

TRAINING MODULES ON EUROPEAN CITIZENSHIP 2006

DOCUMENTATION

MODULE 6
THE ROLE OF YOUTH WORK IN PARTICIPATION

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This report gives an account of various aspects of the training module. It has been produced by and is the responsibility of the educational team of the training module and the editor - documentalist. It does not represent the official point of view of the Council of Europe.

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Institutional Background

One of the major 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 are aimed, among others, at supporting, developing and implementing European youth projects such as: youth meetings and exchanges, international voluntary service projects, youth initiative projects, study sessions and trainings for youth workers/leaders, networking and co-operation between youth work structures in Europe, youth information projects, development of publications and materials in the field of European youth work.

A major emphasis of the partnership between the European Commission and the Council of Europe in the field of youth-training is put on the quality and content of the projects, which are organised or supported within these programmes. Specifically with respect to promoting European Citizenship, participation of young people in society and politics, intercultural learning, the fight against racism and involving disadvantaged youth groups. Training of all actors involved in the development, implementation and evaluation of European youth projects is of crucial importance to secure the level of quality desired to take benefit of the all the potential that European youth projects represent.

Quality in European youth projects and in training activities goes beyond the technical competencies and skills to successfully organise a youth exchange, a study session, a training course or a pilot project. Quality is also secured through a reflected and explicit approach to European Citizenship in the work with young people. It takes a certain level of awareness and knowledge allowing youth workers to integrate citizenship education, and European Citizenship in particular, in a manner that is coherent, reflected and in line with the present realities and aspirations of young people. It also implies the ability (skills and tools) to facilitate communication between young people and European institutions.

It can easily be said that Europe has an increasingly direct influence on the life of young people in Europe. 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 is easy to sense but difficult to define. It implies a set of entitlements and obligations applying to all citizens of Europe. But the experience of European Citizenship by young people goes much beyond formal aspects. It also has to integrate the question of access to rights concerning mobility, education and the labour market, as well as the question of the motivation of young people to actively get involved into the European dimension of their lives. Awareness is only the first step to enter a process.

Youth workers are irreplaceable mediators in this process. To take on this role implies, however, that youth workers participate themselves in the definition of the contents and practices of European citizenship.

Concept of European Citizenship

The Modules are considering European Citizenship a notion and a practice that is under construction in Europe. It is also agreed that the Modules are taking into consideration the different concepts of Europe (European Union, Council of Europe, Europe of regions, geographical Europe etc.) as well as the different concepts of Citizenship. It also means that the Modules have to introduce the complexity of this subject as well as the clarity of some aspects.

There are some aspects that the Modules take as starting points and basic principles.

The Modules, regardless of their focus topic, are based on the concept that is written in the T-Kit 7, which approaches European Citizenship from social, political, cultural and economic perspectives taking into consideration its practical relevance to youth work. The Modules also keep the senses of belonging in the centre of the Modules, thus creating opportunity for the participants to explore European identity on a personal level. To ensure the personal learning the methodology of the Modules are based on the personal experience of participants regarding their lives and professional experience.

Concept of the Modules

The Modules are extended seminars which ensure a more coherent learning opportunity for practising youth workers in experiencing the potential of European Citizenship in their work. The general aims for training Modules on European citizenship are:

- 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 choices within this context
- 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 safeguarding human rights, participation in the development of 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 European citizenship dimension of youth work.

Objectives of the module 6 "Role of Youth Work in Participation"

- To develop a shared understanding of effective youth participation.
- To enable participants to reflect about European citizenship and the key values and concepts associated with it, such as participation in the development of democracy.
- To explore the role of youth work and youth organisations in promoting participation, in the different realities of civil society.
- To reflect on the roles, responsibilities and values of youth workers in promoting and developing participation and European Citizenship with young people.
- To explore different areas, strategies and working fields for the promotion of Youth Participation and European Citizenship.

Methodology

The Modules will be based on the principles and practise of non-formal education in youth worker and youth leader training, as it has been developed and implemented at the European Youth Centres as well as in the training context of the Youth Programme of the European Commission. In conjunction with the topic of the Module – a general European Citizenship determines that the learning process will:

- be based on the intrinsic motivation of the learner, generally not implying the control of individual learning achievement;
- be learner-centred and based on the experiences of participants;
- be based on a personal responsibility for learning, supported by a strong group dimension and a collective approach;
- enable participants to apply and transfer what they learned to their youth work practise;
- take into account the needs and motivations of participants and be open to regular feedback and evaluations;
- be thoroughly evaluated and documented to gain a maximum multiplying effect after the Module.

<u>Starting from the experience of the participants</u>, the Modules should address the values and attitudes in relation to the three main topics EUROPE, CITIZENSHIP and YOUNG PEOPLE as well as the required skills and competencies participants need to permanently include 'European Citizenship' within their practice.

With methodological creativity it should be ensured that participants become incrementally conscious and skilled in 'managing' the *interrelationship* between questions of 'Europe', questions of 'Citizenship' and questions of 'Youth', at both conceptual and practical levels.

List of participants

Name, surname	Country	NGO	
Plepi Vildan	Albania	New Community	
Lavchyan Zaruhi	Armenia	Federation of Youth Clubs	
Sakharau Serge	Belarus	Studentskaya Dumka Youth Magazine	
Cvoro Maja	Bosnia Herzegovina	Graditelji Mira (Builders of Peace)	
Pavlecic Tomislav	Croatia	GAS (Gorica's Alternative Scene)	
Markitanis Sotiris	Cyprus	Youth national agency of Cyprus	
Maskova Zdenka	Czech republic	Students' Forum 2000	
Wulfsberg Lau	Danmark	Kraftwerket (Youth culture House) - Valby	
Vainomae Kristiina	Estonia	Tartu Hiie School - Tartu	
Pelkonen Anna-Kaisa	Finland	City of Espoo Youth department - Espoo	
Kalatozishvili Aleksandra	Georgia	Youth Union "Public Movement Multinational Georgia"	
Weberstaedt Fridolin	Germany	AFS- Interkulturelle Begegnungen e.V - Hamburg	
Magdali Csaba	Hungary	Mobilitas South Transdanubian Regional office- Pecs	
Perissinotto Ivana	Italy	Insieme si può – Cooperativa sociale. Treviso	
Inese Ardone	Latvia	ACC Tautskolas Eiropai - Riga	

Raimonaite Vytaute	Lithuania	Lithuanian Scouting- Kaunas	
Stankovski Bosko	Macedonia	Centre for intercultural dialogue	
Tubbergen Sonja	Netherlands	Stichting Battle of Amsterdam	
Byrczek Agniezka	Poland	Angelus Silesius - Wroclaw	
Barreto Ana	Portugal	APAI- Portuguese Association for intercultural learning-	
Egorkina Maria	Russia	Foundation international fellowships program	
Lipkova Jarmila	Slovak republic	Centre for Leisure Time Activities- Banskà Bystrica	
Vidmar Anja	Slovenia	European Leadship Institute- Lubljana	
Torres Baños Noelia	Spain	Associaciò per a la promociò cultural districte 9- Barcelona	
Cioffi Carmine	Switzerland	Groupe Interet Jeunesse /Info click - Lausanne	
Abdul Amin	United kingdom	Sunderland Youth Development Group	
Ruzanna Ivanyan	Russia	Trainer	
Mario D'Agotino	Italy	Trainer	
Garcia Lopez, Miguel Angel	Spain – germany	Course Director	
Gualtieri Giuseppe	Italy	Italian National Agency	
Ragauskas Laimonas	Lithuania	Documentalist	

