



Švietimas ir kultūra

Jaunimas

**all different**  
**all equal**

**Long – term training course**  
**„Participation towards citizenship“ 2006 - 2007**

**1<sup>st</sup> Training course: 15<sup>th</sup> – 24<sup>th</sup> May, 2006 in Trakai, Lithuania**

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This report gives an account of various aspects of the training course. It has been produced by and is the responsibility of trainers team and the editor – documentalist. It does not represent the official point of view of the Council of Europe and European Commission.



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## Background of Long Term Training Course

This project is about helping youth workers to develop long-term sustainable youth work programmes directed towards developing the competencies, young people need for active participation and citizenship in society. It is about creating direction for youth work more clearly, strategically planned and based on the needs of young people.

The LTTC is implemented within the framework of European youth campaign "All different – all equal" and is supported by European Youth Foundation and EU "YOUTH" programme (Action 5).

### The main aims of the long-term process:

- To create sustainable ways of youth empowerment through participation and practicing democratic citizenship in youth organisations;
- To develop youth work towards more meaningful direction of educating young people for active participation and democratic citizenship through creative and attractive youth activities;
- To explore, implement and assess new modes of distance learning as a more efficient and effective means of support during the practical phase of future long-term courses.

### Organiser of the 1<sup>st</sup> training course

**Centre for Creative Expression** is non-governmental organisation, which is active in Siauliai region in Lithuania. Centre started its activities in 1999. It's composed of youth leaders and youth workers (all of them are volunteers) who organise different projects targeted to young people from 15 to 25 years.

Centre for Creative Expression is a non formal education organisation, which is creating space for development of active, tolerant, critical and learning young people. Organisation since it's very beginning actively participates in the community work and contributes to its development. Centre tries to create a space for self-expression, initiative and learning of young people according to their needs. Centre for Creative Expression develops cooperation with local and foreign organisations, organise intercultural learning and contributes to the development of youth policy.



## **Description of the course**

"Participation towards Citizenship" is a long-term training course, which is starting in 2006 May and will end in 2007 autumn. It has three phases:

*Phase I:* Training course in Lithuania, May 15 – 24, 2006

*Phase II:* Practice period June 2006 – August 2007 with the activities made by participants within the European youth campaign "All different – all equal"

*Phase III:* 2<sup>nd</sup> Training course in September 2007 (the exact date and venue will be announced later)

## **Aims and objectives of the 1<sup>st</sup> training course**

- To increase understanding of youth workers about active youth participation both in youth work and in decision making processes;
- To learn how youth critical thinking can be developed through youth projects;
- To develop awareness about democratic citizenship as a meaningful direction for young people participating in youth activities
- To develop creative and attractive ways of citizenship education through youth work;
- To develop understanding about the European youth campaign "All different – all equal" and plan the follow – up actions, which would help to reach the aims of the campaign.
- To familiarize participants with virtual support measures as the main way of supporting exchange, peer support and learning during the practice phase.

## **Methodology of the training course**

The course was based on the principles and practise of non formal education taking account participants needs, motivations and previous experiences as starting point of the programme.

- Variety of methods will be used during the TC;
- Active methods for group dynamics;
- Work in mixed groups;
- Learner – centred and based on the experiences of participants;
- Based on a personal responsibility for learning, supported by a strong group dimension and a collective approach;



- Enabling participants to apply and transfer what they learnt to their youth work practise;
- Taking into account the needs and motivations of participants and be open to regular feedback and evaluation;
- Documented to gain a maximum multiplying effect.

## **Course contents**

Understanding of what the youth participation is?

Participation in practice

Skills for participation

What is (effective) citizenship in the context?

Links between citizenship participation in youth work

Introduction of All different/all equal Campaign

Active citizenship in action

Development of critical thinking

Psychological skills

Communication styles and skills

Preparing and running workshops

Funding possibilities for youth participation: Youth Programme and European Youth Foundation

Sustain ability

Idea and project planning for the practise phase of LTTC



## Programme of training course

1 Day, 15/05/2006	2 Day, 16/05/2006	3 Day, 17/05/2006	4 Day, 18/05/2006	5 Day, 19/05/2006	
Arrival of participants	Getting to know each other	Morning reflection groups  Understanding of what the youth participation is?	Morning reflection groups  What is (effective) citizenship in the context?  (Links between citizenship and participation in youth work)  Introduction of All different/all equal Campaign	Morning reflection on preparations for Missions (Im)possible    Development of critical thinking	
	Group building (in smaller groups)	Models of youth participation			
Lunch					
	Group building for the whole group  Introduction to the whole long-term process and this training course  Getting to know organisations	Participation in practice Analysis of cases-real stories of young people with focus on youth participation;  Challenges in youth work on youth participation issues  Skills for participation	Active citizenship in action  Mission (Im)Possible To develop campaigning action in Trakai  Phase I: Preparation	Communication styles and skills   Development of critical thinking	
Dinner					
Welcome evening Getting to know each other, name games	Organisation and cocktail evening Wish you were here	Movie: Pay it forward	Free evening	Free evening	
6 Day, 20/05/2006	7 Day, 21/05/2006	8 Day, 22/05/2006	9 Day, 23/05/2006	10 Day, 24/05/2006	
Preparation phase of participants' workshops	Preparation phase of participants' workshops	Morning reflection groups  Funding possibilities for promoting youth participation: Youth Programme	Morning reflection groups  Action planning in groups  Personal action planning  Virtual support measures	Departure	
Lunch					
Free afternoon in Vilnius	Running the workshops	Funding possibilities for youth participation: European Youth Foundation  Sustainability of youth work – Thoughts for future developments  Transfer to practice – Innovative ideas for youth participation	Evaluation of the training course		
Dinner					
Dinner out in the town	PARTYicipation evening with youth from local community	Movie evening: Terminal/Sauna	Farewell evening		



## Introduction of programme elements and sessions

The next part is the reflection of programme elements – sessions which were implemented during the training course. These sessions were developed according to the specific objectives of the course and according to the needs and expectations expressed by participants. It is readable below the explanation about the structure of every session.

### Time and date of the session

**Aim of the session:** The general purpose of the session

**Objectives of the session:** The concrete objectives or goals that the session seeks to achieve. They also address the learning or educational objectives according to knowledge, skills, attitudes.

**Programme of the day:** Timetable of the actual programme implemented.

**Methodology and methods:** It also includes the approach to make sure that the objectives mentioned above are made achievable.

**Evaluation of the session:** This paragraph contains the feedback both from the session and from other evaluation and feedback expressed by participants and/or trainers.



## Session I: Welcome Evening

**Time and date of the session:** 1 day,  
May 15<sup>th</sup>, 20.00 – 21.30

**Aim of the session:** to create a trust and respectful atmosphere based on free communication among participants for working together.



### **Objectives of the session:**

- To welcome people to the training course
- To learn names of people in the group
- To get to know the practicalities about the settings
- To get to know each other (countries, some special characteristic features...)
- To get familiar with the local environment and setting

### **Programme:**

20.00 First welcome very briefly and practicalities of the setting

20.15 Memory snake

20.45 Human Bingo

21.15 European map

**Methodology and methods:** trainers used three active methods for getting to know each other and "breaking the ice": Memory snake, Human Bingo and European map

**Outcomes:** Participants started to talk each other, asking questions, getting familiar with each other. The atmosphere became open minded and trustworthy.

**Handouts and further reading:** descriptions of used methods "Memory snake", "Human bingo" and "European map" are in the [Annex 1 "Methods"](#).





## Session II. Getting to know each other and group building

**Time and date of the session:** 2 day, May 16<sup>th</sup>, 10.00 – 13.30

**Aim of the session:** to warm up the atmosphere and to create open and more communicative atmosphere to learn and working together well.

**Objectives of the session:**

- to create a warm atmosphere among participants
- to know more about each other
- to find ways for common work and learning process
- to build a group from participants
- to create agreement, contract, ground rules for working and learning together

**Programme:**

10.00 Intro of the day  
10.15 - 10.30 Getting to know each other  
10.30 – 11.35 Multitask for group building process  
11.35 – 12.15 Feedback for Multitask  
12.15 – 12.45 Break  
12.45 – 13.30 Group Building: Calculator, Ground rules  
13.30 Lunch

**Methodology and methods:** First part of this session focused on "getting to know each other" methods like "Blanket game", "Carousel" and "Walking game".

The descriptions of those exercises are readable in [Annex 1 "Methods"](#).

The second part of the session was the group building process. It started with the multi-task for the whole group. The instructions of the tasks were on the wall. Participants had to accomplish it during 50 minutes.

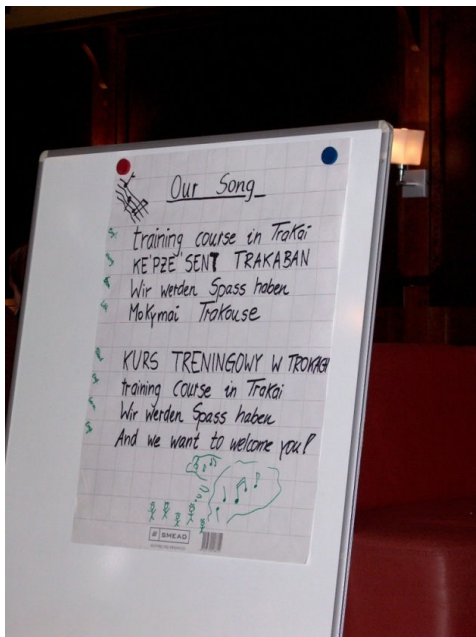
Tasks:

1. There will be a ball given. The entire group has to find a way how this ball could touch hands of all people one by one in less than 3 seconds. The first person has to throw the ball and the last one has to catch it.
2. Create a song in 5 languages by using 6 different things as instruments.



