Wired Youth Science Forum: Best Practice Guidelines Toolkit

Contents

1. Empowering young people through student science parliaments

This toolkit is designed to empower educators, youth workers, and organisations interested in establishing Student Science Parliaments (SSPs). SSPs aim to cultivate a generation of informed and engaged science citizens by creating a dynamic environment where teamwork, curiosity, critical thinking, and active participation are central. They also equip students with essential skills for informed citizenship. By honing public speaking, debate techniques, and critical analysis, students gain the power to be heard. SSPs encourage students to not just learn about science policy, but to actively participate in shaping it through debate and collaboration. This fosters a sense of collaboration and global citizenship, as students work together and exchange ideas across cultures to broaden their perspectives on scientific issues.

This toolkit draws on the successful strategies employed in the Wired Youth Science Forum, an Erasmus+ funded project (grant agreement number: 2022-3-MT01-KA210-YOU-000096554) that ran between September 2023 and April 2024. Led by the Malta Chamber of Scientists (Malta), Agenzija Zghazagh (Malta), Esplora (Malta), and Science View (Greece), the project equipped 20 young people from Malta and Greece (aged 15-18) with the knowledge and skills to become active and informed citizens on issues related to Artificial Intelligence (AI). The Wired Youth: Science Form project was inspired by the European Student Parliament, coordinated by Wissenschaft im Dialog in Berlin, Germany. In 2021, we contacted Wissenschaft im Dialog, who kindly shared their format, which we then further refined.

The Wired Youth Science Forum provided a platform for these young minds to engage in critical discussions, develop policy proposals, and debate the social and ethical implications of AI. This toolkit captures the key elements and best practices that can be adapted to create your own SSP program and empower young people in your community.

We will be using the experience gained throughout this project as a case study to provide a concrete example of how the program was structured.

2. Building your student science parliament

a. Planning & development:

- **Define Your Focus:** What scientific or technological topics will your SSP address? Consider current issues with potential social impact. *Case study: the impact of AI on ethics, jobs and education.*
- **Target Age Group:** Tailor activities and complexity to the appropriate age range. *Case study: for the target age group of 15-18 year olds, activities included workshops, bootcamps, and debates.*
- **Partnerships:** Collaborate with science institutions, policymakers, and youth organisations to enrich the program. *Case study: collaborators included science-based NGOs, a youth organisation, and an interactive science centre.*
- **Recruitment:** Develop a clear recruitment strategy targeting students with an interest in science and civic engagement. Close collaboration with schools is crucial to ensure the required number of participants. *Case study: recruitment took place through online registration forms promoted via social media and through direct contact with science educators.*

b. Curriculum & activities:

- **Workshops:**

Workshops are crucial for SSPs for several reasons. Firstly, young people may not have prior experience with debating skills or in-depth knowledge of the chosen scientific topic. Workshops bridge this gap by providing a foundation in both areas. They equip students with the tools to effectively present and discuss ideas in local and international forums. This includes learning debate techniques, critical analysis, and clear communication.

Secondly, workshops directly address the project's goal of fostering evidence-based policy making. By delving deeper into the scientific topic, students gain a strong understanding of the relevant research and data. This empowers them to participate in parliamentary discussions with a solid knowledge base, allowing them to analyse arguments and propose evidence-backed solutions.

We suggest workshops as an ideal platform to expose students to these principles and specifically suggest the following workshops:

- ○ **Meeting the Scientists:** To connect students with scientists and researchers to gain first-hand knowledge of the debated topic.
- ○ **Meeting the Policymakers:** To engage policymakers to foster understanding of the science-policy interface.
- ○ **Communication & Debating Skills:** To equip students with the confidence and skills to effectively present arguments and engage in constructive debate.
- ○ **Critical Thinking & Research:** To develop critical thinking skills for analysing complex issues and conducting research.
- ○ **Science Exposure:** To further expose the students to the specific science topics relevant to your chosen theme.

Case study:

The Wired Youth:Science Forum project uses a series of four workshops to empower students for participation in the SSPs. Held over two months, these workshops take place every other Saturday for a duration of 4 hours each.

The first workshop, led by 3 AI experts from the University of Malta, tackled the real-world impact of AI, including how AI might affect the job market, the capabilities of AI-generated text and voices, and the power of image generation.

The second workshop, delivered by Maltese policy makers, delved into the world of policy creation. Students learned about the policy-making process and the crucial role of science in formulating evidence-based decisions.

The third workshop focused on equipping students with the tools to effectively participate in these discussions. Participants were introduced to the PVLEGS framework for impactful communication and practiced their public speaking skills by describing their favourite object.

Finally, the fourth workshop, designed to foster critical thinking and debate skills, took the form of a tabletop escape room. This activity puts the students' newly acquired tools to the test in a fun and challenging way.

- ● **Bootcamp:**

To present the ideas learned in a public debate, the students need to extract from the knowledge that they gained from the scientific workshops to develop talking points and arguments for the debates. To be able to perform this effectively, the students, who are coming from different

backgrounds, need to build rapport among each other and strengthen their friendships, which is a crucial element for a successful and collaborative SSP. We suggest that an intensive bootcamp program, which lasts for 1-2 days, would be an ideal activity. The bootcamp would include time to allow for team building, refining policy proposals, and debate preparation. Consider incorporating interactive activities and teamwork challenges for a more engaging experience.

Optional: Include a fun activity such as a night hike or social event to further promote team bonding.

Case study:

We hosted an intensive 2-day bootcamp featuring an overnight stay at the local youth activity center. During the bootcamp, students were split into 3 subcommittees to tackle specific topics: AI and education, AI and jobs and the ethical implications of AI. Working within their subcommittees, students prepared resolutions outlining their policy recommendations. Additionally, they crafted both attack and defense speeches to effectively argue their positions during the SSPs.

Throughout the bootcamp, we incorporated engaging activities that encouraged collaboration and communication, including problem-solving challenges and group discussions on thought-provoking AI scenarios. To further foster social interaction, we also included a night hike, allowing students to further connect.

- **Parliamentary Debate:**

For effective parliamentary debates, we recommend focusing on the following points to ensure students are well-prepared and the logistical requirements are met:

- ○ **Venue Booking:** Allow enough time to book parliament and speakers. Consider booking an alternative venue.
- ○ **Team Formation & Roles: Before the debate**, divide participants into teams (ideally two teams of two) with assigned roles for each student (e.g., Team A: Main Speaker 1, Main Speaker 2; Team B: Main Speaker 1, Main Speaker 2).

- **Debate Structure:** Develop a clear agenda outlining the flow of presentations, including opening statements, rebuttals, and closing arguments for each team member. Specify time limits for each speech to ensure a smooth debate.
- **Planning & Agendas:** Develop a well-defined agenda for the parliamentary debate, clearly outlining the flow of presentations, rebuttal periods, and time limits for each student. This ensures participants know exactly when they need to speak and allows for a smooth debate.
- **Mock Session:** Consider framing the debate as a mock parliamentary session to further immerse students in the experience.
- **Printed Materials:** Provide printed copies of their finalised policy resolutions to all students and any attending guests. This allows them to easily reference their key points during the debate.
- **Pre-Debate Session (Optional):** Consider hosting a session before the parliamentary debate to allow students to present draft resolutions, receive feedback from peers and facilitators, and refine their arguments. This can further boost confidence and ensure well-developed proposals for the final debate. Such a debate could be held online.
- **Preparation Time:** Allocate an adequate amount of time for students to prepare their final presentations and rehearse their arguments. This is crucial for building confidence and ensuring a well-executed debate.
- **Judging Criteria:** Develop clear metrics/criteria that will serve as a guide for judging debaters during the parliamentary session. This ensures transparency, fairness, and consistency in evaluating student performance.

Case study:

The Wired Youth: Science Forum project culminated in a simulated parliamentary debate at the Parliament of Malta, where the participants presented their resolutions to the Speaker and Deputy Speaker of the House of Representatives.

To ensure students were well-prepared, we organised an online preparatory session a week before the debate. This session addressed any concerns and provided a final confidence boost. On the day of the debate, students received printed resolution booklets containing their assigned subcommittee's resolutions, along with the corresponding attack and defense speeches. All necessary stationery was also provided.

The judging criteria for evaluating the parliamentary debate are outlined in Appendix I.

- **International Exchange (Optional):**

Consider partnering with an SSP from another country to host debates and discussions, fostering intercultural exchange and broadening perspectives. This could potentially include mobility opportunities for students to travel and participate in international events.

Case study:

The SSPs carried out in Malta as part of the Wired Youth: Science Forum project (as described above) were replicated in Greece, creating an opportunity for international exchange.

During the international debate, which was held virtually, students from Malta and Greece presented their national resolutions, sparking discussions and collaboration. Working together, they crafted joint resolutions reflecting the combined viewpoints of both countries on their assigned AI topic. This virtual debate fostered cross-cultural understanding and teamwork.

To further solidify this international partnership, the Greek students had the opportunity to travel to Malta for the final conference. This experience allowed them to meet their Maltese counterparts in person. Together, they presented the joint resolutions at the final conference.

c. Assessment & evaluation:

Assessment and evaluation of SSPs are crucial to assess their impact on student learning, identify areas within the program that can be strengthened to foster deeper scientific understanding and communication skills, and gather valuable feedback from students themselves to further refine the program's effectiveness.

We recommend administering questionnaires at the start and end of the entire project, as well as before and after each activity. Allocate an adequate amount of time for the administration and completion of questionnaires, as these are a crucial source of information for project evaluation and should not be rushed. Utilise a mix of Likert scale and open-ended questions to gather both quantitative and qualitative data.

Case study: We employed a cross-sectional survey design with pre- and post-test components. Self-administered questionnaires were developed to collect data from participants. These questionnaires were administered at four key points: before the project began, after the project ended, before each project activity and after each project activity.

To ensure participant anonymity and facilitate pre- and post-intervention comparisons, the questionnaires employed a coded identification system. Upon commencing the questionnaire, participants were instructed to create a unique code. This code was to be written in the designated space at the top right corner of the questionnaire.

The questionnaires included demographic information questions to gather basic characteristics such as age, gender, and educational background. Each questionnaire had, between eight and 11 An average of 8-11 Likert-style questions which were per questionnaire was used to gauge participants' attitudes and thoughts related to the specific activity itself, as well as the broader topic explored within that activity. Participants were prompted to rate their level of agreement or disagreement on a scale (for example, strongly disagree, disagree, neutral, agree, strongly agree and I don't know). Finally, between one and three 1-3 open-ended questions allowed participants to delve deeper and elaborate on their project-related experiences and perspectives in detail, providing richer insights. This combination of question formats ensured the project collected both quantitative and qualitative data for a well-rounded analysis. The questionnaires used are presented in Appendix II.

