

**TEAM BUILDING
ACTIVITIES
AND GAMES**



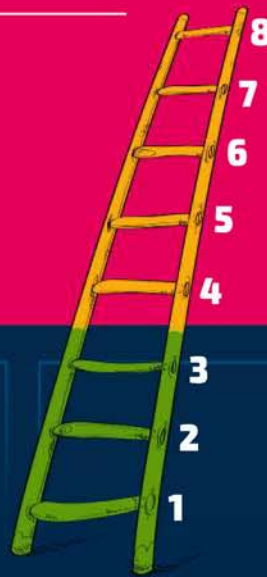
ENGAGEMENT



**YOUTH
PARTICIPATION
AND ENGAGEMENT**



**TOOLS
FOR ACTIVE PARTICIPATION
AND ENGAGEMENT OF YOUTH**



**THE ERASMUS+
PROGRAMME**



“TIME TO ENGAGE”

FINAL PUBLICATION COLLECTIVE BOOKLET

**E+ KA1 TRAINING COURSE
STOCKHOLM, SWEDEN
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“Time to Engage”

FINAL PUBLICATION COLLECTIVE BOOKLET

I – Introduction

The key aim of this booklet is to become a reference source for all dedicated youth workers and leaders, as well as interested NGOs, National Agencies, decision makers and citizens, who are standing for active participation of youth, especially in the democratic processes starting with their local communities and in youth work.

The ideas contained in this publication have arisen during the Erasmus+ KA 1 project “**Time to engage**” [2016-1-SE02-KA105-001451], where the participants from 8 different countries have been working on improvement of the lack of youth participation. Using a variety of non-formal education tools and methods, exchanging experiences and realities, equipped with knowledge and media skills, the participants of this project would like to present their engagement in this booklet, in order to raise the awareness on the importance of youth participation and with it to gain the attention and interest of stakeholders, especially the local but also the regional and international population.

Assessing the challenges to youth political participation, examining the causes of youth disengagement in traditional forms of democratic politics by presenting research findings, specific case studies and personal experience, as well as fostering youth participation helping young people to become agents of positive change in their society and in Europe were among the main objectives of the Erasmus+ KA 1 “**Time to engage**” project. The essential role in the engagement of young people to be active citizens played by the social media and the information communication technologies is also analysed in this manual-booklet, which is offering concrete proposals prepared through a truly participatory process by active youth worker and leaders to distill in a comprehensive way a number of best practice principles and policy recommendations as well as ways to empower youth by using non-formal methodologies.

Following the priorities and aims of the Erasmus+ programme as well as through its support, we hope this booklet will serve as a useful tool for active youth participation.

The participants of the “Time to Engage (T2E)” E+ project)



Context of the project:

Young people between the ages of 15 and 25 constitute a fifth of the world's population, yet they have limited influence in national political institutions. There is a general sense that traditional political parties, political institutions and processes, including elections, fail to appeal to this critical segment of the population due to the lack of convincing political programmes that effectively target the younger generations. Young people feel keenly about key social issues such as inclusion, education and employment but equally, feel alienated from the ongoing political processes, notably the traditional ones.

Objectives of the project:

The training seminar held in Sweden at the end of 2016 as part of the Erasmus+ KA 1 **"Time to engage"** project brought together youth workers/leaders, researchers, from 8 programme countries to discuss policy solutions to best address the overall lack of trust by youth in political institutions, and how to foster youth inclusion and participation in political processes and youth work. During the training seminar we assessed:

1. The challenges to youth political participation, examining the causes of youth disengagement with traditional forms of democratic politics by presenting research findings, specific case studies and personal experiences.
2. Existing policy solutions that have been designed and adopted by governments, and organizations to assess how successful they have been in fostering and supporting youth political engagement and participation.
3. Main themes of ICT (Information Communication Technologies) and Social Media, looking at opportunities and challenges that these technologies offer to youth active citizens in interaction with policy makers. The power of the internet and the emergence of new forms of expression are not necessarily correlated with increased youth participation – new ways of communication and expression are often disconnected from democratic institutions and processes and do not replace active political participation. The challenge is therefore, to ensure that the plethora of new forms of communication and mobilisation reinforce, rather than threaten democracy.

Through the collective work for a manual/booklet where steering our recommendations and work during the training, we aimed at proposing policy recommendations and ways to empower youth from the sessions associated with non-formal methodologies for implementation.

Hence, the aims of the project were:

- To generate a more holistic understanding of the topic through being confronted with different perspectives.
- To provide new inspiration and input for the future design of educational programmes and activities, policies and research projects.
- To facilitate concrete cooperation projects in the field of assessment of (non-formal) learning between actors from the three target groups – policy, practice and research - and new questions able to motivate the participants to go further and deeper with the topic.

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**II - TEAM BUILDING
ACTIVITIES
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II - Team building activities and games

Here is a selection of quick and easy to deliver team building challenges especially designed to foster youth participation as proposed by one of the project participants.

"Not another dumb team building game" says the participant. Ouch. When this thought crosses your participants' minds, you can pretty much throw the benefits of team bonding games out the window.

Team building activities and games are supposed to be not only educational, but also enjoyable. They help the team learn about each other — how each person thinks, works, solves problems, and has fun.

To encourage your team learn more about one another without hearing a chorus of groans, here are 5 team building games your team will want to play over and over again:

HUMAN KNOT

Time: 15 – 30 minutes

Number of Participants: 8 – 20 people

Tools Needed: None

Rules: Have everyone stand in a circle facing each other, shoulder to shoulder. Instruct everyone to put their right hand out and grab a random hand of someone across from them. Then, tell them to put their left hand out and grab another random hand from a different person across the circle. Within a set time limit, the group needs to untangle the knot of arms without releasing their hands. If the group is too large, make multiple smaller circles and have the separate groups compete.

Objective: This game for team building relies heavily on good communication and teamwork. It also results in a lot of great stories for the water cooler chat in the workplace.

FUNKY CHICKEN

Time: 5 – 10 minutes

Number of Participants: 5 – 100

Tools Needed: None

Rules: Make the group stand in more or less equal lines looking to you standing in front of them.

Verse:

Left, left, left, right, left (everybody marches)

Left, left, left, right, left

Let me see your funky chicken? (leader)

What you say (group)

Let me see your funky chicken (leader)

What's that you say? (group)

Chorus:

Ooh ahhahhahh, ooh ahhahhahh

Ooh ahhahhahh, ooh, one more time

Ooh ahhahhahh, ooh ahhahhahh

Ooh ahhahhahh, ooh Back in line

(Do actions with chorus, e.g. flop like a funky chicken)

Repeat verse using Frankenstein, Crazy Crocodile, Michael Jordan, Ballerina, Sumo Wrestler, Surfer Dude, Egyptian...

Objective: The group will lose its fear of doing something "crazy" in front of strangers.



3 - MODELS

3.1. Models of change – how theory can help conceptualising participation models

“If you don't know where you are going, any road will get you there” (from a popular exchange between Alice and the Cheshire Cat in Chapter 6 of Lewis Carroll's “Alice's Adventures in Wonderland”, 1865), might seem just as another traditional quote but it contains a very important, and still original, message. No matter whether it is youth work or any other field, we need to keep in mind these words because knowing why are we doing something (what are the needs, reasons...) is the only way to determinate what and how are we going to build our way and take the best decision for the future actions. Though non-formal education is about using interactive methods, sometimes we need to take a look back and refer to some theory. In our case, it was consulting and analysing Models of participation. More specific, two models: Ladder of participation and Five Stage model. In this context, we used them to explore and analyse these models and discuss whether or how they are applicable to our life and work we do in our societies.

