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Handbook

Active political participation, engagement in democratic processes

TITLE:

Handbook "Active political participation, engagement in democratic processes"
(for youth workers/educators/teachers with concrete workshops)

PROJECT:

Critical thinking and participation as a foundation of democracy in Europe

PROJECT PARTERS:

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Introduction

This handbook is based on the Learning, Teaching, Training Activity (LTTA) “Active political participation, engagement in democratic processes” organised as part of the activities of the project “Critical thinking and participation as a foundation of democracy in Europe”.
Training course activity was organised in period 10.04. - 20.04.2022. in Mostar, Bosnia and Herzegovina.

LTTA “Active political participation, engagement in democratic processes “, is based on non-formal education and learning by doing methods. Activity provided participants with an opportunity to create their own learning expectations and outcomes but also to discover themselves and their own personal limits. LTTA activity was focused on raising the competences of the youth workers/teachers/educators in topics of active political participation and engagement in democratic processes.

The handbook is developed in the form of 10 educational workshops tackled during the LTTA activity and improved based on the feedback of youth workers. Additionally, sessions about introduction, team-building and evaluation of international educational activities are added for trainers implementing all sessions in the international environment.

We hope this material will be helpful for other youth workers - as a starting point for developing new projects and ideas or as a resource used for organising educational sessions on the topic of active political participation and engagement in democratic.

About the project

The passive attitude of young people to participate in democratic activities and processes, lack of skills and knowledge of youth workers on how to equip young people with skills and knowledge needed for a critical approach to democracy and media literacy connected to the democratic processes, lack of trust of young people in democracy and democratic values (especially visible in the Western Balkan region) are the main reasons behind the work of partners in developing and creating the CritiDe project (shortcut for the full project name: “Critical thinking and participation as a foundation of democracy in Europe”).

Based on the needs assessment, research and publications from all partner countries, the proposal is focused on raising the level of political and media literacy of young people, learning about democracy, the rule of law and values, and exploring how to become active citizens, having in mind not only elections but also a broader set of actions: campaigning, demonstrating, volunteering, and engaging in political parties or NGOs.

CritiDe as a project aims to raise the capacities of participating organisations and their local partners, as well as youth workers; in the fields of critical thinking and activism of young people in democratic processes and the development of media literacy skills. This will be achieved through the development and delivery of educational trainings for youth workers and the development of educational handbooks and workshops. As a cherry on top, an educational platform containing developed practical handbooks and an online learning course on how to use and adapt materials to the specific needs of local communities and the work of youth workers/educators/professors; will be developed. The platform will further provide opportunities to contact local organisations as focal points and resource centres.

The project focuses on these thematic areas/specific objectives: political participation and dialogue with decision-makers; inclusion of young people with fewer opportunities; democracy, rule of law and values.

Specific objectives of the project are:

- Raising competences and skills of youth workers across four partner countries and partner organisations for development, implementation and evaluation of youth work activities and programs focused on democracy, political participation and media literacy of young people in local communities through LTTA 1: Active political participation, engagement in democratic processes and LTTA 2: Media literacy; on which 30 participants per LTTA will be involved (total of 60 participants, including trainers, experts and staff).

- Improving and raising existing capacities of project partners for development implementation and evaluation of local and international projects focused on active youth participation in democratic processes and media literacy through follow-up activities after LTTA 1 and LTTA 2, on which 20 participants from each of the four partners will be involved (total 160 participants in the follow-up activities).

- Develop the competency framework for youth workers for the education of young people on topics of democracy, political participation and media literacy through the development and publication of Handbook 1: Active political participation, engagement in democratic and Handbook 2: Media literacy, which will be used in follow-up activities (20 participants per partner), dissemination activities (40 participants per partner) and will be available on Educational platform.

- Develop the competency framework of youth workers for development, implementation and evaluation of online-based campaigns and use of digital tools for online campaigning through LTTA 3: Digital tools and online campaigning, and online course on the educational platform, open and accessible to everyone.

- To develop further EU and Western Balkan partnerships on topics of democracy, political participation and media literacy through the development of an Educational platform which will contain developed Handbooks and educational materials; digital tools for e-participation and e-democracy, online course on how to use Handbooks and materials to develop, implement and evaluate workshops for youngsters, an overview of the political system in all four partner countries.

