TRAINING MODULES ON EUROPEAN CITIZENSHIP 2004-2005

Documentation

MODULE-3

THE ROLE OF YOUTH WORK IN PARTICIPATION

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Introduction

Background to the interest of the two institutions in the theme of "European Citizenship"

One of the aims of the Council of Europe and of the European Union in the youth sector is the promotion of European Citizenship and of international co-operation between young people, youth workers/leaders and youth work structures in Europe. This aim is primarily pursued through the programmes of the Directorate of Youth and Sport of the Council of Europe and the YOUTH Programme (2000 to 2006) of the European Union. These programmes support the development and implementation of European youth projects: youth meetings and exchanges, trans-national voluntary service projects, youth initiative projects, study sessions and training for youth workers/leaders, networking and co-operation between youth work structures in Europe, youth information projects, the development of publications, etc. They involve all actors in the field of youth work and are based on a non-formal education approach.

The **Partnership Programme on European Youth Worker Training** (the Partnership) is a joint initiative of the Council of Europe and the European Commission. The two institutions decided to take common action in this field several years ago, and have since renewed their cooperation. The aim of the Agreement is:

> *"to promote active European citizenship and civil society by giving impetus to the training of youth leaders and youth workers working within a European dimension."*

The cooperation between the two institutions covers a wide spectrum of activities and publications, as well as developing tools for further networking. Three main components govern the partnership: a training offer, publications (both paper and electronic versions of training materials and magazine) and networking tools (trainers' pool and exchange possibilities). The ultimate goal is to raise standards in youth worker training at a European level and define quality criteria for such training.

Europe has an increasingly direct influence on the lives of young people. Whether we consider the domain of the European Union member states or the wider circle of member states of the Council of Europe, the influence and impact of "Europe" on young people is undeniable. Youth policies and programmes are an important part of this development. European citizenship implies a set of entitlements and obligations applying to all citizens of Europe. However, the experience of European citizenship by young people goes much beyond formal aspects. It also involves the question of access to rights concerning mobility, education and the labor market, as well as the question of the motivation of young people to actively get involved in the European dimension of their lives. Awareness is only the first step to enter a process. Youth workers are irreplaceable mediators in this process. Taking on this role implies, however, that youth workers themselves participate in the definition of the contents and practices of European citizenship.

Evaluation of youth programmes and projects within and beyond the Partnership Programme between the European Commission and the Council of Europe has shown that many youth workers and other partners working with European youth activities feel unprepared and

insufficiently equipped (in terms of methodologies, information resources and practical examples) to face this task.

The Partnership held several pilot training courses on European Citizenship between 2001 and 2003. Based on the need for a higher number of training activities and a wider outreach in this field, the Council of Europe and the European Commission have embarked on developing short-term European Citizenship training modules. These modules have been jointly developed by representatives of the Council of Europe and the National Agencies and SALTO Centres of the YOUTH programme as well as trainers.

The Training Partnership will hold the first 3 training modules between December 2004 and February 2005. Each of these will be hosted by the European Youth Centre of the Council of Europe in Strasbourg. They will actively involve staff and trainers of the Council of Europe, the National Agencies-SALTO network, the European Youth Forum as well as some former participants of European Citizenship courses.

Each training module focuses on one important aspect of the concept and practice of European Citizenship. There will be common elements that all of the modules address, and there will be a specific focus for each of them.

Concept of the Training Modules

General Aim & Objectives
The learning objective for any training course on European citizenship was be to develop a sense of space and place in contemporary Europe, the skills required to be active agents for change and development, and the knowledge required to make informed choices within this context.

Aim of the training modules
The aim of the training modules was to support 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.

Objectives of the training modules
- To provide participants with knowledge and information about the historical role and present function of European institutions and the concepts and formal meanings and expressions of European citizenship.

- To enable participants to reflect about European citizenship and European identity and key values and concepts associated with it, such as human rights, democracy and respect for cultural diversity.

- To develop participants' knowledge and motivation to critically understand the European youth programmes and their potential to support the awareness of European citizenship among young people, through youth work.

Training Module 3

Three training modules were offered between December 2004 and February 2005. Each course includes a few common elements, like a non-formal and intercultural educational approach and basic information on European programmes and funding mechanisms for youth. Modules will gather thirty participants for five training days. Five trainers carry out each module with the support of resource persons. All modules were offered in the English language. Module 3 was the last one of those first three modules offered by Partnership Programme. Before there were other 2 modules implemented:

1. MODULE-1 CITIZENSHIP IN EUROPE
date: 6-12 December 2004, venue: European Youth Centre Strasbourg

2. MODULE-2 EUROPE: CONCEPTS & VISIONS
date: 24-30 January 2005, venue: European Youth Centre Strasbourg

Specific Objectives

- To develop a common understanding of effective youth participation;
- To enable participants to reflect upon the different realities of democracy and civil society;
- To explore the role of youth work and youth organisations in various aspects of participation;
- To raise awareness of possible ways of youth participation in decision-making processes;
- To equip participants to be able to promote participation and active citizenship with young people;
- To enable participants to use non-formal education as a means of empowering young people for European citizenship;
- To develop social and interpersonal skills related to participation.

Course Contents

- Youth participation, citizenship and democracy
- Democracy, civil society and European Citizenship
- Empowerment of youth & developing forms of participation
- Political participation
- Youth participation in decision-making processes & youth influence in politics
- Youth work and citizenship in Europe
- Values in youth work & non-formal education
- Lifestyles, cultures and life-management of young people today
- Why youth work? – socialisation and education of young people
- Volunteering
- The role of youth work and of the youth worker
- The European dimension in youth work
- Questions of 'citizenship' and questions of 'youth'

▪ Achievements of youth work

Methodology

The training modules were based on the principles and practice of non-formal education in youth worker and youth leader training, as they have been developed and implemented at the European Youth Centres as well as in other training contexts. Therefore, the modules were:
- based on the intrinsic motivation of the learner;
- generally not imply the control of individual learning achievement;
- learner-centred and based on the experiences of participants;
- based on a personal responsibility for learning, supported by a strong group dimension and a collective approach;
- enabling participants to apply and transfer what they learned to their youth work practice;
- taking into account the needs and motivations of participants and be open to regular feed-back and evaluations;
- documented to gain a maximum multiplying effect.

Participants' profile

The module was intended to be an opportunity for further training complementary to experiences and previous training for youth workers and youth leaders who :

- have experience of at least 2 years in youth work (as volunteers or professionals);
- have organised or co-organised at least 1 international youth project;
- have experience in developing and managing a project with and for young people;
- are directly involved in youth activities with young people;
- are supported by their organisation in the application and in their work to integrate European Citizenship into youth work;
- are committed to work directly with young people on issues related to European citizenship;
- are motivated to undergo training and able to attend the course for its full duration;
- are able to work in English;
- have a general knowledge and understanding of youth work realities in their countries;
- are resident in a member state of the Council of Europe or in another country signatory to the European Cultural convention.

Priority was given to those applicants who, by their previous experiences, were able to contribute to the reflections and discussion on the programme contents, and/or plan to integrate European Citizenship into youth work following their participation in the training module.

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The session outline

The next part is the reflection of programme elements – sessions which were implemented during the module. These sessions were developed according to the specific objectives of the course and according to the needs and expectations expressed by participants. You will find bellow the explanation about the structure of every session which will be described here.

Time and date of the session	
Title	The name or title given by the trainers team to the module or session
Background	Why this session outline is necessary, the context in which it is dealt with (number and profile of participants, what happened before and what comes after…); elements to be taken into account (group development stage, atmosphere in the group), relation to the needs of the target group or sub-groups…
Aim(s)	The general purpose of the session
Objectives	The concrete objectives or goals that the session seeks to achieve. They also address the learning or educational objectives according to: Knowledge, Skills, and Attitudes
Competences addressed	The main competences, which be exercised during the given session
Methodology and methods	The methodology also includes also the approach to make sure that the objectives mentioned above are made achievable.
Programme	Timetable of the actual programme implemented
Outcomes	What was actually achieved through the session? This paragraph includes issues that came up or were raised by participants in the plenary or groups.
Evaluation	This paragraph contains the feedback both from the session (whenever there was feedback) and from other evaluation and feedback expressed by participants. These feedback notes focus on the format of the session and its sustainability – not on all possible aspects that participants may give feedback upon.
Notes for further use	This part is a kind of conclusion from those in charge (or the team) of the module. It addresses some guidance notes, things to be aware of and some extra information useful to anyone who would like to use this session outline
Background documents, handouts and further reading	Supportive material used during the session, distributed to participants or documents worked out by participants. This is also reference to documents participants might wish to read in order to extend their learning process.

Final programme of the Module 3

Monday February 21	Tuesday February 22	Wednesday February 23	Thursday February 24	Friday February 25	Saturday February 26
Arrival of participants	Framework of the module

Aims, objectives methodology

Programme

Getting to know each other- icebreaking, group agreement

Expectations

Presentations about CoE, EU, Partnership | Quotes

Citizenship and Participation - Where do I stand?

Participation in Youth Work – "Café de Participaté" | Non-formal education

FEJ policy on recognition of non-formal education

Chatroom | Theory about Citizenship

Citizenship in practice/youth work

Role and future of youth organisations | Action plan development

Consultations

Free space for sharing videos, etc… |
| | **LUNCH** | **LUNCH** | **LUNCH** | **LUNCH** | **LUNCH** |
| | Key words: Europe and Citizenship

Introduction of "website"; Intro to Participation

Challenges in youth work about participation | "Good" participation

Case studies about youth participation

Participation levels | Free afternoon | Theory about European Citizenship

How to put European Citizenship in practice? | Final Chatroom

Action mapping

Evaluation of the module |
	Chatroom			Chatroom	
DINNER					
Getting to know evening	Intercultural evening	Optional session on EU programme YOUTH	Pub tour in Strasbourg	Free evening	Fare well party

SESSION I - Welcome evening

Time and date of the session	February 21st, 21:00 – 23:30
Background	Most of participants arrived till dinner on Monday and trainers team decided to make welcome evening for participants in order to start getting to know each other process and socialisation of the group.
Aim(s)	To prepare group for effective learning process by decreasing boundaries among participants and creating comfortable environment for open communication within the group.
Objectives	- To welcome people to the training course; - To learn names of people in the group; - To create comfortable and cosy environment for socialisation of the group from the very beginning.
Methodology and methods	Two active methods were used for getting to know each other and "breaking the ice": "Human bingo- mission impossible!" and "Me too!"
Programme	21:00 Welcome! 21:10 Human bingo- mission impossible! 21:40 Me too! 22:00 Informal evening
Outcomes	Socialisation process started even from the evening of so called "day 0" and people felt more comfortable to start official programme of the course. People started to learn each other name and share personal things who are they, what they do and so on. It created warm and trustful atmosphere in the group.
Evaluation	We see this part as really needed both for the team of trainers and participants. Cosy and not too long welcome evening starts socialisation process in the group from the very beginning makes the group dynamic faster and it creates good conditions for further learning process during next days.
Notes for further use	It is important to feel the level of tiredness of the group during first evening and to keep the level of intensity of activities according to it. Cosy environment, music, snacks etc are also important for the first evening and keeps the group in one place to start communication among themselves
Handouts and further reading	Descriptions of used methods "Human Bingo – Mission Impossible" and "Me too" are in the Annex 1 "Methods"

SESSION II - Introduction to the course

Time and date of the session:

22nd February, 9:30 – 13:00

Background

The official first day of the course started with introductions about the course framework, aims, objectives, methodology, programme and other issues in order get participants familiar with the concept and plan of this course. Other part of the session was dedicated for getting to know each other more and just ice-breaking. The framework of the course was presented by Laszlo Foldi, Educational adviser of Partnership programme on Training. Other parts of the session were delivered by trainers.