The “Ladder of Participation” is the model originally created by Roger Hart¹. This tool is used to identify exact level of youth participation in different processes, by following measures provided by the author. The Ladder consists of 8 rungs, starting from non-participatory level up to the fully engaged young people:

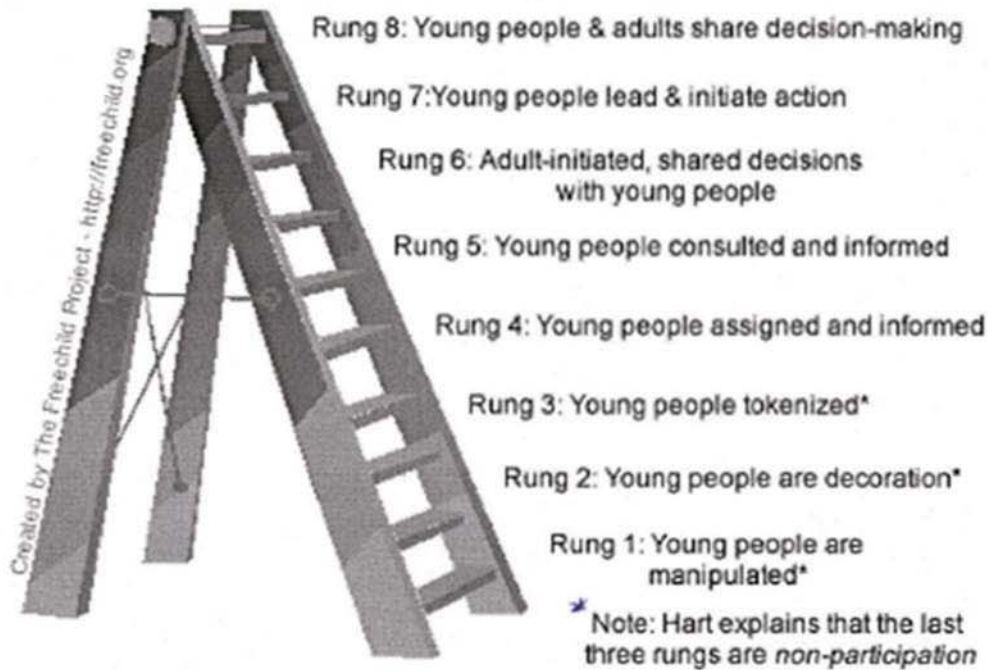
- 1) Young people are manipulated;
- 2) Young people are decoration;
- 3) Young people tokenized;
- 4) Young people assigned and informed;
- 5) Young people consulted and informed;
- 6) Adult-initiated, shared decision with young people;
- 7) Young people lead and initiate action;
- 8) Young people and adults share decision-making.

Shortly, the first three rungs represent adultism, meaning that young people are not actually being involved. The fourth one is about giving young people specific role and informing them about it, where the fifth one differs in the part of consulting youth, meaning that young people are being informed and given the opportunity to express their opinion. The sixth rung represents the actions initiated by adults but the decision making is shared with youth. Next rung is where young people initiate and lead actions, and only get support from adults. The highest level of participation by this author is when young people initiate the action and then share decision making with adults, where the space for intergenerational learning is being crated as well as the space for the partnerships.

¹The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care, UNICEF 1997

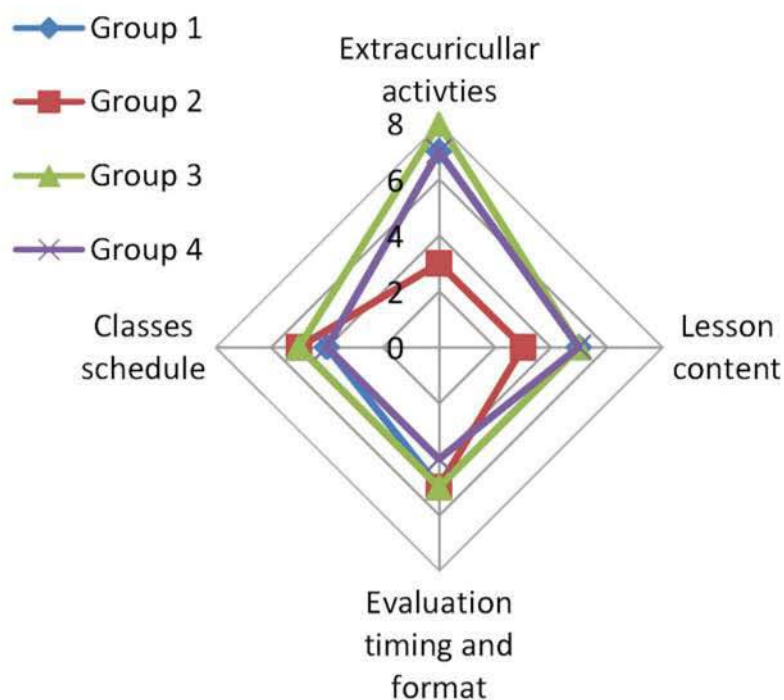


Roger Hart's Ladder of Young People's Participation



Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre.

while referring to theory, we continue using it in practice. Hence, during the training one of the sessions was dedicated in defining what ideal youth participation should like in the formal education system, more specifically in the high schools regarding the following topics: extracurricular activities, lesson content, evaluation timing and content, and class schedule. As many of the participants are coming from different backgrounds and have studied in a greater number of countries than the ones they live in today, it was an interesting opportunity to split into smaller groups and task groups to determinate what should students participation look alike. The results are presented in the chart.



The second model that we used is more related to psychological acceptance of the change. Kubler-Ross described this model in her book "On death and dying" and it contains five stages of the change acceptance process. She called them "normal" reactions to change and she believed that all these stages are linked and passing through them is what we need to move on. These five stages include: 1. Denial; 2. Anger; 3. Bargaining; 4. Depression and 5. Acceptance. Simply, it involves following stages: shock, denial, anger, fear and acceptance. The model represents a curve in-between time and performance and as such, it shows psychological reaction to the change.

In conclusion, there is an essential need to stress importance of using theory and models in our work because sometimes it is much easier to understand processes around us and determinate what is the best step we should take next. And don't forget, when Alice asked the White Rabbit "How long is forever?" he just replied "Sometimes, just one second."



3.2. A deeper look into the Ladder of Youth Participation

According to the American child-rights academic Roger A. Hart³, participation follow a ladder as below:



³On Death and Dying, Elisabeth Kubler-Ross 1969

³Roger A. Hart is currently serving as Professor of Psychology and Geography at the City University of New York and as co-director of the Children's Environments Research Group at the Graduate Center (www.cernyc.org) there. He has collaborated in many countries with international NGOs and UNICEF and has published books on the participatory development of communities in numerous languages. Through longitudinal research, he seeks to inform debate on the changing nature of childhood play being convinced that all children can play a central and lasting role in sustainable development if their genuine participation is taken seriously and if communities recognise their developing competencies and unique strengths.

For the reality check exercise, the participants have been divided into 4 mixed teams. Each group was asked to think about the level of participation of young people in the high schools of their countries. They have discussed about the topic and their experiences and they gave grades to every item of the ladder.

After every team have placed grades, they have prepared a role play in order to reflect and express their view on the topic. The session has been closed with final remarks and conclusions regarding the ladder of youth participation and its applicability into reality.

All participants agreed that the participation ladder is a useful instrument, but it doesn't apply to every situation. There are many factors which influence the reality and a theoretical approach can be mainly useful for guideline purposes.

