



European Citizenship Training, Module 1: Institutions and Politics

29th May – 4th June 2006, European Youth Center Budapest



APPENDICES

SO 1

CITIZENS' BINGO!!

You should find a person in the group who...(follow the questions below) as quick as you can and put his/her name in the table. As soon as you are ready, shout "BINGO!!!!"

Someone who...

is in Budapest for the first time	
needed visa for Hungary	
didn't vote during the last elections in their country	
has never seen sea	
is abroad for the first time	
is a member of any political party (if yes, which one)	
has never participated in any activity organised by Council of Europe or European Union	
is a paid youth worker	
has been involved into an NGO for more than 5 years	
can play drums	

SO 2

Introduction to the module

 <p>Eureka! Europa? Institutions & Politics</p> <p><i>a training module on European Citizenship</i></p>	<p>Political Context</p> <p>Democracy is the word for something that does not exist.</p> <p>Karl Popper</p>
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	<p>Contradictions and Dilemmas everywhere</p>  <p>Michael Dooley 2006</p>		<p>Political Context</p> <p>Whatever form it takes, the democracy of our successors will not and cannot be the democracy of our predecessors.</p> <p>Robert Dahl</p>
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 <p>European Commission</p> <p>Council of Europe</p>	<p>The aim of the partnership:</p> <p>"to promote active European citizenship and civil society by giving impetus to the training of youth workers and youth leaders working within a European dimension"</p>
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	<p>Means to reach this aim:</p> <ul style="list-style-type: none"> • Training • Publications • Networking 	<p>6 Training Modules on European Citizenship:</p> <ol style="list-style-type: none"> 1. Citizenship in Europe 2. Europe: concepts and visions 3. Youth Participation 4. Intercultural Learning 5. Institutions and politics 6. Human rights
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	<p>This Training Module:</p> <ul style="list-style-type: none"> • Hosted by National Agency of the YOUTH Programme of Hungary - Mobilitás • 23 participants from ~ 20 different countries • 9 people working on it since January 2006 	<p>Aim:</p> <p>Supporting the professional development of youth workers and youth leaders by extending their competencies to integrate elements of European citizenship within their projects and practice and support their role as multipliers with young people.</p>
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	<p>Objectives:</p> <ul style="list-style-type: none"> • Reflect on Europe: Different realities, senses of belonging, integration processes, relations with the world, institutions, young citizens, challenges, future • Reflect on Citizenship: Explore your concepts and practices of citizenship and compare these to theoretical models 	<p>Objectives:</p> <ul style="list-style-type: none"> • Explore European Citizenship: European identity and key values like human rights, democracy and cultural diversity • Explore Europe's future: Reflect on the dynamic context of European & global developments and how that affects politics, identities & citizenship in Europe
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	<h2>Objectives:</h2> <ul style="list-style-type: none"> • Critically discuss relevance To reflect on the role and relevance of the political dimension of European citizenship for young people and youth work • Discover new ideas To increase your competence to critically look at existing and discover new types of youth work practices addressing European Citizenship 	<h2>Objectives:</h2> <ul style="list-style-type: none"> • Capacity to multiply To develop your capacity to multiply the newly gained awareness and knowledge to your peers and other young people in your youth work contexts
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 <h2>About our approach in this TC Module...</h2>	<p>I hear and I remember</p> <p>I see and I understand</p> <p>I do and I learn</p> <p><small>Confucius</small></p>
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	<h2>Working principles:</h2> <ul style="list-style-type: none"> • Mobile phones & internet • Taking photos • Taking notes • Time 	<p>"An expert is somebody who has made more mistakes than others"</p>
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SO 3

To me it means ...

"To me it means" timing: 6 minutes personal reflection, filling in the form. 20 minutes: sharing in plenary (just on some extreme samples, facilitated by trainer with feedback).

- A big organisation/NGO (How many members?)
- To be a bit late (How many minutes?)
- To work a lot (How many hours per day?)
- To earn a lot of money (How many Euro per month?)
- To have a huge family (How many children?)
- To wait long for an email reply (how many days?)
- To be young (Until what age?)
- To get enough sleep (How many hours?)
- Coffee Break (How many minutes?)
- The afternoon (at what time it starts and when it ends)
- Europe (how many countries?)

Exercise on Expectations

15' reflection at individual level for all the three factors.

- Expectations - What Would I Like To Gain?

Writing key words on paper "T-shirts" then outcomes are hung on a clothes rack.

- Expectations – What Can I Contribute To It?

Writing key words on paper “soap bubbles”, that are then stuck on the wall around the washing machine-poster (to be drawn in advance by the team).

- Fears - What Would I Like To Avoid?

Key words must be written on paper “stinky socks” to put them on the dirty clothes basket on the wall.

After the first phases, participants are given 10 minutes to read the outcomes, while trainers group them in order to synthesise them to the group for a short feedback in plenary (12 minutes).

Before starting the plenary discussion everybody in the group will have the possibility to go around and read them also in order to ask for clarifications.

(The analyses is deepened after lunch, in plenary, linking it all to the training contract in the plenary debriefing, 10 minutes).

Perceptions of Europe exercise

In the morning the participants have been divided into 5 groups (mixed considering geographical criteria) with the task to prepare a non-verbal presentation of the group to illustrate a shared, or at least accepted or understood, understanding of Europe, on the base of a group discussion.