The structure of the documentation

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

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 6

Monday 23 rd Oct.	Tuesday 24 th Oct.	Wednesday 25 th Oct.	Thursday 26 th Oct.	Friday 27 th Oct.	Saturday 28 th Oct.	Sunday 29 th Oct.
	Welcome My way to this course	Participation	European Citizenship "Challenges and opportunities"	Links between participation and citizenship	Looking to the future	
			Break			
	Intro Expectations	Youth NGOs, youth work promoting Participation	European Citizenship "Challenges and opportunities"	Fields of Action: Decision making, Social change	Follow – up	D
Arrivals			Lunch			Departures
Arr	Practices and understandings of Youth Participation	Youth NGOs, youth work promoting Participation		Youth Worker as an Actor for Participation and European citizenship	Evaluation and closing	tures
	Break		Free afternoon	Break		
	Practices and understandings of Youth Participation	Participation: - Charter on Participation - Programme Youth	"Roma Tour"	Youth Worker Actor for Part and EC		
	Reflection Groups	Reflection Groups		Reflection Groups	Reflection Groups	
Dinner	Dinner	Dinner	Dinner in town	Dinner	Dinner	
Welcom e evening	International Airport Café				Farewell party	

Welcome evening

Time and date of 21h45 – 23h Monday 23rd of October

the session

Title Welcome evening

Background Welcome evening is a very important part of each activity for breaking ice,

starting creating good positive friendly atmosphere among participants which

would help them to learn better.

Aim(s) To prepare the group for open communication and active learning

- To help pax to learn each others names **Objectives**

- "Break the ice" and create a good first atmosphere

- To start the process of group building

Short introduction of the team Programme

Ice-breaking within the group

Getting to know each other

Methodology and methods

The methods included interpersonal presentations and interactive activities.

The team introduced themselves briefly, explained "who is who" in this course and the welcome has started then!

We started by greeting each other.

"Say hello!" method looks like this: people are greeting each other how the Italian children do it and say their name to as many people as possible while music is playing. Then they are doing the same but by greeting each other in the way adult people do it in Italy. And finally the "highest level" of the exercise is to greet other person in a way that persons greet friend in her/his country and says the name of that person.

After greetings, we continued with the names: trainer takes a box full of small papers with participant's names and countries and each participant takes one piece with someone's name and country. And (s)he has to guess and to find this person in the group in the big circle.

In the second part of the exercise participants are interviewing each other (the one they found) about work, studies, hobbies, involvement in youth work, etc.

And finally the method is finished by the round of introducing the second

person to the group by saying her/his name.

Notes for further use

During such evening the appropriate music is quite recommended, which could create warm and joyful atmosphere. During the welcome evening of this module the group called "Amadou & Mariam" was playing.

Welcome to the course

Time and date of 9.30 – 10.00 Tuesday 24th of October *the session*

Background Following the welcome evening, this is the moment of a more formal

welcome and personal introduction

Aim(s) To prepare the group for open communication and active learning

Objectives - To welcome participants

- To "break the ice"

- To create a first good group feeling in plenary feel comfortable in that

space

- Getting to know each other

Programme

Giuseppe on behalf of the Italian National Agency (further N.A.) welcomed participants and expressed the background and interest on hosting this

module.

Afterwards participants and the team of the course introduced themselves one more time as some people arrived after the welcome evening. The

technical announcements followed after this part.

Methodology Welcome words

and methods

further reading

Round of names and organisations

Background More information about participants and their organisational background

documents, could be found in the list of participants handouts and

My way to this course

Time and date of 10.00 -11.00 Tuesday 24th of October

the session

Background The method is being used to help participants to link their background with

the topic of the training course as well as their expectations.

Aim(s)The aim is to link the experience of participants (both personal, in youth work

and professional) with the course.

- To reflect about connection between professional background and the **Objectives**

course - To reflect about participants realities of youth work and their relevance to the course.

- To reflect about relevance of concepts of Participation and European

Citizenship to the professional realities of participants.

Programme Introduction to the method; work on individual and then group level; The last step – "exhibition" of the ways drawn by participants.

Methodology The method was based on individual thinking and sharing with others. Here and methods are the details:

> Participants are asked to draw the lines of the life (focusing on professional background and involvement in youth work) which brings them to this course and made them interested to apply for that course. They have to indicate some key dates in their lives which are relevant to this issue, for example, feeling citizen for the first time or feeling unprofessional in field of training young people on citizenship etc. Afterwards people are sharing their "ways" in small groups of 4-5 people and then they are exchanging their drawings with others from different groups and briefly commenting their "way to this course".

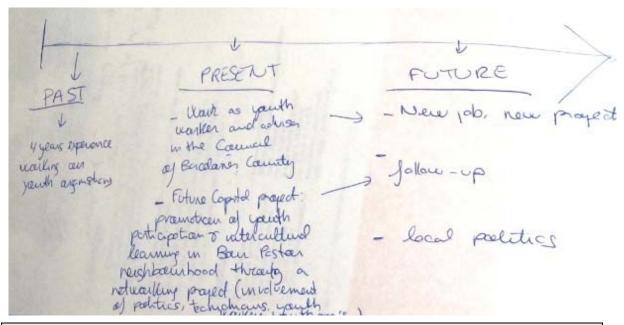
Outcomes There was big interest in each others' professional background, people took

chance to know better what each person is doing in regard to the youth work and participation. It also contributed to the group building process a lot.

Evaluation This way of "getting to know each other" worked very well. Participants had

> some safe time at the beginning to reflect individually and only then to talk with others. It created opportunity to know more deep background of each

other. Some music during personal time could create nicer atmosphere.



Introductions and expectations of participants

Time and date of 11h 30 – 13h Tuesday 24th of October the session

Background

After knowing each other, introduction to the course was combined with the expectations of participants

Objectives

To introduce the course (background, partnership, citizenship modules, the objective, programme and methodology of this course).

To give participants the opportunity to reflect and share their expectations (in relation with the frame and opportunities given in the course)

Programme

Presentation of aims, objectives and the programme; Sharing expectations of participants

Methodology and methods

At first there was introduction of the Partnership of Council of Europe and European Commission as the institutional background, then the concept of European citizenship modules was presented in general and Module 6 in particular.

The programme of the module was presented on the floor in order to have more interaction with participants around various aspects of the programme (it required physical moving "within the programme").

After presentation of the programme participants were asked to think about the programme parts presented and to choose it (by stepping on it) by the specific criteria for example to go to the most "entertaining part" "learning part" "boring part".

Sharing expectations about the programme. Every person wrote down the specific expectation for the training and put that down on the programme element which most probably will help to fulfil that expectation.