3. Create the compilation of at 6 photos "We live in Trakai".
4. Collect 26 items, each one starting with a different letter of the alphabet (the English alphabet). All the items must fit together in the provided plastic bag.
5. Compare prices of the three most needed thing different shops in Trakai.

Participants solved very fast the first task to create a common hand and roll the ball further on it. For the second task, they wrote lyrics based on the "Happy birthday" song as a pattern. One of the most successful moments was to watch the proofs of the tasks - photos. Native speakers solved the fourth task. During the last task, participants compared the price of cigarette, milk and beer in three shops.



The feedback of multitask started with question: What have you done during last hour? Some answers were like working together, participating, communicating, etc.

According to the observers, participants forgot the team building, only concentrated on doing the tasks. Groups created by self-selected system.

In the second step of the feedback, participants discussed about the next questions with their neighbours:

"How did you decide to divide in groups?"

"Did you use your knowledge and ability during this task?"

Next question asked from all participants: "Were you in the best group for you where you could contribute your abilities? Hands up if you were!"

Trainers presented in few steps the connection between tasks and people:

1step: tried a lots ideas



2step: took a step back

3step: compromise

4step: learned a new things

Short evaluation of Multitask and feedback of it: "What did you like during this task?"

Answers from participants:

Learn new words

Hungarian minorities in Serbia

Enthusiastic

Walking in the town

New people

Watching group

Discussion about religions

etc.

For closing task of this method, trainers asked from participants to say a thank you in their group! The work was well done!

Second part of the group building process started after the break. The name of the used method is "Calculator". Trainer took a rope on the floor as a circle. Participants had to put numbers from 1 to 27 inside the circle in random order and stood around it. Their task was to touch the numbers from 1 to 27 but only one person could be in the circle in the



same time. They had to touch the all numbers during 17 seconds starting from the door and finishing outside the door. The participants received 30 minutes for preparing a system without touching numbers. They could try three times to realise their task.

Duration of the first attempt was 36 seconds.

Duration of the second attempt was 33 seconds.

Evaluation of the process:

How do you feel about it?	What happened from the very beginning?
I don't like it, because everybody thought they are too clever.	We didn't listen to each other.
Stressed	There were too many leaders.
	Lot ideas went around.



Disappointed	<p>There wasn't clear for anybody.                  Because of the time pressure, we went to panic.                  We were too tired for discussion we only wanted to realise.                  We tried different ideas but we didn't choose.</p>
Sad	
Crap	
Confused	
Experienced	
Quite shocked	

According to the observer, only six people worked from the all group! Trainer showed a model how it could be followed this kind of group process:

Q: Questions to others

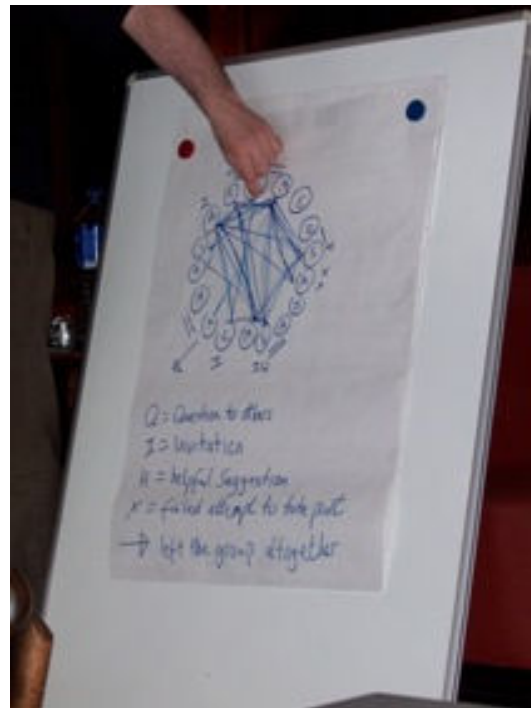
I: Invitation

H: Helpful suggestion

X: failed attempt to take part

→: Left the group altogether

The result of the "Calculator" method was to establish so called "Agreement or Contract or Ground rules"



**Agreement, contract, ground rules**

- Tools: 2 seconds pause or giving a pen.
- Listen to each other
- Facilitation
- Don't interrupt!
- Don't panic! Don't rush style!
- Patience
- Be flexible!
- Try to understand other peoples' ideas
- Ask for everyone to contribute
- Invite other people

What helps to participate in this group?

- being positive
- taking account others idea



- to help for contribute whose needed

What does it help to you?

- Respect my style; understand that different people have different style!
- All equal, all different
- No shouting
- One person talking
- Having time to think
- Having the strategy for how we work
- Be careful that not everyone is strong in the group.

**Evaluation of the Session:** the "Multitask" method was too challenging in the beginning of the training course. At this moment group maybe needed more process oriented method, which would help them to know each other better. In this case, it was much task focusing. On the other hand the "Calculator" exercise helped to recognise the helpful ground rules for the common work.

### **Session III. Learning aims; Intro to the LTTC**

**Time and date of the session:** 2 day, May 16<sup>th</sup>, 15.45 – 18.35

**Aim of the session:** to define the personal, professional and organisational learning aims. To get the group familiar with the concept of the long term training course by revising framework, aims, objectives, methodology and programme of the course.

**Objectives of the session:**

- to present the above mentioned aspects of the training course.
- to share the expectations and questions towards the programme of the course.

**Programme:**

15.45 – 17.30 Personal, professional and organisational learning aims

17.30 – 18.35 Intro of the LTTC, aims, objectives, programme, methodology

**Methodology and methods:** the participants received 30 minutes to go to the nature for finding a symbol, which express their answers for these questions: "Why did you come here?", "What are your personal learning aims and what are your expectations?"



Trainers wrote the task on the flipchart paper:

Find a symbol, which can represent your personal aims. Think about:

- personal development (skills, knowledge, attitude)
- professional development (skills, knowledge, attitudes in connection with your youth work)
- organisational development (ideas, aims what you would like to change or improve in your organisation)

### **Summary of the aims**

Aims:

Personal:

- to get to know new people and different culture
- to develop language skills
- to develop communication skills
- to develop personality in order not to push young people
- to develop listening skills
- to develop skills for working team
- to be a successful facilitator/trainer

Professional:

- to find ways for motivating young people for being more active
- to learn new methods and skills for adapting them in practise
- to understand guidelines European programmes
- to understand structure of youth work in Europe
- to get more info about human rights

Organisational:

- to take a big influence in the local community
- to change the surrounding
- to bring more participation in the organisation mainly focus on colleagues
- to get skills how to be independent from the government
- to help for finding info and funding for the activities
- to find partners for creating future projects together



- to get new project ideas

The second part of this session was the intro to the long term training course. It started with idea presentation: how the idea of this long term process was born.

The motto of the LTTC became "Fly high enough to see for miles; but low enough to see the smiles"

Before the closing of this session, trainers asked from participants to create morning groups. Three morning groups formed in order to evaluate and reflect on the elements, sessions and blocks of the programme. Participants received the instruction how they should establish the groups. Instruction focused on gender, geographical balance, etc. In every group consisted of five people and plus two. During 10 minutes, they had to create the groups. At last, the participants wrote the created groups on the flipchart.

**Evaluation of the session:** Next time it would be important more clarification what is the different between personal and organisational learning aims.

### **Session IV: Introduction of organisations**

**Time and date of the session:** 2 day, May 16<sup>th</sup>, 18.35 – 22.00

**Aim of the session:** to get more information about organisations in a funny, open minded, friendly atmosphere

**Objectives of the session:**

- the representatives can introduce their organisation
- to get more information about organisations
- to get familiar with local organisations and its representatives
- to create a funny, open minded, friendly atmosphere

**Programme:**

18.35 – 19.00 Instruction of introduction of organisation

19.00 – 20.30 dinner

21.00 – 22.00 Cocktail Evening "Wish you were here" – intro of organisation

**Methodology and methods:**



Intro of preparation of introduction of organisation: trainers asked from participants to clarify what would they like to find in the presentation of others organisation.

They had to create four groups with help of numbers. After small discussion, the small groups wrote it down according to their decision how the presentation should look like! They received 10 minutes for accomplishing the task.

Participants wrote results of the task on the flipchart papers.

### 1.group

Questions:

Main aim and activities of organisation

Working fields

Local and international experiences, projects in the past

Age of the target group

Idea and possibilities of international work

Guidelines:

Your organisational name is in English

Personal role

Interesting facts about organisation

Creative and non-formal way

### 2. group

What is your target group?

What project/activity was more successful in your organisation? (Good practise example, "case studies")

What does organisation do?

How (what methods) do you involve children and young people in your organisation?

Who is your major founder?

Relevant partnerships your organisation works with?

### 3. group

What is the main aim/issues and target of your organisation?

How are you motivating young people to participate?

Why did you become a youth worker for that organisation?

Who are your main contact organisations?

Pictures!

### 4. group

The structure of your organisation (staff, young people, ages, volunteers, members, youth projects)

Aim or motto of your organisation

Your most important/proudest moment as an organisation

Future plan

How are you funded?





Trainers gave instruction as well about presentation: participants had to make a postcard about their organisation for answering the others questions and guideline. It was let the participants decide how they present their organisations.

**Evaluation of the session:** the place where the "Cocktail evening" was held wasn't such a good place to do there this kind of activity. Music was too loud, there wasn't enough light. It is important to give the participants more structured task in connection with introduction of organisation as well.