The presentation of the work should be in plenary. First it should be a non-verbal presentation (whatever performance must last max. 5-7 minutes), then each group has 3 minutes to explain its representation/performance, mainly answering to other participants' questions.

In this way it is possible to underline the richness of perceptions of Europe through the group productions as well as through the observations of the team and participants.

Time: 60 minutes working group and 30 minutes in plenary

SO 4

Getting Rid of the Busy Keepers

The participants individually wrote on paper the thoughts they had to forget in order to concentrate on the course (i.e. exams, problems, work, etc). The sheets were put in a paper-boat-gondola-citizen-ship to be left “floating” in a corner keeping them symbolically away from all of the group for the entire week.

My personal timeline

Participants are asked to draw their own personal time-line!

“Find five key events which shaped you as a citizen”

Introduction:

A possible example of time-line (Mahatma Gandhi's)

Instructions to participants: Write them on a big piece of paper you draw/cut as a bag/suitcase/rucksack. Then go around showing yours and reading others' personal timelines.

In the second phase they exchange contents, history, questions, emotional impressions in 5 small groups (previously prepared, mixed on the base of provenience and gender balance) with the presence of team

members as facilitators. After the exercise, the timelines will be put on the wall, for an exhibition that will last during the course, so to be read with less time pressure later on and allow further reflections.

Note: as for all other individual productions than shared, it's fundamental that the trainer introduces the use of it when explaining the activities.

Time: 15 minutes personal work and 15 minutes sharing with the group.

Reflection groups

There will be 3 reflection groups in total: on 30.05; 31.05; 1.07.

The groups are not facilitated to give space for some negative feedbacks that might occur. Each time groups will get guidelines/ questions for the groups discussion.

The reflection groups have 2 aims:

1. To give possibility to participants to further reflect upon learning elements or issues raised during the day.
2. To provide a space for the participants to evaluate the day and to give a feedback to the team.
3. For team to get feedback from the participants in order to follow the program dynamic and be able to adjust the program to the participants needs.

30.05.

1. How do you feel after the first day?

31.05.

1. What happened today?
2. How the day was for you?
3. What did you discover?
4. Your questions to the team?

01.06.

1. Have the values underlying European Citizenship (human rights/ democracy/ rule of law) been respected today?
2. Would you like to ask a question to the team?

SO5

Organisations' Fair

The activity foresees an active involvement of the participants as its protagonists; the technique they will be asked to use for presenting the organizations will be mostly graphic and verbal, with the use of flipcharts, materials brought from home and a verbal part for exchanging info and questions. The contents will be partly structured by the trainers, who will deliver a form to the participants with the minimal information they can't forget to give to the others (see appendix) and some questions related to the issue of the course.

Tools: markers, papers, colours, tape, glue, scissors and all the necessary to allow the participants to express their creativity.

Time: 5 minutes intro; 45 minutes personal work and second phase, sharing with the group, during the night session.

Here you find some suggestions about information that it will be important to make available to the other participants.

Leading questions for the first flipchart paper:

1. WHERE is your organization based?
2. WHAT is its MISSION?
3. What TYPE of organization is it? (i.e. public board, school or university, non profit making association, foundation, etc.
4. HOW MANY ACTIVE MEMBERS/PEOPLE are involved in it?
5. Your FUNCTION in the ORGANISATION
6. List 3 activities you consider as the most representative and interesting.

Questions for the second flipchart paper:

- Why do you engage in your organisation?
- Why do young people engage in your organisation?
- 3 activities most exciting/interesting/extraordinary in engaging young people

SO 6

Statements used

1. A good citizen votes in elections.
2. Only who pays taxes should be entitled to vote.
3. You are a better citizen if you do not get your citizenship automatically.
4. Citizenship should be limited to one.
5. A citizen has to obey the law.
6. Citizenship reflects culture.
7. National citizenship will be replaced by European Citizenship.

Exploring the dimensions of citizenship

1. Team presents the conceptual framework of citizenship and 4 dimensions (political/social/economic/cultural). The metaphor of the chair can be used.
2. The participants are asked to reflect first individually and then in small groups on the following:
-To which extent are these 4 dimensions developed in your society/country?
- Draw you own citizenship chair.
3. In small groups the participants share their experiences from their countries and come up with one common "chair" to illustrate the level of development of the 4 dimensions of citizenship in Europe.

SO7

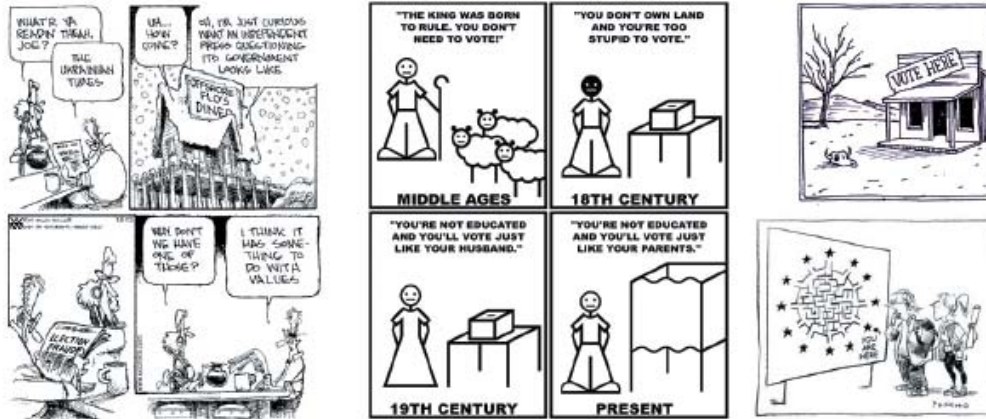
Exercise on the European Passport - instructions

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European Citizenship

A broad, complex and contested concept ...