- Engage in intensive dissemination & exploitation activities of newly produced products and engage at least 240 participants (with a particular focus on higher engagement of NEET and fewer opportunity youngsters) to our youth work activities focused on topics of democracy, active political participation and media literacy; through but not limited to use of digital tools and online campaigns.

Project partners

Youth Power Germany e.V

Web: https://de.youth-power.org

Youth Power Germany (YP DE) is a sister organisation of Youth Power Bosnia and Herzegovina (YP BA) was created by a group of youth volunteers and youth workers back in 2018. Their main goal is to support youth in German society and all youth in Europe. YP DE is active in Berlin, where they support different projects for preventing violence among youth and youth immigrants, supporting art projects for youth immigrants, gender equality projects and promotion of EU values and human rights. Especially relevant to this project, YP DE, in cooperation with four different experts and two partner organisations, has been working on the development and implementation of digital tools in regular youth work activities in the last 3 years. YP DE pool for implementation of this project has staff members and youth workers with rich qualities/competences in using digital photography tools, digital marketing, social media marketing, online campaigning, fostering e-participation etc. YP DE has six people regularly engaged as trainers and project coordinators in the organisation, and at least 300 people are involved as learners in different local and educational projects every year.

Carousel 8, Croatia

Web: https://carousel8.org

Carousel 8 (C8) from Croatia is a non-governmental organization from Zagreb, established to provide learning and volunteering opportunities for youngsters with fewer opportunities. The main goals of C8 are promoting volunteerism and active citizenship; promoting non-formal education; promoting awareness of civil society development, and inclusion of people in social and cultural life. Especially relevant to this project, C8 has rich experience in organizing educational workshops for high-school students in Zagreb region, where they worked on promoting active citizenship, volunteering opportunities for youngsters and basics of media literacy. Additionally, they have experience in working with NEET youngsters and first-time voters on navigating the election process and developing of their skills in democratic citizenship and the conduct of elections. On the international level, they coordinated and implemented several KA1 (mobility of youth workers) projects about volunteering, volunteer management and mentoring in the international environment. C8 has four people regularly engaged as trainers and project coordinators and at least 100 people at the international; and 200 people at the local level involved as learners on educational projects.

Youth Power Bosnia and Herzegovina

Web: https://www.youth-power.org

Youth Power Bosnia and Herzegovina (YP BA) is an NGO from Mostar established in 2013 by a group of young people who were already experienced in the civil society sector. The organization has a strong team of seven employed staff and over 30 volunteers and is implementing three long-term programmes at the moment. YP's vision is a society with positive values in which young people contribute to tolerance and interpersonal dialogue, promoting healthy lifestyles, gender equality, non-violence, and being actively involved in social life and politics. The main activities of YP BA are organising workshops, training courses, youth exchange, counselling, peer education, organising conferences and different events. YP BA is working in different programs at the local and national levels. YP BA is also involved in the BOLD program currently implemented in Bosnia and Herzegovina by the US embassy. YP BA staff and experts are responsible for organizing educational trainings and sessions for participants of the BOLD program on the topic of civic education, democracy, human rights, journalism and media literacy and anti-corruption. Especially relevant to this project is that YP BA has been one of the first organisations that have worked on adapting on-site educational training courses to online courses. Their rich experience in using free platforms and paid options for developing online courses in non-formal education will be beneficial for developing online learning activities within this project, but also to share their experience and practice with other partners and participants of activities.

NVO "Glas", Montenegro

Web: https://nvoglas.me

NVO GLAS from Montenegro is recently founded in Podgorica by enthusiastic people who have the vision to improve the entire society through the improvement of skills and to promote lifelong learning for all. Aware of the fact that young people in Montenegro are highly educated and talented but also afraid to express themselves in Montenegrin, still patriarchal society where the influence of political parties is strong, NGO GLAS, by organising seminars, trainings and other forms of non-formal education, independently or in cooperation with other organizations, wants to enable them to gain knowledge and experience that does not provide formal education. This would provide them to meet similar people for socializing and cooperation, encouraging them to actively participate in decision-making in the areas of human rights, anti-discrimination, non-violence, intercultural and interreligious dialogue, youth policies and strategies for youth, healthy lifestyles and initiatives. of interest to youth, peace and peace policies. Activities of NGO GLAS would encourage young people to research, collect and analyse data, travel and learn about new

cultures, and develop entrepreneurial ideas. Especially relevant to this project, NGO GLAS has conducted a needs analysis among youngsters in their local community on the “Attitude of young people towards democracy as a value system and the current situation “. Their staff, through the implementation of this study, already managed to engage a group of youth workers interested in actively participating in the project activities and to multiply and implement new competences and knowledge directly in the local communities they are working in.

