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Revive & Thrive: Empowering Youth for Community Spaces Transformation

YOUNG PEOPLE, NEGLECTED PUBLIC SPACES & THE SUPPORT THEY NEED

Work Package 2

Research Report: Identification and Analysis of Target Needs

Erasmus+ Capacity Building in the Field of Youth · Project 101246596

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Executive Summary

This report presents the results of the Work Package 2 (WP2) needs assessment of the Revive & Thrive project. Between May and June 2026, partners in Egypt, Estonia, Greece, Jordan, Tunisia and Türkiye collected data through an online youth survey (analytic sample N = 289 young people aged 15-30), 29 semi-structured interviews with youth workers, mentors, coordinators, stakeholders and (in Jordan) young volunteers, and focus groups with young people in five of the six countries. The analysis is organised around six main research questions (RQ1-RQ6) as follows:

- **RQ1.** How do young people perceive neglected public spaces in their communities, and what would they like them to become?
- **RQ2.** How willing are young people to engage in transforming neglected spaces, and what motivates them?
- **RQ3.** What barriers prevent young people from participating, and how do these differ for young people with fewer opportunities?
- **RQ4.** Which institutional and legal obstacles do youth-led initiatives face, and how can cooperation with authorities be improved?
- **RQ5.** What training and mentoring do young people and youth workers need?
- **RQ6.** How should digital learning tools be designed to engage young people and keep them engaged?

This report is written to help project implementers make decisions for the learning tools (WP3), the youth worker trainings (WP4) and the support of youth-led initiatives (WP1).
Along with this analytical report, the Interactive Research Dashboard is built and available at the link: **https://report.e-rescue.eu**

Key Findings

- **Neglected spaces are part of everyday life and are read as a sign of institutional neglect (RQ1).** Four in ten respondents (40.1%) encounter neglected spaces often or several times a day. The most common reaction is that "the authorities don't care about our area" (56.4%), followed by a sense of "wasted potential for my generation" (48.1%). Only 54.3% always have access to safe public space in their neighbourhood; in Egypt this falls to 35.6%.
- **Willingness is high, but it rests on altruism and is fragile (RQ2).** 83.0% would take part in transforming a neglected space and 76.5% feel responsible for their neighbourhood. The main motive is improving the neighbourhood (65.7%). Yet fewer than half (48.1%) believe their voice can change local decisions.
- **The largest gap is between intention and capability (RQ2, RQ4).** Only 5.5% clearly know which office to contact to use a public space, 60% have no knowledge at all of how to apply for a temporary-use permit, and only about one in ten feels confident with each of the four legal-administrative tasks measured. Self-rated legal-administrative know-how was the

strongest correlate of believing that one's voice matters (ϱ = .41), even after controlling for country and background.

- **Barriers are practical and institutional rather than motivational (RQ3, RQ4).** Among the 29.8% who report personal barriers, the most frequent are lack of money (45.3%) and not knowing how to join or not being invited (41.9%). Young people not in education or employment report low confidence three to five times more often than students or employed peers. Fear of legal consequences or fines was most often ranked as the biggest institutional obstacle (35.6%). In interviews and focus groups, the planning-to-permission stage emerged in all countries as the point where initiatives stall.
- **Young people want practical, social and blended learning (RQ5, RQ6).** Study visits (79.2% likely to engage), peer learning (75.8%), hands-on exercises and face-to-face workshops (74.4% each) are preferred over webinars and AI chatbots (57%). The most needed support is legal and permit guidance (68.2%) and fundraising and budgeting (62.3%). Youth workers feel confident pedagogically but under-prepared in budgeting, risk and liability, permits and communication with authorities.
- **Digital tools must be mobile-first, light and human-backed (RQ6).** 84.4% learn mainly on a smartphone and 42.6% use no laptop for learning. Valued app features are promoting one's own initiative, messaging with mentors, notifications, multilingual support and a map of spaces. Attitudes to an AI chatbot are mixed: it is welcome as a step-by-step checklist and permit navigator, but several focus groups explicitly preferred human and peer support.
- **Country contexts differ more than gender or background groups.** Most significant differences were between countries (for example in safety, motivation, preferred learning formats and digital access). Differences by gender were small. Women did not report feeling more unsafe in neglected spaces than men (34.4% vs. 39.4%).

Priority Recommendations

- **WP3:** Make "how to legally and safely use a public space in my country" the backbone of the e-learning nuggets and courses, with six country-specific pathways, templates and checklists, delivered as 60-90-second videos plus downloadable checklists.
- **WP3:** Build a lightweight, mobile-first, multilingual app centred on posting initiatives, mentor messaging and a map; position the AI chatbot as an optional navigator with a clear hand-off to human mentors.
- **WP4:** Train youth workers as mediators between young people and municipalities, with priority on permits, risk assessment and insurance, micro-budgeting and conflict mediation, using field-based and peer methods.
- **WP1:** Start youth initiatives with low-risk, highly visible "quick wins", give informal groups a legal umbrella through the partner organisation, and reach young people with fewer opportunities through personal invitation, covered costs and recognised roles.
- **WP5 and partners:** Ask each municipality for a named youth contact point, a one-page guide to using public space, a fast-track for low-risk temporary use and regular youth-authority roundtables.

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Introduction

Project Context

Revive & Thrive is an Erasmus+ Capacity Building in the Field of Youth project (November 2025 - October 2028) that equips youth workers with pedagogical and technical skills to engage young people - including those with fewer opportunities and young people not in education, employment or training (NEETs) - in revitalising abandoned or neglected public spaces. The project builds on the earlier RESCUE initiative and extends the approach to Egypt, Estonia, Jordan, Tunisia and Türkiye. Across the partnership, the project will train 24 youth workers as (e-mentors, produce e-learning nuggets, e-courses, tutorial videos, a mobile application, an AI-supported learning platform, a GIS map and an interactive guide, and support at least two to three youth-led civic initiatives per partner community.

Work Package 2 (Identification and Analysis of Target Needs), led by MI-HI (Egypt), provides the evidence base for these activities. Its findings are intended to shape the content and format of the WP3 learning tools, the two WP4 training courses (Tunisia and Greece) and the mentoring of youth initiatives under WP1, and to establish a baseline for later evaluation.

Purpose of This Report

This report presents the results of the WP2 needs assessment. It brings together the youth survey, the interviews and the focus groups from all six partner countries, and analyses them around an explicit research aim and six research questions. Survey results are compared across countries and population groups using appropriate statistical tests and effect sizes, and the qualitative findings are used to explain and deepen these results. For each research question, the findings are translated into concrete implications for project implementers, and the report closes with recommendations for each work package.

Research Aim and Research Questions

The research aim was to explore how young people (15-30) in Egypt, Estonia, Greece, Jordan, Tunisia and Türkiye perceive neglected public spaces, what motivates them and what prevents them from transforming these spaces, which institutional and legal obstacles they and the youth workers who support them face, and what training, mentoring and digital support they need - in order to inform the design of the project's learning tools (WP3), the youth worker trainings (WP4) and youth-authority cooperation. Six research questions guided the study:

- **RQ1.** How do young people perceive neglected public spaces in their communities, and what would they like them to become?
- **RQ2.** How willing are young people to engage in transforming neglected spaces, and what motivates them?
- **RQ3.** What barriers prevent young people from participating, and how do these differ for young people with fewer opportunities?
- **RQ4.** Which institutional and legal obstacles do youth-led initiatives face, and how can cooperation with authorities be improved?

- **RQ5.** What training and mentoring do young people and youth workers need?
- **RQ6.** How should digital learning tools be designed to engage young people and keep them engaged?

Each research question was further broken down into sub-questions that map directly onto survey items, interview questions and focus group exercises (Appendix A). All survey results are compared across countries and, where relevant, by gender, age group, education and employment status, and self-reported fewer-opportunity situations.

2. Method

Design

The study used a convergent parallel mixed-methods design (Creswell & Plano Clark, 2018). Quantitative data from a cross-national youth survey and qualitative data from interviews and focus groups were collected in the same period, analysed separately and then integrated for each research question. The survey provides breadth and allows comparisons between groups; the interviews add the perspective of practitioners on institutional and pedagogical issues; and the focus groups explore young people's reasoning, priorities and proposals in depth.

Instruments

The **Youth Survey** contained 48 questions in nine sections: demographics; access and participation barriers; perception of neglected spaces; civic participation and motivation; institutional friction and legal literacy; mentorship, skills and learning formats; digital features; digital pedagogy and gamification; and future outlook. Most items were closed (single choice, multiple choice, 5-point rating scales and one ranking task); four questions were open-ended. The survey was administered online in Arabic, English, Turkish, Greek and Russian.

The **Stakeholder and Expert Interview Guide** contained 19 questions (15 core) on three pillars: institutional friction, psychological ownership and digital pedagogy. Each partner was asked to interview two youth workers, a project coordinator, a mentor and a stakeholder working directly with youth. The **Focus Group Package** described two 90-120-minute sessions per country with 8-10 young people: FG1 on local reality, motivation and barriers (including a mapping exercise and a barrier-ranking exercise) and FG2 on the journey from idea to action, mentoring and digital tools (including journey mapping and feature voting).

Participants

Survey Sample

The raw survey file contained 325 completed responses submitted between 3 May and 3 June 2026. In line with the project's target group, 36 respondents younger than 15 or older than 30 were excluded, leaving an analytic sample of $N = 289$. Two respondents who had selected "Other" but wrote "Jordan" and "Tunisia" were recoded to these countries. Sixteen respondents lived outside the six partner countries (mainly in other EU member states); they are included in all overall results but not in country comparisons. Table 1 and Figure 1 describe the sample.

Table 1

Characteristics of the Survey Sample by Country

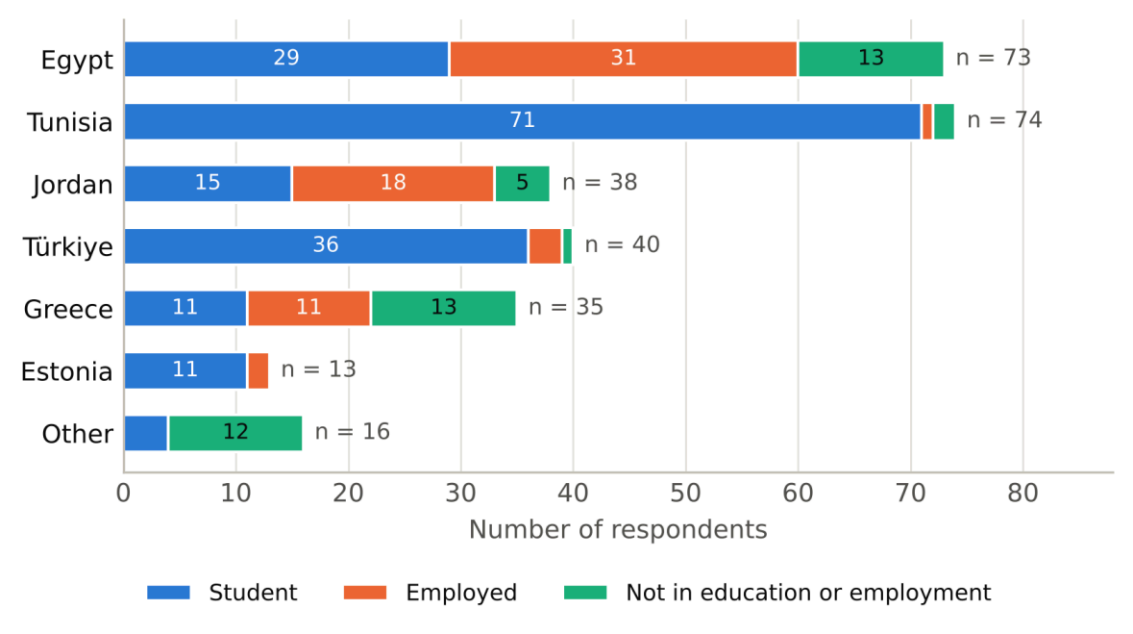
Country	n	Age M (SD)	Female %	Student %	Employed %	Not in educ./ empl. %	Fewer opp. %	Economic difficulty %
Egypt	73	23.0 (3.8)	60	40	42	18	64	48
Tunisia	74	22.5 (2.2)	82	96	1	3	62	57
Jordan	38	23.6 (1.9)	63	39	47	13	50	39
Türkiye	40	21.8 (2.7)	60	90	8	2	68	62
Greece	35	23.0 (3.0)	60	31	31	37	51	29
Estonia	13	21.6 (4.3)	54	85	15	0	54	23
Other	16	22.8 (1.6)	50	25	0	75	38	31
Total	289	22.7 (2.9)	65	61	23	16	59	47

Note. Status was derived from a multiple-choice item: respondents who were students were classified as students; non-students who were employed as employed; all others as not in education or employment. "Fewer opp." = reported at least one of seven situations (economic difficulties, rural/isolated area, migration or refugee background, disability or health challenges, social or family challenges, educational difficulties, discrimination); 22 respondents who preferred not to say or gave no answer are excluded from this group variable.

The sample was predominantly female (65.4%; men 34.3%, non-binary 0.3%), with a mean age of 22.7 years (SD = 2.9). Six in ten respondents (61.2%) were students, 22.8% were employed and 15.9% were neither in education nor in employment; only 13 respondents (4.5%) explicitly identified themselves as NEET. More than half (58.8%) reported at least one situation associated with fewer opportunities, most often economic or financial difficulties (46.7%), social or family-related challenges (23.2%) and living in a rural or isolated area (13.5%). Migration or refugee background (4.5%) and disability or health challenges (1.0%) were rare. The country samples differ markedly in composition: the Tunisian, Turkish and Estonian samples consist almost entirely of students, whereas the Egyptian, Jordanian and Greek samples include many employed and non-studying young people. This matters for interpreting country differences, because some of them may reflect who was reached rather than the country itself.

Figure 1

Composition of the Survey Sample by Country and Education/Employment Status



Note. N = 289. Bars show numbers of respondents; labels inside bars show group sizes of five or more.

Qualitative Sample

Table 2 summarises the qualitative data. In total, 29 interviews were conducted (five in each country except Estonia, where four were conducted). In five countries the interviewees were practitioners (youth workers, mentors, coordinators, NGO leaders, teachers and artists) with between 2 and 25 years of experience. In Jordan, all five interviewees were young volunteers and students rather than practitioners. Focus groups with young people were held in Egypt, Greece, Jordan, Tunisia and Türkiye; no focus groups were held in Estonia. The reporting of focus groups varied: Egypt and Jordan documented the number of participants, whereas Greece, Tunisia and Türkiye provided thematic summaries without participant numbers.

Table 2

Overview of the Qualitative Data by Country

Country	Interviews	Focus groups	Documentation and remarks
Egypt	5: NGO founder, two youth workers, project coordinator (urban planner), community mentor; 5-22 years' experience	2 workshops, 10 participants each (17-28 years; students, neighbourhood youth, NEETs)	Transcripts (Arabic/English); one interview as notes; FG exercise results with counts
Tunisia	5: artists, university professor, teachers, ex-Scout leader; 8-15 years' experience	Combined summary for Tunis and Bizerte (four areas); participant numbers not reported	Polished summaries; barrier ranking without counts
Jordan	5: young volunteers/students (not practitioners)	2 FGs: 7 participants (Irbid, Amman, Mafraq, Aqaba) and 5 young women (Amman)	Near-identical interview wording; FG mapping not reported; rankings/votes without counts

Country	Interviews	Focus groups	Documentation and remarks
Türkiye	5: coordinator (academic), student mentor, event organiser, two student-club leaders; 2-17 years' experience	Primary FG, second FG and expanded student consultation at METU; numbers not reported	Thematic summary; mainly university students
Greece	5: environmental education centre head, teacher, mentor/youth worker, NGO manager, coordinator	2 FGs (Lefkada); numbers not reported (≈8 voters in FG2)	Written answers; FG2 feature voting with counts
Estonia	4: coordinator, mentor, youth worker, stakeholder (Narva)	None	No direct youth voice; national report based on three of the four interviews

Note. Each partner also submitted a national report synthesising its interviews. Profiles are as reported by partners.