- **Focus Group Discussions:** Conduct focus groups with a smaller sample size to gather deeper insights and feedback on participants' experiences.

d. Sustainability & future development:

- **Dissemination:** Share your project's outcomes through reports, presentations, and online platforms.
- **Mentorship Program:** Consider establishing a mentorship program connecting past participants with new participants, fostering a sense of community and continued learning.
- **Continued Advocacy:** Empower graduates of the SSP to continue advocating for science education and informed participation in shaping science policy.
- **Celebration & Recognition:**
  - **Party or Lunch:** Organise a celebratory event, such as a party or lunch, at the end of the project. This is a fantastic opportunity to thank all the students, facilitators, partners, and volunteers who contributed to the success of the SSP. It serves to strengthen relationships and fosters a sense of community among participants.
- **Documentation:** Maintain thorough documentation of all SSP activities throughout the program. This should include:

- Signed attendance lists for each session.
- Photos and videos capturing key moments throughout the project. Consider hiring a professional photographer and videographer for high-quality visuals, especially for the parliamentary debate.
- Optional: Commission an illustrator to create visuals or graphic recordings to document the key concepts explored during the workshops and debates. *Case study: An illustrator was subcontracted to create live illustrations during the parliamentary debate, capturing visual representations of the discussions and speeches. The illustrations are shown in Appendix III.*

e. Publicity & dissemination:

- **Press Releases:** Issue press releases after the parliamentary debates to generate media coverage and public awareness about the SSP program. Highlight the achievements of the students and the importance of youth engagement in science policy issues. *Case study: The Wired Youth: Science Forum Project published press releases in Maltese newspapers to highlight key project phases, including the project launch, the parliamentary debate and the final conference. The following are links to the press releases:*

https://timesofmalta.com/article/youths-invited-take-part-active-citizenship-project.1054078

https://timesofmalta.com/article/youths-present-proposals-ai-policy-parliament.1089158

https://timesofmalta.com/article/maltese-greek-youths-showcase-ai-resolutions.1092349

- **Social Media:** Utilise social media platforms to share photos, videos, and updates throughout the program. Encourage student participation by creating engaging content and hashtags. *Case study: the Wired Youth: Science Forum project established four social media platforms (Facebook, Instagram, LinkedIn and X) to reach a diverse audience. The following are links to the platforms:*

Facebook: https://www.facebook.com/profile.php?id=61550817390211

Instagram: https://www.instagram.com/wiredyouthscienceforum/

LinkedIn: https://www.linkedin.com/company/wiredyouthscienceforum/

X: https://twitter.com/wired_youth

- **Project Website:** The website serves as a project repository, housing project-related outputs and providing updates on events. *Case study: the Wired Youth: Science Forum project established a project website available at https://wiredyouth.eu/.*

- **Scientific paper:** Summarise the project findings in a scientific paper to be published in a peer-reviewed, open-access journal for broader dissemination within the scientific community. *Case study: the experiences of the Maltese participants involved in the Wired Youth: Science forum project have been documented and submitted to the peer-reviewed open-access journal, Xjenza Online, available at: https://www.xjenza.org/.*

f. Policy & advocacy:

- **Draft a Policy Paper:** Guide students to refine resolutions into a formal paper for wider distribution. *Case study: informed by the insightful resolutions of Wired Youth: Science Forum participants, a policy paper exploring the impact of AI on jobs, education, and ethics has been drafted and is presented in Appendix IV.*
- **Target an Member of Parliament (MP):** Identify a MP aligned with the program's theme. Send the policy paper with a cover letter to the MP, and consider arranging a meeting to discuss the recommendations. This showcases the program's value and empowers students to advocate for their ideas.

3. Additional considerations

- **Length of Sessions:** While workshops provide valuable learning opportunities, consider participant attention spans. Splitting workshops into two-hour sessions may be better than a four-hour workshop to enhance engagement.
- **Student Needs:** Providing refreshments throughout activities can help maintain energy levels and provide additional scope for networking. Additionally, consider offering basic stationery supplies or small project tokens as a gesture of appreciation.
- **Letters of Intent:** To improve your chances of a successful SSP program, secure signed letters of intent expressing support for the SSP from both participating schools and the parliament. This demonstrates strong institutional backing and helps ensure a smooth program execution with all parties involved.

- **Mailing List & Email Marketing:** Create a mailing list using a service like Mailchimp to keep participants informed about program updates, workshops, and deadlines. Track email open rates to gauge communication effectiveness.
- **Group Chats (Optional):** Consider creating a group chat platform like WhatsApp (with prior consent from participants) specifically for project-related discussions. This fosters collaboration and team building among students.
- **Consent Forms:**
    - Obtain signed consent forms from all participants and their guardians (if applicable) prior to program commencement. *Case study: The consent forms used as part of the Wired Youth: Science Forum are presented in Appendix V.*
    - If the bootcamp involves an overnight stay, collect separate consent forms specifically for this activity. *Case study: The bootcamp consent forms used as part of the Wired Youth: Science Forum are presented in Appendix VI.*

- **Secure Documentation System**: Implement a secure system for storing all project-related documents. This could include:

    - **Electronic filing system:** Utilise password-protected cloud storage or a secure internal server to store digital copies of consent forms, questionnaires, receipts, and other program documents.
    - **Physical document storage:** For sensitive original documents (e.g., signed consent forms), consider storing them in a locked filing cabinet in a secure location with limited access.
- **Data Retention Policy:** Establish a clear data retention policy outlining how long you will store participant data and documents, and how you will dispose of them securely at the end of the retention period.

4. Appendices

Appendix I – judging criteria for parliamentary debate

		Description	**Organisation**	**Arguments**	**Evidence**	**Rebuttal mode**	**Presentation**
1-3	**Poor**	There was no introduction or conclusion. One did not agree or reject the proposed theme.	Disorganized. Time is not retained. Too much time is left unused or went past time limit.	Poor arguments. Lack of explanation. Arguments not linked to the theme.	Arguments based on personal opinion. Did not make use of research nor is the arguement viedence based.	There is no cross-examination (rebuttal) and poor defence/cross-examination that does not recognise the shortcomings in the other team's speech/speech. Does not defend ones position.	Speech that one struggles to understand. Poor use of vocabulary. A huge lack of presentation skills.
4-6	**Average**	Introduction and conclusion decent. Lack of confidence and persuasion in rejecting or affirming the argument.	Hints of organisation . Some parts of the speech are unclear. Good use of time.	Decent and explained arguments relating to the theme. The explanation is not profound.	Arguments partly reinforced by research. The same or few research sources are used.	There is a cross-examination or defence of the argument but not used in the best manner	A largely clear speech. Average use of vocabulary. Average public communication skills
7-8	**Good**	Good introduction and conclusion. Affirms or rejects the theme with confidence and persuasion.	Clear structure. Logically binding points together. Time used correctly.	Strong, clear, persuasive and arguments based in full relation to the theme. Few imperfections.	Arguments which are largely supported by different sources of research.	Cross-examination or defence are good and arguments are well planned.	Clear, flowing speech Proper use of vocabulary. Effective presentation skills
9- 10	**Perfect**	Gripping introduction and conclusion. Great confidence in expression and persuasive in the affirmation or rejection of the theme	Excellent argumentatie structure that guides the listener with logic from beginning to end. The time used in the best way possible.	Perfectly clear, logical and persuasive arguments. Demonstrates a high level of organisation and analysis	Each argument is backed up by a research source. Different and recent sources are used. The evidence presented relates exactly to the arguments put forward.	Cross-examination or defence based on excellent arguments and wisely used. Speech strength and persuasion	A clear, leading speech that shows a good command of the language with an extensive vocabulary. Excellent presentation skills

Layout – Hamburger model and time frame

Arguments – Pathos / Ethos

Evidence – Logos and fact checking

Rebuttal mode – Counter argument

Presentation – PVLEGS

Appendix II – evaluation questionnaires

Project Pre-Questionnaire

Dear Participants,

Welcome to the WYSF project! We are excited to have you on board. Your valuable input will help us understand your perspectives and experiences related to the project objectives. This questionnaire is designed to gauge your knowledge, attitudes, and experiences before you begin your journey with us. **This is not an examination.** We appreciate your time and input as we work together to empower and engage young people.

Section A: Demographic Information

1. *Age:* _____

2. *Gender:*

Male ____   Female ____   Non-binary ____   Other ____   Prefer not to say ____

3. *How did you find out about this project?*

School/lecturer ____   Social media ____   Friend/family ____   Other (please specify): _____

4. *Please specify your institution and academic subjects chosen.*

Section B: Project Objectives:

		Yes	No	Not sure
5.	Do you feel well-informed about how government decisions affect your life?			
6.	Have you ever been actively engaged in a political discussion in your community or school?			
7.	Have you participated in any youth empowerment programs before today?			
8.	Do you know how government policies are developed?			
9.	Do you know how government policies impact society?			
10.	Have you ever been involved in advocating for a change in policies?			
11.	Are you interested in fields like artificial intelligence, communication skills, active citizenship, or policy-making?			
12.	Have you ever had the opportunity to present your ideas related to the areas mentioned in question 11?			
13.	Do you feel comfortable participating in public speaking activities?			
14.	Have you ever engaged in a public speaking event?			
15.	Do you think you will find a job easily when you finish your studies?			

16. *What talents or interests do you have that you'd like to showcase or develop in this project? Be as specific as possible.*

Thank you for taking the time to complete this questionnaire!

Project Post-Questionnaire

Dear Participants,

Thank you for your participation in the WYSF project! Your valuable input will help us understand yourperspectives and experiences related to the project objectives. This questionnaire is designed to gauge your knowledge, attitudes, and experiences before you begin your journey with us. **This is not an examination.** We appreciate your time and input as we work together to empower and engage young people.

Section A: Demographic Information

1. *Age:* _____

2. *Gender:*

Male ____   Female ____   Non-binary ____   Other ____   Prefer not to say ____

3. *How did you find out about this project?*

School/lecturer ____   Social media ____   Friend/family ____   Other (please specify):_____

4. *Please specify your institution and academic subjects chosen.*

Section B: Project Objectives:

		Yes	No	Not sure
5.	Do you feel well-informed about how government decisions affect your life?			
6.	Have you ever been actively engaged in a political discussion in your community or school?			
7.	Have you participated in any youth empowerment programs before today?			
8.	Do you know how government policies are developed?			
9.	Do you know how government policies impact society?			
10.	Have you ever been involved in advocating for a change in policies?			
11.	Are you interested in fields like artificial intelligence, communication skills, active citizenship, or policy-making?			
12.	Have you ever had the opportunity to present your ideas related to the areas mentioned in question 11?			
13.	Do you feel comfortable participating in public speaking activities?			
14.	Have you ever engaged in a public speaking event?			
15.	Do you think you will find a job easily when you finish your studies?			

16. *What talents or interests has this project helped you to develop or showcase? Be as specific aspossible.*

Thank you for taking the time to complete this questionnaire!

Workshop 1: Meeting the Scientists Pre-Questionnaire

Dear Participants,

Welcome to the Meeting the Scientists workshop! We're excited to have you with us. This questionnaire is not an examination, it helps us understand you better and improve future workshops better.

Section A: Demographic Information:

1. Age: _____

2. Gender:

Male ____   Female ____   Non-binary ____   Other ____   Prefer not to say ____

3. Please specify your institution and academic subjects chosen.

Section B: Workshop Objectives

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
4.	I understand the concept of AI.						
5.	AI plays a significant role in my daily life.						
6.	I am excited about the opportunity to discuss AI with experts during the workshop.						
7.	I am NOT looking forward to interacting with other young people during the workshop.						
8.	I am considering a career in science.						
9.	I am considering a career in policy making.						
10.	I am NOT familiar with the concept of evidence-based policy making.						
11.	I believe it is extremely important for policy decisions to be informed by scientific evidence.						
12.	I believe that engaging in scientific discussions will develop my skills.						
13.	I believe that collaboration between youths, scientists, and decision-makers can lead to valuable solutions for the community.						

14. What do you hope to learn or gain from this workshop?

Thank you for taking the time to complete this questionnaire!

Workshop 1: Meeting the Scientists Post-Questionnaire

Dear Participants,

Congratulations on your active participation in our first workshop! Your engagement and insights have been invaluable. We are now eager to gather your feedback and thoughts as we reflect on the outcomes of the workshops.

Section A: Workshop Objectives

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
1.	I understand the concept of AI.						
2.	AI plays a significant role in my daily life.						
3.	My experience discussing AI with STEM researchers during the workshop was negative.						
4.	My interaction with other young people during the workshop was positive						
5.	I am considering a career in science.						
6.	I am considering a career in policy making.						
7.	I am NOT familiar with the concept of evidence-based policy making.						
8.	I believe it is extremely important for policy decisions to be informed by scientific evidence.						
9.	I believe that engaging in scientific discussions will develop my skills.						
10.	I believe that collaboration between youths, scientists, and decision-makers can lead to valuable solutions for the community.						

