



WP3 - Youth workers' Competences Framework for Democratic Engagement



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actionaid

MELLEMFOLKELIGT
SAMVIRKE actionaid

COOPERATION PROMOTIVE
JEUNES

FITT
Tina's County Youth
Foundation

AEVA

SSF
Solidarity for Sustainable
Future

S.F.E

Sidwind

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Authors

IASIS NGO, ActionAid Hellas, CIJ, SSF, SAFE, AEVA, AADK, FITT and SUDWIND



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1. TASK 1 - Development of a Curriculum for Youth Trainers

1.1. Guidelines of WP3 - Task 1: Development of Curriculum for Youth Trainers

1.1.1. Project Overview

The project aims to foster engagement of young people with democratic procedures and involvement in decision making.

In the first phase, a training of youth workers to support young people to engage with democratic procedures will take place, followed by a series of 7 youth mobility exchanges with participants from 8 European countries, aiming to enhance the ability of young people to cooperate regardless of their place of origin and cultural background. Youth groups will spend one full week taking part in participatory activities and debates in the 7 countries, where they will also meet and collaborate with local young people. At the end of each mobility exchange, the local young people who have been involved in the action, will form a “local youth council”. In total 8 local youth councils will be created within the project duration, aiming to transfer youth voice, in the form of policy papers, to decision-makers of all levels: local, regional, national, and European. Local youth councils will be supported by local stakeholders through the development of local networks. Thus, young people can develop future



plans and initiatives with the support of their local communities. At the end of the project, representatives of this new international network of young people will present their policy recommendations to European Institutions in Brussels. The project partners, in cooperation with the youth workers and young people, will develop a joint proposal based on policy recommendations, with a goal of securing funding to expand the international cooperation of the network.

The target groups of the action are mainly the young people and youth workers. Youth workers will be trained on how to support young people to work together towards a common purpose, how to discuss and decide on action following democratic procedures and then how to formulate policy recommendations.

1.1.2. Aims of the Training Curriculum

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WP3 – This work package focuses on training youth workers to support young people to take part in the various mobilities and to develop their knowledge, skills

and competences related to democratic engagement and procedures. The outcome of this WP will be a framework of skills and competences that youth workers

should have to adequately support young people to engage in democratic procedures. The initial competences framework will evolve throughout the project, with the final version validated based on the youth workers' experience working with the young people during the mobilities.

WP3 - Task 1 Development of Curriculum for Youth Trainers:

The partnership has prepared the following curriculum guidelines for youth trainers to form the basis for the peer training content development.

This curriculum is underpinned by the description of youth work articulated in the UK National Occupational Standards for Youth Work 2019:

Engaging with young people to facilitate their personal, social, and educational development and enable them to gain a voice, influence, and a place in society. Youth Workers help young people to engage with their local communities, taking account of cultural diversity. They support the young person to realise their potential and to address life's challenges critically and creatively.

Youth work is a form of education pedagogy; it provides non-formal education and offers informal learning opportunities. The curriculum sets out the educational process that underpins good youth work. It is set in the context of youth work values, principles, and ethics. It is not a dictated set of subjects or a syllabus, but rather a framework to support and develop practices that are a catalyst for learning. Outcomes are not prescribed, so as to be flexible to the needs, interests, and concerns of young people. As such, at the heart of the youth work curriculum are young people as individuals, groups, and communities. The curriculum articulates the diverse nature, fluidity, and flexibility

of youth work practices and how these elements enable young people's learning and development in a broad range of contexts. The process of youth work is person centred, focusing on the young person and their needs, whether as an individual or within a group. The objectives of this training curriculum are to:

- ◇ Develop the **Knowledge, Skills and Competences (Responsibility & Autonomy)** of professional trainers who work with youth workers.

- ◇ Define and map the Learning Outcomes in terms of Knowledge, Skills and Competences (Responsibility & Autonomy) to create an adaptable training module to the partners' national contexts.

- ◇ Embed the principles of **non-formal learning**:

- ◇ Centred around young people, their development & empowerment

- ◇ **Learning Outcomes jointly agreed** between youth worker & participant

- ◇ Taking ownership of the development process – self assessment

- ◇ Encouraging democratic values & practice

- ◇ Observing transparency & confidentiality

- ◇ Develop youth work practice through youth workers that is **co-produced, responsive** to local needs and based on **dynamic relationships** with young people.

- ◇ Facilitate the **recognition of competences** in different partner countries, supporting youth workers across Europe.

- ◇ Be used as a **planning tool** – providing the trainers with detailed descriptions around each thematic Unit of the Project.

1.1.3. Key Elements for the Training of Youth Workers

Role of the Trainer - The trainer acts as a facilitator, **sharing the knowledge and understanding** they have learned with the youth workers' and giving an insight into their work experiences.

Youth work as a process can be **reactive** (responding to an issue or need that has been identified by or with young people) and **proactive** (helping young people to develop skills, knowledge or experiences that enrich their life chances).

Youth work needs to be **adaptable** to the changing dynamics of practice and to intervene and adjust accordingly,

identifying and responding to issues of concern to young people as well as planning activities to meet preidentified needs or concerns.

This includes:

- ◇ Situated learning (location of practice), including community and culture.
- ◇ Experiential learning (learning through experience), including critical dialogue.
- ◇ Developmental group work, including peer education.
- ◇ Creativity in learning

A Trainer should:



FACILITATE – Establish a collaborative relationship based on **honesty**, where responsibility for learning is shared between trainer and youth worker.



BE SENSITIVE AND LISTEN – Create an open atmosphere of **trust** where all voices can be heard, and opinions valued. Youth workers should be supported to engage with young people to facilitate their personal, social, and educational development and enable them to **gain a voice**, influence, and a place in society. Youth Workers need to help young people to engage with their local communities, taking account of **cultural diversity** and supporting them to realise their potential and address life's challenges critically and creatively.



PRACTICE DIFFERENTIATION – take into account different needs/learning styles (VAK – Visual Auditory, Kinaesthetic) of youth workers and adapt sessions to be inclusive to all. **Appendix 1**



BE ORGANISED – have all resources needed and have a good sense of timing during training sessions – knowing when to end a discussion/topic and when to continue.



MANAGE DIFFICULT SITUATIONS – Trainers should encourage those who are unmotivated to participate, turn obstacles into challenges, encourage ALL to contribute – not just those who are more dominant, de-personalise issues that create conflicts between participants.

Rationale for the Youth Worker Training

Why are we doing this? What will I learn? How will it help me?

At the beginning of the training, the trainer must ensure the youth workers understand the concept and the benefits as well as any limitations to the training. The Learning Objectives should be clear and success criteria/outcomes should be jointly set between trainer and youth worker to ensure the expectations of both parties are met.

Training Structure

What's on the agenda?

This should be explained at the beginning of the training with the youth workers being given details of number of sessions, proposed content, and delivery style of each session. The syllabus of this curriculum is based around the context of the **Design and Delivery of a Social Action Plan**.

1.1.4. Guidance Specific to Climate Change Social Action Planning

Youth workers can be supported to help young people to consider the environment and sustainable development by:

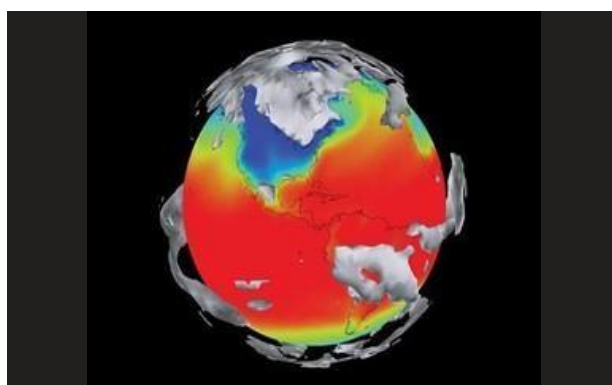
- ◇ Enabling young people to consider their impact on their environment.

- ◇ Implementing the Sustainable Development Goals in their own practice.

Appendix 2

- ◇ Offering opportunities for young people to develop creative responses to areas of interest.

- ◇ Supporting young people in taking collective action, including linking with and signposting to other groups.



Climate Change Social Action Planning should be:

• CURRENT

Don't focus about how climate change will impact future generations: young people see this as a problem for the here and now and will respond positively to messages that frame climate change as a contemporary concern that requires an urgent response. They are receptive to learning more about the consequences their countries face and connecting this to the global picture, although this needs to be handled sensitively so as to avoid trivialising the more extreme impacts in parts of the world with less capacity to adapt.

• ACCESSIBLE

Don't assume that climate terminology is widely understood. Some commonly used climate advocacy phrases are either unfamiliar or unpopular with young people. Phrases such as 'more ambitious climate policy' and 'managing climate risks' are considered hollow, technocratic, and vague, while terminology such as '2 degrees' and even 'decarbonisation' may be unfamiliar or disengaging. Climate jargon needs to be researched and explained in plain language

• SUPPORTED

Communicate the social consensus on climate action. There may be doubt that there is a 'concerned majority' among global citizens who support action on climate change, so communicating this may be just as important as communicating the scientific consensus.

• RELEVANT

Research together how climate change relates to (and will affect) the aspects of young people's everyday lives that they

care about. Young people are receptive to the idea of protecting the things they love from climate change. To avoid trivialising the issue, it is important to always make the link between the local and the global picture, joining the dots between the personal and the political.

• CHALLENGING

Encourage young people to challenge policy makers. Young people are willing to pressure political leaders for more progressive climate change decisions but do not, as a general rule, have much faith in politicians and other elite decision makers. Asking this audience to 'challenge' policy makers may therefore be more effective than asking them to 'support' them.

• SPECIFIC

messages about climate change should be as specific as possible in the actions they recommend using accessible language, for example 'reducing the use of fossil fuels' as opposed to 'decarbonising the economy'. Also avoid language that might be perceived as 'preachy' or guilt-inducing. Focus on concrete, tangible actions people can do, rather than should do. Clearly set out intended actions – who, when, where and what young people can do to make a difference and research which policy prescriptions support this. Young people are often frustrated by the emphasis on small-scale behaviour change, such as recycling, preferring more global solutions.

1.1.5. Main Elements for Development of Training Curriculum

a) Competence Framework

A specific set of competencies identified that should be required to educate professional trainers applying this Curriculum. This framework will evolve as the project continues, informed by the themes identified in the training needs analysis and youth workers' experiences during the mobilities. Initial Assessment Criteria could include:

1. Facilitating Individual / Group Learning in a democratic environment:

establishing dialogue and ensuring cooperation mechanisms with individuals, groups, and communities. This means that the youth worker has the attitudes, knowledge, and skills to support young people in identifying and pursuing their learning needs and to then choose, adapt or create methods and methodologies accordingly. Ideally, the youth worker and the young person trust each other. The youth worker actively supports and enhances young people's learning processes, self-responsibility, and motivation, empowering young people to improve their personal situation. Audience diversity and different cultural values are taken into account when designing narratives and messaging to ensure they sufficiently resonate with young people's, often strongly held, values.

2. Co-Designing Programmes/Projects

involves a good understanding of the different groups and environments that a youth worker works with. This precondition is essential to being able to develop and design programmes – be it with an explicit educational purpose or not. Young people are more likely to understand, care and act on climate change if they can engage with it experientially, through some form

of educational, outreach or social activity. The youth worker applies non-formal learning values and principles in the programmes and responds to the needs and realities of young people, which are more complex in an international context. This competence area includes, implicitly, how designing programmes can involve addressing political, societal, and cultural issues in youth work.

3. Managing/Organising Resources

means understanding the values and working culture of youth projects and youth organisations. The youth worker understands the factors that influence such projects and organisations and that these are even more varied in the context of international collaboration. The youth worker identifies leadership styles and assesses the impact he/she has on the target groups during an activity. He/she understands what motivates young people to take part in projects, how to nurture this motivation and manage risks accordingly. This competence also includes knowledge of national legislation and financial resources management.

4. Successful Collaboration

means that the youth worker contributes to teamwork and maintains good working relations with everyone involved with the project. The youth worker motivates and supports colleagues in achieving given objectives. This competence area also includes systemic cooperation and responsibility in an international context. Encouraging a 'Common Cause' approach to engage young people on 'bigger than self' issues like climate change can be meaningfully achieved if the self-transcendent values that people hold are targeted and activated.

5. Meaningful Communication

means building positive relationships with individuals and groups. The youth worker is a master in interacting well with young people as well as with international partners and contributes to smooth communication regarding programmes and projects. Communication is one of the key aspects of youth work. This competence area goes beyond simple communication models and tools. The youth worker also constructively handles emotions, inspiration, intuition, empathy, and personalities.

6. Intercultural Competence

is the ability to support successful communication and collaboration among people from different cultural contexts and backgrounds. The youth worker has to address and deal with attitudes and behaviours behind this intercultural competence in [international] training and youth work. He/she approaches 'culture' from an identity perspective and understands ambiguity, human rights, self-confidence, acceptance versus own limits, and how geopolitical conflicts influence one's understanding of these aspects. The youth worker takes these intercultural dimensions into account in their work. Youth work can help young people to develop as global citizens by:

- ◇ Providing opportunities to explore how a local community and everyday choices have global links and influences.
- ◇ Offering opportunities to understand the impact of globalisation on their lives.
- ◇ Exploring social justice and human rights and how they apply to all people.
- ◇ Offering opportunities to develop links with young people from other countries, both virtually and through international experiences.
- ◇ Helping young people to access opportunities to volunteer and work abroad.

7. Advocacy/Networking/Dissemination

involves developing and managing partnerships with others. Youth work does not happen isolated from the rest of the world. Youth workers facilitate networking with others and advocate for the value of youth work. They are conscious about (political) values and beliefs and support young people in developing independent 'political thought'.

8. Evaluative Practice

Youth workers can support and empower young people to consider and assess their decisions throughout the process of social action. By embedding evaluative practice from the onset of the project, young people take ownership of the social action, feedback their thoughts and ideas and collectively work to change things for the better. It is this development of collective actions that can stimulate change and transform policy and practice.

a) Learning Units

The 9 thematic areas of the Learning Units that will be included inside the Training curriculum have been informed from the results of the needs analysis. They strongly relate to the competence framework and are categorised under the EQF Level 4 assessment criteria.

b) Learning Outcomes

Statements of what a learner knows, understands and is able to do on completion of a learning process, and which are defined in terms of Knowledge, Skills and Competencies (Responsibility and Autonomy).

c) ECVET points

Number of credits that can be allocated after completion of this Curriculum based on 25 hours of training corresponding to 1 ECVET credit.

2. Design and Development of the Training Curriculum

2.1. Introduction

Within the YOUROTRIP Project, the Curriculum sets the framework for planning the learning outcomes, as an important part of the curriculum. The initial aim of the Curriculum is to guide trainers and professionals in the teaching process and inform the learners about what they are expected to know, understand and be able to do after a given learning activity. The aim of the present guidelines is to inform and guide the YOUROTRIP partners through the different stages of the process of curriculum development,

more especially in the task of describing and writing learning outcomes. The document is structured into the following sections:

- ◊ Learning Outcomes in the level of Knowledge, Skills and Competencies (Responsibility & Autonomy)
- ◊ Learning Unit Template, which all the partners should complete, based on the Learning Units they are responsible for.
- ◊ Work-plan with all the deadlines according to the Project's Timeline.

2. Needs Analysis Report

EXECUTIVE SUMMARY

The Needs analysis is one of the outputs of WP3 in the Yourotrip project, carried out in order to inform and evolve the Training Curriculum for Youth Workers.

It has a dual focus:

Understanding what prior/current experience the youth worker may have related to democratic practice and action plan delivery.

Understanding the training requirements of youth workers in competencies related to fostering youth participation in democratic procedures of decision making, through discussions on the high priority topic of climate change.

Questionnaires were disseminated to all project partners' networks of youth

workers and although the findings present different challenges depending on their country, culture, and the context in which they work, there is a lot of commonalities.

The analysis of partners' data reveals specific themes around the essential considerations when motivating young people to be proactive:

- ◊ Active Communication
- ◊ Meaningful Activities
- ◊ Inclusive & non-judgemental environment
- ◊ Participatory – Youth-led
- ◊ Creative – freedom of expression
- ◊ Partners responded to training needs questions using a Likert scale method covering subject specifics including:

- ◊ Fostering participation in democratic procedures
- ◊ Specific environmental training around thematic areas
- ◊ Facilitating policy paper research
- ◊ Establishment of a structured framework
- ◊ Supporting intercultural dialogue

BACKGROUND

The Needs Analysis is focused on establishing the requirements of youth workers who are supporting young people to participate in democratic procedures of decision making, through discussions on the high priority topic of climate change. Its aim is to better understand the training needs of the youth workers by first establishing what prior/current experience they may have related to fostering youth participation in democratic practice and action plan delivery, and what are their specific training needs around climate change topics.

Data was gathered from the participants around specific areas:

Current Experience/Opinion –

Promoting democratic approaches
Design & Delivering Social Action Plans
Climate Change – viewpoints
Youth Participation

Training Needs –

Policy Papers
Structured frameworks
Climate Change topics
Inter-cultural Dialogue

Questionnaires with a minimum of 20 participants were disseminated in each partner country. The data/feedback reports from the questionnaires were collated by the WP3 lead partner SAFE (UK).

The Needs Analysis Report summarises the data/feedback from the questionnaires.

METHOD

In the period from July to September 2020 questionnaires were disseminated to youth workers in the participating countries to establish:

A. an understanding of the prior/current experience the youth workers may have related to democratic practice and action plan delivery.

B. Understanding the training requirements of youth workers in competencies related to fostering youth participation in democratic procedures of decision making, through discussions on the high priority topic of climate change.

Questions 1 – 4

relating to point A had a Y/N response option and a comments section:

1. Do you actively promote a democratic/ collaborative approach to youth work?
2. Have you co-designed/delivered a social action plan?
3. Do you have strong views around climate change?
4. Do your youth participants express their views and ideas willingly?

Questions 5 – 9

were asked relating to point B and were rated using a Likert scale of importance with 0 being Not Important and 5 being Highest Importance:

5. How important is it that the training for this project is specifically environmentally related?
6. How important is it that your training supports you to facilitate young people to research relevant policy papers?
7. How important is a structured framework such as the establishment of a youth council, in enabling young people to participate in decision-making?
8. How important is it that you support intercultural dialogue during projects?

9. For which of these thematic areas around everyday effects of climate change would training be most appropriate:

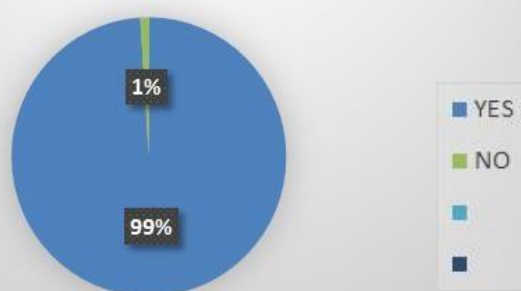
- ◇ Single-use Plastic Recycling
- ◇ Extreme Weather
- ◇ Pollution – Air Quality
- ◇ Threat to Ecosystems
- ◇ Food/Produce Price Spikes
- ◇ Other – state

SUMMARY OF THE ANSWERS/ COLLECTED MATERIAL

This is a summary of the responses which represents both the data and comments of the participants in the questionnaire. Although we have tried to present a diverse range of views and not repeat answers, some questions elicit a similar response as the issues discussed inevitably feed into one another. In summarising, we have used a qualitative approach by which we gathered all the material to reveal common trends and threads.

Question 1

Do you actively promote a democratic/collaborative approach to youth work?



“Collaboration and democracy are core elements in youth work”

Participants were additionally asked to describe methods they use to encourage democracy within a group. Their responses revealed some key trends as

to what they consider to be essential elements to engage young people to take a democratic approach to social action:

● ACTIVE COMMUNICATION

Group discussions, Active listening, Debates, Open Dialogue, Freedom to express views/ideas, Brainstorming/ Collaborative thinking – Sharing experiences/stories, Collective Action, Voting democratically.

“It is important not just to listen but to listen actively, provoking further interaction and collaboration among groups.”

“We promote debate; ask their opinions, promote constructive criticism; encourage participation in decision-making.... moments of group reflection, problem solving as a team, cooperation...”

● MEANINGFUL ACTIVITIES

Projects/Activities that resonate, Connections with Community, Social Impact, Relevance – simulations of actual scenarios, case studies.

“I encourage students to contribute their own ideas for topics and often give them a choice in projects.”

● INCLUSIVE & NON-JUDGEMENTAL ENVIRONMENT

Equality:

A Safe Space where all are encouraged to speak, and all voices heard, and all opinions & ideas respected
e.g., World Café.

Diversity:

Varied Learning styles – Visual/Auditory/ Kinaesthetic, Varied group sizes – individual & collective tasks, Atmosphere of Confidence & Sense of Belonging;
Encourage participation by ALL
Guide & support on logistics of project delivery

"It is important to facilitate a space where young people feel empowered to share their views and challenge views that they may not agree with in a constructive and respectful way"

"There are no stupid questions!!"

• PARTICIPATORY – YOUTH-LED

Support YP to design/deliver Social Action Plan

YP shaping methods, strategy & implementation

YP leading on group communications

Self-organised learning systems: YP as researchers & rule-makers

Peer support

Joint definition of goals/deliverables.

"Engaging young people in the design and also the implementation of ideas is the most important facet in youth work!"

"The construction of collaborative and participatory plans should always be accompanied by activities of education, development of critical thinking and respect for the dignity and autonomy of young people (or the public concerned). A participatory action plan may not result in a document as neat as one made by an expert, but it will certainly be more effective in involving and recognising the public that has developed it. It takes longer to build, as it implies more moments of sharing, dialogue, learning and tolerance for diversity of perspectives. A social action plan is worth the construction process itself rather than the end result."

• CREATIVITY

Projects involving Arts/Theatre/Music/Storytelling/Improv/Movement – all encourage freedom of expression & participation

Experiential learning 'by doing'

Learning Outside of the usual environment.