3.3. Concepts: simulation and conclusions

The workshop session started with an interactive method. The participants were divided into 4 groups. Each group was placed into a circle and received an envelope which was containing 6 concepts and its 6 definitions placed randomly.

After the trainer has presented the "rules of the game" each team started to match the concept with its definition, as below:

POLICYMAKER

a member of a government department, legislature, or other organisation who is responsible for making new rules, laws, etc.

PARTICIPATORY DEMOCRACY

... is committed to making citizens informed, thus showing great confidence in their capacity to self-governance; it is a system allow people the opportunity to directly participate in the functions and decision-making processes of state and there shall be no provision for delegating power to another body or organ.

ONLINE PETITION

... usually through a form on a website, requesting some action from the government or another authority.

POLITICAL PARTICIPATION

It derives from the freedom to speak out, assemble and associate; the ability to take part in the conduct of public affairs; and the opportunity to register as a candidate, to campaign, to be elected and to hold office at all levels of government, but it involves much more than just voting.

POLITICAL CORRUPTION

"The abuse of entrusted power for private gain": ... is a manipulation of policies, institutions and rules of procedure in the allocation of resources and financing by political decision makers, who abuse their position to sustain their power, status and wealth.

DELEGATIVE DEMOCRACY

... is a form of democratic control whereby an electorate vests voting power in delegates rather than in representatives.

DIRECT DEMOCRACY

is a form of popular control where all collective decisions are made by way of the direct votes of constituents.

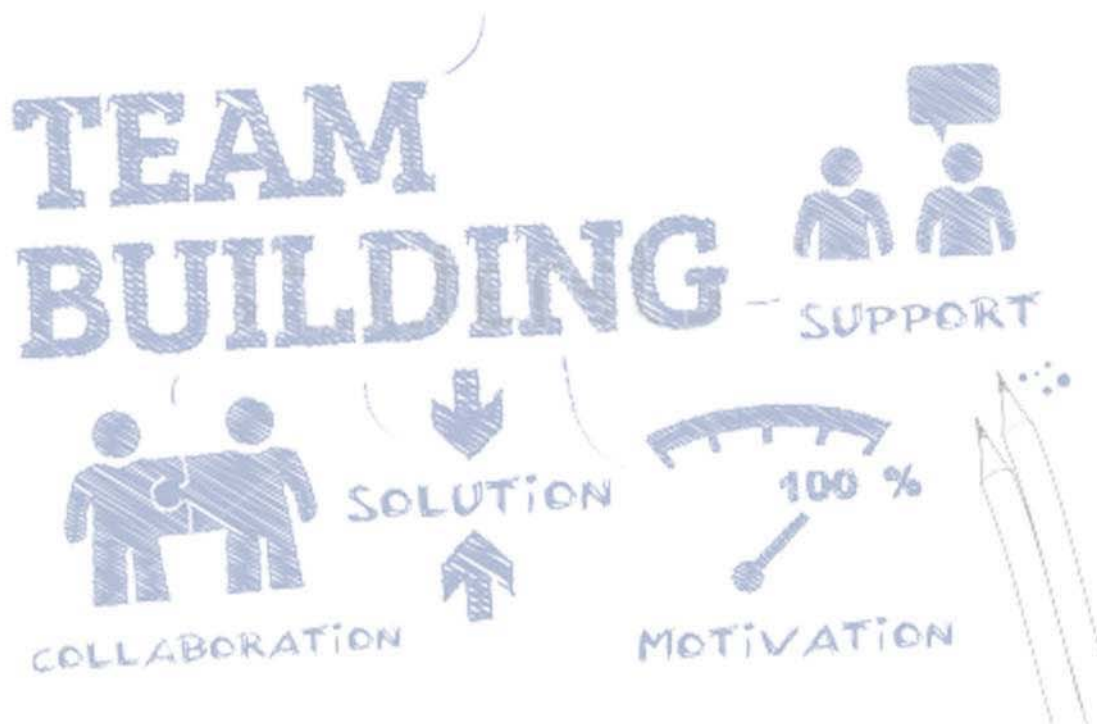
MINORITIES

A group numerically inferior to the rest of the population of a State, in a nondominant position, whose members - being nationals of the State - possess ethnic, religious or linguistic characteristics differing from those of the rest of the population and show, if only implicitly, a sense of solidarity, directed towards preserving their culture, traditions, religion or language.

After everyone agreed upon the definitions, through an open discussion, each team have chosen two concepts in order to discuss them and give examples, by connecting them with participation.

The main conclusions which were drawn after debates within each team and within the whole group were the following:

- 1) As long as a person is informed from several trustful sources, he/she can make his/her own opinion.
- 2) The constructive critics lead to constructive ideas and actions.
- 3) Being an active citizen means to be part of a change process and develop a shared understanding of what he/she want to happen.
- 4) The important feature of participatory democracy is enshrined in people.



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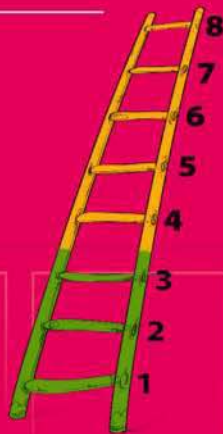
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4 - TOOLS FOR ACTIVE PARTICIPATION AND ENGAGEMENT OF YOUTH

4.1 The European Citizens Initiative and its democratic potential

The European Citizens Initiative (ECI) is the European Union's latest democratic innovation. The ECI, a mechanism for participation introduced by the Lisbon Treaty, allows European citizens to propose legislation to the Commission on issues where the Union has competence, according to the European Treaties. In order for the Commission to examine an initiative, it has to be backed by at least one million EU citizens, coming from at least 7 out of the EU-28 member states. Therefore, the citizen's committee supporting and launching an initiative has to be formed by nationals of a minimum of one quarter of the Member states. Furthermore, a legal admissibility test will be carried out by the institutions, and a proposal can be rejected if it falls outside the Commission's competences, or if it goes against the EU's Fundamental Values. After the ECI is registered online, organisers can start collecting signatures during a period of one year. If the proposal satisfies all the criteria and manages to obtain the support of one million nationals of different EU member states, the Commission is obliged to respond within three months, and the organisers will have the opportunity to present their initiative at a public hearing in the European Parliament. However, after the European institutions have examined and presented the content of the successful ECI, they have no legal obligation to implement it.

This significant supranational mechanism aims to build broader channels for participation, strengthening the link between European citizens and EU institutions. Therefore, it is a unique opportunity for citizens to directly participate in the policy-making process at EU level. Before the Lisbon Treaty entered into force in 2009, the right to petition the European Parliament (art. 20 TFEU), was the only institutionalized channel for participation. A number of significant obstacles for the impact and legitimacy of the European Union shape the context in which the ECI has been implemented, and the initiative has the potential to tackle some of them. Among those elements are the passivity of the European people regarding EU affairs, the low turnout for European elections, the social, political and economic crisis, the so-called 'democratic deficit' of the Union or the limited powers of the elected Parliament. For authors like Elizabeth Monaghan, the ECI can bring EU politics closer to a participatory model of democracy, which should be open to deliberative forms of participation. The unique focus of the initiative on citizen's engagement, rather than on the role of civil society organizations, allows Europeans to bring new and prominent issues to the political agenda. Furthermore, the instrument can play an important role strengthening the European public space and framing the political discussion beyond national interests. It provides a unique opportunity to foster a transnational debate which resonates with the concerns and claims of the wider public, fostering awareness about EU decision-making process, and contributing to the internal democratisation of the European Union.