Procedure and Ethics

Partners distributed the survey through their networks, partner organisations, schools and universities, social media and local events. Participation was voluntary and anonymous; respondents aged 15-17 confirmed parental consent. Interview and focus group participants signed informed-consent forms. For this report, identifying metadata (IP addresses, referrer URLs) were not used, and quotations are attributed only by country and role. Some interview files submitted by partners contain participants' full names; these should be stored securely and not published.

Data Analysis

Survey data. Descriptive statistics (percentages, means and standard deviations) were computed for all items. For multiple-choice items, percentages refer to all respondents unless otherwise stated. Group differences on categorical items were tested with Pearson's chi-square test and Cramér's V as the effect size (≈ .10 small, ≈ .30 medium, ≈ .50 large; Cohen, 1988). Rating scales were treated as ordinal and compared with Mann-Whitney U tests (effect size: rank-biserial correlation, $r$rb; Kerby, 2014) or Kruskal-Wallis H tests (effect size: ε^2; Tomczak & Tomczak, 2014). Country comparisons include only the six partner countries; given the small Estonian subsample (n = 13), Estonian percentages should be read with caution. Because many tests were run, p values were adjusted within each grouping variable using the Benjamini-Hochberg false discovery rate procedure (Benjamini & Hochberg, 1995); results are described as reliable when the adjusted value q was below .05. Four legal-administrative self-ratings were combined into a legal know-how index (Cronbach's α = .91). Multiple regression (with heteroscedasticity-robust standard errors) and logistic regression were used to test whether associations hold after controlling for country, gender, age, status, fewer-opportunity situation and previous volunteering.

Data analysis was done using open-sourced statistical software "R".

Data quality. The median completion time was 13.2 minutes. Twenty-four respondents (8.3%) gave identical answers to all items of both large rating grids (learning formats and app features), 13 of them in Jordan; these response patterns may indicate low engagement. They were

retained in the main analyses, and all key results were re-run without them (sensitivity analysis). Results changed in only one respect, which is reported in Section 3.4. Because of a routing error, the question on the main reason for not participating was only shown to the 21 respondents who said they would not get involved; it is therefore reported only descriptively.

Open-ended answers. The four open questions (ideal function of a neglected space, a specific space to revive, the first question for an AI mentor, and the most important change local government could make) were read in their original languages and coded inductively into 8-11 categories each; up to two codes per answer were allowed (Appendix C).

Qualitative data. Interview transcripts or summaries, focus group summaries and national reports were coded deductively against RQ1-RQ6 and the three interview pillars, followed by inductive thematic analysis within each code (Braun & Clarke, 2006). Each country was first coded separately; themes were then compared across countries and triangulated with the survey results. Statements that appeared only in national reports but not in the underlying interviews were not used.

3. Results

Results are presented by research question. Each section first reports the survey findings, then the interview and focus group findings, and closes with implications for project implementers.

RQ1: How Young People Perceive Neglected Public Spaces

Exposure to Neglected Spaces

Neglected spaces are a routine part of young people's surroundings. Four in ten respondents (40.1%) come across them often (30.4%) or several times a day (9.7%), and a further 39.4% sometimes; only 3.8% never do. Most respondents estimated one to three neglected spaces in their neighbourhood (64.0%), a quarter four to six (24.3%) and 11.6% more than six. Exposure differed between countries, $H(5) = 28.89$, $p < .001$, $\varepsilon^2 = .09$: it was highest in Egypt ($M = 3.68$ on a 1-5 scale) and Tunisia ($M = 3.42$) and lowest in Estonia ($M = 2.69$), Türkiye ($M = 2.85$) and Jordan ($M = 2.89$). Young people reporting fewer-opportunity situations encountered neglected spaces more often than their peers ($M = 3.42$ vs. 3.00), $U = 10{,}308$, $p < .001$, $r_{rb} = .25$, and more often estimated more than six such spaces nearby (17.1% vs. 3.4%).

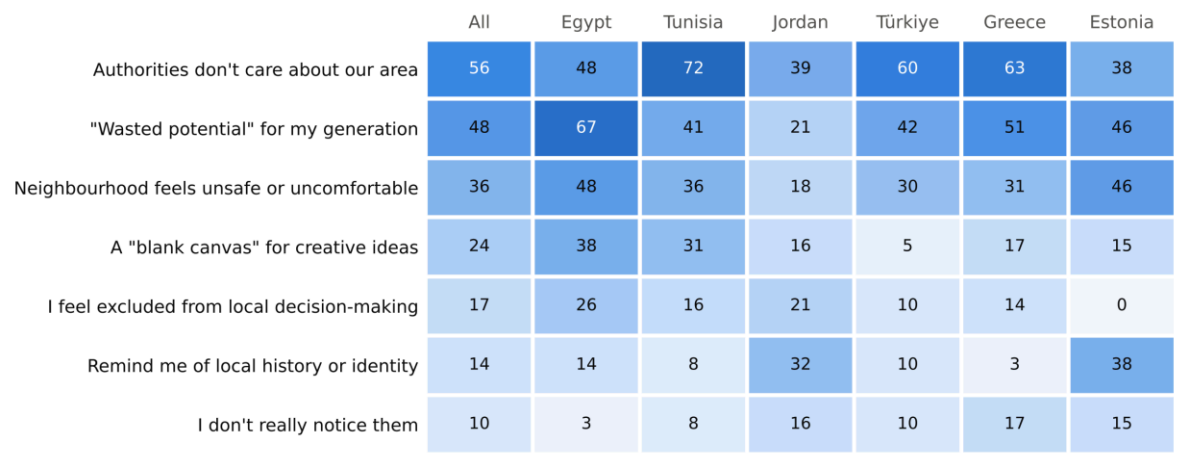
Identified neglected spaces in a youth survey can be seen on **this link**.

How Neglected Spaces Make Young People Feel

The dominant reading of neglected spaces is political rather than aesthetic (Figure 2). More than half of respondents (56.4%) said these spaces make them feel that "the authorities don't care about our area", and almost half (48.1%) see them as "wasted potential for my generation". About a third (36.0%) said they make the neighbourhood feel unsafe or uncomfortable, while a quarter (24.2%) saw them positively, as a "blank canvas" for creative ideas. Country differences were moderate: Egyptian respondents most often saw wasted potential (67.1%) and a blank canvas (38.4%), Tunisian respondents most often felt the authorities don't care (71.6%), and Jordanian and Estonian respondents more often associated these spaces with local history or identity (31.6% and 38.5%). Women and men did not differ in feeling unsafe (34.4% vs. 39.4%), $\chi^2(1, N = 288) = 0.70$, $p = .401$.

Figure 2

How Neglected Spaces Make Young People Feel, Overall and by Country (%)



Note. Multiple answers possible (up to three). "All" includes respondents from outside the six partner countries (N = 289); country columns n = 73 (Egypt), 74 (Tunisia), 38 (Jordan), 40 (Türkiye), 35 (Greece), 13 (Estonia). Darker cells indicate higher percentages. Significant country differences (q < .05): authorities don't care, V = .24; wasted potential, V = .30; blank canvas, V = .28; history/identity, V = .29.

Safety is a real constraint in some countries. Only 54.3% of respondents always have access to safe public spaces in their neighbourhood, and 10.7% rarely or never do. Access was lowest in Egypt (35.6% always; 24.7% rarely or never) and Tunisia (41.9%) and highest in Jordan (81.6%), Estonia (76.9%) and Greece (68.6%), $H(5) = 35.05$, $p < .001$, $\varepsilon^2 = .11$. Respondents in the South and East Mediterranean partner countries were considerably less likely to have consistent access to safe space than those in the EU (48.0% vs. 76.6%).

What Young People Want the Spaces to Become

When asked what they would do with a neglected space as "Mayor for a Day" (152 codable answers), many respondents first described a process rather than a new function: general renovation or revitalisation (27.6%) and cleaning, maintenance, safety and basic infrastructure such as lighting (27.0%). Where a function was named, the most frequent were youth and community hubs or study spaces (18.4%), cultural and arts venues (15.1%), green spaces and parks (11.8%), jobs and entrepreneurship spaces (7.2%) and heritage restoration (5.9%). Notably, 8.6% proposed that the use should be decided through a needs survey or consultation with residents.

> *"I'd like to turn it into affordable study spaces and eco-friendly student centres with free internet."* (survey respondent, Egypt)

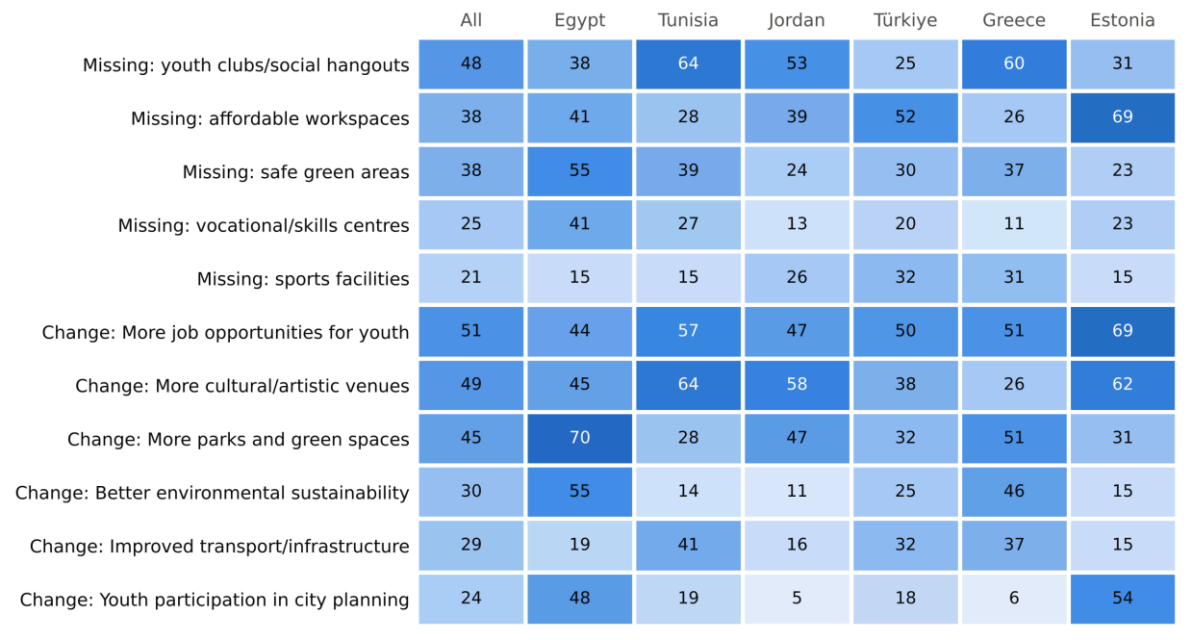
> *"There is no free safe pitch for women in my area … I would use the place as a free multi-purpose pitch for women."* (survey respondent, Egypt)

This picture is consistent with what respondents say is missing in their neighbourhoods and what they would most like to change (Figure 3). Youth clubs and social hangouts were the most frequently missing service (48.4%), followed by affordable workspaces (38.1%) and safe green areas (37.7%). For the next five years, respondents most wanted more job opportunities for

youth (50.9%), more cultural and artistic venues (49.1%) and more parks and green spaces (45.0%). Country differences were substantial: Egyptian respondents stood out in wanting parks and green spaces (69.9%), better environmental sustainability (54.8%) and more youth participation in city planning (47.9%), whereas participation in city planning was rarely chosen in Jordan (5.3%) and Greece (5.7%), $V = .40$.

Figure 3

Missing Services and Desired Changes in the Neighbourhood, Overall and by Country (%)



Note. Missing services: up to two answers; desired changes: up to three answers. N = 289 (All); country ns as in Figure 2.

Only 30.1% of all respondents could name a specific neglected space that should be revived, with large country differences among those asked (Egypt 52.1%, Estonia 41.7%, Greece 36.4%, Tunisia 33.3%, Türkiye 12.5%, Jordan 2.9%), $\chi^2(5, N = 252) = 32.99$, $p < .001$, $V = .36$. The 87 spaces described were mostly abandoned or derelict buildings (26.4%), streets, squares and transport infrastructure (14.9%), heritage sites (11.5%), vacant plots or dumping grounds (11.5%), parks (10.3%) and beaches, waterways or natural areas (9.2%). Thirty sufficiently located sites are listed in Appendix D as candidates for the GIS map.

Interview and Focus Group Findings

The qualitative data confirm that the types of neglected space differ by context. In Egypt, focus group participants marked 14 problematic plots on satellite maps - mostly mid-block garbage dumps, unlit underpasses and residual spaces between housing blocks - and four high-potential sites; neglected spaces were discussed primarily through the lens of personal safety and territorial exclusion. Jordanian participants described empty plots with waste, abandoned buildings and poorly lit parks, and contrasted dense neighbourhoods in Amman and Irbid with weak services and neglected agricultural land in Mafraq and underused coastal areas in Aqaba. Tunisian participants focused on abandoned historic houses and cultural buildings in the

medinas of Tunis and Bizerte, and on neglected parks and industrial sites in Jarzouna and Menzel Abderrahman. In Greece, participants named concrete sites in Lefkada (the Melissa gorge path, the old school in Poros, the public garden in Vliho, a Roma neighbourhood and an abandoned military fort). In Türkiye, discussion centred on the METU campus (unfinished roads, a wooded area and neglected student club rooms), with stray dogs named as a safety hazard. Estonian interviewees mentioned border-related security restrictions on some spaces in Narva.

> *"When public spaces are neglected, it feels like the community itself is being neglected."* (focus group participant, Jordan)
>
> *"We feel completely locked out of our own street."* (focus group participant, Egypt, 22, unemployed)

Across countries, young people did not regard the spaces as lost. They described them as "full of potential" (Greece) and argued that "the problem is not the existence of the space itself, but rather the lack of management, investment, and community participation" (Jordan). Interviewees in all countries stressed that a space becomes safe and inclusive through physical features - lighting, open views, cleanliness, free seating not tied to purchases, accessibility - and through social ones: co-management by the young people who use it, a shared code of conduct and regular activities.

Implications for implementers (RQ1)

- Treat neglect as a trust issue, not only a design issue: visible municipal involvement in each initiative can directly address the feeling that "authorities don't care".
- Prioritise basic safety (lighting, cleaning, visibility) as a first step in Egypt and Tunisia, where access to safe public space is lowest.
- Offer functions young people actually ask for: free study and social hubs, cultural/arts uses and green spaces; build in a consultation step with residents.
- Use the 30 respondent-named sites (Appendix D) and the focus group mapping as a starting list for the GIS map - after verifying location and ownership.

RQ2: Willingness and Motivation to Engage

Willingness and Experience

Willingness to engage is high. Two thirds of respondents (66.8%) had never been involved in transforming a neglected space but would consider it, and a further 16.3% had already been involved, giving a total of 83.0% who are willing. Only 7.3% would not consider it and 9.7% were unsure. Willingness did not differ reliably between countries (from 69.2% in Estonia and 70.0% in Türkiye to 90.4% in Egypt), $\chi^2(5, N = 273) = 9.54$, $p = .089$, nor by gender, status or fewer-opportunity situation. Türkiye had the largest share of respondents who would not consider getting involved (20.0%). Three quarters of respondents (73.0%) had volunteered or taken part in a community project at least once, and a quarter (24.6%) did so regularly; regular

volunteering was most common in Egypt (39.7%) and Jordan (34.2%) and least common in Tunisia (8.1%), $V = .29$. Half of the 15-19-year-olds (50.0%) had never volunteered.