Aim(s)	1. To get the group familiar with the concept of training module by revising framework, aims, objective, methodology and programme of the course.
	2. To raise the feeling of "shared ownership" of the course by making common group agreements and expressing expectations towards the course.
Objectives	To present the above mentioned aspects of the training course
	To create cheerful and relaxed atmosphere in the group
	To set common group agreements about being and working during the course
	To share the expectations and questions towards the programme of the course
Competences addressed	Knowledge about the concept of Training module on European Citizenship; Better understanding about the aims, objectives and programme of this course; Knowledge about differences between Council of Europe and European Union.
Methodology and methods	First part of the training was made using different ways of presentations. Ice-breaking parts consisted of few methods: "Old McDermott's Farm", "Do you speak my language??" and "Make the room a map of Europe".
	Expectations and question were made in the following sequence. Participants were asked individually (5-7min.) to think what their learning expectations are towards this course and what questions about the programme do they have. Then people joined to small groups of 4-5 and shared their expectations and question and later presented them to the rest of the group by placing post-it's with expectations and questions to the relevant element of the programme.
Programme	9:30 Presentation of the course framework, aims, objectives, methodology and

programme

10:30 Ice-breaking, getting to know each other

11:00 Break

11:30 Group agreement

12:00 Expectations and questions

12:30 Differences between CoE and EU

Outcomes	People became familiar with the concept of the training course. They made common agreements what helps to participate for the group and what are the obstacles for effective common work in order to avoid them during the entire course.
Background documents, handouts and further reading	Concept of Training modules and specifically Module 3 is at the beginning of documentation. Descriptions of used methods "Old McDermott's Farm", "Do you speak my language??" and "Make the room a map of Europe" are in the Annex 1 "Methods"

SESSION III - Keywords and challenges

|	
Time and date of the session	22nd February, 15:00 – 19:00
Background	The idea was to explore basic keywords, which will be used during the training course in order to be aware how diverse understanding can be in the group and also make "warm-up" before going deeper into European citizenship. Afterwards people had a break to prepare their "homepage" – a poster with information about organisation, projects and lots of other interesting info. These homepages were also tools of written communication among people in the group as every "homepage" had mailbox where people can put messages. All other information about the training module, questions, answers, links etc. were placed in "virtual" (with meaning that it is not real, but exist only during that training course on the wall) website. The session was finished by discussing challenges in youth work. It was as a basis – starting point from which group moved towards developing new ways how to explore topic of youth participation, citizenship and European citizenship in youth work.
Aim(s)	1. To personalise the topic – to make connections between person and the topic of the training course 2. To enable participants to reflect about European citizenship and European identity and key values and concepts associated with it 3. To raise awareness of different challenges in youth work dealing with youth

participation topic

3. To provide space for getting to know each other (and organisations too) and communication among people in the group.

Objectives	- To share participants' understandings and experiences of being a citizen
	- to be more aware about complexity of European citizenship by connecting different ideas and understandings using various symbols
	- to discuss challenges in youth work regarding youth participation
	- to prepare personal posters – "homepages" with information about organisations and it's activities in order to get to know each other better
Competences addressed	Awareness about various notions of European citizenship
	Ability to connect different ideas and words like "Europe" and "citizenship" with concept of European citizenship
	Knowledge about different youth work realities in countries across the Europe.
Programme	15:00 Intro to the topic – making a step forward
	Key words: Europe and Citizenship
	Connecting and linking different ideas, thoughts and understandings in context of European citizenship
	16:30 Preparation of "homepages"
	Disucssion "What participation means for me?"
	17:30 Work in groups "Challenges in youth work regarding youth participation"

Methodology and methods

The methodology was more participative than during the first part of the day as it was based mostly on various reflections about participants' personal understandings and local youth work realities.

The session started with warm-up method "Make a step forward" when participants had to make a step forward according to the statements which were announced about citizenship and participation. In this way people could see how different situations can be in the group and discuss later about opportunities and conditions for participation, about connections between participation and citizenship.
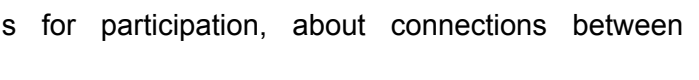
The next part was working with key words "Europe" and "citizenship". Participants were asked on the first day to do two exercises:

Exercise 1 (15 minutes):
They collected 15-20 key words being at first associated with 'citizenship' in pairs. (They wrote down words coming to their mind when hearing the word: 'citizenship' from the other person).

After the exercise trainers grouped their words by the core elements of active citizenship and gave feedback on the 'here and now' understanding of citizenship within the group when introducing the concept of European citizenship on the fourth training day.
(Note: Grouping the key words by trainers needs one hour as a minimum after the session)

Later these words and associations were used in presentation of European citizenship concept on Friday afternoon.

Exercise 2 (45 minutes):
Participants made a collage out of given objects in groups of 4-5 people. The collages, representing their understanding of Europe, were placed on tables with written explanation when needed. At the end of the exercise and during the break they visited other small groups and discussed the meanings of the chosen objects.
The input on European citizenship had references to these collages.

Objects given to each small group:
Glass of water, piece of string, apple or flower, euro, passport, mobile phone, bread, books in different languages, European Convention on Human Rights or the Constitution of the European Union, photos on youth, flipchart paper, coloured paper, marker pens, etc.
Pictures perfectly reflect that work and outcomes of it.
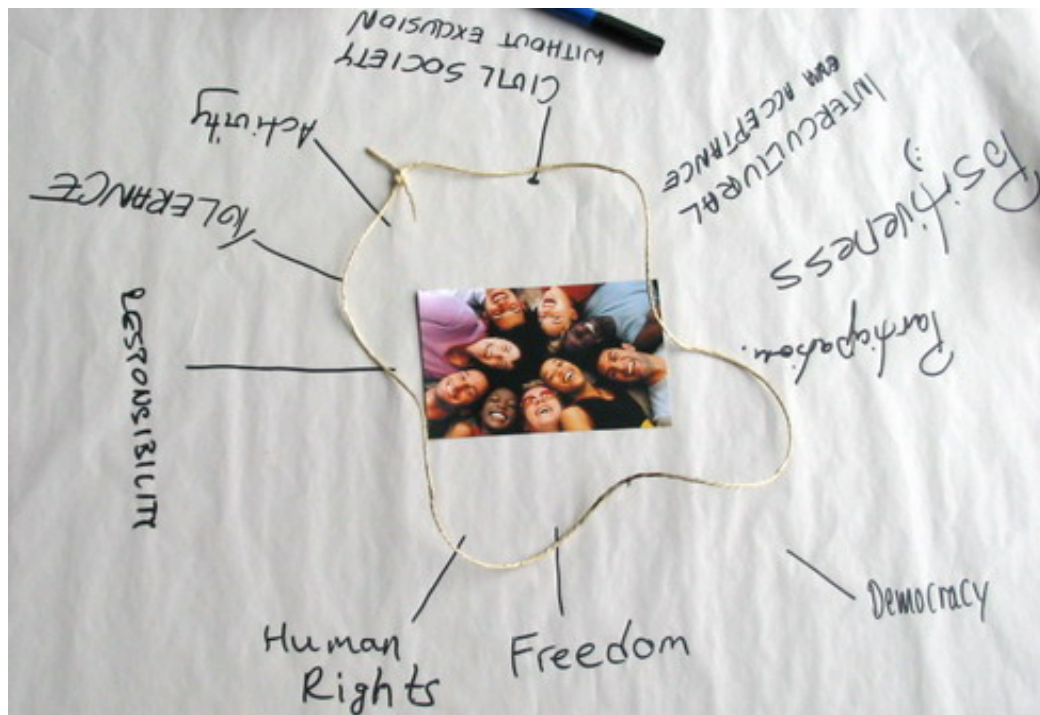
"Here and now" understanding of citizenship and Europe
Summary of the key words for citizenship and Europe being collected at the beginning of the training and comments on the meanings and messages of their collages

Participants followed very different concepts of citizenship and the Training Module 3 was the very first time for most of them to explore and discuss European citizenship.

Core elements and dimensions of citizenship by participants
(the order of the elements and dimensions below follows the number of participants who associated key words or symbols with the respective elements):

Citizenship is
1. Belonging to a community
    ➢ linked to a territory: country or state (symbols of this understanding: eg. identity card, passport, visa, place of birth, social welfare)
    ➢ linked to people (both 'nationality' and 'not nationality' were mentioned)

2. Active social role
    ➢ associated words: involvement, participation, civil society, volunteering, etc.

3. Based on rights and duties

Dimensions of citizenship:
1. the cultural dimension (common cultural heritage and history) seemed to be the most important for participants
    ➢ most often mentioned common values of Europe (European values): freedom, respect, tolerance, solidarity, cultural diversity
      symbols: cathedrals, languages, pieces of art

2. political dimension
    ➢ eg. democracy, voting, freedom of expression, demonstrations

3. the economical dimension was almost forgotten…
    ➢ only one participant mentioned the tax payment in relation to the citizenship

Europe meant to be
- a continent of many countries (symbols: map, Etna, boundaries – no boundaries, visa, passport)
- a community of people and peoples with different cultural background but common values and perspectives of political, economical, social and cultural development
(symbols: multiculturality, different languages, tolerance, similar/Christian values, partnership, European Union, Council of Europe; Europe is big, strong, has a potential, the countries are developed; Europe is an adventure.etc.)
- the economical aspect of the European co-operation was more mentioned than the political or cultural aspects

(symbols for the economical aspect: Euro, money, different products, etc.; for the political aspects: human rights, democracy, EU Parliament, referendum, etc; for the cultural aspect: cultural diversity, renaissance, common cultural heritage, Big Ben, etc.)

- the words being the least associated with Europe were: 'citizenship' and 'the world'. Both words were mentioned only once.

Participants' comments on European citizenship
could be placed on an imagined scale with large variety from 'not understood at all'… to … 'common understanding'

For this group of participants citizenship is first and foremost an active social role that they exercise through their active participation in the development of civil society and associative democracy at local and/or national level. They found it difficult to understand the European citizenship as social role too since they thought it would require active participation exclusively at European level.

The following part of the session was kind of break in exploring the topic as people had time to stay alone and work on creation of their *homepages* with person's contact information, presentation about organization, it's main activities, projects, etc. These "homepages" were hanging on the wall during the entire course so that others could see it and contact "author of homepage" if needed. Here is an example how it looked like.
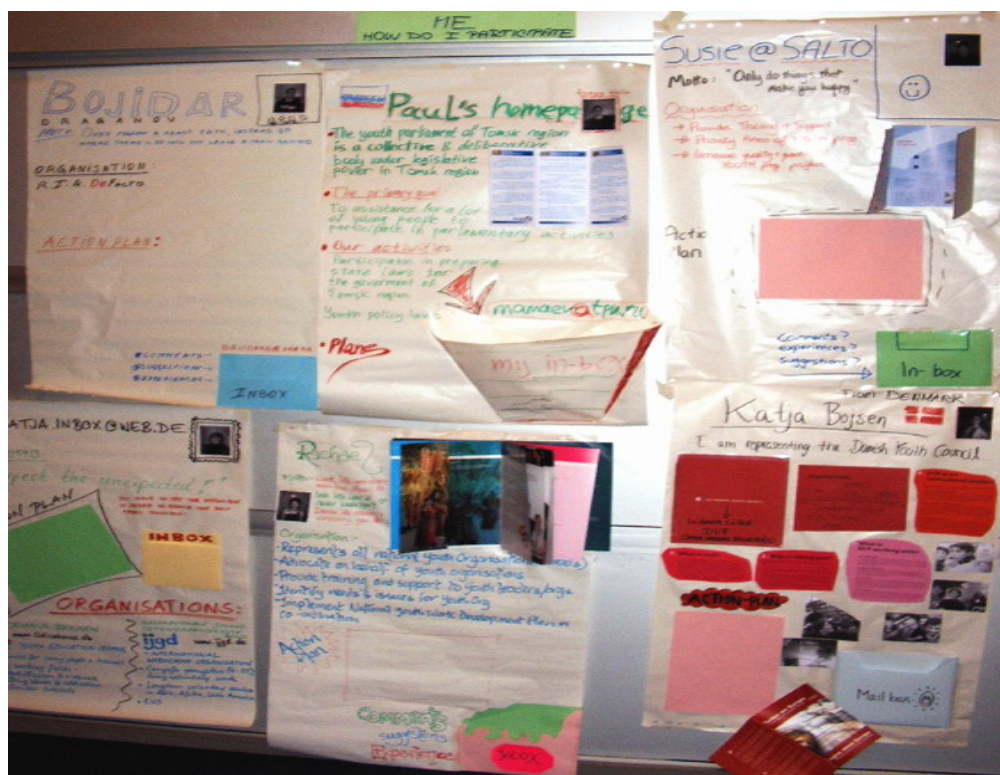
Later people sat in groups of few people and shared personal opinion "What does participation mean for me?", tried to find some common points and also to share different realities where participants came from.

