EuropEdges

EUROPEDGES

DEMOCRATISATION AND YOUTH EMPOWERMENT IN THE EDGES OF EUROPE

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Lead Partner:
P1 USMA Padova ASD – Italy

Partners
P2 Fundatia Ikaros pentru Tineri Activi, Romania
P3 Rosto Solidario, Portugal
P4 ECREED, Latvia
P5 Pylon One, Greece
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Partners involved in the elaboration of the document

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1	USMA Padova Asd	USMA	-
2	Fundatia Ikaros	FI	YES
3	Rosto Solidario	RS	-
4	ECREED	ECREED	-
5	Pylon One	PY	-
6	CERC	CERC	-

History of changes

Rev. n.m	Date	Changes
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Rev.3.0	31st of March 2023	Elaboration of last version

Dissemination level

PP	Restricted to other programme participants (including the Commission Services)

For more details: visit https://europedges.usmacaselle.org/#

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ACKNOWLEDGMENTS

INTRODUCTION

CONTEXT

Through active participation, young people can play an essential role in developing and empowering their communities. They learn vital life skills, develop an understanding of European citizenship and promote positive civic action.

Undoubtedly, young people are an incredible resource of enrichment for the entire EU, as confronting, debating and fostering democratic participation will give young people a more significant role in shaping the European Union's future policies and ambitions, improving its resilience.

EuropEdges is a project designed as a framework for young people to develop their social and civic competencies through meaningful activities crowned with substantial results.

EuropEdges aims to build together a sustainable method of learning and cooperation, which will foster inclusion, regaining and strengthening a sense of belonging for European values and the respect and awareness for the ecosystem where they live.

It uses human-centered design principles, a solution-based approach for problem solving, based on an iterative process of emphasizing, redefining, prototyping and testing ideas with hands-on methods.

EuropEdges main goals are to:

1) Foster and encourage youth engagement by equipping young people with a specific tool-kit and enabling them to play a key role in their community and promote ideas values and fostering EU debate, especially for those which lack economic and societal resources, and bring these ideas to the attention of decision-makers;

2) Create an online international network of youth people where they can meet, discuss and participate in European democratic life. Creating a network of young people who can discuss issues concerning their daily life and provide them with tools to change the EU is essential to produce a long-term change that directly affects the lives of young Europeans and reinforces EU fundamental values.

3) By analyzing state of the art around the European Edges, fostering a European dimension of the activities of youth organizations, encouraging them to strengthen their international activities, promotion of joint projects, and improving the services they offer to youths.

The project partners are:

USMA CASELLE ASD (USMA), *Italy*
Ikaros Foundation for Active Youth (Ikaros), *Romania*
ROSTO SOLIDARIO - ASSOCIACAO DE DESENVOLVIMENTO SOCIAL E HUMANO (ROSTO), *Portugal*
BIEDRIBA European Center for Research and Regional Development (ECRRED), *Latvia*
CERC, *Slovenia*
PYLON ONE, *Greece*

Each of the six project partners will contribute with its perspectives and proposed activities based on a complex needs analysis that took place in all six partner countries. Based on the needs analysis the EuropEdges project was born from the shared need to bring at the same level the participating youth from all partner countries aligning them to the European values.

TARGET GROUP

The project aims to boost the participation of young people in democratic processes at the local and European level and improving the capacity of the youth sector to promote at international level their activities, especially in remote areas and including youth with fewer opportunities, contributing to an inclusive Europe.
Through active participation, young people can play an essential role in developing and empowering their communities.
The Covid crisis and the military conflict between Russia and Ukraine impose a new responsibility on young people.
The events marking today's society, namely restrictions caused by the Covid crisis and the fear of a conflict inside the EU, strengthen the importance of building a generation of youth aware of their role and potential in reshaping European society.
On the other hand, it is crucial for young people to develop up to date skills that will enable them to integrate and be an important workforce in Europe. In line with the New European Bauhaus initiative, EuropEdges aims to address complex societal problems raised after the pandemic, together through co-creation among youngsters, as a way to unleash their full potential.
Target group of the project: young people aged 16 to 30 years old.
Target group of the blended training: 50 young people aged 16 to 30 years old from five partner countries (Romania, Italy, Portugal, Greece, Latvia).

METHODOLOGY

The project is based on two approaches:
1. **Human-centred design** (HCD)
and
2. **Service-learning.**

Human-centered design (HCD) is an iterative process of *solving problems and designing new products and services* that place people and their needs in attention.

Service-learning promotes the acquisition of new skills and competencies through non-formal education, and it involves youth in providing service for the community. It is strongly *community-oriented* and emphasizes the role of *reflection* as a mechanism to understand the impact of the action and the transforming role of education. Such an approach will be promoted through the project activities and the blended training.

We will incorporate the two approaches into our national and international trainings, by considering the main principles when developing the training curriculum:

- Active contribution of young people
- Design thinking approach
- Stimulate creativity and innovation

The service-learning approach will be incorporated especially into the practice work of the trainings focused on developing community projects by international teams of young people (co-creation approach), following the three main steps:

- Inspiration phase: framing, interviewing, direct interaction with TG
- Ideation phase: brainstorming, role play, creation of a storyboard
- Implementation phase: prototype, training, pilot.

TRAINING STRUCTURE

Faced with the recent crisis of COVID-19 and the effects towards the society, communities and individuals, especially the need for capacity building in the field of digital competencies, the project proposes a blended learning approach that combines traditional on-site activities (in person) with online educational tools.

The training curriculum is based on the blended learning structure, as follows:
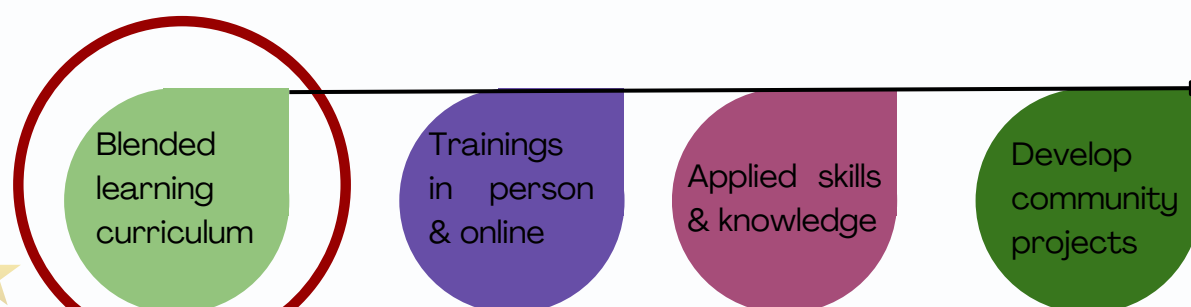
Objectives

- improve young people's skills and competencies by sharing cultural experience
- develop collaborative initiatives
- increase knowledge about the EU policies and values
- empower youth by using digital tools.

