within their communities.

Finally, all activities under WP4 aim to disseminate the project's results, lessons learnt, best practices and recommendations that will ensure its long-lasting impact feeding into other projects, policy recommendations or research papers. The advocacy activities to be implemented will ensure that the project and its results will have an impact at local and national level.

4. History of changes between your proposal and Annex I to the Grant Agreement "Description of the Action"

Please state whether you have made any changes in the data entered in **on-line forms** in the participant portal (which will become **Part A** of the Description of the Action) when compared to Part B of the original proposal (*Description of workpackages and activities*).		
Changes suggested in the Evaluation Summary Report	NO	n/a
Other changes	YES	Structure, division and description of the deliverables had to be improved by the PO during GAP phase as a few of the main deliverables were missing in the Portal. In addition, a deliverable for CPP was added. COO deleted the following milestones: • Internal meetings WP1 • EU feminist youth school WP4
Please state whether you have made any changes in **Part B** of the Description of the Action when compared to Part B of the original proposal (*General Description of the project and applicant organisation*).		
Changes suggested in the Evaluation Summary Report	YES	Page 2-3. Par. *Needs Assessment* addressed "analysis of context specific needs for the countries involved is insufficient"; Page 3-4. Par. *Relevance* – addressed "the proposal does not describe well the extent to which this "second phase" project will avoid duplication with the first one."; Page 5. Par. *Methodology* – addressed "However, a proposed activity - the European feminist youth in WP4 - is not directly relevant to the priorities of the Call for proposal."; Page 5. Par. *Methodology* – addressed "upgrading of the game already implemented in Y4L1"; Page 7. Par. *Cost effectiveness* – addressed "the requested budget is a bit over-estimated in relation to the scale and type of activities" and specified external evaluation costs.; Page 7 Par. *European Added Value* - addressed "it would have been helpful to read some new strategies to transfer good practices across-borders compared to the Y4L1."; Page 13. Par *3.6 Dissemination, communication and visibility of EU funding* - addressed "web site effectiveness". -Corrected material error in paragraph 5.3 (now 3.7 Ethics): "Each partner has in its own GDPR and Child Protection Policy, special safeguards for children." changed in "Each partner has in its own GDPR, special safeguards for children."
Other changes	NO	n/a
Note: *Please note that changes to your original proposal should be limited to modifications suggested in the Evaluation Summary Report (ESR). We strongly advise against any other changes at this point as they may lead to the Commission considering the modified proposal as not compliant with the one recommended for funding and terminating the grant agreement preparation. Should you wish to introduce some modifications nevertheless (e.g. as a result of "force majeure" changes that occurred since the date of your original proposal), these must be indicated in the table. Failure to clearly signal any changes made to your proposal may lead to termination of the grant agreement preparation or – at any point following the signature of a grant agreement – to the termination of the grant agreement by the Commission. In accordance with Art. 34.3.1 (i)(ii).*		