Eurekal Europe? Training Module on European Citizenship. Input by Andreas Karsten.



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European Citizenship

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Introduction

Different understandings of the term throughout Europe



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European Citizenship

A broad, complex and contested concept ...

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Ancient times

Greeks and Romans > free resident men > civitas - win or loose > disconnected from democracy / human rights > Plato: Democracy is the best form of civil society > Aristotle: Citizens want more than just survive. The whole is greater than the sum of its parts > Agora

Medieval times

Citizenship disappears... > and returns > 16 century > Renaissance > Venice. Live and pay taxes for 15 years ...

Enlightenment

18 century movement > rationality, control > Voltaire > Hume > Smith > JJR > all citizens should contribute to political decisions > French revolution > Declaration of the rights of **man** and citizen > American constitution > European constitution > JFK: Political action is the highest responsibility of a citizen

Liberalism

Liberty of individuals > liberty of collective society > connection of liberty and freedom with collective responsibility and equality of people > citizens are not born, they are made

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**Citizenship has not always
been a notion connected with
democratic values**

European Citizenship

A broad, complex and contested concept ...

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Taxes and voting

USA: 1870 - 15th Amendment declares poll taxes to be discriminatory and unconstitutional.

Grandfather clause: Any adult male whose father or grandfather had voted...

1964 - 24th Amendment outlawed the use of any tax as a pre-condition for voting in elections

Immigration and taxes

Canada: 1885 - Chinese Immigration Act. Head tax of \$50.

1900 - increase to \$100, and to \$500 in 1903.

2006 - tax still exists.

Immigration and citizenship

Germany: 2005 - Immigration Control Act. Non-EU non-asylum-seeking immigrants need a job offer.

UK: 2005 - 5 years of legal residence before AND 5 years of citizenship without jail - probation...

Life in the UK Test based on book "A Journey to Citizenship"

Estonia: 2006 - Russian minority 26% of the population - 2/3 with undefined citizenship or alien status.

Citizenship and nationality

Jus soli (right of soil) vs jus sanguinis (right of blood). Homo Sacer. Stateless people vs multiple citizenship.

European Convention on Nationality. Ratified by 14 (!) member states.

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**Citizenship today is inseparably
connected with democratic values
- but does reality live up to it?**

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European Citizenship

A broad, complex and contested concept ...

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>> Citizenship - a broad, complex and contested term

many publications, conferences, articles, books, researches - and many different understandings

>> Citizenship - a legal status by the state ?

You get a passport, you can vote, you are entitled to the protection by the state

Straightforward relation between citizen and state - rights and responsibilities

>> Contemporary citizenship - multidimensional

Feelings, morality, multiple senses of belonging, identity

Citizen - state > citizen - community > citizen - citizen

Voluntary engagement in community > civil society

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„Citizenship is the practice of a moral code – a code that has concern for the interest of others – grounded in personal self-development and voluntary co-operation rather than the repressive compulsive power of the state intervention.“

(Hayek, 1907)

„Citizenship is a status bestowed on all those who are full members of a community. All who possesses the status are equal with respect to the rights and duties which the status is endowed. There are not universal principles that determine what those rights and duties shall be, but societies in which citizenship is a developing institution create an image of ideal citizenship ... Citizenship requires a direct sense of community membership based on loyalty to a civilisation which is a common possession. It is a loyalty of free men endowed with rights and protected by a common law.“

(Marshall, 1973)

„Citizenship is the peaceful struggle through a public sphere which is dialogical.“

(Habermas, 1994)

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European Citizenship

A broad, complex and contested concept ...

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„Citizenship is not just a certain status, defined by a set of rights and responsibilities. It is also an identity, an expression of one's membership in a political community.“

(Kymlicka and Norman, 1995)

“Citizenship is a complex and multidimensional concept. It consists of legal, cultural, social and political elements and provides citizens with defined rights and obligations, a sense of identity, and social bonds.“

(Ichtirov, 1998)

“Citizenship is the active membership and participation of individuals in society who are entitled to rights and responsibilities and who have the capacity to influence politics. Therefore citizenship has to be more than a political and juridical status; it also is a social role.“

(Cesar Birzea In June 2002 at the 2nd Pilot Course on European Citizenship)

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European Citizenship

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Eurekal Europe? Training Module on European Citizenship. Input by Andreas Karsch.

>> Common elements

Question of belonging to a community (shared values, identical rights & obligations, sense of identity)

Geographically: local community - place in which one lives > nation state - country to which one belongs

Citizens have equal rights & responsibilities to be exercised in public and democratic spaces respecting others

>> Differences

Democratic citizenship > active citizenship >

European citizenship > territory **vs** values and rights

>> Deficits

Failure to describe the complexity of modern multidimensional citizenship

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European Citizenship

A broad, complex and contested concept ...