Outcomes

People choose free time in Rome as one of the most entertaining parts, The sessions on understanding the participation and European citizenship were chosen as the potentially giving the biggest learning opportunity. The boring parts were quite diverse according to participants' choice – some choose farewell evening, some – some sessions, other specific time of the day (e.g. after lunch[©])

Here are the expectations of participants in regard to main elements of the proposed programme of the module:

The major parts of expectations were connected to the sessions on participation, European citizenship and follow-up planning:

Sharing practices on participation

- To share experiences about practices in participation (in local and international level)
- To share practices on participation in multicultural environment
- To get clear definition of youth participation
- Tools of empowering participation of young people starting from personal approach up to lobbying level

Participation in our own reality:

- Practice behind the theory
- To learn how to tech young people become responsible
- To work together and promote projects on youth participation
- To learn more about the programme "Youth in Action"

European citizenship:

- To acknowledge the different methods and ways of living as an European active youth throughout the European citizenship
- The way people from non-EU countries, new democracies can deal with "European citizenship" as a concept
- Awareness about European citizenship: opportunities and challenges
- To learn more about Citizenship and especially about the practical approach for raising awareness of young people

Field of action regarding youth participation:

- To get concrete and realistic information and examples of participation of young people in local community
- To get some practical tips

Free afternoon in Rome:

- to see great, nice, lovely places in Rome

Looking to the future – follow up:

- To establish partnership about students' project
- Writing articles about projects' results

- To learn about future perspective and "target" groups of European Commission
- To reach sustainability of results and learning outcomes
- To develop ideas of projects for and with young people for promotion of youth participation
- To get some fresh energy

Some "horizontal" expectations towards the whole programme were expressed:

- To have English language practices
- To enjoy the training
- To get to know new methods used in work with youth
- Good energisers after lunch
- To get ideas how to promote youth participation
- To contribute my understanding of participation
- To know more about national realities concerning participation
- To learn about different models of participation
- New contact with youth workers
- To learn more about the Partnership programme and get opportunity to be involved into it

session

Evaluation of the Participants were pointing out some critical questions about the background of the course, reacting to the programme actively and suggesting leaving expectations visible during the whole training course. It showed that participants started reflecting on the various elements of the programme; on possible outcomes from those elements.



Sharing of Practices and understandings of youth participation

Time and date of the session

15.00 - 18.30 Tuesday 24th of October

Background

As the module is focused on participation issues mainly, it was important that participants could start reflecting on their own understanding of youth participation and also sharing this understanding with others in order to be acknowledge with different youth realities, existing practices, approaches in different countries. Furthermore the team saw the need to create more open and trustworthy atmosphere for this sharing and learning process and that's' why the session started with some "warm-up" and trust building exercises.

Aim(s)

To get to know different realities and perceptions of youth participation in different countries for reaching better mutual understanding among participants regarding those issues.

Objectives

- To start developing trust and open communication between people in the group
- To create the space for personal reflections and interpersonal sharing about youth participation

Methodology and methods

Methodology was based on active body expression, trust building exercises in the first part and in the second part of the session it was based on personal reflections and interpersonal sharing in small groups.

Programme

15.15 Warm up and trust exercises were made to create the positive and open atmosphere in the group by taking the group out of indoor setting to the nature;

16.00 The next part was dedicated to the understanding of participation in every participants' reality: community, organisation. The task was to fill in the "poster" (you can find the template in the section *Annexes*). First step was to do it individually in half an hour and afterwards to share their understanding and experience of working with young people on participation issues in small groups of 5 people. Division in 4/5 groups

18.00 Meeting in plenary, creating "exhibition" of participants' posters, debriefing about the results of group conversations.

Outcomes of the session

After exercises outside people expressed that they had opportunity to develop trust in the group, they feel a bit better with other people, but others also mentioned that it is not easy to trust new people and this process usually takes time in the group.

Findings by participants from the work on practices and understandings of youth participation:

Participation – teamwork of all

Participation – Reaction to the important issues of the society

There are some common challenges: spiders, who are connecting people in a web, positive ghosts, mousses and glues, who are sticking people together...

Participation – being active, establishing partnerships, being responsible, having open heart

Importance of youth empowerment – to keep the empowerment sustainable by going outside frame of a single project

Notice – most of young people participating, are from good families, activists, and there should be bigger attention to to involvement of other people from more difficult environment

Participation – sharing, giving, enabling, motivating, addressing community

Participation happens in very various environments: churches, political parties, clubs, youth centres, schools etc.

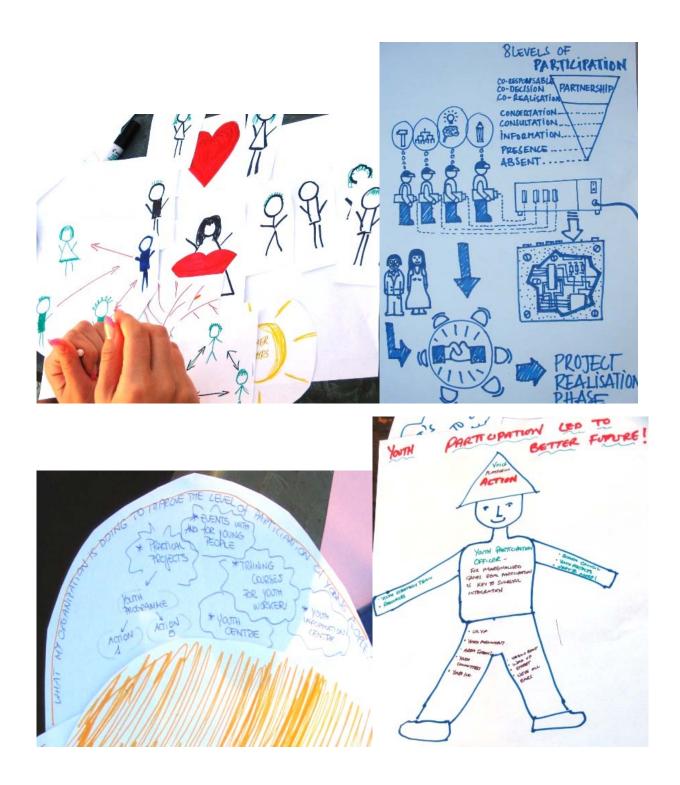
Promotion of participation can happen by giving opportunities for young people to make decisions, to influence policies which concerns them, by creating various councils where young people can participate

It is great if participation can be based on principle "Act locally – think globally"

It is about being able to think forward, to take part in decisions

NGO's should work on a level, where they can reach young people who are less skilled or organised

Voice+platform+action: Young people have voice like others and they have right to be heard. It is important to hear different voices of young people: small not-confident voices especially important to be heard. The Voice should be heard through youth work platform, which help people to rise the voice of young people. The platform can be a tool: radio, magazine, etc. All these things should follow to the action. After hearing the voice through the platform, politicians have to make an action.



Reflection groups

Time and date of 18h30-19h 24th ,25th ,27th October the session

Background

Reflection groups are important for steaming out emotions of the day, structure the learning process, evaluate and reflect learning process.