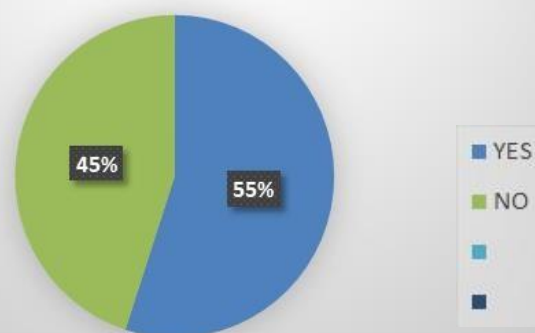
"We encourage freedom of expression, individual initiative, respect for other points of

view and collaborative work. We must create the space and confidence for this, as well as provide space for experimentation. Failures are the greatest sources of learning."

"Leave space for the unexpected."

Question 2

Have you co-designed/delivered a social action plan?



Participants were also asked to describe a barrier which arose and how they approached it. Their responses revealed some key trends as to what they consider to be issues which create barriers to engaging young people to take social action:

• INTERCULTURAL MISUNDERSTANDINGS:

"There are often cultural differences – our solution was to hold a multicultural fair with the community"

"Encouraging co-design of activities with young people from so many cultural backgrounds can be a challenge – we try to find common ground, often through creative activity, music and drama - to establish a level playing field where understanding and embracing diversity is key."

"It is important to perform a skills assessment of the group – understand all have a value and a role to play."

● **STAKEHOLDER SUPPORT:**

Issues around lack of funding

Logistics around delivery

"Young peoples' voices are often discounted – it is our position to encourage and support them to be persistent, articulate and persuasive."

"We encourage the young people but also need to be realistic about managing expectations where budgets are concerned."

"We need to encourage interaction with all stakeholders – at home, in schools/colleges and in the local community."

"Barriers have been very much around where partners and strategic stakeholders are, and their expectations that young people can lead and develop their own programmes related to social change. Overcoming this has involved both some diplomacy and educating/influencing of partners, as well as a gentle pressure/challenge being put on partners to listen to the issues young people want to address".

● **INHIBITIONS/SOCIAL INTERACTION:**

Taking decisions, working in teams

"Difficulty in having the youngsters assuming their own ideas and develop/implement them"

"Some young people have difficulty with social interaction and need additional support to be able to communicate effectively in a group"

● **SUPPORT FOR YOUTH WORKERS:**

Lack of training/resources to adequately support youth workers – Clear guidelines needed to empower & engage

"I have never delivered a social action plan - we need a 'How to' guide!"

"Youth Workers need more support to understand these things so they can guide the young people"

"It can be an issue developing an activity after brainstorming and collecting all ideas and contributions without anyone feeling left out"

"Without adequate support it can be more difficult to motivate youth workers than young people."

● **CONSISTENCY & COMMITMENT**

Social Action should be designed around the issues that are meaningful to young people, to ignite their passions and commitment.

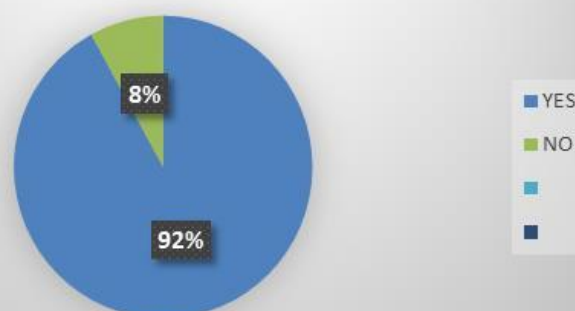
"The hardest thing is to encourage commitment throughout the process"

"It is important to work on motivation from the beginning, involve training centres and, if possible, parents or social leaders."

"We have recently been designing some escape rooms on Zoom in lockdown. Some of our young people are quite unreliable or forgetful about the time of meeting, we used many methods (WhatsApp, messenger, text etc) to remind them and show their input is valued."

Question 3

Do you have strong views around Climate Change?



The vast majority of participants expressed very strong views around climate change, as their responses illustrate, with collective key areas/issues apparent:

● **BIGGEST GLOBAL CHALLENGE**

"Climate change is one of the biggest threats young people are going to have to face. It will inevitably increase the social gap, and will raise

insecurity (about food, water, housing, and so about education, health, and so on). Climate change is already having effects on the youth (heatwaves and disruption of education, increase in health/respiratory problems, loss of biodiversity and so of the possibility for the youth to get to see/know several species, etc.) and this will only get worse.”

● DEFINING ISSUE OF THE DAY

“It’s an urgent issue and young people are fighting to change the policy about it.”

“New measures are urgently needed, and young people can lead, for a future that is theirs.”

“It is drastic – urgent action needed – it is in our hands to reverse the changes!”

“We have to act now! Everybody, especially in the global north is responsible to act now! systems have to change! young people need clear support for their protest for more climate protection”

● Affects us ALL – We are ALL responsible

“Global warming has caused serious changes to the planet, such as rising sea levels, extreme weather events, deforestation, disappearance of species... But as individuals we can slow down global warming by implementing small more sustainable actions within our community and by pressing the government.”

Sustainable Development Approach – making individual changes:

Limit Waste

Recycling/Reusing

Slow Travelling/Carpooling/Walking/

Cycling

Veganism

“We need to adapt our behaviour in recycling, energy providers, fair trade etc to look after climate change for future generations.”

Keeping Informed:

Awareness of Impact at local, national &

international level

Campaigns

Local Action – cleaning public spaces

“As a project manager, yes, we regularly try to make our young people aware of the issue of environmental protection, by promoting intelligent travel management, waste sorting, through waste collection actions on beaches for example.”

Stakeholders:

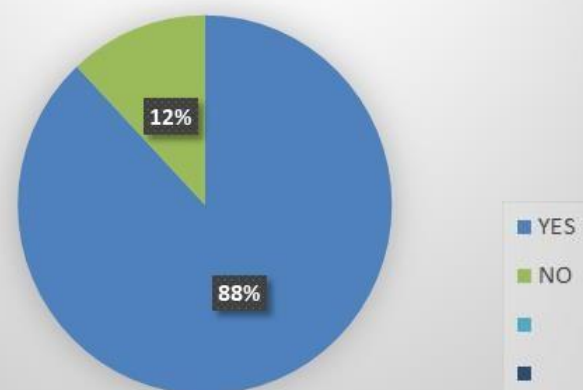
Linking young people to a network of stakeholders for support to address climate change through legislation

“We should advocate in every way possible for sustainable living...support voices to be heard and action to be taken...’noise’ should draw the attention of the relevant stakeholders.”

“a real challenge exists to incorporate the climate change issues within social, economic and regional policies. Young people’s voices need to be heard in this debate. They will be the ones bringing the energy and innovation to the issue. But, young people’s voices generally aren’t at the top of the agenda within strategic stakeholders, so this is a real challenge.”

Question 4

Do your youth participants express their views and ideas willingly?



Participants responded to this question with examples of issues around young people expressing their ideas and how

they supported them. Commonality was found in key issues:

SPACE –

Essential elements – Safe, trusted, Non-judgemental, Friendly, Supportive:
For Dialogue – All opinions respected – free speech promoted.

“It is not always easy for youth participants to express their views willingly”

To experiment– make mistakes
To promote exchanges of ideas

“We encourage speaking out through group workshops. Regarding shy and introverted people, we let them take their place little by little by creating a positive and friendly atmosphere within the working groups.”

To be creative –

“discussions often result when taking part in other activities, i.e., physical/outside, relaxed”

SUPPORT –

Youth workers to support young people to have courage and confidence for self-expression and social interaction.

“In my experience young people are desperate to be listened to, they sometimes need help in articulating their thoughts and developing the confidence to speak out.”

Use different mediums – events, webinars, anonymous ‘post-it’ notes.

“We truly have an open-door and collaborative policy. Besides having representation in two social networks used by young people (FB and Instagram), we promote several actions to attract volunteers who are interested in developing activities in our community for other young people.”

Language – supportive, collaborative – Not Patronising

“Some individuals of the group did not

want to participate, but with calm and clear communication, the problem was solved”

“Many times, we just need (as animators / moderators) to ask the right question and unblock their opinion”

Participant-led – young people to be guided by youth worker

SENSE OF SELF -

Belonging – Making a difference

“Young people often need encouragement to get involved when they have more personal issues to focus on around home/family.”

Collaborating

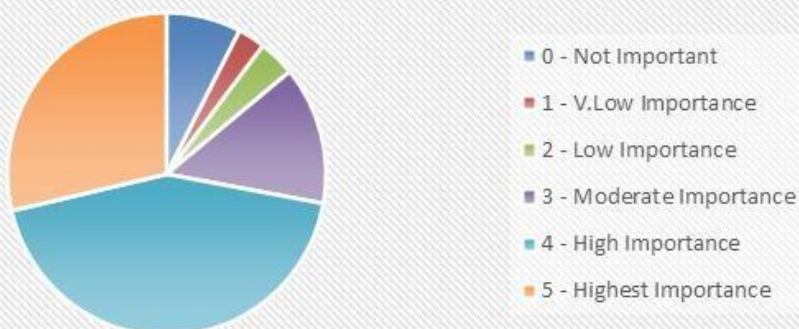
“Before each activity, we organize a debate on a triggering situation that allows young people to express themselves on the identified theme.”

Contributing to society and the future

“There is an appetite for young people to participate in global decision making.”

Questions 5 – 9 were asked relating to point B and were rated using a Likert scale of importance with 0 being Not Important and 5 being Highest Importance

How important is it that the training for this project is specifically environmentally related?



Question 5

78% of participants considered specific environmental training to be of high or the highest importance

How important is it that your training supports you to facilitate young people to research relevant policy papers?



Question 6

75% of participants considered training to support them to facilitate young people to research relevant policy papers to be of high or the highest important

How important is a structured framework such as the establishment of a youth council, in enabling young people to participate in decision-making?

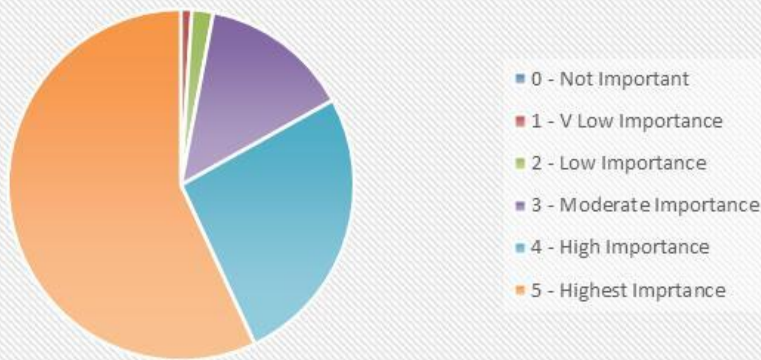


Question 7

83% of participants considered the establishment of a structured framework to enable young people to participate in decision-making to be of high or the highest importance

Question 8

How important is it that you support inter-cultural dialogue during projects?



83% of participants agreed that supporting intercultural dialogue during projects was of high or the highest importance

Question 9

The results are based on the thematic training areas around climate change which the participants placed in the high or highest importance categories.

Although training in all thematic areas was deemed important, **the threat to Ecosystems** and **Single-use Plastic Recycling** were considered to be the most relevant with 28%/25% respectively of participants rating them of high or highest importance.

The following potential thematic areas were contributed by participants in the 'Other' category:

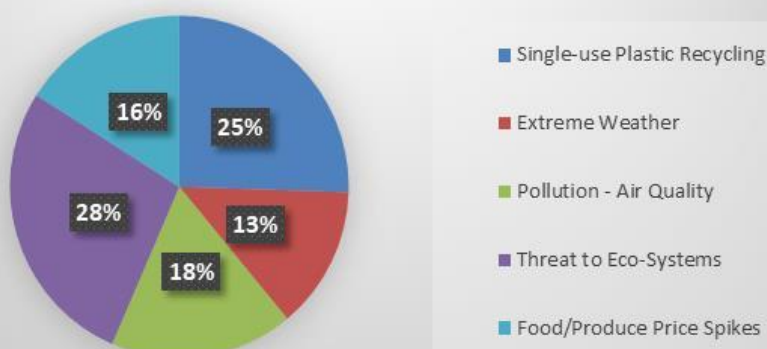
- Green infrastructure
- Active/Eco friendly transport
- Renewable energy and (moving

- towards) carbon neutral living
- Water Pollution/Quality/Waste Management
- Sustainable agriculture/Short food circuit/organic farming
- Degradation of populations living conditions clearly impacted by climate change

"Would be interesting to look from a solution-centred perspective – such as perma-culture, planting projects that consider re-wilding, renewable energy, only using what you need/ share rather than owning."

100% of participants agreed to the General Data Protection Regulation (GDPR) when completing these questionnaires.

For which of these thematic areas around everyday effects of climate change would training be most appropriate



3. How to Develop and Deliver a Social Action Plan



Engagement!

Development & Delivery!

Evaluation!

ENGAGEMENT - STEP 1 CONSIDER GROUP NEEDS

Before you begin to work with a group to develop a social action plan you should consider what their individual and collective need are. These considerations can be categorised in terms of what is:



Necessary: actions which are essential for effective delivery of the project

Appropriate: actions which may be particularly relevant to the specific project

Consideration: actions which should be considered for most effective and inclusive participation delivery.

Legalities: It is always appropriate to consider what must be in place from a legislative perspective when considering working on a potential project.

The table below illustrates some examples of specific considerations which could form part of the engagement/planning stages when working with a group of young people to create a social action plan:

NECESSARY	APPROPRIATE	CONSIDERATION	LEGALITIES
<p>Acknowledge: Individual needs/ interests</p> <p>Limitations: understand any individual and/or group barriers to participation</p>	<p>Collaboration: Encourage a democratic, collaborative atmosphere</p> <p>Accessible: democratic process</p> <p>Fun/engaging sessions with a Multisensory approach: incorporate VAK techniques: visual/ auditory/kinaesthetic e.g., Banner making/Film making/role play</p>	<p>Social Action: plan to be appropriate for all & support given where required</p> <p>Current issues: that are trending, pressing and/ or topical</p> <p>Surroundings: risk assessment/ Suitable for group size/age/ ability</p> <p>Timescale dependent on: i) beneficiary group ii) activity/event/campaign iii) organisation</p>	<p>Safeguarding</p> <p>Health and safety in the workplace & online</p>

STEP 2. CHOOSING THE ISSUE

This is the most important part of your social action planning – the issue your group collectively chooses should be important and interesting for all and be decided on democratically by voting.

Phase 1 could employ a ‘funnel’ design, where the group first discuss their shared values and sense of identity, their hopes for the future and their aspirations. The topic of climate change can then be introduced through this lens in order to explore how a group’s values and worldviews affect their attitudes and beliefs



about climate change. This can be facilitated through an informal ice-breaker session. Questionnaire 1 (Appendix 3) could be used to facilitate participants' views and attitudes.

Phase 2 could use facilitated discussion to evaluate different narratives, compiled to gather feedback on words, phrases, and frames on climate change. An example of evaluative narratives could be:

Narrative 1: 'The things we love' taking action on climate change means protecting the 'Things people love'.

Narrative 2: 'Consensus and misinformation' there is a consensus on climate change but also, a great deal of misinformation.

Narrative 3: 'Climate change is here and now' that climate change is a current (rather than future) threat.

Narrative 4: 'Climate change is a moral issue' that climate change requires a moral duty to act.

The outcomes of the discussions in Phases 1 & 2 will inform a group brainstorming session to decide on the specific issue. Ask each group member to complete the following table:



SO, WHAT'S THE PLAN?!	
WHAT do you want to address?	
WHY do you want to do it?	
WHO do you want to do it with?	
What do you want to HAPPEN as a result of your action?	

Facilitator Considerations – are you being....?

Reactive – to individual motivations, emotions & ideas

Democratic – e.g., everyone in the group can offer suggestions and the highest voted wins.

Guiding not leading the conversation – use 'Hart's Ladder of Participation' (Appendix 4) to self-assess, set goals, and record the progression along the ladder as the social action planning evolves.





Use the following table to offer potential questions to be discussed by the group and add your own suggestions:

QUESTION	RESPONSE
WHAT are we trying to find out or change in our action?	
WHOSE views do we need to get?	
How many respondents?	
How do we choose them?	
WHAT research methods will we use for different people e.g.: <ul style="list-style-type: none"> • Face-to-face unstructured interviews • Questionnaires/surveys • Focus Groups (For a full guide to research methods see Appendix 5)	
How can we utilise online comms/social media?	
WHAT documents might we need to research?	
HOW much time/people will we allocate to research?	
HOW will we analyse the data and use research results?	
WHO will analyse the data?	

Data Protection – to comply with the first and most important data protection principle, researchers must inform research subjects as far as possible of: the purpose of the research; how their personal data will be used; who will have access to their data and for how long the data will be retained.

DEVELOPMENT & DELIVERY

STEP 4 - DECIDE ON A METHOD OF SOCIAL ACTION



What do we mean by 'taking action'? Now you have collectively decided on the specific theme for your social action, there are many ways your group could 'action the plan'. Using the table below, present them with ideas of different ways of taking social action, including examples and case studies. Ask them to give reasons which type(s) – several methods may be applied through the plan process – might work best with the social action they have chosen and to contribute their own suggestions.

HOW TO 'ACTION THE PLAN'	EXAMPLES	CASE STUDIES social action in action!	WOULD THIS WORK FOR YOUR ISSUE? HOW?
Organising an event/activity	<ul style="list-style-type: none"> ° Meeting ° Creative workshop ° Conference ° Exhibition ° Community event 	<u>Canal Clean Up</u> – Community Event to clean the canal and towpath	
Presenting a case to others written/online or spoken	<ul style="list-style-type: none"> ° Press release ° Starting a blog to raise awareness ° Lobbying decision-makers to put forward an argument. 		
Carrying out a Consultation	Finding out what your local community think about the issue: online/ leaflets/consultation event	<u>#destinationbootle</u> Community-led development with local people co-creating housing, arts & environmental programmes through extensive consultation events face-to-face & online.	
Starting a Community Business	Setting up a: Social Enterprise/ Community Interest Company (CIC)/Charity)	<u>An Hour for Others</u> – Community Business focused on sharing time, skills, resources, materials, and knowledge.	
Setting up an action group	Campaigning to improve the local environment by litter-picking & planting/ greening	<u>Bootle Action Group</u> – CIC dedicated to cleaning & greening the local environment	
Start a petition /protest	Collecting signatures locally, or linking an online petition to a blog		
Filmmaking	Using video or photographs to help make an argument/tell a story	<u>SAFE Community Journalists</u> Training young people in Film making & photography to tell the stories THEY want to tell about issues that are important to them.	
Raising money for a cause	Researching an organisation or a cause of real interest to you, and raising funds or support to help its work	<u>Fundraiser for Mia</u> Event organised by community group to support local family	
Other			

STEP 5 - IDENTIFY POTENTIAL BARRIERS

There are often problems and obstacles when planning and running social action, but they can usually be overcome.

It is a useful exercise to collectively consider these potential problems and put strategies in place to deal with them should they arise.



A simple way to facilitate this is:

- Draw a brick wall on a large sheet of paper
- Discuss which obstacles might arise and ask the group to write each one on a brick: e.g., **Problem** – What if we do not have enough equipment to organise the canal clean-up?
Solution(s) – Put a call-out on social media for help, contact local businesses in the environmental sector, organise a fundraising event/page.
- Talk as a group about ways of overcoming the obstacles and draw a hammer on each brick with the solution on the hammer
- Collectively 'Destroy the wall!'

STEP 6 – IDENTIFYING SUCCESS CRITERIA

What do you hope to achieve?

You need to be clear about what you hope to achieve from your social action. Depending on the issue you have chosen, the impact might be wide-reaching, affecting large numbers of people, or it might be quite small, even though it is important to the group you have been helping.



1. Encourage groups to revisit their 'What's the Plan' forms to identify likely outcomes.
2. Offer examples to the group of indicators of success – (examples p.15)
3. The group should then be able to offer their own criteria related to their social action.

What success could look like...

The petition has helped us change things and we are happy with the result

We have engaged people in positive action and changed the perception of young people/our geographical area

We have lots of new equipment for the users of our canoe club, and some additional funds!

We have a group that represents us - we now feel that we have a voice

There is a much better policy in place, and it is stuck to by all parties

More people enjoy, respect and care for our local environment

Our issue got lots of publicity and that has led to much more support in the community



Now the group can create their own 'working document' which details all the important information, including step-by-step action points and a timeline of the plan.

Participants can write everything relevant from the discussions on individual post-it notes and then list these in order of priority.

This Action Plan document can be in any format but should be easily accessible and shareable – a GANTT timeline chart is one example – (template in Appendix 6) Some details which may be considered could be:

List of Group Members & contact information	WHAT? Actions needed	Aims & objectives	WHO does what? Skills Assessment
Group structure/ governance	Resources needed: <i>Human</i> – people/ contacts/networks/ helpers/supporters	Developing Financial Resources	Risk Assessment
Project name/Issue for Action	Resources needed: <i>Financial</i> – Costings for materials etc.	WHEN? Timeline actions	How to evaluate

STEP 8 – EVALUATION & REFLECTION

Embed Evaluation from the beginning of the action by considering: **What is success?** and **How will success be measured?** The **CORRECT** Evaluation Framework (Appendix 7) provides a basis for the facilitator and group to jointly assess the social action plan from the research stage at Step 3 onwards.



Setting clear success criteria at step 6 enables effective **group discussion and evaluation** of:

CONTEXT	THE PLAN	WORKING AS A GROUP	EVALUATION METHODOLOGY: HOW DO WE KNOW?
What Worked? What did we achieve?			
Has social action created change?			
Were there any additional/unexpected outcomes not identified?			
What didn't work?			
Why? How could we do better?			
What next?			

Consider Evaluation Evidence Opportunities:
photos/film/video diaries,
files, artwork, SM reach

Added Value:

If appropriate, include individual Self-Reflection as part of the Evaluation process, asking participants to consider:

- What was my role/contribution?
- What have I learned?

The SILO Skills Evaluation Framework (Appendix 8) can be used to measure individual progress at the start and end of the project. The process of creating and delivering a Social Action Plan can effectively demonstrate participants' development of EU Key Competencies including: Communication, Digital Competence, Learning to Learn, Social & Civic competencies, sense of initiative and entrepreneurship: *'showing creativity, innovation, risk taking'*, cultural awareness & expression: *'to participate in an effective/constructive way in social and working life'*

Finally...