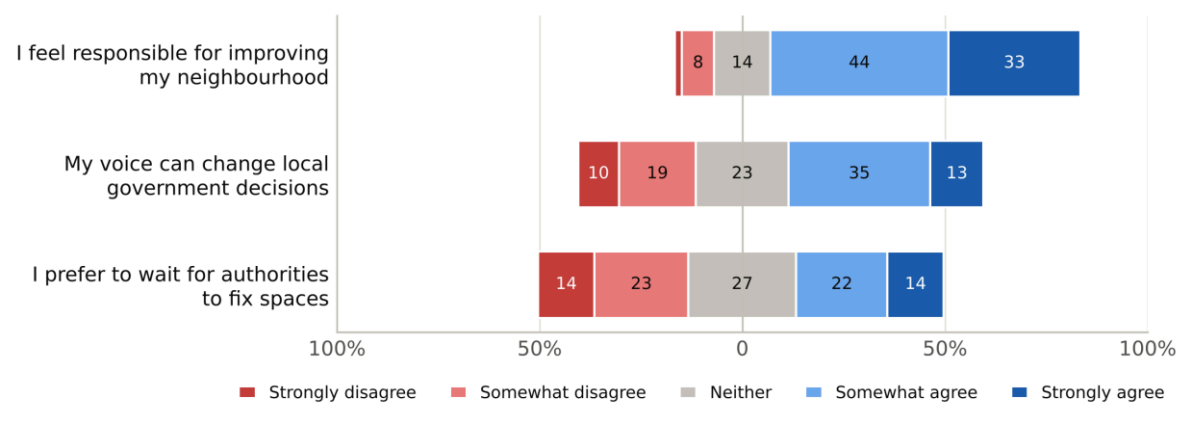
A logistic regression including country, gender, age, status, fewer-opportunity situation, previous volunteering and legal know-how showed that previous volunteering was the only individual characteristic associated with willingness: young people who had volunteered before had about twice the odds of being willing ($OR = 2.08$, $p = .047$). Compared with Egypt, respondents in Türkiye ($OR = 0.18$, $p = .005$) and Estonia ($OR = 0.19$, $p = .043$) had lower odds of being willing ($N = 266$, McFadden's pseudo-$R^2 = .08$).

Civic Attitudes

Most respondents feel responsible for improving their neighbourhood (76.5% agree; $M = 3.98$), but fewer than half believe their voice can change local government decisions (48.1% agree, 29.1% disagree; $M = 3.22$). Respondents were split on whether they prefer to wait for the authorities to fix spaces (36.3% agree, 37.0% disagree; Figure 4).

Figure 4

Civic Attitudes of Young People



Note. N = 289. Numbers inside bars are percentages; values below 7% are not labelled. Bars are centred on the neutral category.

Feeling responsible was stronger in Egypt ($M = 4.29$), Jordan ($M = 4.16$) and Tunisia ($M = 4.15$) than in Türkiye, Greece and Estonia ($M = 3.58$-3.63), $H(5) = 27.86$, $p < .001$, $\varepsilon^2 = .09$. The preference to wait for the authorities varied most strongly: it was lowest in Egypt ($M = 2.23$) and highest in Jordan ($M = 3.92$), $H(5) = 47.77$, $p < .001$, $\varepsilon^2 = .16$. Belief in one's own influence, however, did not differ significantly between countries, $H(5) = 10.32$, $p = .067$, nor between the EU and the South and East Mediterranean partner countries (45.3% vs. 48.9% agree), $\chi^2(2, N = 289) = 1.32$, $p = .518$.

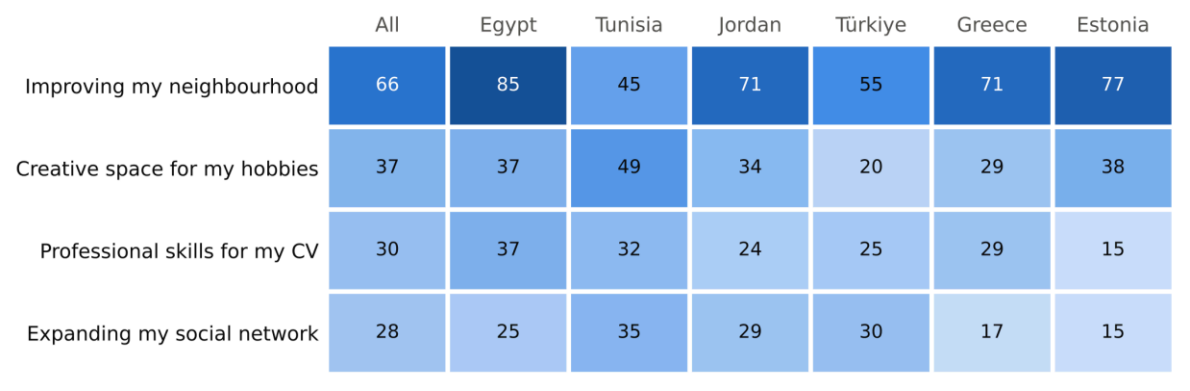
Motives

Asked for their two strongest motives, respondents most often chose improving their neighbourhood (65.7%), well ahead of having a creative space for their hobbies (36.7%), gaining professional skills for their CV (29.8%) and expanding their social network (28.0%; Figure 5). The community motive was especially dominant in Egypt (84.9%) and weakest in Tunisia

(44.6%), where hobbies and creative space (48.6%) and social networks (35.1%) mattered more, $\chi^2(5, N = 273) = 30.30$, $p < .001$, $V = .33$. Employed respondents also chose neighbourhood improvement more often than students (78.8% vs. 60.5%), although this difference was not reliable after correction for multiple testing.

Figure 5

Strongest Motives for Getting Involved, Overall and by Country (%)



Note. Up to two answers. N = 289 (All); country ns as in Figure 2.

Social entrepreneurship is an attractive pathway: 54.3% would be interested in using a revitalised space to start a social enterprise or small business, a further 37.4% might be but need more information, and 84.4% would like training in social entrepreneurship and managing a community space. Interest in such training was almost universal in Jordan (100%) and Egypt (95.9%) and lowest in Greece (60.0%), $\chi^2(5, N = 273) = 35.43$, $p < .001$, $V = .36$, and interest in starting an enterprise grew with age (from 39.5% at 15-19 to 68.3% at 25-30).

Interview and Focus Group Findings

Focus groups explained what turns willingness into sustained participation. Across countries, young people said they stay engaged when they see visible change quickly, when they are involved in real decisions rather than symbolically, and when they feel ownership of the space. Jordanian participants put it this way:

> *"Participation is meaningful when youth can see their ideas becoming reality, not just being discussed."* (focus group participant, Jordan)

Preferred roles varied: Turkish students most wanted leadership roles; Jordanian participants named creative, media and organising roles and asked for flexible levels of involvement because of study and work commitments; Egyptian practitioners described success with formally appointing marginalised young people as "guardians of the site", which gave them status and responsibility in front of their families and neighbours. Interviewees in Egypt, Tunisia and Türkiye warned that for young people in economic hardship, appeals to civic pride are not enough: participation must bring tangible value such as skills, certificates, covered transport or meals. In all countries, practitioners observed that enthusiasm is highest at the idea stage and fades once projects meet paperwork, delays and costs.

"A young man who doesn't know where his daily wage is coming from will not paint a wall for free." (community mentor, Egypt (note-taker's paraphrase))

Implications for implementers (RQ2)

- Willingness is not the bottleneck: recruitment can promise concrete neighbourhood improvement, which is the main motive in most countries.
- Design initiatives for quick, visible results and real decision-making power, so that motivation survives the planning and permit phase.
- Use young people who have volunteered before as peer ambassadors; previous volunteering is the strongest individual predictor of willingness.
- Add tangible returns for young people in economic hardship (certificates/Youthpass, covered costs, recognised roles) and offer the planned social entrepreneurship content, which is in high demand.
- In Türkiye and Estonia, where willingness is lower, start with campus- or youth-centre-based activities that lower the threshold.

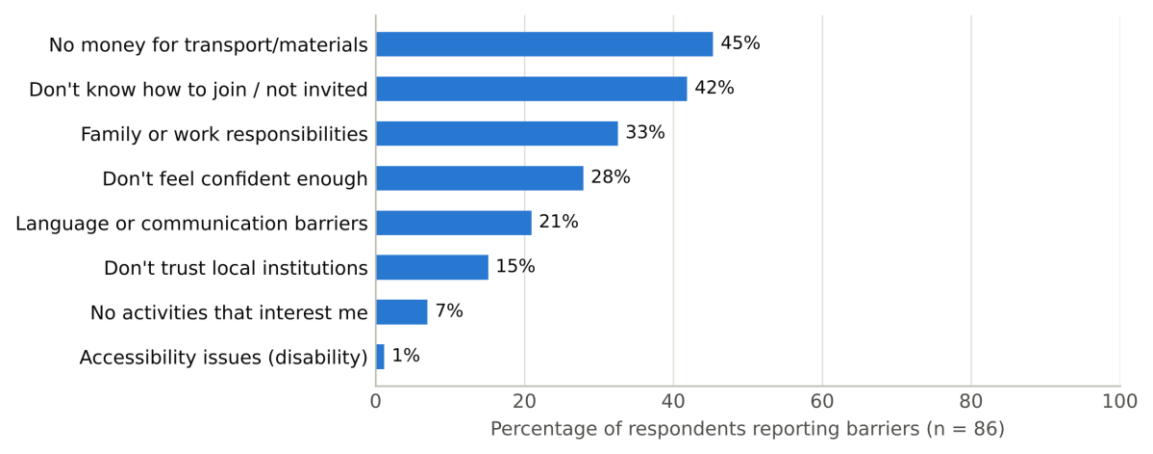
RQ3: Barriers to Participation

Personal Barriers

Fewer than a third of respondents (29.8%) said they face difficulties that make it hard to participate in community activities, but this share varied by country: 43.8% in Egypt compared with 17.1% in Greece and none in Estonia, $\chi^2(5, N = 273) = 17.23$, $p = .004$, $V = .25$. Among those reporting barriers ($n = 86$), the most frequent were lack of money for transport or materials (45.3%) and not knowing how to join or not being invited (41.9%), followed by family or work responsibilities (32.6%) and low confidence (27.9%; Figure 6). Distrust of local institutions (15.1%) and lack of interesting activities (7.0%) were less common, suggesting that most barriers are practical and informational rather than motivational.

Figure 6

Barriers to Participation Among Respondents Who Reported Barriers (%)



Note. n = 86 respondents who answered "yes" to facing barriers; multiple answers possible.

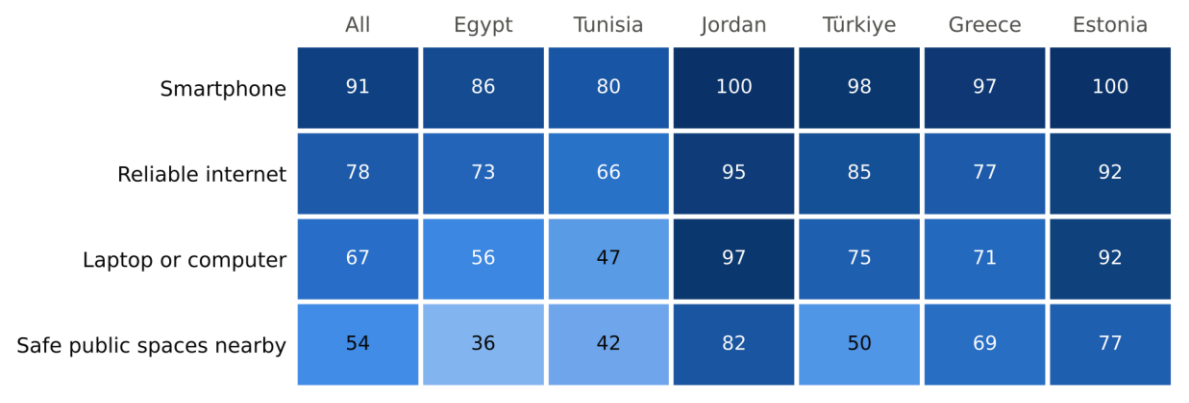
Barriers differed by life situation. Young people not in education or employment reported low confidence far more often (21.7% of the group) than students (6.2%) or employed peers (4.5%), $\chi^2(2, N = 289) = 13.14$, $p = .001$, $V = .21$, whereas employed young people more often cited family or work responsibilities (21.2%). Respondents with fewer-opportunity situations were almost five times as likely to name lack of money as a barrier (19.4% vs. 4.1% of all respondents in each group), $\chi^2(1, N = 267) = 12.09$, $p < .001$, $V = .21$. Gender differences were small and not reliable after correction. Young people not in education or employment were also more than twice as likely to want an AI assistant to connect them first to a human mentor (37.0% vs. 16.4% of students and 9.1% of employed respondents), $\chi^2(2, N = 289) = 15.07$, $p < .001$, $V = .23$ - an indication that this group values personal guidance.

Digital Readiness

Access to a smartphone is almost universal (90.7% always), but reliable internet (77.5%) and a laptop or computer (67.1%) are less so (Figure 7). Laptop access was lowest in Tunisia (47.3%) and Egypt (56.2%) and almost complete in Jordan (97.4%) and Estonia (92.3%), $H(5) = 38.39$, $p < .001$, $\varepsilon^2 = .13$. For learning, 84.4% mainly use a smartphone and 42.6% do not use a laptop or desktop at all. Three quarters (73.7%) use AI tools such as ChatGPT frequently and only 3.1% have never used them; this did not vary significantly by country.

Figure 7

Regular Access to Devices, Internet and Safe Public Space, Overall and by Country (% "yes, always")



Note. N = 289 (All); country ns as in Figure 2. Response options were "yes, always", "sometimes" and "no, rarely or never".

Interview and Focus Group Findings

The focus group barrier-ranking exercise confirmed that money and procedures dominate, but with clear national accents (Table 3). In Egypt, participants reached "absolute consensus" that fear of the local authority and of security interrogation paralyses action "long before financial limitations become an issue". In Greece, Tunisia and the primary Turkish focus group, lack of money and legal complexity ranked first and second; in the wider Turkish student consultation, lack of information emerged as the first barrier; Jordanian participants ranked lack of support, money and information highest.

Table 3

Top-Ranked Barriers in the Focus Group Ranking Exercise by Country

Country	Rank 1	Rank 2	Rank 3	Remarks
Egypt	Fear of local authority and security interrogation	Absence of legal literacy and pathway clarity	Daily livelihood deficit (economic survival)	Ranking by consensus of 10 participants
Tunisia	Lack of funding	Administrative and legal complexity	Lack of information	Combined Tunis/Bizerte; no counts
Jordan	Lack of support	Lack of money	Lack of information	FG1; order as listed, no counts
Türkiye	Lack of money	Legal complexity	Fear of authorities	Expanded consultation: lack of information first
Greece	Lack of money	Legal complexity	Lack of time	FG2 order; some wanted information or legal complexity first
Estonia	—	—	—	No focus groups held

Note. Rankings as reported in national focus group summaries. The exercise offered seven options (lack of time, information, money, support, low confidence, fear of authorities, legal complexity); Egypt used locally adapted labels.

Interviewees and focus groups in all countries located the main drop-out point at the transition from planning to permits. Egyptian interviewees described the permit stage as the point where "80% of informal youth groups surrender" and "the cemetery of youth initiatives"; Greek interviewees placed it at planning, permits and administration; Tunisian interviewees added the start of implementation, when the lack of cash flow and supplier paperwork block informal groups; Estonian and Turkish interviewees also pointed to the idea and early planning stage, when young people do not know the first step.

For young people with fewer opportunities, interviewees described "hidden" barriers that a survey checklist only partly captures: economic survival taking priority over volunteering; stigma and the feeling that initiatives are "for the educated elite" (Tunisia) or for "privileged university students" (Egypt); and a loss of belief that participation changes anything. Group-specific barriers included language for Russian-speaking youth in Estonia ("all official processes are in Estonian"), legal restrictions on migrants' roles in associations in Tunisia, parental restrictions and male dominance of public space for young women (Tunisia, Jordan) and fear of security suspicion when gathering in public (Egypt, Tunisia). Practitioners also noted that digital access is rarely the core problem; rather, old phones with full storage, expensive data and weak connections (Egypt) and uneven digital confidence for civic and administrative tasks limit use.