Objectives

- To provide participants with the opportunity to reflect on their training and learning experience and to consolidate that learning
- To provide a space of evaluation of the day for the participants
- To take the temperature of the group and to receive feedback from participants concerning their experience of the Module

Methodology and methods

The reflection groups were the space where participants could share their concerns and issues as they arise in the training, and to discuss them openly with their peers and the team.

The participants have the opportunity during the reflection groups to share their issues and concerns and to discuss them but along with a number of concerns: how do I feel about this day? Which elements of the programme were most or less useful for me? What I have learned for myself? What have I learned that will be useful for my organisation?

The role of the team member was to guide the reflection, counsel participants and to receive whichever feedback they wish to provide for the work of the team.

Every day team of trainers was choosing different methods for reflection of the day

Outcomes

Participants expressed their reflections, tracked the learning process and were giving feedback, which was a good source for adjusting the programme and the methods.

Notes for further use

It is important to choose appropriate methods for the reflection sessions taking into consideration the settings of the training: spaces, number of team members, the target group etc.

Background documents, handouts and further reading

For the first evening the "Blob tree" was used. It might be found for downloading in www.blobtree.com, Pip Wilson and Ian Long, 2005

A huge resource about the reflection, evaluation, reviewing (theory, principles, methods, links) could be found at www.reviewing.co.uk

Youth Participation: obstacles and opportunities

Time and date of the session

9.45 - 13.00, Wednesday, 25th October

Background

The whole day was dedicated to the youth participation and the first part of the day was more about increasing participants' sensitivity about the obstacles and possibilities of various young people to participate.

Aim(s)

To understand the meaning of youth participation and become aware about the ways it could be promoted by youth organisations

Objectives

- To reflect on opportunities, obstacles difficulties and challenge for youth participation
- To explore the value and role of the youth work and youth organizations in promoting participation throughout different reality of civil society

Programme

9.45 – Obstacles for participation (getting the simulative experience)

11.00 - Break

11.30 – Obstacles and opportunities for young people to participate actively (debriefing, linking to reality)

Methodology and methods

Role play "Take a step forward" (adapted version of the method specially for this module) and debriefing.

Here are the role card, which were given to participants at the beginning of the method:

You are a unemployed young single mother.	Your young student daughter of the local bank Manager
You are a fashion model of African origin	You are a disabled young man who can only move in a wheelchair
You are an illegal immigrant from Mali	You are the 19 year old son of a farmer living in a remote village in the mountain
You are 17 year old member of a big poor family and you are worker in a dress factory	You are a 17 year old Roma(Gypsy) girl who never finished primary school.
	Your father is the American Ambassador to the county where you are Living

The following steps were done for exploring the topic after the task:

1. Participants, who had the same role in the exercise, went to the small groups and had a conversation on the following questions:

According to your role, which were the obstacles for participating in society?

According to your role, which were the strengths and potentials for participation in society?

2. Three groups of different roles were formed for exploring what were actually roles and how differently people were behaving and why they did so. The outcomes of the conversation were also lists of conditions for young people to participate.

Outcomes of the session



Links between role and real youth work with young people:

It helped to understand what young people; people are working with, feel like and why they behave in one or another way;

The discussion led to conclusions, that question of access to participation is very complex: it depends on ever young persons' background, family education, cultural habits, social status, financial situation, structural support, amount of information, the way youth workers approach those young people. The discussion evolved into dilemma is the

participation a choice of the person or is it more determined by the environment/society in which young person is living.

Outcomes of the group discussion about needed conditions for young people to participate:

- access to education and information
- environment stimulates to change your life
- invitation for participation
- motivation (stimulation) for participation
- having legal status in the society basic legal frame, civic rights
- appropriate political environment
- geographical factor influences participation
- information available for all
- minimum resources (time, money, education)
- will to participate
- belief in making changes
- possibilities, opportunities
- common interest of the group of people

Notes for further use

It is important to know how many people already were participating in this kind of method, as some people mentioned they couldn't get deeper into the role because for them it was already 2nd or 3rd time when they were doing this method. Nevertheless it might be a powerful method if it is well adapted to the situation and the topic and if well structurised debriefing is following after the method itself.

Background documents, handouts and further reading The morning method was based and adapted to the situation based on the method described in A manual on human rights education with young people "Compass", Council of Europe, p.217 guidelines for the method "Take a step forward", http://www.coe.int/hre



Definitions of youth participation

Time and date of the session

Time and date of 15:00 - 16:30 Wednesday, 25th October

Background

After exploring the nature of youth participation by identifying possible challenges and conditions, participants had time and space to share or to create the definition of youth participation. A lot of participants had clear expectations towards this sessions as they wanted to find out what is actually understanding of youth participation on European level

Aim(s)

- To create a common understanding of Participation at the level of definitions and practical implementation

Objectives

- To explore the notion of participation on interpersonal level
- To explore differences of understanding in the group
- To reflect on the context of youth participation (place, environment, key actors)

Programme

15.00 – 16.30 finding the common definition of youth participation

Methodology and methods

At first participants were trying to find a common definition for the concept of youth participation in the first 30 minutes.

Then they shared they understandings with other groups, could comment, give questions or ask clarifications to each other.

Finally there was short input for identify the context of youth participation: where it takes place, what influences youth participation, who is the key actors of this process, etc

Outcomes of the session:

Definitions of participation:

- Behaviours, which has different levels from passive to responsibility, where knowledge and skills are brought together in a common action to serve collective and individual
- 2. Participation is involved living and interacting for change in the community
- 3. Participation is active personal commitment with the purpose
- 4. Participation is about enabling people to have voices, which can be facilitated through the various platforms, so that changes can take place through social or

political actions.

- 5. Participation is being available and active into a community through sharing knowledge, information and responsibilities
- 6. Participation has two levels:
- Inside. The personal level, when a person is ready or not to take an action
- Outside environmental, when a person has or doesn't have opportunity to reveal its readiness and initiative

The aspect of "active participation"

Taking action, taking leadership role, doing (not only thinking), achieving the set goal and valuable result, it's the process (not only fact), having dynamic. It's process from thinking state to application state; it is something positive, felt by heart;

After presentation of levels of participation the discussion evolved about differences between those levels: what is manipulative participation, what is just participation, what is active participation

Background documents, handouts and further reading Training quality product of Mario D'Agostino. If interested, please write e-mail to Mario riodago@tiscali.it

More about well-known Arnstein's ladder of participation in community and other models of participation could be found here:

http://www.partnerships.org.uk/guide/ideas.htm

Participation

"To participate means to take part in a joint activity either simply by being there or by giving a contribution to the accomplishment

of the activity itself ."

Mario D'Agostino

Activities

The types of activities that young people could take part or could propose, should correspond to a natural need of expressing themselves ,so should correspond to their:

- need of knowing,
- creating
- and therefore participating.

Mario D'Agostino

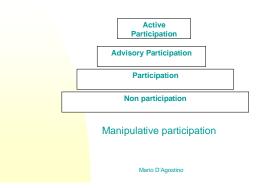
Types of activities

- Cultural:
- Social:
- Economical:
 - Political:
- Environmental

Mario D'Agostino

The elements for	I	
participation	N	
MOTIVATION	F	
Willingness to take an active role in community life	O	
	R	
COMPETENCE	M	
knowledge, skill and attitude to participate and to take decisions	A	
OPPORTUNIY	T	
(Power to make decision and resource		
available)	O	
Mario D'Agostino	N	

Levels of participation



Personal characteristics having influence on youth participation.