Section B: Overall feedback

10. What were the most enjoyable aspects of the workshop for you?

11. Were there any topics of the workshop that you found confusing?

12. Do you have any suggestions for improving future workshops for young people?

Thank you for your participation. Your feedback will help us enhance future workshops.

Pre-Workshop Mentor Questionnaire – Workshop 1: Meeting the Scientists

Dear mentors,

We greatly appreciate your participation in our upcoming "Meeting the Scientists" workshop. Your guidance and mentorship are invaluable in shaping the experiences of the students. Before the workshop begins, we would like to gather your initial thoughts and expectations through this questionnaire. Your feedback will help us ensure a rewarding experience for both you and the students.

Section A: Demographic Information

1. *Age:* _____

2. *Gender:*

Male _____   Female _____   Non-binary _____   Other _____   Prefer not to say _____

Section B: Workshop preparation

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
3.	I feel confident in encouraging the young people present to actively participate in debates.						
4.	I believe the workshop will help the young people present to understand the impact of AI on their daily life.						
5.	I believe the workshop will help the young people present to improve their communication skills.						
6.	I believe that it is important for young people to engage with STEM researchers.						
7.	I hope to inspire young people to pursue STEM careers.						
8.	I aim to foster critical thinking skills in young people.						
9.	I aim to foster debating skills in young people.						

Thank you for taking the time to complete this questionnaire!

Post-Workshop Mentor Questionnaire – Workshop 1: Meeting the Scientists

Section A: Demographic Information

1. *Age:* _____

2. *Gender:*

Male _____   Female _____   Non-binary _____   Other _____   Prefer not to say _____

Section B: Workshop experience

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
3.	I encouraged the young people present to actively participate in debates.						
4.	The workshop helped the young people present understand the impact of AI on daily life.						
5.	The workshop helped the young people present to improve their communication skills.						
6.	I believe that it is important for young people to engage with STEM researchers.						
7.	The workshop inspired the young people present to consider STEM careers.						
8.	The workshop improved the young people's critical thinking skills.						
9.	The workshop improved the young people's debating skills.						
10.	I am satisfied with how the workshop went.						

Section C: Overall feedback

11. Please share any challenges you encountered during the workshop.

12. What aspects of the workshop did you find most rewarding?

13. Do you have any suggestions to improve future workshops? Please give suggestions related to enhancing the mentorship experience, impact on students, or other aspects you'd like to highlight?

Thank you for your participation, and for sharing your insights and experiences.

Workshop 2: Meeting the Policy Makers Pre-Questionnaire

Dear Participants,

Welcome to the Meeting the Policy Makers workshop! We're excited to have you with us. This questionnaire is not an   examination, it helps us understand you better and improve future workshops better.

Section A: Demographic Information:

1. *Age:* _____

2. *Gender:*

Male _____   Female _____   Non-binary _____   Other _____   Prefer not to say

_____

3. *Please specify your institution and academic subjects chosen.*

Section B: Workshop Objectives

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
4.	I have an understanding of what a "policy" is.						
5.	I am confident in my knowledge about the processes involved in creating policies.						
6.	I am comfortable engaging in discussions with peers about policy-related topics.						
7.	I am interested in having discussions with policy makers during this workshop.						
8.	I am NOT looking forward to interacting with other young people during the workshop.						
9.	I am considering a career in policy making.						
10.	I am NOT familiar with the concept of evidence-based policy making.						
11.	I believe it is extremely important for policy decisions to be informed by scientific evidence.						
12.	I feel empowered to contribute to society through active citizenship.						

13. *What do you hope to learn or gain from this workshop?*

Thank you for taking the time to complete this questionnaire!

Workshop 2: Meeting the Policy Makers Post-Questionnaire

Dear Participants,

Congratulations on your active participation in our workshop! Your engagement and insights have been invaluable. We are now eager to gather your feedback and thoughts as we reflect on the outcomes of the workshops.

Section A: Workshop Objectives

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
1.	I have an understanding of what a "policy" is.						
2.	I am confident in my knowledge about the processes involved in creating policies.						
3.	I am comfortable engaging in discussions with peers about policy-related topics.						
4.	My experience with the policy makers during the workshop was negative.						
5.	My interaction with other young people during the workshop was positive						
6.	I am considering a career in policy making.						
7.	I am NOT familiar with the concept of evidence-based policy making.						
8.	I believe it is extremely important for policy decisions to be informed by scientific evidence.						
9.	I feel empowered to contribute to society through active citizenship.						

Section B: Overall feedback

10. What were the most enjoyable aspects of the workshop for you?

11. Were there any topics of the workshop that you found confusing?

12. Do you have any suggestions for improving future workshops for young people?

Thank you for your participation. Your feedback will help us enhance future workshops.

Pre-Workshop Mentor Questionnaire – Workshop 2: Meeting the Policy Makers

Dear mentors,

We greatly appreciate your participation in our upcoming "Meeting the Policy Makers" workshop. Your guidance and mentorship are invaluable in shaping the experiences of the students. Before the workshop begins, we would like to gather your initial thoughts and expectations through this questionnaire. Your feedback will help us ensure a rewarding experience for both you and the students.

Section A: Demographic Information

1. Age: _____

2. Gender:

Male ____   Female ____   Non-binary ____   Other ____   Prefer not to say
_____

Section B: Workshop preparation

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
3.	I feel confident in encouraging the young people present to actively participate in debates.						
4.	I believe the workshop will help the young people present to understand the importance of policy in their daily life.						
5.	I believe the workshop will help the young people present to improve their communication skills.						
6.	I believe that it is important for young people to engage with policy makers.						
7.	I hope to inspire young people to pursue a career in policy making.						
8.	I aim to foster critical thinking skills in young people.						
9.	I aim to foster debating skills in young people.						

Thank you for taking the time to complete this questionnaire!

Post-Workshop Mentor Questionnaire – Workshop 2: Meeting the Policy Makers

Section A: Demographic Information

1. *Age:* _____

2. *Gender:*

Male _____   Female _____   Non-binary _____   Other _____   Prefer not to say

_____

Section B: Workshop experience

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
3.	I encouraged the young people present to actively participate in debates.						
4.	I believe the workshop helped the young people present to understand the importance of policy in their daily life.						
5.	The workshop helped the young people present to improve their communication skills.						
6.	I believe that it is important for young people to engage with policy makers.						
7.	The workshop inspired the young people present to consider a career in policy making.						
8.	The workshop improved the young people's critical thinking skills.						
9.	The workshop improved the young people's debating skills.						
10.	I am satisfied with how the workshop went.						

Section C: Overall feedback

11. Please share any challenges you encountered during the workshop.

12. What aspects of the workshop did you find most rewarding?

13. Do you have any suggestions to improve future workshops? Please give suggestions related to enhancing the mentorship experience, impact on students, or other aspects you'd like to highlight?

Thank you for your participation, and for sharing your insights and experiences.

Workshop 3: Public Speaking Pre-Questionnaire

Dear Participants,

Welcome to the Public Speaking workshop! We're excited to have you with us. This questionnaire is not an examination, it helps us understand you better and improve future workshops.

Section A: Demographic Information:

1. *Age:* _____

2. *Gender:*

Male_____   Female _____   Non-binary _____   Other _____   Prefer not to say _____

3. *Please specify your institution and academic subjects chosen.*

Section B: Workshop Objectives

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
4.	I have an understanding of what "public speaking" is.						
5.	I am confident in my knowledge about the processes involved in communicating my ideas publicly.						
6.	I am comfortable engaging in discussions with the public and present my opinion.						
7.	I am interested in having discussions with professionals in public speaking during this workshop.						
8.	I am NOT looking forward to interacting with other young people during the workshop.						
9.	I am considering a career in public speaking.						
10.	I believe it is extremely important when you are realizing a public speech to have the ability to articulate ideas clearly and persuasively.						
11.	I feel empowered to contribute to society through active citizenship.						

13. *What do you hope to learn or gain from this workshop?*

Thank you for taking the time to complete this questionnaire!

Workshop 3: Public Speaking Post-Questionnaire

Dear Participants,

Congratulations on your active participation in our workshop! Your engagement and insights have been invaluable. We are now eager to gather your feedback and thoughts as we reflect on the outcomes of the workshops.

Section A: Workshop Objectives

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
1.	I have an understanding of what "public speaking" is.						
2.	I am confident in my knowledge about the processes involved in communicating my ideas publicly.						
3.	I am comfortable engaging in discussions with the public and present my opinion.						
4.	My experience with the professionals in public speaking during the workshop was negative.						
5.	My interaction with other young people during the workshop was positive						
6.	I am considering a career in public speaking.						
7.	I believe it is extremely important when you are realizing a public speech to have the ability to articulate ideas clearly and persuasively.						
8.	I feel empowered to contribute to society through active citizenship.						

Section B: Overall feedback

10. What were the most enjoyable aspects of the workshop for you?

11. Were there any topics of the workshop that you found confusing?

12. Do you have any suggestions for improving future workshops for young people?

Thank you for your participation. Your feedback will help us enhance future workshops.

Pre-Workshop Mentor Questionnaire – Workshop 3: Public Speaking

Dear mentors,

We greatly appreciate your participation in our upcoming "Public Speaking" workshop. Your guidance and mentorship are invaluable in shaping the experiences of the students. Before the workshop begins, we would like to gather your initial thoughts and expectations through this questionnaire. Your feedback will help us ensure a rewarding experience for both you and the students.

Section A: Demographic Information

1. *Age:* _____

2. *Gender:*

Male _____   Female _____   Non-binary _____   Other _____   Prefer not to say _____

Section B: Workshop preparation

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
3.	I feel confident in encouraging the young people present to actively participate in debates and publicly share their opinion.						
4.	I believe the workshop will help the young people present to understand the importance of public speaking in their daily life.						
5.	I believe the workshop will help the young people present to improve their communication skills.						
6.	I believe that it is important for young people to engage with professional in public speaking.						
7.	I hope to inspire young people to pursue a career in public speaking.						
8.	I aim to foster presentation and communication skills in young people.						
9.	I aim to foster debating skills in young people.						

Thank you for taking the time to complete this questionnaire!

Post-Workshop Mentor Questionnaire – Workshop 3: Public Speaking

Section A: Demographic Information

1. *Age:* _____

2. *Gender:*

Male _____   Female _____   Non-binary _____   Other _____   Prefer not to say _____

Section B: Workshop experience

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
3.	I encouraged the young people present to actively participate in debates and publicly share their opinion.						
4.	I believe the workshop helped the young people present to understand the importance of public speaking in their daily life.						
5.	The workshop helped the young people present to improve their communication skills.						
6.	I believe that it is important for young people to engage with professional in public speaking.						
7.	The workshop inspired the young people present to consider a career in public speaking.						
8.	The workshop improved the young people's presentation and communication skills.						
9.	The workshop improved the young people's debating skills.						
10.	I am satisfied with how the workshop went.						

Section C: Overall feedback

11. Please share any challenges you encountered during the workshop.

12. What aspects of the workshop did you find most rewarding?

13. Do you have any suggestions to improve future workshops? Please give suggestions related to enhancing the mentorship experience, impact on students, or other aspects you'd like to highlight?

Thank you for your participation, and for sharing your insights and experiences.

Workshop 4: How to Debate and Think Critically Pre-Questionnaire

Dear Participants,

Welcome to the How to Debate and Think Critically workshop! We're excited to have you with us. This questionnaire is not an examination, it helps us understand you better and improve future workshops.