## Session V. Understanding of participation

**Time and date of the session:** 3 day, May 17<sup>th</sup>, 10.40 – 13.30

**Aim of the session:** to have a clearer understanding of key elements of active participation.

**Objectives of the session:**

- to define the participation, what does it mean?
- to clarify the key elements of active participation

**Programme:**

10.00 Morning groups

10.40 Understanding of participation

12.00 break

12.30 Participation continue

13.30 lunch

**Methodology and methods:** the session started with an energizer, which helped to create three small mixed groups. The energizer called "Farm" is readable "Annex I". The task of the groups was to think about benefits of participation for young people, for decision makers and for local communities. They had to summarise on flipchart papers.

1<sup>st</sup> group talked about benefits for local communities

It was written on the flipchart:

- colourful/mixed
- breaks down the barriers
- co-operation between young and old
- young people feel valued
- trust young people
- respect
- share ideas
- learn from each other
- right facilities
- guarantee the future
- build confidence
- community support



2 <sup>nd</sup> group: Benefits for young people
<ul style="list-style-type: none"><li>- experience</li><li>- develop cooperation skills</li><li>- knowing their rights/power</li><li>- make decision/responsibilities</li><li>- active – passive</li><li>- future society</li><li>- develop their interest</li></ul>
3 <sup>rd</sup> group: about benefits for politicians or decision makers
<ul style="list-style-type: none"><li>- getting to know the needs of people</li><li>- changing own point of view</li><li>- making better decision</li><li>- reaching the person, who go to election (voters)...good strategies reached</li><li>- better communication and relationships</li><li>- using creativity of other people</li><li>- stronger motivation to take part in later actions</li></ul>

Trainers did a presentation about the topic, which summarised the official definition and possible answers about benefits of participation.

Before the break, participants divided in two groups. Their task was to draw a body and writing inside the feelings, skills, abilities, writing outside the environment, etc. One group drew a "usual suspect"; the other one drew an "unusual suspect".

The description of a "usual suspect" is

- creative
- well dressed
- well spoken
- looks good
- well mannered
- good social skills
- low self esteem with the peers
- clever
- confident
- enthusiastic
- knows what he/she wants
- reliable
- funny (has a sense of humour)
- responsible
- honest
- valued
- talkative
- trapped
- advocate

The description of an “Unusual suspect” is

- mental disease
- physical disabilities
- behavioural disabilities
- rude
- extreme political views
- criminal
- poor education
- hyperactive
- aggressive
- laud
- member of an ethnic minority
- with family problems
- sometimes homeless
- psychological unstable
- nervous
- shy
- afraid
- disengaged
- disinterested
- quiet

In next step, participants divided in four groups for finding solution on how they can get involved the unusual young people in the active participation? One of them became the unusual young person. The method continued outside. Laci played a young person with different backgrounds, and the four groups had to get involved him in their projects.

1<sup>st</sup> group has written on the paper:

1. Make contact – visit him/her in his/her area (safe and comfortable)
2. Explain him/her the opportunities
3. What is the outcome for himself, for the community, for the project?
4. What is the reward: money, product, certificate, new contacts, and experiences?
5. Build up a network of support
6. We pay his/her expenses
7. Involved in the process of planning
8. We always meet in a safe and comfortable place



2<sup>nd</sup> group:

- be flexible
- voucher – trip – gym/basketball
- go out and talk to them
- keep trying – patient
- a right not to be involved



- opportunity – volunteer – staff
- try to support their needs
- transport
- paying bus fares
- welcome
- young person friendly environment
- prize for completed project
- inviting famous people
- certificate

3<sup>rd</sup> group:

- meet them where they are
- listen to them
- respect them as individuals
- understand why (do – behaviour)
- find out their interests
- info about gains
- genuine attitude (honest)

4<sup>th</sup> group:

- support
- no judgement
- positive examples
- information about the possibilities
- to sell the concept (activities, free food, shelter)
- to help to believe themselves

Presentation continued about participation focused on participation problems: "false empowerment"

This could be:

- no context, no boundaries
- no information support
- no help identifying

During the closing exercise was to show some methods which can be used for helping to decide or to motivate for participation. For example, participants mentioned the "Statement game" which is readable in "Annex I Methods".



**Evaluation of the session:** Participants liked the theoretical inputs about participation with a lot active methods.

## **Session VI. Participation in practise**

**Time and date of the session:** 3 day, May 17<sup>th</sup>, 15.25 – 19.00

**Aim of the session:** to be able to apply understanding participants' learning to real case studies and use it to improve their own part of their work.

### **Objectives of the session:**

- to introduce a real case study about participation from a young person
- to be capable the participants for applying case study on their own learning process
- to define meaning of participation in their own life and work
- to be able to use their new approach in their own work

### **Programme:**

15.25 – 16.20 Agne from Kursenai introduces her life as a case study

16.20 – 16.50 break

16.50 – 18.30 Challenges in youth work on youth participation issues

18.30 – 19.00 Skills for participation

**Methodology and methods:** this session consisted of three main parts: real case study, recognising the challenges in youth work on youth participation issues and what kind of skills needed for youth workers and young people to the active participation.

The first part of the session Agne arrived from Kursenai who has been involving actively in the youth work as a young person for she has been 14 years old. She leaded the next one hour. She started with an energiser called "Evolution" game, which is readable in Annex I "Methods". After the energiser, she asked some volunteers who received colourful papers numbers written on it. Agne explained the rules. When she told the number, the volunteers had to play one minutes pantomime about which written on the paper as a text. The others had to find out the meaning of their pantomime. All went out from the plenary room for continuing the exercise outside. Agne told her story with the help of participants.

Participants played pantomime about life situation of Agne, Laimonas and Vytenis kept a long paper where was drawn and written the same.

In the last part, whole group went in the room again and Agne denoted some photos as well. During the case study, everybody could ask from Agne.

After break started the second part of the session about the challenges in youth work on youth participation issues. It was used a method called "Colleague consultation". Trainer



asked participants to form a group from three people, who can do the same work in the similar field. Process of the "Colleague consultation" was after few minutes thinking of challenges in their work to share it with the other two people according to this steps:

- I. Round (5 min.): 1 speak + 2 – 3 listen carefully and try to understand
- II. Round (5 min.): 1 listen + 2 – 3 speak what they did understand
- III. Round (5 min.): 1 + 2 + 3 speak together and try to generate ideas, suggestions how a person could deal with those challenges.

It continued until everybody took the floor. During the bigger group from four people did the last round, the other groups thought of suggestions and highlights they wanted to share to the others in plenary. In the plenary first, trainers asked participants how they felt while they used this method. Mainly they mentioned that they felt interesting and challenging.

In the next round, trainers asked what the most interesting questions were. Some answers:

Laci

- Motivating young people, to give them opportunity, how we can involve young people
- Localise participation and create a smallest unit in the local communities

Monica

- How can we involve NGOs to the campaign?
- More courage to train youth workers in trainings

Susan

- Liked the method was used. It worked really well.



Aida

Participation of young people

- Engaging young people to take part in seminars, trainings
- Train adults on participation how they can get involved young people
- Produce a brochure, advertise the project, questionnaire about young people are interested in?
- It was great to understand each other's problem!

Edgaras

- Lack of information
- No motivation
- To create a strategy who is doing what
- Asking young people what they want

Slavek

- To receive some interesting information and ideas about how we can keep young people
- Everybody has to be involved in a concrete project from the beginning till the end.

End of this session it was recommended a method how participants and young people can define who can help them, who can support for implementing their ideas? It was written on the flipchart paper:

	+ For	- Against	How to contact and convince this group? (ways, methods)	How quickly can you prepare, how quickly can you meet the group?	Priority Which is the most important or effective? Who will do this?
Young people					
Police					
Politicians					
Community					

On the third part of the session aimed at participation skills. With a small energiser, two groups formed. Task of one of the groups was to share their knowledge and ideas about





personal skills which is needed to the active participation, the task of the other group was to collect skills which is needed to provide young people for participating.

Result of the conversation:

<b>Personal skills needed</b>	<b>What kind of skills we have to provide young people for participating?</b>
Communication skills	Communicating – speaking and understanding young people
Motivation skills	How to motivate adults to involve young people
Confidence	Ideas/methods of participation
Some ideas about project management/thinking develop ideas	How to promote, advertising skills
Social skills	Young people with disabilities – how to involve them
Presentation skills	Coaching skills
Team work skills	Motivation techniques
Open to get feedback (to give and receive)	Flexible in roles
Critical thinking	How to be patient
To try to enjoy, have fun	Psychological skills
To make a difference between elements	
To be confident	
Self esteem	

**Evaluation of the session:** According to Participants' evaluation on the Session VI, trainers chose suitable methods for helping to find common understanding of participation. According to the trainers' team next time will be better to invite at least one more case study or an organisation as well. This case study was well done but it was only one example, it is better to share more point of view and experience because of the diversity. It is offered to have more case studies next time for giving less time to one case study.

### **Session VII: Active citizenship in theories**

**Time and date of the session:** 4 day, May 18<sup>th</sup>, 10.00 – 13.30

**Aims of the session:**

- To improve understanding of citizenship and decision making processes. To develop awareness about democratic citizenship as a meaningful direction for young people participating in youth activities;
- To understand the connection participation and citizenship in the life of young people and the life of the whole community.



**Objectives of the sessions:**

- to define the meaning of citizenship
- to find the link between citizenship and participation
- to clarify the dimensions of citizenship
- to get familiar with All different/all equal European Youth Campaign

**Programme:**

10.00 Morning groups

10.30 Active citizenship – What kind of Ship is that?

11.45 Coffee break

12.15 Citizenship in Practise

13.30 Lunch

**Methodology and methods:** this session started with an association game. Participants were asked to think of a word, which came to their mind from hearing the expression: citizenship. Participants mentioned the next words:

Rights	Possibility
Belong	People
Pass	Responsibility
Freedom	Idea
Power	

According to some words participants had to divide groups. One group consisted of people who told the similar or same words. Next step was to create one sentence about citizenship, which included the meaning of their words.