Results

- min 50 young people are knowledgeable about the EU policies and practices towards democracy and social activism due to their participation to the blended training;
- Young people trained are joining 4 international teams to work on transnational initiatives (learning achievements during blended training are transposed in transnational project ideas)
- 3 transnational initiatives proposed by the youth teams will be selected for being implemented
- Young people develop a sense of ownership and commitment to project activities and to future community-based initiatives
- Young people feel more empowered and interested in devoting to volunteer work in the partner organizations but also in community-based projects

Training process

The blended training is structured in 2 modules.

Module 1 – online sessions
Online training – **16 hours (4 days)** – international training sessions

Module 2 - online & in person sessions
In person training – **16 hours (4 days)** – national training sessions
Helpdesk sessions – **2 hours** (online)
Assignments – **4 hours**
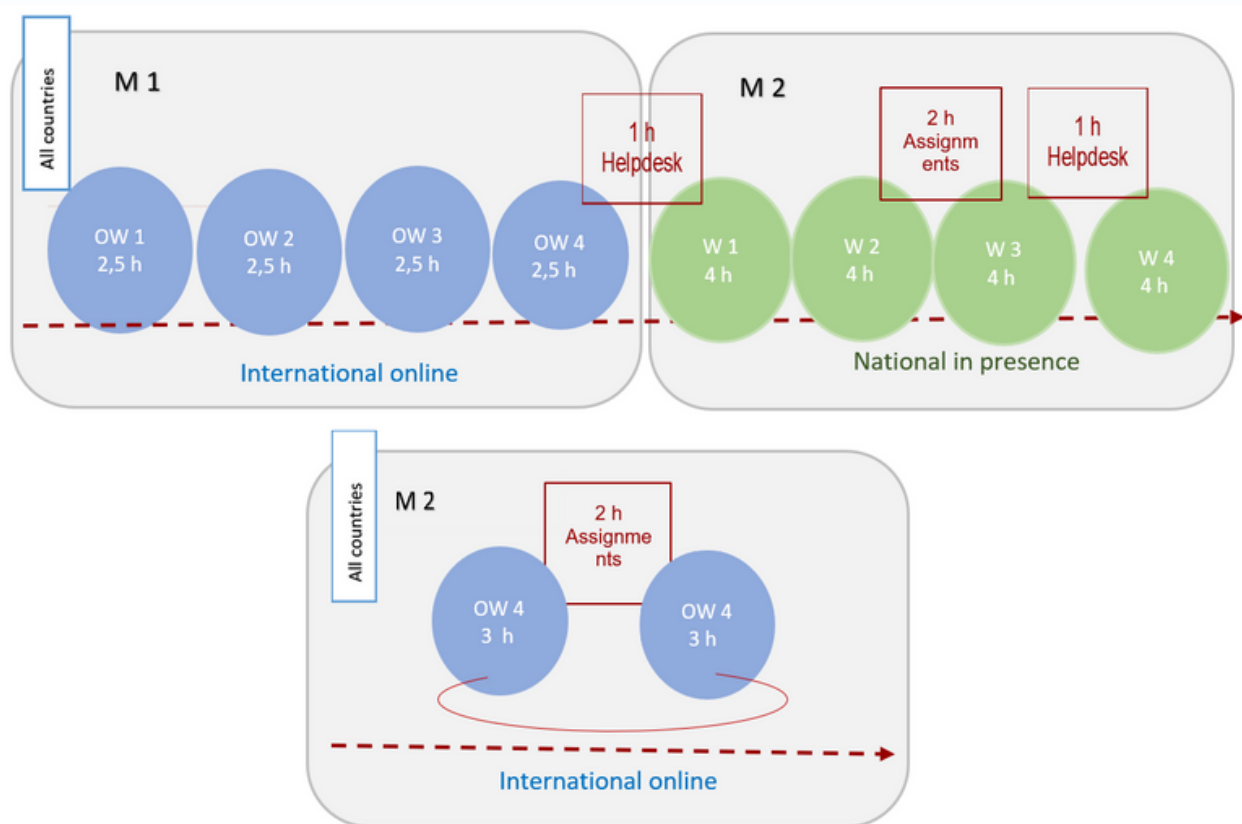
OW= Online Workshop
W= Workshop in Presence

MODULE 1 - UNDERSTANDING MYSELF AND THE WORLD AROUND ME

Objectives of Module 1:

- To reflect on personal values and beliefs and be aware what are the most important for self
- To understand what are the 4 main skills of our century that are essential to youth
- To learn about governance and decision factors
- To be able to identify the most relevant stakeholders from the community and correctly map them
- To learn about human rights and reflect on those particularly addressing to youth