> *"Inclusion starts before the meeting; it starts with whether the person feels invited."* (NGO manager, Greece)

Implications for implementers (RQ3)

- Invite personally and through trusted local channels: "I don't know how to join / no one invited me" is the second most frequent barrier.
- Cover transport and materials for participants with fewer opportunities, as foreseen in the application, and communicate this upfront.
- Build confidence for young people not in education or employment through small roles, peer support and a named human mentor.
- Plan most mentoring effort for the planning-to-permit transition, where initiatives typically stall.
- Address group-specific barriers: Russian-language support in Estonia, safe and well-lit meeting conditions and female mentors for young women, and partner-organisation cover for migrants and informal groups.

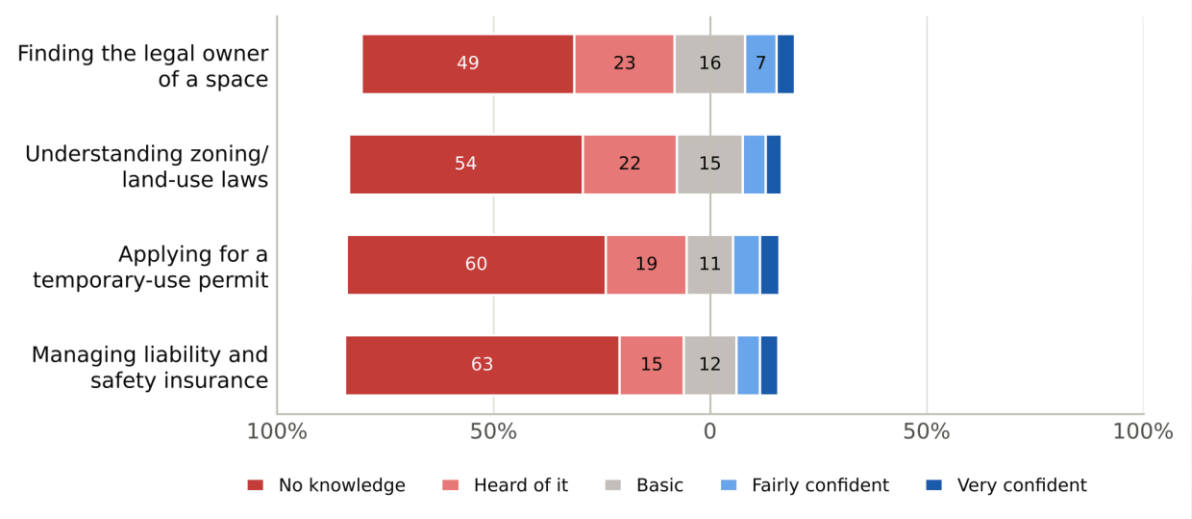
RQ4: Institutional and Legal Obstacles

Knowledge of Procedures

Young people's knowledge of the administrative and legal side of using public space is very limited. Only 5.5% know clearly which office they would need to contact to request the use of a public space; 26.3% have a general idea and 68.2% do not know. Clear knowledge was more common in Jordan (21.1%) than elsewhere (0-7.5%), $\chi^2(5, N = 273) = 17.85$, $p = .003$, $V = .26$. Self-rated ability was low on all four tasks (Figure 8): between 49% (finding the legal owner of a space) and 63% (managing liability and safety insurance) had no knowledge at all, and only 9-11% felt fairly or very confident. Overall, 18.3% felt confident on at least one of the four tasks.

Figure 8

Self-Rated Ability to Perform Legal and Administrative Tasks



Note. N = 289. Numbers inside bars are percentages; values below 7% are not labelled. The four items form a reliable legal know-how index (α = .91; M = 1.82, SD = 1.01 on a 1-5 scale).

The legal know-how index did not differ significantly between countries, $H(5) = 5.72$, $p = .335$. In a regression controlling for background characteristics ($N = 266$, $R^2 = .21$), students

rated their know-how higher than employed respondents ($B = -0.91$, $p < .001$), and those who had volunteered before rated it higher than those who had not ($B = 0.27$, $p = .035$); gender, age and fewer-opportunity situation were unrelated. The regression also indicated higher know-how in Jordan ($B = 0.85$, $p = .002$), but this effect disappeared in the sensitivity analysis without uniform responders (Jordan $M = 1.86$ vs. 1.46-1.82 elsewhere) and should not be interpreted.

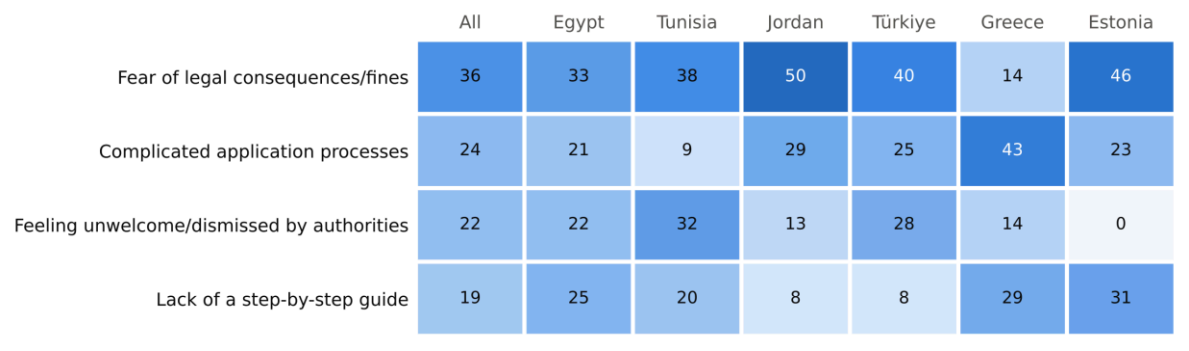
Asked what they would do first after finding a suitable neglected space, a third would take a photo (33.6%), 21.8% would try to find out who owns it, 16.3% would look it up on a map, 10.0% would share it with friends - and 18.3% would do nothing. Finding the owner was most common in Greece (37.1%) and least common in Türkiye (10.0%) and Jordan (13.2%).

Institutional Obstacles

When ranking four institutional obstacles, respondents most often placed fear of legal consequences or fines first (35.6%; mean rank 2.35), followed by complicated or confusing application processes (23.5%; 2.42), feeling unwelcome or dismissed by local authorities (22.1%; 2.54) and the lack of a step-by-step guide for youth (18.7%; 2.69). The order varied by country (Figure 9): fear of legal consequences dominated in Jordan (50%), Estonia (46%) and Türkiye (40%); complicated processes in Greece (43%); and feeling unwelcome was ranked first more often in Tunisia (32%) and Türkiye (28%) than elsewhere. Country differences in mean ranks were significant for all four obstacles ($H(5) = 14.62$-24.97, all $p \leq .012$).

Figure 9

Obstacle Ranked as the Biggest Institutional Obstacle, Overall and by Country (%)



Note. Respondents ranked four obstacles from 1 (biggest) to 4 (minor). Cells show the percentage ranking each obstacle first; columns sum to 100%. N = 289 (All); country ns as in Figure 2.

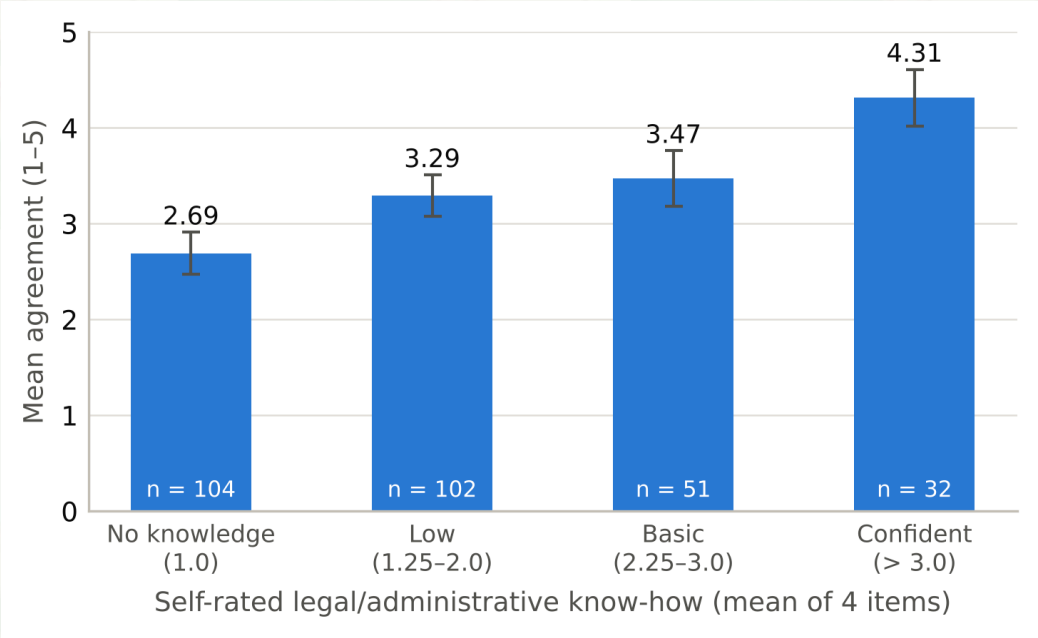
Know-How and Political Efficacy

A key finding is the link between knowing how the system works and believing one can influence it. Legal know-how correlated moderately with the belief that one's voice can change local government decisions, $\varrho = .41$, $p < .001$ (Figure 10). Agreement rose from $M = 2.69$ among respondents with no know-how to $M = 4.31$ among those who felt confident. The association held after controlling for country, gender, age, status, fewer-opportunity situation and previous volunteering: each point on the know-how index was associated with a 0.50-point higher efficacy rating ($SE = 0.07$, $p < .001$; model $R^2 = .24$), and it remained when uniform responders were excluded ($\varrho = .39$). Because the data are cross-sectional, the direction of the relationship cannot

be established; nevertheless, it suggests that practical legal-administrative training may also strengthen young people's sense of political agency (cf. Bandura, 1997).

Figure 10

Belief That One's Voice Can Change Local Decisions by Level of Legal Know-How

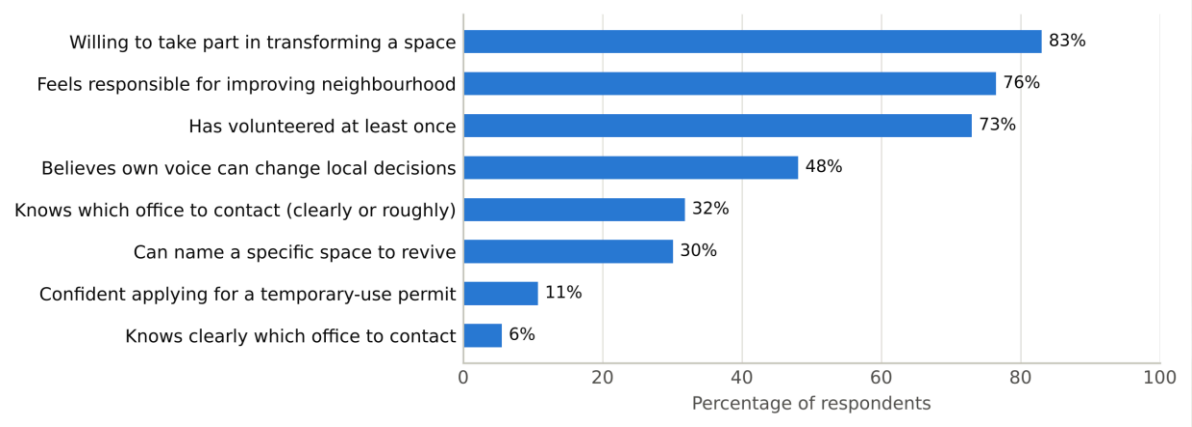


Note. Bars show mean agreement with "I believe my voice can change local government decisions" (1 = strongly disagree, 5 = strongly agree); error bars show 95% confidence intervals. Know-how groups are based on the mean of the four items in Figure 8.

Figure 11 summarises the resulting "intention-capability gap": large majorities are willing and feel responsible, but the share of young people who know where to start, whom to contact and how to obtain permission is small.

Figure 11

From Intention to Capability: Selected Indicators (%)



Note. N = 289 for all indicators. Agreement and confidence indicators combine the two highest response categories. "Can name a specific space" is calculated on all respondents.

Interview and Focus Group Findings

Interviews in all countries describe a legal "grey zone" rather than a complete absence of rules. Procedures exist, but there is no clear, youth-friendly path, and it is often unclear which authority is responsible. The specific shape of the problem differs by country:

- **Egypt:** interviewees described a "legal vacuum" for temporary non-profit use, because the local administration law covers mainly commercial occupancy; requests are rejected at the citizen-service window because the system has no category for them; officials show "responsibility phobia"; land titles overlap between several agencies; and security clearance is needed for gatherings.
- **Tunisia:** jurisdiction is fragmented between municipality, governorate, regional delegation, state property and the maritime domain; there is no tacit-approval mechanism, so requests can sit for months; and informal groups without a registered association cannot open a bank account or address authorities.
- **Jordan:** young interviewees did not know which authority is responsible or what the steps are, felt they were working in a "gray area", and perceived approvals as depending on personal connections.
- **Türkiye:** young people cannot tell whether a space is governed by the district municipality, the metropolitan municipality or a ministry; risk aversion and insurance liability were named as sticking points.
- **Greece:** responsibility may lie with the municipality, local community, port, school or cultural authority or a private owner; procedures are slow and liability-averse - "everyone agrees orally, but nobody wants to be the person who signs the paper".
- **Estonia:** interviewees described Estonia as "generally not very bureaucratic", but in Narva cooperation is "less smooth", official processes run only in Estonian, and even mentors lacked knowledge of the proper channels.

> *"The process usually gets stuck when it is not clear who has the authority to say yes."* (project coordinator, Estonia)

Interviewees and focus groups proposed remarkably similar mechanisms for better cooperation (Table 4). A named municipal youth contact point or liaison officer and regular consultation or co-design meetings were proposed in all six countries; simplified procedures, templates and fast-track routes for low-risk activities, small grants, and a legal umbrella for informal groups were also frequent. In the survey's open question on the single most important change local government could make (110 codable answers), the most frequent requests were providing spaces and centres for youth (23.6%), listening to and involving youth in decisions (20.0%), funding and material support (19.1%) and simplifying permits and bureaucracy (16.4%).

Table 4

Mechanisms for Better Youth-Authority Cooperation Proposed by Country

Mechanism	EG	TN	JO	TR	GR	EE
Named municipal youth contact point / liaison officer	•	•	•	•	•	•

Mechanism	EG	TN	JO	TR	GR	EE
Regular consultation meetings, roundtables or co-design sessions	●	●	●	●	●	●
Step-by-step guide and standard templates (permit, safety, budget)	●	●	●	●	●	●
Fast-track or simplified route for low-risk temporary use	●		●		●	●
Small grants or material support	●		●	●	●	
Legal umbrella / formal sponsor for informal groups (NGO letter, association)	●	●			●	
Youth councils or youth governance incubators	●	●				
Public list or map of available spaces	●				●	●
Multilingual, youth-friendly communication						●
Participatory budgeting		●				
Using existing municipal youth branches as first contact				●		

Note. EG = Egypt, TN = Tunisia, JO = Jordan, TR = Türkiye, GR = Greece, EE = Estonia. ● = proposed in interviews, focus groups or the national report.