Educational sessions – for youth workers, educators, teachers

In this part of the handbook, we are presenting you with 12 fully developed, and ready to be implemented, educational sessions. These sessions are adapted from the sessions that took place during the LTTA (Learning, Teaching, Training Activity), and can be used as a whole set for long-term trainings, or can be use as separate sessions to tackle specific needs of the target group(s).

Each session has explained background, aim, objectives and competences addresses. In the list of materials and flow of the session you will find more details about concrete steps of the session and needed materials. We recommend more experienced youth workers/educators/teachers to adapt the sessions to the specifics of the group they work with and the resources they have on their disposal.

At the end of each session there is list of recommendations for further use of the session. These recommendations contain useful information for educators, that should be checked as part of preparation for the session.

1. Welcoming and getting to know each other

Duration: 180 minutes

Background: These introductory sessions are essential and must be organised thoroughly, as they set grounds for the quality group work of all participants and their quality learning during any educational activity. The group consists of representatives of different organisations coming from different countries and backgrounds, with very diverse experience in non-formal education settings and implementing youth work activities. Formal opening, welcoming and introduction of organisers and partners is a common and necessary starting point of every educational activity. It gives the participants who don't know each other and can feel uncomfortable a chance to get to know the team. Trainers/Facilitators help break the ice. So, what they will say in the introduction part will show what their beliefs behind the project story are and how the programme represents them. It will show what is the approach of organisers when working with youth. It is important to share all necessary information and then pass the flow to participants to get to know each other.

Aim of the session: To create a common starting point and to initiate the process of group development as well as provide the most important information related to the training course programme and the learning process to be organised.

Materials needed: Prepared flipchart papers with objectives, programme table, three papers for presentations of concerns, contributions and expectations, pens, markers.

Objectives:

- To create a welcoming atmosphere and appreciation for participation in it
- To introduce the background of the training course, the topic and agenda, the trainers, organisers and the group
- To get to know each other better
- To explore participants' motivation to join the educational activity
- To determine their expectations from the educational activity and possible contributions
- they might give for the quality of the event
- To define the rules of working together during this training course.

Competences addressed:

- Multilingual competences
- Learning to learn competence
- Social and civic competencies;
- Communication and collaboration in teamwork.

Methodology and methods:

- Plenary rounds
- Name games
- Inputs
- Individual reflection
- Mission Impossible
- Working in small groups with given tasks

Session flow:

1.) <u>Official welcoming by the hosts and organizers (20 minutes)</u>

Trainers and logistical staff from hosting organisations present themselves and briefly present the program together with the project and the main topics that will be discussed.
They explain all the important things relating logistics of the event (usual times for meals and coffee breaks each day, location of the restaurant, location of the reception etc.) and share their contact numbers in case of any emergencies. After the introduction part, participants share with the rest of the group their names, the country they are coming from and the name of their organisation.

2.) Web of our interests (45 minutes)

Trainers prepare a big sheet of paper (4 connected flipchart papers) on which they draw a big circle. Each participant must find a place around the circle and write down their name. Each participant must say one thing about themself that they would like to share with the rest of the group, for example: “I like to play tennis “or “I enjoy eating pasta “. All participants who agree or share the same interest connect with that person by drawing a line. Exercise is finished when all participants share their interests or hobbies at least once. At the end of the exercise, a big web should be developed. Trainers put the web on the wall next to the place envisioned for coffee breaks, and it has served as a conversation starter for participants in the following days.

3.) Expectations/fears/contributions (35 minutes)

Participants are divided into four smaller groups where they need to think about expectations they have from the training courses, their possible contributions to the successful implementation of the event, and fears about possible obstacles and challenges that could appear. Participants are asked to draw a libra on flipchart paper, to write their expectations in the upper weighing pan, and to write their fears in the lower weighing pan. Their contributions need to be written down in the light bulb.

