



Factor 3

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The key to using this methodology with young people facing learning difficulties (such as dyslexia, dyscalculia, ADHD, or others) is to prioritize non-verbal communication, visual structure, and process flexibility.

Target Audience

-  **Youth workers, educators and trainers:** provides a structured, multi-sensory, and results-oriented framework that allows young people with SLDs to participate fully and showcase their intellectual and creative capabilities, directly linking their unique way of thinking to positive social change.
-  **Youth:** It can help improve your expression skills and confidence.

Benefits of this tool

-  **Self-Esteem & Confidence:** Youth use their talents (drawing, creating, speaking) to solve problems. They see they can make a change!
-  **Focus on Strengths:** It ignores difficulties with reading/writing. It rewards creativity, vision, and building things.
-  **Real Inclusion:** The youth become a leader who identifies barriers (e.g., confusing signs) and creates community solutions.

Additional Considerations

-  **Multilingual support:** Factor 3 is used in English and Spanish.
-  **Cost considerations:** Factor 3 is a free access downloaded.
-  **Technical requirements:** It is not necessary to use a device. Is a free Access document.
-  **Adaptations for SLD users:** Treat mistakes as learning opportunities, not failures. Avoid overprotection to encourage independence, while ensuring support is always available. The aim is to empower youth, so adjust each step to fit each participant's needs and abilities.



How to Use with Youth

1

Use a visual where they draw or paste images of what they see, feel, and hear in relation to the problem. Limit choices to 1-2 problems to avoid cognitive overload.

2

Use a visual design canvas (with colour blocks or pictograms) instead of a dense mind map. The youth worker acts as a "scribe" to convert the young person's verbal or drawn ideas into clear, concrete steps.

3

The youth people should present their physical object (mockup, poster) and only needs to explain 3 things about it: the Problem, the Solution, and the Benefit. Allow them to use index cards with a single drawing or word as "cue cards."

The worksheet is divided into two main sections: 'MITIGATING INEQUALITIES' (left, blue background) and 'PARTNERSHIPS FOR THE ACHIEVEMENT OF THE SDGs' (right, pink background). A large 'FACTOR 3' is written across the top. The left section contains three numbered steps: 1. Identify several issues present in your neighborhood or community. 2. Develop an initiative that addresses the identified issue. 3. Present your concept in your arguments in 1-2 minutes. The right section contains four numbered steps: 4. Choose a list of 20 arbitrary words and highlight the two that resonate with you the most. 5. Arrange your concept on this map, incorporating all contributions. Below step 5 is a flowchart with boxes for 'What are my objectives?', 'For whom?', 'How?', and 'When can I engage?'. At the bottom, there is a 'Summary' box and logos for 'EU', 'DYS', 'ESCAPE 4 CHANGE', and 'EACEA'.