However, since 2011, when the EU Regulation on the ECI was adopted by the European Parliament and the Council of the European Union, the impact of the initiative has been very limited. In the last five years, only three initiatives have successfully reached the required number of statements of support. Therefore, it can be argued that the mechanism has failed to mobilise public opinion and to attract significant media attention.

A successful initiative requires strong transnational civil society networks and significant economic resources, and this hinders its impact. Furthermore, the complexity of European politics, the fact that the initiatives have to be focused on legal acts implementing the treaties, and the diverse and scattered nature of European public opinion makes the successful development of an initiative rather complex. This context and the negative record of the ECI highlights the need to empower European citizens, versus the effectiveness of lobbies and resourceful groups.

Despite the lack of meaningful impact, this instrument can still play a major role contributing to advance in the endeavour of democratising the EU. In order to do so, it is important to better communicate to the wider public its nature, limits potential and functioning. Furthermore, EU institutions should be receptive towards the demands of the Union's citizens. Combining political representation and various forms of direct participation can be a powerful way of engaging citizens with EU decision-making processes, and at a time of political and social crisis, fulfilling the ECI's democratic potential would significantly benefit the European project.

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4.2 The ECI Reform: room for improvement?

The still 'almost new tool' for **participatory democracy**, i.e. the ECI, introduced as a result of the Treaty of Lisbon with the express purpose of increasing participation and direct democracy at the EU level, would allow – as anticipated here above - citizens to collect at least one million signatures (0.2% of the EU population) online or offline to call directly on the European Commission to consider introducing a specific legislative proposals of interest to them in an area of EU competence, thereby **changing EU law**. If they succeed, as their organisers aimed during the first year of implementation (2012) especially the ones of the very first initiative to reach the public hearing stage "Right2Water" on the provision of water and sanitation as essential **public services** for all EU citizens, the first ECIs which ended with **1,680,172 signatures** as final number (the minimum of signatures required to submit an ECI was one million, as for all the ongoing ECIs, whereas the number of valid signatures varies between 88% and 95% of the total handed in national authorities in each of the 28 EU countries), they can lead to a great change in **European decision-making process** and agenda setting. Nonetheless, there are still many challenges and

barriers that make it difficult, and continue to make it difficult, for organisers to reach the number of one million signatures required to submit their proposal. Problems such as the differing requirements in each Member State (ranging from ID number to full address and father's name that those who sign must give), the difficulties of successfully, correctly and quickly implementing the online signature collection system, the continuous impediments with backend features of signature collection software (OCS) in working smoothly, the high rate of refusals or partial registrations of the proposed ECIs, the personal liability of citizens who set up ECIs combined with the lack of legal personality of the citizens' committees, and hurdles due to the long time required to mobilise as many supporters in as many countries as possible to get behind the campaign with no specific funds available are still to be overcome.

On May 19th, 2017, the European Commission unveiled the first next steps in its promise to reform the **European Citizens' Initiative (ECI) regulation framework** publishing a road map for the revision announced by the European Commission's Vice-President Frans Timmermans on the ECI Day (April 11th), an annual event co-organised with the European Economic and Social Committee (EESC), which brings together all the stakeholders and citizens interested in the ECI development.

The new regulation that should – according to requests presented by the civil society coalition advocating for changes to Regulation 211/2011 implementing the ECI over the past years – genuinely break down the barriers between citizens and those who decide on the laws that affect them is expected in 2019. Until then, the new ECI regulation proposals will go through the co-decision procedure (which requires the agreement of the European Parliament and Council).

At this stage, and until June 15th, 2017, all citizens and interested organisations are invited to provide a general feedback to the ECI Revision Roadmap with max. 4000 characters also adding research or findings (files must be less than 5 MB) supporting the position sent by registering via the following link: https://ec.europa.eu/info/law/better-regulation/initiatives/ares-2017-2537702/feedback/add_en

For this revision to be successful, it is indeed of utmost importance that all stakeholders and citizens who have experienced organising or signing an ECI take part in the consultation.

4.3 European Parliament Petitions

The right to petition is one of the fundamental rights of all European citizens and residents. The petition in this case may present an individual request, a complaint or observation concerning the application of EU law or an appeal to the European Parliament to adopt a position on a specific matter.

The right to petition the European Parliament, which has already existed under the previous Treaties, differs substantially from the European Citizens' Initiative introduced by the Lisbon Treaty. With petitions, there are no formal requirements for a minimum number of signatures or spread of support in multiple EU countries, whereas European Citizens' Initiatives can enable citizens to call directly on the Commission to bring forward new proposals for legal acts only if they have sufficient support across the EU.

This tool gives the Parliament the opportunity to evaluate how well European Institutions are representing the interests and concerns of citizens and adapting to their individual realities. As anticipated, there is no minimum amount of supporters required to run the mechanism and it can also be used by organisations or companies, thus encouraging smaller public actors such as youth associations and informal groups to work cooperatively on specific topics when drafting a petition.

Petitions can be submitted electronically or in paper, and although resolutions by the European Parliament Committee on Petitions (PETI) are generally not binding, the process can resort to legal proceedings if necessary to resolve the citizen's dispute. Citizens can also support existing petitions on the portal, signing up for notifications about any further developments concerning the petition. These, once declared admissible – falling within the EU's fields of activity – are indexed by theme (e.g. agriculture, taxation, health), countries affected or status.

But in order to be successful in this procedure citizens first need to be up to date on the issues of their concern and the state of affairs. To improve our understanding of the EP and its work, we can start by following and interacting with [the Parliament on social media platforms](#), as well as through the [information offices](#) present in all member states. A number of discussion meetings on specific petitions are also broadcasted by the Petitions Committee of the Parliament and can be found [online](#).

The different possible outcomes once petitions are admitted are briefly explained in the video [How it works: Petitions to the European Parliament](#).

4.4 Designing a successful campaign

Taking part in the co-creation of a campaign is a great tool to unleash young people's creativity and innovation while finding solutions to the issues of their concern. It also empowers them to realise the consequences of their actions and to take leadership roles during teamwork.

Towards the end of the seminar, the participants gathered in groups and decided upon topics (real or hypothetical) and current social challenges that they considered young people could make a contribution on. They then evaluated the different contexts that they could see themselves into and the strengths and weaknesses of various approaches. The simulation involved identifying stakeholders, drawing a timeline and outlining the overall transmedia strategy.

One of the most popular campaigns advocated for a greater number of young political representatives in our institutions, in order to design policies that are better aligned with the youth's needs and concerns and to improve participation as a whole.



Beyond the platforms mentioned above, 'clicktivism' in the form of support to online petitions can also happen in other new and easily accessible websites that have earned notoriety over the last years, such as Change.org, WeMove.eu and Avaaz. Rates of success in attaining the campaigns' goals in this arena vary, but increasing the overall visibility is already a highly valued outcome.

4.5 Social media tools for engagement of youth

The "Time to Engage (T2E)" Erasmus+ KA1 Training Course was focused on Youth participation in democracy processes with a strong attention to ICT as a tool to access young people and promote ideas. Participants were involved in ICT topic using a broad variety of methods from different perspectives.

The involvement into ICT was gentle. First of all, the project trainers introduced mystical lake creature called "Moran" (inspired by the mythical being from the spectacular Scandinavian folklore). The method (or mystical creature) was based on one of the marketing tools – "Word of Mouth" and helped to spread the knowledge about social media usage for promoting the training course. Participants spread this information to each other during all project duration.



During their free time, participants went through a 'self-directed learning' process about different online marketing and ICT theories from each other. They used every free minute to ask questions and share ideas. ICT topic was widely discussed even during the lunch breaks. At the end of the project, the most curious participant even created his own website. Participants shared the latest theory and best practices of online marketing, discussed about different tools and their usage. The biggest attraction were VIRTUAL REALITY tools,



presented by one of the participants together with a shared "good practices" story in Spain. Everybody could try VR glasses and think how it can be used in their local organizations.