Implications for implementers (RQ4)

- Legal-administrative navigation is the single most important learning need; it should be taught country by country, because the responsible bodies and procedures differ.
- Combine knowledge with reassurance: fear of legal consequences is the top-ranked obstacle, so content should explain what is allowed, what is risky and how a partner organisation can take formal responsibility.
- Use partner MoUs with municipalities (foreseen in the application) to secure a named contact person, a simple request procedure for low-risk activities and regular roundtables.
- Track the legal know-how index and the political efficacy item as outcome indicators; the baseline values are M = 1.82 and 48.1% agreement.

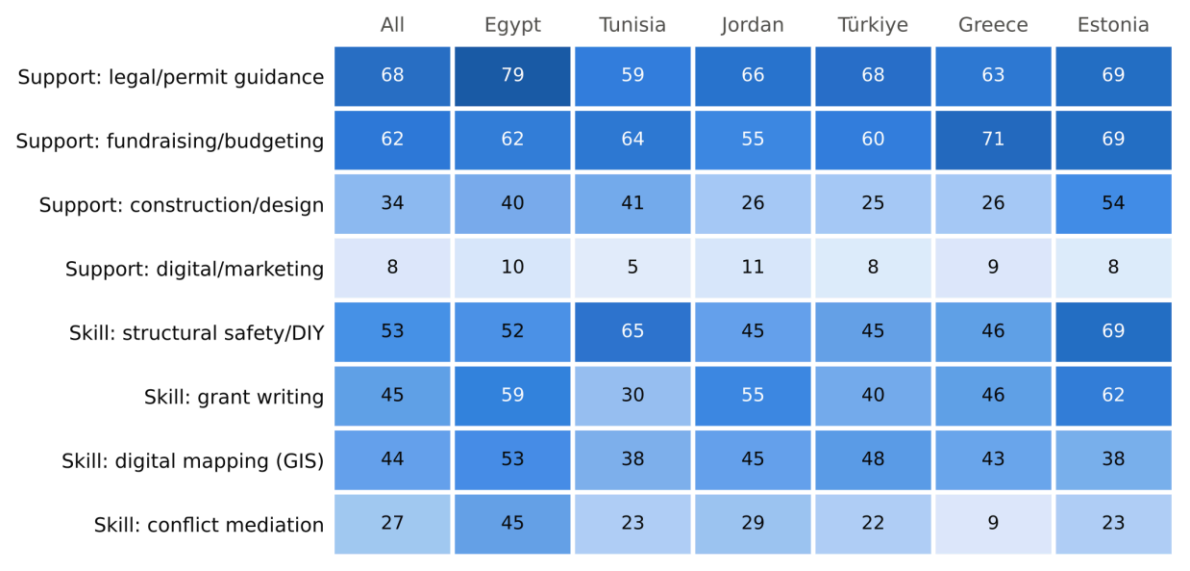
RQ5: Training and Mentoring Needs

Young People's Support Needs

Asked which support or training they would need most (up to two choices), respondents overwhelmingly chose legal and permit guidance (68.2%) and fundraising and budgeting (62.3%), followed by construction and design (33.9%); digital and marketing support was rarely needed (8.3%; Figure 12). These priorities were consistent across countries. Legal and permit guidance was chosen more often by employed respondents (83.3%) and 25-30-year-olds (81.0%). Among skills they would like to develop, structural safety and do-it-yourself skills (52.6%), grant writing (45.3%) and digital mapping (44.3%) were most popular; conflict mediation (27.0%) was chosen much more often in Egypt (45.2%) than in Greece (8.6%).

Figure 12

Support Needed and Skills Young People Want to Develop, Overall and by Country (%)



Note. Support: up to two answers; skills: multiple answers. N = 289 (All); country ns as in Figure 2.

Among green topics for short videos, respondents were most interested in upcycling and low-cost design with recycled materials (49.1%) and urban gardening (43.9%), followed by eco-renovation (31.1%) and waste management (25.6%); carbon footprint (16.6%) and EU climate policy rights (12.5%) attracted less interest. One-on-one mentorship was attractive to 69.2% of respondents, and the 120 open questions young people would first ask an AI mentor show what they want help with: turning an idea into a step-by-step action plan (23.4% of codable answers), permits and legal procedures (20.6%), feedback on and development of ideas (18.7%) and how to start (16.8%).

Youth Workers' Needs

Interviews with practitioners show a consistent pattern: youth workers and mentors feel confident in pedagogy and facilitation but under-prepared on the technical side of public-space projects. Across countries, they named the following as their weakest skills:

- budgeting, financial planning and grant budgeting (all countries);
- risk assessment, liability and insurance (Greece, Türkiye, Estonia, Tunisia, Egypt);
- legal procedures, permits and local administration law (Greece, Estonia, Egypt, Tunisia);
- communication with authorities and knowing the right channels (Greece, Türkiye, Estonia, Jordan);
- digital mapping and GIS (Egypt, Tunisia, Greece, Türkiye);
- conflict mediation and inclusive facilitation of diverse groups (Greece, Egypt, Tunisia).

Asked what would make their work "50% easier", practitioners in every country asked for step-by-step guides and ready-to-use templates (permit requests, safety plans, consent forms, risk matrices, budgets and municipal letters), followed by examples of successful initiatives, a

directory of local contacts and a shared project-management platform. Their main day-to-day challenges were lack of time, keeping young people motivated through delays, communicating with authorities and, in Egypt, emotional burnout and lack of personal legal protection.

> *"My biggest headache as a mentor is definitely the difficulty in communicating with local authorities; the bureaucracy can be like a brick wall."* (project coordinator, Türkiye)

Focus groups described the mentor young people trust: approachable, experienced in real projects rather than theory, honest about failures, close in age, and someone who "should lead the process but not dominate it; instead, they should actively listen to the youth" (Türkiye). Mentors were expected to act as a bridge - translating "planning language into street language" (Egypt) and accompanying young people to meetings with authorities (Greece). An all-female focus group in Jordan asked for female mentors or mentors experienced in supporting young women, and for emotional as well as practical support.

Implications for implementers (RQ5)

- Prioritise four content blocks in nuggets and e-courses: (1) legal and permit navigation, (2) fundraising and micro-budgeting, (3) safety, risk and liability, and (4) practical low-cost design (upcycling, DIY, urban gardening).
- In Training Courses 1 and 2, focus youth worker training on the technical gaps (budgeting, risk assessment, insurance, permits, municipal communication, GIS) rather than on general facilitation.
- Equip mentors with a template pack: permit request, one-page proposal, safety plan, consent forms, risk matrix, budget sheet and letter to the municipality - adapted per country.
- Define the mentor role explicitly as mediator between youth and authorities, and include mentor self-care and peer support to prevent burnout.

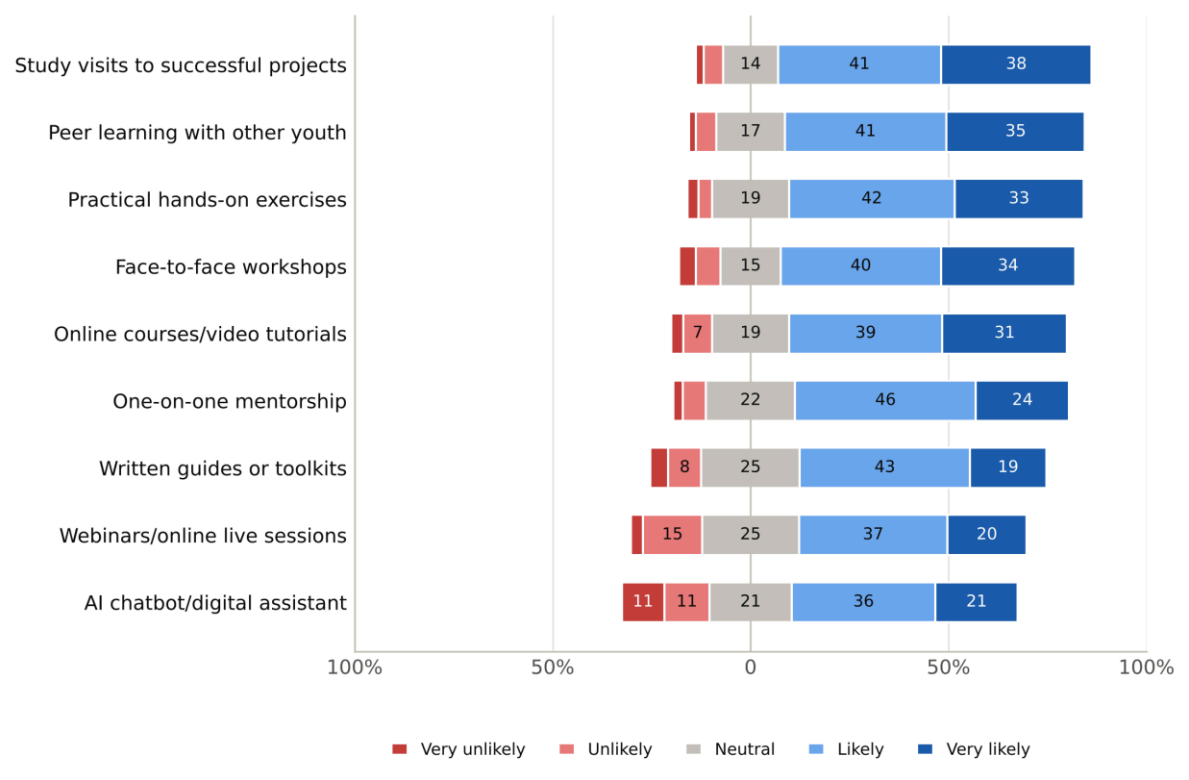
RQ6: Design of Digital Learning Tools

Preferred Learning Formats

Young people prefer practical, social learning (Figure 13). Study visits to successful projects (79.2% likely or very likely to engage), peer learning with other young people (75.8%), practical hands-on exercises (74.4%) and face-to-face workshops (74.4%) were the most attractive formats, followed by online courses or video tutorials (70.2%) and one-on-one mentorship (69.2%). Written guides (62.3%), webinars (57.4%) and AI chatbots (57.1%) were least attractive; an AI chatbot was the only format that more than a fifth of respondents (22.1%) were unlikely to use.

Figure 13

Likelihood of Engaging With Different Learning Formats

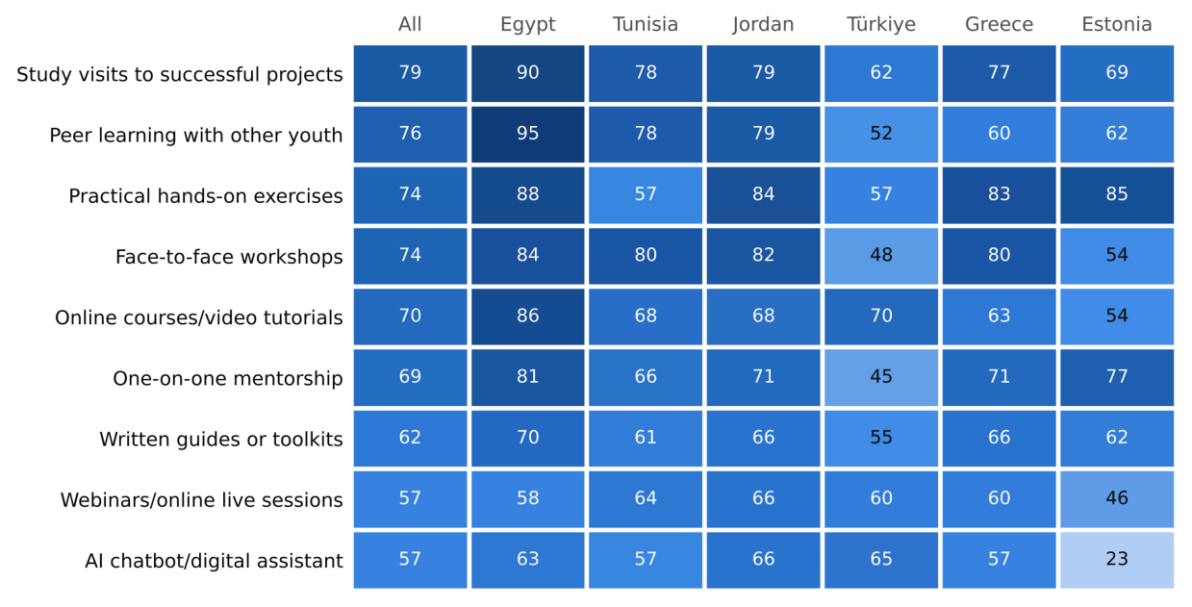


Note. N = 289. Numbers inside bars are percentages; values below 7% are not labelled.

Format preferences varied by country (Figure 14). Egyptian respondents were the most enthusiastic about almost every format, including peer learning (95%). Turkish respondents were markedly less interested in face-to-face workshops (48%), peer learning (52%) and one-on-one mentorship (45%), and Estonian respondents in AI chatbots (23%). Country differences were largest for practical exercises, $H(5) = 46.38$, $p < .001$, $\varepsilon^2 = .16$, and peer learning, $H(5) = 44.55$, $p < .001$, $\varepsilon^2 = .15$. Respondents in the South and East Mediterranean countries rated AI chatbots higher than EU respondents ($M = 3.60$ vs. 2.92), $U = 9{,}180$, $p < .001$, $r_{rb} = .27$. Young people not in education or employment were less interested in webinars ($M = 3.09$ vs. 3.70 for students).

Figure 14

Respondents Likely or Very Likely to Engage With Each Learning Format, Overall and by Country (%)



Note. N = 289 (All); country ns as in Figure 2.

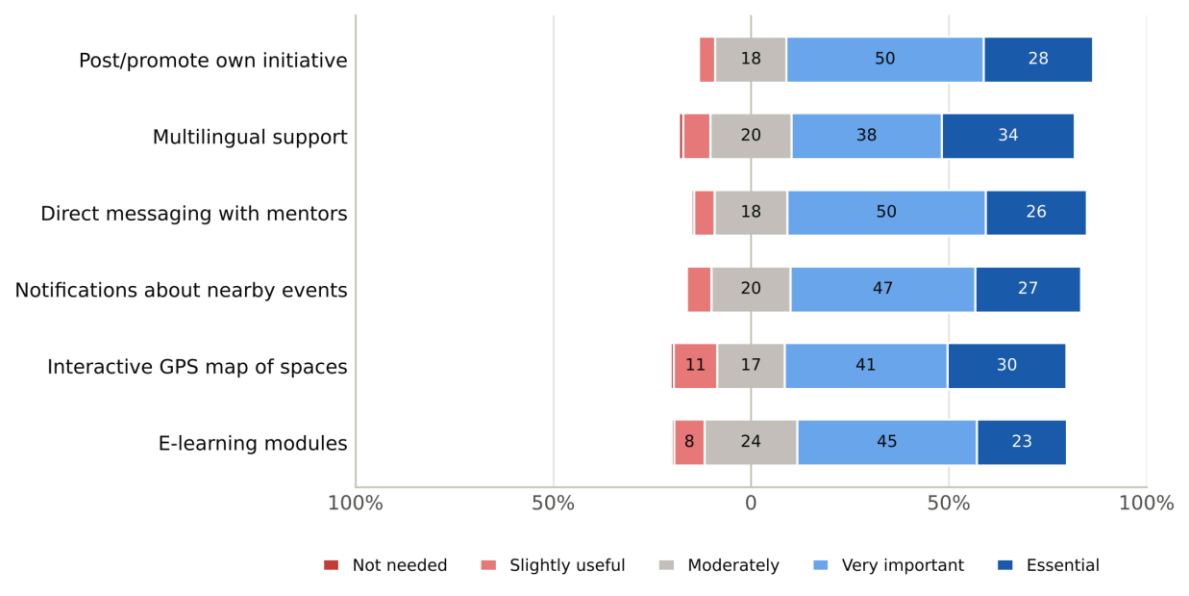
For short digital content, respondents most often chose 60-90-second "how-to" video clips (30.8%), followed by gamified quizzes (19.7%), storytelling with real case studies (18.7%) and downloadable PDF toolkits for offline use (15.2%). Asked what helps them learn best digitally, they most often named short video tutorials (24.2%), real-life stories from other youth (13.8%) and step-by-step checklists (12.1%). For legal and administrative guidance specifically, infographics (51.9%) and PDF checklists (50.2%) were preferred over short videos (39.8%) and decision trees (38.1%; 75.0% in Türkiye); voice notes were least popular (18.3%). The most common frustrations with online learning were boring content (24.9%), difficulty finding content (22.1%), losing motivation halfway (15.9%) and slow or technical platforms (14.9%).