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>> Recap

Discussions we have had about aspects of European Citizenship (Citizen, Europe, Citizenship, European Citizenship)

Framework of discourse throughout Europe: Diversity of terminology, language, history, understanding, interpretation

Historical contextualisation: Ancient and medieval times, Enlightenment, Liberalism. Citizenship and democratic values.

Present citizenship practice: Immigration. Inseparable connection of citizenship and human rights in ambiguous realities.

Contemporary, multidimensional citizenship: Definitions by Hayek, Marshall, Habermas, Kymlicka, Ichilov and Birzea.

Common elements / Differences => Citizenship remains a complex, contested term and a concept under construction.

>> Where to from here?

Citizenship as a dynamic, complex and integral concept. Elements of complexity and their connections. Framework.

Coming back to institutions and politics: How do institutions understand the concept? How does action reflect that?

Looking at the bigger picture: Global, socio-political and/or institutional developments with an impact on citizenship.

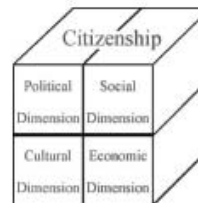
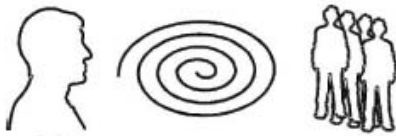
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>> Citizenship as a dynamic, complex and integral concept

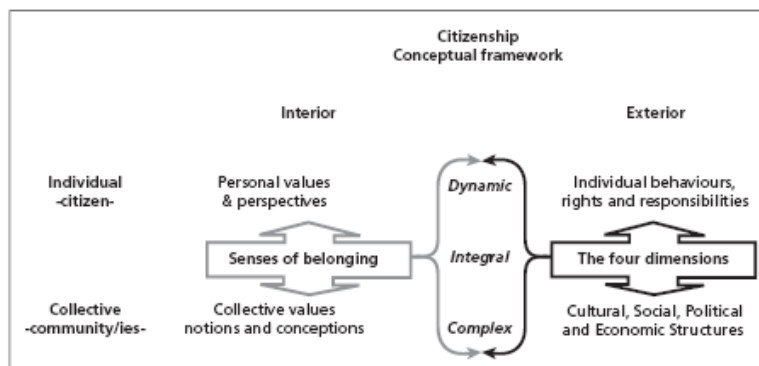


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>> T-Kit 7 "Under construction" >> www.training-youth.net

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European Citizenship

A broad, complex and contested concept ...

Eurekal Europe? Training Module on European Citizenship. Input by Andreas Karsten.

>> European Union - Politics

A subjective and incomplete selection of some key political moments and documents:

1973 Heads of State Summit officially envisage the building of a European identity as an aim of the Union
 1984 European Council coins the phrase 'People's Europe' (Euro-Lottery, Euro-Stamps, Euro-Flag, Euro-Citizenship)
 1992 Treaty of Maastricht introduces the concept of European Citizenship as a legal practice for the first time
 1998 Treaty of Amsterdam: Schengen agreement was introduced, European Parliament was strengthened
 2004 Heads of State Summit sign the European Constitution
 2005 French and Dutch citizens reject the constitution, EU enters into a 'period of reflection'

in relation to youth

2002 Commission White Paper 'A new impetus for European Youth': develop active citizenship
 2005 European Youth Pact, youth policy development subject to the open method of co-ordination
 2006 After long negotiations, finally the new generation of youth and citizenship programmes is adopted

>> European Union - Programmes

EU Programme "Citizens for Europe"	2007 - 2013	235 Million Euro	460 Million Citizens	0.51 € per citizen
EU Programme "Youth in Action"	2007 - 2013	915 Million Euro	70 Million Youth	13.00 € per citizen

For polemic comparison: the average dairy cow in the EU receives 700 € - every year.

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European Citizenship

A broad, complex and contested concept ...

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>> Council of Europe - Politics

A subjective and incomplete selection of some key political moments and documents:

1964 Resolution (64) 11 on civics and European education

1975 European Youth Center Strasbourg opens, co-managed by young people

2002 Recommendation Rec 12 on education for democratic citizenship

2003 Recommendation Rec 8 on the promotion and recognition of non-formal education/learning of young people

2003 Congress adopts the charter for participation of young people in local and regional life

2005 Year of Education for democratic citizenship

2006 European Youth Campaign for Diversity, Human Rights and Participation "All different - All equal"

>> Council of Europe - Programmes

Youth Directorate	Study Sessions Training Programme	15-20 sessions each year 40-50 courses each year
European Youth Foundation	Support to projects and organisations	3 Million Euro per year

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European Citizenship

A broad, complex and contested concept ...

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>> European Union

EU citizenship is clearly and strictly conditioned: Citizen of a member state = citizen of the EU

Still lots of politicians talk about European citizenship, simply and merely meaning the legal citizenship of the EU

Overconfident and self-centred. Only at convenience is it understood beyond these limits (learn to live democracy)

>> Council of Europe

European Citizenship as a value-based concept. Human Rights, Democracy, Rule of Law.

Convention of Human Rights protects any human being in the geographical area covered by the convention

>> Youth sector: We have made Europe, but how do we make Europeans?

