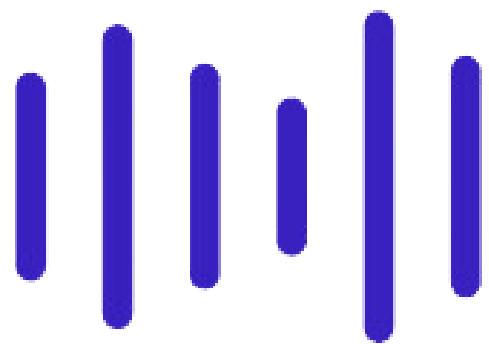


# WP 2: Guidelines for youth workers on how to promote active citizenship



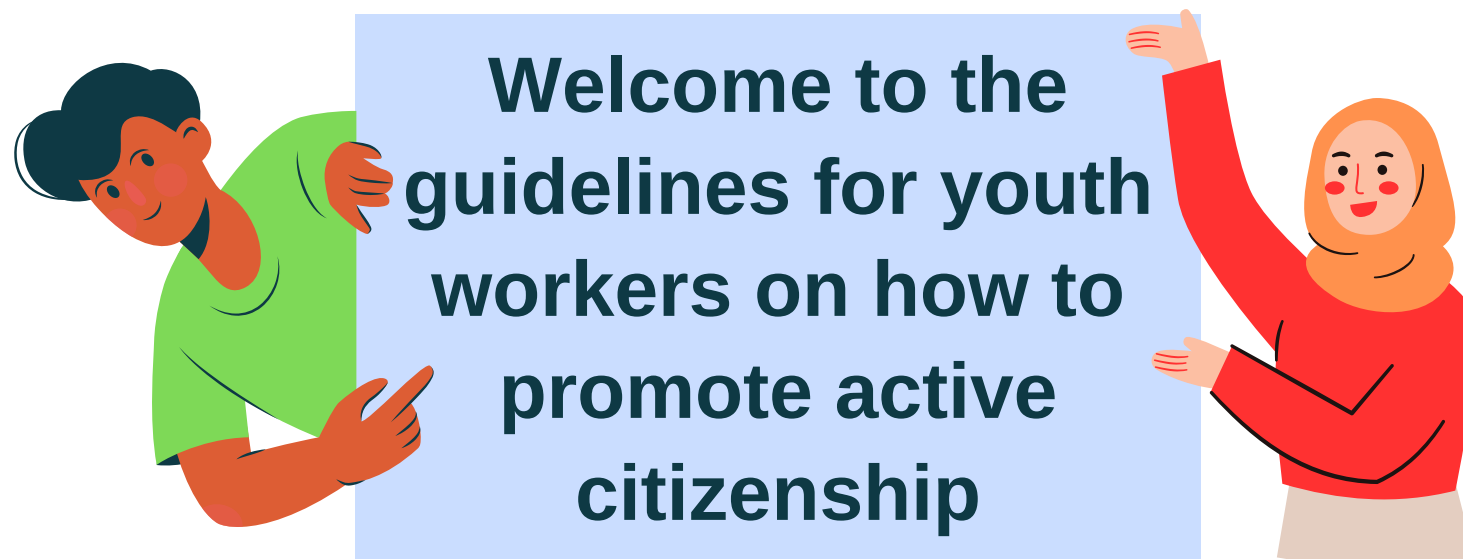
## ACTIVE YOUTH HUB PROJECT



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## 1. Introduction

The “Active Youth Hub” (AYH) project is paying attention to the needs of youth and youth workers, with a special focus on underprivileged and disadvantaged individuals who lack access to the tools and support required to develop crucial skills for the labor market, like active citizenship and entrepreneurship.

Through this guidance, disadvantaged youth and youth workers will have access to evidence-based resources and methodologies that can enhance employability skills development, particularly in the area of active citizenship.

A crucial aspect of this project is to include youth and youth workers in the development of the project’s results. To achieve this, during the initial phase of preparing this handbook, short-scale empirical (qualitative) research was conducted, implementing focus groups in the consortium’s countries. The final needs identified through the focus group discussions have been incorporated into this handbook to ensure a better understanding and effective implementation of the provided resources.





## 2. Definition of Active Citizenship

The term “active citizenship” refers to individuals and groups engaging actively within their local communities and broader society. This involves actively participating in civic matters, such as engaging in social and political discussions, offering volunteer participation in civic matters, and advocating for causes that matter to them. Active citizenship requires taking responsibility for one’s actions and contributing positively to society.

The development of 11 European Youth Goals, which involved the participation of young people from various regions of Europe, has played a significant role in European Union’s agenda focused on promoting active citizenship and engagement. The EU’s Youth Policy Cooperation for the period 2019–2027 has identified key issues that impact the lives of young individuals across multiple sectors and highlighted the challenges that need to be addressed, as outlined in the European Union Youth Strategy 2019–2027.

The 11 European goals reflect the views of European youth and include the following:



Connecting  
EU with Youth



Equality of  
All Genders



Inclusive  
Societies



Information &  
Constructive Dialogue



Mental Health &  
Wellbeing



Moving Rural Youth  
Forward



Quality  
Employment for  
All



Quality Learning



Space and Participation  
for All



Sustainable Green  
Europe



Youth Organisations &  
European Programmes



Active citizenship involves participating in the democratic life of a community by engaging in actions and activities that help create a better society. This requires having the necessary tools, rights, space, and opportunities to influence and carry out such actions. Young people are fully capable of making contributions to this change, especially when they witness positive developments in their own lives (Goz'dzik-Ormel, 2008).

Various initiatives involving young people can lead to acquiring new knowledge, developing skills and attitudes, enhancing leadership capabilities, and fostering aspirations for the future (Goz'dzik-Ormel, 2008)[1].

In 1986, research conducted by J. Pratto and Loyde W. Hales demonstrated the effectiveness of active participation in schools, at least at some point (Pratto & Hales, 1986)[2]. Other studies have also revealed that young people who engage in more activities and participate in their community report fewer antisocial outcomes and experience greater psychological empowerment than youth who do not participate.

### 3. How to use this handbook

This Handbook is divided into three distinct parts. The first part comprises the proposed good practices from the consortium countries that aim to enhance active citizenship and inspire youth workers to incorporate them into their daily work lives.

The second part is dedicated to utilizing the bibliography and reading the literature items included in the Handbook. Additionally, the proposed literature provides practical activities that a youth worker can utilize.

Finally, at the end of the handbook, the reader will find a set of standards identified for the evaluation of interventions by youth workers.

[1] Goz'dzik-Ormel, Z. (2008). HAVE YOUR SAY! Manual on the revised European Charter on the Participation of Young People in Local and Regional Life (pp. 1-136). Council of Europe.

[2] Pratto, J., & Hales, L. (1986). The Effects of Active Participation on Student Learning. *The Effects of Active Participation on Student Learning*, 79, No.4.



## 4. GOOD PRACTICES FOR ACTIVE CITIZENSHIP

**Title of the project**  
**youth for YOUth**

**ID of the project**  
2020-2-RO01-KA347-080497

**Name of the Coordinating Entity**  
Rise and Shine Youth Association

**Location**  
Romania

**Duration**  
Start date: 01-09-2020  
End date: 31-10-2022

**Website**  
<http://www.rasya.ro>  
[Tineri pentru TINeri](#) | [Facebook](#)

**Objectives**

O1: Improving the quality of youth services in Ilfov County, by creating a space conducive to debates and discussions, based on non-formal learning methods, for 460 participants from the county, for 18 months, between September 1, 2020 and February 2022.

O2: Creation, drafting and assumption of a joint resolution of the actors involved (ONU model) in order to propose the establishment of youth advisory councils in the communities of Ilfov County.

O3: Motivating young people in Ilfov County for active involvement in the communities they belong to by promoting existing educational opportunities in the communities.

**General Description**

The idea of the "youth for YOUth" was to create between September 1st 2020 and February 2022 the necessary space so that 358 young people, aged between 13 and 30, can discuss the problems they face in the communities they come from with decision-makers (102 people) in the field of youth (UAT representatives / CJI, representatives of DSJ / MTS, youth experts).

**Description of the training methods**

Realization of 4 meetings and 10 public consultations. As facilitation methods used in these events were: public cafe, open space and brainstorming.

**Results achieved**

- They will have the opportunity to develop many skills (especially organization, coordination, cooperation with public institutions and teamwork).
- Young participants were able to develop and grow together with the legislative proposal; Making them feel like true promoters of change in the society they come from.
- Partner organisations: reflected by increasing their notoriety at the local and national level, giving them the opportunity to leave their "mark" on the communities in which they operate.
- Impact on decision-makers: reflected in the fact that they are better informed about the needs of young people, NGOs, and communities; they change their attitude towards local NGOs; and they become more cooperative and open to public consultation.





**Title of the project**  
Smart Youth Work Lab

**Name of the Coordinating Entity**  
Asociatia Young Initiative

**ID of the project**  
2019-1-RO01-KA105-061853

**Location**  
Estonia, Ireland, Italy,  
Norway, Poland, Portugal,  
Romania, United Kingdom

**Duration**  
Start date: 01-05-2019  
End date: 31-04-2020

**Website**  
[Smart Youth Work LAB | Asociatia Young Initiative](#)

## Objectives

O1: To empower 30 youth workers from 8 European countries to better understand and respond to the challenges, threats, and opportunities of digitalization in youth work.

O2: To empower 30 youth workers from 8 European countries to better understand and respond to the challenges, threats, and opportunities of digitalization in youth work.

O3: To increase the organizational capacity of 9 youth organizations to better access marginalized young people in their communities in the context of the digital era.

## General Description

The whole idea of this project is based on proactiveness. Both young people and youth workers need to be equipped with the necessary knowledge and competences in order to play an active role in the 4th Industrial Revolution. The European Union needs its young people to be empowered and engaged in the society. And this is what Smart Youth Work LAB will do.

## Description of the training methods

Teambuilding exercises, ice-breakers and energizers, interactive presentations, debates, visits to local places, meeting experts, treasure hunt, discovery on the theme through direct community activities, peer-to-peer learning, problem-analysis, inspiration and case studies etc. The 9 countries involved in Smart Youth Work LAB have a complementary experience in the field of youth work, and they bring added-value in terms of project management, communication and dissemination, policy-making, involvement of rural young people, use of digital tools and youth unemployment.

## Results achieved

- 32 participants from 9 youth organizations across Europe who have increased capacity to understand the challenges of digitalization.
- Same participants improve their capacity to use digital youth work in order to support their local young people with fewer opportunities and at the same increased the capacity of their organizations to become more digital and efficient when serving disadvantaged youth.





### Title of the project

NEYC Meetup Summer 2018: URBAN  
YOUTH CONSULTATION IN YOUTH  
FRIENDLY CITIES

### ID of the project

2017-3-RO01-KA105-046981

### Name of the Coordinating Entity

Asociatia Grupul Pont Pont Csoportpont Group

### Location

Azerbaijan, Bulgaria, Greece,  
Italy, Portugal, Romania,  
Serbia, Slovenia

### Duration

Start date: 01-04-2018

End date: 31-03-2019

### Website

[PONT Group RO](#)

## Objectives

O1: To create a policy framework and operational network of organizations in the field of consultation mechanisms improving youth participation and a portfolio of new and enhanced projects and initiatives on youth participation that can be implemented at the local level.

O2: To exchange good practices between cities holding the European Youth Capital regarding projects and actions that involve young people in participatory processes.

O3: To provide on-spot access of youth workers from European cities to the running European Youth Capital programs but also to the most successful European Youth Capital program to date.

## General Description

The project focuses especially on the first step of participation, which is consultation. The project aims to develop tools, best practices, and project plans for the future regarding best practices in consultation mechanisms involving young people in European urban environments.

## Description of the training methods

- Consultation
- Exchange of best practices
- Creative thinking
- Strategic planning
- Value Proposition Design

## Results achieved (Quantitative)

- 3 youth worker mobility activities involving 8 partner organizations from 7 countries.
- 86 participants actively participated in 38 working sessions during the activities.
- 8 individual and group evaluation sessions on the learning process of participants.
- 1 full framework and statute proposal for the official establishment of the Network of European Youth Capitals.
- 1 full work plan for the Network of European Youth Capitals, with a portfolio of over 10 European-level cooperation project plans and measures related to youth participation.
- A pool of 45 organisations were involved through their representatives in the youth worker mobility activities.
- A network of 11 municipalities and over 30 other organisations committed to improving permanent mechanisms of youth consultation in European cities.