Educational

Social

Economical

Psycho-physical

Cultural

Geographical

Status

CoE Charter on Participation and EU Programme "Youth in Action"

Time and date of the session

Time and date of 17h – 18h30 Wednesday 25th of October

Background

After having devoted the whole day to explore the issue of participation, in this last part of the day, we take a look to the ideas and approaches of the European Institutions.

Objectives

- To explore the approach to "participation" and consequently to "citizenship in two of the tools – programmes of the European Institutions
- For participants to better be able to use those tools and programmes in their future daily youth work

Methodology and methods

Internet and power point presentation

Plenary discussion

Programme

1. Miguel presented (interactive CD, http://www.secretagents.se/missions/ce/) the basic ideas of the "Revised European Charter on the Participation of Young People in Local and Regional Life". The focus was made on the sectorial policies related to

participation and citizenship and how these recommendations from the charter could be used at local and regional level.

2. Giuseppe from the Italian N.A. introduced the ideas of active participation and European citizenship behind the "new" Youth Programme, providing as far as possible (already known) details of the kind of activities and criteria for youth activities to be supported.

Outcomes

Participants got to know about some of the tools, which might be used in promotion of youth participation and active European citizenship.

Evaluation

Participants commented that the last part of the session was interesting and needed but quite difficult to understand due the to the tiredness and the way of presentation, but people were pretty interested about the Charter and wanted to explore it more.

Background documents, handouts and further reading Link to the official text of the Charter:

www.coe.int/t/e/cultural_co-operation/youth/TXT_charter_participation.pdf

Charter interactively on-line: http://www.secretagents.se/missions/ce/

Information about EU programme "Youth in Action" can be found at

http://ec.europa.eu/youth/index_en.html

European Citizenship "Challenges and opportunities"

Time and date of the session

9h30 - 11h and 11h30 - 13h Thursday 26th of October

Background

After having devoted the day before to the issue of participation, this whole morning was the moment to explore experientially and conceptually the notion of European Citizenship (connecting it back with participation and with the youth work practice)

Aim

To develop understanding of concept - European citizenship

Objectives

- To explore the notion of European Citizenship ("under construction")
- To experience and discuss the challenges and opportunities of it in relation to youth work and active participation

Programme

9:30 Intro of the day - E.C. day

9:50 – 11:45 "Designing the European passport"

12:15 Input on European citizenship

Methodology and methods

Intro of the day was made by asking participants to stand up those who feel European citizen? The short discussion followed that question afterwards.

Check the section outcomes for the results.

After intro the following task has followed: To design the European passport (Such thing does not exist in reality, but why not? Or why yes?) by discussing its' possible features and designing it: who is issuing it? What are the conditions to issue t? Who should get it and how? Is such a thing needed? Etc.

When participants were ready with the task, they came back to plenary for the debriefing and the input on European citizenship.

Outcomes of the session:

The session started with the "tester" question: those who feel to be European citizen please stand up?

(Approx 70% of people stood-up) People commented that they feel European citizens because they are citizens of European country. Other were commenting that EC as concept is quite artificial and sometimes exclusive because European citizenship leads to non-European citizenship or pre-accession citizenship and so on.

Results from the groups after creating the "European passport":

Passport – as symbol for free movement and inclusiveness in European citizenship

What is E.P for? For identity, for security issues, information about health social security...

Why is EP needed? Maybe it is excluding others, who don't have such passport.

Maybe the world passport would be better for every citizen of the world issued everywhere in the world...



Opening the Europe is leading towards creating the big open area inside, but at the same time - huge area, which is close to others outside the Europe.

Such passport might be Issued to every individual respecting rights of other people and might be rejected to those violating HR of other people.

Would it be one common form of EP to all or there should be some signs for people from different countries?

People were offering Passport of values - respecting diversity, but keeping equality in Europe.

Instead of Photo having the eye of a person as a symbol of the soul (applause by some people©

Put down some main values: freedom of expression, movement, religion, belief and respect to the diversity and tolerance



Input of Miguel on European citizenship provoked the discussion in the group about the sense of belonging, about identity, again about the notions of Europe, about the existing/non-existing need for such concept in the youth work, about the general approach how this concept comes into the practice (is it top-down or down-top?)

Evaluation

Conclusions based on this session:

- to pay some attention on identity issues and on links between education, participation and citizenship
- It was essential moment content wise when people could get some input and food for thought about their own understanding of the European citizenship.

Background document and further reading

T-kit 7 "Under construction. Citizenship, Youth and Europe", ISBN 92-871-5228-4 © Council of Europe and European Commission, May 2003. May be downloaded from www.training-youth.net

Fields of action: Decision Making, Social Change

Time and date of the session

9h30 -11h and 11h30 - 13h Friday 27h of October

Background

As the training course took place in Rome, team decided to invite somebody from Rome community to present existing practices on promotion of youth participation and citizenship. The session therefore started with the "warming-up" exercise for exploring the links between participation and citizenship.

Aim

To develop understanding how the youth participation and active citizenship could be promoted in practice

Objectives

- Getting to know 3 different experiences of participation and active citizenship Project in Rome.
- To let participants reflect on how they can transfer the experiences at home.

Programme

9.30-11.00 "Our village" exercise, debriefing with the focus on links between participation and citizenship

11.30 Presentation of the experiences:

Education and training – Mr Andrea D'Angelo and a headmaster of a high school in Rome presented a youth project done in co-operation with schools of Rome.

Decision Making - Mr Gianluca Peciola councillor for the youth policy in Rome presented the experience of a participative budget system in one of Rome municipalities.

Methodology and methods

Exercise "Our village"

Step 1. Participants should form the couples and using only one pen, to draw the house together. (3 min.)

Step 2. They can improve the house by adding various objects – curtain, trees, fence, painting etc. (5 min.)

Step 3. All the group should form a village by using their created houses and by adding new objects, which they think might be needed in such village. The space for village: big piece of paper (8 A1 paper sheets glued together) and various drawing materials, colourful paper, scissors, glue sticks. (40 min.)



Step 4. Debriefing of the exercise (40 min.): What does this exercise tell you in terms of citizenship? What were the limitations? How do we deal with those limitations/obstacles in order to ensure equal involvement of all people? How did you managed to deal with personal and community wishes? (one of the key issues)?

After the exercise two presentations of the guests Andrea D'Angelo and Gianluca Peciola followed by showing possible fields of action in promoting youth participation.

Outcomes of the session

The debriefing of the "Village" exercise:

What does this exercise tell you in terms of citizenship?

> Some citizens talk with each other and others not; Some people don't build the village and just sitting around, while others start building without asking opinions; As there were no projects made, it was difficult to build; I was not part of



people building, and I couldn't demand for more things because I was not influencing the building process; There were time limitations for having the complete village; Decision making from the beginning was not clear - the building started without real planning before; The certain level of proactivity was missing and it was not easy to involve all;

What were the limitations?