EU: Individual intercultural experiences, voluntary service, direct dialogue with young people

COE: Intercultural group experiences, intercultural learning in protected environments, multipliers

PARTNERSHIP: Trying to bring the two approaches together and create something new

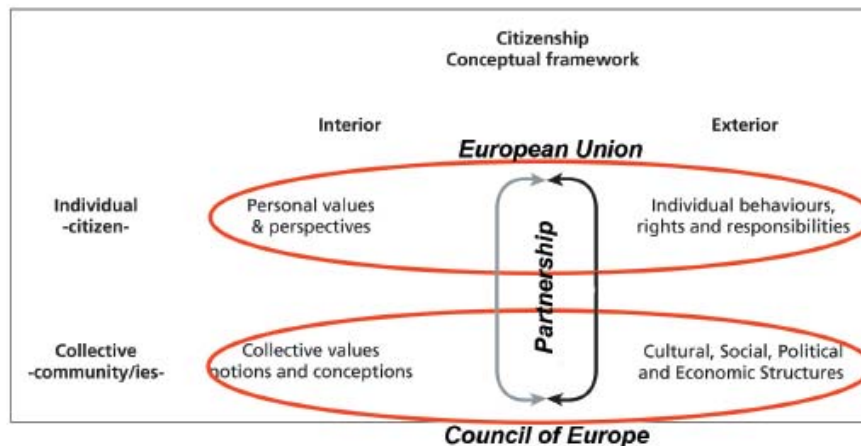
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European Citizenship

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>> Mapping the framework with the institutional approaches



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European Citizenship

A broad, complex and contested concept ...

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>> Why is European Citizenship liked so much these days? ... Is it liked that much?!

Current research shows that

- >> the identities of citizens of all European countries (whether EU or COE or beyond) are detaching from nation states. Reasons range from dissatisfaction with political leadership through development of additional entities (community, EU, COE, UN) to globalisation
- >> citizens of the EU want European Citizenship to be strengthened, because they miss a vision to adhere to at this moment in time. Economic integration and legal relations are not enough any longer.
- >> 32 % of EU citizens believe that the best way to strengthen European Citizenship is through strengthening the European social welfare system.
- >> 21 % of EU citizens believe that being able to vote in all elections of the state in which one lives, would strengthen European Citizenship.

>> What do you think / know?

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European Citizenship

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>> What is the best way to strengthen European Citizenship?

Special Eurobarometer 251 "The Future of Europe"

Which two of the following would strengthen your feeling about being a European Citizen?

<i>all numbers in percent</i>	<i>EU25 All</i>	<i>EU25 15-24 yrs</i>	<i>Module EU25</i>	<i>Module Non-EU</i>
being able to vote in all elections in the state where you live	21	28	20	14
a European social welfare system	32	34	27	00
a President directly elected by the citizens	18	19	20	00
a European income tax replacing the national one	11	12	07	00
a European constitution	27	27	07	43
a European Olympic team	05	07	07	00
none of these	12	09	00	00
other	01	01	---	---
- being able to move freely around Europe	---	---	53	71
- right to work without any restrictions	---	---	53	43
- security and peace	---	---	07	29
- tolerance	---	---	07	00

The complete public opinion analysis is available at: http://ec.europa.eu/public_opinion/futur_en.htm

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European Citizenship

A broad, complex and contested concept ...

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>> Looking at the bigger picture:

Socio-political developments

>> 9/11, security debate, biometric passports, Irak, Afghanistan, EU constitution blowup, Turkey, Russia, ...

>> What else?

Institutional developments

>> White Paper follow-up, Debates around constitution, Youth Pact, Youth in Action, Participation resolution, ...

>> COMPASS, HRE Programme, European Year, Green Book, Charter, ...

>> Partnership EU-COE enlarging and blossoming more than ever, ...

>> What else?

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European Citizenship

A broad, complex and contested concept ...

Europe/ Europe? Training Module on European Citizenship. Input by Andreas Karsch

>> 3 years later

Socio-political developments

>> Security debate, Irak, Afghanistan, EU constitution blowup

Institutional developments

>> White Paper follow-up, Debates and ... Partnership

>> European Year, Green Book

Training experiences

>> Pilot courses, T-Kit 7 Seminar

Personal experiences

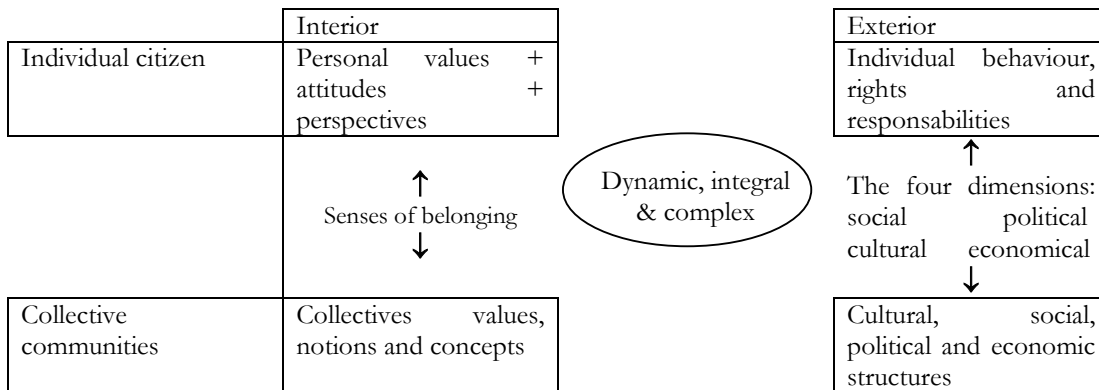
>> applicability in youth work and youth training

Which questions do you see
in a different light now?