LESSON 1.1. VALUES, BELIEFS

Exercise: Pillars of Identity

The aim of the Pillars of Identity method is to recognize one's own identities and the fact that identity consists of multiple dimensions. A person is not defined by just one element, such as gender, but by many different ones (profession, hobbies, world view, religion, etc.). If this is recognized, a harm to one part of the identity can carry less weight. Discrimination on the basis of a personal characteristic or (an ascribed) group membership is, then, no less painful and unjust, but it can be more easily endured and rejected. Resilience is strengthened as a result. Tolerance towards other people is also increased by not reducing them to one identity characteristic. The method is based on the concept of the five pillars of identity (Petzold) which are body & mind, relationships, work & free time, material securities and value
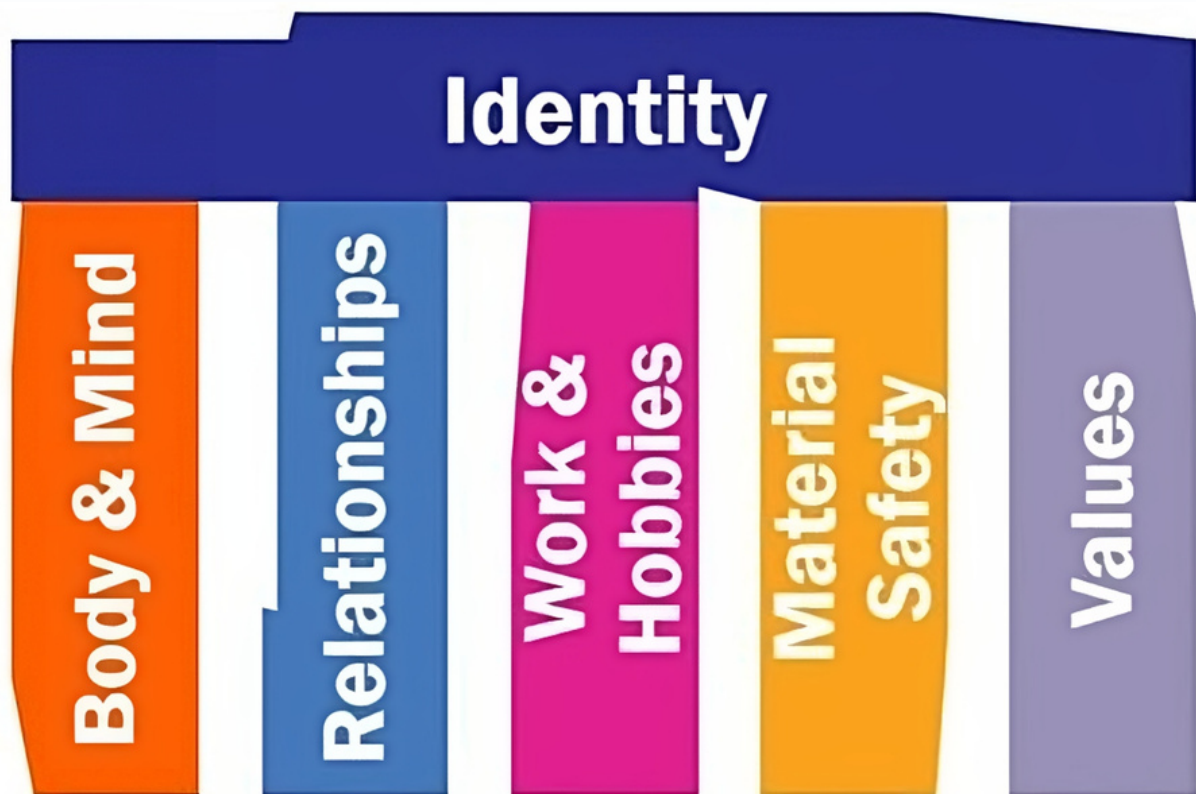
Description of the method

The participants create an identity pie or pie chart. Different parts of one's identity are represented as pieces of the pie in different sizes, depending on their importance. The more important, the bigger the piece. What is not important is taken out. The trainer can suggest some dimensions (such as gender, profession, education, hobby, religion, etc.), but also lets the participants decide what they want to be represented in the pie.

My identity
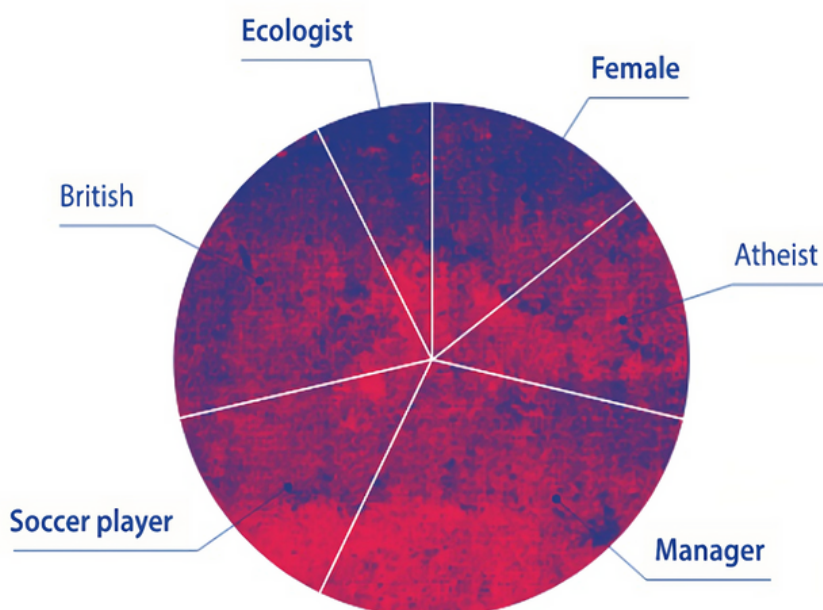
LESSON 1.2. THE FOUR C'S OF THE 21ST CENTURY

Being aware of your identity is as important as being aware of your own skills and how you can enhance them. The 4 C's are considered the most important skills of our century that enables every young person to act and work according to the highest demands of modern society.

The four C's of 21st Century skills are:
1. Critical thinking
2. Creativity
3. Collaboration
4. Communication

21st Century Skills

Technology is best able to enhance learning when used intentionally within the adopted curriculum by the educators

Technology should be woven into the curriculum, so it contributes significantly to the learning outcome

The 4 C's

Collaboration, Communication, Creativity, Critical Thinking

Creativity

Trying new approaches to get things done equals innovation & invention

Content

Content is Consumed and accessed using Technology:

Collaboration

Working together to reach a goal – putting talent, expertise and brains to work

Critical Thinking

Looking at problems in a new way, linking learning across subjects and disciplines

Communication

Sharing thoughts, questions, ideas, and solutions

Exercise:

Watch this video and reflect upon it (Trainers/facilitators will guide the young trainees with the following questions: "Do you want to add a different skill?" "What do you do in your personal life to enhance the 4 C's?" "Are they relevant to nowadays society?")

https://www.youtube.com/watch?v=TwMvsuj3gU8

LESSON 1.3. GOVERNANCE AND DECISION MAKING

It is absolutely critical in order to be an agent of change in your community to have all the information connected to your social context related to governance and status quo. There is no change happening where there is no understanding of the political and social system. There are layers of decisions that can not exist one without the other and actions that will be impossible to put in practice without the right knowledge. What is a social power? Who are the main decision makers that influence my lifestyle and choices I make in my environment? What can I actually change and who do I need to involve in my plan?
All of these questions are answered having the right information and mapping the actors or stakeholders that influence my decisions and untimely can support my cause.