Consider how the action will be captured, shared and most importantly – celebrated!



4. Curriculum Activities

4.1. Executive Summary

The Curriculum Learning Activities have been designed based on the thematic areas which emerged as a result of the Needs Analysis. The dual focus of the Needs Analysis was:

- Understanding what prior/current experience the youth worker may have related to democratic practice and action plan delivery.
- Understanding the training requirements of youth workers in competencies related to fostering youth participation in democratic procedures of decision making, through discussions on the high priority topic of climate change.

The analysis of partners' data revealed specific themes around the essential considerations when motivating young people to be proactive:

- Active Communication
- Meaningful Activities
- Inclusive & non-judgemental environment
- Participatory – Youth-led
- Creativity – freedom of expression

Partners responses to training needs questions using a Likert scale method, revealed a training requirement in the following areas:

- Fostering participation in democratic procedures
- Specific environmental training around thematic areas
- Facilitating policy paper research
- Establishment of a structured framework
- Supporting intercultural dialogue

4.1.1. Learning Unit Activities

LU 1 – FACILITATING POLICY PAPER RESEARCH	
TITLE OF ACTIVITY 1	FACILITATING POLICY PAPER RESEARCH
MAIN AREAS FOR ACTION	<ul style="list-style-type: none"> · Facilitating research and content finding of European policy papers and European science papers · Understanding the meaning and content of policy papers to the own purpose · Building bridges and connection between EU policy papers and the own living environment · Understanding Global Issues and discussing joint solutions · Teamwork, Participation and Discussion · Civil Society Bottom-up participation approach to contribute to fulfil the goals of the Policy Papers
LENGTH OF TIME	2h – 3h
HUMAN RESOURCES NEEDED	Trainers with previous experience in leading groups, educational processes, and knowledge transfer and in conducting trainings

MATERIAL RESOURCES NEEDED		<ul style="list-style-type: none">• Laptop and Beamer• Different relevant printed Policy Papers• Paper• Pencils• Flipchart• Flipchart pens• Chairs & Table groups• 4 Papers numerated from 1–4• Sticky tape
LEARNING OBJECTIVES		<ul style="list-style-type: none">• Getting familiar with Policy Papers• How to filter necessary information out of policy papers• Preparing theory–research in an interesting and teamwork–way• How to build bridges between policy papers and the own/ personal living environment• Closing the gap between theory and practice through discussing possible actions/solutions to combat climate change
TARGET GROUP		Professionals dealing with youngsters.
DESCRIPTION OF ACTIVITY: STEP BY STEP	1. Preparing the setting – Table groups, on every table: paper, flipchart, pencils, 1 policy or European scientific paper (1 copy per person on the table)	15 min, 2 pax
	2. Short–Presentation of the different policy papers which will be used	10 min, facilitator
	3. Division into working groups (depending on table groups and number of persons)	Divided by the facilitator OR by the participants, 5 min
	4. Timetable and Frame of the action (breaks, procedure, working method,...)	5 min
	5. Explanation of the task and action	5 min
	5.1. Identification of the different roles on each table by the participants: all are Policy–Paper “readers”, 1 is additionally moderator, 1 timekeeper, 1 writer, 1 presenting person	5 min
	5.2. Division of the chapters of the policy paper within the participants to work out the following questions – What does the chapter say? – What is relevant to our concerns? – Where do I have doubts/ further suggestions? – Which part of the policy paper could be useful to underpin our policy recommendations? <u>*This is the most important question</u>	20 min
	5.3. Group intern presentation and discussion of the chapters – the “writer” note the most important outcomes and the relevant parts of the paper which could be used for the recommendations	30 min
	5.4. Creating the flipchart with the most important outcomes.	15 min
	6. Break	15 min
	7. Presentation of the Research by the chosen “presenting person” of every table group	5 min per group

EXPECTED IMPACT	<p>Professionals are expected to acquire the skills, competences, and knowledge to make the analysis of scientific and policy papers interesting for young people.</p> <p>They are expected to promote the group cohesion of the young participants.</p> <p>The experts are expected to be able to guide the process of filtering out information from scientific papers that is relevant for their own purposes and to incorporate this information into the formulation of political demands.</p>
EVALUATION	<p>Evaluation Method “4 Corners”:</p> <p>To move a bit after a long time of research and sitting, you can use the 4–corners method.</p> <p>Stick a numbered piece of paper (1–4) in each corner of the room.</p> <p>Number 1 says: I agree Number 2: I rather agree Number 3: I rather do not agree Number 4: I do not agree at all</p> <p>Now you can read out the following statements and the participants place themselves in the corner that corresponds to their point of view.</p> <ul style="list-style-type: none"> - The papers clearly described the goals on how to combat climate change. - The papers are taking economic aspect into account - The papers are taking social aspects into account - The papers include specific action calls - The global dimension of the issue is targeted well - I am better informed about the EU–climate policy than before - I feel ready to formulate political demands - I am ready to act! <p>Hopefully all the participants are now at Number 1! Then you can shout the slogan of the Fridays for future demonstrations together: “WHAT DO WE WANT? CLIMATE JUSTICE! WHEN DO WE WANT IT? NOW!”</p>
YOUTH WORKER NOTES & TIPS	<p>Here are some recommendations of policy papers on climate change, which can be used:</p> <p>The EU Strategy on adaptation to climate change: https://ec.europa.eu/clima/sites/clima/files/docs/eu_strategy_en.pdf</p> <p>The European Green Deal: https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1596443911913&uri=CELEX:52019DC0640#document2</p> <p>Paris Agreement: https://unfccc.int/files/essential_background/convention/application/pdf/english_paris_agreement.pdf</p> <p>UNESCO Strategy for Action on climate change: https://unesdoc.unesco.org/ark:/48223/pf0000259255</p>

DIGITAL ADAPTATION	IPCC-Report 2018: https://www.ipcc.ch/sr15/
	EU-Communication Action "Stepping up Europe's 2030 climate ambition – Investing in a climate-neutral future for the benefit of our people": https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020DC0562&from=EN
	EU-Communication Impact Assessment ""Stepping up Europe's 2030 climate ambition – Investing in a climate-neutral future for the benefit of our people": https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52020SC0176
	EU Climate Target Plan 2030: Building a modern, sustainable, and resilient Europe https://ec.europa.eu/commission/presscorner/detail/en/fs_20_1609
	EU - Communication Impact Assessment ""Stepping up Europe's 2030 climate ambition – Investing in a climate-neutral future for the benefit of our people": https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52020SC0176
	EU Climate Target Plan 2030: Building a modern, sustainable, and resilient Europe: https://ec.europa.eu/commission/presscorner/detail/en/fs_20_1609
<p>These activities can be carried out physically or with little adaptation also online with conference-tools like Zoom, Jitsi, Big Blue Button or similar. The tool should provide the possibility to work in break-out rooms, which will represent the different tables. Instead of flipcharts the notes should be written on online-pads like Rise-Up, Miro or Google-Docs. For the discussion and the roleplay, it is recommended to instruct all the participants to turn off their microphones and also their camera, with the exceptions of those who are the speaker of the group.</p>	

TITLE OF ACTIVITY 2	ROLEPLAY - HOW TO ARGUE FOR A POLICY
MAIN AREAS FOR ACTION	<ul style="list-style-type: none"> Facilitating research and content finding of European policy papers and European science papers Understanding the meaning and content of policy papers to the own purpose and on different perspectives Supporting research in a structured and not overwhelming way Understanding global Issues and discussing joint solutions Teamwork, Participation, Discussion and Debate
LENGTH OF TIME	2,5h – 3h
HUMAN RESOURCES NEEDED	Trainers with previous experience in leading groups, educational processes, and knowledge transfer and in conducting trainings ideally there are 2 trainers, as one has to moderate the discussion
MATERIAL RESOURCES NEEDED	<ul style="list-style-type: none"> Different and diverse relevant printed Policy Papers (pro and contra climate justice) Description of the roles for the roleplay-debate Paper Pencils Chairs & Table groups Accessories for dressing up – like hats, scarves, glasses, Suit-Jacket... to support getting into the role for the roleplay

LEARNING OBJECTIVES	<ul style="list-style-type: none"> - Getting familiar with Policy Papers - How to filter necessary information out of policy papers - how to find arguments for a policy and argue for that - Closing the gap between theory and practice through discussing possible actions/solutions to combat climate change - understanding on the complexity of policy and argumentation for policy papers - finding an own strategy on arguing for policy change
TARGET GROUP	Professionals dealing with youngsters
DESCRIPTION OF ACTIVITY – STEP BY STEP	<p>1. Preparing the setting (20 mins)</p> <p>Prepare Table Groups - Please place on every table:</p> <ul style="list-style-type: none"> - paper - pencils - 1 policy or European scientific paper (1 copy per person on the table) - description of the role* - some items to dress up (hat, scarf, glasses, jacket...) - Name Tags for the roleplay <p>The deciding for an overall topic on which the role play should focus, f.e.:</p> <ul style="list-style-type: none"> - “climate neutrality till 2050” - “free public transport” - “raise the costs for flights – the solution for the climate?” - “Subsistence agriculture – the way for food sovereignty?” - “Mass animal farming” - “Ban on single use plastics – could it save our earth?” - etc. <p><u>The more specific the overall topic of the roleplay is, the easier is to find arguments!</u></p> <p>Be sure to provide a variety of roles – we recommend between 3–5 different and diverse roles. Try to include one role from economics, one from politics and one from civil society.</p> <p><i>*Please find the roles in Annex 1!</i></p>
	<p>2. Short-Presentation of the task and the timetable (5 mins)</p>
	<p>3. Division into working groups (5 mins)</p> <p>Depending on the number of persons and how many roles will be in the play). We recommend at least 3 groups, ideally 5.</p>
	<p>4. Preparation of Arguments and Discussion</p> <p>4.1. Find key points (45 mins)</p> <p>Each group works with one policy paper provided and filters the arguments, the key points, for the discussion in the roleplay. The goal is to have approximately 3–5 key notes which will be used in the roleplay.</p> <p>Make sure that the working groups are equally divided in pro-climate protection and pro-economy/consumption growth!</p> <p>4.2. Choose of speaker-persons</p> <p>Every group decides who of them will play their role in the roleplay.</p>

The participant-chosen can dress up with a hat (or scarf or something else) to support the feeling of being the chosen role.

It's recommended to nominate 1 or 2 other people of the group which can support the speaker and help out (whisper arguments to them, help them react) or they can even switch into the role and take over the hat.

4.3. The role of the observers (45 mins)

The others, who are not getting into a role, are asked to observe the discussion and write down notes.

- What was an interesting argument?
- Who is blocking ideas and arguments and which one? Out of which interest?
- Which arguments are connecting which roles?
- How do people behave and react to each other?
- What is going on on the surface and on the meta-level? Etc.

4.4. The role of the moderator

A neutral moderator should lead the discussion.

In the beginning all the representatives of the working groups are agreeing on communication rules:

- everyone is allowed to finish the statement without interruption
- different opinions and points of view are treated with respect
- arguments are not conducted on an emotional attacking level
- everyone stays in their role
- in case of inappropriate personal attacks, the speaker will be excluded from the round
- If someone has the floor for too long, the moderator can decide to intervene
- With agreed body-signs the speakers can tell the moderator silently if they want to react on a statement
- etc.

Tips for the moderator:

When the debate starts, the moderator invites every speaker in the round to present him/herself.

In case, for one of the speaker-persons it is hard to get the floor, the moderator has to include this person and invite her/him to make his/her point clear. Everyone should have the same and fair amount of speaking time.

Through accurate questions the moderator should lead the debate back to the overall topic in case the discussion gets too far.

Furthermore, the moderator has to intervene in cases of personal or inappropriate emotional attacks and exclude the concerning speaker of the round

The goal of the debate is NOT to find a solution or a common goal!

At the end of the debate, every speaker-person makes a last statement and, in case, a (common) conclusion.

6. Feedback of the Observers (15 mins)

After the debate, the observers can give feedback and talk about their observations regarding the questions above.

The speaker-persons are asked to just listen and not react to the feedback and observations.

DESCRIPTION OF ACTIVITY: STEP BY STEP	<p>7. Speakers-Reflection (15 mins)</p> <p>Now the participants of the role-play have the chance to reflect the roleplay.</p> <ul style="list-style-type: none"> - Did you feel comfortable in your role? - Which feelings came up during the discussions? - With which arguments were you totally unhappy? - What would have been needed to find a common solution? - What do you think, how does it look in a real-life situation for the negotiator?
EXPECTED IMPACT	<p>The participants will learn about the complexity of climate policies. They learn how to filter the most important arguments in a paper and use them in a discussion from a certain perspective.</p> <p>They learn how to argue for one perspective, even if the role is not matching with their personal attitude and train the empathic skills of the participants.</p> <p>Professionals are expected to acquire the skills, competences, and knowledge to make the analysis of scientific and policy papers interesting for young people. The experts are expected to be able to guide the process of filtering out information from scientific papers that is relevant for their own purposes and to incorporate this information into the formulation of political demands. The young people learn how to formulate arguments for policy changes.</p>
EVALUATION	<p>The Evaluation is part of the activity as firstly the observers and the participants of the discussion are asked to share their feelings of the role play, their learnings, and findings.</p> <p>A few questions that can lead this evaluation are the following:</p> <ul style="list-style-type: none"> - How do you feel about the position/perspective you had to incorporate? - Do you have more understanding for the point of view of the other roles? - Do you have the feeling you found a compromise, which can lead to climate action and policy change? - What needs to be done for that? <p>For the observer:</p> <ul style="list-style-type: none"> - Did you feel well represented by your group? - How did the discussion develop? - Do you have the feeling they found a compromise, which can lead to climate action and policy change? - What needs to be done for that?
YOUTH WORKER NOTES & TIPS	<p>Here are some recommendations of policy papers on climate change, which can be used:</p> <p>The EU Strategy on adaptation to climate change: https://ec.europa.eu/clima/sites/clima/files/docs/eu_strategy_en.pdf</p> <p>The European Green Deal: https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1596443911913&uri=CELEX:52019DC0640#document2</p> <p>Paris Agreement: https://unfccc.int/files/essential_background/convention/application/pdf/english_paris_agreement.pdf</p> <p>UNESCO Strategy for Action on climate change: https://unesdoc.unesco.org/ark:/48223/pf0000259255</p>

YOUTH WORKER NOTES & TIPS	<p>IPCC-Report 2018: https://www.ipcc.ch/sr15/</p> <p>EU-Communication Action "Stepping up Europe's 2030 climate ambition – Investing in a climate-neutral future for the benefit of our people": https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020DC0562&from=EN</p> <p>EU- ANNEX 1.Communication Impact Assessment "Stepping up Europe's 2030 climate ambition – Investing in a climate-neutral future for the benefit of our people": https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52020SC0176</p> <p>EU Climate Target Plan 2030: Building a modern, sustainable, and resilient Europe: https://ec.europa.eu/commission/presscorner/detail/en/fs_20_1609</p> <p>EU Communication: The Paris Protocol - A blueprint for tackling global climate change beyond 2020: https://eur-lex.europa.eu/resource.html?uri=cellar:e27fdb4d-bdce-11e4-bbe1-01aa75ed71a1.0003.03/DOC_1&format=PDF</p> <p>UN Sustainable development goals: https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf (You can put the focus for 1 group on SDG8 and for another on SDG13)</p> <p>Policy Brief: The Role of Micro-Small and Medium Enterprises in Achieving SDGs: https://sdgs.un.org/sites/default/files/2020-07/Policy_Brief_MSMEs_and_SDGs.pdf</p> <p>Common Agricultural Policy. Separating Fact from Fiction: https://ec.europa.eu/info/sites/info/files/food-farming-fisheries/key_policies/documents/cap-separating-facts-from-fiction_en.pdf</p> <p>EU Communication „The Future of Food and Farming: https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017DC0713&from=EN</p>
DIGITAL ADAPTATION	<p>These activities can be carried out physically or with little adaptation also online with conference-tools like Zoom, Jitsi, Big Blue Button or similar. The tool should provide the possibility to work in break-out rooms, which will represent the different tables. Instead of flipcharts the notes should be written on online-pads like Rise-Up, Miro or Google-Docs. For the discussion and the roleplay, it is recommended to instruct all the participants to turn off their microphones and also their camera, with the exceptions of those who are the speaker of the group.</p>
ANNEX.1	<p>ROLES FOR THE ROLEPLAY</p> <p>Roles to each are assigned to one group. It is recommended to incorporate at least 1 politician, 1 business owner and 1 person from civil society in the role play.</p> <p>#Politician A - is not focused on environment or climate action. The main focus of this politician is to represent the country's economic interests. There are many people in his/her country who need work or/and are poor. The main goal for him/her is to rebound his/her country from the crisis.</p> <p>#Politician B - is the MEP (member of parliament) in EU parliament and speaker for the environment/climate of his/her party. He/she wants to enforce a European wide change to better climate policy and wants the EU to be the lead in combating climate change.</p>

ANNEX.1

#Sarah from Fridays for Future - she just finished school and started university. For 2 years she has been protesting with FFF and wants politicians and economics to finally take action to save her and our future.

#Diego from Honduras - a student from Guatemala, a country who is hit very hard by the climate crisis. He has family members who lost everything due to hurricanes and extreme weather events. He wants people in the Global North to take responsibility and help to prevent further destruction.

#Christopher - CEO of an international company selling hip beverages. His company has a year-long tradition and is very popular. He is very proud of how many jobs he is providing to the different places, where he has built factories. It is very expensive to produce in Europe, so he is thinking about going to another continent for production, though he knows about the importance of his company for the local job markets.

#Kim - owner and CEO of a vegan ice cream shop. She wants to only use vegan and organic ingredients for her products and really hates single-use plastic, which is usually used a lot in the business. Now she is thinking about expanding her business to another town in a different country. She is a bit hesitant because it is very risky, but she is hopeful for a future, where small green businesses are taken seriously and getting supported by the governments, instead of big companies, who are consciously or subconsciously promoting the climate crisis.

#Sally - 71 years old grandmother, an early feminist activist. She is very proud of her grandson and her granddaughter who are fighting for a better future and going to the streets every Friday. She feels it is unfair that the youth have to pay for the environmental mistakes of the last decade and wants more justice.

#Frederik - 80 years old grandfather, who is mainly worried about his grandchildren not getting good jobs. His parents were farmers, but he sold the farm and worked in a factory to provide his children and grand-children financial stability. Now he is worried that society is only focusing on climate change but forgetting the financial crisis and is letting the young people down, that they will never find a job.

LU2 – FOSTERING PARTICIPATION IN DEMOCRATIC PROCEDURES

TITLE OF ACTIVITY 1	YOUTH PARTICIPATION AND ARGUMENTATION IN DEMOCRATIC DEBATES
MAIN AREAS FOR ACTION	<ul style="list-style-type: none"> • Citizenship • Participation • Argumentation
LENGTH OF TIME	1 hour
HUMAN RESOURCES NEEDED	Trainers with experience in facilitating experiential learning processes.
MATERIAL RESOURCES NEEDED	Pens, paper, prepared issues that pax can “agree/disagree” on.
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Learn to listen and discuss in a good manner • Feel motivated to formulate opinions and argue for them • Participate in a democratic debate
TARGET GROUP	Young people from schools or youth groups.

'10 Introduction

Start your workshop by explaining the purpose of the day: we'll be talking about argumentation, how to do it and how not to do it. A debate is not always good or democratic which means that we don't necessarily get wiser, more informed, or more able to make decisions.

Ask out the participants: "Why do you think a democratic debate is important? Have you ever experienced a good or/and bad debate? And what are the differences?"

If you think important key words are mentioned, write them down for everyone to see.

'30 Debating Line-exercise**'5 Introduce the exercise**

"Now let's learn and practice how to argue for what you think is right and important for you". Make a line through the room and show that it's continuum with "agree" on the one side and "disagree" on the other.

Choose some of the claims, and if possible have prepared your own claims that are relevant to your context. The purpose is that pax needs to find arguments for why they agree or disagree.

'25

Choose some of the following claims or make your own:

- The voting age should be 16 years.
- Social media are unhealthy for young people
- We should not have grades in the elementary school
- Smoking should be illegal
- Climate is the most important issue right now
- Oil production should be stopped

Option 1: Let pax move to the other side if they are convinced by an argument.

Option 2: Let the groups switch sides on the line, so they need to find good arguments from the other side – even if they disagree with the claim.

Make sure pax formulate their inputs as arguments.

'15 Debriefing the exercise and learning about argumentation and reasoning**'5**

Ask participants what they learned from the exercise and discuss what good argumentation is.

'10

It is always important to keep an eye on the good arguments on the other side to be able to qualify your arguments.

- Be open to **adjust your own opinions and listen** to others.
- **An argument is a claim followed by a reason** (what and why do you think as you do).
- Both need to be present, and they need to have a connection.
- A good argument contains valid reasons that can **convince** the specific **audience**.
- An argument can also contain an invalid or wrong reasoning.

Ask the participants: "Do you have any examples of good and bad reasoning?"

