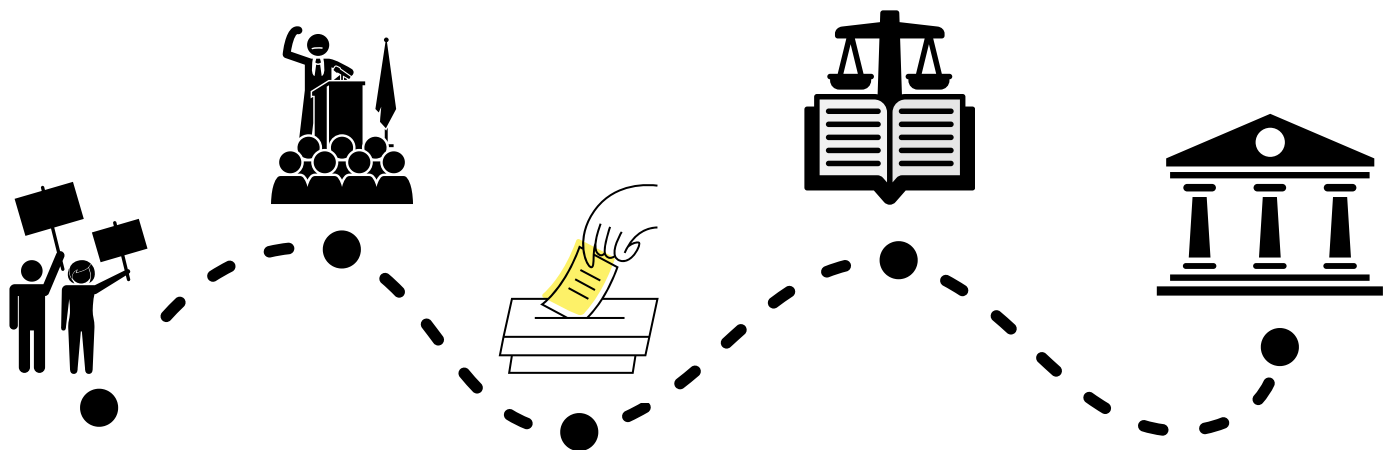


POLITICAL PEDDY PAPER METHODOLOGY MANUAL



GET
POLITICAL



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GET POLITICAL

Igniting Youth Active Participation in Political and Electoral Processes through Political Literacy and Knowledge

Co-editors:

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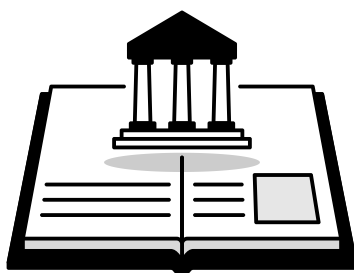


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The Political Peddy Paper Methodology Manual

Politics is not something young people should only learn about. It is something they should explore, question, and experience. The **Political Peddy Paper Methodology Manual** was developed within the **GET POLITICAL project** to support youth workers, educators, trainers, and organizations in bringing political education to life. It provides practical tools to help young people understand how political systems work, how decisions are made, and how they can take part in democratic life at local, national, and European levels.

The **Political Peddy Paper Methodology** is based on a simple idea: political literacy grows through experience. Instead of learning about institutions, elections, or participation in abstract terms, young people engage with them directly. They observe, interact, discuss, question, and reflect on how political systems function in real contexts. Public spaces, institutions, and communities become learning environments where democracy is explored in practice rather than explained in theory.

The methodology is flexible and can be adapted to different groups, contexts, and learning objectives, always aiming to make political processes more accessible, understandable, and relevant to young people. When young people experience politics directly, through institutions, debates, simulations, or real decision-making contexts, political literacy becomes something concrete they can relate to and act upon.

This approach strengthens critical thinking, communication, collaboration, media literacy, and active citizenship. More importantly, it supports young people in understanding not only how political systems work, but also where they can take part in them. It shifts political education from explanation to experience, and from knowledge to participation.

What you will find in this manual

This manual is based on the experience of implementing Political Peddy Papers in different political and institutional contexts, including municipalities, youth organizations, national parliaments, and European institutions. These experiences allowed young people to engage directly with decision-makers, explore how institutions function, and understand how political participation works in practice. It builds on the experiences of GET POLITICAL partners across different countries and translates them into practical tools that can be adapted to diverse educational contexts.

This manual complements the **Get Political 101 Guide: A Guide on Political and Electoral Systems, Structures and Processes**. While the Guide explains how political systems are organised, how elections work, and how decisions are made at different levels, this manual focuses on how to turn those topics into interactive learning experiences.

Inside you will find:

- step-by-step guidance for designing, facilitating, and evaluating Political Peddy Papers;
- ideas for quizzes, simulations, role-plays, debates, and collaborative challenges;
- templates, examples and case studies from real implementation contexts;
- tools for reflection, learning, and continuous improvement;
- adaptable methods for different groups, environments, and learning goals.

Whether in schools, youth organisations, community projects, or institutional settings, this manual provides practical tools to make political education active, engaging, and relevant.

Use it, adapt it, and bring political education into real experience.

What is a Peddy Paper and a Political Peddy Paper?

A **Peddy Paper** is a flexible, task-based learning activity based on movement, teamwork, and problem-solving. Participants move through different locations, complete challenges, and interact with their environment while learning through experience.

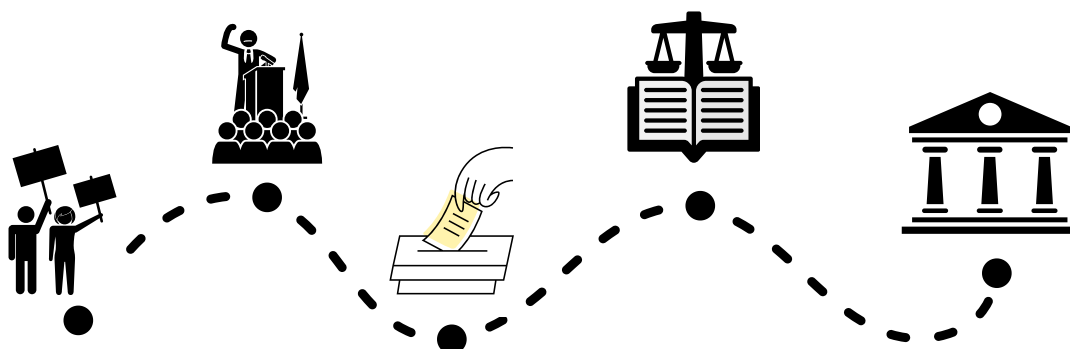
A **Political Peddy Paper** applies this format to political education. It turns democratic life into something that can be explored directly. Participants engage with political institutions, elections, political campaigns, representation, public decision-making, civic rights, and participation. Depending on the context, this may involve visits to municipal councils, national parliaments, or European institutions, or the use of simulated environments that reproduce real political processes.

Activities include quizzes, role-plays, simulations, debates, and collaborative challenges. The focus is not on learning political theory, but on understanding how political systems work in practice and where young people fit within them.



Not sure what a peddy paper is?

Watch this short video for a clear and simple explanation of what it is and how it works.



Planning a Political Peddy Paper Experience



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A Political Peddy Paper is more than just a fun activity: it is a powerful learning experience centred on citizenship and political awareness. That is why it is crucial to choose learning objectives and themes carefully and thoughtfully. These determine not only the content, but also the type of tasks, interactions and reflections.