App, Map and AI Assistant

All six proposed app features were rated as very important or essential by around seven in ten respondents (Figure 15): being able to post and promote one's own civic initiative (77.5%), direct messaging with local mentors (75.8%), notifications about nearby events and initiatives (73.4%), multilingual support (71.6%), an interactive map of spaces (71.3%) and e-learning modules (68.2%). The most motivating game mechanics were a visual progress bar towards securing a permit (46.0%) and immediate AI "green/red light" feedback on project ideas (40.5%), ahead of points that unlock templates (34.9%) and a public leaderboard (30.1%).

Figure 15

Importance of Proposed App Features



Note. N = 289. Numbers inside bars are percentages; values below 7% are not labelled.

Young people would use a community map mainly to find neglected spaces that need revitalising (58.5%) and to see what other youth groups are doing (40.8%). To log a space, half would prefer to drop a pin on a live map and attach a photo (51.2%; 68.8% in the EU), a quarter would record an audio note that the app transcribes (25.6%; 44.7% in Jordan) and 23.2% would fill in a quick yes/no form. A majority (56.7%) would make the exact location of their project visible to everyone, but a third of young people not in education or employment (32.6%) would share only the neighbourhood.

Attitudes towards AI assistance are ambivalent. When looking for help on a website, 32.2% prefer to type their question to an AI, but 26.6% prefer a human representative - almost half in Greece (47.5%) and Estonia (46.2%). If the app had an AI assistant, respondents would first want it to give a step-by-step checklist for their idea (42.2%) or find the right laws and permits (29.1%); 18.0% would want it to connect them with a human mentor. Only 23.2% had used Moodle, the platform behind e-rescue.eu (6.8% in Egypt and Tunisia vs. 69.2% in Estonia), and 10.4% had used none of the listed learning platforms.

Interview and Focus Group Findings

The focus group feature-voting exercise produced country-specific priorities (Table 5). Egyptian participants placed an interactive permit and legal guidance bot first (14 votes), followed by voice-to-text logging (11) and a GIS map (9), and set strict technical limits: an app above 15 MB would be deleted "immediately" because phone storage is full. Greek participants gave equal top priority to the GIS map, progress tracking and funding tools (10 votes each) and gave no votes to voice notes; asked what the chatbot should do, one participant answered "not exist". Tunisian participants "strongly preferred human interaction and peer-to-peer exchange

over automated chatbot systems", and Turkish participants wanted the chatbot to be strictly navigational and valued above all the ability to monitor tasks and track civic actions in real time.

Table 5

Digital Feature Priorities in Focus Groups by Country

Country	Top priorities	On AI chatbot	Reasons to stop using the app
Egypt	Permit/legal guidance bot (14 votes), voice-to-text logging (11), GIS mapping (9), safety checklists (7)	Wanted as legal helpdesk that cites the relevant rule	App > 15 MB, battery drain, typing, lag on old phones
Greece	GIS map, progress tracking, funding tools (10 votes each), permit guidance (9)	Rejected ("not exist"); real people preferred	A chatbot; too many notifications
Jordan	GIS map, permit guidance, mentor chat, funding tools, progress tracking (no counts)	Quick, friendly answers; private guidance; link to mentors	Complexity, slowness, too many notifications, lack of privacy
Tunisia	Interactive maps, progress tracking, funding database, permit guidance, networking (no counts)	Human and peer exchange preferred	Not reported
Türkiye	Task monitoring and real-time tracking; GIS, permit guidance, mentor chat, templates	Strictly navigational	A better tool elsewhere; rarely used features
Estonia	No focus groups; interviewees proposed a project journey board and document tracker	Municipal chatbot giving next steps (stakeholder)	Platform overload (interviewee view)

Note. Vote counts are reported only where partners documented them (Egypt: 10 participants × 5 votes; Greece: 40 votes).

Interviewees agreed on a layered content format: a short video (around 60 seconds) or infographic first, followed by a concise written guide and templates for detail and formal steps. Mentors wanted dashboards showing each group's stage, deadlines and reminders, shared documents, before-and-after photos and alerts when a group is stuck; one Estonian stakeholder warned that young people are "already quite overwhelmed with different digital platforms" and that simple communication matters more than complex tracking.

Implications for implementers (RQ6)

- Design mobile-first and light: small download size, offline capability and low data use, especially for Egypt and Tunisia; do not assume laptop access.
- Make the core of the app social and practical - posting initiatives, mentor messaging, nearby events and a map with pin-and-photo logging - and offer full Arabic, Turkish, Greek, Estonian/Russian and English versions.
- Use a layered content model: 60-90-second video or infographic - one-page checklist - template; keep e-learning nuggets short and story-based to counter "boring content".
- Position the AI chatbot as an optional navigator (step-by-step plans, permit pathways per country) with a visible hand-off to a human mentor; do not make it the main support channel.
- Because few users know Moodle, plan onboarding for e-rescue.eu and integrate learning content into the app wherever possible.
- Offer location privacy (neighbourhood-level display) in the GIS map.

4. Discussion

Integrated Interpretation

Taken together, the survey, interviews and focus groups tell a consistent story. Young people in all six countries see neglected spaces around them, interpret them as a sign that the authorities do not care, and want them turned into free social, cultural, green and study spaces. They are willing to act - mostly out of a wish to improve their neighbourhood - and the barriers they report are mainly practical: money, information, time and confidence. The decisive obstacle, however, lies between motivation and action. Young people, and to a surprising degree also the youth workers who support them, do not know who owns a space, which office decides, what permission is needed or who is liable if something goes wrong. Fear of legal consequences, complicated procedures and feeling dismissed by officials together outweigh the lack of a guide, and the qualitative data show that initiatives typically stall at the transition from planning to permission.

This pattern matters for the project's theory of change. The application assumes that capacity building for youth workers and digital learning tools will enable youth-led revitalisation. The data support this assumption, but they also specify where capacity is missing: not in creativity, facilitation or digital skills - young people use smartphones and AI tools routinely, and youth workers feel pedagogically confident - but in legal-administrative navigation, budgeting and risk management, and in the relationship with local authorities. The strong association between legal know-how and political efficacy suggests that closing this gap could have a double benefit: it would make initiatives feasible, and it could strengthen young people's belief that their voice counts. Since less than half of respondents currently hold this belief, it is a meaningful outcome to monitor.

The results also caution against two assumptions. First, inclusion requires more than open access. Young people with fewer opportunities encounter more neglect and report more financial barriers, and those not in education or employment report much lower confidence and more often want a human mentor. Interviewees consistently warned that these young people will not respond to posters or online calls, and that participation must bring tangible value. Second, digital tools are welcome but are not a substitute for people. The most attractive learning formats are social and practical, a human representative is the preferred source of help for a quarter of respondents, and several focus groups explicitly preferred peers and mentors to a chatbot. AI support is most useful where it does something concrete - turning an idea into a checklist or explaining the permit pathway - and when it leads to a human.

Country Profiles

Most reliable differences in the survey were between countries rather than between gender, age or status groups. Table 6 summarises the distinctive features of each country as a basis for local planning. Because country samples differ in composition (for example, almost all Tunisian

and Turkish respondents were students), these profiles describe the young people reached by each partner rather than national populations.

Table 6

Distinctive Features by Country

Country	Survey highlights	Qualitative highlights	Local priorities
Egypt (n = 73)	Highest exposure to neglect; lowest access to safe space (36%); strongest community motive (85%) and willingness (90%); highest interest in peer learning and mentoring; 44% report personal barriers	Fear of authorities and security ranked first; legal vacuum for temporary use; "guardians of the site" approach; strict app constraints (≤ 15 MB, offline, voice)	Safety and lighting first; legal umbrella and NGO letters; tangible returns for NEETs; ultra-light app
Tunisia (n = 74)	Almost all students; authorities "don't care" (72%); low laptop access (47%); lowest regular volunteering (8%); hobbies and social network as motives	Fragmented jurisdiction, no tacit approval; informal groups cannot bank; financial compliance blocks implementation; preference for human over chatbot support	Association-based legal cover; cash-flow and invoicing support; heritage/arts-based initiatives; mobile-first content
Jordan (n = 38)	Best access to devices and safe spaces; strongest preference to wait for authorities; spaces linked to identity; audio-note logging popular; many uniform responses	Interviews with youth instead of practitioners; unclear responsible authority; approvals via connections; urban-peripheral divide (Mafraq, Aqaba); women's safety and female mentors	Practitioner perspective to be added; outreach beyond Amman; female mentors; shifting from waiting to acting
Türkiye (n = 40)	Mostly students; lower willingness (70%) and interest in face-to-face and mentoring formats; decision trees preferred for legal guidance	Campus-based spaces (club rooms, unfinished roads); money and legal complexity; information gap; leadership roles preferred	Campus-to-municipality bridge; use municipal youth branches; self-directed, task-tracking tools
Greece (n = 35)	Many non-students; complicated procedures ranked first obstacle; most likely to look for the owner; human help preferred (48%)	Island context (transport, seasonality); responsibility spread across many authorities; strong rejection of chatbot; GIS, progress and funding tools valued	One-stop guidance with named contacts; fast-track for low-risk actions; peer community features
Estonia (n = 13)	Small sample; no personal barriers reported; low interest in AI chatbot (23%); Moodle familiar (69%)	No focus groups; Russian-speaking youth face language barrier; Narva security restrictions; municipalities generally open	Russian-language materials; direct youth voice to be collected; low-threshold, personal outreach

Note. Survey figures from Sections 3.1-3.6. Estonian survey results are based on 13 respondents and should be interpreted with caution.

5. Recommendations

Table 7 translates the findings into recommendations for the work packages. Priorities reflect both the strength of the evidence and the expected effect on the project's objectives and indicators.

Table 7

Recommendations by Work Package

Area	Recommendation	Evidence	Priority
WP3 - e-learning nuggets and e-courses (METU, SYL)	Build a "From idea to permission" learning path: who owns a space, which office decides, temporary-use permits, safety and liability, with country-specific versions for all six countries	60% no knowledge of permits; 68% need legal guidance; drop-out at permit stage in all countries	High
WP3 - nuggets and courses	Add modules on micro-budgeting, fundraising and grant writing, low-cost design (upcycling, DIY, urban gardening) and conflict mediation	62% need fundraising support; 45% want grant writing; upcycling/gardening top green topics	High
WP3 - content format	Use a layered format: 60-90-second video or infographic → one-page checklist → template; include real youth stories; provide offline PDFs	Preferences for micro-video, infographics, checklists and stories; boring content is top frustration	High
WP3 - mobile app (Solidarity Tracks)	Mobile-first, lightweight and offline-capable; core features: post initiatives, mentor messaging, nearby notifications, map with pin and photo, multilingual (AR, TR, EL, ET/RU, EN); progress bar towards permit	84% learn on phone, 43% no laptop; feature ratings 68-78%; Egyptian FG size limits	High
WP3 - AI chatbot (e-rescue.eu)	Position as optional navigator: step-by-step plans and permit pathways per country, with clear hand-off to a human mentor; transparent about limits	42% want a checklist, 29% permits; 22% unlikely to use chatbots; FG scepticism in GR, TN	Medium
WP3 - GIS map (VitaTiim)	Seed the map with verified candidate sites (Appendix D) and FG mapping; add ownership/permit and safety status fields; allow neighbourhood-level privacy	59% would use map to find spaces; 17% share only area	Medium
WP3 - tutorial videos and interactive guide (VitaTiim, FTAP)	Show complete journeys from idea to permission to maintenance, with local examples, including failures and how they were solved	Study visits and stories most attractive; youth want to see what is possible	Medium
WP4 - Training Courses 1 and 2	Prioritise permits and local administration, risk assessment and insurance, budgeting, municipal communication, GIS and conflict mediation; use field visits, hands-on and peer methods; train mentors as mediators	Youth workers' self-reported gaps in all countries; preferred formats	High
WP4 - mentor toolkit	Provide country-adapted templates: proposal, permit request, safety plan, consent forms, risk matrix, budget, municipal letter, contact directory	Requested by practitioners in all countries	High
WP1 - support of youth initiatives	Start with low-risk, visible quick wins (clean-ups, lighting, murals, temporary activations); use partner organisations as formal applicant and insurer for informal groups	Visible results sustain motivation; informal groups lack legal standing (TN, EG)	High
WP1 - inclusion	Personal outreach through trusted local channels; cover transport and materials; certificates/Youthpass; recognised roles (e.g. site guardians); female mentors and safe meeting conditions; Russian-language support in Estonia	"Not invited" 42%; money 45%; low confidence among youth not in education/employment	High

Area	Recommendation	Evidence	Priority
WP1/WP5 - local authorities	Use MoUs to secure a named youth contact point, a one-page guide, a fast-track for low-risk temporary use, regular youth-municipality roundtables and a list of available spaces	Proposed in all six countries; 56% feel authorities don't care	High
WP5 - dissemination	Communicate visible changes and municipal endorsement to counter distrust; involve youth stories in e-magazine and events	Neglect read as institutional indifference	Medium
WP1 - monitoring and evaluation	Re-measure baseline indicators at mid-term and end: willingness 83.0%; political efficacy 48.1%; knows which office 31.8%; legal know-how index M = 1.82; safe space access 54.3%	Baseline values from this study	Medium
WP2 - data quality	Complete missing data: practitioner interviews in Jordan, youth focus groups in Estonia; document FG participant numbers; correct survey routing for future surveys	Gaps identified in Section 2 and Section 6	Medium

6. Limitations

Several limitations should be considered when using these findings. First, the survey used convenience sampling through partner networks; the sample is not representative of young people in the partner countries, is predominantly female and student-based, and its composition differs by country. Country comparisons therefore partly reflect who was reached. Second, the Estonian survey sample (n = 13) is too small for reliable country-level conclusions, and no focus groups were held in Estonia. Third, the group of young people not in education or employment was derived from a status question (n = 46), and only 13 respondents explicitly identified as NEET; findings for this group are indicative. Fourth, 8.3% of respondents answered both rating grids uniformly; key results did not change when they were excluded, but they inflated one country difference. Fifth, a routing error meant that the question on reasons for not participating was answered by only 21 respondents, and two of its response options combined two different reasons.

The qualitative data also vary in depth and comparability. In Jordan, interviews were held with young volunteers instead of practitioners and their wording is very similar; in several countries, interviews are polished written summaries rather than verbatim transcripts; and the number and profile of focus group participants were not documented in Greece, Tunisia and Türkiye. These differences limit the weight that can be placed on any single country's qualitative data, although the consistency of themes across countries increases confidence in the overall conclusions. Finally, all data are self-reported and cross-sectional, so associations - such as that between legal know-how and political efficacy - cannot be interpreted causally.

7. Conclusion

Young people in the Revive & Thrive partner countries do not lack ideas or willingness. They see neglected spaces as wasted potential and as a sign of institutional indifference, and most of them would help to change this. What they lack are the practical keys: knowing who owns a space, whom to ask, how to obtain permission, how to fund and insure an activity, and how to deal with officials who are themselves unsure or risk-averse. The project is well placed to provide these keys - through country-specific legal-administrative learning content, youth workers trained as mediators, light and human-backed digital tools, and agreements with municipalities that make the path from idea to permission shorter and safer. If it succeeds, the data suggest that the benefit may go beyond revitalised spaces: young people who understand how local decisions are made are also more likely to believe that their voice counts.