The last part of the session was discussion in three groups about challenges/difficulties/barriers in youth work when working with youth participation topic.

The purpose was to start talking about the actual challenges faced by the participants in the context they come from. However we did not at this point want to relate it to neither European Citizenship or to come in to actual presentations of the participants organisations. Rather we wanted to create a common understanding of various challenges in the youth field that at this point were current for the young people present.

The method was to divide the participants into smaller groups providing them with the best possible conditions for taking the first step into an individual reflection of their own situation seen in more general terms and related to participation.

This module gave the opportunity to increase awareness of areas of common interest as well as understanding of the situations of the other participants. In the way we grouped their contribution on flip charts a bi-achievement was that the participants got a god chance to see their own challenges and concerns in a bigger perspective.

By seeing the youth work of the participants from the "challenge-angle" but with a constructive attitude we succeeded in contributing to the eagerness of the group in facing and dealing with those challenges.

Most common things in the groups were:
- lack of understanding how to motivate people to work and how to make other be enthusiastic about this topic
- how to influence local municipality to give opportunities to work with youth on this topic
- lack of information in remote areas
- lack of knowledge how to work with such topics like civic society, democracy, citizenship, European citizenship
- lack of experience and knowledge how to make youth work on these topics attractive for young people
- etc…

Background documents,   Descriptions of used method "Take a step forward" and statements
handouts and further reading   are in the Annex 1 "Methods".

Session IV - Participation in Youth work

Time and date of the session	February 23rd, 9:30 – 13:00

Time and date of the session February 23rd, 9:30 – 13:00

Background After the first day's introductions, "warming-up's" with the topics of the module, this day was dedicated to the youth participation issues as youth participation is very clear step towards practising the citizenship in daily life.

This session had few parts: the first one was like an intro, when people were working with quotes about participation and citizenship; the second part was about inviting participants to take a stance regarding different statements about citizenship and participation and the third part hosted discussions within the group about various aspects of youth participation in youth work.

Aim(s) 1. To develop a common understanding of effective youth participation

2. To raise awareness of possible ways of youth participation in decision-making processes

Objectives
- To discuss personal stance on different aspects of citizenship and participation;
- To get familiar with each others realities of youth work and participation in it;

- To come up with suggestions how to ensure better participation of young people in youth projects, decision making processes and development of local communities in general.

Competences addressed - Understandings about various aspects of youth participation;

- Awareness about possible ways how to ensure youth participation in youth projects, social and political community's life.

- Knowledge about youth participation levels

- Awareness about youth inclusion process through promotion of active participation

Programme 9:45 Quotes
10:15 Where do you stand?

11:00 Short brake

11:10 – 13:00 Café de participate

13:00 Lunch

15:00 "Good" participation

15:45 Case studies

18:00 Levels of participation

Methodology and methods

The introductory part to this session was working with *Quotes about citizenship* (they can be found in the Annex) when participants had to guess the author of the quote. Later the short discussion has been made about how different the understanding about citizenship can be in different centuries and countries.

The following part was with method "Where do you stand?" and aimed to discuss personal position towards different aspects of citizenship and participation and raise awareness that people are living in very diverse conditions and sometimes with big barriers for participation.

Morning session ended up with *Café de participate* (based on "World Café" method) when group could discuss few questions about participation in connection with challenges which were expressed during Tuesday evening session. Huge amount of ideas and suggestions were made during this part and all of these are presented bellow.

The afternoon part started with *"Silent floor"* when people discussed (silent, in written form) what the expression "Good participation" means for them. It was and introductory part for working with case studies where youth participation was an issue.

Case studies were presented to participant and they could choose which case they would like to work with. Cases were with different aspects of youth participation:

- youth participation in youth initiative project
- youth participation in developing programme for international youth exchange
- youth participation in creating the declaration for official bodies about youth problems
- participation in trying to get into the European Parliament

Few groups worked on these cases and later made suggestion how they would act in those situations and how would they ensure active participation of young people.

The session ended up by presenting levels of youth participation in community and discussing which level can be appropriate to some specific group of youngsters. This input can be found in the Annex 2.
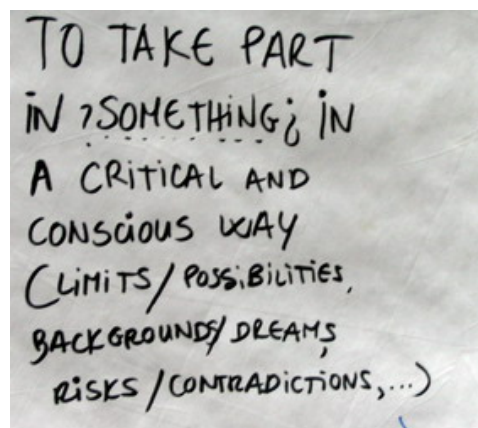
Ideas, thoughts, suggestions from "Participation Café"

What participation means for me? How do I participate?

- creativity
- dynamics
- competences in youth matters
- modern ideas
- renovation of old system- changing of instruments
- shaping the own future
- integration in society-co-operation
- enriches community as a whole
- hope for better future
- participation of young people contributes to mutual understanding
- stability of the community
- personal development
- responsibility
- investment in yourself

What do young people gain when they participate in the decision making?

Personal development
- more opportunities
- gain experience
- wider horizon
- self-confidence
- better understanding of what happens around them
- more knowledge of society
- awareness, consciousness
- entrepreneurship
- develop their own identity
- learn respect and sense of behaviour
- becoming more sensitive, sensible
- becoming more open minded; decreasing prejudices
- understanding how things work, not to get frustrated
- negative side: young people grow up too fast, can become old before time (power people) without being fair
- gaining different frustrations

Social factor
- contact to others
- share and exchange
- networking
- connections
- friends

Influence
- power recognition
- create the future, building society
- feel more important
- empowerment
- money
- investment in our future/ better future
- starting to change our environment

Contribution to society
- volunteering
- learning how to do without a lot of money
- helping people
- accreditation
- happiness and SATISFACTION

What are needed conditions for active participation of young people?

1. Access to relevant information

2. A commitment from decision makers (at every level) to take young people' views seriously and "participate" in developing an inclusive society

Youth → organisation → government

3. Needs based approach

- Encouragement
- Motivation
- Ideology
- Space and policy (proper environment)
- Patience
- Determination to succeed
- Existence of young leaders
- Peer-led
- A commitment from decision-makers (government) to take young people's views seriously

- State policies
- Needs based approach
- Money and time and education
- Energy
- Optimism
- A place (building)
- Youth leader who should:
  - o Motivate
  - o Listen
  - o Support
  - o Be creative
  - o Know how to understand
  - o Should be personal
  - o Should inspire
- Access to relevant information
- Evaluation and feedback
- Knowing English language
- Social background

How do (could) you inspire Young People to participate in Decision Making?

How about excluded youth?

- Start from the beginning, to give them, responsibility, importance
- Communicate in their life style
- Visible, attractive results
- Citizenship causes, state policy, arts
- Movies, language
- What are their needs
- Non-formal education should be the part of formal education
- Success stories of the famous people
- Creative tools like sms, movies, magazine, internet, radio, TV program, producing films
- Active listening
- Festival on participation
- Learning by doing
- Give them space
- Using media
- By promoting youth work in schools
- Be consistent
- Take them seriously, respect their views
- Youth exchange
- Make some funny activities

What are the benefits for decision makers or politicians if young people participate in decision-making process??

- Establishing good relationship with local government
- Personal development of politicians
- Politicians feel younger
- Feel closer
- Idealism and energy from youth
- Participation of young people in the elections
- Growing future skilled generation
- Making people more active
- Active youngsters know how to take care of themselves; they don't have anti-social attitudes; that means that they don't cause problems and don't need social assistance which is very important for the local community and the nation (less welfare needed)
- Youngsters participating in the decision making process will become active adults on the political and economical scene; in that meaning they will easier find a job and will pay higher taxes
- Politicians know better the needs of the youngsters
- Bigger representation, more legitimated decisions
- The bigger youth participation, the more stability of the social system
- Growing future skilled generation
- Reality clock of their action political program
- Youngsters show to the politicians the modern side of life
- Better practice, new opportunities
- Gaining future generation of voters
- Youth work as a part of their responsibilities
- Contacts, future possible activities

SUMMARY:
- politicians get better image
- better politicians and better approaches
- developing and creating future active leaders and citizens

Evaluation

Participants appreciated the methods which were used during this session and mentioned that they could explore the topics and issues in a very effective way through

these methods. People were saying that it was beneficial to work with the topic in a very clear connection with practice. The dynamic process made it not boring and motivated to share their own understandings with others and search for new ideas how to improve youth participation in their work.

Notes for further use

Quotes usually can be done for longer period with the discussions about every quote, with analysing of how it could relate to nowadays realities.

"Where do you stand" method is a powerful tool to open discussions, to see how different can be approaches in the group and so on. And usually it can take up to 1,5 hour with the feedback part.

It is important to mention that creating the appropriate, relaxing and pleasant atmosphere is essential for using the World Café method. Also instead of presenting the summaries filled-in posters, it could be better just to present the highlights, most creative/crazy/new suggestions about the specific topic. In such way you would avoid long presentations and generalization of suggestions which were made by people.