The steps below will help you design an educational, engaging and achievable activity.

1. Setting learning objectives and political themes

Start by determining exactly what your participants need to learn. Clear learning objectives provide focus and make it easier to design tasks and stops.

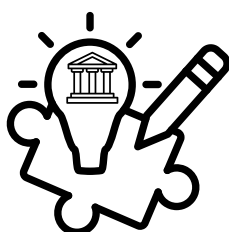
The choice of political themes determines the content and coherence of the Political Peddy Paper. Good themes are relevant, topical and recognisable to the participants, and tie in with their everyday lives and learning objectives.

Possible learning objectives

- Gaining an understanding of how local and national politics work;
- Becoming familiar with democratic decision-making;
- Learning to think critically about current social issues;
- Strengthening citizenship skills (participation, dialogue, respect).

Selection of political themes

Choose themes that relate to the participants' everyday lives and to the curriculum. Strong political themes provide direction, coherence and depth, and turn the Peddy Paper into a meaningful learning experience rather than a loose collection of tasks.



Examples:

- Local decision-making and municipal policy;
- Elections and representation (how we choose people to speak and make decisions for us);
- Human rights and inclusion;
- Climate policy and sustainability;
- Media and information (fake news, communication, political campaigns).

Practical guidelines

- It is best to choose 1 main theme and 1 or 2 additional themes to maintain focus;
- Ensure that the themes are visible and tangible at the chosen locations;
- Ensure that every part of the route clearly ties in with at least one theme;
- Avoid a too broad approach to prevent superficiality.

2. Selecting locations

The chosen locations form the heart of the Political Peddy Paper. Choose places that are meaningful in terms of content and where tasks fit in logically.

Possible locations:

- Town hall or city hall;
- County hall;
- National parliament or regional assembly;
- Political monuments or historic sites;
- Offices of political parties or NGOs;
- Public spaces where policy is visible (e.g. transport projects, social services).



Selection criteria:

- Relevance to the chosen themes;
- Accessibility and safety;
- Opportunity for observation or interaction;
- Variation between formal (institutional) and informal (community) locations.



Combine 'traditional' political locations with unexpected places (e.g. a neighbourhood project or street intervention) to keep things dynamic.

3. Involving stakeholders

Involving stakeholders is not a “nice-to-have”, but an essential added value for a Political Peddy Paper. It enhances the quality, credibility and impact of the learning experience.

When participants come into contact with real actors (such as local politicians, civil servants or NGO staff), the activity takes on a much more realistic character.



A brief meeting with a councillor makes a greater impression than just a theoretical explanation of local government policy.

Potential partners:

- Local authorities (municipal council, councillors);
- Political institutions (parliament, advisory councils);
- NGOs and civil society organisations;
- Youth councils or citizens' initiatives;
- Local experts or guides.

Ways to involve them:

- Organise guest speakers or short meetings;
- Have assignments developed or validated;
- Arrange access to specific locations;
- Provide practical examples.



Involve partners early on and communicate clearly about the objective, timing and expectations.

4. Mapping out the route: key stops and challenges

A good route ensures a logical and engaging flow.

Route planning:

- Determine a starting and finishing point;
- Plan 4–8 stops (depending on duration and target audience);
- Allow sufficient time per stop (15–30 minutes);
- Take travel time into account;

Designing stops and tasks

Each stop includes:

1. A brief context or explanation
2. A task or challenge
3. A reflection question



Examples of tasks:

- Interview a passer-by about a local issue;
- Analyse a policy measure based on observation;
- Answer a quiz question about political structures;
- Take part in a role-play (e.g. a debate or decision-making exercise);
- Find information on site (information boards, buildings, symbols).

Ensure variety:

- Knowledge questions (facts);
- Active tasks (doing, observing);
- Reflection (forming an opinion, discussion).

Practical considerations:

- Safety (crossings, supervision);
- Physical accessibility (check the path, sidewalks and buildings are wheelchair-accessible);
- Weather conditions (provide alternatives);
- Clear instructions and materials (map, activity booklet, digital platform).



Test the route in advance
to check timing and
feasibility.

A successful Political Peddy Paper transforms politics from an abstract concept into a lived experience. By combining exploration, interaction, critical thinking and reflection, participants discover that politics is not something that only happens in parliaments or council chambers. It is present in the streets they walk, the services they use, and the decisions that shape their daily lives.

With thoughtful preparation, engaging tasks and meaningful encounters, your Political Peddy Paper can inspire participants to become more informed, active and responsible citizens. After all, democracy works best when people do not simply observe it, but actively take part in it.

Checklist: Preparing a Visit to a Political Institution

1. Initial Planning

- ☐ Identify the political institution to visit
- ☐ Check the institution's website for visit procedures and requirements
- ☐ Identify the relevant department/contact person responsible for visits
- ☐ Define the purpose and focus of the visit
- ☐ Identify possible dates according to the institution's availability

2. Contact and Confirmation

- ☐ Send the visit request to the institution
- ☐ Receive confirmation of availability
- ☐ Confirm:
 - Date and time of the visit
 - Duration
 - Number of participants allowed
 - Type of visit/activity (guided tour, presentation, meeting, Q&A, etc.)
 - Language requirements (if applicable)
 - Name of the person responsible for welcoming the group
- ☐ Save all communication and confirmations with the institution

3. Practical Arrangements

- ☐ Confirm the final agenda/programme with the institution
- ☐ Check registration procedures and deadlines
- ☐ Confirm access requirements:
 - Identification documents
 - Security checks
 - Restricted items
 - Accessibility needs
- ☐ Arrange transportation (if needed)
- ☐ Define meeting point and arrival time
- ☐ Inform participants about practical information
- ☐ Prepare attendance list and required documentation



Use this checklist to organise each visit to the selected places. Adapt it to different locations and institutions.

4. Preparing Participants

- ☐ Share background information about the institution and its role (include Get Political 101 Guide)
- ☐ Explain the objectives of the visit
- ☐ Prepare questions/topics for discussion
- ☐ Inform participants about expected behaviour and procedures during the visit

5. Final Check Before the Visit

- ☐ Reconfirm the visit details with the institution
- ☐ Confirm the number of participants
- ☐ Check that all documents and materials are ready
- ☐ Ensure participants have all practical information
- ☐ Prepare materials for documentation (photos, feedback forms, notes, etc.)

Political Peddy Paper Stop Template

Stop Title (*Example: The Town Hall*)

Location:

Political Theme:

The Context- Why is this location important? What political issue, institution or decision-making process is connected to it?

.....
.....

The Challenge - What should participants do, observe, investigate or discuss at this stop?.....

.....

The Big Question - Which reflection question will participants discuss before moving to the next stop?

.....
.....

Materials Needed

- ☐ Quiz question
- ☐ Observation sheet
- ☐ Interview questions
- ☐ Map or clue
- ☐ Other:



Use this template to design each stop along your route. Copy and adapt it as needed.

Learning Objective(s)

- ☐ Understanding political institutions
- ☐ Democratic participation
- ☐ Critical thinking
- ☐ Citizenship skills
- ☐ Other:

Developing Interactive Activities and Challenges



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Designing Engaging and Educational Tasks

Interactive activities help transform political concepts into engaging learning experiences, increasing participants' motivation, critical thinking, and civic engagement.