Section A: Demographic Information:

1. *Age:* _____

2. *Gender:*

Male_____   Female _____   Non-binary _____   Other _____   Prefer not to say _____

3. *Please specify your institution and academic subjects chosen.*

Section B: Workshop Objectives

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
4.	I understand the significance of reliable sources in supporting arguments.						
5.	I am confident in my knowledge about the processes involved during debates.						
6.	I am comfortable with challenging opinions that differ from my own.						
7.	I am interested in having discussions with experts in debate procedures during this workshop.						
8.	I am NOT looking forward to interacting with other young people during the workshop.						
9.	I believe I have a strong ability to analyze information critically before forming an opinion.						
10.	I feel empowered to contribute to society through active citizenship.						

11. *What do you hope to learn or gain from this workshop?*

Thank you for taking the time to complete this questionnaire!

Workshop 4: How to Debate and Think Critically Post-Questionnaire

Dear Participants,

Congratulations on your active participation in our workshop! Your engagement and insights have been invaluable. We are now eager to gather your feedback and thoughts as we reflect on the outcomes of the workshops.

Section A: Workshop Objectives

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
1.	I understand the significance of reliable sources in supporting arguments.						
2.	I am confident in my knowledge about the processes involved during debates.						
3.	I am comfortable with challenging opinions that differ from my own.						
4.	My experience with experts in debate procedures during the workshop was negative.						
5.	My interaction with other young people during the workshop was positive						
6.	I believe I have a strong ability to analyze information critically before forming an opinion.						
7.	I feel empowered to contribute to society through active citizenship.						

Section B: Overall feedback

8. What were the most enjoyable aspects of the workshop for you?

9. Were there any topics of the workshop that you found confusing?

10. Do you have any suggestions for improving future workshops for young people?

Thank you for your participation. Your feedback will help us enhance future workshops.

Pre-Workshop Mentor Questionnaire – Workshop 4: How to Debate and Think Critically

Dear mentors,

We greatly appreciate your participation in our upcoming "How to Debate and Think Critically" workshop. Your guidance and mentorship are invaluable in shaping the experiences of the students. Before the workshop begins, we would like to gather your initial thoughts and expectations through this questionnaire. Your feedback will help us ensure a rewarding experience for both you and the students.

Section A: Demographic Information

1. Age: _____

2. Gender:

Male _____   Female _____   Non-binary _____   Other _____   Prefer not to say _____

Section B: Workshop preparation

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
3.	I feel confident in encouraging the young people present in this workshop to develop critical thinking skills.						
4.	I feel confident in encouraging the young people present in this workshop to develop debating skills.						
5.	I believe the workshop will help the young people present to understand the importance of critical thinking in their daily life.						
6.	I believe the workshop will help the young people present to improve their critical thinking skills.						
7.	I believe the workshop will help the young people present to improve their debating skills.						
8.	I want to foster critical thinking skills in young people.						
9.	I believe it is crucial to provide guidance to enhance the debating skills of young people.						

Thank you for taking the time to complete this questionnaire!

Post-Workshop Mentor Questionnaire – Workshop 4: How to Debate and Think Critically

Dear mentors,

We greatly appreciate your participation in our "How to Debate and Think Critically" workshop. Your feedback will help shape future workshops.

Section A: Workshop experience

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
1.	I feel confident in encouraging the young people present in this workshop to develop critical thinking skills.						
2.	I feel confident in encouraging the young people present in this workshop to develop debating skills.						
3.	I believe the workshop helped the young people present to understand the importance of critical thinking in their daily life.						
4.	I believe the workshop will help the young people present to improve their critical thinking skills.						
5.	I believe the workshop will help the young people present to improve their debating skills.						
6.	I want to foster critical thinking skills in young people.						
7.	I believe it is crucial to provide guidance to enhance the debating skills of young people.						

Section B: Overall feedback

7. Please share any challenges you encountered during the workshop.

8. What aspects of the workshop did you find most rewarding?

9. Do you have any suggestions to improve future workshops? Please give suggestions related to enhancing the mentorship experience, impact on students, or other aspects you'd like to highlight?

Thank you for your participation, and for sharing your insights and experiences.

Let's Debate! Bootcamp Pre-Questionnaire

Dear Participants,

Welcome to the Let's Debate! Bootcamp. We're excited to have you with us. This questionnaire is not an examination, it helps us understand you better and improve future activities.

Section A: Demographic Information:

1. *Age:* _____

2. *Gender:*

Male_____   Female _____   Non-binary _____   Other _____   Prefer not to say _____

3. *Please specify your institution and academic subjects chosen*.

Section B: Bootcamp Objectives

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
4.	I feel confident in my ability to prepare a defense speech for the upcoming science youth forum.						
5.	I feel confident in my ability to prepare an attack speech for the upcoming science youth forum.						
6.	I feel comfortable expressing my opinions in a public setting.						
7.	I can effectively formulate counterarguments to opposing viewpoints.						
8.	I feel confident in my ability to build relationships with peers during the bootcamp.						
9.	The previous four workshops prepared me with the necessary skills and knowledge for the bootcamp.						
10.	I think that the bootcamp will enhance my critical thinking skills.						
11.	I think that the bootcamp will help me to effectively convey my ideas with clarity during public speaking.						
12.	I think that the bootcamp will improve my ability to communicate my ideas effectively in a scientific context.						

13. *What do you hope to learn or gain from this bootcamp?*

Thank you for taking the time to complete this questionnaire!

Let's Debate! Bootcamp Post-Questionnaire

Dear Participants,

Congratulations on your active participation in our bootcamp! Your engagement and insights have been invaluable. We are now eager to gather your feedback and thoughts as we reflect on the outcomes of the bootcamp.

Section A: Bootcamp Objectives

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
4.	I feel confident in my ability to prepare a defense speech for the upcoming science youth forum.						
5.	I feel confident in my ability to prepare an attack speech for the upcoming science youth forum.						
6.	I feel comfortable expressing my opinions in a public setting.						
7.	I can effectively formulate counterarguments to opposing viewpoints.						
8.	I was able to build relationships with peers during the bootcamp.						
9.	The previous four workshops prepared me with the necessary skills and knowledge for the bootcamp.						
10.	I think that the bootcamp enhanced my critical thinking skills.						
11.	I think that the bootcamp helped me to effectively convey my ideas with clarity during public speaking.						
12.	I think that the bootcamp improved my ability to communicate my ideas effectively in a scientific context.						

Section B: Overall feedback

10. What were the most enjoyable aspects of the bootcamp for you?

11. Were there any aspects of the bootcamp that you found confusing?

12. Do you have any suggestions for improving future activities for young people?

Thank you for your participation. Your feedback will help us enhance future activities.

Mentor bootcamp pre-questionnaire

Dear mentors,

We greatly appreciate your participation in our upcoming "Let's Debate!" bootcamp. Your guidance and mentorship are invaluable in shaping the experiences of the students. Before the bootcamp begins, we would like to gather your initial thoughts and expectations through this questionnaire. Your feedback will help us ensure a rewarding experience for both you and the students.

Section A: Demographic Information

1. *Age:* _____

2. *Gender:*

Male _____   Female _____   Non-binary _____   Other _____   Prefer not to say _____

Section B: Bootcamp preparation

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
3.	I feel confident in encouraging the young people present to develop critical thinking skills						
4.	I feel confident in encouraging the young people present to debate about their chosen sub-topic.						
5.	I feel confident in fostering teamwork among the young people present.						
6.	I feel confident in promoting a constructive debate environment that encourages respectful dialogue.						
7.	I feel comfortable in facilitating open discussions that encourage students to explore diverse perspectives on the debate topics.						
8.	I believe it is crucial to provide guidance to enhance the critical thinking abilities of young individuals.						

Thank you for taking the time to complete this questionnaire!

Dear mentors,

Mentor bootcamp post-questionnaire

We greatly appreciate your participation in our "Let's Debate!" bootcamp. Your feedback will help shape future workshops.

Section A: Workshop experience

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
3.	I felt confident in encouraging the young people present to develop critical thinking skills						
4.	I felt confident in encouraging the young people present to debate about their chosen sub-topic.						
5.	I felt confident in fostering teamwork among the young people present.						
6.	I felt confident in promoting a constructive debate environment that encourages respectful dialogue.						
7.	I felt comfortable in facilitating open discussions that encourage students to explore diverse perspectives on the debate topics.						
8.	I believe it is crucial to provide guidance to enhance the critical thinking abilities of young individuals.						

Section B: Overall feedback

7. Please share any challenges you encountered during the bootcamp.

8. What aspects of the bootcamp did you find most rewarding?

9. Do you have any suggestions to improve future activities? Please give suggestions related to enhancing the mentorship experience, impact on students, or other aspects you'd like to highlight?

Thank you for your participation, and for sharing your insights and experiences.

WYSF Parliamentary Debate Pre-Questionnaire

Dear Participants,

Welcome to the WYSF parliamentary debate. We're excited to have you with us. This questionnaire is not an examination, it helps us understand you better and improve future activities.

Section A: Demographic Information:

1. *Age:* ____

2. *Gender:*

Male____   Female ____   Non-binary ____   Other ____   Prefer not to say ____

3. Please specify your institution and academic subjects chosen.

Section B: Parliamentary Debate Objectives

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
4.	The parliamentary debate will serve as a platform to voice my opinions.						
5.	The parliamentary debate will provide me with the means to make an impact on society.						
6.	The parliamentary debate will encourage me to take a more active role in society towards active citizenship.						
7.	I feel confident in my ability to speak publicly.						
8.	I feel confident in my ability to construct persuasive arguments.						
9.	Preparation for the parliamentary debate has strengthened my awareness of the decision making process at a national level.						
10.	The previous four workshops prepared me with the necessary skills and knowledge for the parliamentary debate.						
11.	The bootcamp prepared me with the necessary skills and knowledge for the parliamentary debate.						

12. What do you hope to learn or gain from the parliamentary debate?

Thank you for taking the time to complete this questionnaire!

WYSF Parliamentary Debate Post-Questionnaire

Dear Participants,

Congratulations on your active participation in the WYSF parliamentary debate! We are now eager to gather your feedback and thoughts as we reflect on the outcomes of the parliamentary debate.

Section A: Parliamentary Debate Objectives

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
4.	The parliamentary debate served as a platform to voice my opinions.						
5.	The parliamentary debate provided me with the means to make an impact on society.						
6.	The parliamentary debate encouraged me to take a more active role in society towards active citizenship.						
7.	I feel confident in my ability to speak publicly.						
8.	I feel confident in my ability to construct persuasive arguments.						
9.	Preparation for the parliamentary debate has strengthened my awareness of the decision making process at a national level.						
10.	The previous four workshops prepared me with the necessary skills and knowledge for the parliamentary debate.						
11.	The bootcamp prepared me with the necessary skills and knowledge for the parliamentary debate.						

Section B: Overall feedback

10. What were the most enjoyable aspects of the parliamentary debate for you?

11. Were there any aspects of the parliamentary debate that you found confusing?

12. Do you have any suggestions for improving future activities for young people?

Thank you for your participation. Your feedback will help us enhance future activities.

Mentor national debate pre-questionnaire

Dear mentors,

We greatly appreciate your participation in our upcoming national debate. Your guidance and mentorship have been invaluable in shaping the experiences of the students. Before the debate begins, we would like to gather your initial thoughts and expectations through this questionnaire. Your feedback will help us ensure a rewarding experience for both you and the students.

Section A: Demographic Information

1. *Age:* _____

2. *Gender:*

Male _____   Female _____   Non-binary _____   Other _____   Prefer not to say _____

Section B: National debate preparation

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
3.	I am familiar with the format and structure of parliamentary debates.						
4.	I believe that my mentoring will positively impact the overall experience of the participants in the debate.						
5.	The topics covered in the project workshops have sufficiently prepared the young people for the debate.						
6.	The skills and knowledge acquired by the young people during the project boot camp will enhance their performance in the debate.						
7.	I feel confident in the students' abilities to apply the skills gained from the debate in future endeavors.						
8.	I believe that the debate will encourage the development of critical thinking skills among the participants.						

Thank you for taking the time to complete this questionnaire!