Participants invented definitions:

“Citizenship is about feeling you belong somewhere (city, town, country, area, culture)

Citizenship is about power of people to be involved in decisions.

...is freedom doing anything without breaking the rights. “

by Anja, Claire, Suzanne, Johanna



"Citizenship is the power of people to be involved and take responsibility to be a good patriot."

by Sarah, Slavek, Edgaras, Márta, Laci

"Citizenship – rights

...having rights (responsibility) recognised (set up) by the community

- work
- vote (taking part in the decision making process)
- protection/security
- health
- education, etc.

by Zoli, Ágnes, Agne, Monica, Mantas

"Being able to do anything without breaking the law" (social freedom)

by Ágnes B., Aida, Agne

The same groups were asked to find out the definition of participation as well.

Definitions of Participation were:

"Thinking about me and others/Thinking about acting with and for!

Means thinking about=

Me and others

Acting with and for ="

by Zoli, Ágnes, Agne, Monica, Mantas

"...actively involving a children and young people in decision making processes which effect them."

"...need for doing things for other people, to find a place for yourself."

by Anja, Claire, Suzanne, Johanna

"Being involved willingly that embraces all people."

by Sarah, Slovek, Edgaras, Marta, Laci



"Being actively involved in doing something useful that affects for environment."

by Ágnes B., Aida, Agne

Sean explained his own approach about the meaning of the word "Citizenship" for summarising of this session.

City: is a city

Zen as wisdom

Ship: all of these lead towards in the same thing"

During second part of this session was used a method called "Quotes about citizens and citizenship". It is attached in Annex II "Resource materials". Trainers gave quotes and names of well-known or famous people to the participants separately. Their task was to find the owner of the quotes. Trainers explained that it is better to think about citizenship in different ways. In plenary they checked together how the names linked to the quotes.

In the third part, participants had a task to collect thoughts about the four dimensions of citizenship. Four flipchart papers with four dimensions were taken in different places of the plenary room. Participants had 10 minutes to go around and share their thoughts independently.

<b>Social dimension flipchart</b>	<b>Cultural dimension</b>
An active part of social life	Keep your ethnicity whole participating in international dimension
Supportive community	Keep traditions and customs
An active communication with others	Acceptance by others
Helpfulness	Keeping/having the rights to study in your own language
Being engaged in social projects	Right to be myself
Freedom to gather/meet with others	Right to express my language
Born children and have a children - friendly community	Exchange experiences
Freedom to have fun	To be tolerant and open minded
Being excepted for who you are and having the freedom to express yourself	Perception
Integration, communication	Being part of the country's (whatever country) culture, without having to change



<p>Mix</p> <p>Allowed to live your life as you wish, without prejudice</p> <p>To have what you want to have and to give what you want to give.</p> <p>Feeling comfortable in yourself's society</p> <p>Freedom of expression without fear of repression!</p>	<p>your original one.</p> <p>Influence the cultural life (theatre, courses...) and possibilities to share culture between citizens</p> <p>Variety</p> <p>Right to have traditions and customs</p> <p>Learning others cultures and owing your own identity</p> <p>Getting into culture and at the same time into yourself</p>
<p><b>Economical dimension</b></p> <p>To pay taxes</p> <p>Freedom from poverty</p> <p>Funding</p> <p>The right to trade and fair competition</p> <p>Fare day – minimum wage</p> <p>To build up the level of local economic (save money by providing the solutions of the problems related with the youth)</p> <p>Play an active part in the country's economic stability and growth.</p> <p>How could get money to youth projects</p> <p>To get benefits and to build wealth together</p> <p>Money and funding</p> <p>No poverty/have pay/funding</p> <p>To be able to share resources (funding, etc.)</p> <p>To create jobs</p> <p>Paying taxes</p>	<p><b>Political dimension</b></p> <p>To take part in elections</p> <p>Choice</p> <p>Leadership</p> <p>Vote for political parties</p> <p>To take part at elections/voting</p> <p>Free speech</p> <p>Have political influence and power</p> <p>Know the political parties</p> <p>Right to vote</p> <p>Democracy</p> <p>Being able to have the right to have a say in the country's political agenda</p> <p>To take responsibility to have an opinion and to express it in a proper a way.</p> <p>To be able to voice your own opinions, views and valves without others comments of right or wrong.</p> <p>Right to be informed/know (free access to information)</p> <p>Have the right to be the part of your country's politic vote and election.</p>



The last part of this session: some reflections how participation and citizenship work well together and how participants can put it in the action.

During the break everybody received the slogan of "All different - all equal" campaign in different languages. Their task was to find out which language they had and how they had to pronounce it. Afterwards the trainers introduced the European Youth Campaign. The main elements of the presentation:

**Why?:** for diversity, human rights and participation

**Theme:** diversity and human rights

**Method:** participation

Participants were involved in the presentation. According to them, the diversity is Culture, Language, Religion, Tradition, Nationalities, etc.

Real example for the partnership between Council of Europe and European Committee and for the "All different - all equal" campaign is this training course itself. The co-operation this time is done through the joint financial support for the training course. The European Youth campaign was compared to a bottle that is empty right now and youth workers, young people have to fill it with the content. The Campaign itself is a frame without real instruction.

**The target group** is civil society.

**The timeframe** of the campaign is June 2006 – September 2007.

**Framework of activities:**

- youth promoting dialogue
- youth promoting participatory democracy
- youth celebrating diversity

Trainers introduced the Educational pack, which was born during the previous campaign.

One of participants, Monica from Romania introduced the launch of the campaign in national level, some concerns and doubts about co-ordination and implementation on local level, too. In Romania they deal with the campaign only in Ministry level, NGOs don't get information about it, target group will be only disabled people, prisoners, etc. At the official launch, there were adults instead of young people. She was disappointed because of this launch. For this reason, she wanted to get more information and possibilities how she can get involve NGOs and young people to the campaign. Trainers introduced the information webpage of the Campaign: [www.alldifferent-allegal.info](http://www.alldifferent-allegal.info) as the informational resource for those willing to be part of the Campaign. The official introduction of the Campaign is attached in Annex II "Resource materials"



**Evaluation of the session:** According to the participants, the association game with words was brilliant. Trainers suggested allocating time for discussing about dimensions of citizenship on personal and organisation level as well.



## Session VIII: Active citizenship in action

**Time and date of the session:** 4 day, May 18<sup>th</sup>, 15.00 – 19.00

5 day, May 19<sup>th</sup>, 10.00 – 14.00

**Aim of the session:** to understand what skills are needed for active youth participation? To understand how the campaign can be put in action.

**Objectives of the session:**

- to put All different/all equal campaign in action
- to put citizenship in action

**Programme:**

15.00 Mission (Im)Possible!!!

Citizenship in Action

Phase I.: Preparation

18.30 Debriefing of Preparation

19.00 Dinner

**Methodology and methods:** "Mission (Im)Possible!!!" was announced as the task for the whole group. The objective of the task was to prepare and implement campaigning actions "All different – all equal" in Trakai by involving young people.

The timeframe

**Phase I.:** Preparation. Today 15.20 – 18.30

**Phase II.:** Implementation. Tomorrow 10.00 – 12.00

**Phase III.:** Evaluation. Tomorrow 12.00 - 13.30

Available resources were:

- all of you – creativity, skills, etc.
- all available office materials
- Pc with internet plus printer between 4.p.m. – 6 p.m.
- environment
- phone
- car
- logos of campaign





Trainers asked the entire group to work on this task, to invent their activity, sharing task and responsibilities, etc.

Last part of the programme - the debriefing of preparatory phase.

### **Checking list on what have you done already:**

#### What is the activity?

1 hour: presentation, energizer and information like a small info session

#### What is done in this level?

Tasks divided:

- Communication group: search on the internet and edit a leaflet
- Activity group: translation, everybody will spread information in the streets. The whole group is responsible for preparing presentation and spread information. Anja is a contact person between communication group and activity group.
- Logistic group: organising food and set the time and date.

It seemed that the programme is ready. Coordinator was Edgaras.

But ...

#### What is missing?

- Spread the roles
- Who is responsible for what?
- Choose games that will be used

The trainer asked them about their feelings what they missed.

- More smile
- Enjoy common work!
- Clapping the end!

Trainers asked participants to close their eyes, think for success of their team and what has happened during the day. Everybody told step by step:

- finding compromise
- common understanding
- good communication
- starting to listen to each other again
- solving problems together
- quite good everything, almost ready with leaflets



- to learn more tolerant
- positive ideas
- creating groups
- working in real
- to integrate each person to the whole group

Next morning during the reflection groups, trainers recognised the needs to discuss more about project plan of the group. They talked with the whole group about constructive feedback. It was important to emphasise on the feelings when nobody was responsible for anybody's emotions. Participants needed to talk about the group process that what happened. They had to create pairs when music stopped and they had time to talk about these questions: How do you feel in related with happening? What U would like to change? It was necessary to give for everybody a constructive feedback! The method focused on this rule that active citizenship needs and has a lot critical thinking and important to give constructive feedback.

The participants got a chance for deciding in order to continue their project or not. Trainers asked from them to bring a common decision with using constructive feedback. They recommended for using a method called "agree – disagree" to the participants to decide. Participants who stood in the middle had to decide during the debate which side would like to join. Mainly they told that they have wanted to realise a smaller project not a huge one with a lot of fun. They haven't wanted to use energy for a big project which would die. Others complained that they haven't known the reality of Lithuanian youth work and young people hence they weren't sure in their project idea whether it would be applicable into reality.