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Appendix A: Research Questions and Data Sources

Table 8

Mapping of Research Sub-Questions to Instruments

Sub-question	Survey items	Interviews	Focus groups
1.1 Frequency and number of neglected spaces	Q10, Q13	-	FG1 perception
1.2 Feelings about neglected spaces	Q11	-	FG1 icebreaker, perception
1.3 Proposed spaces and functions	Q12, Q15-Q16	-	FG1 mapping
1.4 Missing services and desired change	Q46, Q48	-	-
2.1 Experience and willingness	Q14, Q20	-	FG1 motivation
2.2 Motives and roles	Q17	-	FG1 motivation (roles)
2.3 Responsibility and efficacy	Q21	-	-
2.4 Social entrepreneurship	Q22, Q23	-	-
3.1 Main barriers	Q7, Q8, Q18	Q3	FG1 barrier ranking
3.2 Drop-out stage	-	Q5	FG2 journey mapping
3.3 Fewer-opportunity groups	Q5-Q6 × Q7-Q8	Q4, Q18	FG1 barriers
3.4 Digital readiness	Q9, Q33, Q39	Q15	-
3.5 Safe and inclusive spaces	Q9	Q19	-
4.1 Procedural knowledge	Q19, Q24, Q25	-	-
4.2 Institutional obstacles	Q26	Q6, Q7, Q11	FG2 journey mapping
4.3 Perception of authorities	Q8, Q11, Q21	-	FG2 youth-authority
4.4 Improving cooperation	Q47	Q12	FG2 youth-authority, closing
5.1 Youth support and skill needs	Q23, Q27, Q28, Q36	Q17	FG1 support; FG2 mentorship
5.2 Mentoring preferences	Q29, Q34	-	FG2 mentorship
5.3 Youth workers' needs	-	Q1-Q2, Q8-Q10	-
6.1 Learning formats	Q29, Q31, Q37, Q45	Q14, Q16	FG2 digital tools
6.2 App, chatbot and map features	Q30, Q32, Q34, Q35, Q41, Q42, Q44	Q13	FG2 feature voting
6.3 Disengagement and gamification	Q38, Q40, Q43	Q14	FG2 digital tools

Note. Survey numbering follows the Word version of the questionnaire (Q1-Q48); the online version used section numbering (A1-I3).

Appendix B: Country Comparisons for Rating-Scale Items

Table 9

Mean Ratings by Country and Kruskal-Wallis Tests

Item	EG	TN	JO	TR	GR	EE	H(5)	p	ε^2	q
Access: smartphone	2.85	2.80	3.00	2.95	2.94	3.00	19.37	.002	.05	.003
Access: reliable internet	2.66	2.66	2.95	2.85	2.74	2.92	15.54	.008	.04	.013
Access: laptop/computer	2.37	2.30	2.97	2.70	2.69	2.92	38.39	< .001	.12	< .001
Access: safe public space	2.11	2.31	2.79	2.42	2.66	2.77	35.05	< .001	.11	< .001
Feel responsible for neighbourhood	4.29	4.15	4.16	3.58	3.63	3.62	27.86	< .001	.09	< .001
Voice can change local decisions	3.11	3.35	3.61	2.85	3.17	3.00	10.32	.067	.02	.082
Prefer to wait for authorities	2.23	3.01	3.92	3.18	3.14	3.38	47.77	< .001	.16	< .001
Ability: find legal owner	1.89	1.89	2.53	1.82	1.86	1.38	5.83	.323	.00	.335
Ability: zoning/land-use laws	1.82	1.47	2.61	1.62	1.94	2.00	16.11	.007	.04	.011
Ability: temporary-use permit	1.78	1.57	2.50	1.65	1.80	1.31	12.50	.029	.03	.037
Ability: liability/insurance	1.74	1.58	2.55	1.40	1.69	1.15	17.71	.003	.05	.006
Format: face-to-face workshops	4.40	3.93	4.13	3.22	3.94	3.46	31.93	< .001	.10	< .001
Format: AI chatbot	3.74	3.41	3.71	3.60	3.37	2.54	13.70	.018	.03	.024
Format: hands-on exercises	4.40	3.55	4.26	3.50	4.17	4.00	46.38	< .001	.15	< .001
Format: online courses/videos	4.33	3.68	3.92	3.82	3.83	3.69	18.80	.002	.05	.004
Format: one-on-one mentorship	4.19	3.69	3.89	3.28	3.83	4.00	23.82	< .001	.07	< .001
Format: peer learning	4.55	3.96	4.11	3.32	3.83	3.85	44.55	< .001	.15	< .001
Format: written guides	3.93	3.62	3.74	3.42	3.63	3.38	9.40	.094	.02	.102
Format: webinars	3.63	3.62	3.74	3.48	3.63	3.54	1.07	.957	.00	.957
Format: study visits	4.53	3.96	4.21	3.58	3.94	3.85	32.83	< .001	.10	< .001
App: GPS map	4.23	3.77	4.08	3.78	3.71	3.38	21.22	< .001	.06	.002
App: mentor messaging	4.18	3.95	3.95	3.70	3.91	3.92	10.19	.070	.02	.082
App: e-learning modules	4.04	3.80	3.82	3.70	3.91	3.31	9.65	.086	.02	.096
App: notifications	4.21	3.93	4.05	3.70	3.91	3.69	13.87	.016	.03	.023
App: post own initiative	4.26	3.86	4.08	3.78	4.03	3.85	13.95	.016	.03	.023
App: multilingual support	4.27	3.97	4.05	3.45	3.77	3.92	22.20	< .001	.06	.001
Frequency of encountering neglected spaces	3.68	3.42	2.89	2.85	3.26	2.69	28.89	< .001	.09	< .001

Note. Means on 1-5 scales (access items: 1 = rarely/never, 2 = sometimes, 3 = always). EG = Egypt (n = 73), TN = Tunisia (n = 74), JO = Jordan (n = 38), TR = Türkiye (n = 40), GR = Greece (n = 35), EE = Estonia (n = 13). q = Benjamini-Hochberg adjusted p value. Negative ε^2 estimates are shown as .00.

Appendix C: Coding of Open-Ended Survey Answers

Answers were read in the original language and coded inductively; up to two codes per answer (one for the space type). Percentages refer to codable answers and may sum to more than 100%.

Table 10

"Mayor for a Day": Function for a Neglected Space (152 Codable Answers)

Category	n	%
General renovation / revitalisation	42	27.6
Cleaning, maintenance, safety and basic infrastructure	41	27.0
Youth / community hub, education and study space	28	18.4
Culture and arts venue	23	15.1
Green space, park, garden, tree planting	18	11.8
Needs assessment and participatory process	13	8.6
Jobs, vocational training and entrepreneurship	11	7.2
Heritage preservation and restoration	9	5.9
Sports, play and recreation	7	4.6
Environmental / sustainability use	4	2.6
Other	10	6.6

Table 11

Type of Specific Space Proposed for Revival (87 Answers)

Category	n	%
Abandoned / derelict building	23	26.4
Street, square and transport infrastructure	13	14.9
Heritage / historic site	10	11.5
Vacant land, plot or dumping ground	10	11.5
Park / garden / green area	9	10.3
Beach, coast, waterway or natural area	8	9.2
Public facility (school, campus, youth or sports facility)	7	8.0
Whole neighbourhood / district	6	6.9
Other / unclear	1	1.1

Table 12

First Question for an AI Mentor (107 Codable Answers)

Category	n	%
Action plan / step-by-step roadmap	25	23.4
Permits, laws and legal procedures	22	20.6
Ideas, design and feedback on the idea	20	18.7

Category	n	%
How to start / first steps	18	16.8
People, team, partners and mentors	8	7.5
Evidence, examples and needs analysis	7	6.5
Ownership and engaging authorities	6	5.6
Funding, budget and costs	6	5.6
Obstacles and risks	5	4.7
Other (incl. distrust of AI)	7	6.5

Table 13

Most Important Change Local Government Could Make (110 Codable Answers)

Category	n	%
Provide spaces and centres for youth	26	23.6
Listen to and involve youth in decisions	22	20.0
Funding and material support	21	19.1
Simplify permits and bureaucracy	18	16.4
Training, mentoring and guidance	15	13.6
Clean, safe and green public areas	14	12.7
Jobs and volunteering opportunities	7	6.4
Public support, promotion and mindset change	6	5.5
Transparency and clear information/channels	5	4.5
Other	7	6.4

Appendix D: Candidate Sites for the GIS Map Named by Survey Respondents

Table 14

Sites Named in Response to Q16

#	Site (as described)	Area	Country	Type
1	Abandoned buildings along the beach	Kariotes, Lefkada	Greece	Building
2	Abandoned building on Kastro beach	Kastro, Lefkada	Greece	Building
3	Lefkada stadium (next to primary school)	Lefkada town	Greece	Facility
4	Garden/square at cultural centre and kindergarten	Lefkada town	Greece	Park
5	Lagoon and bird-watching structures	Lefkada	Greece	Natural
6	Unfinished building skeleton	Lefkada centre	Greece	Building
7	"Çarşı" building on campus	METU, Ankara	Türkiye	Facility
8	Kreenholm Manufactory	Narva	Estonia	Heritage
9	Abandoned building, Kiriku 7	Narva	Estonia	Building
10	Abandoned building, Koidu street	Tallinn	Estonia	Building
11	Former greenhouse	Laagri (Saue)	Estonia	Building
12	Ayoun Musa spring near Mount Nebo	Madaba	Jordan	Natural
13	Culture Square (demolished cinema)	Sohag	Egypt	Square
14	Stone-walled courtyard near old market	Edfu, Aswan	Egypt	Heritage
15	Empty yard of unused government warehouse	El-Shahabia, Damietta	Egypt	Vacant land
16	Concrete strip and garbage plot near old shipyard	El-Dahar, Hurghada	Egypt	Vacant land
17	Roofless abandoned concrete structure	El-Baroudiya, Fayoum	Egypt	Building
18	Cairo Street	Alexandria	Egypt	Street
19	Former tram site turned rubbish dump	Fleming, Alexandria	Egypt	Vacant land
20	Sandy plot between buildings, District 71	10th of Ramadan City	Egypt	Vacant land
21	Former hotel closed after fire	El-Maryoutia, Giza	Egypt	Building
22	Historic villas	Camp Caesar, Alexandria	Egypt	Heritage
23	Tomb of al-Ashraf Khalil ibn Qalawun	Cairo	Egypt	Heritage
24	Closed cinema and abandoned summer villas	El-Hanoville, Alexandria	Egypt	Building
25	Back streets and alleys	El-Agami, Alexandria	Egypt	Street
26	El-Shallalat Gardens	Alexandria	Egypt	Park
27	Area behind Hadayek El-Kobba metro station	Cairo	Egypt	Area
28	Arish beach	El-Arish	Egypt	Natural
29	Public swimming pool and park	Tebourba, Manouba	Tunisia	Facility/park
30	Old palace	El-Mohamedia, Ben Arous	Tunisia	Heritage

Note. Coordinates entered by respondents are available in the coded data file; several were incorrect and all locations, ownership and safety status must be verified with partners and municipalities before publication on the GIS map. Personal data were not collected.

Appendix E: Youth Survey – Final English Version

Introduction for participants: This survey is part of the "Revive & Thrive" project, a transnational initiative co-funded by the European Union. The research is led by MIHI (Egypt) in collaboration with partners from Greece, Jordan, Turkey, Estonia, and Tunisia. We want to understand your vision for neglected community spaces and the skills you need to help revitalize them. This instrument has been designed using a mixed-methods research framework to ensure data validity and transnational comparability across the Euro-Mediterranean region.

Data Privacy (GDPR): Your participation is completely voluntary and anonymous. The data will be used solely for the purposes of this project.

If you are aged 15–17, by continuing you confirm you have obtained parental or guardian consent to participate

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1- About you (demographics):

At the beginning, we would like to learn more about you. This part collects some basic background information to help us understand who is taking part in this survey and to ensure our results reflect the full diversity of young people across our partner countries.

Q1. How old are you? _____

Q2. What is your gender?

[ ] Male

[ ] Female

[ ] Non-binary

Q3. Where do you live (in which country)?

[ ] Egypt

[ ] Jordan

[ ] Greece

[ ] Turkey

[ ] Estonia

[ ] Tunisia

[ ] Other: _____

Q4. In which city do you live? _____

Q5. Current Status (Select all that apply)**:**

[ ] Student

[ ] Employed

[ ] Unemployed

[ ] Not in education or training (NEET)

Q6. Have you experienced any of the following situations? (Optional - Select all that apply)

Note: This helps us ensure our project reaches youth with all conditions. You may skip this question.

[ ] Economic or financial difficulties

[ ] Living in a rural or geographically isolated area

[ ] Migration or refugee background

[ ] Disability or health-related challenges

[ ] Social or family-related challenges

[ ] Educational difficulties or risk of early school leaving

[ ] Discrimination or social exclusion

[ ] None of the above

[ ] Prefer not to say

2- Access & participation barriers:

Q7. Do you face any difficulties or barriers that make it hard for you to participate in community activities?

[ ] Yes

[ ] No

(Note: If No, skip to Q9)

Q8. What makes it difficult for you to participate? (Select all that apply) (Optional)

[ ] No money for transport/materials

[ ] I don't know how to join / No one invited me

[ ] I don't feel confident enough

[ ] Family or work responsibilities

[ ] Language or communication barriers

[ ] Accessibility issues (disability)

[ ] I don't trust local institutions

[ ] There are no activities that interest me

[ ] Other: _____

Q9: Do you have regular access to the following?

(Note: For the internet, "reliable" means a connection strong enough to watch a video or join an online call without interruption).

	Yes, always	**Sometimes**	**No, rarely or never**
Smartphone	[ ]	[ ]	[ ]
Reliable Internet	[ ]	[ ]	[ ]
Laptop or Computer	[ ]	[ ]	[ ]
Safe public spaces in my neighborhood	[ ]	[ ]	[ ]

3- Urban perception & emotional mapping:

By "neglected spaces" we mean buildings, parks, or areas of land that are abandoned, unused, or in a state of disrepair

Q10. How often do you come across neglected spaces in your neighbourhood?

(Scale: 1-Never | 2- Rarely | 3- Sometimes | 4- Often | 5-Multiple times daily)

Q11. How do these neglected spaces make you feel about your neighborhood or city? (Select up to 3)

[ ] They make me feel that the authorities don't care about our area.

[ ] They make the neighborhood feel unsafe or uncomfortable.

[ ] They feel like "wasted potential" for my generation.

[ ] They make me feel excluded from local decision-making.

[ ] They remind me of the history or identity of my neighborhood.

[ ] They feel like a "blank canvas" for new, creative ideas.

[ ] I don't really notice them; they are just part of the landscape.

[ ] Other: _____

Q12. If you were the "Mayor for a Day," what is the primary function you would assign to a neglected space?

(Open text: _____)

Q13. Approximately how many neglected spaces are there in your neighborhood?

[ ] None

[ ] 1–3

[ ] 4–6

[ ] More than 6

Q14. Have you ever been involved in, or would you consider getting involved in, transforming a neglected space in your community?

[ ] Yes, I have been involved before

[ ] I haven't, but I would consider it

[ ] I am not sure

[ ] No, I would not consider it

[LOGIC RULE: If they answer "No, I would not consider it," skip directly to Q18 (Reasons for not participating). Everyone else continues to Q15]

Q15. Do you know of a specific neglected space in your neighborhood that you think should be revived?

[ ] Yes

[ ] No

(Note: If No, skip to Q17)

Q16. Tell us about it, what is this space and where can we find it?

- Description (What is it?): _____
- Location or Address (e.g., street name, neighborhood, or Google Maps link): _____

Q17. What would MOST motivate you to get involved in transforming a space? (Select top 2)

[ ] Improving my neighborhood

[ ] Gaining professional skills for my CV

[ ] Expanding my social network

[ ] Having a creative space for my hobbies

Q18. What is the MAIN reason you might NOT participate or would stop being involved?