Mentor national debate post-questionnaire

Dear mentors,

We greatly appreciate your participation in our national debate. Your feedback will help shape future workshops.

Section A: National debate experience

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
3.	I am familiar with the format and structure of parliamentary debates.						
4.	I believe that my mentoring positively impacted the overall experience of the participants in the debate.						
5.	The topics covered in the project workshops have sufficiently prepared the young people for the debate.						
6.	The skills and knowledge acquired by the young people during the project boot camp enhanced their performance in the debate.						
7.	I feel confident in the students' abilities to apply the skills gained from the debate in future endeavors.						
8.	I believe that the debate will encourage the development of critical thinking skills among the participants.						

Section B: Overall feedback

7. Please share any challenges you encountered during the national debate.

8. What aspects of the national debate did you find most rewarding?

9. Do you have any suggestions to improve future activities? Please give suggestions related to enhancing the mentorship experience, impact on students, or other aspects you'd like to highlight?

Thank you for your participation, and for sharing your insights and experiences.

WYSF International Debate Pre-Questionnaire

Dear Participants,

Welcome to the WYSF international debate. We're excited to have you with us. This questionnaire is not an examination, it helps us understand you better and improve future activities.

Section A: Demographic Information:

1. *Age:* _____

2. *Gender:*

Male_____   Female _____   Non-binary _____   Other _____   Prefer not to say _____

3. Please specify your institution and academic subjects chosen.

Section B: International Debate Objectives

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
4.	The workshops equipped me with the necessary skills to effectively communicate during the international debate.						
5.	The boot camp session was beneficial in preparing me for the international debate.						
6.	Participation in the national debate was beneficial in preparing me for the international debate.						
7.	I am NOT looking forward to interacting with other young people during the international debate.						
8.	I am comfortable with challenging opinions that differ from my own during the debate.						
9.	Participation in the international debate will enhance my critical thinking skills.						
10.	Participation in the international debate will enhance my communication skills.						
11.	I feel confident in my ability to adapt to different debating styles that may be encountered during the international debate.						

12. What do you hope to learn or gain from the international debate?

Thank you for taking the time to complete this questionnaire!

WYSF International Debate Post-Questionnaire

Dear Participants,

Congratulations on your active participation in the WYSF international debate! We are now eager to gather your feedback and thoughts as we reflect on the outcomes of the debate.

Section A: Parliamentary Debate Objectives

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
4.	The workshops equipped me with the necessary skills to effectively communicate during the international debate.						
5.	The boot camp session was beneficial in preparing me for the international debate.						
6.	Participation in the national debate was beneficial in preparing me for the international debate.						
7.	I am NOT looking forward to interacting with other young people during the international debate.						
8.	I am comfortable with challenging opinions that differ from my own during the debate.						
9.	Participation in the international debate will enhance my critical thinking skills.						
10.	Participation in the international debate will enhance my communication skills.						
11.	I feel confident in my ability to adapt to different debating styles that may be encountered during the international debate.						

Section B: Overall feedback

10. What were the most enjoyable aspects of the international debate for you?

11. Were there any aspects of the international debate that you found confusing?

12. Do you have any suggestions for improving future activities for young people?

Thank you for your participation. Your feedback will help us enhance future activities.

Mentor international debate pre-questionnaire

Dear mentors,

We greatly appreciate your participation in our upcoming international debate. Your guidance and mentorship have been invaluable in shaping the experiences of the students. Before the debate begins, we would like to gather your initial thoughts and expectations through this questionnaire. Your feedback will help us ensure a rewarding experience for both you and the students.

Section A: Demographic Information

1. *Age:* _____

2. *Gender:*

Male _____   Female _____   Non-binary _____   Other _____   Prefer not to say _____

Section B: International debate preparation

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
3.	The networking opportunities available at the international debate will benefit students in terms of forging connections with peers from diverse cultures.						
4.	I believe that my mentoring will positively impact the overall experience of the participants in the debate.						
5.	The topics covered in the project workshops have sufficiently prepared the young people for the debate.						
6.	The skills and knowledge acquired by the young people during the project boot camp will enhance their performance in the debate.						
7.	Participation in the national debate has equipped students with the necessary skills and experience to succeed in the international debate						
8.	Participation in the international debate will enhance the participants' communication skills.						

Thank you for taking the time to complete this questionnaire!

Mentor international debate post-questionnaire

Dear mentors,

We greatly appreciate your participation in our international debate. Your feedback will help shape future workshops.

Section A: International debate experience

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
3.	The networking opportunities available at the international debate will benefit students in terms of forging connections with peers from diverse cultures.						
4.	I believe that my mentoring positively impacted the overall experience of the participants in the debate.						
5.	The topics covered in the project workshops have sufficiently prepared the young people for the debate.						
6.	The skills and knowledge acquired by the young people during the project boot camp enhanced their performance in the debate.						
7.	Participation in the national debate has equipped students with the necessary skills and experience to succeed in the international debate						
8.	Participation in the international debate will enhance the participants' communication skills.						

Section B: Overall feedback

7. Please share any challenges you encountered during the international debate.

8. What aspects of the international debate did you find most rewarding?

9. Do you have any suggestions to improve future activities? Please give suggestions related to enhancing the mentorship experience, impact on students, or other aspects you'd like to highlight?

Thank you for your participation, and for sharing your insights and experiences.
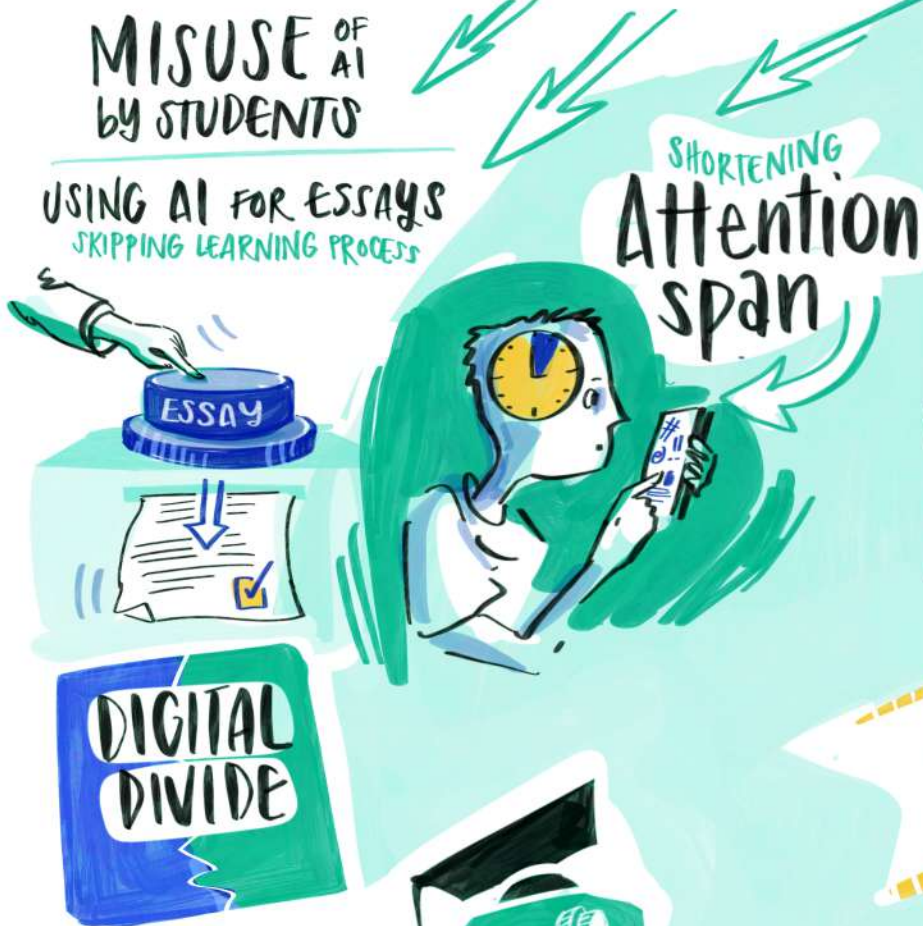
Appendix III – parliamentary debate illustrations

WIRED YOUTH SCIENCE FORUM PARLIAMENTARY DEBATE

THE COMMITTEE ON AI & ETHICS

LET'S FOSTER A CULTURE OF ACCOUNTABILITY & TRANSPARENCY

PSYCOLOGICAL IMPACT ON WORKERS

WE ARE AT THE PRECIPICE OF AN AI POWERED FUTURE...

CHALLENGES

ALGORITHMS PERPETUATE BIAS

NEED FOR

DIVERSE REPRESENTATIVE DATA COLLECTION

Let's keep HUMANITY AT THE CENTRE
→ THE BEDROCK OF THE SYSTEMS WE BUILD

ROBUST CYBER-SECURITY PROTOCOLS

PRIVACY

IMPACT REPORTS

ANNUAL!

DATA TESTING DATA SANDBOX

OBLIGATORY LIABILITY INSURANCE for developers

FUND TO ENCOURAGE USER-FRIENDLY YOUR DATA DASHBOARD

RESOLUTIONS

INFORMED CONTENT

RESPONSIBLE → DESIGN DEVELOPMENT IMPLEMENTATION

THE COMMITTEE ON AI & EDUCATION

CHALLENGES

MISUSE OF AI BY STUDENTS

USING AI FOR ESSAYS — STOPPING LEARNING PROCESS

Shortening Attention span

DIGITAL DIVIDE

AI CAN BE USED TO IMPROVE LEARNING

GET TO KNOW STUDENTS BETTER - KNOW THEIR LEVEL OF WORK

AWARENESS

PERSONALISED CURRICULUM

EDUCATE & ENGAGE STUDENTS & STAFF

SEMINARS ON AI
MAIN TOOLS — HOW TO PREVENT MISUSE

EARLY INTRODUCTION

UPSKILL SOCIETY

EMPHASISE THE importance of the BRAIN

RESOLUTIONS

USE AI TO DISCOVER PLAGIARISM

WRITTEN ASSIGNMENTS IN CLASS (NO AI)

AI IN LIBRARIES & PUBLIC SPACES

INCORPORATE AI

INFRASTRUCTURE & CONNECTIVITY FOR ALL

PREPARE STUDENTS FOR A DIGITAL FUTURE

THE COMMITTEE ON AI & ETHICS

LET'S FOSTER A CULTURE OF ACCOUNTABILITY & TRANSPARENCY

PSYCOLOGICAL IMPACT ON WORKERS

WE ARE AT THE PRECIPICE OF AN AI POWERED FUTURE...

CHALLENGES

ALGORITHMS PERPETUATE BIAS

NEED FOR DIVERSE REPRESENTATIVE DATA COLLECTION

LET'S KEEP HUMANITY AT THE CENTRE
THE BEDROCK OF THE SYSTEMS WE BUILD

ROBUST CYBER-SECURITY PROTOCOLS

PRIVACY

IMPACT REPORTS — ANNUAL!

DATA TESTING — DATA SANDBOX

LIABILITY INSURANCE FOR developers

FUND TO ENCOURAGE USER-FRIENDLY your data DASHBOARD

DESIGN

DEVELOPMENT

IMPLEMENTATION

RESPONSIBLE

INFORMED CONTENT

RESOLUTIONS

THE EFFECTS ON OUR LIVES & FUTURE GENERATIONS...

NOW, WHAT IS THE NEXT STEP?