4.) Teambuilding – Mission Impossible (60 minutes)

The group has to achieve eight or more missions that will make them go outside and cooperate. The group has to self-organise to be able to achieve all the missions in time. The group presents to the trainers all the missions achieved to get the approval of the achievement.

Tasks to be achieved in 40 minutes:

1. Bring 20 different T-shirts
2. Drink 12 litres of water
3. Find one object for each alphabetical letter. Bring them all and put them in line.
4. Count the steps from our working room to the restaurant and calculate min calories burn for 11 days

5. Make the longest possible shadow using your bodies and clothes and take a photo
6. Make a poster that explains the main principles of NFE
7. Take a group photo that shows the essence of political participation and activism
8. Use the group photo and (re)design the TC Facebook cover picture
9. Count all your followers and friends from social media profiles
10. Get the following information from the hotel: how did the Covid-19 situation influence the
1. jobs of people and their regular work, who are their usual guests, take a selfie with a waiter
11. Make a video of a group doing 100 push-ups

In the end, trainers lead reflection in plenary through the following debriefing questions:

1. What was the easiest task that you needed to do and why?
2. What was the most challenging task and why?
3. How did the division of tasks happen?
4. Were there any leaders in the group? Why?
5. What helped with efficiency in communication?
6. Did you achieve max results? Present.
7. How did you manage to work as a team? Which grade from 1 to 10 would you give
12. yourself?
8. What did you personally learn from collaboration with others?
9. How does the team trust develop?
10. Describe the activity in one word - everyone in the circle

Recommendations for trainers multiplying the session:

- How much into details do the trainers and organisers need to go with the explanation of the main elements of the training course - in reality, it will depend on the structure of the group, and especially on their previous experience. The less they know about the training course setting, maybe the trainers will need more time to define the training course framework. It is advisable not to rush through it and to allow space for the first questions. The quality of answering those questions will encourage (or not) readiness for open communication within the group.

- It is highly advisable to leave space for flexibility and changes, so the group understands their needs are being considered. This helps the group to develop a sense of ownership over the process and the outcomes.

- When a small group presents their personal expectations, feelings and contributions, the trainers should check if all concerns are mentioned and referred to.

2. Political situation/realities in our countries

Duration: 180 minutes

Background: Europe is long and wide, and the word democracy has increasingly numerous meanings. Are we sure that the term means the same thing in countries as different as Montenegro and Germany? Do European countries, from Croatia to Bosnia and Herzegovina, share a common understanding of democracy and political reality? Analysing the political realities and needs of young people connected to those is crucial for developing further plans and programs to promote democratic participation among those beneficiaries.

Aim of the session: To explore existing political realities in different countries/communities and create a space for participants to discuss, reflect and share things that are similar or different

Materials needed: Flipchart papers, markers, pens, scissors, coloured papers, and at least one laptop/smartphone per national group for researching online.

Objectives:

- To get information about political situations and realities in other countries/communities
- To jointly discuss and define the term "political situation."
- To create educational posters about political situations in the national groups

Competences addressed:

- Teamwork
- Presentation skills
- Communication skills
- Research competences
- Educational posters development skills

Methodology and methods:

- Working in national groups
- Group presentations
- Discussions in plenary
- Wall exhibition

Session flow:

1.) Introduction to the topic and jointly creating a definition of the term "political situation" (25 minutes)

Due to the complexity of the given topic, and the need for a general understanding of what goes under the definition of the political situation, trainers led the first part of the session by opening up discussion with participants through the use of the following questions:

1. What can we say about politics in our countries?
2. How do we, as youth workers, perceive politics in our countries?
3. How do young people we work with perceive politics in our countries and local communities?
4. What are the most common politics in our countries?
5. How would we explain it to someone who is visiting our countries for the first time?
6. What do you think could be possible similarities in the politics across the countries we have here?
7. And what could be the possible differences?

All of these questions and answers from the plenary discussion contribute to answering, as a group - one final last question:

- How would we define the meaning of the term: political situation?

Trainers can write down the definition of the political situation that the group agrees to have as a common starting ground for analysing political situations in the specific partner countries.

2.) Creating educational posters in national groups (70 minutes)

After agreeing on the common ground regarding the political situation understanding, trainers give inputs that participants will go to their national groups and work on developing educational posters. Guiding questions that trainers provide for this part of the session are the following:

- What is the current political situation in the specific country? Share some relevant data and additional materials others can check later.
- How do youth see the pollical situation, and how do politicians see youth and work with/for them? Show some statistics and relevant research about the attitudes.