Background documents, handouts and further reading

The description of methods "World Café" and "Where do you stand?" are in the Annex 1 "Methods" and List of Quotes, which were used at the beginning of the session and Input about *Levels of Participation* are in Annex 2 "Resource material"
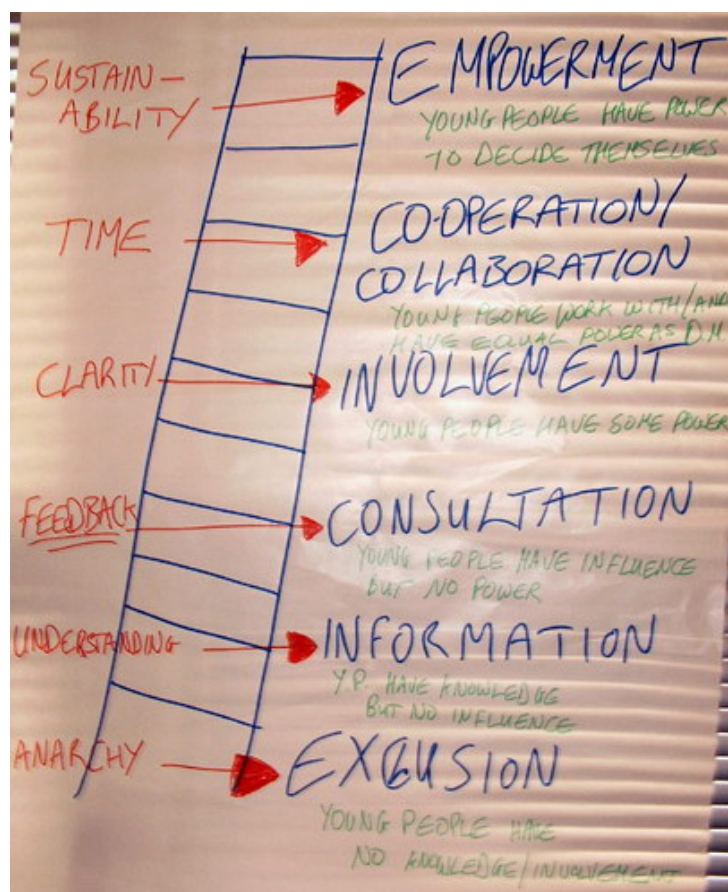
Session V - Non-formal education

Time and date of the session	24th February, 10 – 13:00
Background	The educational approach and methodology of non-formal education (NFE) are based on similar core values, rights and responsibilities than those of the European citizenship. Thus, youth work as part of the non-formal education provides a great opportunity to promote and also to practise European citizenship through youth work. In some countries as well as in several international youth organisations the development of non-formal education is a very dynamic process leading to great results. Nevertheless, a coherent understanding of NFE and innovative youth work practice according to that is still to be developed in many countries, youth associations and youth services.
Aim(s)	To enable participants to use non-formal education as a means of empowering young people for European citizenship
Objectives	- To clarify the terminology
	- To identify the complexity and interrelations of the main characteristics of non-formal education in youth work
	- To explore the potential of non-formal education as an effective way of education for European citizenship
	- To know more about NFE recognition policies in Council of Europe and European Youth Forum
Competences addressed	Knowledge about Non-formal education concept
	Understanding of basic principles in the process of non-formal education
Programme	10:00 mapping the most memorable pieces of learning of participants by the main types of learning
	10:40 clarifying terminology (non-formal education; formal, non-formal and informal learning)
	11:00 identifying the main characteristics of non-formal education in comparison with the more known formal education
	11:40 sharing participants' findings on the nature of non-formal learning and presenting some researches on it
	12:30 developing a common understanding of youth work as non-formal education for citizenship and space for practising European citizenship

Methodology and methods

1. **mapping the most memorable pieces of learning of participants by the main types of learning**

   a) Individual work using post-its: The most important things I have learned in my life/the most memorable pieces of my learning

   b) Placing the post-it labels around the following categories on the wall:

   I've learned in school/ in training situations/at work/through my participation in NGO/voluntary work/leisure/family socialisation/media/travel/from friends and other important persons/by myself

2. **Clarification of terminology** – based on the mapping exercise

Categories in use in the Anglosax educational culture:	**What is learning?**
Formal education/formal learning	acquisition of knowledge, skill, value, attitude, behaviour?
Non-formal education/non-formal learning	and/or
Informal learning	development of existing capability?

   The formal, non-formal and informal learning are interrelated - which learning should be seen as a standard form?

   ➢ When mapping best learning of participants the pieces of non-formal and informal learning were mentioned more often than their learning experiences in formal setting

   ➢ By the Lifelong Learning Eurobarometer 2003 the majority of Europe's citizens think they learn best in informal setting

3. **Identifying the main characteristics of formal and non-formal education**

   Participants were asked to form small groups by their main interest and collect characteristics of formal and non-formal learning against the following distinguishing criteria:

a) Location of education

b) Extent of planning and structuring

c) Nature of learning

d) Nature and extent of assessment & accreditation

e) Power relations

1. In order to make a bridge between non-formal education and European citizenship participants should have a clear understanding of NFE
2. It might be useful to run parallel sessions/working groups on NFE if there are participants with less professional background and experiences in NFE and more advanced participants
3. If studying the literature is part of the participants' preparation before the training module the main focus of such session can be straight the application of NFE to education for European citizenship and participation in youth work

Outcomes

Non formal education/learning. Main characteristics

Learning environment	Source of learning
- no obstacles - size of the group - learner and goal oriented environment - flexibility - good atmosphere - providing different methods of communication (speech, photos, drawings) - peer group learning - interactive learning - group agreement	- work (NGO, business field) - school, university - training courses - books\ reading materials - internet - media - volunteering\EVS, etc. - mentor, experience of others (sharing) - environment - traveling - communication - other people (family, friends, teachers, …)
Assesment	**Recognition**
System - WHO: young people, leaders, organizations, government, schools, teachers - HOW: to set aims, to understand change - WHY: to set goals and reflect, to give dimension and security, understanding, frame **Individual** - learner-centred - leader supports not judges	**System** - certification - support from the state - youth worker portfolio - the society **Individual** - certification - role of growth within the organization - the society
Structure and planning of education	**Location of education**
Formal education - much more structured and planned - superior authority responsible for the shape and content of the education - rigid/ stiff - educated trainers = certificate - leader- teacher - little responsibility of the participants in the	Formal education - schools, universities, official conference; symposium (official speech) - high position in state policy - place Non-formal education

learning process Non-formal education - less structured , more open and flexible - open for participants and influence of the "students" on the learning process - flexible and adjustable to the group/ person - not necessary educated (certificate trainers) - coacher / animator - participants responsible for the learning process, more engagement and cooperation	- NGOs (conferences, seminars, meetings, trainings), Associations, youth clubs (games, playing), youth exchanges, camps, dancing, sports, music groups (other formed groups) - it can happen everywhere - opening

Nature of learning
– Voluntary and participatory
– Participants identify they own needs and are responsible for their own learning
– Practice & problem oriented
– Predominantly social and collaborative process
– People do not learn only that which they are taught
– Context-specific
– Just-in-time
– Facilitated process – negotiated pedagogy
– Non-authoritative relations
– Keep in mind: learning in non-formal setting is not only enjoyable but also challenging!

European Youth Forum's policy towards NFE

Non-formal education

While formal education is typically provided by formal education institutions and is sequentially and hierarchically structured leading to certification, non-formal education is an organised educational process which takes place alongside the mainstream systems of education and training and does not typically lead to certification. Individuals participate on a voluntary basis and as a result, the individual takes an active role in the learning process. Unlike informal education where learning happens less consciously, the individual is usually aware of the fact that he/she is learning through non-formal education.

Recognition

It is important to make the distinction between different forms of recognition that exist depending on who is recognising the learning and for what purpose. Forms of recognition range from 'certification' which is 'the process of issuing certificates or diplomas, which formally recognise the achievements of an individual, 3 to 'political recognition' where legislation can be introduced giving individuals their right to the validation of competence acquired, to 'general recognition' where society acknowledges the value of competences acquired in non-formal settings, to 'self recognition' where the individual

For youth organisations, certification of non-formal education has the potential danger of formalising the non-formal process which can lead to a loss of the very essence of non-formal education. The challenge lies in promoting greater awareness and visibility of the methods used and outcomes achieved and ensuring quality standards among education providers without changing the nature of the non-formal education processes themselves.

Background   The study on non-formal learning "Mapping the conceptual terrain"
documents

Session VI - Citizenship in practice

Time and date of the session	25th February, 9:30 – 13:00
Background	All previous days were dedicated mostly for analysing and reflecting different aspects of citizenship. A lot of "personal theories" about active participation, Europe and citizenship were created, but participants requested to present also "official theory" which is recognised on European level. So team decided to present one of the citizenship theories plus following up with session when participants could reflect how they practice citizenship in order to have connection between theory and "real life".
Aim(s)	To equip participants to be able to promote participation and active citizenship with young people;
Objectives	- To familiarise participants with different concepts regarding the notion of citizenship; - To explore together the notion of citizenship and it's reflection in a daily life;
Competences addressed	Knowledge on concepts of citizenship; Ability to relate these concepts to practice
Methodology and methods	Presentation of concepts in plenary; Discussions in pairs about how people practice citizenship in their life.
Programme	9:30 Intro of the day 9:50 Presentation of Citizenship concepts 11:00 Break 11:30 Connections with reality – How do I practice citizenship in youth work?
Outcomes	Participants appreciated the presentation about Citizenship very much and stressed that it was useful to put the theory in clear structure and later to discuss how it looks in practice. Outcomes from discussion in pairs are presented bellow.
Evaluation	Presentation was evaluated both by team and by participants as very useful and clear. While other part was useful too, but all this information was not used properly during next session as it was foreseen before.
Background documents	Main points of theoretical input about citizenship are in the Annex 2 "Resource materials".

How do I practice Citizenship in Youth Work?

People were working in pairs or in three and just through simple dialogue shared how do they practice citizenship in their work and daily life. Here are the outcomes:

GROUP 1

- Advocate on behalf of Youth Organisations
- Involved (actively) in Youth Organisations
- Lobbying government, being involved in Politics (voting)
- Promoting environmental awareness
- Promoting anti-racism, volunteerism, interculturalism
- Provide training & accreditation to Youth Workers & Organisations
- Contributing to National debates
- Contributing to decision making bodies
- Promoting Participation

GROUP 2

- Increase active membership, participation
- Young people bring in their own ideas and/or carry out the activities themselves
- Workshops & other activities, showing young people that they can make changes / influences / raise the awareness
- Citizenship & democracy NOT as a topic
- Local level (can see the effect) direct??
- Volunteers

GROUP 3

MEDIA PROJECT
- Young people access project for training advice & employment
- Young people pass on their skills that they have learned to other Young People in local Youth Projects.
- Young People use their media skills to inform other Young People how they can enhance their own youth projects.

CULTURAL ORIENTATION COURSE FOR EXCHANGE STUDENTS
- Young People from other countries participate in cultural awareness courses about their host country. (Where they will attend school for 1 year)
- Through reflection & Practical exercise they get to know customs and the system of the host country in order to understand the culture better and to be able to participate in it.