[ ] Lack of time / Paperwork exhaustion

[ ] Lack of interest

[ ] Feeling it won't change anything / Lack of funding

[ ] Fear of legal/paperwork complications

Q19. Imagine you are walking and find a perfect neglected space for a project. What would you do FIRST? (Select one)

[ ] Take a photo of it.

[ ] Share it on social media/WhatsApp to see what friends think.

[ ] Try to find out who owns it.

[ ] Look it up on a map to see its history.

[ ] Do nothing/Keep walking.

4- Civic participation & motivation:

Q20. Have you ever participated in a community project or volunteering?

[ ] Yes, regularly

[ ] Yes, once or twice

[ ] No, never

Q21. Rate to what extent you agree with these statements (1-Strongly Disagree | 2-Somewhat disagree | 3- Neither agree nor disagree | Somewhat agree | 5-Strongly Agree):

I feel responsible for improving my neighborhood: [1] [2] [3] [4] [5]

I believe my voice can change local government decisions: [1] [2] [3] [4] [5]

I prefer to wait for authorities to fix spaces rather than doing it myself: [1][2][3][4][5]

Q22. Would you be interested in using a revitalized space to start a "Social Enterprise" or a small local business?

"A social enterprise is a business that primarily aims to have a positive social, environmental, or community impact rather than maximising private profit"

[ ] Yes

[ ] No

[ ] Maybe / I need more information

Q23. Would you like to receive training on Social Entrepreneurship and managing a community space?

[ ] Yes

[ ] No

5- Institutional friction & legal literacy:

Q24. Do you know which office you would need to contact to request the use of a public space?

[ ] Yes, clearly

[ ] I have a general idea

[ ] No

Q25. Rate your current ability to perform the following (1-No knowledge | 2- I have heard of it but know little | 3- I have some basic understanding | 4- I feel fairly confident | 5- I feel very confident):

Finding the legal owner of a space: [1] [2] [3] [4] [5]

Understanding local zoning/land-use laws: [1] [2] [3] [4] [5]

Applying for a temporary use permit: [1] [2] [3] [4] [5]

Managing liability and safety insurance: [1] [2] [3] [4] [5]

Q26. Rank these from 1 (Biggest Obstacle) to 4 (Minor Obstacle):

[ ] Fear of legal consequences/fines.

[ ] Complicated or confusing application processes

[ ] Lack of a "Step-by-Step" guide for youth.

[ ] Feeling unwelcome or dismissed by local authorities

6- Mentorship, skills & digital tooling:

Q27. If you were to get involved in transforming a neglected space, what kind of support or training would you need most? (Select top 2)

[ ] Legal/Permit Guidance

[ ] Fundraising/Budgeting

[ ] Construction/Design

[ ] Digital/Marketing

Q28.Which of the following skills would you most like to develop? (Select all that apply)

[ ] Grant Writing

[ ] Structural Safety/DIY

[ ] Digital Mapping (GIS)

[ ] Conflict Mediation

Q29. How likely would you be to engage with each of the following learning formats? (1- Very unlikely | 2- Unlikely | 3- Neutral | 4- Likely | | 5-Very likely):

Face-to-face workshops: [1] [2] [3] [4] [5]

AI chatbot/digital assistant: [1] [2] [3] [4] [5]

Practical hands-on exercises: [1] [2] [3] [4] [5]

Online courses or video tutorials: [1] [2] [3] [4] [5]

One-on-one mentorship: [1] [2] [3] [4] [5]

Peer learning with other young people: [1] [2] [3] [4] [5]

Written guides or toolkits: [1] [2] [3] [4] [5]

Webinars or online live sessions: [1] [2] [3] [4] [5]

Study visits to successful community projects: [1] [2] [3] [4] [5]

7- Digital features:

We are developing a digital tool to help young people navigate the process of transforming neglected spaces. Below are some features we are considering, please rate how important each one would be to you.

Q30. Rate the importance of these for our upcoming App (1- Not needed at all | 2- Slightly useful| 3- Moderately important| 4- Very important | 5- Essential):

Interactive GPS Map of spaces: [1] [2] [3] [4] [5]

Direct Messaging with local mentors: [1] [2] [3] [4] [5]

E-learning modules on civic projects and sustainability: [1] [2] [3] [4] [5]

Notifications about events and initiatives near you: [1] [2] [3] [4] [5]

Ability to post and promote your own civic initiative: [1] [2] [3] [4] [5]

Multilingual support: [1] [2] [3] [4] [5]

Q31. How would you prefer to receive guidance on legal or administrative processes (like permits or ownership rules)? (Select all that apply)

[ ] TikTok-style video

[ ] Decision Tree (Q&A)

[ ] PDF Checklist

[ ] Voice Note

[ ] Infographic or visual summary

Q32. When looking for help on a website, do you prefer to:

[ ] Type your question freely to an AI

[ ] Select your problem from a pre-defined menu

[ ] Talk to a human representative

[ ] Watch a short tutorial or how-to video

[ ] Search through a FAQ or help article

[ ] Ask other users in a community forum

Q33. Have you ever used an AI tool (like ChatGPT, Google Gemini, Claude or similar) to help you with a task?

[ ] Frequently

[ ] Once or twice

[ ] Never

Q34. If our project app included an AI Assistant to guide you through the revitalisation process, what would you want it to help you with first?

[ ] Help me find the right laws/permits

[ ] Connect me with a human mentor

[ ] Give me a step-by-step checklist for my idea

[ ] Help me find other young people to join my team

Q35. If you had a digital mentor (AI Chatbot) available 24/7 to help you with your civic initiative, what is the #1 question you would ask first?

Q36. Which of these "Green" topics would you be most interested in learning about through short 2-minute videos? (Select top 2)

[ ] **Urban gardening:** How to turn a concrete space into a "green zone."

[ ] **Upcycling & DIY:** How to design a low-cost space using sustainable/recycled materials.

[ ] **Eco-renovation:** Energy and water-saving hacks for community centers.

[ ] **Carbon footprint:** How to measure and reduce the environmental impact of your project.

[ ] **Climate rights:** Understanding my rights in EU Climate Policy.

[ ] **Waste management:** Recycling and zero-waste tips for local events.

Q37. For digital learning, what helps you learn best?

[ ] Short video tutorials / TikTok style

[ ] Interactive quizzes

[ ] Simple PDF checklists

[ ] Real-life stories from other youth

[ ] Animations/Cartoons

[ ] Step-by-step checklists

[ ] Gamified challenges or missions

[ ] Podcasts or audio content

[ ] Interactive videos

Q38. Which of these learning platforms have you used before?

[ ] Moodle

[ ] Google Classroom

[ ] Coursera / edX

[ ] Duolingo

[ ] Microsoft Teams

[ ] None

[ ] Other: _____

Q39. What device do you most commonly use to access the internet for learning or research? (select all that apply)

[ ] Mobile/Smartphone

[ ] Laptop/Desktop

[ ] Tablet

[ ] Public computer (library, school, community center)

[ ] I don't regularly access the internet for learning

Q40. What is the most frustrating thing you have experienced when using online learning platforms? (Select one)

[ ] Finding the content I need

[ ] Understanding how to submit tasks/forms

[ ] The platform is too slow/technical

[ ] The content is boring or not engaging enough

[ ] I lose motivation and stop halfway through

[ ] There is no one to ask for help when I get stuck

[ ] The content is not available in my language

[ ] I do not receive any feedback on my progress

Q41. Would you be willing to share the exact location (GPS coordinates) of your civic project on a public community map?

[ ] Yes, I want it to be visible to everyone

[ ] Yes, but only to project members

[ ] No, I prefer to share only the neighborhood/area

Q42. What would motivate you to use a community map of neglected and revitalised spaces? (Select all that apply)

[ ] To find neglected spaces that need revitalizing.

[ ] To see what other youth groups in my city are doing.

[ ] To show the progress of my own project to the municipality.

[ ] To see if a space is safe and legally accessible.

8- Digital pedagogy & gamification dynamics:

This section helps us design the learning features of the Revive & Thrive app. Your answers directly shape how the app works.

Q43. If you were using a digital platform to manage a community project, which "game mechanics" would most effectively prevent you from losing interest? (Select your top 2)

[ ] A visual "Level-Up" bar showing how close I am to securing a permit.

[ ] A public "leaderboard" or "wall of fame" for active youth initiatives in my city.

[ ] An AI assistant that provides immediate "Green/Red Light" feedback on my project ideas.

[ ] Earning "Points" for completed tasks that unlock professional templates (e.g., budget sheets, legal drafts).

Q44. Imagine you have just discovered a neglected space you want to report or work on. How would you prefer to log information about it in the app?

[ ] Dropping a "Pin" on a live map and attaching a photo.

[ ] Recording a short audio note about the space that the app automatically transcribes.

[ ] A quick "Yes/No" form about safety, lighting, and legal status.

Q45. For the short e-learning modules we are developing, which format helps you best understand and remember new information?

[ ] **Micro-learning:** 60-90 second "how-to" video clips.

[ ] **Gamified quizzes:** Short, interactive challenges after each lesson.

[ ] **Downloadable toolkits:** PDF checklists that I can use offline in the field.

[ ] Storytelling: Real case studies or success stories from other young people

[ ] Infographics or visual summaries

[ ] Peer discussion

9 - Sustainability & future outlook:

Q46. What services or opportunities are currently missing in your neighborhood? (Select up to 2)

[ ] Youth clubs / social hangouts

[ ] Affordable workspaces / co-working

[ ] Sports or exercise facilities

[ ] Safe green areas

[ ] Vocational training / skill-building centers

Q47. In one sentence, what is the single most important change your local government could make to support youth-led urban revival?

(Open text: _____)

Q48. What changes would you like to see most in your area in the next 5 years? (Select up to 3)

[ ] More job opportunities for youth.

[ ] More public parks and green spaces.

[ ] More cultural/artistic venues.

[ ] Better environmental sustainability (recycling/clean energy).

[ ] Improved public transport/infrastructure.

[ ] More direct youth participation in city planning.

Appendix F: Qualitative Research: Stakeholder & Expert Interview Guide

The Interview Questions

Topic 1: Role & experience:

Q1.[CORE] Can you briefly describe your role and your experience working with young people in community or public space initiatives?

Q2.[CORE] What types of youth initiatives have you supported in the past?

Topic 2: Youth reality & barriers:

Q3.[CORE] From your experience, what are the main challenges young people face when trying to start a civic or community initiative?

Q4.[CORE] Do these challenges differ for young people with fewer opportunities (NEETs, migrants)? How?

Q5.[CORE] At which stage do youth usually drop out? (Idea, planning, permits, or implementation?)

Topic 3: Policy & legal awareness:

Q6. [CORE] In your experience, is there a clear legal way for youth to use these spaces, or do you feel you are working in a legal void?

Topic 4: Administrative depth

Q7. [CORE] Walk us through the "ideal" administrative path for a youth group wanting to use a public space. Where does the process usually "get stuck" (e.g., lack of clear authority, insurance fears, or political hesitation)?

Topic 5:Mentor readiness & pedagogical needs (for youth workers/mentors)

Q8. [CORE] What are the biggest challenges you face when supporting youth in these projects, and what personal support do you need to be more effective?

- **Probes:** Is it a lack of time, lack of tools, or difficulty communicating with authorities?

Q9. [CORE] In which specific skills do you feel least prepared or need the most training?

- **Probes*:*** Pedagogical (facilitation, conflict resolution, inclusion) vs. Technical (budgeting, risk assessment, digital mapping).

Q10. [CORE] What specific resources would make your daily work 50% easier?

- **Probes*:*** Step-by-step guides, templates for permits, or a digital platform to track progress?

Topic 6: Collaboration & digital tools

Q11. Imagine a group of young people wants to perform a "low-cost intervention" (like cleaning, painting, or a temporary art installation) in a neglected space next month.

- ➢ Could you walk us through the **exact steps** they would need to follow from your office's perspective?
- ➢ Where do you think they would struggle the most or need the most support?
- ➢ What specific health, safety, or liability documents would be strictly required for such a project?

Q12. [CORE] How could cooperation between youth, youth workers, and authorities be improved?

Goal: To identify effective strategies for structured engagement.

Probes: Regular consultation meetings, co-design processes, or a dedicated Liaison Person.

Q13. [CORE] What digital features would help you, as a mentor, monitor a youth project's progress?

Topic 7: Learning formats & digital support

Q14. When you feel overwhelmed by a project, do you prefer a 60-second video or a deep dive (a 10-page guide)? How can our digital tools keep you motivated when the bureaucracy gets difficult?

Q15. **[CORE]** Based on your work with youth, do they have the AI literacy and device access required to use a project-specific app, or would a lack of digital readiness be a barrier to the project's success?

Q16. **[CORE]** Do you prefer visual-heavy content (videos/infographics) or text-heavy guides for learning?

Q17. Which "Green" topics would be most useful for youth in your area? (e.g., turning neglected spaces into green zones, energy-saving hacks, or waste management?).

Topic 8: Inclusion

Q18. **[CORE]** For young people in our neighborhood who have no digital access or are currently unemployed (NEETs), what is the biggest hidden barrier to participating in these projects?

Q19. **[CORE]** How can a neglected space become a safe space for marginalized groups? What physical or social features must it have to be truly inclusive?

Appendix G: Youth focus group discussion guide

FOCUS GROUP 1

Theme: Local reality, motivation & barriers

Session flow

1. Welcome & introduction (10 min)

- Introduce project briefly
- Explain purpose
- Ensure consent
- Icebreaker:

- "When you think about neglected spaces in your area, what comes to mind?"

2. Perception of spaces (20 min) | Questions:

- What types of neglected spaces exist in your area?
- How do they affect your daily life?
- Do they feel unsafe, useless, or full of potential?
- Which one would you most like to transform?

Exercise 1: "map your area" (10 min) | Participants mark:

Preparation tip: Before the session starts, ensure you have the photos or list of the spaces previously identified in the mapping phase. Participants will use these as a visual reference to discuss problematic vs. potential areas.

- Problematic spaces
- Spaces with potential

3. Motivation & participation (20 min)

- What would motivate young people to take action?
- What makes participation meaningful?
- What roles would youth prefer (leader, volunteer, designer, etc.)?

4. Barriers (25 min)

- What stops young people from getting involved?
- Which barriers affect disadvantaged youth more?
- Do youth feel their actions can make a difference?

Exercise 2: Barrier ranking (10 min)

Participants rank top barriers:

- Lack of time
- Lack of information
- Fear of authorities
- Legal complexity
- Lack of money
- Low confidence
- Lack of support

5. Initial support needs (10 min)

What would help youth start their first initiative?

6. Closing (5 min)

- "What is one thing the project MUST understand about youth in your area?"

FOCUS GROUP 2:

Theme: From ideas to action & support systems

Session flow

1. Recap of FG1 (10 min) | Moderator presents:

- Key barriers
- Key motivations

Ask:

- "Do you agree with these? What should be prioritized?"

2. Civic initiative journey (25 min) | Questions:

- What steps are needed to start a project?
- Where do youth struggle most?
- What support is needed at each stage?

Exercise 1: "journey mapping" (15 min) | Stages:

1. Idea
2. Planning
3. Permissions
4. Implementation
5. Sustainability

For each stage:

- Challenges
- Needed support

3. Mentorship & training (20 min):

- What kind of mentor do youth trust?
- What should mentors actually do?
- What skills are most needed?
- Preferred learning formats?

4. Digital tools (20 min):

- What would make you use the mobile app?
- What features are most useful?
- What should the chatbot do?
- What would make you stop using the app?

Exercise 2: feature voting (10 min) | Participants vote for top 5:

- GIS map
- Permit guidance
- Mentor chat

- Templates
- Progress tracking
- Funding tools
- Voice notes

5. Youth authority collaboration (15 min)

- How should youth communicate with municipalities?
- What builds trust?
- What should authorities change?

6. Closing (5 min) | One recommendation for:

- Training
- Digital tools
- Authorities.