## Results achieved (Qualitative)

- Improved competences in the fields of youth work, youth participation, youth policies, strategic planning and understanding youth ecosystems.
- Improved competences and skills in consultation mechanisms addressing young people.
- Improved skills in group work, and cooperation at local and European level.
- improved collective knowledge about the dynamics of the European Youth Capital title and the capacity to produce impact on a local and European level.
- Improved skills in English as working language in project management and creative thinking.
- New competences in the fields of Design Thinking and Value Proposition Design in the youth sector.
- Improved partner relations on local level between the partner organisations and other local actors in the youth field.
- Improved personal relations between youth workers, new connections between youth workers of organizations coming from 8 different European countries.





**Title of the project**  
European Youth Village

**ID of the project**  
2020-1-RO01-KA347-079468

**Name of the Coordinating Entity**  
Asociatia Young Initiative

**Location**  
Romania

**Duration**  
Start date: 01-09-2020  
End date: 31-08-2022

**Website**  
<http://www.dezvoltareactiva.ro>

## Objectives

O1: To identify the needs, problems, challenges, and development opportunities of the young people from rural communities, which we will then strategically address in sustainable and relevant youth policies (the first White Paper of the Young People from Rural Areas from Romania), specially designed to fit the local communities' development needs.

O2: To strengthen the public youth policies in rural areas, at the national and European level, by promoting and extending the European Youth Village program at the European level and connecting to the program 259 participants: young people, representatives of local, national, and European authorities, but also youth workers and representatives of public institutions and national and European youth structures.

O3: To empower the young people in rural areas and equip them with the necessary skills to identify and monitor, from the watchdog position, the issues that directly affect them and to act, using democratic tools for influencing public decisions at the local, regional, national, or European level.

## General Description

The EUROPEAN YOUTH VILLAGE programme aims to create dialogue between the community members and the institutional actors of the village and to encourage the initiative from young people to the rest of the stakeholders involved in the process, developing new opportunities for young people, by young people.

## Results achieved

- 259 participants: young people, representatives of local, national, and European authorities, youth workers, and representatives of public institutions and national and European youth structures, were connected to discuss the first White Paper of the Young People from Rural Areas in Romania
- 247 young people were able to identify needs, problems, and development opportunities in their rural areas.
- Awareness was raised for the participants in the summit (approx. 200 young people) on the following topics: participation, human rights, community organizing, and democracy.

## Description of the training methods

- Dialogue between young people and representatives of local and national institutions.
- Participatory learning.
- Exchange of good practices.
- Human-centered & learner-centered approaches: participants identified the needs and discussed how to address them.



**Title of the project**

Pop-Up Community projects

**Name of the Coordinating Entity**

Among

**Location**

Greece

**Duration**

30 hours

**Website**

<https://among.gr/en/case-studies/parkingday-co-designing-the-roads/>

**Objectives**

To engage young people into taking action in their communities, starting with their neighborhoods. To make them aware, with fun and interactive activities, how they can contribute to their area and brainstorm ideas and functions that they think their neighborhood needs.

**General Description**

Mapping the needs of 6 neighborhoods in Thessaloniki through an afternoon in the yard of the neighborhood's public school in order for the residents to become "Ambassadors of their neighborhood".



**Results achieved**

Participatory projects like this one offer the opportunity for local citizens to suggest and co-create the neighborhood of their dreams! Open spaces of discussion and a safe environment of experimentation are just some of the most empowering activities that can strengthen bottom-up decisions.

- 6 schools and 500 participants.

**Description of the training methods**

They used tools such as the Community Canvas to engage 6 small neighborhoods in Thessaloniki and capture the needs of the citizens in different areas. They designed an interactive game of 5 different "stops", capturing different information regarding the demographic data of the citizens as well as the status and needs of each neighborhood. Thus, the outcomes of this project supported the next step of a bigger project called "Neighborhoods' Open Schools".



### Title of the project

Park(ing)day - Co-designing the roads

### Name of the Coordinating Entity

Among

#### Location

Greece

#### Duration

2 days event

#### Website

<https://among.gr/en/case-studies/parkingday-co-designing-the-roads/>

## Objectives

To create awareness about the urban infrastructure in a city and make people sensible in those matters through their interventions and ideas.

## General Description

An interactive intervention in 2 Municipalities of Thessaloniki aims to disseminate the results of a European programme in society.

For the closing event of the REMEDIO Interreg programme, they created two interactive events within the concept of "Park(ing) Day". The REMEDIO Interreg programme examined one of the biggest avenues in the city of Thessaloniki and suggested ways to reduce carbon dioxide emissions due to traffic. In the proposed ways pedestrians, bicycles, buses and automobiles all co-exist in an optimal way. Together with the Major Development Agency Thessaloniki (MDAT S.A.) , they sought the most effective way to promote the results of the REMEDIO Interreg programme to society (impact dissemination) by implementing 2 "Park(ing) Day" together with the Municipality of Thessaloniki and the Municipality of Kalamaria.

## Description of the training methods

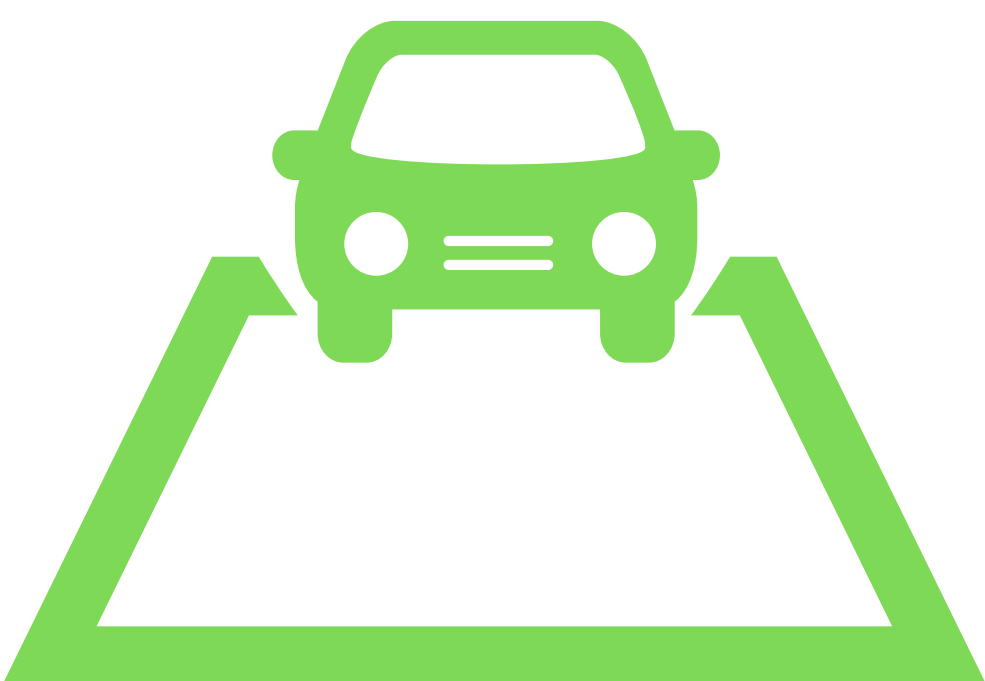
PARK(ing) Day is held every third Friday of September and it is a worldwide event where parking spots are transformed into temporary public parks. It first started in San Francisco in 2005. Urban inhabitants worldwide recognize the need for new approaches to reshaping the urban landscape, and realise that converting small segments of the automobile infrastructure—even temporarily—can alter the character of the city.

## Results achieved

Inspired by the Park(ing) Day, they wanted to present the results of the REMEDIO Interreg program, not in the form of a traditional conference model, but in a more interactive way, in order to engage the local habitants and to create an actual change in their neighborhood.

In this 2-day event, more than 330 citizens approached the parks we created, asked about the program and how they could support or participate in future similar actions.

- In total: 500+ visitors, 1 city and 2 municipalities involved





### Title of the project

“Acting as a Citizen”

### Name of the Coordinating Entity

Labrakis foundation

### Website

<https://lrf.gr/eop>

### Location

Greece

### Duration

Start date: 2021  
End date: 2023

### Training Material in Greek:

[https://lrf.gr/eop\\_pdfs/%CE%95%CE%BD%CE%B5%CF%81%CE%B3%CF%8E%20%CF%89%CF%82%20%CE%A0%CE%BF%CE%BB%CE%AF%CF%84%CE%B7%CF%82%CE%9F%CE%B4%CE%B7%CE%B3%CF%8C%CF%82.pdf](https://lrf.gr/eop_pdfs/%CE%95%CE%BD%CE%B5%CF%81%CE%B3%CF%8E%20%CF%89%CF%82%20%CE%A0%CE%BF%CE%BB%CE%AF%CF%84%CE%B7%CF%82%CE%9F%CE%B4%CE%B7%CE%B3%CF%8C%CF%82.pdf)

### Objectives

- O1: To foster active citizenship among students by providing education for democracy.
- O2: To promote flexibility and adaptability in students while guiding them to comprehend the concepts of individual and collective responsibility.
- O3: To empower students to become proactive and responsible citizens who can actively participate in their communities and make positive contributions to society.

### General Description

The aim of the program is to contribute to the formation of students as active citizens through education for democracy. Moreover, through the program, the aim is to cultivate their critical thinking, analytical skills, research skills, intercultural understanding, ability to communicate and cooperate, flexibility, and adaptability while being supported to understand the concepts of individual and collective responsibility. Learning starts with the experience of the pupils in their school, family, or social environment and is fed by the data that results from it.

The program is implemented through a set of activities classified as

six thematic modules:

1. The identity
2. Coexistence
3. Active citizenship: the child citizen
4. Rules and law
5. What's really going on?
6. Let's do something, locally and globally.

### Description of the training methods

Through experiential, learner-centered, and group activities that are inspired by everyday life, children are invited as citizens to evaluate situations, make informed choices, plan, and take action, creating added value in the context. They address issues such as identity, coexistence, diversity, rights and obligations, individual and collective responsibility, participation in democracy, rules and law, accurate information, the circulation of accurate information, value-added public positioning, democratic and effective forms of struggle or assertion, strategic planning for action on social issues or challenges at the local and/or global level, etc. "Acting as a Citizen" introduces dialogue in the classroom on issues such as squatting, terrorism, legality, etc. and confronts children with a variety of dilemmas that they are called upon to face as responsible citizens.

### Results achieved

A total of 505 teachers of all disciplines and 7.091 school students participated, which involved schools of various types in 18 prefectures and 12 regions of the country.





### Title of the project

“YOUTH in REmote areas becoming ACTive citizens and take actiON”

**ID of the project**  
EEA-557

### Name of the Coordinating Entity

Civil Non-Profit Company IASIS

NGO

**Location**  
Greece

**Duration**  
18th months

### Website

<https://www.iasismed.eu/iasis/youth-reaction/?lang=en>

### Objectives

O1: Creation of a practical youth engagement and decision-making guide, which includes practical tools and ideas so that they can design and undertake successful civic engagement initiatives themselves.

O2: Creation of an e-learning programme.

O3: Creation of a local agenda with policy proposals for local self-government and the organization of an open dialogue.

O4: Information campaign on the actions and results of the program.

### General Description

The Youth Reaction programme aims to educate young people to promote their active participation in society and to strengthen the regional youth policy strategy. The actions of the specific programme concern the creation of educational material through a tele-education platform, capacity-building activities, and the planning of promotion-diffusion actions. The Youth Reaction programme seeks to strengthen active citizenship among young people aged 18–30 living in areas far from large urban centers and to train them in issues related to their participation in democratic processes. The programme offers young people the opportunity to take advantage of the democratic processes for electing their representatives, participating in municipal councils, and producing proposals to improve local policies.

### Description of the training methods

Activities include the creation of educational material through an online platform, live and remote skills development activities, organized promotion planning, and dissemination activities. The proposal is addressed to young people aged 18–30 who live in remote or rural areas of the Greek territory and do not have easy and direct access to democratic procedures and decision-making bodies and centers.



### Results achieved

On Going.