GROUP 4

- Giving technical assistance to youth initiatives
- Providing information and consultation to local community members
- Raising people's awareness through social interactive theatre
- Campaigning, advocacy, lobbying regarding the youth policy process
- Create own jobs / entrepreneurship / social cooperative
- Work democratic (structure, environment)
- Providing non-formal education (training on human rights, democracy, civil society, advocacy, campaigning, public speaking, media, intercultural learning, theatre, methodologies…)

GROUP 5

- Involvement of young people to the centre activities
- Young people have to be members (having rights and responsibilities)
- Meetings between young people and the local authorities.
- Local Councils
- Equal opportunities to every member
- Translation of important documents to the different national languages

(Specific measures)
Rules to follow; Membership card; Local General Assembly, Right to vote and candidate in universities; Presentations PPT; NGO Receptions, fairs, stands; Training courses; Helping Erasmus students; Establishment of National Agency Youth Councils. Involve in Research

GROUP 6

- Organizing discussion groups among different target groups (on democracy, human rights, Voluntary Service
- Organizing Democracy summer camps for students
- Conduct training on active citizenship
- Organizing voluntary activities for Local Community (visit Orphanage, help elder people
- Students representative on everyday issues (students government at University)
- Protecting the students right
- Involving Young people to the regional, local, national issues: interactive meetings and discussion
- Information actions on the local level about EU
- Working on human rights and gender issues; Hot line for woman under violence
- Organizing debates about Actuality news
- Organizing summer schools
- Publishing magazines that pay attention to regional problems,
- Involving young people on EUROPE idea. Conferences, informal…
- Promoting future possibilities

Session VII - European citizenship

Time and date of the session	25th February, 15:00 – 18:30
Background	The theory about European citizenship followed logically from session about Citizenship (on regional or national level). This session was delivered upn request of participants to present existing "official" point of view to European citizenship. At the beginning of the course a lot of people mentioned they'd like to know more ways how to promote European citizenship in practise, so this part was delivered just after the theoretical part.
Aim(s)	To equip participants to be able to promote participation and European citizenship with young people
Objectives	- To get familiar with existing theories about European citizenship; - To develop practical ways how to promote it in daily youth work
Competences addressed	Knowledge about European citizenship aspects Knowledge about possible ways how to promote it in practice
Methodology and methods	First part was a presentation in plenary, when materials were used from the IIIrd session (key words: Europe, citizenship) and also connected with the session about Citizenship. The second part "how to put European citizenship in practice?" was done using the method "Expert groups" when participants could contribute to each other with various ideas and suggestions about the topic. The session ended up with small theory which was based on some reflections about citizenship in youth work *"Opening Doors For Young People"*. This short input was designed to encouragement participants to engage young people by highlighting what they can get out of activities based around European Citizenship.
Programme	15:00 European citizenship, main aspects 16:30 Break 17:00 How to put European citizenship in practice? 18:30 Chatroom (evaluation of the day)
Outcomes	The presentation about European citizenship" was very much "in right place and right time" (reflection of one participant), it was at the same time like bridge from one session to the other one and like summary of everything what was done during previous sessions. The detailed outcomes are presented bellow. The "Expert meeting" was very much focused on practice and outcomes were

	quite practical suggestions how the topic can be promoted in youth work. Some suggestions can seem really crazy, but we are talking about youth work isn't it?
Evaluation	Both team and participants evaluated this session as very useful. It helped to wrap up a lot of things which were said and discussed during other sessions regarding European citizenship. It was also a good start for preparing personal action plans. Though participants mentioned that there was a lack of time during "expert groups" for more deep and concrete development of ideas and suggestion how such complex theme can be implemented through youth work.
Background documents, handouts and further reading	1.T-Kit "Under construction..,citizenship, youth and Europe": http://www.training-youth.net/INTEGRATION/TY/Publications/tkits/tkit7/index.html
	2.The future of democracy in Europe. Trends, analyses and reforms (szerk.: Philippe C. Schmitter – Alexander H. Trechsel, Council of Europe Publishing, Strasbourg, 2004)
	3.The description of the method "Expert groups" is in Annex 1 "Methods"

Input on citizenship and European citizenship
The draft of the input bellow was built on the participants' findings from the exercises on third session.

1. Citizenship is a multidimensional, non-economic concept.
Components:
- cultural (language, symbols, artistic creation, etc)
- **civil (liberties of individuals)**
- political (democratic system)
- social (basic provisions, standard of life)
- economical dimensions

Citizenship is a status and role:
- a juridical and political status, a civic contract between the State and individual.
- a social role and needs a civic literacy and certain competencies to effectively exercise the citizen status.

Citizenship is a process of interactions
- between individuals
- between individuals and social groups
- between individuals and society
- between social groups
- between the national cultures

Citizenship is context-related

> it can have a simultaneously diverse content depending on the political community it refers to - we can be local, national, EU, European, world citizens at a time

2.   The difference between the European citizenship and the citizenship of the European Union

> European citizenship is a concept of citizenship as citizen-citizen relation, based on human rights and responsibilities of people. Citizenship which can be defined 'European', supports the process of construction of a new Europe.
> The citizenship of the European Union is clearly different category (see the Constitution of the European Union). Similarly constructed as the concept of national citizenship

State-citizen political relation includes:
> Set of rights and liberties that State/European Union grants its citizens
> Legal rules
> Ensures access to public life and participation in politics
> Strongly connected to nationality and territory (certified by passports)

3. European citizenship as citizen-citizen relation
> is not abstract and static status, can be lived
> can be chosen as one of the identities of an individual
> makes the civil society and the achievements of the 'civil' democracy more important

> practice of a moral code, a code that has concern for the rights and interests of others
> the rights of individuals are limited by the similar rights of other individuals
> dissociates citizenship from belonging to a particular territory (country)

4. European citizenship in youth work

It is not completely new dimension of youth work

Working with European Citizenship should not be limited to the promotion of awareness. European citizenship as active social, political and cultural role needs certain competencies to effectively exercise and fulfil these roles

Youth work should also provide a space where young people and youth workers can experience and practise the European citizenship as active social role

5. Some challenges and/or opportunities in Europe in relation to youth work practice of participants

Europeanisation
> Conditionality – norms and standards to fulfil by countries to become member states of the Council of Europe or the European Union

> Intensive international co-operation – wider learning and transfer of different practices of democracy and youth work between countries

Intercultural migration
> negative reactions and/or positive impacts

Democratic deficit – Decreasing political youth participation
> young people are interested in political issues but prefer unconventional ways of participation

How to put European citizenship into practice?

The method "Expert groups" was used for this part. Here are the questions raised an answers which were found during this exercise.

What are the benefits of a European Citizenship (ECIT) Project for young people as you would describe it to them?

- Travel – Holiday
- Young Citizens Award (Council of Europe)
- Learning new things
- Making new friends
- Networking and making new contacts
- Sharing information
- Sending postcards to your friends and family
- Taste new food & drink
- Fun
- Jokes
- Adventure & new experiences
- Get to know yourself
- Find out the truth about your own prejudices
- Language skills
- Place to stay abroad
- Start a new or a lifetime relationship
- Historical experiences

Describe a creative method of to deliver a European Citizenship (ECIT) Project?

- KISS – Keep It Short & Small
- Participation Café (Exercise)
- Short Movie (advertise)
- Graffiti Wall
- Develop a Youth friendly version of this
- Intercultural Days (National Day)
- European Food Night
- Where do I stand? (Agree or Disagree – based on European themes)
- Connect objects with the topic (abstract ones)

course (in native languages)

- Copy the format of the ECIT seminar Feb 2005

- Themed European movie night – watch a film with some young people, discuss the movie using evaluation tools and have European food & drink

- Themed European theatre night – watch a film with some young people, discuss the movie using evaluation tools and have European food & drink

- Cultural Festival

- Invite others from abroad to participate in an event or conference (volunteer, students, immigrants) → visibility

- Euro Camp (in the forest, countryside,)

- Euro Party (t-shirts, logo, …)

- Represent different cultures by working through prejudices, stereotypes, getting into another activities

- Street performance, parade

- Concerts, films, theatre, open air activities

- Playing a demonstration

- Euro Explore Game (interview people on the street, maybe film them, real life research)

- Take pictures of things/places that represent European citizenship in your town/area – this can be a competition

- Euro Crossword puzzle, association game to the words

- Euro Treasure Hunt in local area using symbols and objects that are European

- Quiz Shows - Who wants to be a European?

- Write a song that represents Europe

- Write a poem that represents Europe

- Dancing party – teaching each other different cultural & folk dances

- Logical games (funny)

- Using barriers for games (languages – don't talk)

- Action games

- Give two groups different instructions for them to compete in a game – this can include some European words, phrases & terms

- Study cases

- Getting the media to be present

- Silent demonstration – protest/dance

- Simulation Game (Create a new European Town/State – Strategic game)

- Euro Rally through different countries, i.e.; Scavenger Hunt across 'countries that are really close to each other Austria, Switzerland, Germany & Italy.

- Cross border co-operation for young people living close to a different country

- "Euro tour" computer game available from the German Ministry for Foreign Affairs or the European Union

- Day of Europe 9th May – highlight the day with a event and activities about Europe

- "Give us a European Clue" game

How to fight the Euro-pessimism?

- identify why they are pessimistic

- work with youth not for them

- use smooth approach for looking on the EU theme with realities from our lifes (

- organize intercultural events on weekly basis for each nation, volunteer activities, youth exchanges, film presentation of countries and cultures, parties

eg. You could go to EVS to France)

- this will be the result of not being informed

- a TV show (humor, plays, etc) should give info about EU

- how to play roles of the different

- summarize the benefits of EU membership

- positive examples of how EU can influence their lifes, examples from other countries

- first reach those "skeptic" ones by going to the schools, talk to classes tere, play games, discuss, …

- giving them examples and case studies of EU life

How to abolish the lack of information about the EU in our towns?

- a TV show (humor, plays, etc) should give info about EU

- implement real contact with young people, give out brochures around schools

- contests (easy ones), set the theme to EU citizenship and offer a prize, just to make them look for info on the topic

- ESF program

- Create appropriate brief brochures especially for young people

- Going into schools giving flyers, making events

- Involve media, newspaper, TV, …

- Use local residents coming from (other) EU member states to talk about what is it like

How to implement european citizenship into local activities?

- Contact with local authorities, who deal with EU integration

- Intercultural learning

- To get support from the European institutions/authorities to the local projects

- Bring local projects up to European level

- Start with common for all the Europe values

- European bus- to promote Europe in local communities

- EVS

- European cultural events in local communities

"Unconventional Techniques" of how to present European Citizenship to young people!

Experiential Learning should be the most important means of learning.

Practical Ideas:
- Sending youth to interview people about ECIT[1]
- Organizing Intercultural evenings
- Cultural theme days (i.e. Spanish day, Croatian day, etc.)
- Treasure Hunt with questions regarding ECIT
- Quiz shows
- Representing different countries in a mini-assembly (UN style)
- Using photo-language (pictures representing different cultural situations) to start the discussion.
- Using role-models (e.g. Youth Forum President) but we should find local role models.
- Value game (Agree-Disagree)
- Organise a debate with different countries and the topic should be a debate on European Citizenship.
- Involve a Health Care NGO and distribute condoms with the European flag on one-side and on the other side a motto reading: "Europe needs healthy citizens!"
- Essay and art competitions taking a particular topic related to ECIT (e.g. Values)
- Mobility experience; traveling and organizing youth exchanges.
- Fashion show: go to the youth club and make the members take a course on fashion and fashion design with emphasis on the European fashion influences. Than make the youths organize a fashion show which they could use as a fund-raising activity that could lead to a youth exchange related to fashion.
- Shock technique: starting a discussion with shocking statements (e.g. Turks should not be considered European citizens since they are Muslims!).
- Puppet show with political figures that should talk about European Citizenship in an ironic way!
- Using role play by making youths/actors/facilitators dress up as important politicians and discuss topics related to ECIT in the way the politicians would do.

"Opening Doors For Young People"

It was based on the philosophy that Youth Work is about making connections: with new people, with new ideas and with new understanding. This, in turn, leads to breaking down barriers and opening new doors into new possibilities.

If we imagine this philosophy **on a local scale**:
A young person finds out at a music project that someone s/he knows likes the same kind of music. S/he is surprised and pleased to learn something new about a friend.

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[1] ECIT; abbreviation for European Citizenship

On a wider scale:

A young person meets someone new at a young people's participation course and finds that s/he has the same fear about speaking in public. There is a bigger response because there is the added excitement that comes from finding a connection with someone you have never met before.

On a European Scale:

A young person finds something in common with another young person that is in a different country, from a different culture, speaking a different language. The surprise and sheer joy that comes from such a connection can be immense because the possibility of making a link with someone who appears to have nothing in common is almost unimaginable for some young people!

What might happen in all these cases is that the young person concerned:

- o begins to question things they had never thought about before
- o starts to feel less alone in their problems
- o realises that some barriers can be broken down
- o develops a view of the world that is much more open to possibilities.

Session VIII - Action planning and evaluation

Time and date of the session

26th February, 9:30 – 18:00

Background

This session was dedicated for three main issues – to plan follow-up actions, to discuss future co-operation and communication and to evaluate the training module.