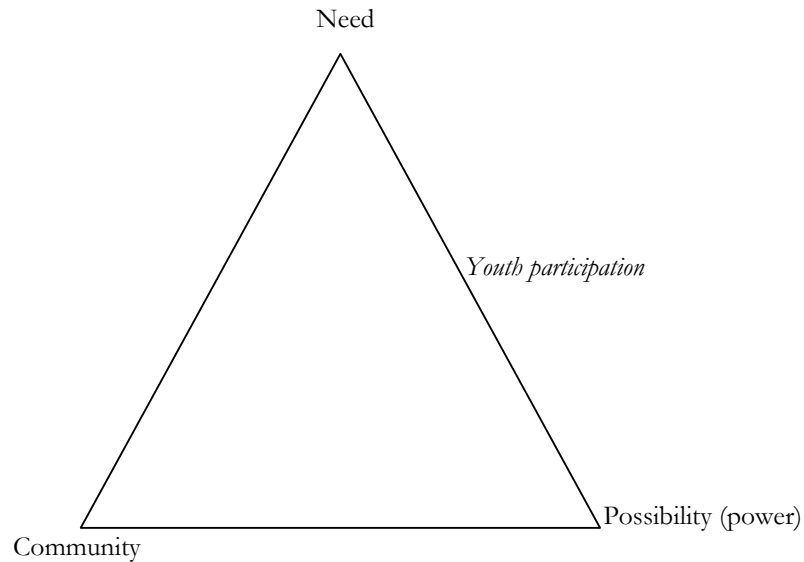
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SO8

Flipchart presentations



Triangle of participation: Necessary elements of youth participation.
(Taken from the Research Seminar on Youth Participation, May 2006. EYCB, Strasbourg)



Which two of the following would strengthen your feeling of being a European Citizen?
Participants' choices.

	EU	COE + BLR
Being able to vote in all elections where you live	Xxx – 26 %	x
European social welfare system	Xxxx – 34 %	
European income tax instead of national income tax	X 12 %	
European constitution	X 27 %	Xxx
President of the European Union/Council of Europe elected directly	Xxx 19 %	
European Olympic team	X 7 %	
Other, such as:	1 %	
<ul style="list-style-type: none"> • Being able to move freely around Europe • Right to work without any restrictions • Security and peace • Tolerance 	<ul style="list-style-type: none"> • XXXXXXXX • XXXXXXXX • X • X 	<ul style="list-style-type: none"> • XXXXX • Xxx • Xx
None	9 %	

Simulation Game Eurikus

Some Facts about Eurikus

Welcome to the country Eurikus. Our country gained independency 100 years ago. The country total territory is 840,600 sq. km. The capital of Eurikus is Civiturg. The overall population of Eurikus is 170 Million. Eurikus is divided into 70 regions. Eurikus borders with Sutikus in the north, Norikus in the south, Wetikus in the east and Eatikus in the west. The national Language is Euriko.

Eurikus is a highly developed country, which, however, faces several challenges at the moment, namely immigration from the neighbouring countries Norikus and Wetikus; high level of unemployment; integration problem of a big minority group - Extrikus. Members of Extrikus minority have their own language Extriko and strong cultural traditions.

The other problem Eurikus is concerned with at the moment is a low level of participation of the citizens, especially young people, in the political life of the country.

Civil society is strong in Eurikus, and youth work and policy is an important element of policy-making and implementation.

This day brings together representatives of the government, parliament, non-governmental organizations and youth workers to define and agree upon their roles and expectations towards each other in an ideal democratic society.



Role descriptions and instructions

Governmental representatives

You are a representative of the local government of the southern region of Eurikus, where most of the members of the Extrikus minority group live.

You are the Minister of Youth and Sport of Eurikus. Your Ministry is in charge of ensuring an active participation of young citizens. But the financial resources are very limited.

You are a representative of the National Agency of Eurikus dealing with youth programmes. The Agency supports youth initiatives and promotes cooperation between young people of Eurikus and neighboring countries.

You are a representative of the Ministry of social affairs and culture. Your Ministry is in charge of preserving and promoting the cultural identity of Eurikus. There is no political will to support Extrikus minority group whose growing cultural weight within Eurikus is seen as a threat.

You are a representative of the Ministry of internal affairs of Eurikus. You will be in charge of implementing the new law (if adopted by the parliament) which will make the process of getting citizenship of Eurikus much more difficult.

Parliamentarian representatives

You are an elected member of the parliament. You represent the political party which is in power at the moment in Eurikus.

You are an elected member of the parliament. You represent the main opposition party in Eurikus. You are seriously concerned about the low level of participation of young citizens in political life of the country.

You are an elected member of the parliament. You chair the Parliamentary Committee on social inclusion and immigration. You are preparing a new law which will make the process of getting citizenship of Eurikus much more difficult.