Exercise:

1. Present the structure of the EU institutions that are governing the countries part of EU.
2. Watch a short video about the EU role and responsibilities https://www.youtube.com/watch?v=8Rkwllr912A
3. Questions: What is the difference between Decision, Guidance and Advice institutions? Who is directly involved in proposing laws that affect our society?
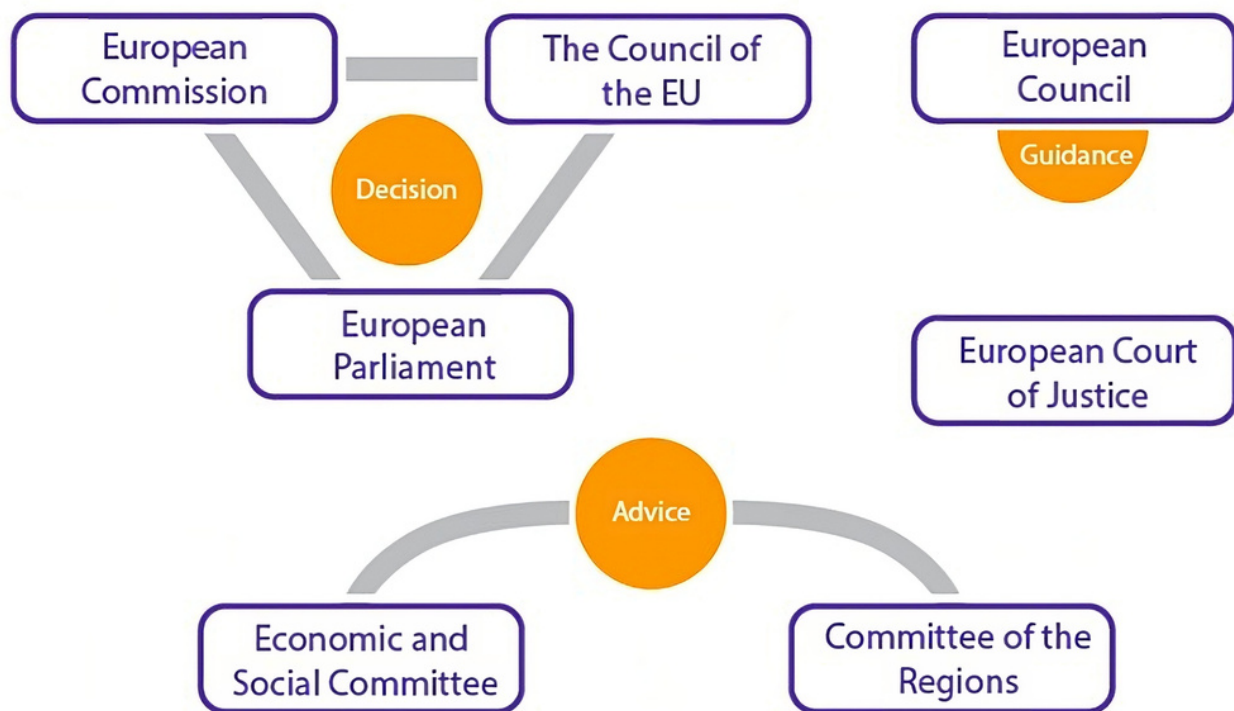
Exercise: Stakeholder mapping

I*ntroduction*: Stakeholder mapping is the process of identifying key stakeholders (i.e. individuals or groups with a vested interest in your product or project) and understanding their relationships with each other.

It's important to map your stakeholders because it helps you understand who they are, what they want, and how they should be involved during your project implementation and beyond. Additionally, stakeholder mapping can help to identify potential areas of conflict and misunderstanding, allowing organizations to address these issues before they become major problems.

There are four main types of stakeholders: primary, secondary, tertiary, and quaternary:

- **Primary stakeholders** are those who have a direct impact on the product or project (e.g. employees, customers).
- **Secondary stakeholders** are those who have an indirect impact on the product or project (e.g. shareholders).
- **Tertiary stakeholders** are those who have a potential impact on the product or project (e.g. industry experts).
- **Quaternary stakeholders** are those who have no direct impact on the product or project but may be interested in its success or failure (e.g. media).

Primary and secondary stakeholders should be given special attention as they have the most direct impact on your project.

Steps:

1. Define the purpose of your stakeholder map — what belongs in the center?
2. Brainstorm to build your list of stakeholders
3. Determine each stakeholder's level of involvement
4. Determine each stakeholder's interests and goals
5. Build an action (engagement) plan based on your stakeholder map.

Example:

Source: https://www.mural.co/blog/stakeholder-mapping
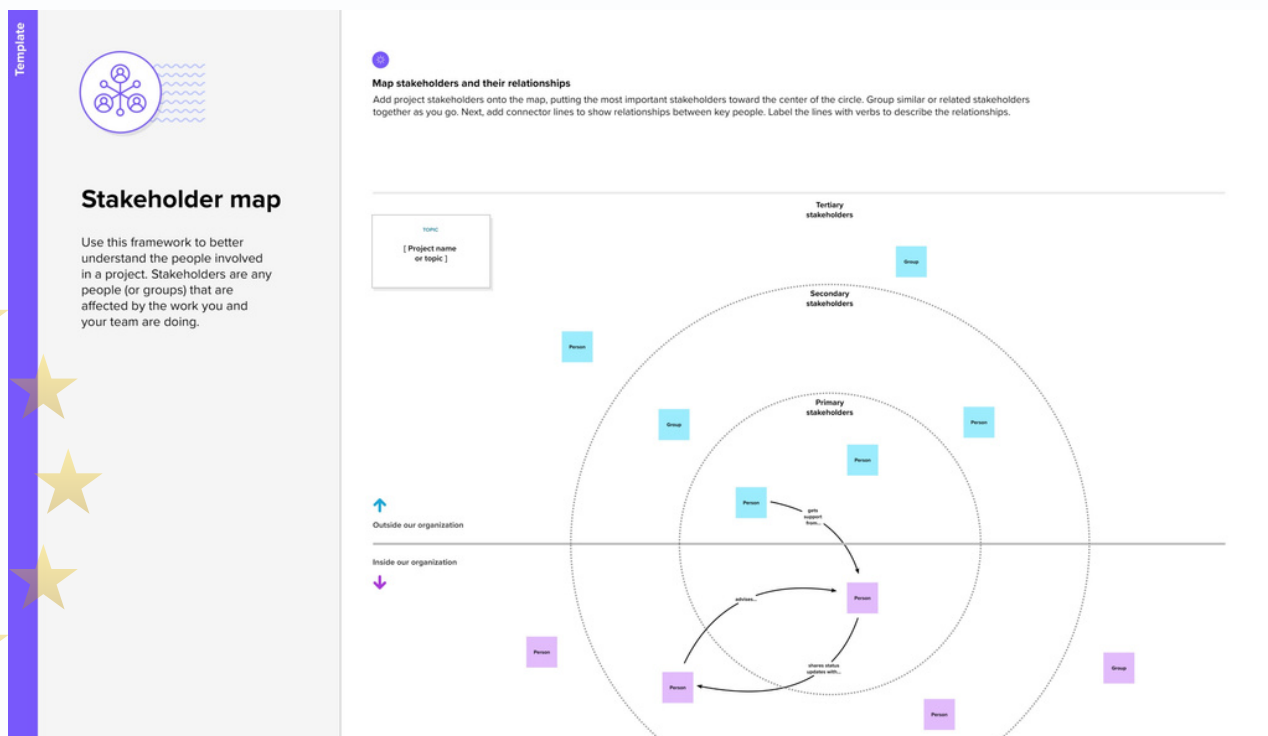
LESSON 1.4. HUMAN RIGHTS OF YOUTH

Why are human rights important? Why should they be applied to young people? Which are the main obligations of young people in relation to their rights? What are those particular rights applying to young people?
In this lesson we will explore the basic human rights that apply to youth and find out why are they important in our society.