Why use interactive activities?

- **Improve knowledge retention** - Learning by doing strengthens understanding.
- **Encourage active participation** - Participants become active contributors rather than passive listeners.
- **Develop critical thinking** - Activities challenge assumptions and stimulate discussion.
- **Promote civic engagement** - Young people gain confidence to participate in democratic life.

Effective Activity Formats

- Political literacy quizzes
- Role-plays
- Simulations
- Challenge-based activities

Quizzes

- Political literacy quizzes, for example, can address institutional structures, citizens' rights, democratic processes, or media literacy.
- Digital quiz platforms may enhance engagement through real-time feedback and friendly competition, while paper-based alternatives remain equally effective in contexts where technology is less accessible.
- Can be designed to challenge assumptions and encourage participants to reflect on common misconceptions regarding politics and civic participation.



For example, participants could complete a **short interactive political literacy quiz** before beginning a session.

Questions might include:



- "Who is responsible for approving national laws in your country?";
- "Which of the following is an example of misinformation?";
- "What can citizens do if they want to influence a local government decision?"

Role-plays

- Participants take on different roles, such as elected representatives, journalists, activists and citizens. This helps them understand democratic decision-making from different perspectives.
- Simulating a parliamentary debate, a municipal council meeting, or a public consultation process allows participants to explore how political systems function in practice.
- Development of communication, negotiation, empathy, and problem-solving and understanding political institutions.

Participants could **simulate a youth council meeting**. Participants decide how to allocate a limited municipal budget. Possible proposals: new skatepark, public green space, improving public transport, or cultural activities.

Discussions questions:

- "Why is your proposal the most beneficial for the community?";
- "How would you respond to concerns raised by other stakeholders?";
- "Can you negotiate a compromise that satisfies multiple interests?".



Debrief: Finish with a vote and reflect on how democratic decisions require balancing different interests and priorities.

Simulations

- Participants experience real-life political and social situations in a safe learning environment.
- They learn to analyse information, evaluate different options, negotiate solutions and understand governance and public decision-making.

For simulations, **participants could act as members of a local crisis management committee**. Participants respond to a severe wildfire affecting their community. They must decide how to allocate limited emergency resources while balancing the needs of residents, local businesses and environmental protection.



Guiding questions:

- "Which areas should receive immediate assistance and why?";
- "How would you communicate your decisions to the public?";
- "What trade-offs are necessary when resources are limited?".

Debrief: Reflect on decision-making under pressure, transparency, accountability and the complexity of public policy.



Encouraging Critical Thinking and Debate

- Participants explore complex issues while learning to research and evaluate information, present arguments with evidence, respect different perspectives and develop analytical and communication skills.
- Possible topics: youth participation, migration, social inclusion, environmental policies, digital rights, or democratic governance.

Media literacy activities help participants navigate today's information environment. Explore **misinformation, disinformation, algorithms, artificial intelligence, and emotional manipulation online**. Practical activities like **fact-checking, source verification, and analysis of online content** encourage more responsible digital citizens.

Connecting with Society is further strengthened when participants engage directly with public officials, community leaders, and civil society organisations.



Dialogue sessions with institutional representatives provide valuable opportunities to ask questions, challenge assumptions, and gain insight into decision-making processes.

Digital vs. Physical Elements: Balancing Traditional and Modern Approaches

The most effective learning experiences **combine digital tools and face-to-face activities**.

- Digital tools enhance accessibility, engagement, and flexibility: **Online quizzes, interactive polling systems, collaborative platforms, digital mapping tools, and multimedia resources**.
- Provide real-time feedback, encourage collaboration, and allow learners to access information from multiple sources.
- **Digital platforms** also connect participants who may face geographical, social, or physical barriers.
- **Digital environments** develop media literacy and digital citizenship.

Physical activities foster interpersonal relationships, empathy, collaboration, and community engagement.

- **Institutional visits, sociopolitical tours, workshops, role-plays, and group discussions** offer unique learning opportunities that cannot be fully replicated online.
- **Direct encounters with public institutions, community organisations, and local stakeholders** connect theory with real-life experiences.

For example:

- A political literacy programme may begin with digital learning resources and online quizzes to introduce key concepts, followed by face-to-face workshops, simulations, and institutional visits that allow participants to apply their knowledge in practical settings.
- Participants may use digital platforms to access clues, complete tasks, or document findings, while simultaneously engaging with physical environments, institutions, and community actors.

Benefits of Blended Learning

- Increases participation
- Supports different learning styles
- Connects theory with practice
- Develops knowledge, skills and democratic attitudes



Facilitating Political Peddy Papers for Youth Groups



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Preparing Facilitators and Participants

Build a Shared Understanding

Before starting, ensure everyone understands:

- Project objectives
- Learning methodology
- The role of the **Get Political 101 Guide** as the main educational resource

Prepare the Facilitators

Facilitators should be confident in: non-formal education, experiential & place-based learning, reflection and dialogue techniques and connecting real political settings with civic learning.

Define Team Roles

Agree in advance who is responsible for facilitation, logistics, communication with institutions and documentation and reporting.

Prepare Activity Materials

Depending on the activity, prepare: worksheets, reflection journals, observation sheets, scorecards, icebreakers & energisers, role-play/simulation materials and debriefing questions

1. Project objectives	2. Facilitator training	3. Tool Development	4. Participant Onboarding	5. Get Political 101 Guide	6. Ready for Peddy Paper Implementation
Shared understanding of goals, methods and the Get Political 101 Guide	• Experiential & place-based learning • Non-formal methods • Reflection & dialogue facilitation • Institutional learning environments	Worksheets, reflection journals, scorecards, observations grids, icebreakers, simulations, debriefing frameworks	• Intro sessions in schools / youth groups • Key concepts & institutions • Logistics: travel, schedules, access	• Preparatory material • Conceptual map • Reflection framework	Prepared facilitators, engaged participants and shared tools

Before the Activities

Ensure participants understand project objectives, learning outcomes and the political institutions they will visit.

Practical Information

Explain travel arrangements, schedule, security procedures and expected behaviour during visits.

Introduce the Get Political 101 Guide

Encourage participants to explore it before the activities, use it during reflection sessions, connect their observations with democratic concepts.

Start Simple

- Build confidence through: icebreakers, short quizzes, small-group discussions.
- For mixed-ability groups: peer learning, simple explanations and mixed-experience teams.

Ensuring Inclusivity and Accessibility

Everyone should be able to participate, regardless of: political knowledge, educational background, language skills and confidence in discussing politics.

How to Create an Inclusive Learning Environment

Facilitators should encourage questions, welcome different perspectives, allow participants to learn at their own pace.

Inclusive Learning Methods

- Small-group work
- Peer learning
- Icebreakers
- Quizzes
- Guided discussions



Gradually progress to more complex political topics.



Political concepts were always connected to everyday life by discussing local issues, community decision-making, or examples participants could easily relate to.

Presenting information in different formats also helps make activities more inclusive. This allowed participants to engage with the content in the way that suited them best while reinforcing key learning points through multiple formats.