Time, space – not enough space to move, to communicate, etc.

How do we deal with those obstacles in order to ensure equal involvement of all people?

We did what we did, we couldn't to involve others, who were not willing to be part of building

I take initiative, ask for feedback, but if nobody reacts, it just goes...

The exercise started from personal level (of drawing own house) and flow into the community level, where it is needed to take into consideration various needs of community



How did you managed to deal with personal and community wishes? (one of the key issues)

It is legal to find the object of your own interest and contribute with it to the village development if some people don't manage to deal with community interests;

It is needed to establish the system of decision making because it is hard then to deal with interest of all people. The process has to be clearly co-ordinated.

There are people with different skills and competencies and interests and it is good to give space for such people to act.

The conditions are limiting us and we have to adapt our strategies how to act in this city

Or

To influence conditions – to renegotiate time, add space, influence people, who are shaping our conditions;

(Short input of Mario):

Participation and active citizenship depend on several aspects:

Motivation, Opportunities and Competencies

Question for the group: what competencies are needed for the full involvement and active citizenship?

Listening; Constant update and knowledge about infrastructure and its developments; Communication skills for better cooperation; Being competent in the specific area of life and having critical thinking on this issue; Negotiation skills; Flexibility; Mutual respect;

Question for self-reflection: Are we educating young people for being active citizens?

Experiences in Rome, presented by:

Mr. Andrea D'Angelo presented the project as the example of the project on youth participation in Rome done within Action 3 of the YOUTH programme.

Mr Gianluca Peciola councillor for the youth policy in Rome presented the experience of managing the participation of young people on youth policy level by managing also the budget for young people by young people.

Municipality was initiating various youth awareness actions about

Global actions as they perceive themselves as global municipality. In order to organise the



participative way of democracy, the municipality was divided into 7 social districts keeping their own specific identities regarding their living place. Each district was organising a public meetings. Municipality is facilitating involvement of citizens to understand that there is a budget when people can decide how to and what for the contributions has to be made. People can decide about the usage of 20% of the whole municipality budget (e.g. areas of culture, environment, etc.) People are deciding to use the budget according to their essential needs. E.g. budgeting creation of green area and afterwards training young people to maintain this area.

Notes for further use

This time "Our village" exercise was used as the "starter" before the guest speeches, but actually it is strong method for exploring issues of participation, local community involvement, citizenship.

Background documents, handouts and further reading More about participative budget, which was presented by Mr. Gianluca Peciola: www.unesco.org/most/southa13.htm

You can find here detailed story how this system started in Porto Alegre, Brazil, in 1988.

Youth worker as an actor for active participation and EC

Time and date of the session

15h - 16h30 and 17h - 18h30 Friday 27th of October

Background

After having devoted the morning to explore examples from the different fields of action regarding promotion of participation and citizenship, we focused on the youth worker, the individual, as an actor promoting those topics.

Aim

To understand the personal stand regarding issues of active participation and European citizenship

To asses personal youth leader's/worker's competencies and needed further development

Objectives

- To provide the opportunity for participants to reflect on their roles, attitudes, values and attitudes as youth workers
- To provide space for participants to identify the areas for further improvement in terms of promoting active participation and European citizenship

Programme

15:00 – 16:30 Exploration of roles and attitudes of youth workers

17:00-18:30 Self – assessment of competencies for promotion of active youth participation and citizenship

Methodology and methods

The session started with the method "Where do you stand?" for exploration of roles and attitudes of youth workers. Participants should take their own stand in the space from fully disagree to fully agree concerning these statements:

- Participation on it's own has no meaning
- European citizenship is artificial concept, which has nothing to do with the young people
- Participation of young people always lead to active citizenship
- Youth worker promoting European citizenship should feel European citizen one-self
- Without values you can not promote participation

The second part of the session was dedicated for self assessment of competencies by using the grid based on "A European portfolio for youth leaders and youth workers"

Here are some comments of participants regarding every statement

Participation on it's own has no meaning

- ...The individual aspect is very important (the awareness), people have to know the meaning, the reason of participating...
- ...Participation is attached to the society, to the groups of society and has to have values behind that participation...
- ...Participation should be inclusive even if young people don't understand it's meaning, they should be supported in the process of becoming more aware about the values, the meaning, the benefits of it...

Participation of young people always leads to active citizenship

- ...No, participation is not leading by default if it doesn't have active background...
- ...No, if participation is something organised and active, but has destructive aims...
- ...No, not necessary to citizenship...
- ...Yes, it should lead to it...
- ...Yes, citizenship is the process and participation or learning to participate is part of this process...

European citizenship is artificial concept, which has nothing to do with the young people

- ...Yes, because it is too attached to the word <Europe>...
- ...Yes, because it is the concept identifying people into Europeans and non-Europeans...
- ...No, because everyone identifying one self to be European can apply this concept for one activities...
- ...Now it is still quite artificial, but maybe it will develop further to become more real one by using various means of youth work...
- ...No, because this concept is determining future of young people...

Youth worker promoting European citizenship should feel European citizen one-self

- ...I can not promote anything if I don't believe in it as it would be obvious for others...
- ...If I wouldn't believe in it, I could not be the role model for young people...
- ...Youth workers should set-up the example by their own behaviour and beliefs, but also to provide critical view to this topic...
- ...No, because it is possible to talk about European citizenship without deeply believing in it, but raising critical questions, which could help to analyse the concept...

Without values you can not promote participation

...What values? European values? Do they exist? What are they about?

...I never met a person without values (even though those are not necessary leading towards positive actions)...

Evaluation

It is essential to prepare appropriate statements for the method "Where do you stand?" in order to provoke the constructive confrontation and conversation of people involved. They have to be carefully adapted to the profile of participants and the objectives of the session.

The self assessment of competencies was perceived in very different ways by participants. Some liked to reflect on themselves, while others were felt this was not too important for them.

Background documents, handouts and further reading Method "Where do you stand?" can be found in COMPASS - Manual on Human Rights Education with Young People, p. 254 or downloaded at www.coe.int/compass

"A European portfolio for youth leaders and youth workers" can be downloaded at www.coe.int/t/e/cultural_co-operation/youth/1. News/News/055_European_portfolio_NFE.asp

Looking to the future and follow - up

Time and date of the session

9h30-11h and 11h30 – 13h Saturday 28th of October

Background

At the end of the seminar we devoted the whole morning to anticipate and

plan the use of the gained knowledge and experience back home

Aim To ensure the transfer of gained knowledge and experience after the

training module

Objectives - To provide space and time to reflect and plan the future use of the

knowledge and experience gained during the course

- To define the follow-up actions of the course at individual level, with the young people participants are working with and with the

community/organisation they are working for.