Exercise:
Visit the website below and make a top 3 most important rights for yourself.
https://tools.youthforum.org/youth-rights-info-tool/human-rights-and-young-people/

Learning outcomes:

- Increased knowledge about the main concepts presented along this module (pillars of identity, the 4 C's of our century, human rights of youth, governance and decision making)
- Increased capacity of individual and group reflection practices
- Increased self-awareness as individual belonging to a community
- Increased knowledge about human rights of youth
- Increased collaboration, creativity, civic competences

MODULE 2 - FROM VISION TO ACTION

Objectives of Module 2:

- To learn about Design Thinking approach and how to combine concepts and methos learned so far, in identifying correctly what needs are and what solutions are possible to address them
- To reflect on communities and learn about why communities are so important
- To learn practical ways of addressing communities' needs and setting up an Action Plan
- To gain project writing skills and knowledge
- To boost communication and use collaborative ways of working

The world is changing, this is a fact and a natural way of evolving towards a world and a planet that is resourceful, friendly and inclusive to all of us.

It depends on each of us how we choose to contribute to the change, and the ways we want to achieve the results we want.

We create an idea of the change we want to make, but we need to translate it into action.

This is a process that can be long depending on our goals. That's why it is important to always keep in mind the "big picture", but plan it in smaller steps, so we can trace our progress and decide if we are still on the right track or we need to change the plan in accordance with personal vision.

All the big creators and influencers from our society started with a vision of what they wanted to create. All the products we use in our daily work started with an idea of what that item should be like and what will serve for. This is exactly how we need to imagine our project idea.

Martin Luther King imagined a society where every black person is treated equal, with dignity and respect.

VISION

The Engineering Communication Program is a leader in integrated communication education.

We empower our community to become top contributing professionals in their fields.

VALUES

- Collaboration
- Creativity
- Diverse Perspectives
- Empowerment
- Informed Practices
- Professionalism

MISSION

We help students to recognize the role of communication in effective engineering practice.

We create practices, programs and partnerships that enable students to become more confident and effective communicators, and thus, better engineers.

We collaborate with students, faculty and industry to develop discipline-specific communication instruction.

We foster and support integrity in student learning and communication practices.

We support research and professional development within our program.

Challenge:

Watch I HAVE A DREAM video and comment on the speech and the events that followed. *"What was the vision? What was the action and how are they interconnected?"*

Link to the video
https://www.youtube.com/watch?v=6dKimoybmEo

LESSON 2.1. CREATING YOUR COMMUNITY PROJECT. DESIGN THINKING PRINCIPLES

When you start a project, a business, building a house or other complex activities besides creating an *action plan* you will need to *think* about the principles that you want to create the project on. There are many principles behind developing a project, but the model of *design thinking* proved to be the most efficient, as along the way it creates also a community.

Exercise:

1. Facilitator explains in simple steps what does the model work, using the text and the picture below.

Description:

Design thinking is a *problem-solving methodology* that focuses on *understanding the needs* of the users and *creating innovative solutions* that address those needs. It is a user-centered approach that emphasizes collaboration, experimentation, and iteration. Design thinking originated in the field of design, but it has been applied to various fields, such as business, engineering, and social sciences.

The design thinking process typically consists of five phases: empathize, define, ideate, prototype, and test.

DESIGN THINKING 101

NNGROUP.COM

UNDERSTAND

EMPATHIZE
Conduct research to develop an understanding of your users.

DEFINE
Combine all your research and observe where your users' problems exist.

EXPLORE

IDEATE
Generate a range of crazy, creative ideas.

PROTOTYPE
Build real, tactile representations for a range of your ideas.

MATERIALIZE

IMPLEMENT
Put the vision into effect.

TEST
Return to your users for feedback.

In the empathize phase, designers, but not only, seek to understand the users' needs and challenges through observation and engagement, which provides insights into the users behaviors, preferences, and pain points.

Next, we need to synthesize the insights gained in the empathize phase to create a problem statement that is focused on the users' needs, thus defining the challenge to be addressed.

The following step is to generate a wide range of possible solutions to the problem. At this step, wild and imaginative ideas should be encouraged, as well as brainstorming sessions with diverse teams, which help stimulate creativity.

The prototype phase involves creating a physical or digital representation of the solution. This can be a low-fidelity mock-up or a high-fidelity prototype, depending on the level of detail required to test the solution.

In the last phase, we test the prototype with users to gather feedback and refine the solution. This phase can serve to validate assumptions, identify areas to improve, and iterate on the solution.

2.Watch this video https://www.youtube.com/watch?v=-ySx-S5FcCI

Identifying correctly what the needs of individuals or groups or communities are, is essential for later developing realistic and with long-term impact solutions.

Exercise:
Facilitator divides the group in small teams of 3-4 young people. Using critical thinking approaches, each team starts reflecting and brainstorming on needs they identify in their school, community, neighbourhood, group of friends etc. They create a list with min 10 needs/problems identified. Then they start ranking these needs according to their urgency, importance, number of people being affected by, efforts necessary to be addressed and other factors that they young people will agree upon (co-participation). After having on top priority need or problem, they start designing possible solutions using design thinking methods but also what they have learned in Module 1 about looking at resources and relevant stakeholders that can help. Again, they will create a list with several solutions proposed to solve the problem/address the need, but eventually will rank them according to a few factors such as: how realist is, how many resources are needed, what is the easiest way to address it etc.
At the end of the exercise each team should have one problem/need and one or two realistic and feasible solutions for it.

LESSON 2.2. COMMUNITY ENVISIONING

"What is a community? What makes a community work? What community do I belong to? Where is my role in my own community?"

Exercise:
Form 5 mixed teams of 10 youngsters and 1 facilitator per each group. Brainstorm the concept of community using Jam Board as a digital tool.

Step 1. Reflect on the following questions

What makes a community work? What community do I belong to? Where is my role in my own community?
Share your own thoughts in your group.
Digital tools: Zoom, Jam Board

Step 2. Draw your ideal community

What is the main infrastructure, resources?
Compare it with your actual community.
What it is missing? Highlight the missing resources, infrastructure and make a needs assessment based on your findings.

# LESSON 2.3. WRITING A PROJECT. DEVELOPING AN ACTION PLAN

If you need to reach a place you need a map, so you know exactly where your location is in relation with your destination. The Action Plan is your road map of your project.