You are a representative of the parliament minority fraction "Minority of Eurikus". You are closely cooperating with the oppositional party. You are concerned with the complexity of obtaining Eurikus citizenship.

Non-governmental organizations representatives

You are a representative of a large Human rights NGO of Eurikus. Your NGO is unsatisfied with the level of human rights protection in the country. You are concerned with the future law which will make the process of getting citizenship of Eurikus much more difficult.

You are a representative of a Network of the NGOs working with minorities and socially excluded people of Eurikus. You have serious difficulties in cooperating with Eurikus government.

You are a representative of the women lobby NGO. You think that the Eurikus government does not give enough importance to women within political life.

You are a representative of an umbrella organisation of youth NGOs co-operating closely with both government and parliament. You have quite a positive experience of the cooperation with them.

You are a representative of a youth political organization – a youth branch of the leading political party at the moment in Eurikus.

Youth workers

You are a youth worker working at local level with immigrants from Norikus and Wetikus. You help them to get prepared for the “citizenship exam” which they have to pass in order to get citizenship of Eurikus.

You are a youth worker working with unemployed young people, providing them with training and consultancy.

You are a youth worker who works with the Extrikus minority group, trying to keep their culture/language/traditions alive. You organize different cultural activities to promote the culture of Extrikus in Eurikus. The Ministry of social affairs and culture does not support your activities.

You are a representative of the trade union of youth workers. You think that the Eurikus government is not active enough in fighting youth unemployment. You have recently organized a big anti-governmental demonstration of youth workers which led to violent incidents with the police.

Observers

You are an observer. While your role during the exercise is not as outspoken as the others, it is equally important. You observe the group of the government representatives.

You are an observer. While your role during the exercise is not as outspoken as the others, it is equally important. You observe the group of the parliament representatives.

You are an observer. While your role during the exercise is not as outspoken as the others, it is equally important. You observe the group of NGOs.

You are an observer. While your role during the exercise is not as outspoken as the others, it is equally important. You observe the group of youth workers.

Here are some notes for observers.

Feel free to observe and analyse other elements that you may consider important and relevant! Remember to resist the temptation to speak during the sessions!

- Was it hard to think of the functions that the Government, NGOs, Parliament and Youth Workers play in a democratic society?
- Did all group members participate equally in the discussions?
- Was the opinion of all group members equally respected during the discussions?
- What was the communication style during the group discussions and negotiations?

- Were there any disagreements within the groups about which demands should be accepted or rejected?

Rules of play in the democracy of Eurikus

1. The aim of the exercise is for each actor of Eurikus' democratic society to get their demands accepted by the other actors.
2. The negotiations are made between pairs of groups of actors in three rounds as follows:
 - Round 1: Government and Parliament negotiate, and NGOs and youth workers negotiate.
 - Round 2: Government and NGOs negotiate, and Parliament and youth workers negotiate.
 - Round 3: Government and youth workers negotiate, and Parliament and NGOs negotiate.
3. The group-pairs decide themselves who is to start and they take it in turns to make demands of each other.
4. When making a demand, people should state the demand clearly and concisely. They should also explain what it involves and why they are making this particular demand, that is, why it is important to enable them to fulfil their own functions.
5. When deciding whether or not to accept a demand, people should decide whether what is being asked is fair, and whether they would be able to carry it out.
6. If the second group accepts the demand, one string is established between the two groups to represent the link that has been established between the two groups. The A4 sheet of paper with the accepted demand is attached to the string. The text of the demand can be modified by two negotiating groups if needed.
7. Repeat the process, until all demands have been discussed.
8. Repeat the process in each round until there are connections between all four actors.

Agenda for the groups

Step 1 – 20min

Introduction of background and setting

Step 2 – 10 min

Getting into roles

Step 3 – 30 min

Defining your own role. (in your “institutional” groups)

Government/Parliament
NGOs/Youth workers/
Observers

Part 1:

Spend 15 minutes brainstorming the role that your group should and could play in a democratic society. What are the main functions your group can perform?

Part 2:

Spend 5 minutes to priorities the five most important functions of your group should perform in the ideal democratic society. Use a flipchart and markers.

Part 3:

You have 10 minutes time to agree on the decision-making process within your group (Parliament/NGOs/ government/youth workers) and your communication strategy when negotiating with other actors of the society.

Step 4 – 30 min

Introducing your roles to the others in plenary.

Short presentations of the 5 prioritized functions of your group and who performs them.

Step 5 – 15 min

Coffee break

Step 6 – 45 min

Defining your expectations towards the other actors/groups (in your “institutional groups”).

Part A:

Spend 30 minutes to brainstorm what you require from each of the other actors in order to carry out your own functions. What demands do you have towards each of the other actors/groups? List these demands under separate headings for each actor.

Part B:

Spend 15 minutes to prioritise your 5 most important demands towards each actor (you should come up with 15 demands in total). Use A4 paper and markers. Please put each demand on a separate sheet!

Step 7 – 45 min

Negotiations

Step 8 - 90 min

Adapting the Youth Programme

Youth programme "Eurikus for Citizenship"

A national research has been recently published in Eurikus which identified several challenges that young citizens of Eurikus face.

In order to address the issues identified by the research, the government of the country is developing a new Youth programme "Eurikus for Citizenship".