### Title of the project

4 en 5 mei jongerencomitee

### Name of the Coordinating Entity

Combiwel Zuid

#### Location

Netherlands

#### Duration

Annual, recurring

#### Website

<https://zuid.combiweljongeren.nl/4-mei-dodenherdenking-2023-in-de-pijp/>

### Objectives

Young people organize a memorial for the fallen victims of wars during the National Day of Remembrance.

### General Description

This program showcases how a group of multi-ethnic youth engages with the neighborhood and builds solidarity by organizing a local May 4th commemoration.

Context 1: Combiwel organises a diverse range of activities aimed at empowering young people to become active citizens. These activities include debate clubs, dialogue evenings with local policymakers, and a youth council.

Context 2: The National Day of Remembrance in the Netherlands has recently become politicized due to the question of whether to extend commemoration beyond the Second World War. Additionally, commemorating the event for migrant communities poses challenges as they sometimes have conflicting views on the desirability of the conflicts in which Dutch combatants participated post-9/11.

### Description of the training methods

Young individuals have taken the initiative to conduct dialogue sessions and receive training for effective facilitation. With appropriate guidance, they have gained the ability to organize events. The council is designed to undergo renewal by selecting new members from the pool of young people who have shown interest in and participated in the general neighborhood activities organized by the Combiwel organization, thereby addressing the recruitment gap.

### Results achieved

Annually, 10 youths participate and demonstrate their ability to organize events and conduct constructive dialogue sessions involving various local stakeholders.





### Title of the project

Buurtbemiddeling  
Overtoomse Veld Zuid  
Amsterdam

### Name of the Coordinating Entity

DOCK Amsterdam

**Location**  
Netherlands

**Duration**  
2 months

**Website**  
[www.dock.nl/](http://www.dock.nl/)

### Objectives

- O1: To foster community unity.
- O2: To resolve conflicts through open dialogue and communication among neighbors.

### General Description

Neighborhood mediation has been successfully implemented in the Overtoomse Veld Zuid district of Amsterdam to reduce the nuisance caused by a group of young people who frequently gathered near a shopping center and apartment building. In 2016, the nuisance reached such an extent that DOCK and Streetcornerwork, two local organizations, were called upon to mediate between the young people and the residents. Thanks to the trust and respect that the young people had for the youth workers, conversations were held to address the issues and create mutual understanding. This resulted in a decrease in nuisance and care reports since the summer of 2016. These results illustrate the importance of trust and dialogue in managing social tensions and promoting social cohesion.

### Description of the training methods

Youth workers provided training to young individuals on formulating their viewpoints and actively engaging in listening before initiating a series of dialogues with the community. The selection of young participants was based on their social status within the community and their prior involvement in conflict situations in the neighborhood. Establishing trust between the youth and the youth workers was deemed crucial to encouraging the active participation of young people. This highlights the significance of having long-term organizations actively working in the field to build networks of trust.

### Results achieved

Self-reports indicate improved relationships within the neighborhood from all parties involved.





### Title of the project

Interact clubs

### Name of the Coordinating Entity

Rotary International

#### Location

Rotary had clubs  
on six continents.

#### Duration

16 years

#### Website

<https://www.rotary.org/en/get-involved/interact-clubs>

### Objectives

- O1: Take action to make a difference in your school and community.
- O2: Discover new cultures and promote international understanding.
- O3: Become a leader in your school and community.
- O4: Have fun and make new friends from around the world

### General Description

Interact clubs bring together young people ages 12–18 to develop leadership skills. Interact clubs organize at least two projects every year, one that helps their school or community and one that promotes international understanding. The Rotary Club sponsors, mentors, and guides Interactors as they carry out projects and develop leadership skills.

### Results achieved

Interact Clubs: 14.911,  
 Interactors: 342.953  
 Countries with Interact clubs: 145

### Description of the training methods

Service-learning programmes combine community service with classroom instruction, allowing students to apply what they are learning in school to real-world problems in their communities.







### Title of the project

No Hate Speech  
Movement Youth  
Campaign

### Name of the Coordinating Entity

Council of Europe

**Location**  
45 countries

**Duration**  
Start date: 2012  
End date: 2018

**Website**  
<https://www.coe.int/en/web/no-hate-campaign/library>

## Objectives

The campaign objectives were to:

- O1: Support human rights education activities for action against hate speech and the risks it poses to democracy and the well-being of young people.
- O2: Develop and disseminate tools and mechanisms for reporting hate speech, especially online, including at the national level.
- O3: Mobilize national and European partners to prevent and counter hate speech and intolerance online and offline.
- O4: Promote media literacy and digital citizenship and support young people's participation in Internet governance.

## General Description

The No Hate Speech Movement youth campaign of the Council of Europe was officially launched in March 2013 to combat hate speech by mobilizing young people to speak up for human rights and democracy online. By the end of 2017, the movement had been launched in 45 countries.

National campaigns, online activists, and partner organizations will continue the movement in 2018 and beyond through human rights education and awareness-raising that empowers youth to report and denounce hate speech.

## Results achieved

Find here more details from the different implementations of the campaign in various countries: <https://www.coe.int/en/web/no-hate-campaign/compendium-of-resources>



## Description of the training methods

- *National campaigns:* Under the Council of Europe umbrella campaign, national and local campaigns were set up. The national campaigns made it possible to reach out better to young people and to reflect on all the specific issues and cultural and linguistic realities of the Council of Europe regions.
- *Online activists:* The online campaign was implemented with the support of a dedicated group of volunteers from the whole of Europe.
- *Campaign partners:* regional, European, or international organizations or networks have joined as campaign partners, organizing projects to reduce hate speech and promote human rights online.
- *Seminars and Conferences:* Between 2012 and 2017, the Council of Europe Youth Department organized European and regional training courses, seminars and conferences as part of the No Hate Speech Movement youth campaign. These events reinforced the capacity of national campaigns, online activists and partner organizations to combat hate speech and take action for human rights online.



## **5. Guidelines on using the bibliography and reading the included literature items.**

The bibliography presents a brief review of scientific and non-scientific articles and reports related to the following themes: (1) employability of (disadvantaged) young people; (2) active citizenship of young people; (3) entrepreneurship of young people. The document includes the following details about each literature item: (1) the title of the document (e.g., a report or a scientific article); (2) the authors of the document; (3) the format of the document (e.g., a report or a scientific article); (4) accessibility of the document (open or paid access); (5) a web-link if relevant; (6) a brief description of the document's content.

Reports and non-scientific articles typically do not follow a specific structure and require a reader's own navigation through a document seeking relevant information. Reports can present valuable statistical data and the experiences of organizations and agencies with implementing specific interventions (e.g., training entrepreneurship skills among young people in South Africa). Reputable publishers of scientific articles typically expose them to severe pre-screening and review, whereas non-scientific publications vary in their reliability more significantly. Therefore, for professional use, practitioners are highly encouraged to pay attention to the reliability of the sources of information (e.g., statistical data) presented in reports and non-scientific articles.

Reading scientific articles requires some familiarity with their structure for better navigation.

### **5.1. Suggestions on how to read scientific articles**

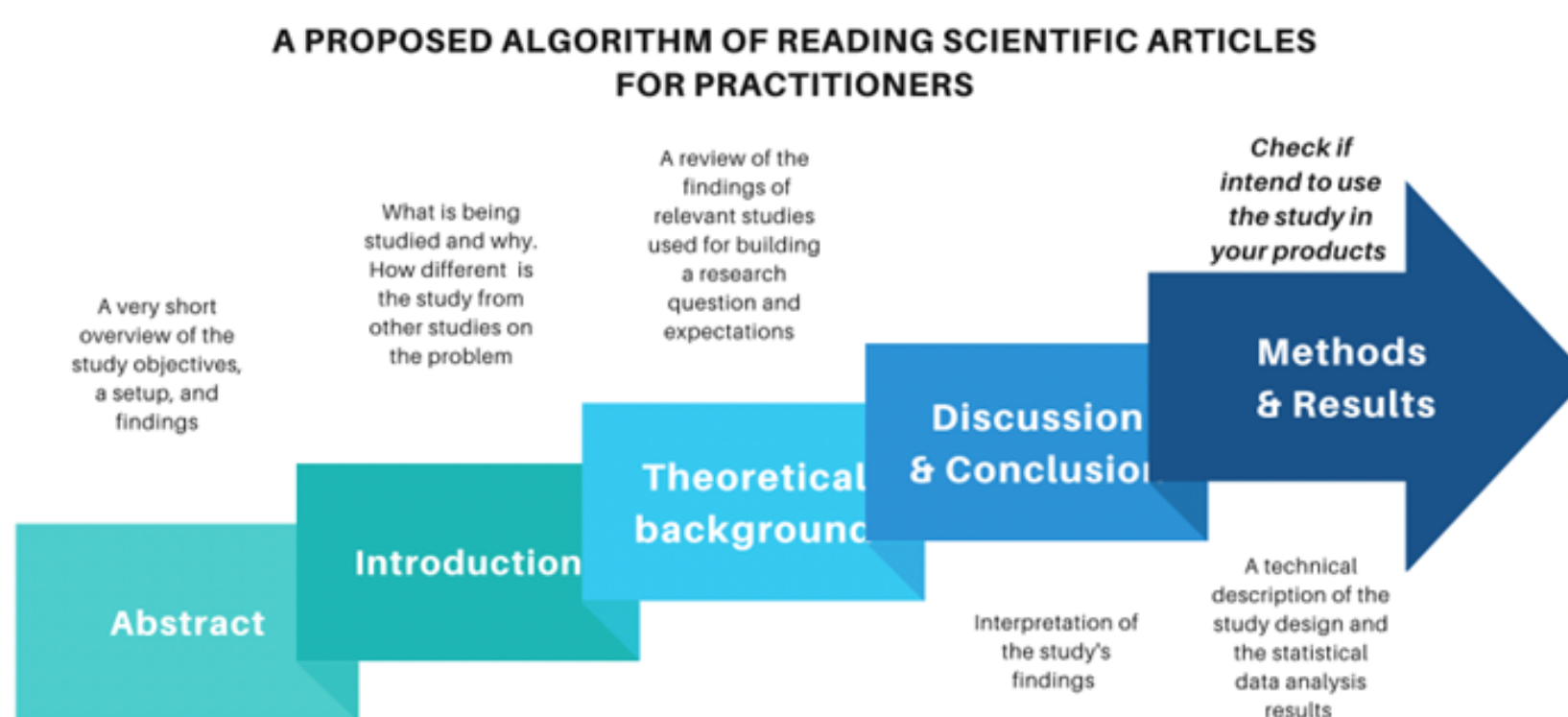
Scientific articles published by reputable journals inform readers of the outcomes of research studies that can be used by practitioners in their work upon assessment of the relevancy of a specific study. For instance, some articles from the bibliography document will inform a reader that, for young people to engage in entrepreneurship actively, it is essential to develop an entrepreneurial intent. The articles will present factors contributing to the development of the intent. Practitioners can use the information to design programmes that train the entrepreneurial mind or competencies of young people.



## 5.2. Recommendations on reading scientific articles for non-scientist practitioners

Published scientific articles typically have a similar structure accepted by scientific journals: an abstract (a short summary of the study), an introduction, theoretical background, method of the study, study results, discussion of the results, and conclusion.

The sections of scientific articles describing the methods and study results can be loaded with statistical terminology and data analysis details. Therefore, the following algorithm is recommended to non-scientists for primary reading of scientific articles:



Upon completion of the preliminary reading, if a practitioner intends to use the study outcomes presented in an article in their work, it is recommended to consult with an academic expert to understand the Results section of the article. Understanding the study results enables one to assess the objectivity of the interpretation of the results by the authors in the Discussion section.



### 5.3. Recommendations on the relevancy and applicability assessment

Practitioners are strongly encouraged to assess the applicability and relevancy of study outcomes presented in a scientific article in their specific situations before incorporating them into their work. In doing so, practitioners might find it helpful to check the context of the study (where and when it was conducted?) and the number of participants in the study to assess the scale of the study (both typically described in the Methods section of scientific articles). Checking the limitations encountered during the study is also helpful in understanding to what extent the study outcomes can be applicable in a specific case and context. Study limitations are typically mentioned at the end of the discussion section of an article or presented in a separate section after the discussion section. In addition, it is recommended to check the ranking of the journal that published the article, how often the article has been cited in other articles and familiarize oneself with the authors' background (how experienced an author is in studying the specific theme). Reputable journals typically publish the contact details and occupations of the authors for readers to approach them with study-related questions. An additional search can return critiques of an article, which is also helpful in the applicability assessment.