"*Where am I now and what is my destination?*"

In order to reach your destination you will need to define your goal, resources, actions and results.

Project writing is not so complicated as long as you have the right tools to work in identifying the *problems*, *solutions* and expected *results*.

Guiding questions: "*What do we need in order to reach all our project goals? Which are the basic project management rules to ensure a good quality work of our project?*"
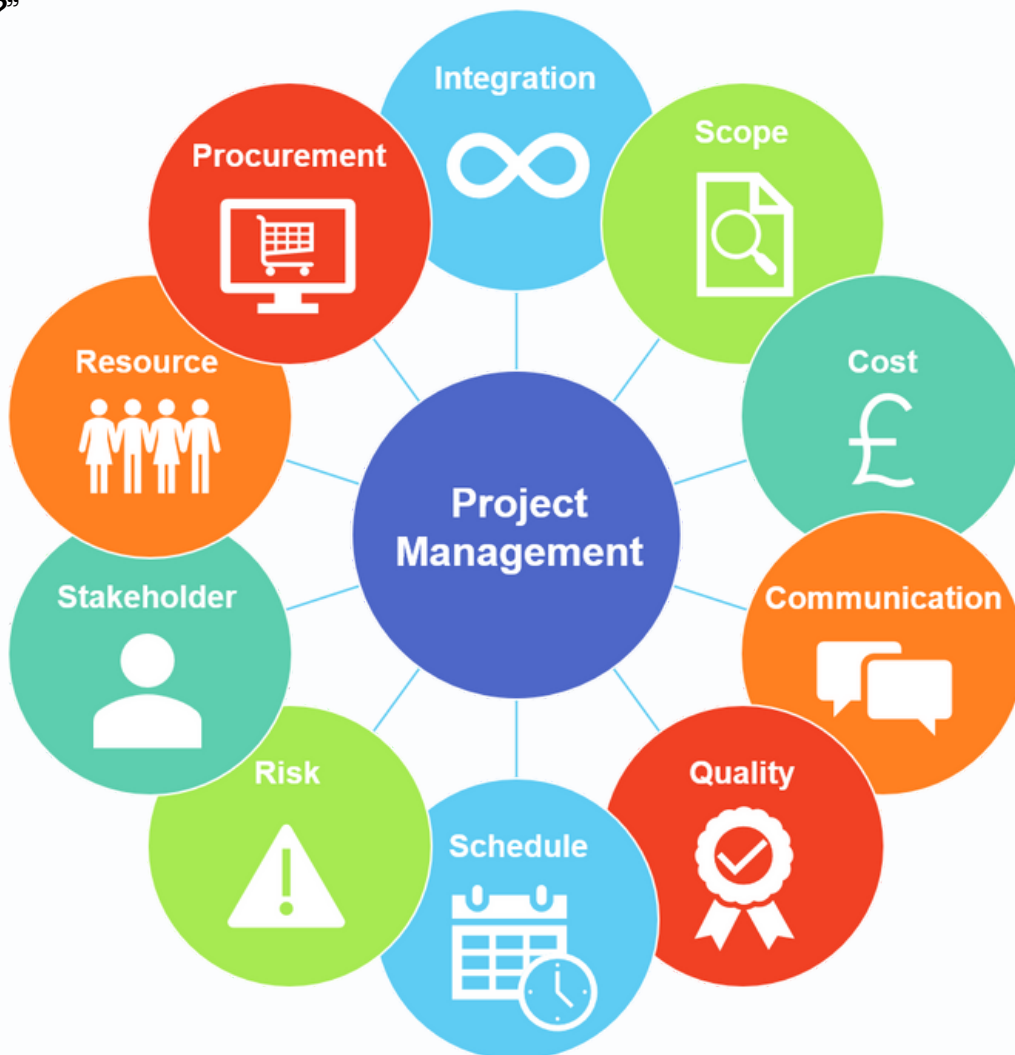
Exercise 1:

Introduce to the group the game Gather Town https://www.gather.town
Set up a common goal, so that everybody will have to reach it.

Exercise 2:

Introduce the Action Plan template. Split the group in small teams of participants per country and work on the template. Support the young participants in order to integrate knowledge and skills gained or exercised in previous steps of the blended training: identifying the needs, brainstorming on the available resources, creating a stakeholders' map, designing realistic and feasible solutions etc. At the end of the activity, each group will have an Action Plan addressing a problem/need by following a road map given by the proposed plan.

LESSON 2.4. ADVOCATING FOR CHANGE

Our lives are in permanent change, so are the societies and communities we live in. But, change doesn't just happen at social level. There are cultural and social norms, beliefs systems and behaviours that are not easy to change and there each of us can come in and become an "agent of change". We do this by participating into a group initiative, volunteering, taking action ourselves.

Exercise:
Question: "Do you have an example from your personal life where you had tried to change something? Think about your family norms, school or community.
If not, what will be the first thing you will want to change?"

Example:
Presenting at least 2 projects from EU organized by youth
Link web page:
https://innovationinpolitics.eu/6-projects-where-young-people-foster-innovation-for-community-life/

Learning outcomes:

- Increased knowledge about design thinking approach and applicability
- Increased project writing skills
- Increased digital skills and ability to use digital apps in learning processes
- Increased capacity of individual and group reflection practices
- Increased collaboration, creativity, civic competences

APPENDIX I – LESSONS MICRODESIGN

MODULE 1– UNDERSTANDING MYSELF AND THE WORLD AROUND ME

WORKSHOP 1 (2.5 HOURS)-ONLINE

LESSON 1.1 VALUES, BELIEFS
PART 1. BRIEF INTRODUCTIONS

Name of the method	Introductions
Target group	Youth between 16-24 years old
Duration	30 minutes (3-5 minutes per group x 6 groups)
Digital tools	Zoom www.zoom.com
Competences	• English communication and presentation skills; • Digital competences to use Zoom features (share screen, unmute, close-open camera)
Knowledge, skills	Self reflection, tolerance, critical thinking, resilience, respect, empathy
Objectives	Connect participants from different countries and cultures; increase cultural sensitivity and acceptance; knowledge about different EU countries
Method description	Facilitators will present in short their group country of origin, the general age of participants and name of the organization
Training context	Method is important for communication purposes and facilitation of group work
Preparation	Prepare a short presentation based on the descriptions above and the national flag to be displayed during the presentation (Screen Share).
Risks	Internet connection, low digital skills or English level

LESSON 1.1 VALUES, BELIEFS PART 2.