This is your own example:

You can write on the whiteboard:

DESCRIPTION OF ACTIVITY: STEP BY STEP	<ul style="list-style-type: none"> - Voting ages should be 16 years, because young people can drive a moped when they are 16. (Wrong reasoning – no connection) - Voting age should be 16 years, because young people have learned about politics and society in school and are able to formulate opinions. (Valid reasoning) <p><i>“When you argue for your issue, whether it is with people in the street, your friends or politicians you need to both have your arguments ready, your reasoning as well as be prepared to counter-argue an “opponents” argument and their reasons.”</i></p> <p>’5 Debriefing the day</p> <ul style="list-style-type: none"> - What worked well? What was difficult? - What did you learn about arguing? - Where can you use these skills? <p>Trainers should end the workshop appreciating the young people for their efforts and participation and hope they will use the arguing skills they learned from this session.</p>
EXPECTED IMPACT	<p>It is expected that young people will feel empowered and inspired to engage in issues and feel competent to debate and voice out their opinions. Hopefully they will feel equipped to engage in discussions with other young people or local politicians on issues they feel important to them.</p>
EVALUATION 10 min.	<p>Let participants stand on a line and read out the following statements, placing themselves from “agree” in one end and “disagree” on the other end:</p> <ul style="list-style-type: none"> - I can identify issues that are important to me - I know how to argue for an issue that is important to me - I know how to take part in a democratic debate - I feel it is important that young people are heard
YOUTH WORKER NOTES & TIPS	<p>It is important that Youth Workers contextualize this workshop, with issues that are relevant in their context, and the issues that the participants are already engaged with.</p> <p>In the exercise where pax need to put arguments forward for issues that are important for them, trainers end the discussion on how to seek influence, to link it to the work that trainers, youth workers are already doing with the young people. (E.g., on specific climate campaign issues.)</p> <p>The pitfalls of this workshop are that it only becomes a “skills” workshop if it is not contextualized with the questions of how and where the pax can use these skills. This is the task of the trainer especially in the beginning and end of the workshop.</p> <p>And of course, it is important that this workshop is connected with the other workshops in the two-day training.</p> <p>It would probably make sense to have this module after the module on “Specific environmental training around thematic areas/meaningful activities” for participants to already have identified issues they are passionate about.</p>

DIGITAL ADAPTATION	<p>Due to Covid 19 this workshop can also be held online.</p> <p>In that case, Zoom and its breakout rooms function can be used to make the exercises.</p> <p>Instead of physically standing on a line for the discussion exercise, participants can write their name on each post it. Trainers will have prepared the different “lines”, statements that participants agree/disagree with ahead in a google slideshow, and participants then move their post-it with their name on it. Also, a whiteboard tool can be used for that instead of google slides.</p> <p>The same method can be used for the “line”-evaluation of the workshop.</p>
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TITLE OF ACTIVITY 2	YOUTH PARTICIPATION AND SEEKING INFLUENCE IN DEMOCRATIC PROCESSES
MAIN AREAS FOR ACTION	<ul style="list-style-type: none"> • Citizenship • Participation • Seeking influence
LENGTH OF TIME	1 hour
HUMAN RESOURCES NEEDED	Trainers with experience in facilitating experiential learning processes.
MATERIAL RESOURCES NEEDED	Pens, paper, a hat/moustache/other gadget for “Mr. Old”-roleplay.
LEARNING OBJECTIVES	<ul style="list-style-type: none"> - Be able to formulate issues that are important for them - Be able to argue for their claim - Feel motivated to formulate opinions and argue for them - Know where to seek influence and use their argumentation skills
TARGET GROUP	Young people from schools or youth groups
DESCRIPTION OF ACTIVITY – STEP BY STEP	<p>'25 Introduction and brainstorm competition</p> <p>'5</p> <p>Start your workshop with one trainer making a small roleplay in front of the participants. He can wear a hat, a moustache or something else to make him stand out in his role so the audience knows, it's not the trainer who will run the workshop. He starts of by saying: <i>“Hello and welcome to this workshop, I am Mr Old, and I have decided that we have shifted the focus from what it said in the program. Because actually I do not think young people should have anything to say. They are so immature and only think about their mobile phones and Instagram. Adults like me are much wiser and can make the best decisions on behalf of everyone.”</i></p> <p>Another trainer objects and says: <i>“No that's not true, is it?”</i>. And look at the participants: <i>“is it true?”</i>. The audience of course don't agree with Mr. Old: <i>“No, and we will prove you wrong with the opposite”</i>.</p> <p>'5 Introduce the first exercise</p> <p><i>“We will start out with a competition with two rounds. The group with the most answers win.”</i></p> <p>Divide groups into 3–4 pax in each. The groups need to come up with as many answers as possible within 2 minutes.</p> <p>After 1,5 min: Let each group count their list and hear the group that has the most. Afterwards, let other groups add on with arguments that have not been mentioned.</p>

DESCRIPTION OF ACTIVITY – STEP BY STEP	<p>'5 2. How can young people get influence on democratic processes? (Before asking the question above you should ask the groups: Where are decisions made in our society? Local politicians! So now we'll make a competition on all the ways you can influence those politicians.) (E.g., writing articles, talking to politicians, making so-me posts, making campaigns, demonstrations, organizing more people, joining organisations, being creative with art/music, etc.)</p> <p>After 1,5 min: Let each group count their list and hear the group that has the most. Afterwards, let other groups add on with arguments that have not been mentioned.</p> <p>'5 End the exercise by asking the groups: <i>"What did you get out of this brainstorm? Which argument about your participation seems to be the most important for you? And which method of getting influence is the most relevant for you?"</i> Relate the answers from the groups to the work in your own context.</p> <p>'15 Pitch your argument – Individual writing exercise</p> <p>'5 Introduce the second exercise of the day. Tell the group that they have to choose a topic alone (or in pairs) which is relevant for them. (E.g., "Why is climate change an important issue?" "What should be different in your school?" "Why do young people need to be heard on climate issues?")</p> <p>When they make their pitch it's important to remember that an argument is claim + reasoning + rebuttal (which means countering your opponent's reasoning). And who is their audience? (Politicians, students, teachers).</p> <p>'10 The participants think of an issue and formulate their argument.</p> <p>'12 Roleplays – trying it out Let participants go together in pairs and try out their argument on each other. The other person acts as the person representing the audience (E.g., the teacher or the politician). It's important to keep track of time – 5 min for each pitch to try it out.</p> <p>'7 Debriefing the roleplay and the day</p> <ul style="list-style-type: none"> - What worked well? What was difficult? - What did you learn about arguing? - Where can you use these skills? - Mr Old could return to the room: <p><i>"Hello, I heard you had some kind of exercise going on in here, and that you are now ready to argue and be part of discussions with older grumpy people like me?"</i></p> <p>Trainers should end the workshop appreciating the young people for their efforts and participation and hope they will use the arguing skills they learned from this session.</p>
EXPECTED IMPACT	<p>It is expected that young people will feel empowered and inspired to engage in issues and feel competent to debate and voice out their opinions. Hopefully they will feel equipped to engage in discussions with other young people or local politicians on issues they feel important to them.</p>

EVALUATION 10 min.	<p>Let participants stand on a line and read out the following statements, placing themselves from “agree” in one end and “disagree” on the other end:</p> <ul style="list-style-type: none"> - I can identify issues that are important to me - I know how to argue for an issue that is important to me - I feel it is important that young people are heard - I know different ways I can seek influence
YOUTH WORKER NOTES & TIPS	<p>It is important that Youth Workers contextualize this workshop, with issues that are relevant in their context, and the issues that the participants are already engaged with.</p> <p>(E.g., In the first brainstorming exercise, trainers end the discussion on how to seek influence, to link it to the work that trainers, youth workers are already doing with the young people. E.g., On specific climate campaign issues.)</p> <p>The pitfalls of this workshop are that it only becomes a “skills” workshop if it is not contextualized with the questions of how and where the pax can use these skills. This is the task of the trainer especially in the beginning and end of the workshop.</p> <p>And of course, it is important that this workshop is connected with the other workshops in the two-day training</p>
DIGITAL ADAPTATION	<p>Due to Covid 19 this workshop can also be held online. In that case, Zoom and its breakout rooms function can be used to make the exercises that are done in groups.</p> <p>One trainer can still dress up as “Mr. Old. Online” and the same roleplay can be played out.</p> <p>For the first brainstorm exercise, participants can write together in e.g., google slides, where each group has one slide to write in.</p> <p>For debriefing the exercise, a tool like www.mentimeter.com could be used, for participants to share their thoughts/learnings. www.mentimeter.com can be used, or otherwise a google slideshow with post-its where participants can write on while discussing and sharing.</p>

LU3 – SPECIFIC ENVIRONMENTAL TRAINING AROUND THEMATIC AREA/MEANINGFUL ACTIVITIES	
TITLE OF ACTIVITY 1	RUN, RECYCLE, RUN!
MAIN AREAS FOR ACTION	<ul style="list-style-type: none"> • Environmental awareness • Recycling • Communication • Teamwork • Exercising
LENGTH OF TIME	About 1 hour
HUMAN RESOURCES NEEDED	One or 2 trainers or 1 trainer + 1 facilitator

MATERIAL RESOURCES NEEDED	<ul style="list-style-type: none"> • 6 cardboard boxes with the following categories written with big and visible letters: Organic, Aluminium, Glass, Paper, Plastic, Other Recyclables • 4 baskets • 40 pieces of A4 paper with the following materials written and drew in them: banana peel, burger, paper towel, branch, leaf, coffee filters, perfume bottle, flower vase, jam vase, salt & pepper shakers (the glass ones), wine glass, magnifying glass, tissue box, toilet paper inner roll, milk cardboard box, cereal box, commix, magazine, post it papers, water bottle, shampoo bottle, detergent bottle, yoghurt cup, wrapping paper, coffee cup (Starbucks Style), plastic bag, CD case, battery, t-shirt, keyboard, frying oil, bathroom tile, lamp, medicine, empty ink cartridges
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To make young people learn about proper recycling. • To foster impactful learning through playing. • To share and reflect on the participant's existing knowledge. • To establish recycling in young people as a way of living • To make participants realize that there are various ways that knowledge can be acquired, likewise by playing.
TARGET GROUP	20 Young people regardless of their socioeconomic background
DESCRIPTION OF ACTIVITY – STEP BY STEP	<p>PHASE 1:</p> <ul style="list-style-type: none"> - First, the venue must be prepared: place the six boxes representing a bin one next to another and place the five baskets in a distance of 1m in front of the bins (as seen in Annex 1). - The group is divided into 4 teams of 5 people and forms a straight line. In front of each line in a distance, a basket is placed that corresponds to each team. Each basket contains 10 papers. - The trainer explains that each team must race through the basket in front of their team and unfold a piece of paper that has recyclable material written in it. The participant then decides in which bin (paper box) the material in his paper must go and throws it inside. - The participant races back to the team and slaps the hand of the next participant in line to start. - After all teams have allocated their materials in their bin, the first stage of the game is over. <p>PHASE 2:</p> <ul style="list-style-type: none"> - For the second stage, the facilitator takes out all the papers from the bins and allocates them outside of each bin. -The group then decides all together if the materials actually belong in the bins that came out from and puts them inside the actual bin they belong to*. <p>PHASE 3:</p> <ul style="list-style-type: none"> - Lastly, the trainer summons the participants in a circle and asks some questions to evaluate the learning impact on participants. For example: <ul style="list-style-type: none"> ● What do you think that this activity was about? ● Did you know how to recycle all these materials? Which ones did you first see today? ● Do you recycle often? Do you think that turning recycling into a game can encourage you to recycle more often?

DESCRIPTION OF ACTIVITY – STEP BY STEP	<p>*THE CORRECT ALLOCATION OF THE MATERIALS ARE AS FOLLOWS:</p> <p>Organic (6): banana peel, burger, paper towel, branch, leaf, coffee filters</p> <p>Aluminium (5): soft drink can, clean tin foil, key, tomato can, tuna can</p> <p>Glass (6): perfume bottle, flower vase, jam vase, salt & pepper shakers (the glass ones), wine glass, magnifying glass</p> <p>Paper (7): tissue box, toilet paper inner roll, milk cardboard box, cereal box, commix, magazine, post it papers</p> <p>Plastic (8): water bottle, shampoo bottle, detergent bottle, yoghurt cup, wrapping paper, coffee cup (Starbucks Style), plastic bag, CD case</p> <p>Other Recyclables (8): battery, t-shirt, keyboard, frying oil, bathroom tile, lamp, medicine, empty ink cartridges</p> <p>Grand Total: 40</p>
EXPECTED IMPACT	<p>By the end of the activity, participants will:</p> <ul style="list-style-type: none"> ✓ Understand the meaning of recycling and learn how to correctly do the procedure. ✓ Learn about the different types of materials that can be recycled. ✓ Realize the learning potency of learning by playing. ✓ Include the habit of recycling more often in their daily life.
EVALUATION 10 min.	<p>Participants will reflect and evaluate on their learning potential through the reflection session that will take place during the 3rd stage of the activity. They will have the opportunity to assess what worked for them and how this approach helped them understand the various aspects of recycling.</p>
YOUTH WORKER NOTES & TIPS	<ul style="list-style-type: none"> ✓ The trainers can include fun facts about recycling during the correct allocation of items in their bin. For example: <ul style="list-style-type: none"> -Did you know that broken glass cannot be recycled? -Straws can be recycled but they are small, and the machines often cannot break them down! ✓ If time allows it, the evaluation in the 3rd Phase can be done via a quiz. During the second stage, allocate the materials correctly in the bins and then the trainer asks questions regarding the appropriate allocation of the items. Each team writes down the answers and the team with the most correct answers wins ✓ You can write down the materials in plastic cards to reuse them for the activity in the future
DIGITAL ADAPTATION	<p>Preparation: The facilitator must go to Miro.com and replicate the Template of the board as seen on Annex 2, dividing all 40 items into each team's box randomly.</p> <ul style="list-style-type: none"> ● In a virtual context, participants are divided into the same number of teams. ● The facilitator asks participants to go to the link of the Miro board he has created ● Each team gets assigned a unique colour from the bucket materials. All teams have 5 minutes to allocate the materials of their colour to the correct bin ● Phase 2 & 3 follows just the same: the facilitator sees the Miro board and discusses if the items were allocated correctly and then he/she continues with some evaluation questions

TITLE OF ACTIVITY 2	YOUTH SHOWS THE (RUN)WAY
MAIN AREAS FOR ACTION	<ul style="list-style-type: none"> • Sustainable fashion • Zero-waste • Circular economy • Recycling-Upcycling, Reuse • Environmental consciousness • Ecological thinking • Communication • Collaboration and Individual Contribution to the team • Creativity • Imagination • Thinking fast under time-pressure • Leisure activity • Experiential learning
LENGTH OF TIME	About 1.30 hour
HUMAN RESOURCES NEEDED	2-3 youth workers
MATERIAL RESOURCES NEEDED	<p>1) At least 15-20 random pieces of clothes and/or accessories, but mainly textile products (T-Shirts, Sweaters, Hoodies, Jackets, Vests, Scarfs, Pashminas, Leggings, Hats, Caps, Belts, Bags etc.) Ideally, 3 categories from clothes and accessories are needed. The categories are:</p> <ul style="list-style-type: none"> a. New clothes and accessories with their tag on. Price does not matter; it is just needed to look like they have just been bought. b. Old clothes and accessories that could easily be reused; they do not seem very old. c. Upcycled clothes and accessories that have been made from old ones that could not be reused in their original form. <p>2) Table or chairs for the clothes and accessories to be put, as well as chairs for the judges.</p> <p>3) Laptop</p> <p>4) Screen/Projector</p>
MATERIAL RESOURCES NEEDED	<p>5) Background music and music for the runway</p> <p>6) Pens</p> <p>7) Papers</p> <p>8) Flipcharts</p>
LEARNING OBJECTIVES	<ul style="list-style-type: none"> - Clarifications on the definitions and meanings, as well as the great importance of the terms of "Sustainable Fashion", "Zero-waste fashion" and "Circular Economy" - Raising awareness on the huge negative environmental impact of the fashion and textile industry (CO2 emissions, Water consumption etc.) and its contribution to the climate change - Demonstration of experiential learning on one of the ways that our simple everyday choices could negatively affect the climate and the environment in general
TARGET GROUP	20 Young people 16-30 years' old

1st Stage, Duration up to 15 minutes

— Firstly, the youth workers will divide the 20 participants into 5 teams of 4 members.

— Then they will explain the activity to the teams. The explanation could be similar to the following:

“Your teams are going to take part in a fashion show competition. Each team consists of 2 stylists, 1 model and 1 presenter. The 2 stylists of each team are going to choose clothes and accessories from the table (or chairs) to create a fabulous outfit for their team’s model, which is going to walk the runway. After the model will be dressed up, the team will come up with a mini description or imaginary script to promote the outfit, which will be presented by each team’s presenter after all the runway walks. After the 5 presentations, the judges (youth workers) will evaluate 3 parameters; the two of them are 1) styling and 2) the runway walk/ presentation, while the third one is...**secret**, and it will be revealed to you later!”

— Then, the members of each team will collaborate to decide the role of every member. As mentioned before, the 4 roles are:

2 Stylists, 1 Model, 1 Presenter

2nd Stage, Duration up to 20 minutes

— The timer starts, and the 2 stylists of every team are running to the table (or chairs) to choose clothes and accessories to create their team’s outfit. The choosing procedure is going to last **3 minutes**. Each team can take 3–4 items (it depends on how many items are available). The teams cannot take extra items from the table; only the ones that the model is going to wear.

— After that, each team has about 15 minutes to dress the model up and create the script or just think of a creative way to describe the outfit. They are able to let their imagination run wild during this brainstorming; there is no right or wrong way to present the outfit.

3rd Stage, Duration up to 10 minutes

— The music starts, and the fashion show begins! The 4 models walk one after the other to the “runway”, wearing their special outfits. After that, the team’s presenter begins to describe the outfit and the judges evaluate the 2 pre-mentioned parameters, writing down on papers the scores and showing them to the teams. The styling, as well as the catwalk-presentation, will be graded with a scale from 1 to 5 each.

4th Stage, Duration up to 15-20mins

— The judges can note on the flipchart the teams and the parameters as following:

		TEAMS				
		A	B	C	D	E
PARAMETERS	Styling					
	Catwalk Presentation					
	?					
	Total score					

— Then, they note on the flipchart the average score from all the judges’ grades that the teams reached for each of the 2 parameters. The scores will be between 1 to 5. *For example, in case there are 3 judges, if for the styling of the Team A, all of the 3 judges’ scores were 5/5, the average score will be 5. Similarly, if the 3 judges’ scores were 3/5, 4/5 and 5/5, the average score will be 4.*

DESCRIPTION OF ACTIVITY – STEP BY STEP	<p>— After that, they announce the secret parameter to the participants, which is, of course, Sustainability.</p> <p>— Then the youth workers will reveal to the teams that some of the items are new (Category 1), some are old that could be reused (Category 2) and some of them are upcycled (Category 3), mentioning in which category belongs every item.</p> <p>— According to this categorization based on sustainability, the items belonging to the 1st Category (new) will be graded with -1, the ones belonging to the 2nd Category (appropriate for reuse) with +1 and lastly, the ones belonging to the 3rd Category (upcycled) with +2. The judges could use the projector to show to the participants in which category belongs each item, as well as the corresponding grade.</p> <p>— After this...surprise, the final score will have been configured and the members of the winning team can all walk the last runway.</p> <p>5th Stage: Duration 15-25 minutes</p> <p>— At this point, the youth workers could start a short conversation with the group, regarding the meaning of this subject's basic terms. They could start the discussion by asking the participants if and what they know or think about the following:</p> <ul style="list-style-type: none"> ✓ Sustainability/Sustainable fashion ✓ Zero-waste ✓ Circular economy ✓ Recycling/Upcycling/Reuse ✓ The connection between fashion industry and climate change <p>— After that, the youth workers could make a quick presentation, using the projector, about the negative impact of the fashion industry (CO2 emissions contributing to the phenomenon of climate change, Huge levels of water and energy consumption, Various chemicals used), the great importance of reuse and recycling-upcycling of its products (Reduction of waste that end up in landfills or incineration, Zero-waste philosophy, CO2 emissions, Water, Energy and Virgin materials saving) and the huge meaning of circular economy.</p> <p>6th Stage, Duration up to 20 minutes</p> <p>During this final stage, trainers will communicate through reflective ways with the group asking them various questions about the activity and their thoughts about it. Some of the suggested questions are:</p> <ul style="list-style-type: none"> - What do you think was the purpose of this activity? - How did you cooperate with your team? - How did you contribute to your team's effort? - Did you expect that the 3rd parameter to be graded was sustainability? - When you hear the word "sustainability", what other words cross your mind? - Apart from your everyday outfits, could you think of other everyday choices that are contributing to the phenomenon of Climate Change and environmentally friendly alternatives?
EXPECTED IMPACT	<p>After the end of this activity, it is expected that young people will:</p> <ul style="list-style-type: none"> ✓ Become familiar with the terms of "sustainability", "zero-waste" & "circular economy", as well as with the way that these terms could be related to the extremely polluting industry of fashion ✓ Realize that our individual choices do matter, take responsibility about them, and begin to think possible green alternatives

EXPECTED IMPACT	<ul style="list-style-type: none"> ✓ Be motivated to start making sustainable choices and become more environmentally conscious in their everyday life, in things that may have not even considered before ✓ Learn how to cooperate in harmony with a group of people ✓ Understand the meaningfulness of the collective effort in reaching a creative result ✓ Practice to listen to their team-mate's opinions, as well as to share their own ones ✓ Realize how mentally healthy could be for young people to let their imagination run wild and feel free to be creative, as well as to think outside the box ✓ Recognize the importance of experiential learning in in-depth understanding and knowledge ✓ Test their efficiency in working under time-pressure and get motivated to develop it
EVALUATION	<p>The evaluation of the activity could be via the reflection stage, which is a constructive and beneficial process for both sides, young people, as well as for the youth workers. Young participants, during this stage, have the chance to realize the deep meaning of this activity, become more environmentally aware and curious on ways to contribute to the elimination of the phenomenon of Climate Change. Apart from that, the reflection stage is a great opportunity for the youth workers to get feedback from their trainees about the way that they implemented this activity. Young people are able to share their thoughts about how inspiring this experience was, as well as to suggest ways and give tips, in order to help the trainers for making their next activities even more inspiring and fun.</p>
YOUTH WORKER NOTES & TIPS	<ul style="list-style-type: none"> — Regarding the categories of clothes and accessories, if it is difficult to find stuff from the category c (upcycled items), the activity could be implemented only with the categories a and b; The corresponding grades could remain -1 for items of the category a and +1 for items of the category b. — Unisex clothes and accessories are preferred, so that every member of the team could become a model, regardless of gender — Since the categories of the items are secret to the teams, the clothes and accessories must be mixed so that the participants cannot easily notice if something is new, reusable or upcycled. — The division into teams may be via a quick and fun game or via an energizer — During the stage that the trainers are about to reveal the secret parameter, they could possibly ask the participants if they can guess what it is, in order to increase the suspense — For the 5th Stage (Discussion & Presentation), the youth workers should create a presentation, in which they are going to include all the pre-mentioned terms' definitions, as well as interesting facts and numbers concerning the environmental impact of the fashion industry. There is a huge amount of useful data and information available on the internet. Some of the suggested links that could help in the making of the youth workers' presentation or speech are the following: <p>Sustainable Fashion: https://www.greenstrategy.se/sustainable-fashion/what-is-sustainable-fashion/</p>