ICT was covered in a formal agenda as well. The trainers shared the information about some tools such as "Thunderclap" and showed how to use it. It is the world's first crowd-speaking platform and it was very interesting and valuable for all NGOs as it helps to reach over 12 billion people in 238 countries and territories. The training course participants tried to adapt gained knowledge in practical tasks.

The training course was very valuable for learning the latest ICT trends and possibilities that can be available for local NGOs.

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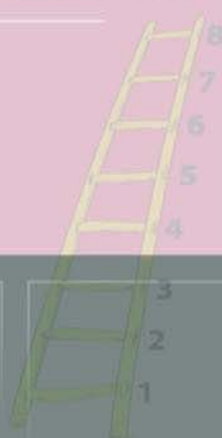
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YOUTH PARTICIPATION & ENGAGEMENT

5 – Youth participation and engagement

5.1. Fostering youth participation and engagement

INTRODUCTION

There is a need for a collective and better understanding of what youth participation involves, who is responsible for fostering youth participation in key decision-making process, and how it can be implemented for youth of all ages. Opportunities for youth to engage in governance and participate in political and decision-making processes are, indeed, not always clear neither to potential beneficiaries.

According to the United Nations Social Development strategy and agenda, “*youth is a major human resource for development and key agents for social change.*” Therefore, it is important to engage young people to be more active in the community and encourage them to become agent of change to their society. If they want to see change, they have to be part of the process, they have to take actions and let their voices be heard. Furthermore, it is crucial to develop methods, tools, and strategies to increase their social development in order to further assist them in any social movement in becoming active agents and disseminate all information available about current opportunities for youth to engage in governance and participate in political and decision-making processes in order to include a wider audience.

5.2. Fostering youth participation and engagement

RECOMMENDATIONS

During the training course, the group of participants has been involved in several discussions focusing on youth participation and how it should be fostered. They continuously asked themselves: *who is responsible for fostering youth participation?*

After some debates, the group concluded that there are multiple agents that can be served as engine to increase youth participation in the community or city.

As a group, we, then, concluded that NGOs, youth workers, formal education, business sector, sport clubs, family, peer groups, media, local authorities, celebrities, and youth themselves, can be viewed as influencers in fostering youth participation.

The participants suggested a few recommendations for some of the influencers mentioned above.

Recommendations for NGOs:

- Establish partnership with school in the community
- Create partnership with local authority
- NGO alliances
- Create partnership with private sectors
- Encourage youth volunteerism/activism in local community
- Create concrete program to encourage youth participation
- Follow recommendation from international organisation when see fits
- Give youth the opportunity to be a leader, be authentic, and be involved

Recommendations for Businesses:

- Create partnership with NGOs in community
- Offer free professional development workshops
- Offer sponsorship to NGO programs and events
- Partner with NGO and other programmes to offer job shadowing, mentorship, and or fellowship
- Recognise volunteering as a working experience

Recommendations for Educators/Institutions:

- Inclusive institutes
- Create partnership with local NGOs
- Trainings for teachers/profs/educators
- Take pupils (even primary) more serious
- Freedom: give space for development and autonomy
- Bonus or award for teachers who promote and support local youth participation
- Partner with companies (social, CSR)
- Motivate teachers to motivate students/youth

Recommendations for Sport Clubs:

- Create partnership with local institutions
- Create partnership with local businesses
- Create partnership with local NGOs

Recommendations for Local Authorities:

- Create youth assembly (members should be part of NGOs, high schools, universities, sport clubs)
- Introduce community service hours
- Establish partnership with local NGOs
- Create events by using structured dialogue
- Involve youth in key decision-making in the community

The idea behind all these recommendations is that everyone can benefit from the active participation and engagement of youth at every level.

6 One day in Stockholm: Study visit to the International Institute for Democracy and Electoral Assistance (IDEA)

The island of Strömsborg hosts the headquarters of the **International Institute for Democracy and Electoral Assistance (IDEA)**, an intergovernmental organisation working for the promotion and advancement of sustainable democracy worldwide. IDEA defines democracy as a constantly evolving system, which is 'pursued and lived in different ways around the world, in which the government is controlled by the people, and citizens are considered equals in the exercise of that control'. The organisation was established in 1995, by fourteen founding States, at a time of 'unprecedented hope for democracy', aiming to work on electoral processes, constitution-building, political participation, while addressing the interdependent relationship between democracy and social development. The declaration of its founding conference emphasised the need to look beyond elections in order to build a sustainable democracy, which is always an ongoing process. Furthermore, IDEA explores the way diversity, gender, conflict or security shape or undermine the development of democratic governance. The membership of the Institute has been growing in the last years, and twenty-nine governments with 'democratic credentials', contribute today to the work of IDEA, together with other intergovernmental and non-governmental organisations.

On Thursday, December 1st, 2016, in the beautiful island of Strömsborg, we were welcomed by Ms. Keboitse Machangana, Director of Global Programmes, who chaired a very inspiring meeting, where she invited all of us to think and reflect together. Ms. Machangana also introduced some the main areas of work of the organization, which supports and conducts research, facilitates inclusive processes of dialogue at country and international levels, and implements unique initiatives such as their Voter Turnout Database. Mr. Jorge Valladares, presented the work of the Institute regarding political parties, focusing on how to address the way in which money and politics interact. During



the conversation with Mr. Valladares, the challenges that any of us would face if we would run independently for political office were identified as a pressing obstacle for active political participation, an example which exemplifies the problematic relationship between the availability resources and political power. IDEA's work aims to foster fair political competition and financial accountability of political actors, and his presentation examined the pressing challenge to protect democratic politics from money-based influence. Furthermore, he presented some of IDEA's recent work on the resiliency of democracy through the State of Democracy Assessment Framework. This project, developed by the Institute together with local partners, examines the political situation in different contexts, and defines priority areas for policy and democratic reform, looking at pressing issues like conflict, diversity or gender equality.

Ms. Rumbidzai Kandawasvika-Nhundu presented the work of the organization when promoting sustainable policies and practices aiming to eradicate inequalities between men and women. She reflected about the 'elephant in the room called patriarchy', which hinders equal opportunities for women to participate and represent themselves fully at all levels. Her speech addressed the gender stereotypes which are still shaping our behaviours and the role we play in society, undermining inclusive democracy building processes. She reminded us about the gender imbalance in political life, as the global average of women in parliaments currently stands around 21 per cent. This figure exemplifies the limited influence of women in politics, and the importance of working to enhance and amplify the voices of women in decision-making processes. When reflecting together about the pressing need to advocate for gender equality, she encouraged us to remember that, 'men of quality are never afraid of equality', and that pushing for women's rights is a matter that concerns us all.

The importance of Constitution-Building processes as elements which are the road map of a country's political system and contribute to manage conflict and consolidate democracy, was also addressed during the session. IDEA's Constitution-Building Programme works on this topic 'providing legislators and practitioners with the skills to design the Constitutions of the future'. Furthermore, the limits of electoral observation and the risk of legitimizing the 'democratic facade' of authoritarian governments, was identified as another challenge for the impact of international democracy promotion. The controversial results of different elections during 2016, raised questions during the meeting regarding the risk of reducing democracy to voting, and the importance of introducing other sensible forms of citizens' participation. Furthermore, the last part of the session addressed the need to open new inclusive channels for the participation of youngsters. The objective of amplifying the voices of young people in decision-making processes was identified as a priority during the discussion, and civic education was pinpointed as an element which can play a significant role engaging the youth in the process of exercising democratic control. To take responsibility when it comes to making our own voice heard in the public sphere, and to advocate for the creation of those innovative and sensible channels for political participation would be the most effective way to uphold our rights and to advance in the democratisation of our societies.