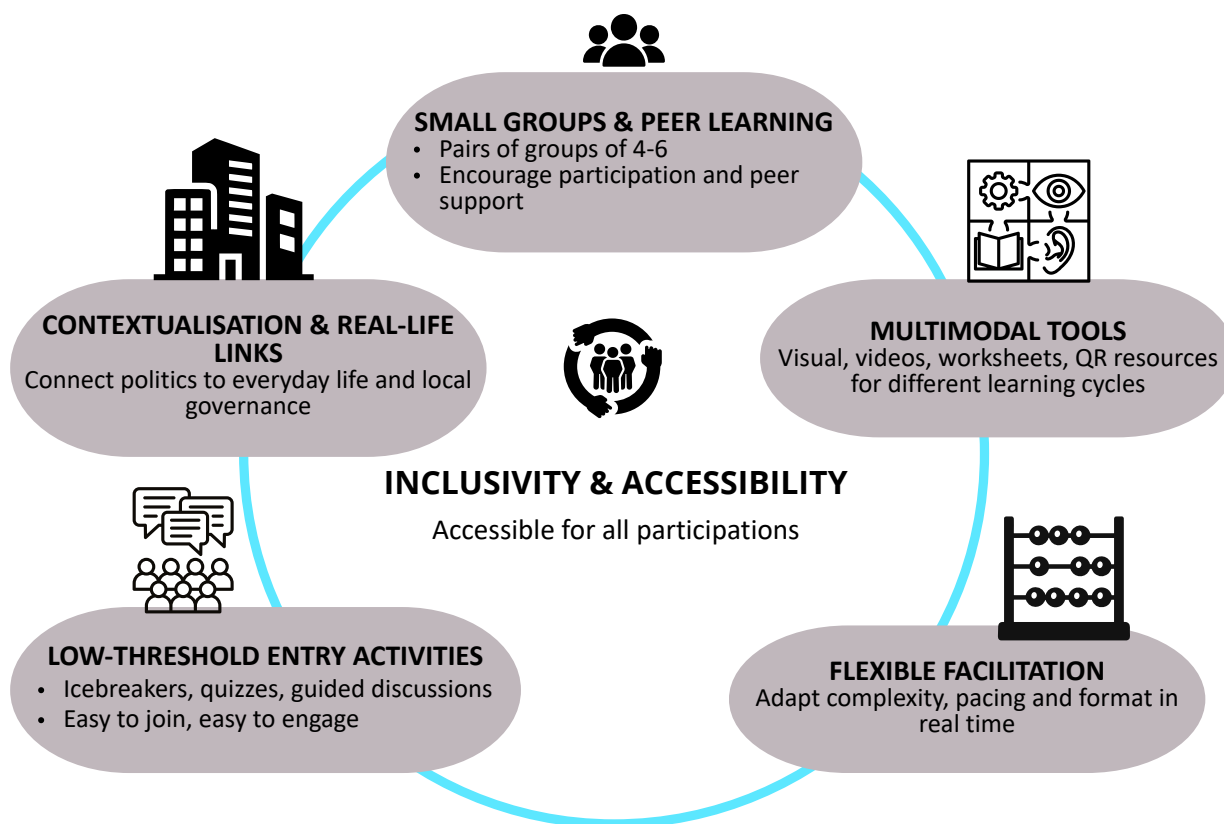


During historical and institutional visits, participants could explore the same topic through printed worksheets, visual materials, short videos accessed via QR codes, and explanations provided by the facilitator.

Facilitators should also remain **flexible** throughout the activity. If participants need more time to understand a concept, simplify the explanation, encourage peer support, or adapt the pace of the activity. Likewise, if a group is highly engaged, allow extra time for discussion and questions instead of strictly following the timetable.

Accessibility also extends beyond learning methods. Whenever possible, schedule activities around participants' existing commitments, organise group transport for visits, and provide clear information about meeting points, security procedures, and what participants can expect before entering political institutions.

Good preparation helps participants feel confident and allows them to focus on learning rather than logistics.



Managing Group Dynamics and Engagement Strategies

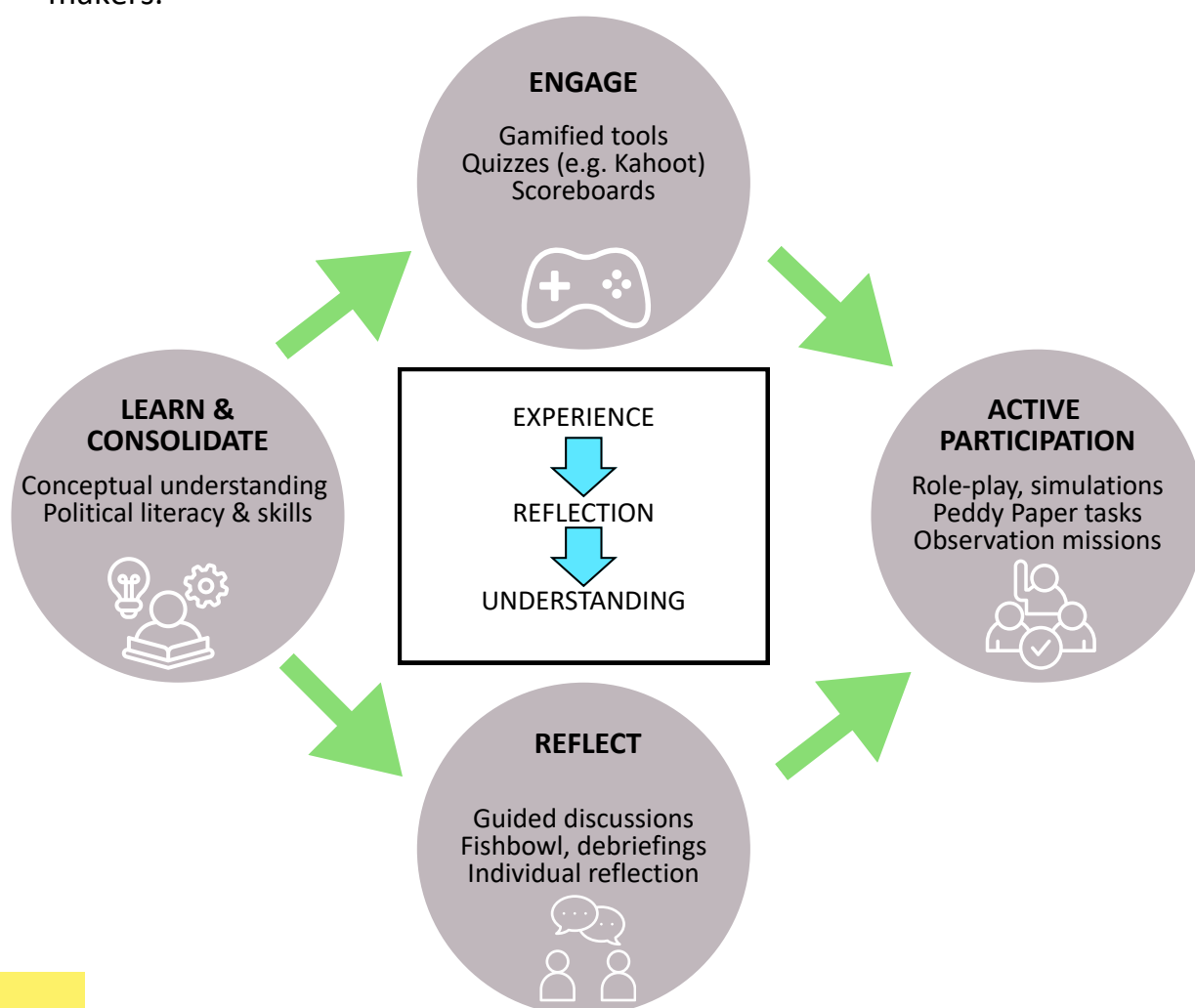
Creating an active and supportive group atmosphere is essential for successful political learning. Throughout the GET POLITICAL project, facilitators combined a clear activity structure with the flexibility to adapt methods, pacing, and group composition to the needs of participants.