## 6. Desk Research and Practical Implementation:

RESOURCE #1	
Nature of resource	Published academic journal article
Tags	Active citizenship, employability
Resource details	Paju, E., Näre, L., Haikkola, L., & Krivonos, D. (2020). Human capitalisation in activation: Investing in the bodies, selves and skills of unemployed youth in Finland. <i>European Journal of Cultural and Political Sociology</i> , 7(1), 7–28. <a href="https://doi.org/10.1080/23254823.2019.1689834">https://doi.org/10.1080/23254823.2019.1689834</a>
Short description of the content	<ul style="list-style-type: none"> <li>The study is based on Finnish practices that aim to increase the employability and educability of young people. The study suggests three areas where efforts need to be invested for a young person to become valuable human capital and be fit for employment and education: knowing oneself, general skills, and the body. To know themselves, young people need to answer the question: 'Who am I? What can I do? And what am I capable of?' The related workshops help young people to know themselves and express themselves better. These skills are necessary for any type of job. The second aspect is training young people to care about their bodies through healthy lifestyles and nutrition. Young people need to realize that only by being healthy can they perform their job duties. Third, a young person needs to learn not only skills related to a specific job but he/she needs to learn general skills, for example, such as time management. In other words, the paper suggests that, for young people to be employable, it is necessary to make investments in several directions: in self-awareness (i.e., knowing, feeling, and expressing self), in the maintenance of a healthy body, and in skills.</li> </ul>



Language

English

Open access  
resource

Yes

Access  
link

[https://www.researchgate.net/publication/338137441\\_Human\\_capitalisation\\_in\\_activation\\_Investing\\_in\\_the\\_bodies\\_selves\\_and\\_skills\\_of\\_unemployed\\_youth\\_in\\_Finland](https://www.researchgate.net/publication/338137441_Human_capitalisation_in_activation_Investing_in_the_bodies_selves_and_skills_of_unemployed_youth_in_Finland)

Practical  
implementation

By leveraging the insights from this article, youth workers can shape their approach to foster the employability skills of young individuals. By focusing on self-awareness, promoting physical well-being, and facilitating the development of technical and practical skills, they can empower youth to capitalize on their human capital, enhancing their chances of success in the workforce.

**Proposed activity:** Career Exploration Workshop

**Objective:** To facilitate self-awareness, career exploration, and the development of practical skills.

**Duration:** approx. 2h workshop (can be adjusted based on available time)

**Materials Needed:**

- Paper, pens, and markers
- Flipchart or whiteboard
- Printed resources (e.g., career guides, job market information)

**Structure:** Introduction and icebreaker (15 minutes)

1. Self-Awareness Exercise: Know Yourself (30 minutes)

- Distribute paper and pens to the participants.
- Ask them to reflect on their strengths, weaknesses, interests, and values.
- Instruct them to write down their thoughts and create a personal profile, including their skills, personality traits, and aspirations.
- Encourage participants to share their profiles in pairs or small groups to promote discussion and self-reflection

2. Career Exploration (60 minutes)

- Present different career options and industries that align with the participants' interests and skills.
- Use printed resources, multimedia presentations, or guest speakers to provide insights into various professions.
- Facilitate a brainstorming session where participants can explore potential career paths based on their personal profiles.
- Encourage them to research and gather information about job requirements, growth prospects, and the skills needed in their chosen fields.

3. Presentation of all work on a wall/board (15 minutes)

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



## RESOURCE #2

### Nature of resource

Published academic journal article

### Tags

Active citizenship, NEET, policy

### Resource details

Ruesga-Benito, S.M.; González-Laxe, F.; Picatoste, X. Sustainable Development, Poverty, and Risk of Exclusion for Young People in the European Union: The Case of NEETs. Sustainability 2018, 10, 4708.  
<https://doi.org/10.3390/su10124708>

### Short description of the content

The main idea of the paper is that once a person has already experienced the status of a person not in employment, education, or training (NEETs), the person is most likely to stay discouraged because of the previous unlucky experience. That is, the probability is high that the person will stay further in the NEET category of people under the current circumstances of the economic downturns. Therefore, the study proposes that sustainability programmes should aim to keep young people included (avoid their exclusion) in social and economic life; otherwise, it will be even more challenging to include the young people back once they have been excluded. The study suggests that public policies need to care not only about economic protection but also keep young people included through health and education programmes so that they are not left behind and demotivated even more. The measures would increase the chances of the withdrawal of young people from the NEET group as soon as such an opportunity arises.

### Language

English

### Open access resource

Yes

### Access link

<https://www.mdpi.com/2071-1050/10/12/4708>



## Practical implementation

This paper can help youth workers better understand the link between poverty, social exclusion, and NEETs, through the understanding of the research findings and statistical data on NEETs provided in the article. This understanding will help them effectively communicate the importance of active citizenship and motivate young individuals to take action.

**Proposed activity:** Collaborative Community Project

**Objective:** To provide insights into the impact of active citizens on society.

**Duration:** approx. 3h

**Materials Needed:**

- Paper, pen, markers
- Presentation slides

**Structure:**

1. Introduction (10 minutes)
  - Introduce the purpose of the activity.
  - Briefly explain (using simple words) the situation with NEETs, using some information from the article.
2. Group Discussion: Exploring the Link (30 minutes)
  - Divide participants into small groups and provide each group with a set of discussion questions related to the article
  - Encourage participants to reflect on the risks of poverty and social exclusion.
3. Understanding active citizenship (30 minutes)
  - Break down complex terms and information, explain the key “ingredients” of active citizenship, and illustrate this with pictures and/or examples.
4. Collaborative community project (60 minutes)
  - Divide participants into small groups and assign each group a fictional community-related challenge or issue.
  - Instruct each group to collectively brainstorm solutions, design a community project, and outline the necessary steps for its implementation.
  - Provide guidance, support, and feedback to the groups as they work on their projects
5. Presentation of the projects (50 minutes)

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



## RESOURCE #3

### Nature of resource

Published academic journal article

### Tags

Active citizenship, personality, digital citizenship

### Resource details

Roberts, M. J. D., Connolly, R., Conley, J., & Miller, J. (2023). Digital Citizenship and the Big Five Personality Traits. *Informatics*, 10(3), 58.  
<http://dx.doi.org/10.3390/informatics10030058>

### Short description of the content

In the last twenty years, the internet has become a vital platform for political expression, community building, and social activism. Researchers from various fields have been trying to understand and measure how these changes affect people's civic attitudes and actions. The Digital Citizenship Scale, a widely used tool, helps measure and evaluate these shifts. However, no study has yet explored how digital citizenship behaviors relate to other factors.

In this study, the researchers used the classic Big Five personality model (Openness to experience, Conscientiousness, Extroversion, Agreeableness, and Neuroticism) to investigate how personality traits connect to digital citizenship behaviors. They collected survey responses from three different countries (1.820 people) and discovered that personality traits are uniquely related to digital citizenship when compared to traditional forms of civic engagement. The study's implications are further discussed. In summary, this study explores how people's personality traits relate to their digital citizenship behaviors, focusing on their engagement with online political expression, community building, and social activism. The research highlights the unique relationship between personality traits and digital citizenship, which can have important implications for understanding how individuals engage in online civic activities compared to traditional offline ones.

### Language

English

### Open access resource

Yes

### Access link

<https://www.mdpi.com/2227-9709/10/3/58>





## Practical implementation

### **Proposed Activity:** "Exploring Our Digital Citizenship Traits"

**Objective:** The aim of this activity is to help disadvantaged youth understand the concept of digital citizenship and explore how their personality traits might influence their online behaviors and engagement with civic activities.

**Duration:** approx. 30 minutes

#### **Materials Needed:**

- Paper
- Pens/pencils
- Printouts of the Big Five personality traits (Openness, Conscientiousness, Extroversion, Agreeableness, and Neuroticism)
- Projector/whiteboard (optional)

#### **Structure:**

##### 1. Introduction (5 minutes):

- Begin by explaining (with simple words) the concept of digital citizenship to the youth, highlighting how the internet has become a significant platform for political expression, community building, and social activism.
- Briefly mention the Big Five personality traits (Openness, Conscientiousness, Extroversion, Agreeableness, and Neuroticism) and how they are believed to influence people's behaviors in various situations.

##### 2. Personality Trait Identification (10 minutes):

- Hand out printouts of the Big Five personality traits or display them on a projector/whiteboard.
- Ask the youth to read through the descriptions of each trait and think about which traits they believe resonate with them the most.
- Encourage them to circle or mark the traits that they think describe them well.

##### 3. Small Group Discussion (10 minutes):

- Divide the youth into small groups of 3-4 members.
- In their groups, have them discuss the traits they identified as most relevant to them.
- Encourage open and respectful discussions about their traits and how they perceive them impacting their online behaviors.

##### 4. Applying Traits to Digital Citizenship (5 minutes):

- Bring the groups back together and facilitate a brief sharing session.
- Ask each group to share how their identified personality traits might influence their online activities and digital citizenship.
- Discuss the potential benefits and challenges of different traits in the context of being responsible and active digital citizens.

##### 5. Reflection and Wrap-Up (5 minutes):

- Lead a short reflection session with the entire group, encouraging them to think about how understanding their personality traits can help them make more informed choices online.
- Remind them that digital citizenship is about being respectful, responsible, and engaged netizens, and how recognizing their traits can guide them in becoming more mindful online.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



## RESOURCE #4

### Nature of resource

Published academic journal article

### Tags

Active citizenship, human rights, citizen science

### Resource details

Santos, M. J. S., Carlos, V., & Moreira, A. A. (2023). Building the Bridge to a Participatory Citizenship: Curricular Integration of Communal Environmental Issues in School Projects Supported by the Internet of Things. *Sensors*, 23(6), 3070. <http://dx.doi.org/10.3390/s23063070>

### Short description of the content

Recognizing the importance of young people exercising their rights and responsibilities as citizens is commendable, but recent research found that many young citizens still lack active involvement in democracy. A study conducted in a secondary school in Aveiro, Portugal, during the 2019/2020 school year revealed a lack of citizenship and community engagement among students.

To address this, the researchers used a method called Design-Based Research and implemented citizen science strategies in the school's teaching and learning activities. They focused on communal environmental issues, following a STEAM approach, and Domains of Curricular Autonomy activities. By involving students in collecting and analyzing data related to these issues using the Internet of Things, they aimed to foster participatory citizenship.

The study showed that these new teaching methods encouraged students to become more involved in school and the community. It also contributed to informing municipal education policies and improving communication between local actors. In this way, students became more active citizens in their community."

In summary, the research found that young citizens in Aveiro, Portugal, lacked engagement in civic activities. To address this, the researchers used innovative teaching methods that involved students in citizen science projects focused on environmental issues. The results showed increased participation and positive impacts on the school, community, and local policies.

### Language

English

### Open access resource

Yes

### Access link

<https://www.mdpi.com/1424-8220/23/6/3070>



## Practical implementation

### **Proposed Activity:** "Creating Our Citizen Science Project"

**Objective:** The goal of this activity is to empower and engage youth in addressing communal environmental issues using citizen science strategies, inspired by the findings from the article.