YOUTH WORKER NOTES & TIPS	<p>Circular economy: https://www.ellenmacarthurfoundation.org/circular-economy/concept</p> <p>Zero Waste: https://zerowasteeurope.eu/about/principles-zw-europe/</p> <p>Recycling and Upcycling of textiles: https://www.fibre2fashion.com/industry-article/7279/recycling-and-upcycling-in-the-apparel-industry</p> <p>Fashion Industry and Climate Change: https://www.whichplm.com/the-impact-of-fashion-on-climate-change/ https://www.greeneuropeanjournal.eu/what-to-wear-why-fast-fashion-is-costing-the-earth/</p> <p>What consumers can do: https://www.worldbank.org/en/news/feature/2019/09/23/costo-moda-medio-ambiente</p> <p>— The reflection stage could be implemented using various ways of reflection. For example, one way could be the above: All the young participants, after the activity, write a key reflection on a sheet of paper and crumple it up. Then they toss their papers randomly. After that all of the participants take a random piece, read it, and share his/her thoughts about what is written.</p>
DIGITAL ADAPTATION	<p>In case, the activity has to be implemented digitally, due to the Covid-19 crisis, there have to be a few changes in the procedure. First of all, the young participants and the youth workers should use a digital communication tool, such as Zoom, to meet. After all the participants enter the pre-arranged zoom meeting, the youth workers will explain the above alternative of the activity: Every participant has 5 minutes to go to his/her room, open the closet and choose an outfit consisting of 4-5 items to compete, then each one will walk a “catwalk” and present his/her own outfit. So, each participant will have the triple role of the stylist, the model, and the presenter, as well, and there will not be any teams. After giving the participants the grades for the styling/catwalk and the presentation, the judges will ask the contestants the origin of their clothes & accessories (where did they buy them, is there an item coming from a second-hand shop or is there anything that has been made from something old (upcycled). The scoring process will remain the same. EXTRA TIPS: 1) In case a contestant doesn't have access to a closet, he/she could compete with his/her current outfit. 2) The youth workers could use the Jamboard (Google Tool) to replace the flip chart. During this stage, they could share their screen. 3) The presentation about the fashion industry's negative impact could be done via screen sharing too.</p>

LU 4 – ESTABLISHMENT OF A STRUCTURED FRAMEWORK	
TITLE OF ACTIVITY 1	CO-CREATION WORKSHOP: CREATE YOUR YOUTH LOCAL COUNCIL
MAIN AREAS FOR ACTION	<ul style="list-style-type: none"> • Co-creation • Democratic participation • Functioning of local institutions • Governance • Organisation and collective reflection • Youth Empowerment
LENGTH OF TIME	approx. 2.5 hours

HUMAN RESOURCES NEEDED	2 facilitators with experiences and knowledge. It is important that youth workers have knowledge about local youth councils, democratic participation, and environmental issues.
MATERIAL RESOURCES NEEDED	<ul style="list-style-type: none"> 2 different tables with 5 chairs each. flipchart, post-it notes, markers, pens, felt-tip pens, A3 concept sheet (described in detail in the animation), A4 white sheet
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Raise young people's awareness of the interest and functioning of the local youth council. Knowing how to determine the important points and how to frame a project (here local youth council). Attracting young people to the notions of empowerment and engagement. Empowering young people by positioning them as project creators/designers. Building a collective and democratic response to environmental problems.
TARGET GROUP	Group of 10 young people
DESCRIPTION OF ACTIVITY – STEP BY STEP	<p>1. Welcome of the participants + setting the framework of the activity (10min) It is time for welcoming young people. They are divided into 2 distinct groups around the two tables provided. The main lines of the workshop are also presented to the participants. The facilitators explain the objectives and principles of the activity.</p> <p>2. Giving participants the opportunity to connect (15 min) Icebreaker to introduce themselves and get to know each other. The choice of icebreaker is free. Several techniques exist and do not hesitate to use the one in which the facilitators feel most comfortable.</p> <p>3. Make a collective diagnosis of the challenge (20 min) Challenge: define the guidelines of a youth council Theme: environment (do not hesitate to specify if needed)</p> <p>Engage in a collective discussion about democratic participation and youth engagement for environmental protection. It would be interesting to start by collectively defining these terms and then engage in an open conversation. As you do so, record the ideas and proposals of young people on the flipchart. They will be able to use them as inspiration for the following phases.</p> <p>4. Generating ideas (25-30 min) Unguided brainstorming in groups. The group uses post-it notes to record ideas and proposals about the challenge. Do not hesitate to restart the brainstorming thanks to a list of questions pre-established (use the same list for both groups) by the facilitators: (this list is not exhaustive and can be modified and enriched as needed).</p> <ul style="list-style-type: none"> - What is the function of the council? - How is the council organised? (governance) - How is it composed? Parity? Age of participants? Number of members? - What are the rules of the board? (Rules? Charter?) <p>Be sure that young people write down their ideas.</p>

DESCRIPTION OF ACTIVITY – STEP BY STEP	<p>5. Ordering and selecting key ideas for a project concept (15min) Sort out ideas. Organize the ideas. Make groups use the voting technique to validate the approval of different ideas and proposals.</p> <p>6. Formulating the concept of your project (20min) Fill in the concept card that will have been created beforehand by the facilitators. The Concept Card must mention:</p> <ul style="list-style-type: none"> - The name attributed to the board - The theme of the council - The composition - The concept (operation, organisation, etc.) - Link with the local authority, local associations, and inhabitants. - What does it bring? What is its value? <p>Write down the main ideas (terms, avoid sentences)</p> <p>7. Presenting your project and receiving feedback (20min) Presentation of the 2 projects by the 2 groups in the form of a pitch. Feedbacks are then given by the young people and the facilitators.</p> <p>8. Closing of the activity: Methodology review and evaluation (15min) Exchange with the whole group (the 2 groups together) about the activity, what they liked or didn't like, what they remember from it. Facilitators can bring points for discussion and reflection:</p> <ul style="list-style-type: none"> - What is their opinion on youth councils? - Do they find it difficult to create? - Do they see an interest in it? - Did the workshop make them want to get involved?
EXPECTED IMPACT	<p>Young people are taking up environmental issues and democratic participation. The workshop gives them a clearer idea of local youth councils, their interest, and their functioning. The activity should provide them with the framework they need and make them more confident about setting up such a body. Young people will be able and motivated to create their "own political body". They will be more responsible in defining a structured framework for their local youth council. This activity is an opportunity to assess the capacity of young people to organise themselves as a group and to structure a collective idea. The expected impact is also to motivate and engage young people in a participative approach that highlights their creativity, their desire to act and their interest in the environment. The aim is for them to leave this activity with a greater desire to act and greater confidence in their skills than when they arrived.</p>
EVALUATION	<p>There will be time for discussion and evaluation to assess the impact of the workshop on the target group. The evaluation then takes place, partly orally. Young people will be asked to share their impressions, feelings and comments on the workshop and its contribution. The aim is to question their motivation, their willingness to act and commitment, and their self-confidence in the face of such a challenge.</p> <p>Group synergy is also a good indicator. It is important that young people listen to each other, discuss, argue, and reflect together.</p>

EVALUATION	<p>The analysis of the productions of the two groups is also interesting. It will allow us to see where the most relevant points are and those that need to be consolidated.</p>
YOUTH WORKER NOTES & TIPS	<p>For this activity to run successfully, the facilitators must be aware of environmental issues and the democratic participation and commitment of young people.</p> <p>It is also essential that the facilitators of the activity are aware of the local youth council's rules and that they have some knowledge on the topic.</p> <p>At the beginning of the activity, the participants should be asked to choose from each group:</p> <ul style="list-style-type: none"> — a time master: who will be in charge of time management within their group. — a spokesperson who will make sure that all members of the group express their opinions. — a secretary who will note down ideas and thoughts as they are generated. — and two people who will present the project. Each young person must have a role. <p>This helps to structure the group. Each member has a role.</p> <p>At the beginning of the activity, insist on the rules of conduct to ensure that the activity runs with no problems: respect for others, do not cut each other off, listen to each other, argue, do not shout, respect each other, do not judge, speak with kindness, etc...</p> <p>The choice of facilitators is important because he/she sets the tempo of the animation. He/she must be experienced and must know how to lead groups of young people (adults).</p> <p>Facilitators should be able to turn on the tables to provide help and support to both groups.</p> <p>This is a creative workshop. The young people have to imagine, to make their creative work, but at the same time within a feasible framework.</p>
DIGITAL ADAPTATION	<p>This activity can be considered online to adapt to current needs and health restrictions due to COVID-19. This training will require some adaptation, especially when it comes to having each group work separately.</p> <p>To set up this distance training, it is preferable to use a digital communication tool such as Zoom or Teams, etc., which allows for the creation of separate working groups (rooms). Moreover, the use of an online whiteboard is essential both in plenary or rooms format. It is recommended to use the whiteboard function of your communication tool (if there is one). Otherwise, you can use shared whiteboards such as Miro.</p> <p>If other digital tools seem more useful or creative for carrying out the workshop, do not hesitate to use them.</p>

TITLE OF ACTIVITY 2		ESTABLISHMENT OF A STRUCTURED FRAMEWORK
MAIN AREAS FOR ACTION		<ul style="list-style-type: none"> • Co-creation • Democratic participation • Functioning of local institutions • Governance • Organisation and collective reflection • Environment issues
LENGTH OF TIME		approx. 2h15
HUMAN RESOURCES NEEDED		Two experienced facilitators who will lead and guide the group. It is important that youth workers have knowledge about local youth councils, democratic participation, and environmental issues.
MATERIAL RESOURCES NEEDED		A flipchart, several markers, pens, 2 tables and 12 chairs, white sheets A4, post-it
LEARNING OBJECTIVES		<ul style="list-style-type: none"> • To have a clear idea of the structure and functioning of a youth council. • Raise awareness among youth workers about youth involvement at the democratic and environmental levels. • Attract youth actors to the notions of empowerment and youth engagement. • Develop the essential keys to support young people in the establishment of youth councils. • Know how to identify the structure of a democratic participation body. • Group work, collective reflection, and co-creation.
TARGET GROUP		Y Group of 10 youth workers
DESCRIPTION OF ACTIVITY – STEP BY STEP	<p>0. Welcome of participants and presentation of the workshop (10 min) It is the participants' welcome time. They are divided into 2 distinct groups around the two tables provided. Then the facilitators and participants introduce themselves. The main lines of the workshop, its composition, and timing are also presented by the facilitators to the participants. They set out the objectives and principles of the workshop.</p>	
	<p>1. Ice breaker (20 min) Start the activity with an icebreaker. The choice is up to the facilitators. The aim is for the group to meet, discuss and federate. This is the basis for the animation and construction of the group. The icebreaker makes speaking more fluid, strengthens and brings the group together. Think about activities where participants must organise themselves collectively and instinctively.</p> <p>2. Individual expression and exchanges (35 min) Collectively define the central notions linked to the theme: “Accompanying young people in the creation of a youth council: establishing a structured framework”. First, question the participants which terms seem most relevant to them and why. Work in plenary and define the terms collectively. Secondly, if the group lacks inspiration, the facilitator will propose concepts to be discussed such as governance, democratic participation, youth engagement... Facilitators write down the main ideas on a flipchart paper. The result will inspire the participants in the rest of the workshop.</p> <p>3. Collective reflection by group (35 min) Time for collective reflection is important. It provides an opportunity to address relevant points in the construction and structuring of youth councils. The facilitators will then be able to assess the amount of work that needs to be done to support the young people in their approach.</p>	

DESCRIPTION OF ACTIVITY – STEP BY STEP	<p>The collective reflection is organised around questions that structure the debate: simple brainstorming or ramified deconstruction.</p> <p>A. Definition of the youth council framework Who is it for? How is the youth council composed? What is its purpose? At what level (city, region...) does it take place? What is the decision-making level? What does it bring to young people? What is its impact at the local level? What can be the ingredients of good governance?</p> <p>B. Accompanying young people (Identify the main points to work with young people) Why support young people? How can youth work be valued? How to preserve their voice in the creative process? How to accompany them effectively? What can be the ingredients of good governance? Insisting on the democratic, collective, co-creative, and innovative side.</p> <p>C. Youth Engagement How to engage young people? Should a level of engagement be expected? How can their involvement be highlighted in the construction of the council? At the end of the discussion and reflection of the participants, each group will have prepared a presentation with the steps and points that seems meaningful to them for the conception of local youth councils (a tool for democratic participation).</p> <p>4. Restitution of the work by group (15 min) Each group presents its work in free form. Facilitators and members of the other group will give feedback on the presentation and the work done.</p> <p>5. Collective Proposal (10 min) The aim is to establish a proposal for a structured framework based on the ideas and proposals of the groups. Based on the debates and ideas that have been put forward, all the participants establish a logical and structured framework to support young people in the construction of this democratic body.</p> <p>6. Closure of the activity + evaluation (10 min) A review of the activity and the feelings of the youth workers. A questionnaire will be distributed to them in order to evaluate the animation and its impact. Are they satisfied with their production? How do they feel? Do they feel able to support this type of project? How did they experience the animation? Things to be improved or changed? Was the animation useful? What did they get out of it? What do they remember? Could they use this type of activity with young people?</p>
EXPECTED IMPACT	<p>The animation seeks to ensure that the youth workers who will support young people on mobility and the creation of local youth councils, can guide them in an efficient and structured way.</p> <p>The expected impact of the activity is to increase the competence of youth workers in the field of democratic participation.</p> <p>It is expected that these youth workers will feel more able to support young people because they will have the necessary tools and resources.</p> <p>It is hoped that they will gain more self-confidence and develop their knowledge.</p>

EVALUATION	<p>It would be interesting to evaluate this activity through a questionnaire. We should try to examine its relevance, its apprehension, and its composition. Participants will be asked to answer a questionnaire that will address the following questions:</p> <p>Was the animation useful? What do they get out of it? Did it meet the objectives set at the beginning of the activity? Do they feel more confident about supporting young people in setting up youth councils? Are they satisfied with their production? How do they feel? How did they experience the animation? Are there things that could be improved or changed? What do they remember? Could they use this type of animation with young people?</p> <p>The questionnaire will be created beforehand by the facilitators by taking up all these questions and modifying them as they see fit.</p>
YOUTH WORKER NOTES & TIPS	<p>For this activity to run successfully, the facilitators must be aware of environmental issues and the democratic participation and commitment of young people.</p> <p>It is also essential that the facilitators of the activity are aware of the local youth council's rules and that they have some knowledge on the topic.</p> <p>At the beginning of the activity, the participants should be asked to choose from each group:</p> <ul style="list-style-type: none"> - a time master: who will be in charge of time management within their group. - a spokesperson who will make sure that all members of the group express their opinions. - a secretary who will note down ideas and thoughts as they are generated. - and two people who will present the project. Each young person must have a role. <p>This helps to structure the group. Each member has a role.</p> <p>At the beginning of the activity, insist on the rules of conduct to ensure that the activity runs with no problems: respect for others, do not cut each other off, listen to each other, argue, do not shout, respect each other, do not judge, speak with kindness, etc...</p> <p>The choice of facilitators is important because he/she sets the tempo of the animation. He/she must be experienced and must know how to lead groups.</p>
DIGITAL ADAPTATION	<p>This activity can be considered online to adapt to current needs and health restrictions due to COVID-19. This training will require some adaptation, especially when it comes to having each group work separately.</p> <p>To set up this distance training, it is preferable to use a digital communication tool such as Zoom or Teams, etc., which allows for the creation of separate working groups (rooms). Moreover, the use of an online whiteboard is essential both in plenary or rooms format. It is recommended to use the whiteboard function of your communication tool (if there is one). Otherwise, you can use shared whiteboards such as Miro. If other digital tools seem more useful or creative for carrying out the workshop, do not hesitate to use them.</p>

LU5 – ACTIVE COMMUNICATION	
TITLE OF ACTIVITY 1	YOUNG PEOPLE – PART OF THE COMMUNITY (ADAPTATION AFTER COMPASS)
MAIN AREAS FOR ACTION	Democracy
LENGTH OF TIME	70 minutes
HUMAN RESOURCES NEEDED	One facilitator
MATERIAL RESOURCES NEEDED	Flipchart paper, markers, red rope
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Understand different stakeholders from the community Exercise their communication/negotiating skills
TARGET GROUP	Young people
DESCRIPTION OF ACTIVITY – STEP BY STEP	<p>Participants will be introduced to the fact that they will take part in an exercise that will analyse the role of different "actors" in society and how they interact with each other.</p> <ol style="list-style-type: none"> Facilitators introduce the exercise by saying that the purpose of the activity is to draw a "map" of the relations between the four "actors" within the ideal of a democratic society. Participants are divided into four groups of equal size to represent four "actors" in a democracy: town hall (public authority), NGOs, local media, and young people. Each group will spend about ten minutes brainstorming about the role their "actor" plays in a democratic society and what are their main functions. At the end of the 10 minutes, the group will have to agree on the five most important functions of their "actor". Then they will write on a flipchart paper, the most important basic functions identified. Back in the plenary, the groups present what they wrote on the flipchart papers. The groups will be allowed to share their reactions. Ask them if they agree on the main identified functions of these four "actors". If they wish, groups can change their lists according to the feedback received. Now, the four groups will separate again. It will take 15 minutes for groups to think about what they need from each other to perform their own functions. If the time is too short, ask the groups to prioritize the two most important requests they have from each of the other "actors" and list them in another flipchart papers. It will be explained that the groups will enter into rounds of negotiations between them: <ul style="list-style-type: none"> Round 1: Young people with NGOs and Media with the City Hall Round 2: Youth with the Media and NGOs with the City Hall Round 3: Youth with the City Hall and Media with NGOs The content of the negotiations depends on the needs of each group and their way of arguing in order to get what they want from the negotiating partner. Each round of negotiations lasts 10 minutes. <p>The purpose of the negotiation exercise is to outline the relationships between the different "actors". Once a partnership request is accepted, a line with the rope should be put between the flipchart papers of two partners to signify acceptance of responsibility.</p>

EXPECTED IMPACT	The participants will better understand the roles of different stakeholders in a democratic society, and they will be aware of the power they have in relation with these stakeholders. They will also develop the sense of expressing and communicating their needs.
EVALUATION	<ul style="list-style-type: none"> • Was it hard to think of the roles that each of the stakeholders have? • Were there any disagreements within the groups about which claims should be accepted or rejected? • Which of the claims made on other groups did they not accept as responsibilities? Why was this? Do you think that such cases would cause any problems in reality? • Were there responsibilities that each group accepted but which they had not recognised before? How do they feel about this now? • Did the activity show to people anything new about democratic society that they did not know before? Were there any surprises? • Which are the most important duties you have at present in your life?
YOUTH WORKER NOTES & TIPS	<p>Using four different colours of markers (one colour associated with each "actor") makes the map look more attractive and it is easier to trace the links.</p> <p>After the groups have drawn up their list of roles, don't spend too long discussing the issues as a whole group. You should use this more as a prompt for the next small group work that they will be doing. Groups may want to make a note of the other groups' functions.</p> <p>If groups struggle to come up with roles, try asking them to think about the kind of activity their "actor" does, and what would be missing if it did not exist. You may want to provide some examples to help groups get started.</p> <p>When they draw up their lists of demands, tell them not to be unrealistic in their demands of the other "actors". These responsibilities will need to be acceptable, so they should not make unfair or unreasonable claims.</p> <p>The negotiations should not be presented as a "competition", nor should they occupy too much time. Emphasize to the groups that they should see themselves as co-operating with each other: the purpose is to establish a society in which all "actors" work together for everyone's satisfaction. Therefore, the transactions should be relatively quick: tell groups to accept claims if they seem to be reasonable, and otherwise to reject them, with any controversial ones to be discussed at a later stage.</p>
DIGITAL ADAPTATION	Instead of flipchart papers, we recommend using Zoom, which also has the option to create breakout rooms, where the participants can discuss in groups, and Jamboard for collecting the participants' inputs, having 2 pages for the roles and for the needs of each partner.