During the debate, the group divided two sides:

Right side – yes

"I don't want to give up!"

"If we try again, maybe we will change it and we will do better thing."

"We are youth workers, for us this is a challenge and we have to do it."

Left – No

"I don't want to implement a big project, because we can't continue it."

"I don't want to do any project; I want to learn here more."

"This idea is too big. I don't want to draw only marks next to the tasks. I want to see a result of it."



"Campaign has values. We want to promote campaign. And we have to promote the values of campaign."

Participants summarised the phases of the learning process during the debate and the result of it. They made a conclusion: if somebody starts something, it is always important to finish it. Nevertheless, it is not the most important step in the process. The task was to do something for Campaign, but anybody expected to create a huge thing. It sounded good to give further fun, to give a spark and it can be that one day for young people there will become a fire. Participants received some new information about other possibilities that they could use during their project if they decide to do further on.

Some suggestion was given to the decision by trainers as well. According to them it was important to take into consideration the difference between "I don't want to do this and I am willing to realise a project but not this." statements. Trainers asked participants again to decide which side they have wanted to join. The two sides got 10 minutes for the negotiation. The result of the negotiation was to remain a small group of people who wanted to realise a smaller project. This way the session went into a skill development part of the training course. They made a common decision to proceed in that way:

6 day (Saturday) Morning: preparation phase of project and two workshops

6 day Afternoon: free time in Vilnius

7 day (Sunday) Afternoon presentation of workshops

7 day evening: All different/all equal information session for young people

The participants chose workshops according to their interests. One theme of the workshops was motivating young people or involving young people; other workshop could be creative ways for active citizenship. Participants had to prepare then implemented the workshops to the others. Trainers gave a guideline for preparing training session. It is attached in Annex II. "Resource materials". Timeframe of the workshops was:

7 day (Sunday)

15.00 1. workshop

16.30 break

17.00 2. workshop

Closing this session, Sean told two stories about introvert and extrovert people. The whole group was involved into the stories as actors. They acted houses and people for the main meaning of the stories: be open-minded, don't judge, don't be afraid from the unknown things, trust in yourself and enjoy your life...



**Evaluation of the session:** In the first part of this, session the group was too big to implement this task. Next time would be better to give more instruction or share the group smaller part according to their abilities. This way it was too huge challenge for the group but in the same time, it was very good learning experience. They had to recognise who can do what? If only the emotional and experiential part were important, it would be a successful method. Nevertheless, the learning about citizenship wasn't reach that way. The suggestion is for the next time to create a structure for them behind the task that still will stay flexible, e.g. going to a school. It should focus on better the citizenship in the process not on the group building only. It is important to reflect throw the glass of citizenship about this process.

### **Session IX: Skills for citizenship**

**Time and date of the session:** 5 day, 19<sup>th</sup> May, 15.30 – 19.00

**Aims of the session:** to understand what skills are needed for active youth participation and to learn how youth critical thinking. To develop creative and attractive ways of citizenship education through youth work

**Objectives of the session:**

- to learn needed skills for active participation
- to be aware of psychological process of participation
- to be aware of different communication types and develop own communication skills
- to understand phases and efficiency of critical thinking

**Programme:**

15.30 Skills plus tools

17.30 Break

18.00 Skills

19.00 Dinner

**Methodology and methods:** this session started with a method focused on psychological skills. Trainers asked participants for choosing somebody in their mind who somehow challenged them. Everybody in the same time had to go to this person for creating a pair. The pairs had to look for another pair, in that way they established a group of four people. Each member of the groups had to choose a place in the room without speaking. They hold each other's hands. When the trainer said, "go", participants had to bring the others to their place. Not anybody could speak!



During feedback of the method trainers asked who didn't reach the place and why not?

Some answers:

- Others wanted to go other place. They were strongest.
- I didn't want to force anybody
- We thought that we would visit everybody's places. I gave a priority to the others firstly.

The session continued with improving communication skills. The trainer gave a communication test to the participants. First, everybody had to fill it independently afterwards they had to check the styles and create small group from four or five people. They had 30 minutes to share their communication styles, and explained they agreed with it or not.

The last part of the skills improvement session dealt with the criticism. The trainer introduced a model about critical way of thinking in relation with statements:

1. is the person trying to be helpful?
2. have other people said the same?
3. check with friends!
4. are you OK?
5. do you want to change?
6. can you? How to get help?
7. change
8. tell the person!

Participants had to create pairs and talking about what kind of critic did they received in their life and was it true or not? They had to learn to use criticism as a real power.

The trainer asked from participants as "homework" to give someone a complement with background. They had to give it to three different people and they had to put their complement in context as well! E.g. Suzanne, you are so nice, because I really like that the stripes on your sweater are the same like on your t – shirt!

**Evaluation of the session:** it was good decision to improve skills and give tools for the participants before preparing workshops.

## **Session X: Motivating and involvement of young people**

**Time and date of the session:** 7 day, 21<sup>rd</sup> May, 15.00 – 16.30

**Aim of the session:** to understand what skills are needed for active youth participation? To develop creative and attractive ways of citizenship education through youth work.

**Objectives of the session:**

- to use learned skills in action
- to learn working in international team
- to develop skills to motivate and involve young people in the actions
- to share knowledge and experiences about the topic

**Programme:**

15.00 – 15.10 Energizer - Johanna

15.10 – 15.20 How to get people involved (methods) – Slavic

15.20 – 15.35 Practical washing line – Agne and Claire

15.35 – 15.55 Presentation – How to we information – Slavic

15.55 – 16.15 Games – Agnes

16.15 – 16.30 "Snow balls" – Agnes

**Methodology and methods:** the session started with an energiser. Participants wrote "How are you?" on the paper on seven languages and the answers as well: good, bad, not to bad.

Good meant not moving.

Bad meant everybody is moving.

Not to bad meant that the neighbours of answering person had to change place.

One person stood in the middle of the circle, and asked the own language of the asked person how are you? He/she answered on his own language, according the answer, people started to move.

The second task was the "Washing line": the participants received each letters of a sentence and on the flipchart there was written the places of the letters. They had to find out the motto from the shape of it with using the letters.

The motto was: "Young people are the leaders of today"

Slavic's presentation as a Greek lecturer and afterwards as a cooker was creative and extremely funny.

Unusual young person was Edgaras. They presented Eurodesk, Salto, TakingITGlobal web pages, etc.





Games/methods: three groups divided. Two groups consisted of participants; trainer team formed other group. Two groups had a debate about involvement of young people; one group was the judge. The topic of the debate was

Trainers: why not to be involved?

Volunteers: why is it good to be involved?

Process of the debate was arguments pro and contra. Of course, end of the debate the winner was the participants group.

Johanna continued with a new energiser. Everybody received colourful paper, and tried to learn the names of the colours in different languages. Johanna denoted small colourful papers and everybody had to sit to the next chair. The winner was who reached first his/her origin place.

The last used method was "Snowballs": Agnes wrote some questions on the flipchart paper and everybody had to answer on the questions without names. Then just gave it to anybody. Questions:

1. What have you learnt?
2. What is your favourite colour?
3. What did you enjoy the most?
4. Who would you like to have dinner? (famous person)
5. What would you change? (connected with the workshop)

Agnes asked to throw away the balls and catch one. Then trying to find the owner of the ball what you caught. According to the participants, this method could be used as an evaluation method as well.

The end of the workshop trainers asked from all participants to give a short feedback session about the workshop. They recommended to see the workshop as a learning experience and to give a constructive feedback! Helping questions were:

1. What I would the keep the same?
2. What I would do the different way?

Comments from participants:

I would the keep the same	I would do the different way
Enjoyed	Games are methods, we don't play all
Funny	the time, we learn.
Games were very well prepared!	Differently: the time between methods



<p>Explanation of it was good! I liked the washing line I liked game with different colours. Methods were various. Energiser and diversity were connected! You were too good! (to Slavic) Good teamwork, they respected each other, they divided the tasks! Language support in the games was very good. Something special and useful. The structure of the arguments was great! Contra argument was great! To be the shoes of people how I don't consider.</p>	<p>was too short! Offer to keep a short break between them. To allocate a little more time for participants for asking some questions. Printed some handouts about the games.</p>
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**Evaluation of the session:** according to the participants to prepare and implement the workshop was very good learning process. Planning and working together in international teams gave a lot experience and motivating to be creative and active. It helped to handle intercultural differences as well.

### **Session XI: Keeping young people involved for a long time**

**Time and date of the session:** 7 day, 21<sup>rd</sup> May, 17.00 – 18.30

**Aim of the session:** to understand what skills are needed for active youth participation? To develop creative and attractive ways of citizenship education through youth work.

**Objectives of the session:**

- to use learned skills in action
- to learn working in international team
- to develop skills to motivate and involve young people in the actions
- to share knowledge and experiences about the topic
- to learn to prepare and run a workshop

**Programme:**

17.00 – 17.30 Multitask

17.30 – 18.15 Survivor





18.15 – 18.20 Energiser

18.20 – 18.30 Evaluation with darts

**Methodology and methods:** The session started with multitask. Susan and Monica introduced the tasks, the group divided into parts without any instruction.

Tasks were:

1. team: Help me find the post its. (Blind folder game)
2. team: I want to know about you
3. team: Let's take a walk together
4. team: We play catch
5. team: When does the store close?

To the feedback of the method they gave questions:

For the support person:

- How did you support?
- What were the difficulties?

A person who needed the support

- Did you feel supported?
- How did the person support you?

After the feedback, Suzanne said the summary about supporting young people.