TEAM BUILDING
ACTIVITIES
AND GAMES



ENGAGEMENT



YOUTH
PARTICIPATION
AND ENGAGEMENT



TOOLS
FOR ACTIVE PARTICIPATION
AND ENGAGEMENT OF YOUTH



THE ERASMUS+
PROGRAMME



THE ERASMUS+ PROGRAMME

7. The Erasmus+ Programme: Changing lives, opening minds!

On Saturday, December 3rd, 2016, in the morning an in-depth information session on the EU Programme "**Erasmus+ 2014 – 2020**" was delivered by Anna Lodesertoas part of our seminar schedule. It started with a general introduction and overview of the basic features and whole aims of the programme which is built on the achievements of more than 25 years of EU programmes in the fields of education, training and youth, covering both an intra-European as well as an international cooperation dimension and including sport activities. Erasmus+ has thus been explored as the result of the integration of the European Commission's predecessor programmes including the Lifelong Learning Programme, Youth in Action and Erasmus Mundus, analysing the importance of the **regulation EU No. 1288/2013** of the European Parliament and of the Council of 11 December 2013 establishing the current programme.

Then, there has been a focus on the wide range of different opportunities under Erasmus+ for youth organisations and various groups working with young people as well as on the various requirements potential participant organisations – including the informal groups of young people – should carry out before applying for funding. An overview of the three main Actions has been presented: Mobility for Young People and Youth Workers (Key Action 1); Strategic partnerships and Capacity building projects (Key Action 2); Support for policy reform from the "Social inclusion through education, training and youth" projects to the "Meetings between young people and decision-makers" also called "Structured Dialogue" funding (Key Action 3). The latter is providing young people the opportunity to interact with decision-makers on issues that really concern them and to consequently influence the policy decision-making process.

Some key facts and figures of the programme have also been presented through statistical graphics, especially as regards its overall budget (€14.7 billion for seven years, from 2014 to 2020) and the proportion allocated to provide funding for youth projects (10% of the total budget).

The main different types of mobility activities - youth exchanges, volunteering, and youth worker development – have also been introduced with a special reference to the project cycle for the KA1 projects and the current transnational seminar which is funded through the Erasmus+ programme (Mobility for Young People and Youth Workers – Key Action 1).

The Erasmus+ Programme: Recommendations for Policy and Practice

Different proposals arising from different target groups towards the same objective of a more harmonised and even more inclusive programme: The Future of the Erasmus+ Programme.

The following set of recommendations for enhancing Erasmus+ in 2020 and beyond was drafted during the three working groups created according to the different levels of experience about the programme as declared and self-assessed by the participants themselves.

E+ Pioneers

What about the people who just come in Erasmus? Are they those who can propose new ideas and suggest new approaches to old problems?

This chapter is going to emphasise the ideas and recommendations of Erasmus Pioneers about Erasmus activities.

1. Info-sessions at the local level ->In order to let people know all opportunities that Erasmus+ can offer, it can be an idea to propose more inclusive participatory info-sessions in educational institutions, local organisations, NGOs etc. all across the continent and even beyond.

2. There should be a clearer separation of actions -> it can be a part of info sessions, to distinguish the differences between KA1, KA2 and KA3.

3. To make the project opportunities more visible online-> all the opportunities for actual participants should be published online in order to be accessible as much as possible.

4. Focus on member states that are not involved -> that's one of the most significant aspect of Erasmus+ activities: how to efficiently to involve participants from countries that may need partner organisations for new projects and new ideas for fostering youth participations.

5. Be stricter at the institutional levels (centralised and National Agencies) in prosecute all those who are trying to make business through the programme, asking for participation fees and trying to charge money to the young participants in many other forms which is strongly against the programme principles but dramatically widespread as worst practice.

E+ Addicted

What about the people who are already making an intensive use of the programme opportunities?

1. Impact should be assessed and transparently presented -> the feedback after every activity connected to Erasmus should be posted online in accessible form, to be seen by everybody in all EU languages.

2. Paper-free and online processes and tools, data compatibility and user-friendliness should be enhanced.

3. The programme guide should be simplified and shortened, possibly replaced before the next version of the programme with a more user-friendly multimedia tool including accessible tutorial for the application process.

4. Communication Campaign: Erasmus vs Erasmus+; the name will change again in 2020? If so, this could negatively affect the programme popularity.

5. Adopt the same criteria and standard procedures for the assessment of project applications in all the countries participating in the programme (the selection process is still too differentiated from country to country and biased by national influences) thus having a serious impact on youth participation and youth NGOs empowerment.

E+ Gurus

...and finally: all those who really can't live without Erasmus+!

1. Rules, requirements and processes for application, management and reporting, should be simplified in order to decrease the administrative burden, especially for the newcomers, and make things easier for small grassroot organisations and informal groups of young people.

2. The selection of projects to be concretely funded should be subject to a rigorous quality, but also consider geographical balance and more standardised procedures.

3. Accessibility of Erasmus+ opportunities for young people from low-income backgrounds should be improved and better communicated outside the mainstream dimensions.

2. The results of project application selections should be published much before the following deadline (some National Agencies use to publish them one week or even one day only before the deadline of the following round thus not allowing to seriously work on the improvement of the project before re-submitting it).

3. The timeframe between accessibility of updated application forms and deadline to submit them should be extended.

4. Management and distribution of projects funds by the National Agencies at the centralised level should follow more standardised procedures as some National Agencies are extremely late and/or not always transparent when it comes to releasing the updated application forms, assessing the project applications, preparing contracts of approved projects, transferring the money to the coordinating organisation, and in granting the final 20% of the grant (some agencies take more than one year for the final 20% of the grant to be transferred after the reporting activity is concluded).



7. National agencies should also have a common approach concerning costs, budget, evaluation committee, selection procedures and deadlines.

Here below are listed the main questions used by the facilitators to guide the participants towards the elaboration of the recommendations for the improvement of the Erasmus+ programme:

A) WHAT DO YOU THINK OF THE PROGRAMME?

Q1: Is the Erasmus+ programme guide user-friendly and clear enough?

Q2: Do the objectives and important features of the Erasmus+ Programme fit with your (local) reality?

Q3: Are you satisfied with the "simplified" architecture of Erasmus+ (compared to Youth in Action)?

Q4: Are the differences between Key Actions clear enough to you?

Q5: Compared to the previous Lifelong Learning Programme, do you think Erasmus+ is innovative? If so... WHY?

But... (suggestions for further improvement)

B) CREATING PARTNERSHIPS

Q1: In terms of partner search: which is the most useful way to find partners for your project proposals and project opportunities for you as a partner in your opinion (SALTO – OTLAS, FB/LinkedIn groups, membership support such as Eurodesk or the European Youth Forum, networking activities, PBA, etc.)?

Q2: Did you easily manage to build your project consortium? How? Could the NA/EACEA provide specific help? If so... HOW?

C) APPLYING FOR ERASMUS+ PROJECTS

Q1: Did you apply for the 2015 or 2016 Erasmus+ calls for proposals? Was (were) your project(s) selected?

Q2: How many projects did you submit in 2016 (as coordinator)?

Q3: Were the application forms (including the mandate forms) used so far user-friendly and coherent enough?

Q4: Have you adopted a social media strategy for disseminating the results and impact of your project?