TITLE OF ACTIVITY 2	WHERE DO YOU STAND? (ADAPTATION FROM COMPASS)
MAIN AREAS FOR ACTION	Citizenship and participation
LENGTH OF TIME	50 minutes
HUMAN RESOURCES NEEDED	One facilitator
MATERIAL RESOURCES NEEDED	Paper, tape, a big room

LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To understand the differences between civil and political rights, and social and economic rights • To use and develop skills of discussion and argumentation • To foster respect and open-mindedness
TARGET GROUP	Young people
DESCRIPTION OF ACTIVITY – STEP BY STEP	<p>For facilitator: Inform yourself about why people talk about "generations of rights" and the two categories of civil and political, and social and economic rights. In the room, put in a corner a paper saying, „Strongly agree” and in the opposite corner, a paper saying, "Strongly disagree".</p> <ol style="list-style-type: none"> 1. Start with a very brief introduction to the differences between civil and political rights, and social and economic rights. 2. Spend 5 minutes brainstorming the different rights that would fall under each category. List the rights on a paper, under the headings, civil and political rights, and social and economic rights. 3. Explain for the participants that you are now going to read out a series of statements that people may agree or not with. 4. Point out the two extreme positions in the room – "Strongly Agree" and "Strongly Disagree". Brief discussion is permitted while people are expressing their agreement/disagreement! 5. Read out the statements in turn. 6. Stimulate reflection and discussion. Ask the participants who went for Strongly Agree/Strongly Disagree at the endpoints to explain why they have chosen these extreme values. Ask someone who answered with a middle value whether their position indicates the lack of a strong opinion or lack of knowledge. 7. Allow people to move if they would change the chosen value during the discussions. 8. After you have gone through the statements, bring the group back together for the debriefing.
EXPECTED IMPACT	The participants will be aware of the differences between the civil and political rights and social and economic rights through working with them. They will also develop the skill to express their opinion and to give arguments.
EVALUATION	<p>Begin with reviewing the activity itself and then go on to discuss what people learnt.</p> <ul style="list-style-type: none"> • Were there any questions that people found impossible to answer – either because it was difficult to make up their own mind, or because the question was badly phrased? • Why did people change positions during the discussions? • Were people surprised by the extent of disagreement on the issues? • Does it matter if we disagree about human rights? • Do you think there are "right" and "wrong" answers to the different statements, or is it just a matter of personal opinion? • Might it ever be possible for everyone to reach agreement about human rights? • Is there a fundamental difference between the (first) two "generations" of human rights: civil and political rights and social and economic rights? Is it possible to say which of these are more important? • Do we need any more rights? Could there be a third generation of rights? What rights would there be?
YOUTH WORKER NOTES & TIPS	<p>This activity embraces all human rights, but social and economic rights in particular; for example, the rights to work and leisure, to health care, and to a basic standard of living.</p> <p>The statements given below are designed to address some of the debates</p>

YOUTH WORKER NOTES & TIPS	<p>that take place concerning the difference between civil and political rights on the one hand, and social and economic rights on the other. There is no need to go into a great deal of detail at the beginning of the activity since many of the points should emerge in the course of discussion.</p> <p>However, two points are perhaps worth drawing out by way of an introduction. First, the simple distinction that civil and political rights are those moral demands that we make on governments concerning civil and political issues, such as the right to a fair trial, to vote, to express one's opinion, etc; and social and economic rights are those demands that are connected with social and economic issues – such as homelessness, inadequate health care, poverty, etc.</p> <p>The second point is that some people have drawn a fundamental distinction between the different types of rights. Social and economic rights have been claimed by many to be either less important, and/or more difficult to guarantee than civil and political rights.</p> <p>During the brainstorming activity, you may want to give participants copies of the simplified UDHR on page 600 to jog their memories; alternatively, you could read out some of the articles yourself, and ask participants to put them into the correct category. Articles 16 and 22–29 are generally regarded as referring to social-economic rights.</p> <p>STATEMENTS:</p> <ul style="list-style-type: none"> • It's more important to have a home, food, and basic necessities than to be able to say what you like. • People have a duty to work, but not a right. • The most basic responsibility of any government is to make sure that all citizens have enough to eat. • The right to “rest and leisure” is a luxury that only rich people can afford. • It's not the government's job to make sure that people don't starve – but the peoples! • The way we choose to treat our workers is no business of the international community. • Poor countries should focus on ensuring a basic standard of living for all before worrying about the civil and political rights of their citizens. • Extreme economic inequality is an infringement of basic rights. • Social and economic rights express an ideal for the future, but the world is not ready to guarantee them today. • If rights can't be guaranteed, there is no point in having them. • Some rights are more important than others. • Some people have, naturally, more rights than others. • Some people are homeless because they want to be. • Rich people are happier than poor people. • It's impossible to eradicate poverty completely. • We aren't born with rights; we get them.
DIGITAL ADAPTATION	<p>We recommend using Mentimeter, Zoom and Jamboard. Prepare a presentation on Mentimeter with the scales type of questions, the statements presented below and the option for answer „Strongly agree” and „Strongly disagree”. On the Jamboard, the participants can put the rights mentioned in the 2nd step.</p>

LU6 – SUPPORTING INTERCULTURAL DIALOGUE

TITLE OF ACTIVITY 1	LET'S GET TO KNOW!
MAIN AREAS FOR ACTION	<ul style="list-style-type: none"> • Diversity. • Interculturality. • Intercultural dialogue. • Migration, refugees, asylum seekers. People with diverse cultural backgrounds. • Climate action.
LENGTH OF TIME	1 hour
HUMAN RESOURCES NEEDED	Trainers with previous experience leading groups and conducting training.
MATERIAL RESOURCES NEEDED	<ul style="list-style-type: none"> • Sheet of paper for participants. • Pen, pencil. • Questions for participants. • Chairs and tables. • Blackboards. • PowerPoint presentation if needed (see youth workers notes & tips).
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To value in our diversity what interculturality means. • To recognize that each person is unique and different, but is part of a whole, of a globality.
TARGET GROUP	Professionals dealing with youngsters.
DESCRIPTION OF ACTIVITY: STEP BY STEP	<p>"Let's get to know!" is an initial dynamic to promote the knowledge among participants and to start working on the concepts of interculturality and diversity.</p> <p>To carry out this activity, everyone will be placed in a circle so that they can look at each other. Afterward, the concepts of "culture", "interculturality" and "diversity" will be explained.</p> <p>Once these concepts have been explained, the trainer will hand out a sheet of paper with different questions that will allow to define in depth the person, as well as their hobbies, experiences or cultural aspects that are relevant.</p> <p>These questions will be answered on a sheet of paper that will be given to the participants, so they can make a personal presentation to the rest of the group.</p> <p>Putting all these concepts in common in the big group, the trainer must dynamize and generate reflections on each of the questions raised: why, where does this idea come from, who is its author, do the rest of the participants agree?</p> <p>The trainer will conclude with a reflection of all these issues, with special emphasis on the importance of interculturality, and how differences can be seen as a source of opportunity to promote diversity. It will be concluded the importance of sharing characteristics of people from different cultures or background.</p>

EXPECTED IMPACT	<p>Professionals are expected to acquire skills, competencies, and knowledge to foster intercultural dialogue among young people.</p> <p>It is expected to promote group cohesion of the young participants.</p> <p>It is expected to facilitate knowledge about diversity, interculturality and intercultural dialogue among participants to facilitate the implementation of future group activities.</p> <p>It is expected to promote knowledge about intercultural dialogue to be transferred to youngsters.</p>
EVALUATION	<p>Please, complete to the following questions presented below:</p> <ul style="list-style-type: none"> ● One word that defines you ● A film or documentary that you love ● A book to recommend ● Your favourite sport ● Your favourite food ● A reality of your environment that you denounce or criticize ● The name of a public figure ● What do you find difficult to accept from others? ● If you could only choose one object ● Where in the world would you like to travel to? ● An unforgettable moment ● Why climate action is important in your community
YOUTH WORKER NOTES & TIPS	<p>The term interculturality has become increasingly common in recent years to define these processes, particularly in policy and educational frameworks. However, if this recurrent use of the word makes it seem familiar, its interpretation can vary considerably.</p> <p>For UNESCO, interculturality "refers to the presence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect". What is key here is the willingness to find solutions to conflicts from an egalitarian exchange, and its main tool to achieve this is intercultural dialogue. Likewise, interculturality is understood as a political, social, epistemic, and ethical project that is directed towards structural and socio-historical transformation.</p> <p>Intercultural Dialogue is understood as equitable exchange and dialogue among civilizations, cultures, and peoples, based on mutual understanding and respect and the equal dignity of all cultures is the essential prerequisite for constructing social cohesion, reconciliation among peoples and peace among nations (UNESCO, 2020). Intercultural dialogue is a process based on open and respectful exchange between individuals, groups, and organizations with different cultural backgrounds. One of its objectives is to develop a deeper</p>

understanding of diverse perspectives and practices in order to increase participation, freedom, and decision-making, promote equality and enhance creative processes (Council of Europe, 2008).

What is the difference between multiculturalism and interculturality?

The difference between multiculturalism and interculturality, is that multiculturalism focuses on tolerance of diversity and coexistence between cultures. On the other hand, with interculturality there is an insistence on the relational component, on the interaction and dialogue between cultures. Interculturality presupposes multiculturalism, because in order to dialogue one must be based on mutual respect and conditions of equality among those who are in dialogue. However, the ideals of interculturality are broader than those of multiculturalism because it seeks to go beyond simple coexistence to achieve coexistence and equitable relations between cultures. With interculturality, the exchanges and the mutual learning between different cultural groups are emphasized.

It is important to note that sometimes this traditional opposition between good interculturality and bad multiculturalism is "superficial, it responds to a fashion and rhetorical rather than analytical approaches". Furthermore, one must recognize the politicization of the terms that are chosen: liberal multiculturalism, dialogical multiculturalism, interculturalism, critical interculturality, etc.

Intercultural dialogue:

The starting point of the notion of intercultural dialogue is that it aims to understand perspectives from other cultures. Before asking whether intercultural dialogue is possible in practice, the question is whether it is admissible to understand any position. Are there certain insurmountable cultural barriers to intercultural dialogue? Can one dialogue about everything or are there systems so different that they become fundamentally incompatible?

The position of interculturality is that it is possible, although it is difficult and presents enormous problems in terms of understanding and misunderstanding. The challenge is precisely this: not to "read" an event or a perspective only through the lens of one's own cultural, social, or religious presuppositions.

If answering this question is easy, the importance of intercultural dialogue is not being considered and is being addressed in a superficial manner.

Moreover, intercultural dialogue is based on the criticism of essentialist notions and promotes a vision of cultures as dynamic, plural and fluid, as well as based on the idea of heterogeneity of all cultural and social groups. In this sense, the intercultural approach is a critique of systems that "tolerate" or even exalt cultural differences, if they remain easily identifiable.

Elements to promote intercultural dialogue:

Let consider the following list as general principles and not as absolute answers that resolve in a definitive way the realization of the intercultural dialogue:

- To promote a democratic space. The different points of view must be presented and heard with respect, under conditions that can be mutually accepted as fair.
- **Approach the dialogue with an open mind**, with the disposition to learn something from the other, and to understand another perspective. Immediately assuming an argumentative stance hinders intercultural understanding.
- **Consider asymmetries of power** and try to counteract them so that the conditions of dialogue are as fair as possible.
- **Reject the essentialist view of cultures** and do not use stereotypes to refer to the other.

YOUTH WORKER NOTES & TIPS

- **To question and distance themselves from their ethnocentric conceptions** and to relativize their own cultural values.
- **To have no thematic restrictions.** If there are, they must be agreed upon by all participants because if one group refuses to address a specific issue and the other insists on touching it, it is impossible to have an equitable dialogue. The same idea of intercultural dialogue suggests that controversial issues should be addressed so as not to remain at a superficial level but to generate a meaningful exchange.
- **Share the space**, be it physical or virtual, so that no group is at the centre of the dialogue.
- **Be flexible and have the capacity to adapt to the circumstances**, redefine rules and objectives according to the conditions, since the recognition of equality among all the interlocutors implies that the outcome of the dialogue cannot be predicted from the beginning.

These competencies, crucial to participating in intercultural dialogue, are not acquired overnight by those who participate. They are skills that must be learned and practiced. They imply training in the political and educational field.

Furthermore, this training must be articulated with a more general approach to our knowledge and to the way we inform ourselves about other cultures, since these intercultural skills and competences are important to relate to each other at all levels of society. Likewise, intercultural dialogue can be a powerful tool to jointly address issues related to climate action. **Climate change has asymmetric effects in different countries, depending on environmental, geographical, economic, cultural, and socio-demographic factors of the different countries.** Considering cultural differences, as well as different realities, is a valuable source of information in order to meet the different needs and ways of acting, for the achievement of sustainable societies.

DIGITAL ADAPTATION

Considering the new training needs emerging from the COVID-19 situation, it is important to mention that all the activities presented can be carried out physically and in a telematic way. It is advisable to use platforms that allow the interaction of the trainees with the trainers, as well as between trainees. In this sense, platforms such as "Zoom" or "Skype" allow this possibility. However, the use of the "Blackboard Collaborate" platform is particularly recommended, since it facilitates the possibility of sharing online content by any participant, the creation of random groups, and the high-quality recording of the session.

LU7 – PARTICIPATORY – YOUTH-LED

TITLE OF ACTIVITY 1	ON THE LADDER - <i>This activity is from the CoE manual Compass</i>
MAIN AREAS FOR ACTION	Youth participation
LENGTH OF TIME	50 min
HUMAN RESOURCES NEEDED	1 Trainer, 1 facilitator

MATERIAL RESOURCES NEEDED	<ul style="list-style-type: none"> • Make copies of the handout, one per small group • Make 6 signs: obstacles, control, no control, enabling factors, control, no control • Handout: "The Ladder of Participation" (see also the background information on Citizenship and Participation) • Large sheet of paper, marker pen and scissors • Post-its" or small pieces of paper to be taped on a wall • A wall
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To reflect on the ways young people can participate and the factors which impede or facilitate their participation • To develop skills to co-operate, organise and take action together with others • To cultivate a sense of responsibility for one's own actions
TARGET GROUP	Youth Workers and young people
DESCRIPTION OF ACTIVITY – STEP BY STEP	<p>This activity involves role play and discussion. Participants reflect on the meaning of youth participation and discuss ways of increasing their own participation in the local community.</p> <p>Part 1: What is the ladder of participation? (45 minutes)</p> <ol style="list-style-type: none"> 1. Ask participants what they understand by the term "youth participation". 2. Hand out the diagram of the ladder of participation and explain that this is one model for thinking about different ways of participating. Briefly discuss the different levels. 3. Divide the group into 8 small groups. Allocate one level of participation to each group and ask them to prepare a short 2–3-minute role play to illustrate the level they have been allocated. 4. When the groups are ready, invite them to present their role plays in turn. Allow questions or time for comments between the different role plays if participants want. <p>Part 2: How we participate</p> <ol style="list-style-type: none"> 5. Ask participants to work individually for 5 minutes, trying to find examples in their own lives for as many of the 8 levels as they can. Tell them to think about what they do in all aspects of their lives: at home, school, clubs, work and with family and friends. 6. Then invite participants to share their examples in small groups of 4–5 people. While discussing the examples, ask participants to come up with ideas for obstacles (things that stop them from moving up the ladder) and enabling factors (things that help them to move up the ladder). They should write each idea on a separate "post-it". 7. While the groups are discussing, stick the prepared headings "obstacles" and "enabling factors" on the wall about 2 metres apart. Then bring the groups into plenary and ask them to stick their papers on the wall under the headings. 8. Review the two lists with the participants. Ask for clarification about any ambiguous statements and try to resolve any disagreements between participants about the positioning of the statements. 9. Now put the "control" and "no control" headings up on the wall under the first headings and ask participants to sort each list into two sub-lists according to whether the statements are about things that they have (or could have) control over, or whether the statements refer to external factors that are out of their control. 10. Finally review the positions of the papers in the four lists. Then go on to the evaluation and debriefing.
EXPECTED IMPACT	Participants reflect on the meaning of youth participation and discuss ways of increasing their own participation in the local community.

EVALUATION	<ul style="list-style-type: none"> • Did the activity help you think more clearly about the ways you participate in different areas of your life? What surprised you most? • Do you think that youth participation in general is high or low – in your school, club, and community? What are the reasons? • Does it matter whether young people participate actively or not? Why? • Do they regard low participation as a result mostly of internal (psychological) factors, or mostly as a result of external factors? • How do people feel when they are able to participate in a genuine sense – in other words, when their participation is not just tokenistic? • Would participants in the group like to be able to participate at a higher "rung" than they do at the moment? If so, in which areas? What are the reasons for doing so, and what are the reasons against? • Would participants in the group like to be able to participate at a lower "rung" than they do at the moment? If so, in which areas? What are the reasons for doing so, and what are the reasons against? • How many people feel they could participate more than they do at present, and how many feel that they will do so? If so, how, and when? • How is the right to participate in decision making guaranteed in human rights documents?
YOUTH WORKER NOTES & TIPS	<p>In part 2, encourage participants to come up with as many different ways of participating as possible. For ideas, see the section on <u>Citizenship and Participation</u>.</p> <p>When you introduce the ladder of participation, make it clear that the model is not meant to suggest that being at the "highest" level is always the best thing. In different situations and depending on people's expertise, time availability or level of interest it may be most appropriate to participate for example, as a consultant or as a representative. There is nothing inherently "wrong" with being merely consulted (or even being merely informed) in certain situations. However, the bottom three rungs of manipulation, decoration and tokenism are not acceptable and cannot be considered as "participation" because involvement and contribution are minimal or non-existent. You should stress this point and be sure that no-one is in any doubt about it.</p> <p>When the group tries to think about enabling factors and obstacles, help them to put as many statements as possible under the "control" category. You may want to give a few examples or remind them that the "obstacles" may be psychological as well as physical or structural. In the discussions, encourage participants to find ways around things that appear to be obstacles, for example, if they suggest that "an authority (teachers or board of governors in a club or college) won't let us", find out if they have tried asking!</p> <p>If they say, "We don't think we can do it", ask how they could prove that they could do it!</p> <p>If they say "It would only make my parents / the teachers / the local authority angry", see if they can find other ways of putting the question so that the person or people referred to would react differently.</p> <p>You may want to use this activity as an opportunity to speak about the group members' participation in the lessons or club activities in general. You could explore ways in which you or they may be able to facilitate greater involvement and the taking of initiatives on their part.</p> <p>Discussing whether some members of the group present obstacles for others, preventing them from participating at a deeper level, can be a way into tackling issues about peer pressure and bullying.</p>

DIGITAL ADAPTATION	Discussing whether some members of the group present obstacles for others, preventing them from participating at a deeper level, can be a way into tackling issues about peer pressure and bullying. Due to Covid19 pandemic this activity can be transferred in a digital environment. The Zoom platform can be used with breakout rooms for group work, a shared screen for the trainer's guidelines and the presentation of the ladder.
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TITLE OF ACTIVITY 2		BEWARE, WE ARE WATCHING <i>The activity is from the CoE manual-Compass</i>
MAIN AREAS FOR ACTION	Citizenship and participation, Environment	
LENGTH OF TIME	1h 30m	
HUMAN RESOURCES NEEDED	1 Trainer, 1 Facilitator	
MATERIAL RESOURCES NEEDED	<ul style="list-style-type: none"> • Flip chart and marker pens • Handout 	
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To learn about the globalised nature of the garment industry and understand the true cost of the clothes we buy • To develop skills to analyse information, plan and implement action • To encourage creativity, imagination, and a commitment to activism 	
TARGET GROUP	Youth Workers and young people	
DESCRIPTION OF ACTIVITY – STEP BY STEP	<p>Part 1: Looking at the issues</p> <ol style="list-style-type: none"> 1. Explain that the group is going to take a closer look at the clothes they buy, and the social, economic, and environmental impacts of their choices. 2. Ask people to look at the labels in their T-shirts or sweaters to see where they are made and what they are made of. What did they cost? Make a chart on the flip chart, listing all the countries and prices. 3. Ask if money is the only consideration; then hand out the information sheets "Tracking the true cost of cotton" and "The true cost of one cotton T-shirt" and give participants 5 minutes to read them. 4. Then go on to brainstorm the issues that the information raises, for instance, labour rights including child labour, the use of resources (water and fuel), damage to the environment by pesticides and other toxins, and the consequences of globalisation. 5. Ask the group how, in the light of this knowledge, they feel about buying T-shirts. What can they do to take action against the violations? Brainstorm their ideas for taking action, for instance, to take more care of their clothes so that they don't wear out so quickly, to buy only fair-trade T-shirts in the future or to launch a campaign in their locality to raise awareness about the issues among their peers. Discuss which ideas they think they might most like to take forward. Let them research for more information and to think about the feasibility of their ideas. <p>Part 2: Decisions about taking action</p> <ol style="list-style-type: none"> 6. Let participants review the research, refine their ideas, and agree on what sorts of actions to take. 	

DESCRIPTION OF ACTIVITY – STEP BY STEP	<p>7. Ask them to get into small groups according to the type of action they would like to take and to draft a short, outline proposal which should include:</p> <ul style="list-style-type: none"> · Clear aims and objectives · A description of the proposed activity (boycott, concerts, television or radio programmes, street theatre, leafleting, etc.), including reasons for their choice · A timetable for preparing the activity and implementing it · The places where the activity will take place (schools, public buildings, etc.) · Estimated costs and resources needed. <p>8. Ask each group to submit their proposals and ask everyone to comment and to make suggestions for improvements.</p> <p>Part 3: Implementation</p> <ul style="list-style-type: none"> · Either choose one action for the whole group to participate in, or let participants work in small groups according to what action they want to take. · At the end of the action or campaign, review how it went and what the group achieved.
EXPECTED IMPACT	<p>In this activity participants learn about the social, economic, and environmental costs of a cotton T-shirt. They then go on to plan and implement action to address the entailed human rights violations.</p>
EVALUATION	<p>After part 1:</p> <ul style="list-style-type: none"> · Is money the most important cost? If not, why not? · How important are the social, economic, and environmental costs? Is one more important than another? Which human rights are being violated? · How much would you be prepared to pay for a T-shirt? · What makes a good campaign? · Do you think that institutions working in the field of the protection of workers' rights, such as NGOs, international organisations, United Nations agencies, and organisations leading anti-globalisation campaigns, are making a difference? Why? Why not? <p>After part 2:</p> <ul style="list-style-type: none"> · How easy was it to agree on an action plan? Is everyone happy about the way the decisions were made in the small groups? Why? Why not? · Why did people choose to take the action they did? · Does everyone feel involved? Why? Why not? · Which human rights violations are the different groups targeting? <p>After part 3:</p> <ul style="list-style-type: none"> · How did the action or campaign go? Did it go to plan? Why? Why not? · What do you need to remember for another time? · Did everyone feel involved, and their abilities used? If not, why, and what could be done better next time? · What else have you learnt from doing the activity and from taking action?
YOUTH WORKER NOTES & TIPS	<p>Be well prepared. Read the section in Chapter 3 on taking action for a comprehensive overview of ways to take action and how to organise it. Also read about Hart's ladder of participation in the background information on Citizenship and Participation. You will find information about transnational companies in the background information on Globalisation. Before you start this activity,</p>

YOUTH WORKER NOTES & TIPS	<p>check if the "Clean Clothes Campaign" or a similar organisation has branches in your country.</p> <p>Inform yourself about the actions that the Clean Clothes Campaign is running and consider using their ready-made tools. It is easier to take action, for instance to put the CCC's campaign video about sportswear on the group's website or blog, than to make material to raise public awareness yourself. However, one of the objectives of this activity is to stimulate participation and creativity. Thus, you should emphasise that they have complete freedom to "invent" any kind of new campaign strategies.</p> <p>If you want to put the cost in terms of carbon footprint, then Ecometrica has made an assessment of the carbon footprint of clothes, taking a pack of 3 pairs of underpants as its example. Pants and T-shirts are likely to have a similar emissions' profile – although arguably pants should be washed slightly more frequently but are probably ironed less often! The result is 57 kilogrammes of CO2 from cradle to grave. Go to www.ecometrica.co.uk and search for "apparel fact sheet".</p>
DIGITAL ADAPTATION	<p>Due to Covid19 pandemic the activity can be organized in a digital environment via zoom with breakout rooms and share screen possibilities. We can use different tools such as https://padlet.com/dashboard and https://www.mentimeter.com/</p>

LU8 – INCLUSIVE & NON-JUDGEMENTAL ENVIRONMENT

TITLE OF ACTIVITY 1	WALK IN SOMEONE ELSE'S SHOES
MAIN AREAS FOR ACTION	<ul style="list-style-type: none"> • Diversity. • Intercultural dialogue. • Asylum seekers. People with diverse disabilities. • Inclusion & Inclusive approaches.
LENGTH OF TIME	40 minutes
HUMAN RESOURCES NEEDED	Trainers with previous experience leading groups and conducting training, volunteers.
MATERIAL RESOURCES NEEDED	<ul style="list-style-type: none"> • Earplugs and blindfolds for hands and eyes. • Questions for participants. • Chairs and tables. • Several objects to place on the floor. • PowerPoint presentation if needed (see youth workers notes & tips).
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To promote information related to people with disabilities. • To recognize that each person is unique and different, but is part of a whole, of a globality.
TARGET GROUP	Professionals dealing with youngsters.