**Duration:** approx. 60 minutes

#### **Materials Needed:**

- Paper
- Pens/pencils
- Internet access (optional but helpful for research)

#### **Structure:**

1. Recap (with simple words) of the article (5 minutes):
  - Begin by briefly summarizing the main points of the article about the importance of youth citizenship and engagement in community issues through citizen science projects.
  - Highlight the positive impacts that such projects can have on the school, community, and local policies, as discussed in the article.
2. Brainstorming Communal Environmental Issues (5 minutes):
  - Encourage the youth to brainstorm and write down communal environmental issues they are concerned about in their local community.
  - Provide examples such as waste management, air pollution, water conservation, or biodiversity.
3. Forming Groups (5 minutes):
  - Divide the youth into small groups based on their interests in specific environmental issues.
  - Ensure that each group has diverse perspectives and skills.
4. Developing Project Ideas (10 minutes):
  - In their groups, have the youth discuss and develop citizen science project ideas related to the chosen environmental issue.
  - Encourage them to think about data collection methods, the use of technology (e.g., Internet of Things devices, smartphones), and potential impacts on their community.
5. Presentation and Feedback (5 minutes for each group):
  - Each group should present their project idea to the whole group.
  - After each presentation, allow time for questions and feedback from the other participants.
6. Action Plan (5 minutes):
  - After all the presentations, guide the youth to create a simple action plan for each project idea.
  - Discuss the steps they would need to take to implement their projects, including the resources required, timeline, and potential partners or stakeholders.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



## RESOURCE #5

### Nature of resource

Published academic journal article

### Tags

Active citizenship, learning environment, education

### Resource details

Sturrock, G. R., & Zandvliet, D. B. (2023). Citizenship Outcomes and Place-Based Learning Environments in an Integrated Environmental Studies Program. *Education Sciences*, 13(3), 292. <http://dx.doi.org/10.3390/educsci13030292>

### Short description of the content

This paper explores the impact of the learning environment on an essential 21st-century learning outcome - active citizenship, which goes beyond typical academic achievements. The study focuses on high school students in Canada and uses a special learning environment survey called PLACES to assess their experiences in an integrated environmental studies program.

The research reached out to two groups of former students (24 and 36 respectively) several years after they completed the program. To gather information about their perceptions, the PLACES survey, along with focus groups and interviews, was used. This study is unique as it links the learning environment to long-term citizenship outcomes through a longitudinal approach.

The findings demonstrate a strong connection between the learning environment and active citizenship outcomes. The students' perceptions, as measured by the PLACES survey, remained consistent over time. These results have significant and positive implications for future research on creating effective learning environments for promoting active citizenship.

In summary, this research examines the relationship between the learning environment and long-term active citizenship outcomes among high school students in Canada. The study found that the learning environment had a significant impact on students' perceptions of citizenship, providing valuable insights for future efforts to create effective learning environments that foster active and engaged citizenship.

### Language

English

### Open access resource

Yes

### Access link

<https://www.mdpi.com/2227-7102/13/3/292>



## Practical implementation

**Proposed Activity:** "Design Your Ideal Citizenship Learning Environment"

**Objective:** The aim of this activity is to encourage youth to envision and design an ideal learning environment that promotes active citizenship, drawing inspiration from the research findings.

**Duration:** approx. 60 minutes

**Materials Needed:**

- Paper
- Pens/pencils
- Markers or colored pencils (optional)

**Structure:**

1. Introduction (5 minutes):

- Briefly explain the concept of active citizenship and its importance in the 21st century.
- Share a summary of the research findings from the article, emphasizing the strong connection between the learning environment and long-term citizenship outcomes.

2. Brainstorming (10 minutes):

- Divide the youth into small groups of 3-4 members.
- In their groups, ask them to brainstorm and discuss what elements they believe would create an ideal learning environment that encourages active citizenship.
- Encourage them to think about physical, social, and emotional aspects of the environment.

3. Design Your Environment (10 minutes):

- Provide each group with a large piece of paper or use a whiteboard.
- Instruct the groups to sketch and create a visual representation of their ideal citizenship learning environment.
- They can use drawings, words, and symbols to convey their ideas.

4. Presentation (5 minutes for each group):

- After completing their designs, ask each group to present their ideal learning environment to the whole group.
- Allow time for questions and discussion after each presentation.

**Follow-up:** To further reinforce the connection between the learning environment and active citizenship, youth workers can work with school staff and administration to implement some of the ideas from the youth's designs. Collaboratively, they can discuss and explore opportunities to incorporate elements of the ideal learning environment into the existing educational framework. This way, the youth's vision for an empowering learning environment becomes a practical reality that benefits all students in fostering their active citizenship.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



## RESOURCE #6

### Nature of resource

Published academic journal article

### Tags

Active citizenship, digital citizenship, social media

### Resource details

Tomaz, R., Guedes, B., & Martins, I. (2022). Main Challenges for Child Digital Citizenship in a Consumer Culture in Brazil. *Journalism and Media*, 4(1), 42–59. <http://dx.doi.org/10.3390/journalmedia4010004>

### Short description of the content

This article discusses how children's consumer culture affects their rights as consumers and content producers on digital platforms. The goal is to provide a communicational perspective on child socialization within the context of digital culture, specifically focusing on the challenges children face in exercising digital citizenship in Brazil.

To accomplish this, the authors examined theoretical and empirical studies conducted in Brazil and explored the national legal framework that supports the concept of digital citizenship for children. The research identified two main dynamics that impact the exercise of children's rights on social media platforms: the misuse of freedom of speech to enable child labor and the exploitation of the right to information for advertising purposes targeting children.

Despite having legal systems that protect children's communication rights, Brazil still faces challenges in promoting digital citizenship for children. To address these challenges, the authors advocate for the development of public policies that support and protect children's participation in the online world.

In summary, this article explores how consumer culture affects children's rights on digital platforms in Brazil. It highlights challenges in children's digital citizenship and emphasizes the need for public policies to support their participation while safeguarding their rights in the online environment.

### Language

English

### Open access resource

Yes

### Access link

<https://www.mdpi.com/2673-5172/4/1/4>



## Practical implementation

### **Proposed Activity:** "Exploring Our Digital Citizenship Traits"

**Objective:** The aim of this activity is to help disadvantaged youth understand the concept of digital citizenship and explore how their personality traits might influence their online behaviors and engagement with civic activities.

**Duration:** approx. 30 minutes

#### **Materials Needed:**

- Paper
- Pens/pencils
- Printouts of the Big Five personality traits (Openness, Conscientiousness, Extroversion, Agreeableness, and Neuroticism)
- Projector/whiteboard (optional)

#### **Structure:**

##### 1. Introduction (5 minutes):

- Begin by explaining (with simple words) the concept of digital citizenship to the youth, highlighting how the internet has become a significant platform for political expression, community building, and social activism.
- Briefly mention the Big Five personality traits (Openness, Conscientiousness, Extroversion, Agreeableness, and Neuroticism) and how they are believed to influence people's behaviors in various situations.

##### 2. Personality Trait Identification (10 minutes):

- Hand out printouts of the Big Five personality traits or display them on a projector/whiteboard.
- Ask the youth to read through the descriptions of each trait and think about which traits they believe resonate with them the most.
- Encourage them to circle or mark the traits that they think describe them well.

##### 3. Small Group Discussion (10 minutes):

- Divide the youth into small groups of 3-4 members.
- In their groups, have them discuss the traits they identified as most relevant to them.
- Encourage open and respectful discussions about their traits and how they perceive them impacting their online behaviors.

##### 4. Applying Traits to Digital Citizenship (5 minutes):

- Bring the groups back together and facilitate a brief sharing session.
- Ask each group to share how their identified personality traits might influence their online activities and digital citizenship.
- Discuss the potential benefits and challenges of different traits in the context of being responsible and active digital citizens.

##### 5. Reflection and Wrap-Up (5 minutes):

- Lead a short reflection session with the entire group, encouraging them to think about how understanding their personality traits can help them make more informed choices online.
- Remind them that digital citizenship is about being respectful, responsible, and engaged netizens, and how recognizing their traits can guide them in becoming more mindful online.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



## RESOURCE #7

Nature of  
resource

Published academic journal article

Tags

Active citizenship, digital citizenship, social media

Resource  
details

Connolly, R., & Miller, J. (2022). Evaluating and Revising the Digital Citizenship Scale. *Informatics*, 9(3), 61. <http://dx.doi.org/10.3390/informatics9030061>

Short  
description  
of the  
content

Measuring citizen activities online is important in various fields like political science, informatics, and education. This study explores a survey tool called the Digital Citizenship Scale (DCS) used to measure digital citizenship. Unlike previous studies that focused on specific groups, this study surveyed a wider population of 1820 students and the general public from multiple countries.

The study addressed four research questions. Firstly, it investigated the validity of the DCS for this broader population and found that a shorter 19-item four-factor version might be more suitable. Secondly, it explored how gender, generation, and nationality impact DCS scores. While gender had minimal effects, nationality and age influenced online political activism. The study also found that technical skills alone didn't strongly predict online political engagement. Instead, having a critical perspective and using the Internet actively played a more significant role.

In summary, this research focused on a survey tool called the Digital Citizenship Scale, used to measure online citizen activities. The study involved a diverse group of participants and found that a shorter version of the scale might be more appropriate. It also revealed how nationality, age, and critical perspective influence online political engagement. Technical skills were not the main factor; instead, a proactive approach to using the Internet was more impactful.

Language

English

Open access  
resource

Yes

Access  
link

<https://www.mdpi.com/2227-9709/9/3/61>





Practical  
implementation

**Proposed Activity:** "Exploring Our Digital Citizenship Traits"

**Objective:** The aim of this activity is to help disadvantaged youth understand the concept of digital citizenship and explore how their personality traits might influence their online behaviors and engagement with civic activities.

**Duration:** approx. 30 minutes

**Materials Needed:**

- Paper
- Pens/pencils
- Printouts of the Big Five personality traits (Openness, Conscientiousness, Extroversion, Agreeableness, and Neuroticism)
- Projector/whiteboard (optional)

**Structure:**

1. Introduction (5 minutes):

- Begin by explaining (with simple words) the concept of digital citizenship to the youth, highlighting how the internet has become a significant platform for political expression, community building, and social activism.
- Briefly mention the Big Five personality traits (Openness, Conscientiousness, Extroversion, Agreeableness, and Neuroticism) and how they are believed to influence people's behaviors in various situations.

2. Personality Trait Identification (10 minutes):

- Hand out printouts of the Big Five personality traits or display them on a projector/whiteboard.
- Ask the youth to read through the descriptions of each trait and think about which traits they believe resonate with them the most.
- Encourage them to circle or mark the traits that they think describe them well.

3. Small Group Discussion (10 minutes):

- Divide the youth into small groups of 3-4 members.
- In their groups, have them discuss the traits they identified as most relevant to them.
- Encourage open and respectful discussions about their traits and how they perceive them impacting their online behaviors.

4. Applying Traits to Digital Citizenship (5 minutes):

- Bring the groups back together and facilitate a brief sharing session.
- Ask each group to share how their identified personality traits might influence their online activities and digital citizenship.
- Discuss the potential benefits and challenges of different traits in the context of being responsible and active digital citizens.

5. Reflection and Wrap-Up (5 minutes):

- Lead a short reflection session with the entire group, encouraging them to think about how understanding their personality traits can help them make more informed choices online.
- Remind them that digital citizenship is about being respectful, responsible, and engaged netizens, and how recognizing their traits can guide them in becoming more mindful online.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



## RESOURCE #8

### Nature of resource

Published academic journal article

### Tags

Active Citizenship, environmental citizenship

### Resource details

KalaitSIDAKI, M., & BaltSIOTI, E. (2022). Environmental Citizenship of Students of Primary Education of a Greek University.  
<http://dx.doi.org/10.3390/environsciproc2022014015>

### Short description of the content

Understanding environmental citizenship is essential for environmental education and sustainability. To tackle global environmental issues, we need active and critical-minded citizens who can make a positive impact. Environmental citizenship was defined by experts through the COST-EneC network. In this study, the authors looked at the environmental citizenship level of undergraduate students studying Primary Education at a Greek university. They used a questionnaire and checked how their gender, year of study, and where they come from (urban or rural) might affect their views. The results showed that students developed environmental citizenship skills during their third and fourth years of study. However, they didn't show the same progress in other aspects of environmental citizenship. The authors suggest focusing more on these areas in the program to help students become well-rounded environmental citizens.

### Language

English

### Open access resource

Yes

### Access link

<https://www.mdpi.com/2673-4931/14/1/15>



**Practical  
implementation**

**Proposed Activity:** "Environmental Citizenship Quest"

**Objective:** The aim of this activity is to help youth understand the concept of environmental citizenship and explore ways they can become active agents of change for the environment.

**Duration:** approx. 60 minutes

**Materials Needed:**

- Paper
- Pens/pencils
- Flipchart or whiteboard (optional)

**Structure:**

1. Introduction (5 minutes):

- Begin by explaining the importance of environmental citizenship and its role in addressing global environmental problems.
- Briefly discuss the key aspects of environmental citizenship, such as being active, critical-minded, and contributing to positive change for society and the environment.

2. Brainstorming (10 minutes):

- Divide the youth into small groups of 3-4 members.
- In their groups, ask them to brainstorm different ways they can be environmental citizens and contribute to a sustainable future.
- Encourage creativity and open-mindedness during the brainstorming session.