Aim(s)

1. To develop personal action plans as a follow-up of this training course

2. To foster the co-operation among participants

3. To evaluate the learning process and learning outcomes during the entire training course

Objectives

- to develop ideas for actions in youth organisations in regard to the topic of the module

- to discuss possible future co-operation for development of common projects

- to discuss the communication within the group after the training

- to asses personal growth during the course

- to evaluate the learning process

Competences addressed

Planning skills

Co-operation skills

Self-reflection and evaluation skills

Programme

9:30 Introduction – "Changes…"

10:15 Development of action plans

11:30 Break

12:00 Free space for videos, counselling, planning…

13:00 Lunch

15:00 Final chatroom

16:00 Action plan mapping

17:00 Future co-operation and communication

17:30 Evaluation of the training module

Methodology and methods

The first part of the session has quite free space as it was time to participants to think and develop their follow-up actions, to discuss possible joint projects with other colleagues in the group, to consult with trainers.

The session started with the introductory exercise about *Changes* as later on the following question were presented in order to help participants to plan their own follow-up actions:

- - What to change?
- - Why?
- - With whom?
- - When?
- - Where?
- - How?
- - How much it will cost?

After the break there was a space for people to share their videos, presentations or just to plan some action together or consult with each other.

The second part of the session was designed for evaluation and sharing outcomes of action planning.

Mapping of action plans was done in order to share the ideas for future actions, to find similar ideas, which could lead to the further co-operation among participants. All developed action plans are listed bellow in *Outcomes* section.

Just before start of evaluation team provided the space for planning the *future networking* among participants, which could be the way for sharing interesting information, finding partners for future projects or just keeping contacts with each other. Participants discussed various ways of communication and future networking and made decision to establish the Yahoo group. The address is european-citizenship@yahoogroups.com.

The *evaluation* was made in few steps.

1. The first step was filling the evaluation questionnaire.

2. The second step was discussions in final "chatroom", when participants were asked to reflect on the entire training course, to share feelings about the module, to share the most interesting and useful sessions, to give recommendations for training team on ways to improve such kind of module on European Citizenship.

3. The third step was making the "Evaluation stairs". The aim was to evaluate every session of the module and to give some comments or suggestions for organisers and trainers. The facilitator was announcing every session and participants were choosing their place on stairs according to their assessment – if the session was useful and methods used were appropriate, then people were choosing higher place on stairs, if not – the lower part. Later they were asked to comment their position.

4. The last step of evaluation was "last circle" when people could have last "official" chance to share their impressions about the module, to express other

important things to each other.

Outcomes   After the exercise about changes such conclusion has been made:

- It is difficult to find ideas for changes

- People are at different levels of readiness to change

- Small successful changes can lead to bigger changes

- Too many changes at once can lead to giving up

- People often want to solve their problems/tasks alone even if others have the same/similar ones

- Take the pressure off – the change might/will not remain…

Developed action plans are presented bellow.

Action plans

At the end of the day "Mapping of Action plans" was made in order to see what kind of ideas are developed by participants and what are the connections between them. You will find all the list of developed action plans bellow.

- Study visit to Croatia: Help the national council with structure, planning and motivation
- TV programme: About the European constitution directed towards the youth in a relevant style

An exchange/study visit to Croatia in late summer. Topic: youth policy and active involvement of youth. Participants: members of youth councils.

Youth Exchange. Concepts on human rights, democracy issues, but also citizenship, intercultural learning, youth policy, youth participation, tolerance, minority issues, sharing, greater mobility among students.

Youth exchanges in different countries exploring the perceptions of different notions about the citizenship and the issues related to it (obligations, laws, rights, political aspects, etc.)

Newsletter. Writing articles for both our national and European newsletter about the activities and outcome of this training

Web resume of the TC on EC on OYs website: pictures, structure, basic information, results, etc.

Presentation and discussions with ex-volunteer association

Network with the participants of the EC courses (3 modules) for sharing ideas, resources and projects

Europe for Youth, Youth for Europe.

- – Exchanges with main issues – citizenship, EU, youth organisations, situation of youth, youth policy
- – Study visits for local politicians to Belgium, so that they could see how they could deal with youth issues.

Youth exchange about "identity", personal development; implement European awareness,…

Orgnise events (cultural, sports, etc.). Motivate young people to come to the youth club and retain people there; To start a series of articles about "European", "citizenship" and "European citizenship " to attract and retain attention of young people and raise awareness (of active citizenship)

Intercultural days. - Inviting different foreigners in Slovakia to let them present their countries/ culture; - breaking the structure of citizenship to local level

Future capital. – Informing youth about their possibilities to participate; - workshops, discussions, games, simulations,…; - in schools, youth centres

One European citizenship – various dimensions. Project, involving Euro-med countries.

Local project (but with European dimension and European future).

- - training – academy for active youngsters, who live in region (students)
- - provide them with the training on: citizenship, participation, EU, possibilities for youth, youth policy
- - visit in local council
- - make them/mobilize them for doing local projects on this issue
- - build up an youth organisation that would give very good support for youth local leaders
- - local youth council   and lots of projects…

Youth participation in local and regional life (April 2005)

Establish and work with a group of young adults from across the UK that will become young ambassadors, gaining skills and understanding opportunities through EVS, Exchanges, trips and ECIT.

Collecting Material. - Writing down links, methods to add them to our organisations collection; - to have them later with explanation for myself.

Individually (as a freelancer) – Hopefully develop a concept for career counselling seminars; - implementing the Eur. Perspective (E.U. labour market) (for high school graduates, aged 18-21)

Debate team competition (internat. Level) on statements concerning European citizenship issues

Make contact with a number of colleagues who have an understanding/interest in developing a

project and/or promoting European citizenship within the youth sector.

TC Citizenship through participation. – 35 young people belonging to ethnic communities; - with them, by them.

Day of Europe (9 May). Week of activities for youth in my village/area (games, creative activities) about Europe and their identification with it.

- To introduce the idea of European citizenship to my colleagues; - to update the existing training modules through the activities and exercises used in this module; - to include some of the topics (e.g. youth work, active participation in the coming SAC forum; - to conduct debate on citizenship among high school students (SAC members).

With "IJGD" (international workcamps) developing a work+study camp (3 weeks, this summer) to take place in Germany on Eur_Cit for participants from min. 10 Eur. Countries (10-15 pers., age 18-27)

In the "Lidicehaus" (Bremen) Discussing possibilities of offering 3-5 days seminars on Eur.Cit. to young people/school classes (age 15-18).

To develop methods for E_Cit to be used in other thematic seminars/activities; - to involve others in awareness raising (incl. active citizenship with link to YNGOs/NGOs.

Develop sessions on E_Cit for young prisoners (my organisation is planning to do and international project in prison).

Architects of change – human rights, European citizenship civil society in non-formal education.

Integration. Integrating different aspects of this training to our own trainings and seminars (topics+methods) when I am part of the team.

Trainings. – Include thematic training courses in AEGEE (also in Greece and Turkey) on European integration, citizenship, HRD; - gather materials+translate them in TR/GR and the same in my org.; - Meet ministry of N. education+NA to check current citizenship courses; - to reach old trainers, friends for establishing a platform; - meet municipalities, universities, ministry of education, centres for disabled, orphan centres, police to introduce citizenship courses.

Resources/Tools. – website in TR/GR with European citizenship methods, games, links; - TV shows, puppet show, some friends from media; - role plays in youth centres, kindergartens, etc.; - Non-formal education center in Turkey; Embassy of TR to CoE, PPI in the committee of edu/cult youth in PA

ANNEX I – METHODS

"Human bingo – Mission impossible"

Training course
"The Role of Youth Work in Participation"

MISSION IMPOSSIBLE

Date
Monday, 21 February 2005

Task
To enter the training course you have to accomplish successfully this mission. Read the instructions given below and start the mission

Instructions
On the other side of this page you will find written lots of different statements. You have to go around the room, find a person matching the certain statement and write his/her name above the statement. The mission will be accomplished when all your statements will have names written above them.

Time
To accomplish this mission you have…oh my God!!!...you have time till this song come to the end!!!

Recommendations
Hurry up and good luck!!!

Can touch his/her nose with the tongue:

Has more letters than 9 in his/her first name:

Has more than 3 brothers and sisters:

Was born in 1979:

Has talked with a politician:

Can move his/her ears:

Is afraid of heights:

Speaks at least three languages:

You are looking for somebody who...

Sings in the bath:

Has slept in an airport:

Can bite his/her own "foot finger":

Has been in a "foam party":

Likes early mornings:

Has a goldfish:

Was born in a different country to the one they live in now:

Likes swimming:

"Me too!"	
Aims	− Get to know each other in the group.
	− To show that we are all different.
	− To show that we are also equal to the others
Time	30 minutes
Group size	10-30
Preparation	The same number of chairs as participants.
	Instructions
	1. Form a circle in which everybody sits on a chair.
	2. Explain that this round involves searching for characteristics which are shared by everybody else in the group.
	3. Take away one chair and tell the caller to stand in the middle of the circle. They must think of something which they share with the rest of the group. Ask them to call out what it is, for example, «I like music».
	4. All those who share it, have to stand up and move to another chair. The person who stood in the middle also tries to find a chair, so someone else will be left in the middle to be the next caller.

"Ice-braking" exercises

Old McDermott's Farm
This is a variation of a traditional English game for children where players have to make the noises of animals on a farm. In this version, people choose the noise of an animal from their country but they don't tell anyone else their animal. When the game starts, people have to make their animal noise and find any other people who are the same animal. The aim is to realise that people can be talking about the same thing but not realise it because we use different ways to describe things – this was shown when people were the same animal but were making very different noises!!!

Do you speak my language??
This involves people going round the room and saying "hello" and "how are you?" in their own language. This is a very simple game to show the diversity of participants and to make people feel welcomed by sharing something very easy for them (their own language) in a friendly way.

In this activity we also asked every person to say a positive thing they bring to the course. This was a good way for people to find out more about people's strengths and to realise that some people are positive about the same things as them. It also helps people to discover that someone on the course could offer some of the things they are looking for on the course from the other participants – such as a positive attitude or a caring approach to the course.

Make the room a map of Europe
In this game we had a famous landmark in Europe, which we decided would be Mont Blanc, and asked people to stand where they thought they should be to show where their country is in relation to Mont Blanc. They had to do this at first without talking or indicating which country they were from. Then, when everyone had made a decision about where

they should be, we asked people to declare their country – obviously there were some countries that were too near or too far away so we had to negotiate to make a better map.

Where would you like to visit in Europe?
For this last activity of the warm-up session we asked if anyone wanted to go on a holiday or cultural visit to another country and said that they could visit now – without leaving the room!!!

"Take a Step Forward"	
Objectives	• To promote empathy with others who are different; • To raise awareness about the inequality of opportunities in society; • To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups
Size of the group	10 – 30
Time	60 minutes
Overview	We are all equal, but some are more equal than others. In this activity participants experience what it is like to be someone else in their society. The issues addressed include: • Social inequality being often a source of discrimination and exclusion • Empathy and its limits.
Materials	• Role cards; • An open space (a corridor, large room or outdoors); • Tape or CD player and soft/relaxing music
Step-by-step	*Preparation* • Read the activity carefully. Review the list of "situations and events" and adapt it to the group that you are working with. • Make the role cards, one per participant. Copy the (adapted) sheet either by hand or on a photocopier, cut out the strips or folds them over *Instructions* 1. Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence. 2. Hand out the role cards at random, one to each participant. Tell them to keep it to themselves and not to show it to anyone else. 3. Invite them to sit down (preferably on the floor) and to read their role card. 4. Now ask people to remain absolutely silent as they line up beside each other (like on a starting line). 5. Tell the participants that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move. 6. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look

	around to take note of their positions relative to each other. 7. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary. *Statements* I am member of an youth organisation I am a member of more than one youth organisation Since I have the right to vote, I have always taken part in the local elections I am involved in the work of my youth organisation on a daily bases I am a paid youth worker I am a volunteer in my organisation I have run for local election I have run for the students council of my university Since I got the right to vote, I have always taken part in the national elections I know all the people living in my immediate neighbourhood (the building where I live) I am aware of the needs and problems of those I know and I help where possible I consider myself an active citizen I am a member of a political party I often donate some money from my salary to charity I often give some change to beggars on the street I am financially supporting my parents I am financially dependent on my parents I consider myself a European Citizen
Debriefing and evaluation	Debriefing: was focused on how participants felt when they appeared too much in a front, or too much behind the others? How did they felt to be the only one making a step, or vice versa, only one not moving after certain question. How is this linked with feelings in real life?