FUTURE DISCUSSION ON THE COMMITTEE STAGE

POLICY PAPER

THE COMMITTEE ON AI & JOBS

CHALLENGES

1/5th OF GLOBAL WORKFORCE BY 2030

JOBS DISPLACED

LET'S BE OPEN TO BOTH SIDES OF THE STORY

JOBS CREATED
e.g. DATA ANALYSTS SOFTWARE ENGINEERS

ENHANCE PRODUCTIVITY & DECISION MAKING

TECH SAVVY

MORE JOB SECURITY

RE UP SKILLING
TO FUTURE-PROOF INDIVIDUALS

WIDENING SOCIO-ECONOMIC DIVIDE

INSTABILITY

NOT ALL JOBS ARE VULNERABLE THERAPISTS HEALTHCARE RESEARCHERS

ECONOMIC GROWTH & JOB DIVERSIFICATION

MORE VALUABLE BUSINESSES

NET GAIN IN THE LONG RUN...

CREATIVE FLEXIBLE WORK

RIGID REPETITIVE TASKS

INTEGRATE AI IN AN INCLUSIVE EQUITABLE & BENEFICIAL WAY FOR ALL

RESOLUTIONS

PSYCHOLOGICAL WELLBEING

CREATE A SUPPORTIVE ENVIRONMENT

PROGRAMMES

COUNSELLING

IMPLEMENT AI RESPONSIBILITY

PROVIDE COURSES ON AI & FOR YOUNG PEOPLE

EQUAL OPPORTUNITIES FOR THOSE WITH LIMITED EXPERIENCE

ACCESSIBILITY OF AI TO SMALL BUSINESSES

LIABILITY MAINTENANCE CHECKS

WILL ALL JOBS NEED AI SKILLS?

VACANCY — ONLY AI ENGINEERS NEED APPLY

EVOLVING JOB LANDSCAPE
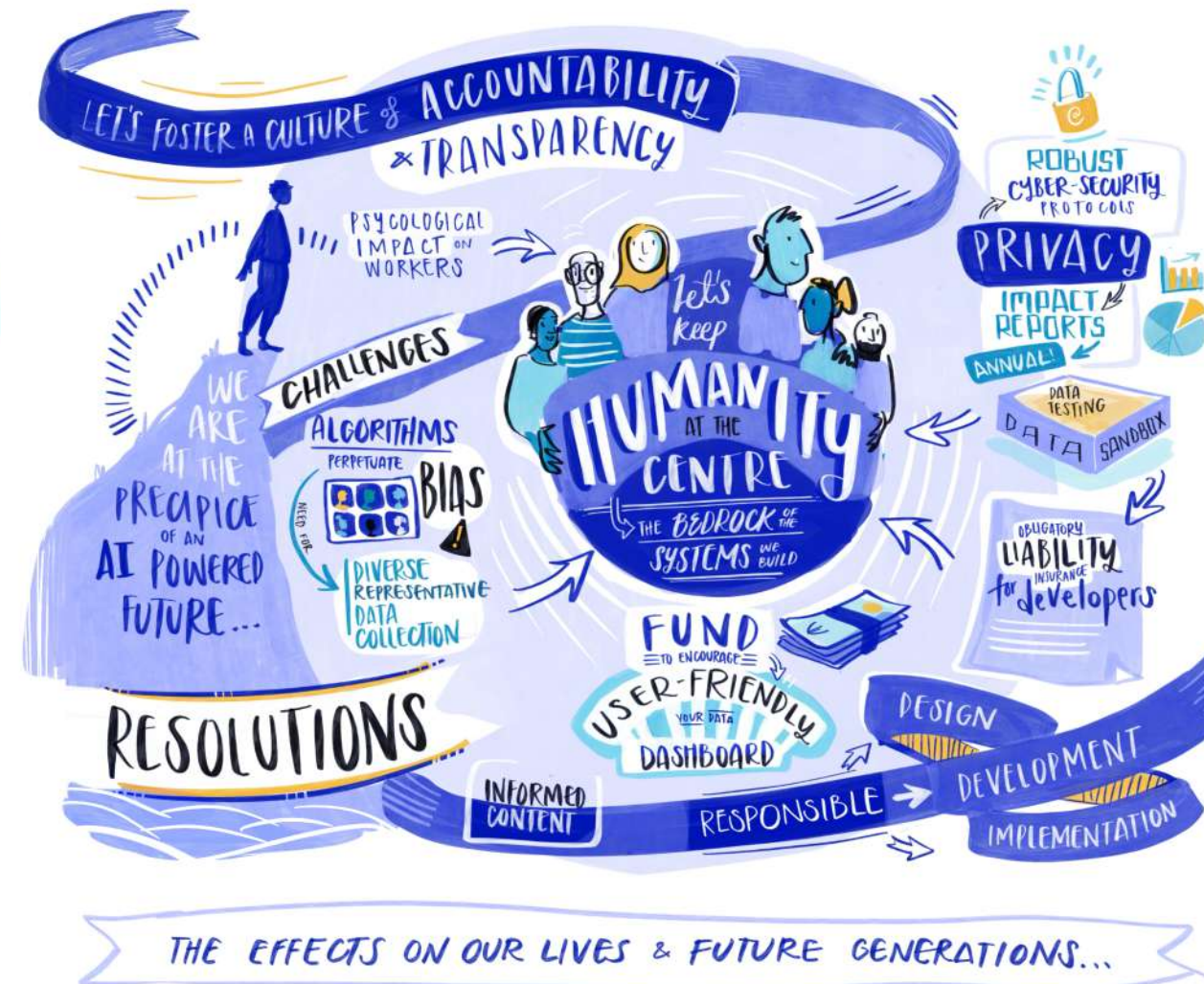
THIS IS A BEGINNING

Appendix IV – policy paper

Youth Engagement in Shaping AI Policy: Insights from the Wired Youth Science Forum Project

Contents:

I. Executive summary

This policy paper explores the ethical implications, job market effects, and educational impacts of Artificial Intelligence (AI), informed by the Wired Youth: Science Forum project, funded by Erasmus+ (grant agreement no.: 2022-3-MT01-KA210-YOU-000096554). It consolidates key concerns and proposed solutions from Maltese and Greek students involved in the project. The paper calls for diverse data collection practices in AI development, a regulatory body overseeing data standards, and robust cybersecurity measures to address ethical concerns. Regarding the job market, the paper emphasises the need for AI education for young people, a comprehensive labour policy, and support for workers impacted by AI adoption. In education, the paper proposes solutions to address academic integrity concerns, teacher preparation for AI integration, and the responsible use of AI to enhance student learning.

II. Introduction

Effective policy making requires a foundation of sound evidence, gathered through research, data analysis, and stakeholder consultation (Head, 2016). Including the voices of young people in this process is critical. Youths represent a significant demographic with a vested interest in the future shaped by AI. Their unique perspectives, technological fluency, and innovative thinking can significantly contribute to evidence-based policy making (UNESCO, 2024).

The Wired Youth: Science Forum Project (grant agreement number: 2022-3-MT01-KA210-YOU-000096554) was an Erasmus+ funded initiative that ran from September 2023 to April 2024 in Malta and Greece. The project was led by the Malta Chamber of Scientists, in collaboration with Agenzija Zghazagh, Esplora and ScienceView. Recognising the crucial role of youth in shaping the future, the project fostered a platform for them to engage in critical discussions, identify key concerns surrounding AI, and propose solutions. This policy paper consolidates the insights gleaned from the project participants, highlighting the importance of evidence-based policy making that incorporates the perspectives of young people, who will navigate the world most impacted by AI advancements.

Several studies emphasise the value of youth engagement in policy making. A report by the European Commission's Joint Research Centre on "Youth in external action: bridging policies and data", published in 2022, highlights the importance of youth participation in policymaking (European Commission, 2022). Similarly, a policy brief by the United Nations (2023) underlines the benefits of youth engagement, including "promoting inclusiveness of policy processes, increasing legitimacy and ownership of

policy decisions, holding governments accountable to their decisions, and enhancing trust in government."

The Wired Youth: Science Forum project exemplifies the power of youth engagement. By actively involving young people, the project ensured that policy recommendations reflect the concerns and aspirations of a generation that will be directly impacted by an AI-driven world.

This paper explores the ethical implications, job market effects, and educational impacts of AI, drawing on the insights from the Wired Youth: Science Forum project. The following sections outline the concerns identified by the young participants and propose solutions informed by evidence-based policy making principles, while referencing relevant European Union (EU) policy initiatives. The EU itself recognises the importance of both AI and youth engagement, reflected in its recent policy efforts.

- The European Parliament's landmark AI Act, adopted in March 2024, is the world's first comprehensive AI regulation. It emphasises the need for AI systems to be safe, transparent, traceable, non-discriminatory, and environmentally friendly (European Parliament, 2023). This aligns with concerns raised by the Wired Youth project regarding data bias and the environmental impact of AI training.

- The EU Strategy on Youth 2019-2027, launched by the European Commission, outlines a framework for youth empowerment and participation across various sectors (European Commission, 2019). It highlights the importance of equipping young people with the skills and knowledge needed to thrive in a digital world, which aligns with the Wired Youth project's focus on AI education.

This paper demonstrates how youth engagement can inform policy making that addresses the challenges and opportunities presented by AI.

III. Analysis

A. Stakeholder identification

A workshop was delivered by experts in AI, namely Professor Alexiei Dingli, Dr Claudia Borg and Dr Dylan Seychell from the Faculty of ICT, University of Malta, who were selected on the basis of their research profile and expertise, following which youths

engaged in a brainstorming session during which the following stakeholders were identified:

1. For ethical implications of AI

a) *Policymakers:* To implement and enforce ethical AI practices, ensuring compliance with regulations and standards.

b) *AI Developers and researchers:* To ensure the ethical development and use of AI systems and algorithms, incorporating fairness, transparency, and accountability.

c) *Tech companies:* To integrate ethical principles into their AI products and services, promoting responsible innovation and protecting user rights.

d) *Data protection agencies:* To oversee the ethical handling of data within AI systems, safeguarding privacy and ensuring data security.

e) *Civil society organisations:* To advocate for ethical AI practices, representing public interests and fostering informed public discourse.

f) *Citizens:* To stay informed about AI and its ethical implications, actively participating in discussions and holding stakeholders accountable.

2. For AI and jobs

a) *Governments:* To develop and enforce policies that facilitate the integration of AI into the workforce, promoting job growth, reskilling opportunities, and economic advancement.

b) *Labour unions:* To advocate for workers' rights and ensure that AI adoption leads to fair employment practices, job security, and adequate training for new roles.

c) *Employers:* To implement AI technologies in ways that enhance productivity and create new job opportunities, while also providing training for employees to adapt to AI-driven changes.

d) *Educational institutions:* To offer programs and training on AI, preparing students and professionals with the skills needed to excel in AI-related careers.

e) *Workers:* To engage in continuous learning and skill development to adapt to AI advancements and capitalise on new job opportunities created by AI technologies.

3. For AI and education

a) *Educational policymakers:* To develop and implement policies that incorporate AI education into the curriculum, ensuring students are prepared for the future job market.

b) *Educators:* To teach AI concepts and applications, equipping students with the knowledge and skills needed for careers in AI and related fields.

c) *Students:* To engage in AI learning, gaining the expertise required to pursue future career opportunities

d) *Parents:* To support and encourage their children's education in AI, helping them prepare for future career opportunities and technological advancements.

B. Ethical implications of AI

1. Problem statement

The development and use of AI raises significant ethical concerns, including data bias, biassed decision-making by AI algorithms, privacy and data security risks, unclear ownership and control of data used in AI, difficulties in determining liability for harm caused by AI, limited access to evidence needed for redress in AI-related cases, the environmental impact of training AI systems, and the challenge of ensuring ethical implementation due to the rapid pace of AI development. Datasets that are narrow in their scope lead to algorithms that are trained to exclude people of certain ethnicities, demographics or socio-economic backgrounds, leading to AI-based racism and discrimination. Therefore, stronger efforts are needed to ensure inclusivity and diversity of AI. Moreover, the potential of unauthorised access to data leads to concerns over data privacy, requiring stronger efforts to ensure safeguarding of user data.

2. Benefits and drawbacks

Following the workshop with the aforementioned experts, the students participated in a brainstorming session where they discussed and listed the benefits and drawbacks of the ethical implications of AI.