3. Environmental Citizenship Quest (10 minutes):

- Provide each group with a piece of paper and ask them to create a list of quests or challenges related to environmental citizenship.
- Each quest should describe a specific action or initiative they can take to make a positive impact on the environment and their community.

4. Presenting Quests (5 minutes for each group):

- Ask each group to share their environmental citizenship quests with the whole group.
- Write down the quests on a flipchart or whiteboard for everyone to see.

**Follow-up:** Encourage the youth to take their environmental citizenship quests outside the activity and implement them in their daily lives. Consider providing support and resources to help them turn their ideas into actions.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



## RESOURCE #9

### Nature of resource

Book chapter

### Tags

Active citizenship, democracy

### Resource details

Kirtzel, C., Lorenz, A. (2023). How to Make Projects to Enhance Youth Participation Successful. A Comparative Analysis of Six Youth Dialogue Projects. In: Lorenz, A., Anders, L.H. (eds) EU Citizenship Beyond Urban Centres. The Future of Europe. Springer, Cham. [https://doi.org/10.1007/978-3-031-29793-9\\_9](https://doi.org/10.1007/978-3-031-29793-9_9)

### Short description of the content

In the European Union (EU), many young people in East Central Europe face challenges in exercising their democratic rights. However, their active participation is crucial for the future of European democracy. To support this, the European Commission funds projects that encourage young citizens' involvement. This chapter explores six successful projects in post-socialist EU regions and identifies common factors for their success. These include tailoring projects to the target group, involving participants in the planning process, giving young people a voice, and connecting local and European levels. The findings align with the Commission's criteria for project funding. Overall, this analysis can help improve the effectiveness of future youth projects

### Language

English

### Open access resource

Yes

### Access link

[https://link.springer.com/chapter/10.1007/978-3-031-29793-9\\_9](https://link.springer.com/chapter/10.1007/978-3-031-29793-9_9)



Practical  
implementation

**Proposed Activity:** "Young Voices"

**Objective:** The goal of this activity is to empower and engage youth in exercising their democratic participation rights and encourage them to voice their opinions on issues that matter to them.

**Duration:** approx. 60 minutes

**Materials Needed:**

- Flipchart or whiteboard
- Markers
- Paper
- Pens/pencils

**Structure:**

1. Introduction (5 minutes):

- Begin by discussing the importance of democratic participation and active citizenship, emphasizing how young people's voices are crucial for the future of democracy.
- Share examples of young people who made a positive impact through their involvement in social or political issues.

2. Identifying Issues (10 minutes):

- Divide the youth into small groups of 4-5 members.
- Ask each group to brainstorm and identify social or community issues that they are passionate about and want to address.

3. Developing Proposals (15 minutes):

- Instruct each group to choose one issue from their brainstorming session.
- Have them work together to develop proposals for addressing the chosen issue. Encourage creative and feasible solutions.

4. Presenting Proposals (10 minutes each):

- Ask each group to present their proposals to the whole group.
- Emphasize that each group member should have an opportunity to speak and share their thoughts.

5. Group Discussion (5 minutes):

- After each presentation, open the floor for a group discussion.
- Encourage other participants to ask questions, share feedback, and express their support for the proposals.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



## RESOURCE #10

### Nature of resource

Published academic journal article

### Tags

Active citizenship, activism

### Resource details

Kowasch, M., Cruz, J. P., Reis, P., Gericke, N., & Kicker, K. (2021). Climate Youth Activism Initiatives: Motivations and Aims, and the Potential to Integrate Climate Activism into ESD and Transformative Learning. *Sustainability*, 13(21), 11581. <http://dx.doi.org/10.3390/su132111581>

### Short description of the content

This article focuses on the climate youth activism initiative called Fridays for Future, which has been protesting the climate emergency worldwide for about two years. The study investigates why students participate in the movement and the solutions proposed by young activists to fight climate change. Additionally, it discusses how climate change activism is integrated into education for sustainable development and transformative learning processes, enabling environmental citizenship. The research found that emotions, solidarity, and collective goals motivate students to join the strikes. Young activists propose innovative and sometimes radical solutions to address the climate emergency. Demonstrations and exhibitions, as forms of bottom-up climate activism, engage in political dialogue and scientific knowledge transfer. These initiatives act as "triggers of change" for transformative learning.

### Language

English

### Open access resource

Yes

### Access link

<https://www.mdpi.com/2071-1050/13/21/11581>



**Practical  
implementation**

**Proposed Activity:** "Climate Action Innovators"

**Objective:** The aim of this activity is to inspire and engage youth in climate activism and encourage them to propose innovative solutions to address the climate emergency.

**Duration:** approx. 60 minutes

**Materials Needed:**

- Flipchart or whiteboard
- Markers
- Paper
- Pens/pencils

**Structure:**

1. Introduction (5 minutes):

- Start by introducing the concept of climate change and its impact on the environment.
- Share examples of youth-led climate activism initiatives like Fridays for Future to inspire the participants.

2. Brainstorming Solutions (15 minutes):

- Divide the youth into small groups of 3-4 members.
- Ask each group to brainstorm innovative solutions to fight against climate change. Encourage them to think creatively and come up with unique ideas.

3. Presentation of Solutions (15 minutes for each group):

- Each group presents their proposed solutions to the whole group.
- Provide each group with a few minutes to explain their ideas and how they could make a positive impact on the environment.

4. Action Pledge (5 minutes):

- Conclude the activity by asking each participant to make an action pledge.
- Each individual should commit to one small but meaningful action they can take to contribute to climate action, either individually or as a group

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



## RESOURCE #11

### Nature of resource

Published academic journal article

### Tags

Active citizenship, digital citizenship, social skills

### Resource details

Milenkova, V., & Lendzhova, V. (2021). Digital Citizenship and Digital Literacy in the Conditions of Social Crisis. *Computers*, 10(4), 40.  
<http://dx.doi.org/10.3390/computers10040040>

### Short description of the content

This article discusses the significance of internet technology and social media as essential means of communication today. It emphasizes the two-sided nature of media and social interaction—how both media messages to users and users' interactions with media are important. The article highlights the importance of digital media and digital literacy for social inclusion, professional competence, and social skills. It introduces the concept of digital citizenship, which reflects the level of training and competencies required for active participation in social, professional, and civic life. The article emphasizes the critical importance of digital media literacy during global social crises like the pandemic, as it contributes to social understanding and control, and influences individual practices in such situations.

### Language

English

### Open access resource

Yes

### Access link

<https://www.mdpi.com/2073-431X/10/4/40>





## Practical implementation

### **Proposed Activity:** "Exploring Our Digital Citizenship Traits"

**Objective:** The aim of this activity is to help disadvantaged youth understand the concept of digital citizenship and explore how their personality traits might influence their online behaviors and engagement with civic activities.

**Duration:** approx. 30 minutes

#### **Materials Needed:**

- Paper
- Pens/pencils
- Printouts of the Big Five personality traits (Openness, Conscientiousness, Extroversion, Agreeableness, and Neuroticism)
- Projector/whiteboard (optional)

#### **Structure:**

##### 1. Introduction (5 minutes):

- Begin by explaining (with simple words) the concept of digital citizenship to the youth, highlighting how the internet has become a significant platform for political expression, community building, and social activism.
- Briefly mention the Big Five personality traits (Openness, Conscientiousness, Extroversion, Agreeableness, and Neuroticism) and how they are believed to influence people's behaviors in various situations.

##### 2. Personality Trait Identification (10 minutes):

- Hand out printouts of the Big Five personality traits or display them on a projector/whiteboard.
- Ask the youth to read through the descriptions of each trait and think about which traits they believe resonate with them the most.
- Encourage them to circle or mark the traits that they think describe them well.

##### 3. Small Group Discussion (10 minutes):

- Divide the youth into small groups of 3-4 members.
- In their groups, have them discuss the traits they identified as most relevant to them.
- Encourage open and respectful discussions about their traits and how they perceive them impacting their online behaviors.

##### 4. Applying Traits to Digital Citizenship (5 minutes):

- Bring the groups back together and facilitate a brief sharing session.
- Ask each group to share how their identified personality traits might influence their online activities and digital citizenship.
- Discuss the potential benefits and challenges of different traits in the context of being responsible and active digital citizens.

##### 5. Reflection and Wrap-Up (5 minutes):

- Lead a short reflection session with the entire group, encouraging them to think about how understanding their personality traits can help them make more informed choices online.
- Remind them that digital citizenship is about being respectful, responsible, and engaged netizens, and how recognizing their traits can guide them in becoming more mindful online.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



## RESOURCE #12

### Nature of resource

Published academic journal article

### Tags

Active citizenship, lifelong learning, policy

### Resource details

Ceschi, A., Perini, M., Scalco, A., Pentassuglia, M., Righetti, E., & Caputo, B. (2021). Foster employability and fight social exclusion through the development of lifelong learning (LLL) key-competences: reviewing twenty years of LLL policies. *European Journal of Training and Development*, 45(6-7), 475–511.  
<https://doi.org/10.1108/EJTD-07-2019-0126>

### Short description of the content

The study reviews the European lifelong learning policies aiming at employability and reducing social exclusion among young people. The paper includes a detailed review of related literature. It emphasizes the importance of developing lifelong learning skills for employment stability in the conditions of continuous changes in competency and skills requirements. The paper also argues that it is essential for young people to be able to identify the required skills and competencies in their particular situations. The paper highlights the role of policymakers in facilitating lifelong learning among youth for the development of key competencies and skills.

### Language

English

### Open access resource

Yes

### Access link

[https://www.researchgate.net/publication/349245924\\_Foster\\_employability\\_and\\_fight\\_social\\_exclusion\\_through\\_the\\_development\\_of\\_lifelong\\_learning\\_LLL\\_key-competences\\_reviewing\\_twenty\\_years\\_of\\_LLL\\_policies](https://www.researchgate.net/publication/349245924_Foster_employability_and_fight_social_exclusion_through_the_development_of_lifelong_learning_LLL_key-competences_reviewing_twenty_years_of_LLL_policies)



**Practical  
implementation**

**Proposed Activity:** "Lifelong Learning Journey"

**Objective:** The goal of this activity is to raise awareness among youth about the importance of lifelong learning for employability and social inclusion, and to help them identify the skills and competencies they need for their future careers.

Duration: approx. 60 minutes

**Materials Needed:**

- Flipchart or whiteboard
- Markers
- Paper
- Pens/pencils

**Structure:**

1. Introduction (5 minutes):

- Start by discussing the concept of lifelong learning and its significance in helping young people find stable employment and reduce social exclusion.
- Explain that continuous changes in competency and skills requirements make lifelong learning essential for career success.

2. Group Discussion (10 minutes each):

- Divide the youth into small groups of 3-4 members.
- Ask each group to discuss and share examples of how continuous learning has helped people in their careers or personal lives.

3. Identifying Key Skills (15 minutes):

- Provide each group with a list of key competencies and skills needed in various industries.
- Instruct them to identify and discuss which skills they think are most important for their future career aspirations.

4. Personal Skills Inventory (10 minutes):

- Ask each participant to individually list the skills and competencies they already possess.
- Encourage them to reflect on areas where they feel they need improvement.

5. Action Plan (5 minutes):

- Instruct each participant to create a personal action plan for lifelong learning.
- They should identify specific skills they want to develop and outline steps they can take to achieve their learning goals.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



## RESOURCE #13

### Nature of resource

Published academic journal article

### Tags

Active citizenship, political engagement

### Resource details

Karageorgou, K, MAdoglou, A. & Kalamaras, D. (2018). Social representations of “apolitical people” among different citizenship styles of Greek youth. *Papers on Social Representations*, 27(1).

### Short description of the content

This study focuses on different types of political engagement (citizenship styles) among Greek youth and their perception of apolitical people. International literature provides various concepts of “apolitical” behavior, leading us to suppose the existence of controversy-oriented apoliticism. Certain concepts correspond to a positively perceived notion (seemingly apolitical citizens: latent engagement), while others correspond to a negatively perceived notion (genuine passivity). The sample consists of 83 men and 112 women aged from 19 to 35 who replied to a set of questions regarding their political engagement (interest, participation, alternative participation, and political self-definition) and their perception of apoliticism (perceived traits of apolitical people, perception of apolitical behavior, and its consequences). The authors found that citizenship styles represent apolitical people in a different way: the more politically engaged groups are anchored in a negative perception of apolitical people and the consequences of apolitical behavior in Greek society, while the less politically engaged groups have a more positive perception.