The proposed budget for the Programme is 950 million of Eurikessi (national currency of Eurikus).

The following Actions of the Programme are proposed to address the problems that Eurikus faces at the moment:

1. Action A "Inclusion" (inclusion of immigrants into the Eurikian society).
2. Action B "Employment"
3. Action C "Diversity" (promoting the involvement of the Extrikus minority into social and political life of the country).
4. Action D "Cultural Heritage" (supporting the cultural heritage, national identity and language of Extrikus minority).
5. Action E "Citizens and Politics" (raising the level of participation of Eurikus young citizens in political life).
6. Action F "Civil Society" (support for civil society of Eurikus).
7. Action G "Infrastructure" (developing infrastructures/facilities for youth work in Eurikus).
8. Action H "Research and Networking for Eurikus".
9. Action I "Support Measure" (Training and development of Innovative projects).

The budget for the Programme "Eurikus for Citizenship" is quite limited, therefore the National Consultation is organised in order to decide which Actions of the Programme should be supported. You have to decide at least 6 Actions that can be supported by the budget allocated by the government according to the priorities that you identified. The decision should be taken today by the representatives of the government, parliament, NGOs and youth workers of Eurikus together.

The Press Conference will take place at 11.00 in Civiturg (the capital of Eurikus) when the final decision will be publically announced.

Task:

You have 15 minutes to decide all together how the decision will be made.

You have time until 11.00 to decide of the Actions of the new Programme. The decision is to be presented at the Press Conference.

Step 9 - 30 min

Press Conference

Step 10 - 90 min

Derolling and debriefing

Derolling:

Now good bye Eurokus

Hapy welcome on Earth

Happy welcome dear Earthlings

Happy welcome on Earth!

On the melody of „Happy Birthday!“

Debriefing:

One round of one sound about how you are /feel.

...

How will this debriefing go?
How have you chosen the roles?
Rules for debriefing
50.50 observers groups
Differentiate roles from people
No personal accusations
Mic: speak only if you hold it
Be brief and concise
Answer the question – step by step

...

Was it difficult to define expectations from the other parts/actors involved? – descriptive
Negotiations: easier/most difficult
Programme: satisfied or not?

...

If time allows: standing pictures about relations in the group to be changed by observers.
If time is too short:

To observers
3-5 main insights, conclusions, learning points
⇒ comparing: agreed expectations – programme
Negotiations – real life – framework
To all: 1 statement of comment

...

Just one word – final round.

SO 11

Work on project proposals - leading questions:

1. How would you do it?
2. What would be its impact on the local community, on the group of young people, etc.
3. Is it realistic?
4. Is there a real need for it?
5. Would it be real power sharing?

SO 12

Recap TV Show

The European 4th Floor TV Channel is planning a special day on Eureka! Europa?

Your group task is to prepare (in max. 20 minutes) a TV News Special so show to the citizens the part of the programme reported below (lasting max. 3 minutes).

Other groups:

- a short Love Movie/soap opera
- a sketch
- a documentary
- action movie
- a cartoon to show the children.

Interactive Evaluation “The crowded chair”

4 chairs set in a row, each with a number on it, from 1 to 4, indicating a grade of assessment: “1” very low, “4” very high satisfaction. All the group of participants listen to one of the elements to be evaluated, standing behind a line. After the point has been read by a team member, they are expected to run and sit on the chair expressing the mark they prefer to the issue concerned (more people are allowed to sit on one chair). After evaluating each issue they have to go back further the line.

Issues listed for the group:

1) *The accommodation (rooms, sauna, etc)*

Most people were satisfied, one person was on the extreme side, and one in the middle.

Problem: the pillow.

2) *Time Management*

1/3 of the participants on the extreme sides. 1/3 in the middle: someone said - “It is about time-management from participants side.”

3) *The dinner in town*

Most of the people reported it well, two in the middle, and two complained about the boat, about the food and kindness of the crew, waiters. Reaction of a participant: “Come on it is just a boat, not Hilton.”

4) *The European Citizenship*

1/3 of the participants were satisfied, 5-5 in the middle and one person expressed low level of satisfaction.

Comment: “As for the title I expected more on institutions and politics. Change the title!”

5) *The Eurikous Simulation*

More than half of the people evaluated it well. The ones who gave lower marks, said that it was “Great but not that adequate to the title of the course.” and that “It took too much time.”

6) *The nights*

7) *The group of participants*

8) *The weather*

The nights and the group of participants were evaluated well by most of the people, just as the weather was

evaluated by most of them negatively. ☹

9) *The training team*

2 participants stayed in the middle, the rest of the participants evaluated the work of the team well. “All committed, very professional, warmhearted.”

10) *The programme pace*

It was reported mostly positive, saying that it was perfectly linked, there was time for everything. Participants giving lower marks expressed their concern about their – not fulfilled - expectation towards a stronger focus on institutions and politics.

11) *The course in general*

Just as above, it was mostly positive, and the 2-3 people staying at the negative side gave the same explanation. “It did not reach the expectations about the knowledge. Too much European Citizenship instead of institutions and politics.”

Other comments: “Very useful methods to use again.” “I did not reach my expectation, received some knowledge and skills though.” “Simulation was great to put all strings together.” “I reached my goal, mission accomplished.”