Benefits

a. *Increased efficiency and productivity:* AI can streamline processes and reduce the time needed to complete tasks, leading to higher productivity and more efficient use of resources across various industries.

b. *Improved decision-making:* By analysing vast amounts of data quickly and accurately, AI can support more informed and timely decision-making, enhancing outcomes in areas such as healthcare, finance, and logistics.

c. *Enhanced automation in various sectors:* AI enables the automation of repetitive and mundane tasks, freeing up human workers to focus on more complex and creative activities, which can lead to greater job satisfaction and innovation.

d. *Potential for innovation and progress:* AI has the potential to drive significant advancements and breakthroughs in numerous fields, fostering technological progress and creating new opportunities for economic growth and development.

Drawbacks

a. *Exacerbation of social inequalities:* AI systems can inadvertently reinforce existing social biases and disparities if not carefully designed and monitored, potentially leading to unequal access to opportunities and services based on race, gender, socioeconomic status, or other factors.

b. *Privacy violations:* AI technologies often rely on vast amounts of personal data, raising significant concerns about data privacy and the potential misuse of sensitive information. Ensuring robust data protection measures is essential to safeguard individual privacy rights.

c. *Lack of transparency and accountability in AI decision-making:* AI systems can make decisions that are difficult to understand or explain. This lack of transparency can lead to challenges in holding AI systems and their developers accountable for errors, biases, or unethical outcomes.

d. *Environmental impact:* The training of AI systems requires substantial computational power, which consumes significant amounts of water and energy. This high resource usage contributes to a considerable carbon footprint, highlighting the need for more sustainable practices in the development and deployment of AI technologies.

3. Recommendations

Following workshops with esteemed experts and engaging brainstorming sessions, the youths have formulated the following recommendations:

a. *Promote diverse data collection:* Encourage data collection practices that ensure diverse demographics, socioeconomic backgrounds, and cultural contexts are represented in datasets used for training AI models to reduce the impact of AI-based racism and discrimination.
b. *Inclusive AI development:* Promote active participation of diverse individuals and groups in AI development to ensure inclusivity and avoid discrimination.
c. *Data oversight body:* Establish a regulatory body that promotes data quality standards with respect to diversity and inclusion for use in AI algorithm training.
d. *Strengthen cybersecurity:* Promote and enforce robust cybersecurity protocols and encryption mechanisms to prevent unauthorised access and safeguard user privacy.
e. *Regular privacy impact assessments (PIAs):* Require organisations to conduct regular PIAs to assess and mitigate evolving privacy risks associated with sensitive AI data whilst incorporating stakeholder input and external audits.
f. *Reducing the environmental impact:* Request for governments and organisations to invest in powering AI training with renewable energy, making the process more environmentally friendly whilst integrating ethical and sustainable AI training systems that prioritise the people and environment.

C. AI and jobs

1. Problem statement

The integration of AI into workplaces presents challenges related to job displacement, particularly for unskilled young people and inexperienced workers. Additionally,

concerns exist regarding the potential for AI to replace entire professions, widening the social class gap, unclear liability issues in cases of malfunctioning AI, the impact of AI on work ethic and creativity, and the potential psychological impact on workers.

2. Benefits and drawbacks

Following the workshop with the aforementioned experts, the students participated in a brainstorming session where they discussed and listed the benefits and drawbacks of AI and jobs.

Benefits

a. *New job opportunities in AI development and maintenance:* AI technologies create a demand for skilled professionals in areas such as software development, data analysis, machine learning engineering, and AI system maintenance, offering new career paths and opportunities.
b. *Improved working conditions through automation of repetitive tasks:* AI-driven automation can alleviate workers from tedious and repetitive tasks, allowing them to focus on more complex and creative aspects of their jobs. This can lead to improved job satisfaction, reduced workplace fatigue, and potentially lower rates of workplace injuries associated with repetitive motions.
c. *Increased productivity and economic growth:* By optimising processes and streamlining workflows, AI technologies can enhance productivity levels across various industries.

Drawbacks

a. *Job displacement and unemployment:* The adoption of AI technologies can lead to job displacement as automation replaces certain roles previously performed by humans. This can result in unemployment for individuals whose skills become obsolete or redundant in the evolving job market
b. *Increased social inequality:* AI adoption may exacerbate social inequalities by widening the gap between those who have access to education and skills required for AI-related jobs and those who do not. Additionally, disparities in access to AI technologies and resources can further deepen existing social divides.

c. *Changes in workforce dynamics:* The integration of AI into the workforce can reshape traditional employment structures and dynamics. This may involve shifts in job roles, skill requirements, and employment patterns.

3. Recommendations

Following workshops with esteemed experts and engaging brainstorming sessions, the youths have formulated the following recommendations:

a. *AI education for young people:* Provide AI education courses to young people and inexperienced workers to prepare them for potential job displacement scenarios.
b. *Comprehensive labour policy:* Develop a comprehensive labour policy to address the impact of AI on job markets and professions, including measures for retraining and reskilling workers.
c. *AI for small businesses:* Make AI more accessible to small businesses through financial incentives or subsidised access to AI tools and training, to bridge the social class gap and empower them.
d. *Regular maintenance and quality control:* Enforce regular maintenance checks and quality control measures for AI products and services to address liability concerns.
e. *Integrating AI in workflows:* Integrate AI decision-making processes into workflow protocols in a way that complements human expertise and encourages collaboration, to adapt to changing work ethics and maintain creativity.
f. *Educational system reform:* Reform education systems to prepare future generations for the AI era, by integrating AI concepts and fostering critical thinking skills to navigate a world increasingly shaped by AI.
g. *Introduce AI across production sectors:* Introduce AI across all production sectors strategically, considering the potential for job displacement alongside potential efficiency gains.
h. *Counselling services for workers:* Offer counselling services to workers affected by AI implementation to support their well-being during the transition period.
i. *Allowances for displaced workers:* Provide financial assistance and social safety nets for individuals who lose jobs due to AI-driven changes in the workforce.

D. AI and education

1. Problem statement

The use of AI in education raises concerns about academic integrity due to plagiarism from the incorrect use of tools such as ChatGPT and EssayGenius, amongst others. While AI has the potential to support student learning, it can also hinder it if used incorrectly or irresponsibly. To fully assist the education process, AI would have to be seamlessly integrated into the curriculum. However, many teachers lack adequate preparation for integrating AI into their teaching practices, and current curricula lack sufficient exposure to AI concepts. Additionally, concerns exist regarding the potential for AI to shorten students' attention spans, further requiring a change in the way material is presented to students. Moreover, the digital divide between European and developing countries could further disadvantage students in poorer regions.

2. Benefits and drawbacks

Following the workshop with the aforementioned experts, the students participated in a brainstorming session where they discussed and listed the benefits and drawbacks of AI and education.

Benefits:

   a. *Personalised learning experiences:* AI can tailor educational content and experiences to individual student needs and learning styles, fostering a more effective and engaging learning environment.

   b. *Improved access to educational resources:* AI-powered platforms and tools can provide students with access to a vast array of educational materials, regardless of their geographical location or socioeconomic background, promoting inclusivity and equity in education.

   c. *Support for teachers in administrative tasks:* AI can assist teachers in managing administrative tasks such as grading, lesson planning, and student assessment, allowing them to focus more on providing quality instruction and mentorship to their students.

d. *Enhanced student engagement:* AI-driven interactive learning tools and platforms can increase student engagement by offering immersive and interactive learning experiences that cater to their interests and preferences, thereby fostering a deeper understanding and retention of the material.

Drawbacks

a. *Over-reliance on AI tools:* While AI tools offer valuable support in generating content and completing tasks, there is a risk of over-reliance leading to a lack of critical thinking and originality.
b. *Increased screen time and decreased attention spans:* The integration of AI technologies in education may lead to an increase in screen time for students, potentially contributing to decreased attention spans and digital fatigue. It is crucial to balance the use of AI tools with offline activities and promote mindful use of technology to mitigate these effects.
c. *Exacerbation of existing educational inequalities:* AI adoption in education may widen existing disparities in access to technology and digital literacy skills. Students from underserved communities or with limited access to resources may be further marginalised if equitable access to AI-powered educational tools and resources is not ensured.

3. Recommendations

Following workshops with esteemed experts and engaging brainstorming sessions, the youths have formulated the following recommendations:

a. *Develop AI guidelines for education:* Establish clear guidelines for the responsible use of AI tools in education to address academic integrity concerns and ensure student learning is prioritised.
b. *Teacher training on AI integration:* Provide training and support for teachers to effectively integrate AI tools into their teaching practices and leverage them to enhance student learning.
c. *Promote balanced use of AI:* Encourage a balanced approach to AI in education, where AI complements but does not replace traditional teaching methods and assessments. This can be achieved through frequent classroom-based assessments that test students' true capabilities and understanding.
d. *Tailor AI support for specific student needs:* Emphasise the importance of educators getting to know their students' strengths and weaknesses to identify areas where AI support can be most beneficial.
e. *Bridge the digital divide:* Implement initiatives to bridge the digital divide between European countries and developing countries to ensure equitable access to AI-powered educational resources.

V. Conclusion

Artificial Intelligence presents a complex landscape of opportunities and challenges. By acknowledging the ethical implications of AI development, proactively preparing for its impact on the job market, and embracing its potential to enhance education, Europe can ensure responsible AI integration that benefits all its citizens. Continued dialogue and collaboration between policymakers, industry leaders, educators, and young people are crucial for navigating the future of AI and ensuring it serves humanity's best interests.

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Appendix V – project consent forms

Wired Youth: Science Forum (WYSF)

Participant Informed Consent Form

Contact Details of parent/guardian:

Name and Surname:		Mobile number:	
I.D. number:		Email address:	

Contact Details of the Minor:

Name and Surname:		Mobile number:	
I.D. number:		Email address:	

(i) Personal Data

I the undersigned,

    a.   I grant my consent to the Malta Chamber of Scientists ('MCS'), Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View to collect the personal data of the minor in the following formats:

Photographs ☐

Film/Video images and audio ☐

Participating in the project ☐

Testimonials ☐

(ii) Section A: Marketing Campaigns

    a.   I grant my consent to the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View to use the personal data of the minoras indicated in (i) above:

To promote WYSF and its affiliates ☐

b. I grant my consent to the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View to publish the minor's personal data as indicated in (i) above on the following:

Social media ☐   **WYSF website content** ☐

International/local media ☐   **Posters, brochures and displays** ☐

(iii) Section B: Project Content

a. I grant my consent to the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View to use the personal data of the minor as indicated in (i) above in:

WYSF project content ☐

Future WYSF projects' content ☐

(iv) Section C: Research Projects

a. I grant my consent to the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View to use the personal data of the minor as indicated in (i) for:

Research purposes related to the WYSF project ☐

The MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View are committed to processing personal data in accordance with the General Data Protection Regulation (GDPR); all other corresponding data protection legislation, including the Data Protection Act (Cap. 586, Laws of Malta). The personal data collected by means of consent granted through this form will only be used for the above-mentioned purposes and administrative purposes.

Declaration

I have read and understood the Information Notice given to me together with this consent form. In particular, I understand that I may withdraw the consent given above and/or ask for more information about the processing of minor's personal data by the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View under the WYSF project at any time, and that any such withdrawal of consent will not affect the lawfulness of any publishing of the minor's personal data undertaken prior to such withdrawal.

I also understand that online locations are accessible worldwide, and that once publications have been issued and are in circulation, they may not be recalled.

I hereby agree to the collection of minor's personal data in the format/s indicated above, to any resulting photos and/or videos being edited if and as required, and to such personal data being used as, and for the purpose/s indicated above.

I furthermore waive all claims against WYSF and the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View with respect to the copyright, publication or such of such photos/videos, including any claim for compensation related to their use.