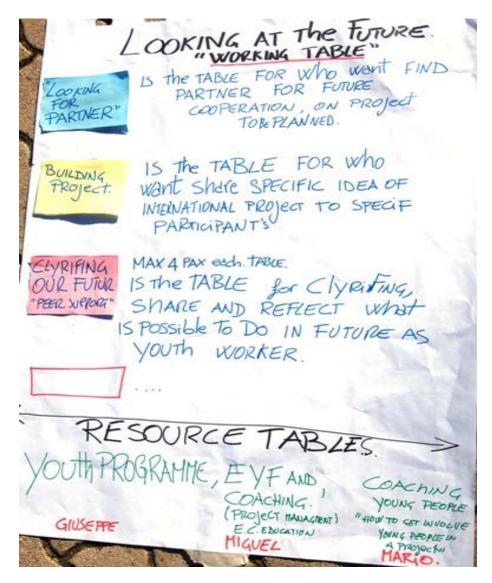
Programme 9:30 – 11:00 Planning the follow-up actions in groups

11:30 – 13:00 Developing the personal action plan based on those follow-up

actions discussed previously

Methodology and methods

"Working tables"



Participants could choose the table and have conversation with each other or the "Resource person" regarding their transfer to practice.

After those conversation people could work on their personal action plan. The tool called "Contract with myself" was used to ensure that this plan would be remembered and integral for every participant.

Here are the actions from "Contracts"

I engage my self to do:

...For my personal development as youth worker

- Stay in touch with participants
- Read the participation tool kit
- To seek education and to stay curious about other people
- To spread the field of work involving marginalised youth
- To attend one more course on these issues in order to go deeper in them
- To work more on development of the methods which could be helpful in learning youngsters to participate
- To find out more ways of involving people to my organisation and the participative activities
- To develop myself how to motivate others, help them overcome various obstacles
- To keep contact with at least 2 persons from different countries about the developments in youth participation area
- Find the way to link social work with political work
- To become European trainer
- To organise the study visit "European dimension in Education Youth sector in 2007
- To continue personal development: from speaking to listening, from listening to hearing voices of others, etc.
- To learn as much as possible about Youth in Action
- To attend training of trainers
- To develop mo required competences according to the assessment form (based on Portfolio)
- To develop my concept of European citizenship
- To get more experience as facilitator
- Prepare my book with methods
- To get involved in youth trainings or projects that respect young peoples' concerns
- To have more energy and enthusiasm in my job
- Not to be afraid to say NO!

...with the youngsters I am working with:

- Use some methods from this course
- To implement more activities on participation and to be more focused on European citizenship
- To give more support for their ideas
- To work more on understanding of citizenship and help other to find their own ways of participation
- To help them understand the value and benefits of participation
- To help them to define their goals and motivation to act
- Research the possibilities and activities for the first offenders in relation to the Youth programme
- To find the way for their personal development
- To find multipliers among young people
- To the better chance of meeting young people and being familiar with their needs, worries, expectations
- To promote ideas and knowledge received during the module and maximally assist young people to engage for active participation
- To provide training
- To enable them to travel abroad and meet new people
- To encourage and support young people being active in reaching their aims at different levels weather is finding the study place or to take part in the youth council or to take action on European level
- To transmit the content of TC via workshop on EC
- To develop and deliver training/workshop on participation
- To pass on EVS opportunities for them
- To get them more pro-active, participative and self-conscious about their role in society and their possibilities to contribute in the best way possible
- To make them feel responsible to act as citizens
- To implement the music project music as medium for expression

...In my organisation:

- To promote the value of exchange work as vehicle for intercultural learning
- To seek influence on the European level through the participation
- To organise 1 international event
- To get more information about the national youth policy
- To share the knowledge with others from my organisation
- To implement this kind of training course in my organisation within 1 year
- To work out the system, which helps to involve non-organised young people
- To organise internships for members of my organisation in different institutions and organisation
- To begin closer dialogue between various stakeholders of youth policy in my city
- To help others with implementation of their ideas
- To organise the study visit or international exchange about the methods for youth participation and for the first offenders
- To promote the Youth programme and to stimulate youth exchanges
- To engage new youngsters
- To coordinate cross sectorial and cross regional international youth project on participation "Build your own town"
- To plan, prepare, implement similar activities addressing topics like citizenship, integration, intercultural communication
- To follow-up the project ideas agreed
- To develop ways of participation together with young people, to identify the field to be strengthened and get engaged in them
- To work on the training course between 4 countries involving youth workers on the topic of Involvement of young people into youth participation
- To make my organisation convincing and potential partner of all actors involved for the future of Europe
- To organise youth exchange in order to prepare publication and photo exhibition about the youth around the world
- Local festival including some participative workshops organised by me
- To learn more valuable and effective forms of participative citizenship a concept closer to reality than it is right now
- To implement social skills training for youth, adventure training
- To work with parents as well

Evaluation Participants evaluated this session very positively because it was based on

planning practical actions and involved a lot interpersonal conversation

about the future after the training course.

Handouts The template of the "Contract" is in the section "Annexes"

Evaluation and closing

Time and date of

the session 15h – 16h30 Saturday 28th of October

Background The last session of the module focused on debriefing and evaluation of the

> whole training module. There was the space for participants created for their reflections, comments, assessments of the programme elements; ones own

learning outcomes; feedback for organisers; etc.

Aim To evaluate the entire training module

Objectives To assess to which extent the objectives of the seminar and personal

expectations were fulfilled

To reflect on learning outcomes of the module

To get a feedback about different programme elements

To close the seminar

methods

Methodology and Participants were choosing their position in the space based on "clock" shape from 1 to 12, where 1 stand for very negative evaluation and the 12 for very positive.

Here are the questions:

- 1. How did you feel in this group?
- 2. Was the learning environment appropriate for my learning?
- 3. How would you evaluate logistics on this training course?
- 4. How do you feel about the work of trainers team?

The second part of evaluation was coming back to the reflection groups and reflecting on several points:

- what are my learning points from this module?
- what questions do I still have?

Then participants got 30 minutes for filling-in evaluation questionnaires after which everybody were giving certificates to each other!

Evaluation notes from participants

Few comments from the first exercise of the evaluation:

1. How did you feel in this group? Most people stood up in the area from 9 to 12 and few at 6 and 7 o'clock. People expressed that they were feeling quite good in general, and also felt well about integration of trainers in the group, appreciated rich cultural diversity in the group. While others mentioned they were being a bit outside the group upon their own choice.

2. Was the learning environment appropriate for my learning?

The answers were pretty diverse: 2 people took position at 3 o'clock and commented that the venue is not too much adapted to the youth trainings; 5 people choose to stand at 6 o'clock, and the rest - from 9 to 12 and commented that the accommodation was comfortable, there were spaces for having personal time; they found green area useful for having balance between indoor and outdoor activities.

- 3. How would you evaluate logistics on this training course?
- 4 people choose 3 o'clock and commented about some lack of information or misunderstandings with the arrival to the venue;
- 4 people stood up at 6-7 o'clock and commented about some conditions not appropriate for that kind of hotel

The rest of the group (aprox 14.) stood at 9-12 o'clock and commented that event was really well organised, they were informed pretty much in advance about all practicalities, visa procedures went very good (!)

4. How do you feel about the work of trainers' team?

1 person stood at 1 o'clock, 2 people – at 2, 2 people – at 3 o'clock and referred that sometimes they missed more facilitation in small groups or they could not access the resources (knowledge, experiences) of trainers or that the expectations of participants were not too visible during the course.