### Language

English

### Open access resource

Yes

### Access link

<https://psr.iscte-iul.pt/index.php/PSR/article/view/465>



**Practical  
implementation**

**Proposed Activity :** "Exploring Political Engagement"

**Objective:** The goal of this activity is to help youth explore different forms of political engagement and understand their perceptions of apolitical behavior.

**Duration:** approx. 60 minutes

**Materials Needed:**

- Flipchart or whiteboard
- Markers
- Paper
- Pens/pencils

**Structure:**

1. Introduction (5 minutes):

- Start by discussing the importance of political engagement and how it can impact society.
- Explain that political engagement comes in various forms, and there is no right or wrong way to participate.

2. Types of Political Engagement (10 minutes):

- Present the four types of political engagement: active, standby, unengaged, and disillusioned citizens.
- Briefly explain each type and give examples to help youth understand the distinctions.

3. Group Discussion (15 minutes):

- Divide the youth into small groups of 4-5 members.
- Assign each group one of the four types of political engagement.
- Ask each group to discuss and share their understanding of the assigned type, including any personal experiences or observations related to it.

4. Perception of Apolitical Behavior (10 minutes):

- Bring the focus to apolitical behavior and its perceptions.
- Instruct each group to discuss and brainstorm how they perceive apolitical people and their views on apolitical behavior.

5. Group Presentations (5 minutes):

- Ask each group to present their findings on the different types of political engagement and their perceptions of apolitical behavior.
- Encourage an open and respectful discussion among all participants

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



## RESOURCE #14

### Nature of resource

Published academic journal article

### Tags

Active citizenship, social media, environment

### Resource details

Caldevilla-Domínguez, D., Barrientos-Báez, A., & Padilla-Castillo, G. (2021). Twitter as a Tool for Citizen Education and Sustainable Cities after COVID-19. *Sustainability*, 13(6), 3514. <http://dx.doi.org/10.3390/su13063514>

### Short description of the content

The COVID-19 crisis led to a temporary reduction in greenhouse gas emissions, raising awareness about climate change. Even though the decrease in pollution was not significant, surveys show increased concern for the environment. Local governments and municipalities are now promoting sustainable practices and eco-conscious living. This study analyzes the link between COVID-19's climate awareness, global sustainable citizenship proposals, and their communication on Twitter to educate the new environmentally conscious audience. The research uses a mix of quantitative and qualitative analysis from Twitter data collected in December 2020. Influential accounts include educational institutions, local bodies, companies, neighborhoods, associations, and influencers. Despite the city's confinement, citizen education and commitment to a more ecological and sustainable future continue, starting from early childhood.

### Language

English

### Open access resource

Yes

### Access link

<https://www.mdpi.com/2071-1050/13/6/3514>



**Practical  
implementation**

**Proposed Activity:** "Green Futures"

**Objective:** The objective of this activity is to engage youth in understanding the importance of sustainable living and to encourage them to take action for a greener future.

**Duration:** approx. 60 minutes

**Materials Needed:**

- Flipchart or whiteboard
- Markers
- Paper
- Pens/pencils

**Structure:**

1. Introduction (5 minutes):
  - Start the activity by discussing the concept of sustainability and its significance for the environment and future generations.
2. Brainstorming (10 minutes):
  - Divide the youth into small groups of 3-4 members.
  - Ask each group to brainstorm and list various sustainable actions that individuals and communities can take to reduce their environmental footprint.
3. Group Presentations (15 minutes for each group):
  - Invite each group to present their list of sustainable actions to the whole group.
  - Encourage them to explain the benefits of each action and how it can contribute to a greener world.
4. Personal Sustainability Pledge (10 minutes):
  - Instruct each participant to individually create a personal sustainability pledge.
  - They should select at least three sustainable actions from the brainstorming session that they commit to implementing in their daily lives.
5. Share and Encourage (5 minutes):
  - Give each participant an opportunity to share their sustainability pledge with the group.
  - Encourage others to provide positive feedback and support for their chosen actions.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



## RESOURCE #15

### Nature of resource

Published academic journal article

### Tags

Active citizenship, rural regeneration

### Resource details

Koreman, M. C. J. (2023). Reinventing a Rural Area: A Case Study into Cultural Festivals in Oldambt, The Netherlands. *Sustainability*, 15(8), 6921.  
<http://dx.doi.org/10.3390/su15086921>

### Short description of the content

The Oldambt area, in the northeast of the Netherlands, has recently suffered from depopulation and a negative image. However, four high-quality cultural festivals have been developed in or moved towards the area during the last decade. The festivals have different organizational models. This paper assesses how they contribute to rural regeneration through interviews with stakeholders around the festivals and local youth. It adds to the existing literature by introducing the concept of rural regeneration, stemming from neo-endogenous rural development, into festival research and by conducting multiple case studies in one area. The paper investigates the festivals' local legitimacy, rootedness, and ability to create interconnectedness. The findings suggest that the festivals are locally supported, use local resources, and benefit the area, notwithstanding their organizational model. The festivals also help to establish networks within and outside of Oldambt, and there is thus a positive effect on regeneration. The recent, more positive developments in Oldambt may be related to the organization of the festivals.

### Language

English

### Open access resource

Yes

### Access link

<https://www.mdpi.com/2071-1050/15/8/6921>





Practical  
implementation

**Proposed Activity:** "Festivals for Rural Regeneration"

**Objective:** The goal of this activity is to help youth understand how cultural festivals can contribute to rural regeneration in their local area.

**Duration:** approx. 60 minutes

**Materials Needed:**

- Flipchart or whiteboard
- Markers
- Paper
- Pens/pencils

**Structure:**

1. Introduction (5 minutes):

- Start by discussing the concept of rural regeneration and how it can positively impact communities facing depopulation and negative images.
- Explain that cultural festivals can play a role in rural regeneration by bringing people together and utilizing local resources.

2. Case Studies (15 minutes):

- Briefly introduce the four high-quality cultural festivals in the Oldambt area, Netherlands, and their different organizational models.
- Divide the youth into small groups of 3-4 members and assign each group one festival to focus on.

3. Group Discussion (15 minutes for each group):

- Instruct each group to discuss the festival they were assigned and brainstorm how it may contribute to rural regeneration in the Oldambt area.
- Encourage them to consider the festival's impact on local support, use of resources, and interconnectedness with the community.

4. Presentations (10 minutes):

- Invite each group to present their findings to the whole group.
- Encourage them to share insights on how the festivals foster local support, utilize resources, and create networks within and outside of Oldambt.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



## RESOURCE #16

### Nature of resource

Book chapter

### Tags

Active citizenship, media, democracy

### Resource details

Nieuwelink, H. (2020). Jongeren, media en democratie: Wat adolescenten vinden en onderwijs kan bijdragen. In J. de Ridder, R. Vliegthart, & J. Zuure (Eds.), *Doen, durven of de waarheid?: Democratie in digitale tijden* (pp. 136-150). Amsterdam University Press

### Short description of the content

Growing up in today's world has become increasingly challenging for young people. They are faced with a complex and fast-changing environment. They not only need to understand various complex issues like climate change, European cooperation, and terrorism, but they also have to learn how to assess the reliability of different sources of information. This is not an easy task, as some sources may be seen as trustworthy by some but considered biased or spreading fake news by others. For instance, journalists like Wierd Duk and Erik Mouthaan have contradictory opinions on their Twitter timelines.

The rise of polarizing news coverage and fake news on social media puts pressure on the democratic mindset of the younger generations (Mounk, 2018). To navigate this complex social and political landscape, young people need multiple competencies. They require media literacy skills to understand media coverage, identify fake news, and interpret the framing of information. Furthermore, it is essential to foster a democratic mindset in young people. In today's polarized society, they must realize that there are always diverse perspectives on social issues, and tolerance is crucial. They need to understand the significance of the mutual exchange of ideas and opinions. In summary, young people need both media literacy skills and a democratic mindset to effectively participate in the intricate social and political landscape of our times.

### Language

English

### Open access resource

Yes

### Access link

[https://pure.hva.nl/ws/portalfiles/portal/17139744/Nieuwelink\\_Jongeren\\_media\\_en\\_democratie\\_wat\\_adolescenten\\_vinden\\_en\\_onderwijs\\_kan\\_bijdragen.pdf](https://pure.hva.nl/ws/portalfiles/portal/17139744/Nieuwelink_Jongeren_media_en_democratie_wat_adolescenten_vinden_en_onderwijs_kan_bijdragen.pdf)



**Practical  
implementation**

**Proposed Activity:** Navigating the News

**Objective:** To develop media literacy skills and encourage critical thinking while promoting an understanding of diverse perspectives in the media.

**Duration:** approx. 60 min

**Materials Needed:**

1. Flipchart or whiteboard
2. Markers
3. Printed news articles or headlines from various sources (both reliable and potentially biased/fake news)

**Structure:**

1. Introduction (5 minutes):
  - Gather the youth and explain the importance of media literacy in today's world, where there is an abundance of information and diverse perspectives.
  - Discuss the challenges of identifying reliable sources and distinguishing fake news from credible news.
2. Understanding Media Bias (10 minutes):
  - Present a few examples of news headlines or articles from different sources that cover the same event or issue but with varying tones or perspectives.
  - Divide the youth into small groups and give each group a set of news articles with different biases (e.g., liberal, conservative, neutral, or sensationalized).
  - Ask the groups to identify the tone or bias in each article and discuss how the information is presented differently.
3. Fact-Checking Activity (15 minutes):
  - Provide the youth with a few news snippets or headlines and ask them to fact-check the information.
  - Guide them on how to verify information using reliable fact-checking websites or by cross-referencing multiple sources.
4. Perspectives Exchange (10 minutes):
  - Create pairs of youth with differing views on a specific topic (e.g., climate change, immigration, or social justice).
  - Ask each pair to share their perspectives openly and actively listen to the other person's viewpoint without judgment.
  - Encourage a respectful and constructive dialogue about their different opinions.
5. Reflection (5 minutes):
  - Gather the youth back together and facilitate a group discussion about their experiences during the activity.
  - Discuss the importance of understanding diverse perspectives and the role of media literacy in shaping their understanding of complex issues.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



## RESOURCE #17

### Nature of resource

Published academic journal article

### Tags

Active citizenship, policy, misconceptions

### Resource details

Tonkens, E. (2015). Vijf misverstanden over de participatiesamenleving. Tijds. gezondheids.wetenschappen 93, 1–3. <https://doi.org/10.1007/s12508-015-0001-2>

### Short description of the content

The term "active citizenship" might sound strange, but in Dutch and European policy, it's quite popular. It's all about encouraging people to be engaged, responsible citizens instead of just passively claiming rights and benefits. The new idea is to have a society where everyone actively participates.

However, solely focusing on active citizenship can lead to new duties and responsibilities without getting additional rights and support. The key is finding a balance between being active and knowing when to listen and take a step back.

A professor played a role in promoting the concept of "participation society" to the Prime Minister and the King. But there are some misconceptions about it. Let's discuss the five most important ones.

Overall, it's about promoting a society where everyone is involved and responsible, but it should also respect the rights and needs of individuals.

### Language

Dutch

### Open access resource

Yes

### Access link

<https://link.springer.com/article/10.1007/s12508-015-0001-2>



Practical  
implementation

**Proposed Activity:** Constructive Communication

**Objective:** To encourage youth to understand the value of taking action in a democracy while promoting open dialogue and communication.