- What are the burning questions concerning the current political situation in your country and the influence of the situation on people? Share some articles and valuable resources/info sheets.

Educational posters should be as visual as possible, while containing relevant data.

3.) Sharing realities and presentations (60 minutes)

After all national groups finished their work, national teams presented their educational posters to each other. Presentation is organised in the format of the gallery - group visits to each of the posters (masterpieces in the case of the gallery exercise). The way of presenting the developed educational posters can be adapted for other groups when this workshop is used in the context of other projects or trainings. Each national group is given 10 minutes to conclude the presentation, and additional 5 minutes are planned for questions that the rest of the participants might have.

4.) Final discussion and conclusions (25 minutes)

Trainers conclude the session by:

- summarising everything mentioned in the first part of the session,
- summarising outputs in the format of an educational poster, and
- leading the discussion based on the questions visible below.

Questions for discussion:

1. What were the expectations from the session before we started working on developing a mutual understanding of the term political situation?
2. How did you perceive the political situation in other partner countries before the session, and how do you perceive it now ± after the session?
3. Did you have some biases/prejudices concerning the political situation in other partner countries present in this project? If yes, what were those, and on which basis were they based?
4. What did we learn about the political situation in other countries?
5. How can we use the positive examples of the political situation in other countries to improve the situation in our local communities and countries
6. What can we take from this session, and how can it be useful for our future work with youngsters?

Recommendations for trainers multiplying the session:

- To have participants be able to present statistical data about the topic, it is important to inform participants in advance to collect those data and come prepared for the training course. This can be done during the preparatory activities for the event one plans to organise.

- The session doesn't offer much free time within the time structure. The trainers should ensure that they prepare all the needed materials for participants in advance, as well as working areas for separate smaller groups, so there is not much time spent on assigning materials or preparing working areas.

- It's better if participants have access to the internet during the session, so they can do the research on the facts and data they plan to present in their educational posters

- During the presentation part of the activity, it is important to structure participants with precise timing, depending on the number of countries/communities/teams present at the event.

3. Democracy and definition of democracy

Duration: 180 minutes

Background: To explain the importance of democracy, some fundamental questions need to be answered: What exactly is meant when people say 'democracy'? Why is it assumed democracy should be the preferred form of government in the world? How does it compare to other models for the political organization? And why is there such a widespread perception that democracy is under threat? When talking about the importance of democracy, it is important to define it accurately.

Aim of the session: To find a joint definition of democracy by combining individual and group work, find examples of democracy nowadays in participating countries and possible challenges those countries are facing.

Materials needed: Flipchart papers, markers, pens, scissors, A4 papers.

Objectives:

- To discuss and define a definition of democracy based on the inputs from participants
- To use creative presentation methods to understand the meaning of democratic systems better
- To discuss similarities and differences in understanding democracy in different countries/communities

Competences addressed:

- Civic competences
- Teamwork
- Presentation skills
- Creativity
- Social competences
- Discussion skills
- Self-awareness
- Self-reflection

Methodology and methods:

- Brainstorming
- Working in smaller groups with given tasks
- Creative interactive presentations
- Theoretical inputs

- Interactive discussions
- Debate

Session flow:

1.) My personal meaning of democracy – individual work (15 minutes)

At the beginning of the session, the trainer asks each participant to take a piece of A4 paper and write or draw what democracy represents to them. Participants are given 15 minutes the work on their own, after which each individual keeps their piece of the paper for themselves. Participants are encouraged to use any way of expressing themselves and the thoughts that they feel the most comfortable with.

2.) Defining democracy – group work (40 minutes)

Participants are now divided into five different groups. Each group received a task to discuss, within the group, the question "What is democracy for me "based on the individual works all participants previously developed. Each participant got some time to present their individual work inside the small groups with the final goal of creating a common definition. Groups also need to decide on members who will be in charge of taking notes about the discussion and the outcomes of the discussion. Participants are given 60 minutes to present their individual works, discuss and make a joint conclusion on what democracy represents for the group.