I _____ (name of applicant) would like to be part of

the WYSF project as a participant referencing above conditions.

Signature of applicant:	**Date:**

I consent to _____ (name of applicant) taking part as a participant in WYSF referencing above conditions.

Signature of parent/ guardian:	**Date:**

Your rights

a.   You have the right to request to see a copy of the information WYSF and the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View hold about the minor and to request corrections or deletions of the information that is no longer required.

b.   You can request WYSF and the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View to stop using images and/or recordings of the minor, in which case it will not be used in future publications but may continue to appear in publications already in circulation.

Contact details

If you have any questions relating to this informed consent form please contact info@wiredyouth.eu.

Wired Youth: Science Forum (WYSF)

Information Notice

Marketing campaigns, publications and exhibitions may be undertaken, issued and held by WYSF and the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View for the purpose of promoting WYSF, its functions and its benefits generally.

In all cases, participation in any such marketing campaign/s and inclusion of photos, videos and/or testimonials in publications or exhibitions, is on a voluntary basis. You may be asked to provide the relevant personal data (such as a photograph) yourself. Alternatively, photos and/or videos will be taken by WYSF, the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View staff and/or volunteers, or by an external photographer/videographer engaged for this purpose on behalf of WYSF.

Photos, videos and/or testimonials are published on the basis of your consent, in accordance with the provisions of the General Data Protection Regulation (GDPR) and all other corresponding data protection legislation, including the Data Protection Act (Chapter 586, Laws of Malta).

The relevant personal data is shared with WYSF, the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View staff and/or volunteers, who are responsible for uploading them on the relevant publicity channels and/or for including them in the relevant publication. If and where required, photos and videos may be edited prior to publication. Online locations are accessible worldwide, and once

publications have been issued and are in circulation, they may not be recalled. Kindly note, furthermore, that once a publication has been issued and is in circulation, it will not be possible for us to recall it.

You may withdraw your consent at any time or ask any questions, by sending an email to info@wiredyouth.eu. We remind you of your right to access your personal data held and processed by WYSF, of your right to request its rectification if it is inaccurate, to request its erasure, to request restriction of processing and of your right to data portability.

Wired Youth: Science Forum (WYSF)

Participant Informed Consent Form

Contact details of applicant:

| Name and Surname: | | Mobile number: | |
| I.D. number: | | Email address: | |

(i) Personal Data

I the undersigned,

a. I grant my consent to the Malta Chamber of Scientists ('MCS'), Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View to collect my personal data in the following formats:

Photographs ☐

Film/Video images and audio ☐

Testimonials ☐

(ii) Section A: Marketing Campaigns

a. I grant the consent to the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View use my personal data indicated in (i) above to:

To promote the WYSF project and its affiliates ☐

b. I grant my consent to the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View to publish my personal data as indicated in (i) in the following:

Social media ☐ **WYSF website content** ☐

International/local media ☐ **Posters, brochures and displays** ☐

(iii) Section B: Project Content

    a. I grant my content to the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View to use my personal data indicated in (i) in the following::

WYSF project content ☐

Future WYSF projects' content ☐

(iv) Section C: Research Projects

    a. I grant my consent to the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View to use my personal data indicated in (i) in:

Research purposes related to the project ☐

The MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View are committed to processing personal data in accordance with the General Data Protection Regulation (GDPR); all other corresponding data protection legislation, including the Data Protection Act (Cap. 586, Laws of Malta). The personal data collected by means of consent granted through this form will only be used for the above-mentioned purposes and administrative purposes.

Declaration

I have read and understood the Information Notice given to me together with this consent form. In particular, I understand that I may withdraw the consent given above and/or ask for more information about the processing of my personal data by the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View under the WYSF project at any time, and that any such withdrawal of consent will not affect the lawfulness of any publishing of my personal data undertaken prior to such withdrawal.

I also understand that online locations are accessible worldwide, and that once publications have been issued and are in circulation, they may not be recalled.

I hereby agree to the collection of my personal data in the format/s indicated above, to any resulting photos and/or videos being edited if and as required, and to such personal data being used as, and for the purpose/s indicated above.

I furthermore waive all claims against WYSF and the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View with respect to the copyright, publication or such of such photos/videos, including any claim for compensation related to their use.

I have read and understand the terms and conditions found in this Consent Form.

I _____ (name of applicant) would like to be part of the WYSF project as a participant referencing above conditions.

Signature of applicant: **Date:**

_____   _____

Your rights

a.   You have the right to request to see a copy of the information WYSF and the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View hold about you and to request corrections or deletions of the information that is no longer required.

b.   You can request WYSF and the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View to stop using images and/or recordings of yourself, in which case it will not be used in future publications but may continue to appear in publications already in circulation.

Contact details

If you have any questions relating to this consent form please contact info@wiredyouth.eu.

Wired Youth: Science Forum (WYSF)

Information Notice

Marketing campaigns, publications and exhibitions may be undertaken, issued and held by WYSF and the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View for the purpose of promoting WYSF, its functions and its benefits generally.

In all cases, participation in any such marketing campaign/s and inclusion of photos, videos and/or testimonials in publications or exhibitions, is on a voluntary basis. You may be asked to provide the relevant personal data (such as a photograph) yourself. Alternatively, photos and/or videos will be taken by WYSF, the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View staff and/or volunteers, or by an external photographer/videographer engaged for this purpose on behalf of WYSF.

Photos, videos and/or testimonials are published on the basis of your consent, in accordance with the provisions of the General Data Protection Regulation (GDPR) and all other corresponding data protection legislation, including the Data Protection Act (Chapter 586, Laws of Malta).

The relevant personal data is shared with WYSF, the MCS, Agenzija Zghazagh, Esplora Interactive Science Centre, and Science View staff and/or volunteers, who are responsible for uploading them on the relevant publicity channels and/or for including them in the relevant publication. If and where required, photos and videos may be edited prior to publication. Online locations are accessible worldwide, and once publications have been issued and are in circulation, they may not be recalled. Kindly note, furthermore, that once a publication has been issued and is in circulation, it will not be possible for us to recall it.

You may withdraw your consent at any time or ask any questions, by sending an email to info@wiredyouth.eu. We remind you of your right to access your personal data held and processed by WYSF, of your right to request its rectification if it is inaccurate, to request its erasure, to request restriction of processing and of your right to data portability.

Appendix VI – residential consent forms

Residential consent form

Participants are kindly required to take responsibility for duly compiling and signing all relevant sections. On the other hand, unless specified otherwise or provided for by law, the Malta Chamber of Scientists and Aġenzija Żgħażagħ are committed to:

- Ensure the integrity of data, keeping personal data in a secure and controlled environment.
- Grant access to personal data only to authorised officials and on a need-to-know basis.
- Process personal data solely about the legitimate provision of the service.
- Destroy all data about the young person within six months following the termination of involvement in any of the agency's services.

The Malta Chamber of Scientists and Aġenzija Żgħażagħ declare that this consent is a continuation of the already signed consent form submitted at the start of the project. However, this consent form specifically requests the consent of participants participating in residential activities. To ensure that parents/guardians, youth workers and organisers are fully aware of the details of the programme, any special risks or concerns and any special supports that may need to be put in place, for these specific activities. The sole intention is the safety and well-being of all the participants and **hence your full cooperation is solicited.**

A. Young Person's Details					
Name		Surname			
Identity Card Number		Date of Birth		Nationality	
Address				Post Code	
Email		Mobile Number			

B. Emergency contacts			
Contact 1		Contact 2	
Name		**Name**	
Surname		**Surname**	
Relation to young person			
Identity Card Number		**Identity Card Number**	
Address *If different from Address in young person's Details*		**Address** *If different from Address in young person's Details*	
Email Address		**Email Address**	
Contact Phone/Mobile 1		**Contact Phone/Mobile 1**	
Contact Phone/Mobile 2		**Contact Phone/Mobile 2**	

In upholding and recognising parental rights and obligations, the Malta Chamber of Scientists and Aġenzija Żgħażagħ use the contact details provided above in emergencies. **The Malta Chamber of Scientists and Aġenzija Żgħażagħ may not be held responsible**

if they fail to act in response to any legal, medical, or other situation impacting the wellbeing of the young person about which they were not informed.

C. Type of Activity
The activity that I will be taking part in is a residential youth activity. *Kindly place a tick (√) after the above sentence to indicate consent.*

D. Travel Data
I do hereby give our voluntary consent to the Malta Chamber of Scientists and Aġenzija Żgħażagħ to collect and process my personal data in relation to the activity above. I confirm that we read the scheduled of events programme. *Kindly place a tick (√) after each sentence to indicate consent.*

E. Medical Conditions	
I do hereby declare that we are informing the Malta Chamber of Scientists and Aġenzija Żgħażagħ of any medical conditions or special requirements that I have as specified hereunder and that these are the sole medical conditions that I am aware of: *Kindly place a tick (√) after the above sentence to indicate consent.*	
List of medical conditions that I have (such as physical or psychiatric conditions, injuries, or recent infections) *(if applicable)*	
List of medications that I take *(if applicable)*	
List the types of pain/flu relief medication that I may be given if necessary	
List any other required medical treatment	
Date of last tetanus injection	
List any allergies and/or special diets	
I undertake to inform the coordinators as soon as possible of any change in medical circumstances form between the date I signed this consent form and the commencement of the visit. I agree to receive medication as instructed and any emergency dental, medical or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present.	

F. Details of Accompanying Youth Worker/s				
Name of Youth Worker (1)	Ms Marisa Curmi	Mobile Number	99787244	
Name of Youth Worker (2)	Ms Michela Debono	Mobile Number	99787258	
Name of Coordinator	Dr Francesca Busuttil	Mobile Number	99643174	
I agree that I will be under the authority of, and responsible to, the youth worker/s and coordinator: *Kindly place a tick (√) after the above sentence to indicate approval.*				

Signature: _____

ID No: _____

Date: _____

_____ _____ _____
Thank you for duly filling in this form.

Residential consent form

Participants are kindly required to take responsibility for duly compiling and signing all relevant sections. On the other hand, unless specified otherwise or provided for by law, the Malta Chamber of Scientists and Aġenzija Żgħażagħ are committed to:

- Ensure the integrity of data, keeping personal data in a secure and controlled environment.
- Grant access to personal data only to authorised officials and on a need-to-know basis.
- Process personal data solely about the legitimate provision of the service.
- Destroy all data about the young person within six months following the termination of involvement in any of the agency's services.

The Malta Chamber of Scientists and Aġenzija Żgħażagħ declare that this consent is a continuation of the already signed consent form submitted at the start of the project. However, this consent form specifically requests the consent of participants participating in residential activities. To ensure that parents/guardians, youth workers and organisers are fully aware of the details of the programme, any special risks or concerns and any special supports that may need to be put in place, for these specific activities. The sole intention is the safety and well-being of all the participants and **hence your full cooperation is solicited.**

A. Young Person's Details					
Name		Surname			
Identity Card Number		Date of Birth		Nationality	
Address				Post Code	
Email		Mobile Number			

B. Emergency contacts			
Contact 1		Contact 2	
Name		**Name**	
Surname		**Surname**	
Relation to young person			
Identity Card Number		**Identity Card Number**	
Address *If different from Address in young person's Details*		**Address** *If different from Address in young person's Details*	
Email Address		**Email Address**	
Contact Phone/Mobile 1		**Contact Phone/Mobile 1**	
Contact Phone/Mobile 2		**Contact Phone/Mobile 2**	

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if they fail to act in response to any legal, medical, or other situation impacting the wellbeing of the young person about which they were not informed.

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I agree that I will be under the authority of, and responsible to, the youth worker/s and coordinator: *Kindly place a tick (√) after the above sentence to indicate approval.*			

Signature: _____

ID No: _____

Date: _____

_____ _____ _____

Thank you for duly filling in this form.