To the second method, the participants divided into three groups with numbers. Their task was to make a list what kind of equipment do they need to build a boat. They had five minutes to do this.



They wrote the steps of the task on the flipchart paper:

Survivor

- Split into the learning teams
- Five min. list things to make a boat
- Ten min. to make a boat
- Sit in your boat.

When the participants sat in their boats, the next task arrived. They told that storm had been coming. They had to make three things what would help they survive. They got five roll of



paper and they could do it only in their boats. Duration was 10 minutes. Solutions were safety vests, roofs, etc. Closing task of the method was to give bigger noise; the winner will be the friendShip! End of the method all participants received a pen and a well done post its.

Suzanne explained the aim of the task and the evaluation. Originally, they wanted to play in the lake but because of the weather, they changed.

The next step was an energiser. The participants had to create a circle with showing their back towards each other, to sit and stand up together with embraced arms. They had to repeat it three times.

They did evaluation of the workshop with darts.

The end of the workshop trainers asked from all participants to give a short feedback session about the workshop. Trainers recommended to see the workshop as a learning experience and to give a constructive feedback! Helping questions were:

1. What I would the keep the same?
2. What I would do the different way?

Comments from participants:

I would the keep the same	I would do the different way
Enjoying every exercises It was great decision to show the differences of supporting.	Missing brainstorming after exercise about needs of young people. Talking more about disadvantages and disabled. To give more clear instructions. Clear explanation needed. More reflection for experience, missing conclusion part from participants connection with reality, how we can keep young people involved in the community? Competition wasn't clear. Experience – reflection (feedback) – Conclusion – Adapting

**Evaluation of the session:** According to participants they learnt a lot from preparing and implementing workshops. They mentioned that they learnt teamwork how they can cooperate for one aim, how it is important to be flexible, how they can transfer learned skills in action.



## Session XII: Party – cipation

**Time and date of the session:** 7 day, 21<sup>rd</sup> May, 20.00 – 22.00

**Aim of the session:** to promote All different/all equal campaign among Lithuanian young people. To put learned skills in action.

**Objectives of the session:**

- to promote All different/all equal campaign among Lithuanian young people.
- to implement a small international project together
- to improve skills for involving and motivating young people
- to learn working in international team

**Programme:**

Icebreaker, getting to know each other

Introduction of the TC

Short presentation of All different/all equal campaign

Participation

**Methodology and methods:** to the "Party – cipation" evening arrived around 20 young people. The evening started with an icebreaker and a getting to know each other method. It continued with introduction of the reason why this training course was organised. First on English language with Lithuanian translation, participants presented the All different, all equal campaign with few words. They recommended the leaflet for young people made by participants in Lithuanian language. They invited young people to the refreshment desk with candies, drinks from other countries.

After the serious part, young people with participants played an energiser for creating friendlier atmosphere. They formed two lines from chairs, giving sign with hands to each other, if the coins show the appropriate side of it.

Afterwards Laimonas Ragauskas gave detailed information about the campaign and the possibilities of campaign in Lithuania. He presented a short lecture on the mother tongue of young people.

The main criterion of the Campaign is participation hence the next part of the evening aimed at this topic. Participants asked three volunteers to be silent and rolled them in big papers. The others wrote their opinion and definition about active participation on post its and stuck



them on the rolled volunteers. Participants asked young people when they finished the writing for summarising their thoughts about active participations. The three volunteers hadn't talked still. The others answered:

Taking part

Existence

Dancing together

Good time

Games

Smile

What does it mean non - participation?

Sitting alone in a closed room

Nothing



The three volunteers had to walk across the plenary room without speaking as models. Afterwards they could share their feelings with others.

How was the feeling the non - participation people in the game?

Funny

Sad

Depressed

It wasn't the first time

It was funny

Offended

Passiveness

The closing ceremony of the official part was to shout loudly: "Participate". The evening continued with karaoke, where we sang 7 times in 7 different languages the "We are the winners" Lithuanian song from the Eurovision Song Contest.

**Evaluation of the session:** the evening was successful. The young people and participants found the common voice. It was some mistake in the process of involving young people then the good atmosphere helped to solve the obstacles. It was a very good intercultural learning for both sides and a very good teamwork of participants of the training course.



## Session XIII: Funding possibilities for youth participation

**Time and date of the session:** 8 Day, 22<sup>nd</sup> May, 10.00 – 13.30

**Aim of the session:** to develop understanding about the European youth programmes (Youth Programme, European Youth Foundation)

**Objectives of the session:**

- to get a deeper knowledge about funding possibilities
- to inform participants from where they can apply for funding support for the realisation their project under All different/all equal campaign

**Programme**

10.00 – 10.30 Morning groups

10.30 – 11.30 Funding possibilities 4 youth participation: Youth programme

11.30 – 12.00 Break

12.00 – 13.30 Funding possibilities cont. : Youth programme

13.30 Lunch

15.00 – 16.00: Presentation of European Youth Foundation

**Methodology and methods:** facilitator presented Youth Programme during the first part of the session with active participation of participants. Four smaller groups formed according to the knowledge and experience of participants about Youth Programme. Mantas, Zoli, Ágnes, Johanna were the resource persons. They chose their groups. On four tables, there was each Actions of Youth Programme. During the speed dating of Youth programme, groups had to write down what they knew about the Actions generally. They got two minutes to do it. In the next round, they received the description and details of the appropriate pages of Users' guide and they highlighted the main points of different sub programmes. The last step was the Plenary, where they presented the four Actions.

Participants presented the formal criteria of the Youth Programme as programme countries, selection procedures, application deadlines, project and activities day during the second part of the session.

Trainer introduced European Youth Foundation during the third part of the session. His presentation started with a short movie and finished with it as well. It was short, colourful and concentrated to the main points.



**Evaluation of the session:** the presentation of the Youth programme was a little bit too long then the participants really understood it. Next time would be better to focus on the main principles of funding organisation. It is important to give them web pages about funding possibilities.

### **Session XIV: Sustainability of youth work**

**Time and date of the session:** 8 Day, 22<sup>nd</sup> May, 16.00 – 17.00

**Aim of the session:**

- to reflect on opportunities for sustainable youth work and meaningful non-formal education.;
- To improve skills for empowering young people, to develop long term empowerment plans.

**Objectives of the session:**

- to get familiar with the process of long term empowering of young people
- to share participants experiences about sustainability
- to be aware of the process of empowerment

**Programme:**

16.00 – 17.00 interactive presentation

**Methodology and methods:** trainer made a presentation about the process of empowerment of young people. During the presentation, the participants divided three groups. They had to find a common voice and use it when they were ready for presenting their ideas for the questions of the presentation. Sean built his presentation this way: questions, participants answered, then checked their answers were similar than which were written on the screen: The closest answer got a point.

**Evaluation of the session:** the used method was creative, attractive and full of information. Participants were involved to the session. Next time it is needed more focus on the environment and nature of the youth worker as well.



## Session XV: Idea development

**Time and date of the session:** 8 Day, 22<sup>nd</sup> May, 17.00 – 19.00

**Aim of the session:** to start idea for action, for the change, idea for practise of participants

**Objectives of the session:**

- to give a space to develop ideas for the future
- to share each other the ideas
- to find the possibilities and opportunities for implementing projects together in international level

**Programme:**

17.00 – 19.00 Speed fishing

**Methodology and methods:** the method called "Speed fishing". Participants got a guideline for creating their fishes/ideas. The guidelines are in the Annex I called "Methods".

The participants had 30 minutes to think about those aspects according to the guidelines and they could make their fish and put their idea in action. It could be national or/and international actions within participants' youth work.

**Ideas:**

Claire:

Find out more information about international work children aged 5 – 13.

Find out the lead person in my area for All different – all equal.

Share knowledge from this training with others.

Suzanne

My interest: fun experience

My experience: internationally - none, local: training young people and adults, policy development, developing participation methods

Motivation: young people enjoying themselves and gaining new skills

Young people interests: youth councils, democracy, youth members of parliament, young volunteers, visiting other youth projects and meeting new people, having fun, training other young people, transport: they want free bus fares for young people; they want to train bus drivers to understand "Young people are your customers, too".

All different – all equal: promote locally



Local: deliver participation workshop on my learning here to other youth workers using yesterday's workshops. To promote European funding, information networks and participation methods.

International: youth Member of Parliament exchange. To share experiences as youth MP's.

Monica:

Give info about the campaign to youth organisations, governmental institutions which would want to support. Suggestions of starting points (related to info)

Mantas:

To make training courses for young people together with participants from other countries, to build their citizenship and encourage them to participate actively.

Inga:

Students youth exchange: towards sustainable development and a quality lifestyle (children's rights)

Zoli and Ágnes

Youth for Europe, Action 1, Youth exchange with four – five countries, 6 days, intercultural learning, human rights, theatre maybe?, age 15 – 25

Márta

I would like that our student community be more active (know each other, work together, organise programme, be creative and active). My plan is first on local level. A training for them and then we will see...

Agne: international project about culture. Painting/performing/singing together. The aim is to show that different cultures can work together and get great results. "All different/all equals"

Ágnes from Serbia.

Youth exchange using "sport" as a method: football/basketball/handball. Human rights issues, international level, to explore diversity in different nations, age 16 – 21, part of all different- all equal.





Slavek:

Training or seminar youth workers, schools. Visit in local schools and communities. For youth workers, teachers. Aim: build partnership, provide tools of informal education.

László:

International youth exchange involving young artists.

Aida:

Presentations to local authorities, try to involve young people from EU to talk about their importance. Diversity, inclusion. Involving disabled young people in decision making within Barnados and thereafter at a more governmental level.