Q5: What do you think of the eligibility criteria for participating organisations/IGYP? Are they adapted to your (local) reality?

Q6: Were the funding rules clear enough to you?

D) RELATIONS WITH NATIONAL AGENCIES AND THE EACEA

Q1: Do you feel National Agencies are available and helpful?

Q2: Do you think the rules are applied the same way by different National Agencies? Q3: What do you think of the decentralisation of the Executive Agency to the National Agencies?

Q4: Do you have any suggestions about NAs/EACEA role?

E) APPLICATION FORM AND FUTURE PROJECT APPLICATIONS

Q1: What do you think about the mobility practicalities? Do you have concrete suggestions to improve them?

Q2: Do you have comments on the Erasmus+ deadlines in 2017?

Q3: What would you improve....

....next year:

....next programming period (2020 – 2027)?

2014 - the first year of Erasmus+



Images: © Shutterstock Source: EC Erasmus+ Statistics 2013/14

How will Erasmus change your life?



Risk of long-term unemployment one year after graduation compared to non-mobile students



Risk of unemployment 5-10 years after graduation compared to non-mobile students



Erasmus trainees offered a position by their host company



Erasmus increases



Recruiters who value these skills



Images: © Shutterstock Source: EC Erasmus+ Impact Study 2013

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ENGAGEMENT

8. "ENGAGEMENT" WORKSHOPS proposed and run by the participants

8.1 WS 1 - "Inclusion vs. Integration"

Topic: **Inclusion and integration.**

Timing: **40-45 minutes**

Materials: **blue and red cards**

Workshop proposed and run by **Marcel WolleHettwer**

Aims:

- Find out the differences between inclusion and integration.
- To analyse some situations in real life
- Introduction to separation and exclusion.

Methods:

- Look-think-discuss
- Work group
- Instruction

Main body:

The participants were divided into groups of 4-5.

A real-life situation about inclusion/integration was read by Wolle. The groups were allowed to discuss up to 4 minutes. It was explained that red cards need to be raised in case of "Integration" and blue ones in case of "Inclusion".

There are the sentences:

1. Children of Syrian refugees are forced to attend public schools in Germany where classes are held in the official language.
2. A Roma boy wins a casting show in Canada singing a Justin Bieber song.
3. Danish minority always gets a certain number of seats in local parliament in Northern Germany.
4. Refugees in Sweden receive free language courses.
5. English is the official working language in the training course "Time to engage".
6. Schools with disabled and normal pupils.
7. All children in Transylvania nursery learn Hungarian.
8. All people living in a city can vote for the mayor.
9. McDonalds in Germany started to sell Halal Burgers.

After the workshop some feedback was given by the participants. Some additional explanation by Wolle was done.

Every youth worker should get the general knowledge of **inclusion** as the foundation for his/her further work.

Inclusion has to happen in a regular environment rather than in a segregated one.

The fundamental principles of 'inclusion' are:

- increasing the participation of people with disabilities, different races, nationalities, political views, religion, sex in communities' lives
- accepting diversity as normal
- responding to the diverse needs of all youngsters
- leave no one behind.
- include people from all social levels into economic and political life

Integration traditionally refers to involving something specific in mainstream settings. Youth workers must remember that their goal is to adapt youngsters to the environment, not the other way round.



8.2. WS 2 - "Original Storytelling": LOESJE CREATIVE WRITING

This workshop was organised by the German participants Marina WehbeTrajkovska. It started at 18 o'clock. It continued 45 minutes. There were 10 participants. In the first part of the workshop, she gave information about where it was born and when it started. She explained the aim of Loesje Creative Writing.

Loesje is the name of Dutch girl who then gave her name to a "poster organisation". Loesje writing is used for writing texts, slogans and preparing posters. Loesje wants to make people aware what is going on in the world. She wants people to search and form their own ideas and their critical thinking. She wants to make people more active thinker by preparing posters with slogans. It started in 1980s. Loesje writing is currently active most of the country.

Marina applied two different type of Loesje Creative Writing activity in the workshop. Before starting, she showed us some of the examples of Loesje's Creative Writing. She explained everything in short and clear explanations, but we were curious about what would happen at the end. She said that this was also free writing or dancing ideas in the paper. In the first activity, she gave paper and colourful markers per person. In this activity, each person had a paper and marker, it was expected that we would write a sentence. After we wrote our sentences, we fold our paper and to the other part of the paper, we would write the last word of the first sentence and then we would hand them to the person next to us. After we delivered our paper, we would take another paper from the person who was next to us. We would write a new sentence starting with the word that belongs to the sentence that was made by the person next to us. After our papers were turned a tour, we opened the papers and read them as if they were texts. At the end of the first step of the creative writing activity, we saw that even we couldn't have any idea about the sentence that was written before, there were some good and meaningful combinations. In the second activity, she gave papers

to each of us. She said that everyone would write a topic in the middle of the paper and circle the topic. We were free for choosing the topic. After everybody wrote a topic in the middle of the paper, we put all of the papers in the middle of the table. Later, we were free of choosing any topic and we would write what come to our minds about those topics. We could write all of the topics or we could choose any one of them. When we finished writing our opinions about the topics, we vote for the best slogan or sentences, phrases on our own. In order to decide the best slogan for us, we circled the phrases, sentences by using different markers. Next, she picked up the papers and read some of the slogans that were circled mostly different colourful markers. She said that the result of the second activity would be announced.

8.3. WS 3- An introduction to the “Foula Language”

The workshop on the “Foula Language” was proposed and organised by the Italian participant Yacoub Said Islam. It started at 18.45 o’clock. It continued 30 minutes. There were 10 participants. In the first part of the workshop, he gave information about his mother tongue: Faula. He explained that it is a spoken language. This language doesn’t have written version. It passes from the old generation to the young generation by speaking. It is also not an official language. It is mostly used in West and Central Africa as a first language by the Fula people from the Senegambia region and Guinea to Cameroon and Sudan and by related groups such as the Toucouleur people in the Senegal River Valley, and as a second language by various peoples in the region, such as the “Kirdi” of northern Cameroon and north-eastern Nigeria.

We learned some phrases, vocabulary and sentences in Faula Language. Some examples of them are below:

<i>Jamna</i>	Good Morning
<i>AwaliJamna</i>	Good Afternoon
<i>Allahkoenjam</i>	Good Night
<i>Jabama</i>	Welcome
<i>Bodoum</i>	Nice
<i>Minanaye</i>	I understand
<i>Noyindema</i>	What is your name?
<i>Miyidima</i>	I love you.

This language (Foula) is also known as Fula [/'fu:lə/], Fulani [/'fu:lɑ:ni:/] or Fulah. Along with other related languages such as Serer and Wolof, it belongs to the Senegambian branch within the Niger–Congo languages, which does not have tones, unlike most other Niger–Congo languages. More broadly, it belongs to the Atlantic geographic grouping within Niger–Congo.

8.4. WS 4 - “Youth Participation and the Youth Councils”

During this workshop we had a fruitful exchange of views and personal experiences on civic participation in different countries and contexts proposed and facilitated by the participant from Montenegro/Italy Dimitrije Jovičević.

We covered a wide range of topics such as how the Youth Councils work, the accessibility of youth to youth councils and the way – if any – they support the needs of young people in the countries analysed (Montenegro, Italy, Germany, Sweden).

We also discussed about new ways to improve the support structures inside local, regional and national structures to engage and involve consistent youth participation (e.g. elections, first voters’ campaigns, first voters educational programmes, ...) and developed proposals to increase the voice of youth across the continent at the European level (European Youth Foundation, Council of



Europe) and to facilitate the access and participation of young people to civic and political / governmental for a. Finally, we discussed about obstacles to broader youth involvement (failing support structures, ageism etc.) and exchange on different national and European-wide approaches how to facilitate the elections process and representation of youngster in our countries.