DESCRIPTION OF ACTIVITY: STEP BY STEP	<p>The activity will consist of depriving the contestants of one of the senses, be it sight, hearing, smell, ... and attempting to walk with only one leg or use only one limb of the body to do an activity. For example: trying to follow a conversation by reading the lips only, go outside, run, jump, walk blindfolded in routes with obstacles and barriers, guess the name of something by only smelling or eating it, with eyes blindfolded... etc</p> <p>The participants will be asked to perform activities so that they can put themselves in the place of the person who really has this disability and understand what their day-to-day life is like.</p> <p>At the end of the activity, participants will have to express how they feel and what difficulties they have encountered.</p>
EXPECTED IMPACT	<p>Professionals are expected to acquire skills, competencies, and knowledge to improve information and sensibility towards people with disabilities among young people. It is expected to promote group cohesion among the young participants.</p> <p>It is expected to facilitate knowledge about diversity, people with physical disabilities.</p>
EVALUATION	<p>Roundtable and discussion on the activities performed and participants' feelings after doing them. Discussion on the importance of the five senses. Sharing of emotions and perspectives on the issues dealt with. Writing the conclusions on a poster.</p> <p>Please, answer the following questions:</p> <ul style="list-style-type: none"> ● How did you feel during the activity? ● How did you feel after the activity? ● Has your view of people with disabilities changed? ● Do you feel you now have more information to help them?
YOUTH WORKER NOTES & TIPS	<p>Everyone should have the same opportunities to succeed in education and in life. This is regardless of their education, academic capacity, and cognitive level. For a school community to be safe and welcoming, it must embrace and cherish diversity and individual differences.</p> <p>All schools, non-formal/informal learning centres and associations should encourage inclusive practices both in their teaching methods and in their educational activities.</p> <p>So, what is an Inclusive Practice? According to Ellie Collier (2019), <i>"Inclusive practice is a teaching approach that recognises the differences between students and uses this to ensure that all students can access educational content and participate fully in their learning. It understands that no two pupils are the same and ensures that lessons and activities accommodate this."</i></p> <p>Ellie also recognizes the many benefits that diversity can bring to the learning experience overall. In fact, inclusive practice has a number of benefits for students, as well as for their teachers and families.</p>

YOUTH WORKER NOTES & TIPS	<p>Inclusive practices have a lot of benefits and some of them are:</p> <ul style="list-style-type: none"> ● Awareness of diversity and equality. ● Development of empathy and sensitivity towards people who are different. ● Improvement of friendship, trust, and self-image. ● Providing youngsters with new ways of incorporating problem solving, teamwork and collaboration into their activities / projects. <p>(https://www.highspeedtraining.co.uk/hub/what-is-inclusive-practice/)</p> <p>A few videos:</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=00sRVmZa_zg (Inclusive Practices in Classroom) - https://www.youtube.com/watch?v=sQuM5e0QGLg (We Are All Different - and THAT'S AWESOME! Cole Blakeway TEDxWestVancouverED) - https://www.youtube.com/watch?v=3VMz06iVzqs (What is inclusion?) - https://www.youtube.com/watch?v=fYGEh8BCayM (The Blind Traveller trying to visit every country in the world) - https://www.youtube.com/watch?v=n0l-mbtjfdA (How do blind people order food at the restaurant?)
DIGITAL ADAPTATION	<p>The activity will be carried out in a digital meeting platform that allows the creation of Breakout rooms (for example, Microsoft Teams or Zoom)</p> <p>At the main meeting room, the mediator of the meeting will present a motivational video about empathy: https://www.youtube.com/watch?v=cDDWvj_q-o8&feature=youtu.be</p> <p>and explains that the group will be divided in small breakout rooms where they will develop an activity that simulates a simple life task that a person with disabilities has to perform.</p> <p>In each breakout room there will be 2 to 3 youngsters and a room moderator that will explain the activities.</p> <p>We propose 4 different activities, but other activities may be included:</p> <p>1st room: Serving a glass of water Every youngster will pick up a glass, a jar with water and a blindfold. Every youngster will blindfold themselves. After being blindfolded they have to pour a glass of water and drink it.</p> <p>2nd room: Describe yourself Every youngster will have to describe themselves (name, age, where they are from, what they study) without using words or sounds, just mimics.</p> <p>3rd room: Bottom up your jacket Every youngster will pick a jacket with bottoms and dress it They must bottom up the jacket with only one hand (the other arm should be behind their back)</p> <p>4th room: Can you read? The following webpage will be displayed: https://bit.ly/3bcTXme and it is explained that this is how a severely dyslexic person sees a simple text. The youngsters have to write down what they are reading. After 3 minutes they have to read out loud what they wrote. The simple text https://en.wikipedia.org/wiki/Dyslexia will then be presented and they will see what the differences are.</p>

DIGITAL ADAPTATION

After all the exercises are done every participant goes back to the main room for debating the 4 evaluation questions.

TITLE OF ACTIVITY 2		AN INCLUSIVE WORLD
MAIN AREAS FOR ACTION		<ul style="list-style-type: none"> • Diversity. • Interculturality. • Intercultural & religious dialogue. • Migration, refugees, asylum seekers. People with diverse cultural backgrounds and religions. • Inclusion & Inclusive approaches.
LENGTH OF TIME		1 hour
HUMAN RESOURCES NEEDED		Trainers with previous experience leading groups and conducting training and volunteers.
MATERIAL RESOURCES NEEDED		<ul style="list-style-type: none"> • Sheet of paper for participants • Pen, pencil • Questions for participants • Chairs and tables • Blackboards
LEARNING OBJECTIVES		<ul style="list-style-type: none"> • To demonstrate participants that there are different points of view depending on the culture or origin. • To see the world in a different way. • To promote an attitude of respect towards others' cultural backgrounds. • To identify the concept of "inclusive atmosphere". • To recognize that each person is unique and different, but is part of a whole, of a global world. • To define "intercultural & religious dialogue". • To recognise the benefits of the "intercultural & religious dialogue". • To boost respect towards other cultural manifestations. • To value diversity as a source of wealth for climate action.
TARGET GROUP		Professionals dealing with youngsters.
DESCRIPTION OF ACTIVITY – STEP BY STEP	<p>The activity will be: "Eurorail à la Carte":</p> <ol style="list-style-type: none"> 1. Distribute the participants in groups of 4-5 and ask them to nominate a spokesman. 2. Read the paragraph below to the participants: 3. Ask the participants to imagine that you are boarding the "Trans-Europe Express" for a week-long train journey from Istanbul to London. You have to share a couchette car with three other people. Choose 3 people to share the wagon couchette and 3 other you don't want to share the wagon with: <ul style="list-style-type: none"> ● A Serbian Soldier from Bosnia. ● An American DJ who seems to have plenty of dollars. ● A young artist just out of jail. ● A Roma youth (Gypsy or traveller) from Romania. ● A German rapper living a very "alternative" lifestyle. 	

DESCRIPTION OF ACTIVITY – STEP BY STEP	<ul style="list-style-type: none"> ● A blind musician from Austria who is homosexual. ● A Jewish Rabbi doing community service in Palestine. ● A Dutch scientist who is an environmental activist. ● A Pakistani religious leader returning from a political rally. ● A Polish sex worker who is HIV positive. ● An Iraqi refugee living in Germany who is on the way back from Lebanon. ● An Afrikaner in a very bad mood. ● A Mormon reading the Book of Mormon. ● A Muslim Syrian refugee. <p>Then, the participants have to answer the following questions and take notes:</p> <ul style="list-style-type: none"> ● What was your first impression when reading the sentences? ● What surprised you? ● What feelings and emotions did you have when reading these points of view? ● What does this have to do with our reality? ● Do you think it can help us to understand other people's reality? ● Do you think that we have negative stereotypes about other people or cultures? ● Is there a unique culture? ● Are there other cultural norms that are equally valid? ● How have we acquired the information we have about other cultures? ● Value all the positives and negatives of your culture. <p>Considering all these questions, the spokespersons of the groups will report on their work, and draw conclusions from the group, establishing a discussion among all participants.</p>
EXPECTED IMPACT	<p>Professionals are expected to acquire skills, competencies, and knowledge to foster intercultural and religious dialogue among young people.</p> <p>It is expected to promote group cohesion among the young participants.</p> <p>It is expected to facilitate knowledge about diversity, multiculturalism, intercultural and religious dialogue among participants in order to facilitate the implementation of future group activities.</p> <p>It is expected to promote knowledge about intercultural & religious dialogue to be transferred to youngsters.</p>
EVALUATION	<p>Roundtable and discussion on the activities performed and participants' feelings after doing them. Sharing of emotions and perspectives on the issues dealt with. Writing the conclusions on a poster.</p> <p>Questions for reflection:</p> <p><i>What was the first impression when reading these sentences?</i></p> <p><i>What surprised you?</i></p> <p><i>What feelings and emotions did you have when reading these points of view?</i></p> <p><i>What does this have to do with our reality?</i></p> <p><i>Do you think it can help us to understand other people's reality?</i></p> <p><i>Do we usually listen to others, or do we only consider our own point of view?</i></p>
YOUTH WORKER NOTES & TIPS	<p>The world is increasingly connected, but this does not mean that individuals and societies actually live together – as the exclusions faced by millions of poor, women, young people, migrants, and marginalised minorities reveal. Today more information, technology and knowledge</p>

are available than ever before, but proper knowledge is still needed to avoid conflict, to eradicate poverty or to make it possible for everyone to learn to live in harmony in a safe world. We need to start using intercultural dialogue in order to start to understand each other better and try to reduce differences.

Intercultural dialogue is the dialogue that takes place between members of different cultural groups. Intercultural dialogue supposes that participants mutually accept and understand various perspectives, including those held by groups or individuals with which they do not agree. According to UNESCO, *"intercultural dialogue stimulates a readiness to question certainties based on well-established values, bringing reason, emotion and creativity into play in order to find new common understandings"*. In doing so, it goes far beyond mere negotiation, where political, economic, and geopolitical interests are primarily at stake. It is a process comprising an open and respected exchange of views among individuals and groups with different ethnic, cultural, religious and linguistic backgrounds and heritage, based on mutual understanding and respect.

While common use refers to the interaction of cultures, or the holding of dialogues, in reality it is individuals who interact and hold intercultural dialogues, not cultures themselves; in the same way, it is individuals who can manage their interactions more or less competently between cultures. The problem is that a person in an interaction cannot be exclusively interculturally competent – for interaction is a process co-built together by all the participants.

Intercultural dialogue is the first step towards taking advantage of different cultural traditions and histories to extend the list of possible solutions to common problems. Intercultural dialogue is an important instrument in the attempt to resolve intercultural conflicts peacefully, and a precondition for cultivating a culture of peace.

<https://en.unesco.org/interculturaldialogue/core-concepts>

Inter-religious dialogue is the cooperative and positive interaction between people of different religions, creeds, or beliefs, with the purpose of promoting comprehension between different religions in order to increase both acceptance and tolerance. It means bringing together and sharing aspects of their respective faiths and striving to understand what is different. What is important is that the participants involved in the dialogue leave aside attempts to mission, which is always paired with an attitude of exclusive superiority and can be compared to the spoken or unspoken belief that their own religion is the "true" way, or indeed the only way.

The power of religion can be used as a great unifying force between different factions, and therefore can play a fundamental role in promoting global peace and reconciliation by putting different groups together to set up and maintain constructive channels of communication and sustainable collaboration. Interreligious dialogue thus plays a crucial role in the field of cultural diplomacy, since it can promote world peace through the union of faiths and the promotion of mutual understanding, acceptance, and tolerance among disparate religious communities. Interreligious dialogue can thus break down the walls of division and the barriers, which are at the heart of many wars, with the aim of achieving peace.

http://www.culturaldiplomacy.org/academy/index.php?en_historical-examples

According to David Hollenbach *"interfaith and intercultural dialogue have the potential to bring people from across religious traditions and diverse cultures together around shared social and political challenges. These resources highlight the perspectives of religious leaders, scholars, activists, writers, and students working across differences to learn from*

<p>YOUTH WORKER NOTES & TIPS</p>	<p><i>others and accomplish shared goals."</i> (https://berkleycenter.georgetown.edu/topics/intercultural-and-interreligious-dialogue)</p> <p>Videos:</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=YMyofREc5Jk (Cross cultural communication Pellegrino Riccardi TEDxBergen) - https://www.youtube.com/watch?v=tPnZArtsG_c (TEDxDU The Interfaith Amigos -- Breaking the taboos of interfaith dialogue.) <p>Inclusive practices lead to an increase of diversity and diversity is understood to include race, ethnicity, class, gender, sexuality, age, and political and religious beliefs. And while in the past the focus has been on enhancing intercultural tolerance, new ideas on diversity and inclusion have developed, focusing on the enrichment of human learning and experience.</p> <p>And, why is diversity important in education? Diversity can promote student performance. Living with differences improves the learning experience. Studies have shown that promoting diversity in the classroom has a huge impact on student performance. Studies at Queens University in Charlotte say that "students achieve more, and work more, in multicultural environments. Moreover, when lesson plans reflect students and their varied backgrounds, they develop a deeper understanding of a subject as they explore it from a variety of perspectives. This allows students a broader understanding and opens their minds to deeper knowledge."</p> <p>Diversity also develops creativity, helps combating prejudice and assists entrepreneurial competence, as many companies are growing and expanding on an international scale, it has been essential to employ students with a global mindset. This means employing adaptable, open-minded students who speak more than one language, who have experience in working with different cultures or who understand how other foreign markets work. (https://www.euruni.edu/blog/diversity-in-education/)</p>
<p>DIGITAL ADAPTATION</p>	<p>Considering the new training needs emerging from the COVID-19 situation, this activity can be carried out physically and in a telematic way. It is advisable to use platforms that allow breakout rooms and the interaction of the trainees with the trainers, as well as between trainees. In this sense, platforms such as "Zoom", "Teams" or "Blackboard Collaborate" allow this possibility and also facilitate the possibility of sharing online content by any participant, the creation of random groups, and the high-quality recording of the session.</p>

LU9 – CREATIVITY – FREEDOM OF EXPRESSION

TITLE OF ACTIVITY 1	'OUR WORLD OUR VOICE'
MAIN AREAS FOR ACTION	<ul style="list-style-type: none"> • Creativity – Freedom of Expression • Active Communication • Meaningful Activities • Inclusive & non-judgemental environment • Participatory – Youth-led • Awareness of Environmental Impact at local, national & international level • Contributing to society & the future
LENGTH OF TIME	2/3 Hour Session
HUMAN RESOURCES NEEDED	1/2 Youth Workers
MATERIAL RESOURCES NEEDED	<ul style="list-style-type: none"> • Tree Design templates • Zendoodle Examples • A4 Card • Coloured Markers • Climate Change Questionnaires • Evaluation Appendices <p>LEARNING SPACE ORGANISATION:</p> <ul style="list-style-type: none"> • Tables/Chairs for all beneficiaries • Easy access to materials • Good lighting • Background music • Wi-Fi • Laptop • Screen/Projector • Flipchart • Smartphone/camera • Post it Notes
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Encourage creativity, freedom of expression & commitment to participation in social action • Create a unique piece of artwork using 'doodle art', communicating thoughts & feelings around climate change • Strengthen communication and team working skills • Develop a sense of initiative & entrepreneurship – displaying creativity, innovation & risk taking
TARGET GROUP	Youth Workers and young people (15–30 yrs.)
DESCRIPTION OF ACTIVITY: STEP BY STEP Suggested Timings: Steps 1-6 45/60 mins Steps 6-7 75 mins/120 mins	<ol style="list-style-type: none"> 1. Introduce the Activity & practitioners – what we are doing and who we are. This activity will be about using our thoughts and feelings around climate change to create a unique piece of collective 'Tree' Artwork. 2. Ice Breaker/Establish Groups: <ul style="list-style-type: none"> ● Watch as a group the short film by Greta Thunberg – https://www.conservation.org/video/nature-now-video-with-greta-thunberg (3.40 mins) ● Use WP3 Questionnaire 1 (Appx 6 of the Social Action Plan Manual) to facilitate participants' views and attitudes and understand the different values-based orientations which drive young people to participate in social action.

DESCRIPTION OF ACTIVITY STEP BY STEP	<ul style="list-style-type: none"> ● Jointly establish mixed working groups, to engage all participants equally and to ensure the subject of climate change is discussed from varied perspectives. <p>3. Discuss Learning Objectives and Establish Success Criteria – what do we want to achieve?</p> <p>4. Demonstrate use of creative materials – include risk assessment</p> <p>5. Brainstorming – Encourage groups to discuss the questionnaire results, their shared values and sense of identity, their hopes for the future and their aspirations. The topic of climate change can then be introduced through this lens to explore how a group’s values and worldviews affect their attitudes and beliefs about climate change. Discuss ways in which their voices can be heard and how they can influence global change. Use facilitated discussion to evaluate the following narrative, gathering feedback on climate change: <i>‘The Things We Love’</i> – taking action on climate change means protecting the things people love.</p> <p>6. Youth Workers to support participants to transfer their thoughts into ‘doodle’ form on the tree templates provided.</p> <p>7. The groups can then put their individual pieces of doodle artwork together to form one large ‘tree’</p> <p>8. Capture, Share & Celebrate! – Encourage the group to capture their finished artwork through camera/film and share their thoughts through SM to facilitate further discussions around climate action.</p> <p>9. Plenary – Youth Workers to encourage both self and group reflection during and after the session, linking progress to success criteria.</p>
EXPECTED IMPACT	<p>The participants will be engaged in an enjoyable activity which empowers them to share their thoughts and fears around climate change in a positive and creative way.</p> <p>Participatory arts contribution encourages shared thoughts and opinions – enhancing participants’ communication skills and encouraging candid exchanges regarding climate change issues.</p> <p>Creative participation has a tangible positive effect on anxiety and stress levels, raising self-esteem and confidence amongst participants, supporting them to progress to co-design & delivery of social action projects.</p>
EVALUATION	<p>YWs to practice ongoing formative assessment using the SILO methodology: Speaking/facilitating discussion, observing, sharing ideas, knowledge & understanding. Asking questions (e.g.):</p> <ul style="list-style-type: none"> ● Did this activity help you to consider more about the ways climate change affects you and your everyday life? ● Do you think that most young people are concerned about climate change? ● Is it important that young people are active in trying to make a difference at a local, national, and global level? ● Do you think the barriers to young people taking social action are mostly internal – connected to individuals, or due to external factors? <p>Responses to these questions can be captured through host smartphone videos, post it notes etc.</p>

EVALUATION	<p>Linking progress to the success criteria throughout and after the session</p> <p>Identifying assessment evidence opportunities: written/photos/artwork/video/audio.</p> <p>Devise different strategies based on reflective practice, to be fed forward & inform future sessions – what works? what doesn't?</p> <p>Record additional/surprising outcomes not initially identified.</p> <p>Refer to Harts Ladder of Participation (Appx.1) & the CORRECT grid questions (Appx.4)</p>
YOUTH WORKER NOTES & TIPS	<p>Encourage speaking by facilitating discussion amongst the beneficiaries and support peer discussion & evaluation of the finished artwork.</p> <p>Pay attention to timing – remind the group when they are half-way through the session, and ten minutes from the end, to allow them to complete their artwork.</p> <p>Music – allowing the participants to choose the music they work to inspire confidence in their creativity.</p> <p>Use the <u>Social Action Plan Manual</u> to build upon the responses to this initial activity and encourage further social action projects.</p>
DIGITAL DELIVERY	<p>This activity can be delivered digitally through using Zoom, Teams, Skype, using smaller break-out 'rooms' for more targeted group activity. Participants can be provided with a materials pack in advance and the final results can either be held up to each participants' screen, and a screenshot taken of the collaborative collage. Alternatively, if time allows, the results can be individually photographed and uploaded to an online collage-making app to create the final piece. Examples are: PicCollage, Layout from Instagram, Adobe Spark, Instasize, Canva.</p>

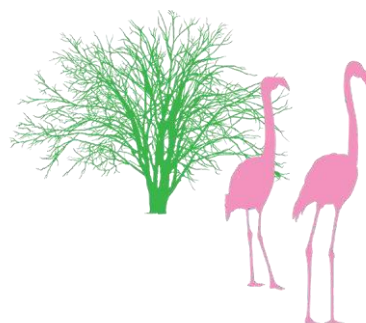
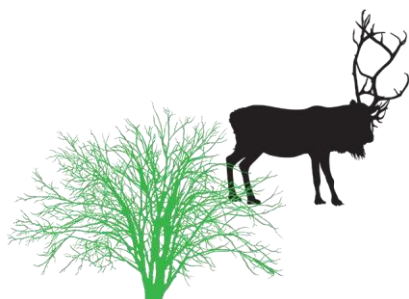
TITLE OF ACTIVITY 2	'GREEN DREAM' RESTORING HABITATS
MAIN AREAS FOR ACTION	<ul style="list-style-type: none"> • Creativity – Freedom of Expression • Active Communication • Meaningful Activities • Inclusive & non-judgemental environment • Participatory – Youth-led • Awareness of Environmental Impact at local, national & international level • Contributing to society & the future
LENGTH OF TIME	2 x 2 Hour Sessions (spaced apart by 2/3 days)
HUMAN RESOURCES NEEDED	1 / 2 Youth Workers
MATERIAL RESOURCES NEEDED	<ul style="list-style-type: none"> • Mixing bowls • Something to protect surfaces (e.g., newspaper/tablecloths) • Gardening gloves • Meadow wildflower seeds (or dried & stored seeds/flower heads collected from the garden that have died back in early autumn.) • 1 or 2 buckets Peat-free compost • Powdered clay (found in craft shops) * • Cups • Mixing spoons • Aprons

MATERIAL RESOURCES NEEDED	<p>LEARNING SPACE ORGANISATION:</p> <ul style="list-style-type: none"> • Easy central access to materials • Covered Tables • Access to washroom facilities • Background music • Wi-Fi • Laptop • Screen/Projector • Smartphone/camera <p>Location – You will need to pre-establish potential location(s) to sow – even the most urban areas have small pockets of land which you can transform.</p> <p>Planning – If possible, plan the seed bomb activity during springtime – March and April are the best months to sow wildflowers.</p>
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Encourage creativity, freedom of expression & commitment to participation in social action • Strengthen communication and team working skills • Develop a sense of initiative & entrepreneurship – displaying creativity, innovation & risk taking • Demonstrate basic techniques for planting seeds, exploring the plant life cycle and discover what plants need to grow. • Compare plant food needs to human food needs – understanding how our health and well-being are linked to our relationship with the natural world. • Describing some ways in which the health and well-being of the natural world is affected by human actions and choices, communicating thoughts & feelings around climate change • Apply lessons from nature about sustainability to our own lives and communities and devise a collective social action plan around climate change!
TARGET GROUP	<p>Youth Workers and young people (15–30 yrs.)</p>
<p>DESCRIPTION OF ACTIVITY: STEP BY STEP</p> <p>SESSION 1 Suggested Timngs: Steps 1-8 60 mins Step 8 60 mins</p> <p>SESSION 2 Suggested Timings: 2 Hours</p>	<p>SESSION ONE – DAY 1</p> <ol style="list-style-type: none"> 1. Introduce the Activity & practitioners – what we are doing and who we are. This activity is to create wildflower areas which encourage biodiversity and wildlife and raise awareness of climate change by ‘throwing’ seed bombs which we have created. 2. Ice Breaker/Establish Groups: <ul style="list-style-type: none"> • Watch as a group the short film by the World Wildlife Fund – https://www.youtube.com/watch?v=GCnRINK--ws&feature=youtu.be (3.40 mins) • Use WP3 Questionnaire 1 (Appx 6 of the Social Action Plan Manual) to facilitate participants' views and attitudes and understand the different values-based orientations which drive young people to participate in social action. • Jointly establish mixed working groups (4/6 in each), to engage all participants equally and to ensure the subject of climate change is discussed from varied perspectives. 3. Discuss Learning Objectives and Establish Success Criteria – what do we want to achieve? 4. Demonstrate use of seed bomb materials – include risk assessment.