Name of the method	Pillars of identity
Target group	Especially young people over 12 years old
Duration	2 hours
Spatial requirements	Zoom www.zoom.com
Competences	Self reflection, tolerance, critical thinking, resilience, respect, empathy
Objectives	Strengthening resilience, reflection of identity, early prevention of extremism
Method description	Group exercise; facilitator asks questions about identity, participants create a pie of identity pieces and discuss it
Training context	Method is important for the strengthening of young people's identity
Preparation	Theory of five pillars of identity needs to be known and presented by the facilitator, presentation material.
Risks	Identity questions can be very sensitive. Youngsters might not want to talk about different aspects, discriminations or their own prejudices. Facilitator needs to be very cautious.
Concept/ application	Method conceptualised and presented in project workshop by Nedžad Moćević

WORKSHOP 2 (2,5 HOURS) – ONLINE
PART 1.
LESSON 1.2. THE FOUR C'S OF THE 21ST CENTURY

Name of the method	Theory of the 4 Cs
Target group	Especially young people over 16 years old
Duration	2 hours
Digital tools	Zoom www.zoom.com; Padlet – www.padlet.com
Competences	Facilitator is accustomed with the theory of of the 4C's Preparation of Padlet sheets in advance.
Objectives	increase participants knowledge about the importance of developing the required skills on the work market
Method description	Facilitator presents the theory in short and facilitate group discussions. Watch this video and reflect upon it. Video presentation: https://www.youtube.com/watch?v=TwMvsuj3gU8 Group is splitting in 6 mixed groups (10 participants/group) Facilitating questions: Do you want to add a different skills? What do you do in your personal life to enhance the 4 C's? Are they relevant to nowadays society? Present in plenary the findings of the group.
Training context	Method is important for making aware the youngsters about specific skills development for the working sector
Preparation	Read the description from the curriculum regarding the theory. Prepare the link for video presentation. Prepare facilitating questions.
Risks	Internet connection, low digital skills or English level, big size of the discussion groups.
Closing session	Announcements of next training session

WORKSHOP 3 (2,5 HOURS) – ONLINE
PART 1.
LESSON 1.3. GOVERNANCE AND DECISION MAKING

Name of the method	EU structure institutions
Target group	Especially young people over 16 years old
Duration	1 hour
Digital tools	Zoom www.zoom.com;
Competences	Facilitator is accustomed with presentation
Objectives	increase participants knowledge about the EU institutions and decision process at EU level
Method description	Facilitator presents the structure of the EU institutions that are governing the countries part of EU. **Exercise:** Watch a short video about the EU role and responsibilities Separate in mixed groups: https://www.youtube.com/watch?v=8Rkwllr912A Questions: What is the difference between Decision, Guidance and Advice institutions? Who is directly involved in proposing laws that affect our society? Present in plenary the findings of the group.
Training context	Method is important for making aware the youngsters about decision making processes.
Preparation	Read the description from the curriculum regarding the exercise. Prepare the link for video presentation. Prepare facilitating questions.
Risks	Internet connection, low digital skills or English level, big size of the discussion groups.

PART 2.

EXERCISE: STAKEHOLDER MAPPING

Name of the method	Stakeholder mapping
Target group	Especially young people over 16 years old
Duration	1,30 hour
Digital tools	Zoom www.zoom.com; www.miro.com
Competences	Facilitator is accustomed with presentation
Objectives	increase participants knowledge about decision making
Method description	Facilitator presents the exercise with a short description and following steps: 1. Define the purpose of your stakeholder map — what belongs in the center? 2. Brainstorm to build your list of stakeholders 3. Determine each stakeholder's level of involvement 4. Determine each stakeholder's interests and goals 5. Build an action (engagement) plan based on your stakeholder map. Group work per country (6 groups)
Training context	Method is important for making aware the youngsters about decision making processes.
Preparation	Read the description from the curriculum regarding the exercise. Prepare Miro link.
Risks	Internet connection, low digital skills or English level, big size of the discussion groups.

WORKSHOP 4 (2,5 HOURS) – ONLINE LESSON 1.4. HUMAN RIGHTS OF YOUNG PEOPLE PART 1.

Name of the method	Video presentation
Target group	Especially young people over 16 years old
Duration	1 hour
Digital tools	Zoom www.zoom.com
Competences	Facilitator is accustomed with presentation
Objectives	increase participants knowledge about human rights and activism
Method description	**Exercise:** Watch I HAVE A DREAM video and comment on the speech and the events that followed. What was the vision? What was the action and how are they interconnected? Link to the video https://www.youtube.com/watch?v=6dKimoybmEo
Training context	Method is important for making aware the youngsters about human rights and activism.
Preparation	Prepare the link for exercise.
Risks	Internet connection, low digital skills or English level, big size of the discussion groups.

PART 2.

Name of the method	Video presentation
Target group	Especially young people over 16 years old
Duration	1,30 minutes
Digital tools	Zoom www.zoom.com; www.miro.com
Competences	Facilitator is accustomed with presentation
Objectives	increase participants knowledge about the stakeholders influencing their decision
Method description	Why are human rights important? Why should they be applied to young people? Which are the main obligations of young people in relation to their rights? **Exercise:** Visit the website below and make a top3 most important rights for yourself. https://tools.youthforum.org/youth-rights-info-tool/human-rights-and-young-people/ Split in groups per country. Present in plenary the stakeholder maps of each group.
Training context	Method is important for making aware the youngsters about human rights of young people and responsibilities,
Preparation	Read the description from the curriculum regarding the exercise. Prepare the link for exercise.
Risks	Internet connection, low digital skills or English level, big size of the discussion groups.
Closing session	Announcements of next training session

HELPDESK 1.

- Discussions and feedback regarding the content covered in Module 1.
- Topics to be incorporated in Module 2 (in presence).
- Preparing for in person national trainings (Agenda, location, logistics).

MODULE 2 – FROM VISION TO ACTION

WORKSHOP 1 (4 HOURS) – IN PRESENCE

LESSON 2.2. COMMUNITY ENVISIONING

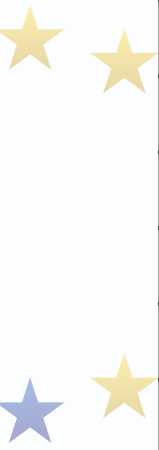| Name of the method	Community envisioning
Target group	young people over 16 years old
Duration	2,30 minutes
Logistics	Training room and materials (flipchart, markers, stickers)
Competences	Facilitator is accustomed with presentation
Objectives	increase participants knowledge about community needs
Method description	Form 6 mixed teams of 10 youngsters and 1 facilitator per each group. Brainstorm the concept of community using Jam Board as a digital tool. *Step 1.* Reflect on the following questions: What makes a community work? What community do I belong to? Where is my role in my own community? Share your own thoughts in your group. *Step 2.* Draw your ideal community. What is the main infrastructure, resources? Compare it with your actual community. What it is missing? Highlight the missing resources, infrastructure and make a needs assessment based on your findings.
Training context	Method is important for developing skills in needs analysis.
Preparation	Read the description from the curriculum regarding the exercise.
Risks	Low involvement of participants
Closing session	Announcements of next training session

WORKSHOP 2&3 (8 HOURS) – IN PRESENCE

LESSON 2.3. WRITING A PROJECT PART 1.