8.5. WS 5 - Immersion into "Virtual Reality"

One of the main attractions of the afternoon was the Virtual Reality workshop, held by Francisco Rojo (also known as 'Paco') from the Spanish organisation Voluntechies.org.

The group started the discussion whether the new technologies should serve to improve the living conditions of the people and introducing some best practices like Voluntechies.org, an institution that creates wonderful experiences for hospitalised kids using Virtual Reality (VR) so they can forget about pain and illness for a moment and concentrate on discovering a new technology and having fun.



At the same time we had the opportunity to explore the work of Voluntechies by ourselves and try VR with a Cardboard headset, that allowed us to "teleport" from Stockholm to climbing the Kilimanjaro, scuba diving on the Pacific Ocean and enjoying a U2 gig, such an amazing experience.

If you want to know more, just visit www.voluntechies.org



Anna (26 years old, Germany) ~ MOTTO: *Start the day with a smile*

Engagement: Political activism, scouting

Mission: Leave the world a little bit better place for living

Buğra (27 years old, Turkey) ~ MOTTO: *Why so serious?*

Engagement: Foundation of Education of Turkey

Mission: We are in this life just for one tie, so we have to be equal and we have to have the same possibilities in this world. Make it all possible for all creatures living on this planet!

Christina-Elena (22 years old, Romania) ~ MOTTO: *Explore the amazing life!*

Engagement: Creating and participating at EU projects

Mission: PRISMA European Network GEYC further development

Dimitrije (19 years old, Italy/Montenegro) ~ MOTTO: *Shoot to the moon and even if you miss it, you'll land among the stars!*

Engagement: Peace building; intercultural learning and youth participation

Mission: To make youth participation visible and establish sustainable structures for youth participation, support and monitoring.

Edita (28 years old, Lithuania) ~ MOTTO: *Let's DO IT!*

Engagement: Working with youth

Mission: Educate young people

Erika A. (19 years old, Romania/Moldova) ~ MOTTO: *Don't waste the moment!*

Mission/Engagement: Be a global citizen

Erika H. (26 years old, Sweden/Albania) ~ MOTTO: *Resistance, Revolution, Riot... Dance DanceDance*

Engagement: Child protection & youth development in Albania; Board member in the Network of Future Leaders

Mission: Research on integration of youth & minorities from Western Balkans in Sweden/Skane Region

Esra (26 years old, Turkey) ~ MOTTO: *Never say never! Always be happy*

Engagement: TEMA foundation for development care

Mission: To live in a real democratic country/ Green world

Fahd (25 years old, Sweden) ~ MOTTO: *Live, laugh, love!*

Engagement: Managing non-formal educational projects

Mission: Make the world a better place!

Francisco/Paco (26 years old, Spain) ~ MOTTO: *Never stop exploring!*

Engagement: Less is more.

Mission: Democratising the access to new technologies and improving the life of other people along the way through www.voluntechies.org

Immaculée (29 years old, Macedonia) ~ MOTTO: *Be the change you want to see in the world!*

Engagement: Human rights & education; youth development; gender balance

Mission: Organisational and community development

Ion (25 years old, Romania) ~ *The world is so big and interesting that it doesn't make any sense to stay in the same place*

Engagement: Create movies about things that matter and we consider of global interest

Mission: Travel the world and do mini-documentary about digital nomads and location independent people

Marina (30 years old, Germany/Macedonia) ~ MOTTO: *Everything is possible, but nothing is easy!*

Engagement: Youth development, participation, experiences

Mission: Successful projects. Become Erasmus+ queen. Improve women position in the Balkan region.

Nicolás (20 years old, Spain) ~ MOTTO: *TemetNosce (Know yourself)*

Engagement: International youth network AYUDH Europe, Red Ciudadana Partido X, urban gardening movements.

Mission: Taking co-responsibility over what implies to inhabit this planet.

Olga (23 years old, Macedonia) ~ MOTTO: *Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.*

Engagement: Youth Anti-corruption movement (Anti-Corruption International) and women economic empowerment

Mission: Raise awareness of the negative consequences of corruption, and empower and educate young people to tackle this issue.

Pablo (23 years old, Spain) ~ MOTTO: *Flourishing in each other's shadow.*

Engagement: Human rights and democratisation. Post conflict reconciliation and intercultural dialogue.

Mission: Transitional justice, human rights advocate, social & political transformation; post conflict reconciliation.

Rita (51 years old, Lithuania) ~ MOTTO: *Be kind, be active, inspire people! Don't flow-fly.*

Engagement: Volunteering at Nemunas River Nature Reserve, Dzukija National Park (LT)

Mission: Involve more Lithuanian and Romanian students in youth exchanges.

Steffi (Germany) ~ MOTTO: *Be the change you want to see in the world*

Engagement: Climate change/ peer work

Mission: Reconnect to nature

Veli (23 years old, Turkey) ~ MOTTO: *Value for humanity*

Engagement: Social and entrepreneurial workshops

Mission: Start a graduate school

Wolle (too old to use SnapChat, Germany) ~ MOTTO: *You don't have to be great to start, you have to start to be great.*

Engagement: Inclusion of refugees, fight islamophobia, racism; strengthen youth to promote active participation.

Mission: Feel free to be free.

Yacoub (19 years old, Italy/Cameroon) ~ MOTTO: *Be positive!*

Engagement: Learning from each other.

Mission: Learn and share from/with other people.



Conclusions

The **"Time to Engage (T2E)"** Erasmus+ KA1 Training Course gave the participants the opportunity to share the realities and challenges regarding youth participation in their local and national contexts in order to assess the level of youth.

In that regard, the visit to the IDEA institute in Stockholm has been a precious opportunity for the participants to discover new tools offered by the institute that they can include in their work as well as to share their own experiences with the Institute's experts. Moreover, the participants reflected towards Erasmus+ programme structure and formulated recommendations based on their experiences and the knowledge gained through this one and previous projects.

During the seminar, we have explored the tools that can be used by young people in order to reduce the gap of youth participation between different categories of young people, such as the most advanced European advocacy tools and social media tools to raise attention and gather collective support such as Thunderclap. This way, the participants had the opportunity to learn more about tools for NGOs and civil society organisations to EU shape policy, lead public opinion and encourage positive action on important issues at the local, national and transnational levels advocating for change in many areas of social development.

Democracy is a dynamic concept: it has various understandings in European Union and abroad. Among the European borders, we have the same rights, but often some voices are heard more than the others.

The time to engage is NOW, and this project emphasised once again how fragile is our democracy and how important it is for the young people to get engaged. Getting engaged should be a joint effort of formal and non-formal education and should raise the voice of the most important element of a healthy democracy: the active citizen!

Finally, we are thankful to all the involved participants in designing, editing and sharing the present booklet as a concrete result of our project. More details about it in the following page!

Stay tuned, take part of the change you want to see around you and... enjoy Erasmus+!



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- o Pablo Fernández Jiménez (especially in regard to the 'European Citizens Initiative' and the 'IDEA Institute Study Visit' paragraphs)
- o Nicolás Gemio
- o Erika Haxhi
- o Dimitrije Jovičević (especially in regard to the 'Model of Change' paragraphs)
- o Stephanie Koch (especially in regard to the 'Youth Participation' workshop paragraph)
- o Anna Knipps
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- o Anna Lodeserto
- o Rita Markovskaja (especially in regard to the 'Storytelling' and 'Foula Language' workshops paragraphs)
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