DESCRIPTION OF ACTIVITY STEP BY STEP	<p>5. Brainstorming – Encourage groups to discuss the questionnaire results, their shared values and sense of identity, their hopes for the future and their aspirations. The topic of climate change can then be introduced through this lens to explore how a group’s values and worldviews affect their attitudes and beliefs about climate change. Discuss ways in which their voices can be heard and how they can influence global change. Use facilitated discussion to evaluate the following narrative, gathering feedback on climate change: ‘Climate change is here and now’ – Climate change is an issue for now, not the future.</p> <p>6. All groups share their knowledge and experience of any wildflowers growing in the local area – the wildlife they attract & their importance.</p> <p>7. Everyone should decide on an area to ‘seed bomb’. This area might be around the youth meeting area or in a community space you have permission to use. Your area needs to be sunny and free of weeds.</p> <p>8. Craft a seed bomb:</p> <p>Each working group should make one portion of seed mix:</p> <p>Mix together:</p> <ul style="list-style-type: none"> 1 cup (approx. 250ml) of seeds 5 cups of peat-free compost 2/3 cups of clay powder. <p>Slowly mix in water until everything sticks together. Roll the mixture into firm golf ball-sized balls. Place the balls on newspaper and dry in a warm place for 2/3 days.</p> <p>SESSION TWO – DAY 3/4</p> <p>Seed Bombing!</p> <p>1. Everyone should gather in their wildflower space – together throw the seed bombs with enough force to burst and scatter them on the ground.</p> <p>Watering</p> <p>2. The space will need regular watering – if there’s no rain forecast, make a watering rota. When summer arrives, document the impact the wildflowers have made on the space.</p> <p>Capture, Share & Celebrate!</p> <p>3. Encourage the group to capture the seed making and seed bombing sessions through camera/film and share their thoughts through SM to facilitate further discussions and raise awareness around climate action.</p>
EXPECTED IMPACT	<p>The participants will be engaged in an enjoyable activity which gives them a sense of purpose and a place within their communities and empowers them to share their thoughts and fears around climate change in a positive way.</p> <p>The enjoyment of being outside, feeling comfortable in nature, and connected to the natural environment, encourages communication skills and candid exchanges regarding climate change issues.</p> <p>Working with nature has a tangible positive effect on anxiety and stress levels, raising self-esteem and confidence amongst participants, promoting improved physical and mental health in all who take part and supporting them to progress to co-design & delivery of social action projects.</p>
EVALUATION	<p>YWs to practice ongoing formative assessment using the SILO methodology: Speaking/facilitating discussion, observing, sharing ideas, knowledge & understanding. Asking questions (e.g.):</p> <ul style="list-style-type: none"> ● Did this activity help you to consider more about the ways climate change affects you and your everyday life?

EVALUATION	<ul style="list-style-type: none"> ● Seed bombs are one way to help wildlife by creating thriving habitats. Can you think of other ways to help local wildlife? (e.g., bird houses, bird baths, or bug hotels) ● Do you think that most young people are concerned about climate change? ● Can you think of things that harm wildlife and their habitats? litter or pollution? What can people do to help reduce the challenges wildlife faces? ● Is it important that young people are active in trying to make a difference at a local, national, and global level? ● How did planting seed bombs help others in the community? (i.e., boosts wellbeing) ● Do you think the barriers to young people taking social action are mostly internal – connected to individuals, or due to external factors? <p>Responses to these questions can be captured through short smartphone videos, post it notes etc.</p> <p>Linking progress to the success criteria throughout and after the session</p> <p>Identifying assessment evidence opportunities: written/photos/artwork/video/audio.</p> <p>Devise different strategies based on reflective practice, to be fed forward & inform future sessions – what works? what doesn't?</p> <p>Record additional/surprising outcomes not initially identified.</p> <p>Refer to <u>Harts Ladder of Participation</u> (Appx.1) & the <u>CORRECT grid questions</u> (Appx.4)</p>
YOUTH WORKER NOTES & TIPS	<p>Encourage speaking by facilitating discussion amongst the beneficiaries and support peer discussion & evaluation of the seed bomb activity and its impact.</p> <p>Pay attention to timing – remind the group when they are half-way through the session, and ten minutes from the end, to allow them to complete their seed bombs.</p> <p>Encourage participants to promote seed bombing to others – highlight the issue of climate change by spreading wildflowers – e.g., set up a stall where people can come and make their own seed bomb (for a fee).</p> <p>Music – allowing the participants to choose the music they work to inspire confidence in their creativity.</p> <p>Use the <u>Social Action Plan Manual</u> to build upon the responses to this initial activity and encourage further social action projects.</p>
DIGITAL ADAPTATION	<p>This activity can be delivered digitally through using Zoom, Teams, Skype, using smaller break-out 'rooms' for more targeted group activity. Participants supported by youth workers will need to independently research the areas which they are planning to 'bomb' in advance of the digital session. All participants can be provided with a materials pack in advance and full instruction on making the bombs can be delivered via a digital platform. Seed bombing can be done individually, with each participant filming their activity. All film clips can be collated and sent to a nominated 'editor', and they can be edited together to make a short film for SM. Standard Windows 10 Videos, iMovie can be used for this task.</p>

TASK 3 - Development of a Competencies Framework for Youth Workers



PROJECT AIMS

- ◇ Promotion of a structured way for youth cooperation and engagement in democratic life and in climate action.
- ◇ Youth acquaintance with their European identity and commonalities among people of Europe regardless cultural differences.
- ◇ Understand the necessity for international cooperation to solve common challenges regarding Climate Change.

PROJECT LEARNING OBJECTIVES: The CORE CONTENT of the Training

- *what do we want to achieve?*

LO1 – To create youth local councils to enable youngsters to participate in decision making regarding climate change responses in a structured way.

LO2 – To develop youth's and youth workers' skills related to their participation in democratic procedures and engagement in action.

LO3 – To support intercultural dialogue to help youngsters understand that despite cultural differences all people face common global challenges such as Climate Change that need to be combatted collectively.

LO4 – To enable youth to understand the structure of the European Union, their European identity, role, and power related to this, through their participation in European institutions to communicate their recommendations.

TRAINING CONTEXT

Developing & Delivering a Social Action Plan

This framework is in draft format and will evolve throughout the duration of the project and be informed by the experiences, observations, and evaluations of the Youth Workers throughout the mobilities.

		EQF LEVEL 4 ASSESSMENT CRITERIA Trainers can assess and categorise the level of Youth Workers' success in achieving the learning outcomes. 3 examples of evidence captured are given – all colour coded to effectively link to the relevant L4 competency.				
Learning Outcomes the areas of competencies through which we will achieve the Learning Objectives	Context of Delivery How the Learning Outcomes can* link to the Thematic Learning Units	Knowledge Factual and theoretical knowledge in broad contexts within a field of work or study	Skills A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Responsibility & Autonomy Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	Assessment Methodologies – How did we capture our evidence?	
						Tick which apply
Facilitating Individual & Group Learning in a democratic environment	LU1 - Facilitating Policy Paper Research LU2 - Fostering Participation in Democratic Procedures LU5 – Active Communication	Detailed research report re: principles of democracy			Visual: Behavioural observation – willingness, adaptability	
					Spoken: Statements, questions, conversations, giving advice or an opinion, discussions	
					Written: Research, Diaries, stories, reports, check lists.	✓

					Film/Photos Link to imagery	
					Drawing: Graphs, maps, diagrams	
					Other: (specify)	
Designing Programmes and/or Projects	LU3 - Specific Environmental Knowledge – Delivering Meaningful Activities LU7 - Participatory – Youth-led Practice LU8 - Inclusive & non-judgemental Environment LU9 - Creativity – Freedom of Expression		<i>Displayed innovative skills in co-designing the social action plan.</i> <i>Collaborative ethos inspired trust and empowered the YP to participate freely and creativity</i>		Visual: Behavioural observation – willingness, adaptability	✓
					Spoken: Statements, questions, conversations, giving advice or an opinion, discussions	✓
					Written: Research, Diaries, stories, reports, check lists.	
					Film/Photos Link to imagery	
					Drawing: Graphs, maps, diagrams	
					Other: (specify)	
Managing/ Organising Resources	LU3 - Specific Environmental Knowledge – Delivering Meaningful Activities LU8 - Inclusive & non-judgemental Environment LU9 - Creativity – Freedom of Expression				Visual: Behavioural observation – willingness, adaptability	
					Spoken: Statements, questions, conversations, giving advice or an opinion, discussions	

					Written: Research, Diaries, stories, reports, check lists.	
					Film/Photos Link to imagery	
					Drawing: Graphs, maps, diagrams	
					Other: (specify)	
Successful Collaboration	LU4 - Establishment of a Structured Framework LU5 – Active Communication LU7 - Participatory – Youth-led Practice			<i>Effective organisation of debate & discussion</i>	Visual: Behavioural observation – willingness, adaptability	
					Spoken: Statements, questions, conversations, giving advice or an opinion, discussions	✓
					Written: Research, Diaries, stories, reports, check lists.	
					Film/Photos Link to imagery	✓
					Drawing: Graphs, maps, diagrams	
Meaningful Communication	LU3 - Specific Environmental Knowledge – Delivering Meaningful Activities				Other: (specify)	
					Visual: Behavioural observation – willingness, adaptability	

	LU5 – Active Communication LU9 - Creativity – Freedom of Expression				Spoken: Statements, questions, conversations, giving advice or an opinion, discussions Written: Research, Diaries, stories, reports, check lists. Film/Photos Link to imagery Drawing: Graphs, maps, diagrams Other: (specify)	
Intercultural Competence	LU6 - Supporting Intercultural Dialogue LU5 – Active Communication				Visual: Behavioural observation – willingness, adaptability Spoken: Statements, questions, conversations, giving advice or an opinion, discussions Written: Research, Diaries, stories, reports, check lists. Film/Photos Link to imagery Drawing: Graphs, maps, diagrams Other: (specify)	

Advocacy/ Networking & Sustainability	LU1 – Facilitating Policy Paper Research LU4 – Establishment of a Structured Framework LU5 – Active Communication				Visual: Behavioural observation – willingness, adaptability	
					Spoken: Statements, questions, conversations, giving advice or an opinion, discussions	
					Written: Research, Diaries, stories, reports, check lists.	
					Film/Photos Link to imagery	
					Drawing: Graphs, maps, diagrams	
					Other: (specify)	
Evaluative Practice	LU5 – Active Communication LU7 - Participatory – Youth-led Practice LU8 - Inclusive & non-judgemental Environment LU9 - Creativity – Freedom of Expression				Visual: Behavioural observation – willingness, adaptability	
					Spoken: Statements, questions, conversations, giving advice or an opinion, discussions	
					Written: Research, Diaries, stories, reports, check lists.	
					Film/Photos Link to imagery	
					Drawing: Graphs, maps, diagrams	
					Other: (specify)	

* This is an example of how the Thematic Learning Units could link to the Learning Outcomes – it is neither prescriptive nor exhaustive.

Appendix 1 – Visual, Auditory, Kinaesthetic (VAK)

Visual

Posters
Mind maps
Post it notes
Note taking
YouTube clips
Colour coding
Timelines
Grids/Tables/Charts
Fact Lists
Facebook Profiles

Auditory

YouTube clips
Dictaphone
Discussions
Question/Answer sessions
Mnemonics
Revision songs/rhymes
TV Programmes
Revision Videos
Listening to music whilst
revising
Study Groups

Kinaesthetic

Note taking
Copying out notes
Games
Talking-Walking Study
Re-enactments
Trace words with finger
Doodling
Trips and Visits
Construct posters and other
revision resources

Appendix 2 – Sustainable Development Goals



Appendix 3 – Questionnaire 1

Which of the following 12 values is an important guiding principle in your lives? Using a 5-point scale where 0 = 'very unimportant' and 5 = 'very important' and then **rank your top and bottom three values**.

VALUE	SCORE 0-5
· Protecting the Environment	
· Social Justice	
· Choosing Own Goals	
· Creativity	
· Enjoying Life	
· Wealth	
· Authority	
· Ambitious	
· Respect for tradition	
· Social order	
· Sense of belonging	
· Responsible	
TOP 3 VALUES	BOTTOM 3 VALUES
1.	1.
2.	2.
3.	3.

This questionnaire is designed to help the youth worker understand the different values-based orientations which drive young people to participate in social action, categorising them as follows:

High Scorers in this section are known as 'Pioneers' : people who strongly support principles such as creativity, self-direction, protecting the environment and living ethically.

High Scorers in this section are known as 'Prospectors' : characterised as favourable towards ambition, hedonism and personal achievement

High scorers in this section are known as 'Settlers' : characterised as favourable towards loyalty, taking control, doing one's duty, and standing up for friends and family.

Categorising participants in this way helps the youth worker to establish mixed working groups, to engage all participants equally and to ensure the subject of climate change is discussed from varied perspectives, resulting in a well-rounded social action plan.

ROGER HART'S LADDER OF PARTICIPATION



RUNG 8 - Youth initiated shared decisions with adults: Youth-led activities, in which decision making is shared between youth and adults working as equal partners.

RUNG 7 - Youth initiated and directed: Youth-led activities with little input from adults.

RUNG 6 - Adult initiated shared decisions with youth: Adult-led activities, in which **decision** making is shared with youth.

RUNG 5 - Consulted and informed: Adult-led activities, in which youth are consulted and informed about how their input will be used and the outcomes of adult decisions.

RUNG 4 - Assigned, but informed: Adult-led activities, in which youth understand purpose, decision-making process, and have a role.

RUNG 3 - Tokenism: Adult-led activities, in which youth may be consulted with minimal opportunities for feedback.

RUNG 2 - Decoration: Adult-led activities, in which youth understand purpose, but have no input in how they are planned.

RUNG 1 - Manipulation: Adult-led activities, in which youth do as directed without understanding of the purpose for the activities.

1. FACE-TO-FACE UNSTRUCTURED INTERVIEWS

- Interviewing one person at a time.
- Key questions prepared – additional questions can be introduced as topics arise, and/or to gather background information.
- Interviews are often sound recorded.
- Useful technique for small numbers of key people – can provide very valuable and detailed information.
- Not suitable for large numbers of respondents because it is very time-consuming and difficult to analyse.

2. QUESTIONNAIRES AND SURVEYS

- Written questionnaires are prepared for use with a large number of people.
- The questionnaires consist of a mix of ‘open’ and ‘closed’ questions. Open questions give the respondents a chance to express their own views, whereas closed questions give a choice of answers to tick. It is much easier to analyse the responses to closed questions (simple counting), but open questions provide more detail.
- Researchers try to get a cross-section of respondents (i.e., a good mix of ages, genders, social classes, educational backgrounds etc.).
- The questionnaire can be filled in by the respondents themselves (sometimes online) or used during a street interview.

3. OBSERVATION

- Observation involves watching and recording what happens during an event.
- The researcher does not take part in the event.
- It can include systematically counting the number of times something happens and noting who did what. Charts and diagrams, video and audio recording can be used to record what happened.
- The technique is useful for research into the social behaviour of different groups.

4. FOCUS GROUPS

- A focus group is usually quite small – no more than 12 people.
- The group can consist of a well-selected cross-section of people – different ages, ethnicities, social classes, and levels of education, but the make-up of the group often depends on the topic.
- The researcher may use follow-up questions to clarify answers.
- The focus group is usually recorded, sometimes with video.
- Advertising companies and political parties use this technique to find out what people’s reactions might be to a new product or policy.

5. DOCUMENTS

- This technique involves analysing the contents of documents.
- The range of documents that might be interesting to a researcher is huge: minutes of meetings, journals, diaries, letters, and memos, as well as newspaper articles, public notices, press releases etc. It can also include visual and sound ‘documents’ such as video, sound recordings and photographs.
- Document research is used to find out about the background to an issue before other kinds of research are used.

6. TELEPHONE INTERVIEWS

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- Some telephone interviews might use a survey questionnaire; others can be more in depth, like a face-to-face interview.
 - Although this technique is easier and cheaper than street surveys, it involves making appointments with the respondents so that they are available when the researcher calls them.
 - Some researchers record the telephone conversations to avoid making copious notes during the call.
 - This technique is used with respondents who have been selected by the researcher.
-

Checklist of Research Tips and Advice - whichever research methods you use, make sure you follow these tips:

- The research is important because it tells you things you probably didn't know. Take it seriously. Use the research findings in your plans and as supporting evidence for your choice of action. You will probably need to use more than one methodology.
- Think carefully about who your respondents will be. It is not good enough just to ask your friends and family what they think – you probably know this already. You must get information from the people actually involved in the results of your social action.
- Select respondents according to some principles. If the action will affect one group of people, e.g., young mothers, then clearly you need to mainly survey young mothers, but make sure they are a real mix of mothers from different kinds of backgrounds. If the action involves everyone in a locality, try to get a mix of people – ages, genders, social classes etc.
- Don't forget to collect the views of key decision-makers in the community. You have to find out who these people are.
- If you decide to design an interview schedule or a questionnaire, follow the following steps:
 - make a list of things to find out
 - decide on the types of questions (open or closed) that will suit each topic
 - think about how the answers will be analysed
 - write your questions clearly – not too long or vague
 - keep the questionnaire quite short – no more than 20 minutes to complete
 - if the questionnaire is to be sent back to you, remember to provide the return address or email.
- Test out the questionnaire before you use it with respondents and ask your mock interviewee to be honest about what works and what doesn't.
- If you carry out interviews you will need
 - a quiet undisturbed place
 - a sound recorder that works (check the batteries!) plus a pen and paper to note down important things (and as a backup to the recording)
 - sufficient time to carry out the interview
 - a polite, listening manner, but be prepared to ask for clarification.
- Analyse the data thoroughly. Some data will be quantitative (numbers), and some will be qualitative (descriptive). You will need summary sheets to count up the responses to closed questions, and sub-headings for collating the responses to open questions. Display the findings in charts and graphs. You can also extract interesting quotes.

Appendix 6 – The 'CORRECT' Evaluation Framework

This framework can be used for 2 purposes:

- For Trainers to assess the competencies of the Youth Worker's ability to Evaluate effectively
- For Youth Workers to work with participants to self-assess the S.A.P

ATTRIBUTE	DESCRIPTION
Credible	<p>It is based on sound evidence</p> <p>Has this kind of social action plan been mentioned by a relevant institution (university, research institute, public authorities etc.)?</p>
Observable	<p>The potential users can see the results in practice</p> <p>Do you think that participants can see the results of this social action plan in practice?</p>
Relevant	<p>Addressing challenges and needs</p> <p>To which extent do you think that the social action plan matches the challenges of fostering youth participation in democratic procedures of decision making through discussions on (e.g.) climate change?</p>
Relative advantage	<p>Comparing other existing practices in cost effectiveness term</p> <p>To which extent do you think in terms of cost effectiveness this social action plan is more efficient than others?</p>
Easy to adapt	<p>It has the potential for transfer in different context and /or for different problems</p> <p>To which extent would this kind of social action plan have the potential to be transferred in different contexts and multicultural environment?</p>
Compatible	<p>Responds to the needs of users</p> <p>To which extent does this social action plan answer the need to engage European young people in more traditional forms of participation such as voting and engaging with decision making</p>
Testable	<p>Users can see the intervention results on a small-scale prior to large-scale adoption</p> <p>To which extent will users see their intervention impact on a small-scale?</p>