**Duration:** approx. 60 minutes

**Materials Needed:**

1. Flipchart or whiteboard
2. Markers
3. Sticky notes or small pieces of paper
4. Writing materials for participants

**Structure:**

1. Introduction (5 minutes):
  - Start by explaining the concept of "do-democracy," where citizens prioritize taking action and getting things done.
  - Emphasize that while action is essential, democracy also involves listening to others and engaging in constructive communication.
2. Action Brainstorm (10 minutes):
  - Divide the youth into small groups and ask them to identify a community issue or cause they care about and would like to take action on.
  - Instruct each group to brainstorm practical steps they can take to address the issue or contribute positively to the cause.
3. Sharing and Combining Ideas (10 minutes):
  - Have each group present their action ideas to the whole group.
  - Encourage other groups to provide feedback, suggestions, and improvements to each presented idea.
  - Write down the main action ideas on the flipchart or whiteboard.
4. Communication and Collaboration (10 minutes):
  - Explain the significance of communication in a democracy and how it helps to build understanding and collaboration.
  - Assign each participant a partner from a different group.
  - Instruct the pairs to discuss their action ideas, exchange thoughts, and find common ground where they can collaborate or support each other's initiatives.
5. Revisiting Action Ideas (5 minutes):
  - Bring the focus back to the initial action ideas generated by each group.
  - Ask the youth to modify their ideas, taking into account the insights and feedback they received during the communication exercise.
6. Action Commitments (5 minutes):
  - Have each participant write down their revised action plan individually.
  - Ask them to include both the practical steps they intend to take and how they plan to engage in open communication and collaboration with others working on related issues.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



## RESOURCE #18

### Nature of resource

Published academic journal article

### Tags

Active citizenship, education, politics

### Resource details

Theodoulou, F. (2016). Depoliticisation and abstention: the role of Education. *Educational Review*, 61, 70-86.

Θεοδουλου, Φ. (2016). Απολιτικοποίηση και αποχή: ο ρόλος της Παιδείας. *Παιδαγωγική Επιθεώρηση*, 61, 70-86.

### Short description of the content

This paper explores how students' political knowledge and intention to vote in future elections are influenced. The study looked at data from 3194 eighth-grade students in Cyprus who took part in a national survey. They found that parents' education, the classroom environment, and students' engagement in school activities play a crucial role in predicting students' political knowledge.

Additionally, students who have more political knowledge and actively participate in extracurricular activities are more likely to vote in future elections. However, interestingly, being too involved in society negatively impacts political knowledge. These findings highlight the importance of educators in fostering active citizenship among students. As youth workers, we need to reflect on our role in shaping students' understanding of politics and their responsibility as citizens.

### Language

Greek

### Open access resource

Yes

### Access link

<https://ojs.lib.uom.gr/index.php/paidagogiki/article/view/8707/8759>



Practical  
implementation

**Proposed Activity:** "Design Your Ideal Citizenship Learning Environment"

**Objective:** The aim of this activity is to encourage youth to envision and design an ideal learning environment that promotes active citizenship, drawing inspiration from the research findings.

**Duration:** approx. 60 minutes

**Materials Needed:**

- Paper
- Pens/pencils
- Markers or colored pencils (optional)

**Structure:**

1. Introduction (5 minutes):

- Briefly explain the concept of active citizenship and its importance in the 21st century.
- Share a summary of the research findings from the article, emphasizing the strong connection between the learning environment and long-term citizenship outcomes.

2. Brainstorming (10 minutes):

- Divide the youth into small groups of 3-4 members.
- In their groups, ask them to brainstorm and discuss what elements they believe would create an ideal learning environment that encourages active citizenship.
- Encourage them to think about physical, social, and emotional aspects of the environment.

3. Design Your Environment (10 minutes):

- Provide each group with a large piece of paper or use a whiteboard.
- Instruct the groups to sketch and create a visual representation of their ideal citizenship learning environment.
- They can use drawings, words, and symbols to convey their ideas.

4. Presentation (5 minutes for each group):

- After completing their designs, ask each group to present their ideal learning environment to the whole group.
- Allow time for questions and discussion after each presentation.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



## RESOURCE #19

### Nature of resource

Master Thesis

### Tags

Active citizenship, volunteering, NGO

### Resource details

Katsaros, K. (2018). Active citizenship, volunteering and local government: views of municipal employees of the Municipality of Rhodes. University of the Aegean.  
Κατσαρός, Κ. (2018). Ενεργός πολίτης, εθελοντισμός και τοπική αυτοδιοίκηση: απόψεις δημοτικών υπαλλήλων Δήμου Ρόδου. Πανεπιστήμιο Αιγαίου.

### Short description of the content

On a daily basis around us we talk about actions taken by clubs, schools organizations to offer through volunteering. The present work deals with the subject of volunteering and the status of an active citizen. The work consists of two parts. The first part develops issues related to volunteering, being an active citizen, and citizenship. Reference is made to the contribution of the school to volunteering and ends with the presentation of the largest NGOs. In the second part of the paper, the views of the employees of the Municipality of Rhodes on volunteering and being an active citizen are presented and explored. A survey was conducted with a questionnaire, and the results convey an optimistic message about their positive development.

### Language

Greek

### Open access resource

Yes

### Access link

<https://hellanicus.lib.aegean.gr/handle/11610/18702>





Practical  
implementation

**Proposed Activity:** Volunteering and Active Citizenship

**Objective:** To raise awareness about the significance of volunteering and active citizenship.

**Duration:** approx. 60 minutes

**Materials Needed:**

1. Projector or screen (optional)
2. Flipchart or whiteboard
3. Markers
4. Printed copies of the text (optional)

**Instructions:**

1. Introduction (5 minutes):
  - Begin by briefly explaining the concept of volunteering and active citizenship.
  - Emphasize the positive impact these actions have on communities and society as a whole.
2. Group Discussion - Part 1 (15 minutes):
  - Divide the participants into small groups.
  - Encourage the groups to share their insights with the rest of the participants, highlighting the importance of volunteering and the role of schools and NGOs in promoting active citizenship.
3. Presentation - Part 2 (10 minutes):
  - Explain the highlights of the results of the survey conducted, showing a positive development on volunteering and active citizenship.
4. Reflection and Insights (10 minutes):
  - Lead a group discussion on the findings from the survey presented in the text.
  - Ask the participants about their thoughts on why the employees' views show a positive development.
  - Encourage them to share their personal experiences with volunteering or examples of active citizenship they have observed in their community.
5. Action Plan (10 minutes):
  - Guide the participants in brainstorming ways they can contribute to volunteering or promote active citizenship in their own lives or communities.
  - Have each participant write down at least one action they are committed to taking.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



## RESOURCE #20

### Nature of resource

Published academic journal article

### Tags

Active citizenship, citizenship education

### Resource details

Popa, M. C. (2023). EDUCAȚIA PENTRU CETĂȚENIE ÎN SISTEMELE EUROPENE DE ÎNVĂȚĂMÂNT. JOURNAL PEDAGOGY, 1, 171-188.

### Short description of the content

This paper aims to open a reflective framework, that should be useful to the Romanian education system and encompass ways in which citizenship education is studied in other European countries, at primary and secondary levels. In this regard, the article presents the characteristics of the school systems that are based on maximalist and minimalistic approaches to citizenship education, the critical approaches to citizenship education and, consequently, the concept of “critical citizenship”. The article also includes a brief timeline of legislative and public policy efforts at the European level to support education for democratic citizenship, starting with the Maastricht Treaty and reaching the “Reference Framework of Competences for Democratic Culture”. Last but not least, the paper will highlight a series of reforms and approaches to citizenship education at the European level (as a separate or integrated school subject or from a cross-curricular perspective) that references the latest Eurydice study on citizenship education in European schools.

### Language

Romanian

### Open access resource

Yes

### Access link

[https://www.researchgate.net/profile/Miruna-Miulescu/publication/372447698\\_Revista\\_de\\_Pedagogie\\_-\\_Journal\\_of\\_Pedagogy\\_2023\\_Vol\\_LXXI\\_Issue\\_1/links/64b79d538de7ed28baaba8aa/Revista-de-Pedagogie-Journal-of-Pedagogy-2023-Vol-LXXI-Issue-1.pdf#page=173](https://www.researchgate.net/profile/Miruna-Miulescu/publication/372447698_Revista_de_Pedagogie_-_Journal_of_Pedagogy_2023_Vol_LXXI_Issue_1/links/64b79d538de7ed28baaba8aa/Revista-de-Pedagogie-Journal-of-Pedagogy-2023-Vol-LXXI-Issue-1.pdf#page=173)



**Practical  
implementation**

**Proposed Activity:** Exploring European Citizenship Education

**Objective:** To introduce the concept of citizenship education in European countries and understand different approaches and reforms.

**Duration:** approx. 60 minutes

**Instructions:**

1. Introduction (10 minutes):

- Briefly explain the concept of citizenship education.
- Give examples of different approaches in different EU countries, dividing them between minimalist and maximalist.

2. Maximalist vs. Minimalist Approach (15 minutes):

- Divide the participants into groups.
- Assign some groups to discuss the characteristics of a maximalist approach to citizenship education, and the other groups to discuss the characteristics of a minimalist approach.
- Each group should share their key points with the rest of the participants.

3. Reflection (20 minutes):

- Lead a short reflection on the key points discussed during the activity.
- Encourage participants to share their thoughts on the importance of citizenship education and its impact on society.

Remember to adapt and modify the activity based on the specific context, resources, and needs of the youth you are working with.



## 7. Number of standards identified for the evaluation of interventions of youth workers

After an exhaustive review of the literature on youth workers' interventions, the identification of good practices and academic resources with a focus on the development of entrepreneurial skills and active citizenship, the following list of standards can be used by youth workers to evaluate their interventions. A scale of 1-4, along with the option "N/A", is used to recognize that not all standards may be applicable to every intervention. The table below explains the meaning of each number on the numerical scale 1-4 means for each standard:

<b>STANDAR SCALE:</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
The standard is not adequately addressed or implemented in the intervention.	The standard is partially addressed or implemented, and improvements are needed.	The standard is well addressed and implemented, meeting expectations. Improvements could enhance the intervention.	The standard is exceptionally addressed and implemented, exceeding expectations. No improvements are needed.	Not applicable

According to the criteria mentioned above, 1&2 are considered insufficient evaluation, while 3&4 are considered sufficient evaluation.

The criteria for identifying the standards below included measurability (allowing the collection of relevant data, as well as the evaluation of progress); applicability (practical standards that can be applied to different types of interventions and settings); evidence-based (identified in credible literature); ethical (standards that take into consideration youth workers' well-being, safety, and rights); and continuous improvement-oriented.



**INTERVENTION:**

**RATING SCALE:**

**Relevance**

The intervention is aligned with the needs of the targeted youth population.

**Clarity**

The intervention has been clearly defined and has clear goals.

**Evidence-informed practice**

The intervention is informed by research and/or proven effective strategies.

**Cultural Sensitivity**

The intervention takes into consideration (and respects) the cultural background of the youth.

**Safe and ethics**

The intervention provides a physically and emotionally safe space for youth.

**Progress monitoring**

The intervention is designed in such way, so that the participants' progress can be assessed towards specific objectives.

**Opportunities for critical reflection**

The intervention is designed in such way, so it promotes constructive feedback and encourages reflection on youth's experience.

**Inclusion**

The intervention ensures equal opportunities and access for youth, including those with diverse abilities and lack of access to resources.

**Differentiation**

The intervention considers and promotes the unique needs and strengths of each young person.

**1**

**2**

**3**

**4**

**N/A**



## INTERVENTION:

## RATING SCALE:

### Adaptability

The intervention employs flexible strategies to meet the changing needs of participants.

### Transfer of knowledge

The intervention facilitates the transfer of knowledge to youth.

### Applicability

The knowledge and skills related to the intervention are applicable to real-life situations.

### Long-term effectiveness

The intervention is designed to have a lasting positive effect on youth. The intervention provides a physically and emotionally safe space for youth.

### Stakeholder Engagement

The intervention involves important stakeholders (organizations, community, policy makers, etc.) in its design and implementation.

### Youth workers' preparation and support

Youth workers have received the necessary training and support to design and/or implement the intervention.

### Youth empowerment

Youth is involved in decision-making processes of the design, implementation, and evaluation of the intervention.

### Advocacy

The intervention empowers youth to become advocates for themselves, other people.

### Social change

The intervention leads to an understanding of social issues, inequalities, and injustices in youth's community.

### Mentorship & role modeling

The intervention provides youth with positive role models who guide them in their personal development.

1

2

3

4

N/A



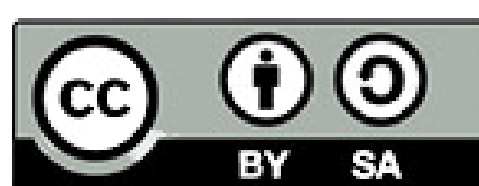


# ACTIVE YOUTH HUB

P R O J E C T



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