Whenever possible, participants worked in **pairs or small groups of three to six people**. Smaller groups encouraged everyone to contribute, reduced barriers to participation, and created more opportunities for peer learning and discussion. Facilitators regularly **mixed group compositions** so that participants with different backgrounds, levels of political knowledge, or language skills could learn from one another.

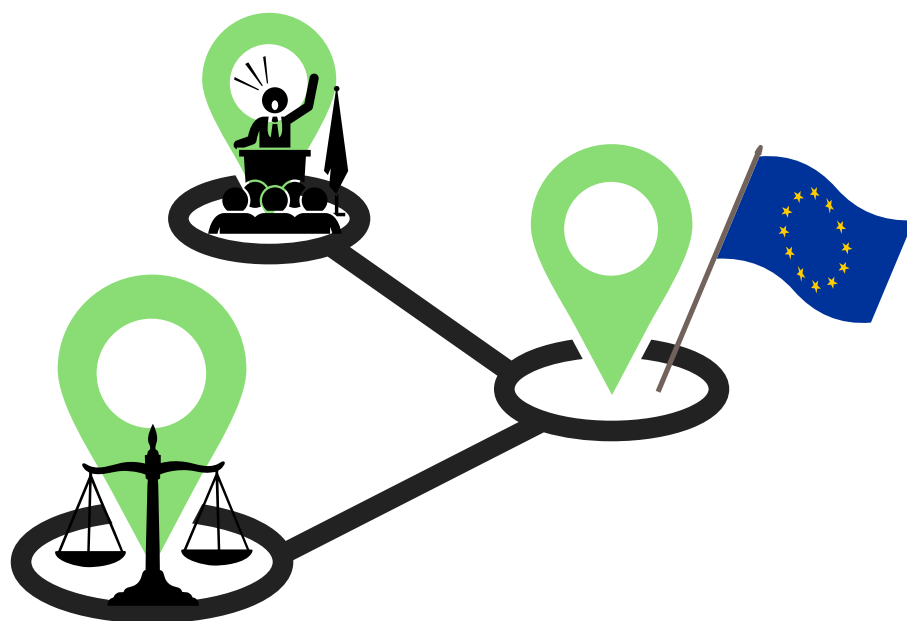
Interactive methods were used to maintain motivation and encourage active participation (investigate, discuss and solve problems together). Depending on the activity, these included **quizzes** (such as Kahoot), **scorecards**, **role-play simulations**, **peddy paper challenges**, and **guided observation** tasks during institutional visits.

Different learning environments required different facilitation approaches:

- During **visits to political institutions**, participants completed observation tasks and took structured notes to focus their attention on key aspects of democratic processes.
- **Sociopolitical tours** relied more on storytelling, historical interpretation, and open questions to encourage discussion.
- **Roundtables** with politicians and youth representatives placed greater emphasis on dialogue, comparing perspectives, and asking questions directly to decision-makers.



Connecting Political Peddy Papers with Theoretical Knowledge



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Linking Activities to Get Political 101 Topics

Before each visit, facilitators may select two or three topics from the **Get Political 101 Guide** that are directly connected to the institution or location.

- **A visit to a municipality** can introduce local governance, public services and citizen participation. Participants can explore which decisions are made locally and how young people can communicate their needs or proposals.
- **A visit to a national parliament** can be linked to elections, political representation, political parties and the legislative process. Participants can examine how representatives are elected, what their responsibilities are and how laws are adopted.
- **Visits to courts, presidential institutions or other public bodies** can help explain the separation of powers and the different roles of political institutions. Meetings with political representatives or youth organisations can introduce political participation and the role of young people in democratic life.
- **Sociopolitical tours** connect formal politics with everyday reality. Through specific locations and stories, participants can explore how political decisions affect public space, equality, historical memory, urban development and access to services.

How to Run Each Activity: A 4-Step Framework

A simple structure can be used for every activity:

- Introduce the relevant political concept.
- Give participants an observation or research task.
- Encourage them to ask questions and collect information.
- Discuss how the experience relates to the theory.



Participants may identify the responsibilities of an institution, find out how citizens can influence its work or explain which level of government is responsible for a specific issue.

Post-Activity Discussions and Reflection Exercises

Reflection is essential because a visit alone does not automatically lead to political understanding. Participants need time to organise information, compare perspectives and connect the experience to their own lives.

One useful method is “**What? So what? Now what?**”

- What? - “What did we see, hear or learn?”
- So what? - “Why is this important for democracy or political participation?”
- Now what? - “How can young people use this knowledge or become involved?”

Another option is the **Concept–Example–Action exercise**:

- Participants select one concept from the Get Political 101 Guide.
- Identify an example from the activity.
- Suggest one possible form of youth participation.



After a parliamentary visit, participants can connect political representation with the role of elected representatives and identify ways citizens can contact or question them.

During international exchanges, participants can compare their own country with the host country in relation to parliament, elections, political parties and youth participation. The aim is not to decide which system is better, but to **understand that democratic systems can operate in different ways**.

A short final reflection can use the following prompts:

- One concept I understand better is ...
- One thing that surprised me is ...
- One question I still have is ...
- One action I could take is ...



These prompts can be collected in different formats, depending on the group, available time and digital tools.

Tips for facilitators:

- Use a traditional written reflection;
- Ask participants to create a 60-second video reflection;
- Interactive Mentimeter word cloud;
- Post answers as virtual sticky notes on a collaborative digital whiteboard such as Miro or Notion.



Using Case Studies to Deepen Understanding

Case studies can be adapted to the participants' age, local context and interests. The facilitator should not provide an immediate correct answer, but encourage participants to analyse the situation, justify their views and consider different possible solutions.

Case Study 1: Which Institution Is Responsible?

This case connects **governance, institutional responsibilities and youth participation with practical issues from everyday life.**

Participants receive an issue that affects young people, such as limited public transport, insufficient youth spaces or unequal access to cultural activities. During visits to local and national institutions, participants collect information and review their initial answers. Facilitators should avoid presenting one fixed answer and instead encourage participants to investigate how responsibilities are divided in their own country or during institutional visits.



Be prepared for differences in administrative and political structures across countries. For example, public transport may be managed mainly by a municipality in one partner country, by a regional authority in another, or by a national ministry in a different context.

They are asked to identify:

- whether the issue should be addressed at local, regional, national or EU level;
- which institution is responsible;
- which stakeholders should be involved;
- how young people could present their proposal.

Possible reflection questions include:

- Why are different institutions responsible for different issues?
- How can citizens identify the appropriate institution?
- Which participation channels are available to young people?
- How do responsibilities change between local, regional, national and EU levels?
- Who should young people contact first when responsibility is shared between several institutions?