"Where do you stand? "	
Objectives	• To gain an understanding the complexity of civic society and citizenship; • To think about some of the complex issues associated with youth participation and citizenship in youth work; • To use and develop skills of discussion and argumentation.
Size of the group	Any
Time	50 minutes
Step-by-step	Preparation: Prepare 2 posters – one saying, "I agree" and the other saying, "I disagree" and stick them at opposite ends of the room, so that people can form a straight line between them. (You may want to draw a chalk line between them, or use a piece of string) Explain that you are now going to read out a series of statements with which people may agree to a greater or lesser extent.

Point out the two extreme positions – the posters stating "I Agree" and "I Disagree". Explain that people may occupy any point along the (imaginary) line, but that they should try to position themselves, as far as possible, next to people whose views almost coincide with their own. Brief discussion is permitted while people are finding their places!

Read out the statements in turn. Vary the rhythm: some statements should be read out in quick succession, while for others you may want to take a little time between statements to allow for discussion.

Stimulate reflection and discussion. Ask those at the end-points to explain why they have occupied these extreme positions. Ask someone near the centre whether their position indicates the lack of a strong opinion or lack of knowledge . Allow people to move position as they listen to each others' comments. When you have gone through the statements, bring the group back together for the debriefing.

Statements
A person is born a citizen, does not become one
Citizenship is always linked to a territory
It is a must for a state to take care if its citizens
Citizenship is based on rights not on identity
Citizenship means a citizen – state relationship
If someone wants to become a citizen of my country they must learn the language first
Citizenship is more about responsibilities than rights
The concept of European Citizenship reflects the position of the citizens of Europe
Young people should have the possibility to make decisions for themselves about all spheres of their own lives
The best way for young people to participate is to be the member in a youth organisation
You can be European Citizen only if you are a citizen of an EU member state

Debriefing and evaluation
Begin with reviewing the activity itself and then go on to discuss what people learnt.
- Were there any questions that people found impossible to answer – either because it was difficult to make up their own mind, or because the question was badly phrased?
- Why did people change position during the discussions?
- Were people surprised by the extent of disagreement on the issues?
- Does it matter if we disagree about human rights?
- Do you think there are "right" and "wrong" answers to the different statements, or is it just a matter of personal opinion?
- Might it ever be possible for everyone to reach agreement about human rights?

"The World Café"	
Aim	*The World Café process is particularly useful in the following situations:* o When you want to generate input, share knowledge, stimulate innovative thinking, and explore action possibilities around real life issues and questions o To engage people--whether they are meeting for the first time, or are in established relationships--in authentic conversation o To conduct in-depth exploration of key strategic challenges or opportunities o To deepen relationships and mutual ownership of outcomes in an existing group o To create meaningful interaction between a speaker and the audience o To engage groups larger than 12 in an authentic dialogue process
Size of the group	More than 12
Time	At least 90 minutes
Step-by-Step	People sit four to a table and have a series of conversational rounds lasting 10-15 minutes about the topic (this time there were different aspects about the youth participation). At the end of the round, one person remains as the host and each of the other three persons to separate tables. The host of the table welcomes the travellers and shares the essence of the previous conversation, the travellers also relate any conversational threads which they are carrying and the conversation deepens as the round progresses. At the end of this round participants may return to their original table or go to another table depending on the design of the Café. When most of people visited all the tables, each table reports out their themes, insights, and learnings to the whole group, where it is captured on flipcharts or other means for making it visible, allowing for everyone to reflect on what is emerging in the room. At this point the Café may end or it may begin another round of conversational exploration and inquiry. Main rules for the Café: • Concentrate on what is import • Contribute with your thinking • Listen with attention speak with intention • Speak with your mind, but also the hart • Connect ideas • You can write, draw, sketch…on the tablecloth • Have fun!
Comments	There can be very different variations of this method and it can be used for different purposes, but it is important to keep the main principles. Link to the website: www.theworldcafe.com

"Silent floor"	
Aim	To get feed-back, comments and reactions on different aspects of the training course.
Size of the Group	20-40
Material needed	Flipchart paper, markers
Duration	30-45 min
Description	Describtion step-by-step: 1. Prepare big sheet of paper (can be few flipchart papers sticked ot each other) with the item(s) you want feed-back on written down. Put the paper on the floor. 2. Ask participants to write down their impressions, feelings, comments, reactions, etc. The writing should be done in silence (hence the name 'Silent Floor'). Participants cannot speak, but they can communicate in written form and comment on each other's comments. Note: when having participants with reduced mobility (e.g. in a wheel chair) you could consider using a "silent table" or "silent wall" discussion to create easier access for them.

"Expert groups"	
Aim	To find answers or solve problems from peoples' practice To share experiences and generate new ideas or ways how to cope with difficulties
Size of the group	15 - 30
Time	Aprox. 90 min.
Step-by-Step	People are divided in groups of 5 persons. People are sharing important questions about the topic and in ten minutes they have to agree on maximum two the most important questions/problems. The group chooses two persons who are going to hunt answers in other groups and the rest three remains at the table as the "Experts". People who are searching for answers are changing the tables with experts every 10 minutes (facilitator gives signal) until they come back to their own group with the list of answers. Then groups have aprox. 10 minutes to share the collected information and to prepare short presentation with the problems or questions and answers which were find out.
Comments	The timing can differ depending on situation, experience of people, time limits of the session etc. This method is the most useful when people in the group has certain expertise about the topic.

Main elements about Council of Europe and European Union

COUNCIL OF EUROPE	EUROPEAN UNION
1949	**1951**
INTERGOVERNMENTAL	**SUPRANATIONAL**
Strasbourg	**Brussels, Strasbourg, Luxembourg**
46 member states	25 member states
- Human rights - Democracy - Peace in Europe European Cultural Identity	- Economic Union - Monetary Union - Political Union - Democracy
- Committee of Ministers - Parliamentary Assembly	- European Commission - European Parliament - European Council
The European Court of Human Rights	The European Court of Justice
The European Convention on Human Rights	Part of the Constitution
Beethoven´s Ninth Symphony	

The Council of Europe International organisation in Strasbourg, which comprises 46 democratic countries of Europe, created in 1949.	**The European Union** Economic co-operation among 25 member countries, founded in 1951.
The Parliamentary Assembly of the Council of Europe Deliberative organ of the Council of Europe, composed of representatives appointed by the 46 member states' National Parliaments.	**The European Parliament** Parliamentary organ of the European Union. The MEPs are elected in the national elections of the member states. The number of MEPs from different states depends on their population.
The Committee of Ministers of the Council of Europe The decision making body of the Council of Europe, which comprises the 46 Ministers of Foreign Affairs of the Member States.	**The European Council** Regular meeting (at least twice a year) of the Heads of State or Government of the European Union member states, for the purpose of planning Community policy.

Secretariat General of the Council of Europe	The Commission of the European Union
Executive organ of the Council of Europe responsible for overseeing the carrying out of the Organisation's policy.	Executive organ of the EU which sees the proper application of the European Union treaties as well as of the decisions of the European Union institutions.

The European Flag
Everyone knows the European flag: a circle of 12 gold stars on a blue background proposed by the Parliamentary Assembly and adopted by the Committee of Ministers of the Council of Europe in 1955. The circle of stars represents the union of the peoples of Europe. The number of stars is invariable, twelve being the symbol of perfection and entirety. Since May 1986, the European flag has also been the official emblem of the European Union.

European Anthem
In 1972 the Committee of Ministers of the Council of Europe adopted as the European anthem a musical arrangement by Herbert von Karajan of the Prelude to the "Ode to Joy" from Beethoven's Ninth Symphony.

European Day
In 1964 the Committee of Ministers of the Council of Europe decided that the 5 May as the anniversary of the founding of the Council of Europe should be celebrated as The European Day. Its purpose is to involve the public more closely in European unification. N.B. the European Union has 9 May as the Europe Day.

The European Convention on Human Rights
Treaty by which the Member States of the Council of Europe undertake to respect fundamental freedoms and rights. (1953) Ratification of theis Convention is obligatory in order to become a member of the Council of Europe.

The Universal Declaration of Human Rights
Adopted by the United Nations in 1948 in order to strengthen the protection of Human Rights at international level.

The European Court of Human Rights
Based in Strasbourg, this is the only truly judicial organ established by the European Convention on Human Rights, Council of Europe. It is composed of 46 judges and ensures, in the last instance, the observance by the Contracting States of the obligations imposed by the Convention.

The European Court of Justice
Meets in Luxembourg and ensures compliance with the law in the interpretation and application of the European Treaties of the European Union.

International Court of Justice
Judicial organ of the United Nations based in The Hague.

1) The function of a **citizen** and a soldier are inseparable
1. **Benito Mussolini**

2) Every **citizen** should be a soldier. This was the case with the Greeks and Romans, and must be that of every free state
2. Thomas Jefferson

3) A **citizen** of America will cross the ocean to fight for democracy, but won't cross the street to vote in a national election
3. Bill Vaughan

4) Let a short Act of Parliament be passed, placing all street musicians outside the protection of the law, so that any **citizen** may assail them with stones, sticks, knives, pistols or bombs without incurring any penalties
4. George Bernard Shaw

5) The first requisite of a good **citizen** in this republic of ours is that he shall be able and willing to pull his own weight
5. Theodore Roosevelt

6) America has never been united by blood or birth or soil. We are bound by ideals that move us beyond our backgrounds, lift us above our interests and teach us what it means to be **citizens**. Every child must be taught these principles. Every **citizen** must uphold them. And every immigrant, by embracing these ideals, makes our country more, not less, American
6. George W. Bush

7) If an American is concerned only about his nation, he will not be concerned about the peoples of Asia, Africa, or South America. Is this not why nations engage in the madness of war without the slightest sense of penitence? Is this not why the murder of a **citizen** of your own nation is a crime, but the murder of **citizens** of another nation in war is an act of heroic virtue?
7. Martin Luther King

8) If my theory of relativity is proven successful, Germany will claim me as a German and France will declare that I am a **citizen** of the world. Should my theory prove untrue, France will say I am a German and Germany will declare that I am a Jew
8. Albert Einstein

9) If a man be gracious and courteous to strangers, it shows he is a **citizen** of the world
9. Sir Francis Bacon

10) I am not an Athenian or a Greek, but a **citizen** of the world
10. Socrates

11) It may be laid down as a primary position, and the basis of our system, that every **Citizen** who enjoys the protection of a Free Government, owes not only a proportion of his property, but even of his personal services to the defence of it
11. George Washington

12) In general, the art of government consists of taking as much money as possible from one class of **citizens** to give to another
12. Voltaire

13) All free men, wherever they may live, are **citizens** of Berlin. And therefore, as a free man, I take pride in the words "Ich bin ein Berliner!"