Sarah:

I would like to build a project when young people play an active role in planning and delivery. Build a universal citizenship lesson. More information in understanding other cultures. Spreading info about the "All different- all equal" campaign.

Anja:

All different – all equal: find out their own needs (same needs ...of participation/of fun...in every culture). Intercultural exchange (language animation, cooking, cultural similarities and differences)

Johanna:

"All different - all equal" – multilateral youth exchange, information about campaign. Participation/citizenship EVS projects between Germany and Poland

Everybody had time to see each other's fishes for asking questions and sharing ideas. During feedback, trainers asked from participants did they find something interesting. They received six questions: who, when, what, where, why and how? They had time to talk about these questions with each other.

**Evaluation of the session:** participants evaluated this session in very good way. They collected new contacts and according to them, the method was well chosen for getting to know more about others' ideas.



## Session XVI: Personal action planning

**Time and date of the session:** 9 Day, 23<sup>rd</sup> May, 10.00 – 12.00

**Aim of the session:** to develop some new project about active participation and citizenship. To insure free space to action space, to plan the follow – up actions, this would help to reach the aims of the campaign.

**Objectives of the session:**

- to plan personal action plans independently and in groups
- to plan common projects under the Campaign

**Programme:**

10.00 Intro of the day

10.15 Personal action planning + shaping

11.30 Break

**Methodology and methods:** Trainers gave two methods for developing personal action planning. Participants got one hour to talk according to these guidelines independently and in groups.

One guideline was with six questions:

Name:		Date:		Personal action planning			
What?	Why?	Who? With whom?	How?	(Until) when?	Where?	What could be difficulties?	Who/What could help me?

Other one was method called "SMART":

**S**pecific

**M**easurable (quantity and quality)

**A**chievable

**R**ealistic

**T**imed (duration or deadline)

Participants introduced the results of these methods during feedback:

Mantas

Training courses international level. Meetings with youth, student councils, youth leaders.



Sarah:

It is planned to take part in Action 5 job shadowing in another youth work field in a rural place. Hungary seems possible.

Ágnes, Zoli and Anja

Youth exchange between Hungary, Germany and Lithuania. With 5 countries, multilateral exchange is planned. Hungary will be the host country. "We can play together" prepare role play theatre.

Claire

Find at more information about work with children aged 5 – 13. Find out how is the lead "All different, all equal" in England and in Lincolnshire. Promote the all different - all equal work.

Ágnes from Serbia

International youth exchange with using sport as a method or international training course.

Suzanne:

Deliver a workshop session around my learning here to youth workers. Promote information about all different - all equal. Twinning of youth councils Bolton and Poland.

Márta:

Training for the members of student community.

Inga

Youth exchange is planned bilateral, cross borders. Nice suggestion to cooperate with Hungary and Germany.

Monica

Info training: how to apply, where, cooperation possibilities, funding.

Laci

Training course (human rights, participation, citizenship) intercultural experience, youth exchange learning by creating together.



Aida

I will try to involve disabled children and young people in decision making within Barnados and thereafter at a more governmental level.

Agne

To be the hosting organisation for volunteers from Germany

Agne

Cultural project, which includes doing arts together

Slavek

Cooperation of youth council, process of sharing ideas/experience

**Evaluation of the session:** according to the participants, this session was great to make deeper connections and network building.

### **Session XVII: Virtual support me@sures**

**Time and date of the session:** 9 Day, 23<sup>rd</sup> May, 12.00 – 13.30

**Aim of the session:** to familiarize participants with virtual support measures as the main way of supporting exchange, peer support and learning during the practice phase.

**Objectives of the session:**

- to sustain the connection among participants
- to give professional support for their projects if they needed
- to establish an virtual community for the practise period

**Methodology and methods:** first decision was to share with each other the addresses of communication tools on internet. Facilitator created a table where all participants could write their MSN, Skype, ICQ or Yahoo IDs. Second decision was to create a Yahoo group where everybody could stay in touch in the same time and upload and download important documents, project ideas, photos, etc. Participants decided to give a reflection about their work in the yahoo grouping every quarter a year.



The last step of this session was to let space and time for participants to think what they would like to get as a support from other people during this one-year and what they would like to offer.

**Evaluation of the session:** trainers will send to the participants their project ideas after six months in the practise phase.

## Session XVIII: Evaluation

**Time and date of the session:** 9 Day, 23<sup>rd</sup> May, 16.00 – 18.00

**Aim of the session:** to evaluate the learning process and learning outcomes during the entire training course

**Objectives of the session:**

- to assess personal growth during the course
- to evaluate the learning process

**Methodology and methods:** trainers asked from participants to do the evaluation in few steps. First step was to evaluate the training course according to days. All intro of the days flipchart papers were laid on the floor and participants stuck colourful post its about their evaluation on the flipchart papers. Every colour had a meaning:

Pink: things to change

Orange: learning points

Green: things to keep

Second step was to create keys to the doors, which will open the youth work. Facilitator explained that they used "Let youth open the doors" motto at 2000 in Lithuania because this year was the year of the youth. Participants had to think what kind of new knowledge, skills, and attitude they received to open this door personally! They had 20 minutes to think and prepare their keys.

They shared the learning outcomes on the keys in plenary:

Activity, information, energy, participation

Participation, ideas, flexibility, creativity, cooperation

Not working only in United Kingdom

More practical knowledge

Share info as possible about methods, funding possibilities



Motivate our organisations to support young people

Activities with foreign groups

Language skills, methods

Social skills behaving in the group, teamwork, manage situation, respect, and some skills to be a trainer, to lead a workshop

Energisers, methods

To work in international youth work in Hungary

Info about all different - all equal campaign

Time to reflect expression

To have report of training course

To implement projects with other countries

To watch more info about Youth programme

Support, confidence, social skills

Support and information idea

To be more fun in the participation

I need the feeling that youth work what I do it is needed

Support

The closing ceremony of the training course was outside in the nature as the beginning and participants and trainers did it in emotional level.



## Annex I: Methods

Name snake	
Objectives	Getting to know some names by linking names to what people like and express it by movements – seeing people in action.
Size of the group	Any
Time (Duration)	30 minutes
Material needed	Space enough to stand in a circle
Description (Step by step)	Stand in a circle. One person starts to say the name and something they like and show a movement about it. The next person repeats the last persons name and liking with movement and adds own name and liking with movement. The next person repeats the first person's name and liking with movement, the second person's and then his own. Etc.
Comments	When the group is bigger than 12 persons, it takes a very long time to remember all the names, so you could only repeat the names of the 3 people before you (in stead of the whole group)

Human Bingo	
Objectives	To give participants of a new group the opportunity to start to learn to know each other.
Size of the group	Any group from 6 to (about) 40 participants
Time (Duration)	Min. 30 minutes, max. 1 hour.
Material needed	Human bingo sheet on A4 paper for each participants, pens, markers,
Description (Step by step)	On the human bingo sheet the participants find written lots of different statements. They have to go around the room or a given road to find a person matching the certain statement and write his/her name above the statement. The mission will be accomplished when all your statements will have names written above them.
Comments	During this training course the participants received the task to fill the Human bingo sheets on the road between the training place and the castle nearby to the training place. At the castle they confirmed their answers and information which were given to the questions of human bingo sheet.

European map	
Objectives	To get to know each other's countries To clarify which country they come from
Size of the group	Any group from 6 to (about) 40 participants
Time (Duration)	30 seconds
Material needed	Enough space
Description (Step by step)	One trainer tells which country he arrived from, and where is it now on this point. To compare with his country, the participants have to find where their



	countries are. They have given time for creating their European map to compare with others.
Comments	This is a fast and funny game to explore the imagination distance among countries. It is a good icebreaker as well.

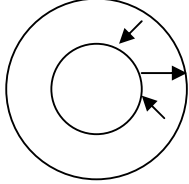
Blanket game	
Objectives	To get to know each other's name
Size of the group	Any
Time (Duration)	10 minutes
Material needed	Enough space, blanket
Description (Step by step)	Divide the group into 2 and hold the blanket in between the 2 groups (they shouldn't see each other). In both sides, one person is chosen and go near the blanket. The facilitator drops the blanket and the 2 people should say the name of the person on the other side as quick as possible. Then, one person from the group who lost (did not manage to say the name of the other person quicker) joins the other team. The same procedure is done again and again till one of the groups have no more people in their team to play, or till you feel that the group is just tired of this game.
Comments	You can play with 2, 3 people in the same time in front of each other behind the blanket.

Walking Game	
Objectives	To get to know each other better, to share expectations about the event
Size of the group	Any group from 6 to (about) 40 participants
Time (Duration)	Min. 10 minutes
Material needed	any
Description (Step by step)	Participants are asked to walk around in a room. They have to find somebody and say greetings for him/her when the trainer gives a stop sign. The couples have to share each other what they have brought with themselves, what they would like to give and what they want to get from the others. It can be repeated three or four times.
Comments	It is a good exercise for motivating participants to talk about the content of an event and to share their expectations with each other.

Carousel	
Objectives	To get to know each other better
Size of the group	Any group from 6 to (about) 20 participants
Time (Duration)	Min. 10 minutes
Material needed	any
Description (Step by step)	All participants have to cross their hands. Participants are divided two groups according to which hand is upper than the other. Right hand on the left is one group; left hand on the right is the other group. Two groups form. Groups are asked to create two circles opposite to each other. Outer circle





	<p>move around the inner circle. Time by time trainer gives a stop sign and participants stand in front of each other to start talking each other. Facilitator always give a topic or question for answering or discussing like "Tell something what has ever embarrassed you!", "What did you like yesterday?", "What you didn't like yesterday?", "One thing what you want to tell about yourself!" etc.</p> 
Comments	It is a good exercise for motivating participants to start talking and asking each other.