Name of the method	Group work
Target group	young people over 16 years old
Duration	30 minutes
Logistics	Mobile phones
Competences	Facilitator is accustomed with the game
Objectives	increase participants knowledge about community needs
Method description	Introduce to the group the game Gather Town https://www.gather.town Set up a common goal, so that everybody will have to reach.
Training context	Method is important for developing skills in cooperation and following the same goal.
Preparation	Read the description from the curriculum regarding the exercise.
Risks	Internet connection, low digital skills.

PART 2.
LESSON 2.1. CREATING YOUR COMMUNITY PROJECT. DESIGN THINKING PRINCIPLES

Name of the method	Group work
Target group	young people over 16 years old
Duration	30 minutes
Logistics	Laptop
Competences	Facilitator knows about the topic
Objectives	increase participants knowledge about design thinking principles
Method description	Watch this video https://www.youtube.com/watch?v=-ySx-S5FcCI
Training context	Method is important for developing skills in designing a project
Preparation	Read the description from the curriculum regarding the exercise.
Risks	Low motivation, theoretical.

PART 3.

Name of the method	Group Work-Project writing
Target group	Young people over 16 years old
Duration	7 hours (split in 2 workshop sessions for 2 days)
Logistics	Training room and materials (flipchart, markers, stickers)
Competences	Facilitator is accustomed with presentation
Objectives	increase participants knowledge about project writing
Method description	Introduce the participants to the template Project writing. Discuss all aspects included in the template and start working based on the community needs identified in the previous workshop. Develop the idea of the project. Introduce data into the template.
Training context	Method is important for developing skills in cooperation, team work, needs analysis, planning.
Preparation	Read the description from the curriculum regarding the exercise.
Risks	low skills in planning and lack of motivation
Closing session	Announcements of next training session

WORKSHOP 4 (4 HOURS) – IN PRESENCE

Name of the method	Group Work-Action plan
Target group	Young people over 16 years old
Duration	4 hours (split in 2 workshop sessions for 2 days)
Logistics	Training room and materials (flipchart, markers, stickers)
Competences	Facilitator is accustomed with presentation
Objectives	increase participants knowledge about Action Plan
Method description	Introduce the participants to the template Action Plan. Discuss all aspects included in the template and start working based on the community needs identified in the previous workshop. Introduce data into the template.
Training context	Method is important for developing skills in cooperation, team work, needs analysis, planning.
Preparation	Read the description from the curriculum regarding the exercise.
Risks	low skills in planning and lack of motivation
Closing session	Announcements of next training session

Assignment 1 – the group will work to complete the Action plan template related to their idea of the project.

HELPDESK 2 - 1 hour
- Participants will get feedback regarding their assignment.
- Preparation for presentation of their project plan in international training (**workshop 6**)

WORKSHOP 5 (3 HOURS) – ONLINE LESSON 2.4. ADVOCATING FOR CHANGE

Name of the method	Exercise – Good practices in youth projects
Target group	Young people over 16 years old
Duration	1 hour
Digital tools	Zoom
Competences	Facilitator is accustomed with presentation
Objectives	increase participants knowledge about other project innitiatives in EU
Method description	Presenting at least 2 project from EU organized by youth Link web page https://innovationinpolitics.eu/6-projects-where-young-people-foster-innovation-for-community-life/ **Question:** Do you have an example from your personal life where you had tried to change something? Think about your family norms, school or community. If not, what will be the first thing you will want to change?
Training context	Method is important for developing skills in communication, reflection, action, activism
Preparation	Read the description from the curriculum regarding the exercise.
Risks	low skills digital skills, English

WORKSHOP 6 (3 HOURS) – ONLINE

Name of the method	Project presentation
Target group	Young people over 16 years old
Duration	3 hour (30 min per country)
Digital tools	Zoom
Competences	Facilitators are accustomed with presentation
Objectives	increase participants knowledge project cycle
Method description	Each country will be responsible to present their project idea, based on the training. Questions from the auditorium.
Training context	Method is important for developing skills in communication, reflection, action, activism
Preparation	Read the description from the curriculum regarding the exercise.
Risks	low skills digital skills, English
Closing	Evaluation of the training (Blob tree)

APPENDIX II - ASSIGNMENTS

Assignment 1 – the group will split the responsibilities to individually complete the Action plan template related to their idea of the project. During the Help Desk 1 they will discuss with the facilitator and get feedback.

Assignment 2 – the national groups will design a project logo related to their project idea and use it on their communication and promotional materials.

Assignment 3 – Using the Stakeholder Map develop a questionnaire for the stakeholders you identified as being primary and ask the questions to the persons responsible. Interpretation of results in groups and in Help Desk 2.

APPENDIX III - MONITORING AND EVALUATION

Evaluation is an important step in the training process. It can give the facilitators a close idea on the training process, on what they need to change/adapt in their curriculum, so that learning process reaches the goals and students develop new skills.

Exercise:

Thinking about your learning experience in this training where would you put yourself on this Blob Tree. (please put your name on the sticky note). Invite students to talk about their learning experience.

Link: https://jamboard.com

APPENDIX IV − RESOURCES

Websites & web channels:

- https://www.coe.int/en/web/compass
- https://www.allo-tolerance.eu/en/learningresource/reflection-identity-and-aspects-life-can-promote-radicalisation-en
- https://tools.youthforum.org/youth-rights-info-tool/human-rights-and-young-people/
- https://innovationinpolitics.eu/6-projects-where-young-people-foster-innovation-for-community-life/

Training materials:

1. YOUTH CIVIC EDUCATION, ENGAGEMENT, AND LEADERSHIP DEVELOPMENT GLOBAL LANDSCAPE ANALYSIS, MARCH 2021, USAID
2. AN INCLUSIVE CIVIC ENGAGEMENT - TRAINING CURRICULUM, FACILITATOR'S TOOLKIT
3. https://www.youtube.com/watch?v=TwMvsuj3gU8
4. https://www.youtube.com/watch?v=8RkwIlr912A
5. https://www.youtube.com/watch?v=6dKimoybmEo
6. https://www.youtube.com/watch?v=-ySx-S5FcCI

Digital tools:
- www.miro.com
- www.zoom.com
- www.youtube.com
- www.jamboard.com
- https://www.gather.town
- https://neal.fun/ambient-chaos/