13. John F Kennedy

14) Never doubt that a small, group of thoughtful, committed **citizens** can change the world. Indeed, it is the only thing that ever has
14. Margaret Mead

15) The euro will raise the **citizens'** awareness of their belonging to one Europe more than any other integration step to date
15. Gerhard Schroeder

16) It is not for him to pride himself who loveth his own country, but rather for him who loveth the whole world. The earth is but one country and mankind its **citizens**
16. Baha'u'llah

17) Ignorance is an evil weed, which dictators may cultivate among their dupes, but which no democracy can afford among its **citizens**
17. W. H. Beveridge

18) It will not be enough to rely on experts. Ordinary **citizens** must become experts too. It will take public opinion on a wide scale to ensure that world leaders act
18. Mikhail Gorbachev

19) There can be no daily democracy without daily **citizenship**
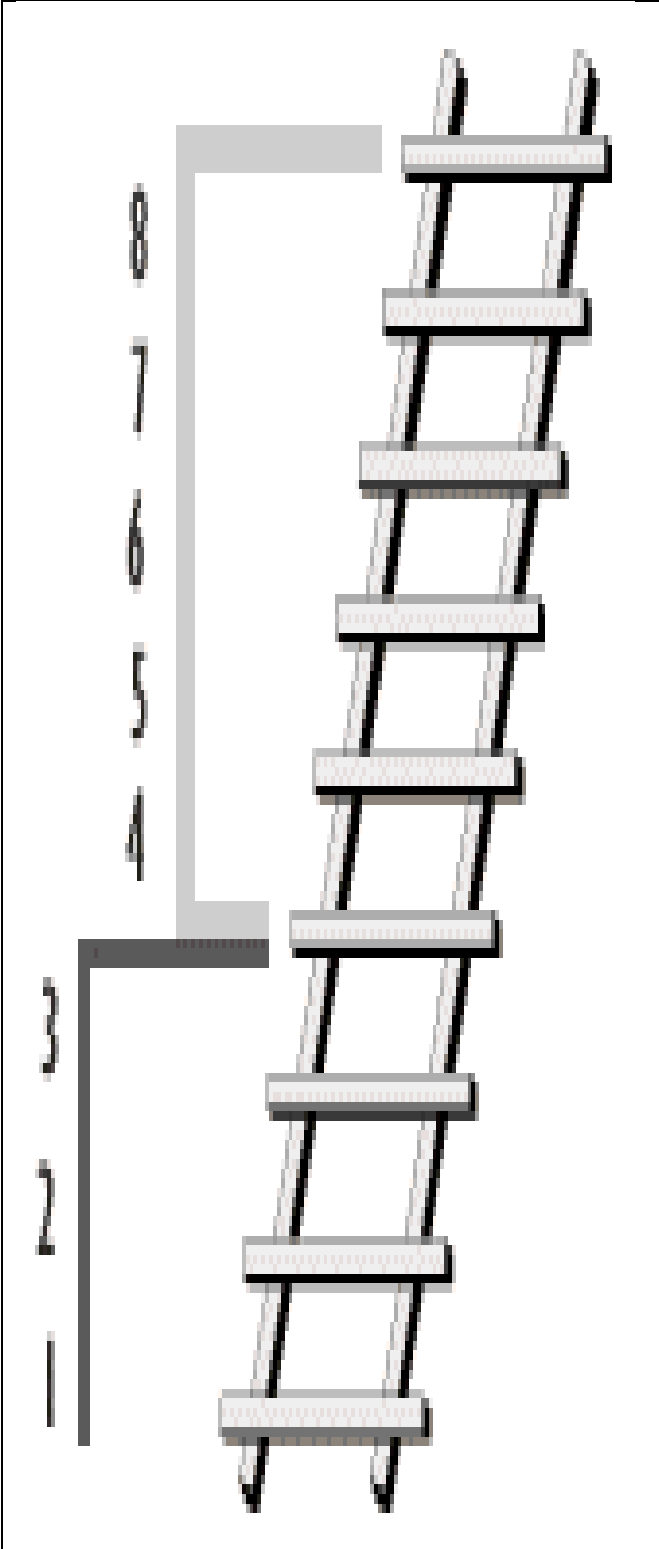**19. Ralph Nader**

20) This is emphatically an age of discoveries; but I will venture the assertion, that none but an American slaveholder could have discovered that a man born in a country was not a **citizen** of it
20. William Wells Brown
(1815 – 1884)

Arnstein's Ladder of Participation

	8) Youth-initiated/decisions shared Projects initiated by young people, decision-making is shared equally.
	7) Youth-initiated and directed Young people initiate and direct projects. Adults are involved only in a supportive role
	6) Adult-initiated/decisions shared Projects initiated by adults, decision-making is shared with young people
	5) Consulted and informed Young People give advice on projects designed and run by adults. Young people informed about how their input will be used and decisions made by adults.
	4) Assigned but informed Young people are assigned a role and informed about how and why they are being involved.
	3) Tokenism Young people appear to have a voice, but have little choice about what they do/how they participate.
	2) Decoration Young people are used to help adults but the project is not inspired by young people.
	1) Manipulation Adults use young people to support causes and pretend that the causes are inspired by youth.

Wilcox's model

Arnstein's model has subsequently been adapted, for example by Wilcox, whose model I prefer.
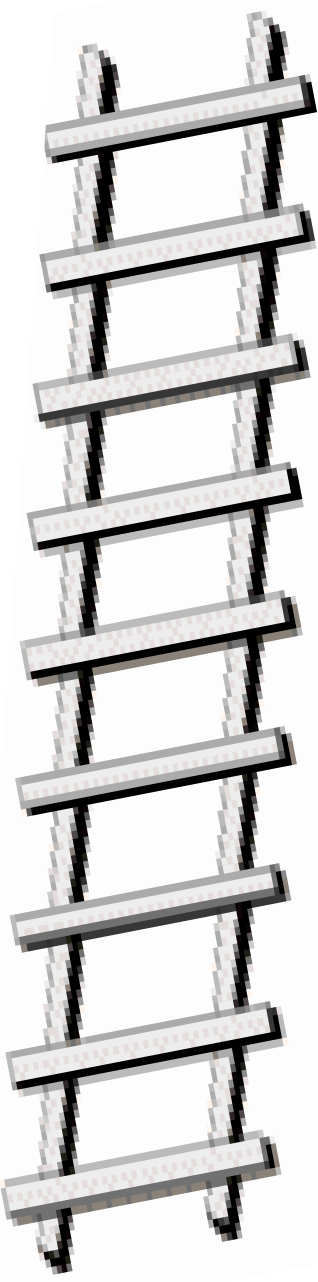
Wilcox says that all of the points on the ladder can be useful at different times. I agree and have added some comments to illustrate the structure used by Wilcox.

Before you ask 'how?' you have other, and in many ways more important ground to cover:

- What are your reasons for involving young people?
- Do you have enough resources to work effectively with young people?
- Is there strong support in your organisation to really listen to young people?
- Have you considered the impact on the people you are asking to participate, and their information and support needs?
- Are you prepared to act on what they tell you?
- How will those involved deal with the change in the balance of power that comes from real involvement?

On one level, these models illustrate levels or degrees of participation that are appropriate for a particular purpose. On another level, they illustrate the progression that takes place as service users become more involved, and their power and responsibility develops and extends.

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The Wilcox ladder looks more like this:

	Empowerment - Supporting independent young people to develop and implement their own solutions. May be appropriate when:
	
	   o There are adequate resources and support for the group
	   o A longer time-scale is possible

	Participation - Working with others to make decisions and carry through the action agreed. May be appropriate when:
	
	   o There is a shared agenda
	   o There is an ongoing development and co-operation
	   o The imbalance of power or resources has been addressed

	Involvement - Views are shared, options are generated jointly, and a course of action decided upon. May be appropriate when:
	
	   o There is a possibility of negotiation
	   o An agreed agenda can be reached amongst different interests
	   o Implementation requires the co-operation of other people

	Consultation - Allows choice between limited options, but no chance to propose alternatives or take part in putting plans into action. Consultation (only) may be appropriate when: o The range of options is genuinely limited

	Information giving - Good quality, appropriate, accessible information underpins all involvement, but does not itself constitute involvement. Giving information alone is a one way process. It suggests that there are no other options and that no contribution is required from young people. Just giving information may be appropriate when:
	
	   o There can be no negotiation – e.g., there is a legal requirement
	   o You want to get a message across but don't need feedback
	   o People need information to become involved at a later stage

The role and future of youth organisations

Presented by European Youth Forum President Renaldas Vaisbrodas

(Main structure of the presentation)

Input on youth movements in Europe

- current challenges faced by young people
- current trends within the youth movement
- role of the European Youth Forum

Generation "whatever"?
- Numbers of young people that are participating in the general elections are very low

Risky generation?
- Numbers of young people that tend to engage in risky behaviors are increasing

E-generation?
- More and more young people are communicating using ICT

Generation on the move?
- Numbers of young people that tend to travel abroad for leisure, studies or work are increasing

Young people and Youth organisations

- Low percentage of young people join youth organisations, biggest percentage likes to spend their time with friends and watch TV or listen to the music.
- Young people join organisations, because of their friends and only few because of what this organisation represent.
- Most difficult is to attract school students to join youth organisation
- Joining organisation means sharing your aspirations with the others and reaching out for common ideals and interests, young people of today are rather individualistic
- Youth organisations do not have "the message" to communicate to the young
- Youth organisations are underfinanced, which doesn't allow them to develop
- Young people that belong to youth organisations believe that organisations are the structures that can stand for their interests in the society at large
- Youth is not given a chance to prove its resourcefulness to the society

Presentation "Citizenship - some reflections"

Quick historical overview on citizenship:

Citizenship was born in the classical world of the Greeks and Romans:citizenship not for everyone

Aristotel–communities exist because of human kind´s impulse to be and live with others

Agora–centre of civic activities

Citizenship disappears and returns: The notion of citizenship had vanished from the continent during the medieval times of feudalism...The European Enlightenment brought citizenship back to centre

Contemporary approaches to citizenship:

„Citizenship is a status bestowed on all those who Citizenship is a status bestowed on all those who are full members of a community. All who possess are full members of a community. All who possess the status are equal with respect to the rights and the status are equal with respect to the rights and duties with which the status is endowed..." duties with which the status is endowed..."
Marshall, 1973

"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" *Ichilov, 1998*

"Citizenship is the active membership and Citizenship is the active membership and participation of individuals in society who are participation of individuals in society who are entitled to rights and responsibilities and who entitled to rights and responsibilities and who have the capacity to influence politics. Therefore have the capacity to influence politics. Therefore citizenship has to be more than a political and citizenship has to be more than a political and juridical status, it also is a social role" juridical status, it also is a social role"
Cesar Birzea, 2002, TC on European Citizenship

Aspects of Citizenship

- Citizenship based on rights
- Citizenship based on freedoms
- Citizenship based on identity

Citizenship based on
- Nationality
- Residence, territory
- Relatives / blood
- Language
- Marriage
- Place of birth
- Religion

Citizenship is about relationships

Citizen	Citizen
Citizen	All Citizens
Citizen	State
Citizen	Globe
Citizen	Transnational relations
Citizen	Environment
Citizen	Culture

4 dimensions of citizenship

- Political (political rights, responsibilities, political system)
- Social (behavior between individuals, loyalty, solidarity)
- Cultural (common culture, heritage, history…)
- Economic (relationships between individuals, labor market and entrepreneurship)

Citizenship in practice

EU Constitution –debates in member states
Hungary –referendum on dual citizenship
Ukraine –last elections

France –religious symbols in schools
UK –"citizenship test"
Denmark –"law on marriage"
Germany –"second class citizenship"
Ireland –law banding smoking

There are many existing theories about European Citizenship, but we all are aware, that it is still…