Other people chose the position from 6 to 12 o'clock and reflected about interesting composition of the team, high professionalism and knowledge about the topic.

The second part of evaluation was coming back to the reflection groups and reflecting on several points:

1. what are my learning points from this module?

- Real example of participative budget (Porto Alegre model).
- I must trust my own resources. Don't expect important issues to come from people in positions of "authority".
- New methodologies (building the village).
- Social and political realities of several participants' countries.
- I learned that Europe is a live idea covered in a lot of fog and clouds.
- I learned that there is a long way to real European citizenship.
- To be outside. To look through filter to many things, and to accept not everything. I

- understood that sometimes is really better to stay in silence and better don't say anything. Of course I clarified what's citizenship and participation; this module greatly helped me to look to citizenship and participation from different points of view.
- It is always possible to learn something even in places where there is nothing to learn. Good people contacts. Look for resource people. Not spend too much time on things which require/take less time.
- Some of differences and new things in the Youth Programme, learned more on the concept of European citizenship. Learned more about the situation of youth in some other countries. I learned the importance of participation.
- I learn how to deal with youth in respect to their behaviour, interest, needs. Exchanging knowledge and information with other countries on youth aspects and organizations.
- Good practice example from other organization.
- Different approaches in youth participation of European citizenship (through trainers, participants and material support).
- Social work in Netherlands with first offenders. Youth policies in other countries (Albania, Switzerland, Italy...)
- I learn how to organize that kind of seminars
- I have learned that the theme "Participation" can be understood from different points of view and each understanding is OK if you can "defend" it with good reasonable arguments.
- I got some new methods, that for sure I will use in my organization.
- New contacts to people who work at the field of youth work. Built up personal contacts, so cooperation will be a lot easier. Very good reminder that people are the same no matter where they came from. Good group dynamics.
- I have learned what an European dimension really means (through mixing with participants of European countries).
- I got a wider vision of participation and European citizenship. The value of international learning. About opinions and situations of people from different countries. I learned more about my own position.
- To learn more about my personality, understand some emotions which are important and deep in me. To clarify what is active participation and citizenship. To get an experience as participant of training because I always organize for the others.
- Confirmation of my opinions about the European citizenship. General idea about current and most important questions/dilemmas about these topics, new experiences/different approaches.
- Possibilities of developing exchange project.

2. what questions do I still have at the end of the module?

- Many questions about the new Youth Programme
- I still have questions how to "show" citizenship and participation. I feel I need one more course on this topic.
- How to motivate people to participate?
- Concrete solutions or at least recommendations on Youth Participation. How can I develop skills on promoting Youth participation?

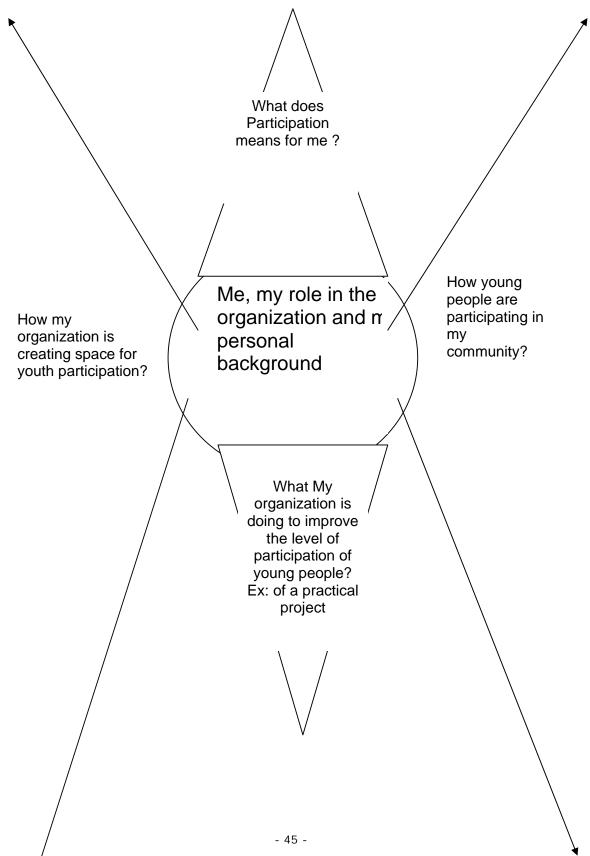
- Practical tools on making passive → active participation.
- How to reach young people outside of formal organizations?
- What is the European perspective on participation?
- I still need to explore the concept of participation in youth work .I guess it will never end...and it shouldn't end either. I got couple of new resources which to use on this quest.
- Good method for participation?
- Why for us (European citizens) is still hard to understand/tolerate cultural diferences?
- What is the way to make people participate?
- Is it possible to have an European vision?
- How much influence will this course have on my life?
- Non answered questions: more specific tools about the approach on Citizenship, active participation, education.
- What is the official definition of European Citizen?
- Is there ever going to be a common European feeling?
- How is the new concept of European Citizenship related to neighbouring countries in the Youth programme?

Evaluation

The sequence of the evaluation could be done differently. It's recommended to start evaluation from personal activity – evaluation questionnaire in order not be influenced by the group opinion and then to go to some dynamic evaluation exercises. It is important also not to repeat the same questions in questionnaire and during other parts of evaluation.

Annexes

The template used for session about sharing understandings about youth participation



CONTRACT		
with myself and of mutual	support	

As personal follow-up of the Module 6 on E.C.	
I	
Engage my self to do:	
- For my personal development as youth worker	
- With the youngsters I am working with	
- In my organisation	
I will stay in contact and have the support of:	
Signed by the two parties	

USEFUL LINKS for personal development

SALTO (Support for Advanced Learning Opportunities) http://www.salto-youth.net

European YOUTH portal - http://www.europa.eu.int/youth/index_lt.html

European Youth Foundation (funding opportunity of Council of Europe) -

http://galadriel.coe.int/fej/index.jsp

Council of Europe, Youth Directorate (training opportunities, actual information etc) -

http://www.coe.int/T/E/Cultural_Co-operation/Youth/

Partnership of Council of Europe and European Commission (training opportunities, training

kits, etc.) - http://www.training-youth.net

"Encyclopaedia" about non-formal education: www.infed.org

About Reviewing/evaluating/reflecting... - http://www.reviewing.co.uk/

More about the Blobs (educational books on reviewing, reflections) - www.blobtree.com

Theory about non-formal education - www.infed.org/index.htm

Interesting website for those interested in youth work trainings

<u>www.youth-work-training.org</u> <u>http://www.yep-community.org</u>

Human rights education, manual Compass: http://eycb.coe.int/eycbwwwroot/hre/index.asp

http://eycb.coe.int/compass/

UNESCO Youth sector http://www.unesco.org/youth/

European Youth Forum – platform for national youth councils and international youth organisations http://www.youthforum.org

EURODESK-European portal of information for young people http://www.eurodesk.org/new/ Interactive presentation of the Revised European Charter on the Participation of Young

People in Local and Regional Life - http://www.secretagents.se/missions/ce/