Multi - Task	
Objective	Group building exercise
Size of the group	Any group from 12 to (about) 60 participants
Time (Duration)	Min. 30 minutes
Material needed	Ball, pens, papers, photo camera, etc.
Description (Step by step)	<p>Trainer gives some tasks to the participants and they should accomplish them during a given time duration. For example:</p> <ol style="list-style-type: none"> <li>6. There will be a ball given. The entire group has to find a way how this ball could touch hands of all people one by one in less than 3 seconds. The first person has to throw the ball and the last one has to catch it.</li> <li>7. Create a song in 5 languages by using 6 different things as instruments.</li> <li>8. Create the compilation of at 6 photos "We live in Trakai".</li> <li>9. Collect 26 items, each one starting with a different letter of the alphabet (the English alphabet). All the items must fit together in the provided plastic bag.</li> <li>10. Compare prices of the three most needed thing different shops in Trakai.</li> </ol> <p>The closing part of the exercise is to give feedback about the process and the result.</p>
Comments	You can change the tasks according to your needs.

Calculator	
Objectives	Group building exercise
Size of the group	20 – 25 people
Time (Duration)	Min. 30 minutes



Material needed	Rope, post its, pens
Description (Step by step)	Trainer takes a rope on the floor as a circle. Participants have to put numbers from 1 to 27 inside the circle in random order and stand around it. Their task is to touch the numbers from 1 to 27 but only one person can be in the circle in the same time. They should touch the all numbers during 17 seconds starting from the door of the room and finishing outside the door of the room. Participants receive 30 minutes for preparing a system without touching numbers. They can try three times to realise their task. The closing part of the exercise is to give feedback about the process and the result.
Comments	This exercise can use as a pattern to the project management as well.

<b>Farm</b>	
Objectives	Energizer, to create smaller groups
Size of the group	Any
Time (Duration)	5 minutes
Material needed	Enough space, small papers with animal names
Description (Step by step)	Everybody throw a small card written on an animal. It is forbidden to show or tell to anybody. When the facilitator gives a sign, everybody has to give a voice of his/her animal. Task is to find the same animals in the room.
Comments	This is a good example for that people can talk about the same thing with different words. It is a simple game to play in international group.

<b>Evolution</b>	
Objectives	To create a good atmosphere
Size of the group	Any
Time (Duration)	6 – 8 minutes
Materials	Enough space, flipchart paper for the rules
Description (Step by step)	The rules are written somewhere where the participants can see clearly: Evolution game: I. level: amoebas II. level: rabbits III. level: monkeys IV. Human Couples can play with their hands. Everyone shows a sign which meaning is scissors, paper and well. One is stronger than the other. Rules are: Signs: well scissors Paper well Scissors paper Those can play each other who are in the same level in the evolution ladder. The winner jump up to the evaluation ladder and the looser jump down on it.
Comments	It is a very funny and fast game for waking up participants.



Statement game or Traffic lights	
Objectives	This game helps to discuss difficult subjects in a challenging way. It encourages people to look at subjects critically, hear different arguments and form their own opinion about it.
Size of the group	Various
Time (Duration)	Max. 60 minutes
Material needed	-hat or bowl -small sheets of paper -pens -rope -flipchart/blackboard
Description (Step by step)	<p>1. Divide the room into two parts, marking one part 'yes', or 'agree', and one 'no' or 'disagree', divided by the rope.</p> <p>2. Hand out a piece of paper to all participants and ask them to write down a statement about any related subject you're dealing with. Give some examples yourself and make clear you'll discuss these statements afterwards, so that they should be as clear as possible. Avoid 'softening' words like 'rather' or 'a bit' and put the statements in an affirmative way (for example drug addicts are criminals, instead of drug addicts are not criminals)</p> <p>3. Collect all statements in a hat or bowl, take the first one out and read it out aloud. If possible, write it down on a flipchart so people can refer to it when they have forgotten the full statement. Give the participants a minute to think, and ask them to take sides. Remaining in the middle is not allowed; it is either 'yes' or 'no'. Then, the discussion can start. People should try to convince the people on the other side that theirs is the right side. If the discussion doesn't start spontaneously, ask one of the persons why they're standing on that side. If there is no discussion at all since everyone is on one side already, adapt the statement a bit or go on to the next statement. Try to keep discussions limited to approx. 5 minutes, unless (all) people are really engaged.</p> <p>4. After all statements have been discussed (or when the energy level is going down), stop the game and collect the group again, and discuss (some of) the questions from the reflection and evaluation section.</p> <p>Reflection and evaluation:</p> <ul style="list-style-type: none"> <li>·should emotional arguments be allowed in discussions?</li> <li>·did everyone participate?</li> <li>·did you ever cross to the other side?</li> <li>·did you ever cross to the other side because of what someone from your own side said?</li> <li>·did you manage to clearly formulate your opinion?</li> <li>·have you ever crossed to the other side just because you were (almost) alone on your side?</li> <li>·have you tried to function as 'devils advocate'?</li> <li>·have you managed to persuade people to come to your side?</li> </ul> <p>Comments:</p> <p>This method has been used very often in workshops and (board)meetings for discussing themes. Sometimes by statements delivered by the participants themselves, sometimes by already prepared statements. In</p>



	<p>order to avoid only one or two persons speaking all the time, the talking stick was introduced sometimes, or a new rule was added stating that, after having said something, you were only allowed to reply directly to something someone said and then step back again and leave the floor to someone else of your side.</p>
Comments	<p>With a group of rather experienced 'statement gamers' it is fun to see that some people start to function as advocates of the devil; mostly standing on their own on one side, and trying to persuade people to come to their side, using arguments that sound perfectly reasonable, even though not theirs. You as a facilitator could play this role to get the discussion going.</p> <p>You can play the exercise with traffic lights as the red light is no, green is yes and yellow is the middle.</p>



## **Annex II: Resource materials**

### **Training Course "PARTICIPATION TOWARDS CITIZENSHIP"**

#### **Guidelines for Planning a Training session**

You will have 2,5 hours to plan the chosen multiplying activity. Here you can find some suggestions for your work in your team. Trainers are available for consultation during the planning process.

#### **Task for the team**

Work out the training session, which lasts up to 90 minutes. Possible topics:

- Creative ways for citizenship education;
- Development of Critical thinking;
- Creative ways for motivating young people to participate actively;
- Other...

#### **Here are some guidelines for your team work:**

##### **Getting started**

What is the motivation and interest of each member of the team to work on this training session?

What can everyone contribute to the work?

What good practices and previous experiences can we draw on?

##### **Defining the target group**

Who are the people that we want to address with this training session?

How are we going to address the needs of participants of our activity?

What will we do to motivate participants for active participation in the session?

##### **Setting up objectives**

What will be the specific objective(s) of the session?

What could be the foreseen outcomes of this training session?

What will be the theme of the session?

##### **Choosing the right methods**

What working methods and tools do we want to use?

What are the settings for the training session?

##### **Best use of resources**

What resources would we need to prepare the session (people, materials)?

Who will do what during the training session?



## Quotes answers sheet1

- |   |                              |
|---|------------------------------|
| 1) The function of a citizen and a soldier are inseparable  | <b>1. Benito Mussolini</b>   |
| 2) Every citizen should be a soldier. This was the case with the Greeks and Romans, and must be that of every free state  | <b>2. Thomas Jefferson</b>   |
| 3) A citizen of America will cross the ocean to fight for democracy, but won't cross the street to vote in a national election  | <b>3. Bill Vaughan</b>       |
| 5) The first requisite of a good citizen in this republic of ours is that he shall be able and willing to pull his own weight   | <b>5. Theodore Roosevelt</b> |
| 6) America has never been united by blood or birth or soil. We are bound by ideals that move us beyond our backgrounds, lift us above our interests and teach us what it means to be citizens. Every child must be taught these principles. Every citizen must uphold them. And every immigrant, by embracing these ideals, makes our country more, not less, American                    | <b>6. George W. Bush</b>     |
| 7) If an American is concerned only about his nation, he will not be concerned about the peoples of Asia, Africa, or South America. Is this not why nations engage in the madness of war without the slightest sense of penitence? Is this not why the murder of a citizen of your own nation is a crime, but the murder of citizens of another nation in war is an act of heroic virtue? | <b>7. Martin Luther King</b> |
| 8) If my theory of relativity is proven successful, Germany will claim me as a German and France will declare that I am a citizen of the world. Should my theory prove untrue, France will say I am a German and Germany will declare that I am a Jew   | <b>8. Albert Einstein</b>    |
| 10) I am not an Athenian or a Greek, but a citizen of the world   | <b>10. Socrates</b>          |
| 11) It may be laid down as a primary position, and the basis of our system, that every Citizen who enjoys the protection of a Free Government, owes not only a proportion of his property, but even of his personal services to the defence of it   | <b>11. George Washington</b> |
| 12) In general, the art of government consists of taking as much money as possible from one class of citizens to give to another  | <b>12. Voltaire</b>          |
| 13) All free men, wherever they may live, are citizens of Berlin. And therefore, as a free man, I take pride in the words "Ich bin ein Berliner!"   | <b>13. John F Kennedy</b>    |
| 14) Never doubt that a small, group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has  | <b>14. Margaret Mead</b>     |
| 15) The euro will raise the citizens' awareness of their belonging to one Europe more than any other integration step to date   | <b>15. Gerhard Schroeder</b> |
| 16) It is not for him to pride himself who loveth his own country, but rather for him who loveth the whole world. The earth is but one country and mankind its citizens   | <b>16. Baha'u'llah</b>       |
| 19) There can be no daily democracy without daily citizenship   | <b>19 Ralph Nader</b>        |