Case Study 2: Political Participation Beyond Voting

This case demonstrates that **elections are only one part of democratic participation** and helps participants recognise **different ways to influence political and social life**. Participants explore the different ways in which young people can participate in democratic life.

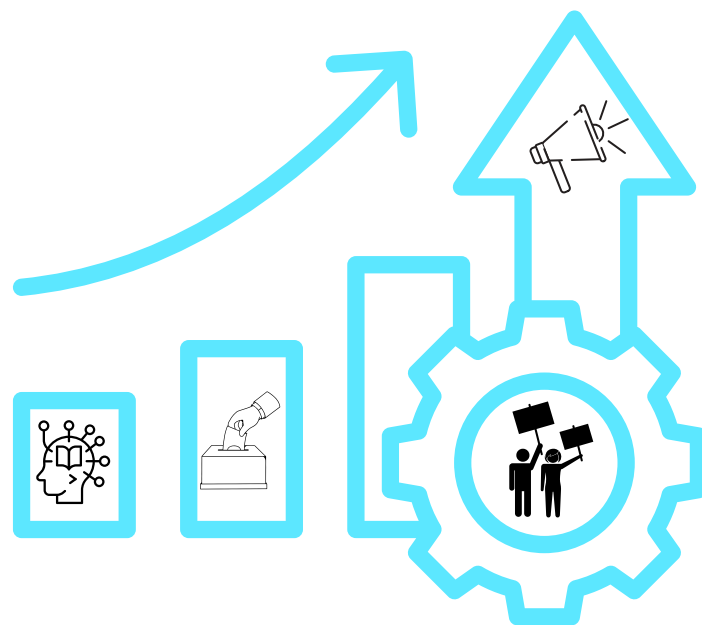
- **Before** visiting a parliament or meeting political representatives, they list the forms of participation they already know.
- **During** the activity, they identify additional possibilities, such as contacting representatives, participating in consultations, joining a youth organisation, signing petitions, volunteering or becoming involved in civil society initiatives.

Afterwards, participants discuss:

- Which forms of participation exist besides voting?
- What role do youth and civil society organisations play?
- What barriers prevent young people from participating?
- Which form of participation would be realistic in their community?



Evaluating and Measuring Impact



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Assessing Participant Learning and Engagement

A **robust evaluation begins before the activity starts**. The use of a **simple pre-activity questionnaire** allows facilitators to establish a baseline:

- What do participants already know about the political institutions or themes involved?
- How interested are they in politics?
- Do they feel that political processes are relevant to their daily lives?



These questions, kept brief and non-academic, provide a **reference point** against which post-activity data can be compared.

During the activity itself, facilitator observation is the primary assessment tool.

Facilitators and team leaders should keep a brief observation grid to note: the quality of group discussions at each stop, the accuracy and creativity of responses to challenges, the level of spontaneous engagement and curiosity, and any moments of unexpected learning or meaningful dialogue. A one-page grid with checkboxes and a small space for brief notes per checkpoint is sufficient.



At the close of the route, a structured group reflection (15 to 30 minutes) serves both as an evaluative moment and as a consolidation of learning.

Questions such as:

- "Which stop surprised you most, and why?";
- "What did you learn today that you did not know before?";
- "Did anything change in how you think about your role as a citizen?".



This generate **qualitative data** while simultaneously deepening participants' personal processing of the experience.

Finally, a post-activity questionnaire, mirroring the pre-activity one and adding open-ended questions, allows facilitators to measure immediate knowledge gains, shifts in attitude toward political participation, and participants' overall experience of the activity. Where relevant, outcomes can be linked to **Youthpass key competences**, providing a recognized European framework for validation.

Feedback Collection and Continuous Improvement

Feedback is most valuable when it is honest, specific, and collected at the right moment. Political Peddy Papers benefit from a two-stage feedback model:

1. **Immediate feedback** gathered on the day of the activity:
 - **A short digital survey** (via QR code linked to a Google Form or similar tool);
 - A simple paper **feedback card**;
 - A **creative method** such as a "mood board" where participants place stickers or sticky notes indicating their experience.
- **Key dimensions to evaluate** include: overall enjoyment and engagement, perceived educational value, clarity of the challenges and instructions, quality of facilitation, and suggestions for improvement.
2. **Delayed feedback** collected **one to two weeks later**, once participants have had time to reflect.
 - Delayed feedback, **collected by email or message**, tends to yield more reflective responses.
 - It can be **shorter** (3 to 5 open questions), aiming to **capture whether participants continued thinking about the themes** after the event, whether they **discussed the experience with others**, and whether they took any concrete action (however small) related to political engagement.

On the facilitator side, a **team debriefing session** within 48 hours of the activity is essential to:

- Compare observations;
- Identify which stops generated the most engagement and which fell flat;
- Discuss logistical issues;
- Collectively agree on adjustments for future iterations.



Keeping a simple improvement log, e.g. a shared document, where each edition's lessons are recorded, allows the activity to evolve in an evidence-based manner over time.

Long-Term Impact on Civic Participation

Measuring long-term impact is perhaps the most ambitious but also the most **meaningful dimension of evaluation**. A Political Peddy Paper is, at its best, a catalyst, a memorable, embodied experience that plants a seed of political curiosity and civic responsibility. **Measuring whether that seed grows requires follow-up**. Ultimately, the goal is not merely to count participants or tick evaluation boxes. It is to contribute, through rigorous reflection and honest measurement, to a growing body of evidence that experiential political education works in which young people feel not only informed about politics, but genuinely capable of shaping it.

A **follow-up survey** sent **three to six months after the activity** can track **behavioural and attitudinal changes**:

- Has the participant voted in a local or national election since the event?
- Have they engaged in any form of civic action, signing a petition, attending a public meeting, joining a youth council?
- Have they talked to peers or family members about political issues?
- Have they used any of the information encountered during the Peddy Paper to inform a decision or argument?



Beyond quantitative tracking, **qualitative testimonials from participants carry significant weight**, both as **evidence of impact and as dissemination material**. These stories humanize the data and are invaluable for communicating the value of the methodology to new partners, funders, and youth organizations.



Facilitators should ask participants whether they would be willing to share a short written or video testimonial about how the experience affected them.

At the **institutional level** (a municipality, school, or youth organization), the long-term success of Political Peddy Papers can be measured by their integration into ongoing educational or youth work programmes.

Integrating Political Peddy Papers into Youth Work and Education



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Adapting the Methodology for Different Educational Settings

One of the strengths of a Political Peddy Paper approach is its **flexibility**. Whether used in a secondary school, a university seminar, a youth club, or a municipal youth council, the core learning journey remains the same:

- Explore institutions and political concepts;
- Participants explore institutions and democratic principles in practice;
- Discuss and compare perspectives:
- Young people process experiences through dialogue, simulations, and reflection;
- Connect politics to society and personal experience;
- Participants reflect on political impact and their role as citizens.

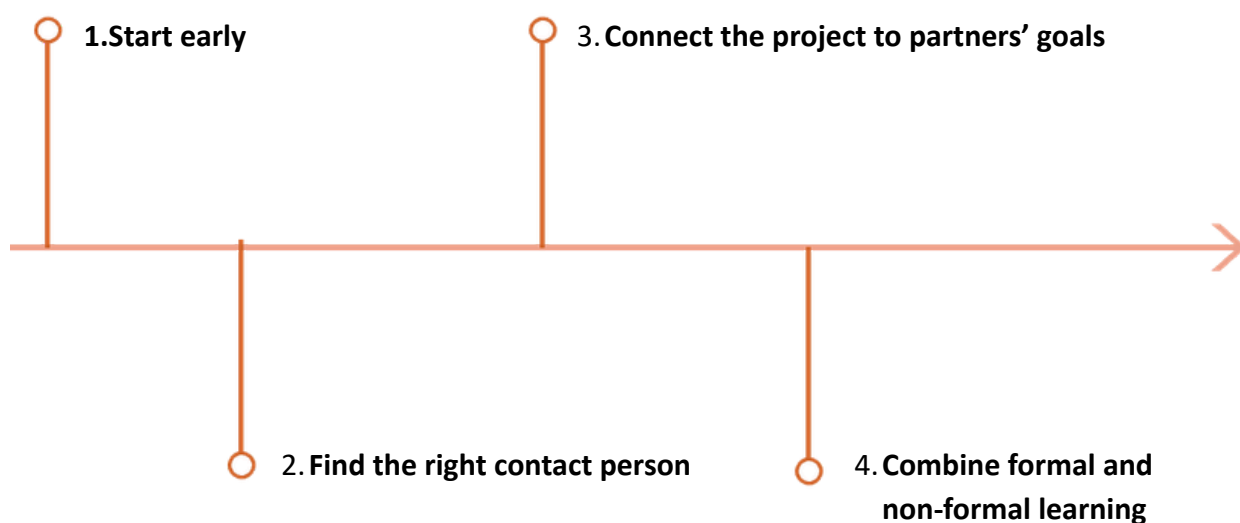
Different settings, different strengths

Setting	What works best
Secondary schools	• Interactive simulations • Short institutional visits • Media literacy activities • Clear reflection tasks
Universities	• Deeper policy discussions • Comparative analysis • Meetings with decision-makers • Research-based follow-up assignments
Youth organizations	• Flexible, non-formal methods such as debates • Role play • “Headline of the day” activities • Community-based exploration
Municipal youth councils and community groups	• Direct engagement with local governance • Shared planning • Real-life civic action projects

Lessons from the GET POLITICAL Peddy Papers

- **Greece, Belgium and Portugal:** combining students with members of the Youth Council of Kalamaria, Youth Council of Zoersel or Portuguese Socialist Youth created rich discussions between participants with different levels of political experience.
- **France:** parliamentary simulations helped young people understand political processes by doing rather than just listening.
- **Italy:** linking politics with community issues, migration, and anti-mafia initiatives made civic participation feel practical and relevant.
- **Cyprus:** visits to bicommunal organizations and cultural sites expanded political education beyond formal institutions and opened conversations about dialogue and coexistence.

See activity photos at the end of this manual. →



Partnering with Schools, Universities, and Youth Organizations

The project showed that the most memorable moments were usually not the tours themselves, but the conversations with real people: **MPs answering questions, youth council members sharing experiences, and community actors discussing local challenges.** Strong **partnerships** make these encounters possible.

Setting	What works best
Schools	• Access to students • Workshops, and activities included in the curriculum - Structured learning time
Universities	• Academic expertise • Research perspectives • Advanced discussion spaces
Youth organizations	• Non-formal education methods • Outreach to diverse young people • Flexible facilitation
Municipal youth councils and community groups	• Institutional legitimacy • Access to decision-makers • Long-term continuity
Civil society organizations	• Real-world perspectives on social issues • Participation • Community action

Building effective partnerships—Examples from the project

- In **Greece, Belgium and Portugal**, cooperation between schools, the Municipalities of Kalamaria, Zoersel and Porto, the Youth Councils, and public institutions allowed the programme to reach young people with different backgrounds and levels of engagement.
- In **France**, partnerships with regional institutions and schools increased visibility and gave participants direct access to decision-makers.
- In **Spain and Slovenia**, partnerships with national institutions increased visibility and gave participants direct access to central decision-makers.
- In **Italy**, collaboration with organizations working on social inclusion and active citizenship connected political education to everyday social realities.
- In **Cyprus**, cooperation with municipal authorities and bicomunal organizations created meaningful spaces for dialogue across communities.

Cross-national cooperation also proved especially valuable. Participants consistently appreciated comparing political systems and youth participation cultures across countries.

Strategies for Sustainable Implementation and Expansion

Political Peddy Paper **do not need large budgets to succeed**. Meaningful learning can happen with **small groups, local institutions, and a well-designed facilitation process**. **Sustainability** depends more on integration and continuity than on scale.

Embed the methodology in existing structures

Sustainability increases when Political Peddy Papers become **part of regular educational and youth work activities**:

- integrated into civic education or history courses;
- included in university field-study modules;
- adopted by municipal youth councils;
- used in annual youth organization programmes;
- connected to local democracy or participation initiatives.

Strengthen follow-up and long-term impact

One challenge identified across the exchanges was the **lack of structured follow-up** after the experiential activity. To **deepen impact**:

- **Organize a follow-up session**: Meet again after the activity to discuss ideas, answer questions, and build on what participants learned.
- **Connect participants to local opportunities**: Introduce participants to local groups, events, or councils where they can stay involved.
- **Encourage personal commitments**: Invite participants to choose one simple action they can take to support their community or democracy.

Expand through networks and training

- **Facilitator training**: equip teachers, youth workers, and municipal officers with the confidence to run Political Peddy Papers independently.
- **Shared GET POLITICAL digital resources**, namely the Get Political 101 Guide and this manual.

Dissemination and Engagement During and Beyond the Event



How to Increase Visibility?

For the **local events**, participants were recruited either **by emails or direct contacts with universities or social media posts**. Therefore, some of the participants who attended the local events were able to join the exchanges.

However, the increase in visibility can further be achieved via:

- **Strategic Integration:** Collaborate with schools to **integrate project activities into regular curricula and involve professional youth workers**.
- **Promotion via participants:** Engage young participants in the **promotion of the project as part of an activity**.



Create a campaign where they will develop a video or post or story on social media about how people can vote in the EU elections and share the content on their social media.

- **Social Media Campaigns:** Implement **structured campaigns with pictures and short videos**.
- **Posting Schedule:** Establish **clear deadlines**, such as **posting event updates with photos and awareness messages** within 7 days of implementation.
- **Engaging Video Content:** Create **short videos** that can be engaging for young people.
- **Organisers Empowerment:** **Guidelines on how to organise the events**, how to promote social media posts designs and posting schedule are essential to support the organisation of the activities.



Encouraging Ongoing Political Involvement

Promotion of what partners did in their countries is essential, to promote your work, **engage** more people in future activities and **thank** local actors or national institutions **who hosted** you.

What did participants gain?

When young people are given **direct, experiential access to decision-makers**, it **demystifies democratic institutions** and **significantly drives up their intention to vote and join local youth organizations**. This was achieved during the National Political Institutions Peddy Papers as it was a big success in boosting youth civic engagement.

A major result was that participants **felt much closer to and less intimidated** by democratic institutions, helping them understand how electoral systems, national governance, and legislative processes work. Finally, Political Peddy Papers led to a **stronger civic intention for engagement**, with post-activity feedback showing that young people are much more willing to vote in upcoming elections and join youth organizations or other community initiatives.

How Can We Ensure These Civic Engagement Practices Thrive and Expand?

Professional youth workers or non-partisan civic organizations can be involved and lead engaging debates. The **implementation of a multilevel planning approach**, with a **sequence of activities ranging from local to national institution**, will help participants effectively build up their knowledge.

Greater emphasis should be placed on a targeted approach to **attract young people from underrepresented or less-favored regions**, such as rural areas that typically have minimal exposure to institutional environments.

GET POLITICAL in Practice



An example of a National Political Institutions Peddy Paper

Stop Title: National Assembly of the Republic of Slovenia

Location: Ljubljana, Slovenia

Meeting Point: Maribor Railway Station

Political Theme: Understand how the National Assembly of the Republic of Slovenia functions.



Rules:

1. Work in small groups (3–4 participants).
2. Follow institutional rules, security instructions, and the visit schedule.
3. Observe, listen, and discuss key questions as a group.
4. Use the Get Political 101 Guide to connect the visit with concepts such as parliament, legislation, elections, and representation.
5. Record short reflections during or after the visit.
6. Take photos only when allowed.
7. Share one key learning point at the end of the activity.



Use this example to design your Peddy Paper. Copy and adapt it as needed.

Map/Check Points

Station	Location/Checkpoint	Activity/Challenge	Hint
1	Maribor Railway Station	Before entering the institution, each group writes down one expectation about what they will learn during the visit.	Think about parliament, laws, and political representation.
2	National Assembly – entrance/security check	Observe the institution and identify one feature that shows its public and democratic role.	Focus on symbols, visibility, security, and accessibility.
3	Guided visit of the National Assembly	Identify two main responsibilities of the National Assembly of the Republic of Slovenia.	Think about law-making, representation, debate, and oversight.
4	Presentation on the legislative process	Summarise in 2–3 sentences how a law is discussed and adopted.	Use the presentation and the Guide.
5	Group reflection in front of the institution	Each group explains why it is important for young people to understand how parliament works.	Connect the visit with participation and informed citizenship.



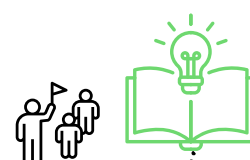
1. Maribor



Train travel



2. Security Check



3. Guided Visit
4. Challenges

5. Reflection

GET POLITICAL Photo Gallery

Local Institutions Political Peddy Papers



Pair visits to municipal councils or public institutions with conversations with elected representatives to connect democratic theory with real-life political practice.



Visit to Youth Policy Department of the Municipality of Palermo



Visit to Kalamaria Municipal Committee Hall



Visit to Purchena City Town Hall



Visit to Porto City Town Hall



GET POLITICAL Photo Gallery

National Institutions Political Peddy Papers



Visit to Cyprus National Parliament



Visit to Regional Parliament of Région Sud – Provence-Alpes-Côte d'Azur (Marseille)



Visit to the Ministry of Interior (Macedonia - Thrace sector)



Visit to Spain National Parliament

GET POLITICAL Photo Gallery

National Institutions Political Peddy Papers



Visit to European Parliament



Visit to Slovenia National Parliament



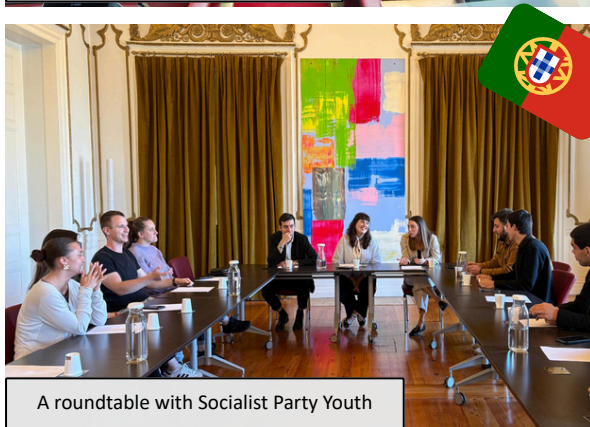
Visit to the European Commission representation (Marseille)



Visit to Greece National Parliament



Visit to Portugal National Parliament with an MP



A roundtable with Socialist Party Youth



Visits to national or regional parliaments are often a key moment in these learning activities. Plan them well in advance and, whenever possible, include meetings with members of parliament or politically engaged young people.

GET POLITICAL Photo Gallery

Sociopolitical tour



Use local history and social issues such as the struggle for democracy, symbols of resistance, and migration to show how politics shapes everyday life and connects past and present.



Guided visit do Buffer Zone



Visit to Ballarò headquarters



Visit to the Saint Nicolas Fortress



A tour about Spanish Civil War and Franco dictatorship

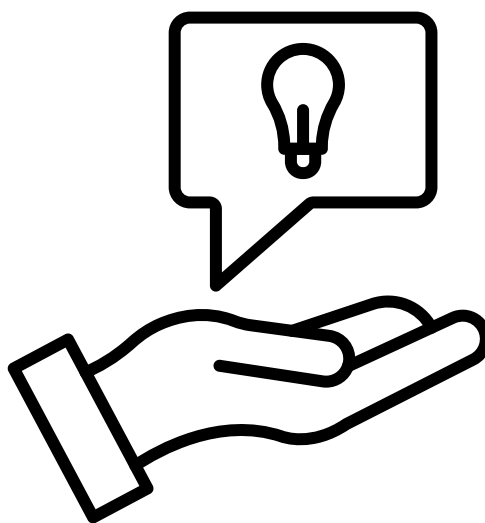


Ljubljana guided city tour



Visit to Aljube prison Museum - Resistance and Liberty

Final Recommendations for Educators and Youth Workers



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RightChallenge

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CITY OF GALATI

CARDET



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- Start from **context**, not from a fixed model. **Adapt** the activity to the group, place, and moment. The methodology only works when it is shaped around real conditions.
- Define a **clear learning focus** from the outset. Participants and facilitators should understand what is being explored and why it matters.
- Keep the **design simple and focused**. Overly complex routes or tasks reduce engagement and weaken the learning process.
- Invest time in **preparation**. Scouting locations, testing routes, and anticipating practical constraints such as timing, access, and weather conditions is essential.
- **Engage institutions early**. Schools, municipalities, NGOs, and civic or political bodies should be involved in advance to ensure alignment, permissions, and feasibility.
- **Clarify expectations and roles** with partners. This includes access to spaces, potential involvement of staff, and any limitations linked to institutional settings.
- **Build trust** with local stakeholders. Institutions should understand the purpose of the activity and recognize themselves as part of the learning process, not just as background.
- Design **strong facilitation and reflection moments**. The quality of learning depends on how the experience is guided and how participants are supported to make sense of it.
- Treat **evaluation as an ongoing conversation**. Feedback is part of the learning process and should actively shape what happens during implementation.
- Stay flexible and **improve in real time**. Adjustments during delivery are not a compromise but a core part of the methodology.

Looking ahead, this approach offers a practical and adaptable tool for civic education across Europe, particularly in contexts where democratic participation is under pressure. It reconnects young people with politics through experience, not explanation.

The message is simple: adapt it, test it, and refine it.

Democratic learning only becomes real when it is lived.

GET POLITICAL

THANK YOU!



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