3.) Developing creative group presentations in the form of the TV shows/podcasts (50 minutes)

After each group has reached a common understanding of what democracy represents for them, groups were invited to make a creative presentation on the definitions and understanding they had developed. They were given instructions that they needed to create presentations in duration of a maximum of 10 minutes in the form of a TV show/podcast/TV news/TV debate involving the active participation of all group members to present what they discussed inside the groups previously and show what their conclusion on the meaning of democracy is.

4.) Group presentations and introducing textbook definitions of democracy (60 minutes)

Groups were invited to make their presentations of the group work and understanding of what democracy represents for each group in plenary. At the end of the presentations, the trainer introduces some of the definitions of democracy:

- a government by the people, especially : rule of the majority

- a government in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free elections
- the common people, especially when constituting the source of political authority
- the absence of hereditary or arbitrary class distinctions or privileges.

Groups then had a chance to discuss on the similarities and differences between their definitions and the above presented general definitions of democracy.

5.) Final discussion and conclusions (15 minutes)

The trainer leads a discussion with the following questions:

1.) What was the most common understanding of democracy we had between different groups?
2.) How did the processes of defining the meaning of democracy in smaller groups go?
3.) What did work well and what didn't work?
4.) Did you have some conflicts within smaller groups on defining the meaning of democracy? How did you solve the conflicts?
5.) What are the similarities and differences we had at the end of this workshop in terms
6.) of understanding democracy?
7.) What did we learn from this workshop, and how can we use it in our youth work
8.) practices?

The trainer concludes the session by underlining that democracy can have different personal meanings, and we can have different personal understandings of what democracy is and what democracy looks like. Thus, it is important to keep in mind some of the definitions of democracy, while having an open mind and understanding of others' interpretations and personal emotions around the subject of the meaning of democracy.

Recommendations for trainers multiplying the session:

- As participants from different countries/communities can have different personal understandings of what democracy is and what ideal democracy should look like, it is important that trainers from the early beginning mention that through self-reflection and combining individual and group work there will be more different definitions that are not wrong compared to each other, but complementary and offering a broader picture of the desired problem.

4. Political socialization

Duration: 180 minutes

Background: Political socialization is a particular type of political learning whereby people develop the attitudes, values, beliefs, opinions, and behaviours conducive to becoming good citizens in their country. Socialization is primarily a one-way process through which young people understand the political world by interacting with adults and the media. People develop attitudes toward the political system through the socialization process. For this reason, it is important that youth workers can actively work on the topic of political socialization in their regular youth work activities.

Aim of the session: To explore the concept of political socialization, learning agents of political socialization and how they are influencing (young) people in daily life

Materials needed: Flipchart papers, A3 and A4 papers, markers, pens, scissors, glue/tape.

Objectives:

- To understand and define the term political socialization
- To explore seven different agents of political socialization and their influence on (young) people in daily life
- To practice facilitating skills through the development of group presentations
- To discuss and explore new agents of political socialization that might appear in the future

Competences addressed:

- Civic competences
- Social competences
- Teamwork
- Communication and collaboration skills
- Facilitating skills
- Learning to learn
- Entrepreneurship competences

Methods and methodology:

- Working in small groups with given tasks
- Facilitation
- Interactive presentations
- Interactive discussions
- Wrapping-up

- Floor exhibition

Session flow:

1.) Energizer: Media Set Changers (15 minutes)

All participants build a circle sitting on a chair, one chair is missing, and this person stands in the middle of the circle. To get to have a seat, this person shares information about their personal way of using media, which kind of it, how often, fact-checking or not, sharing news or not and everyday life behaviour focused on the media. This can be one sentence like: "I am used to listening to the news on the radio every morning."

Everybody in the circle that is doing the same or agrees with the information has to stand up and look for a seat at another chair. The person in the middle also tries to take a seat. There will always be one person in the middle that has to give a new sentence to try to take a seat. In this way, it will not only be an energizer but also already share information about the participants and a reflection of many ways to use and consume media. It will give an overview of the different behaviour of the workshop participants concerning the use of media.

2.) Introduction to the topic – theoretical inputs (20 minutes)

Trainers give theoretical inputs about the term and topic of the today's session to the participants. During the introduction, participants are encouraged to actively participate in the discussions, share their opinions, comment on the several sentences shared by the trainer and share their personal experiences and realities from their local communities.

The concept of political socialization is important to know how political culture is formed in different societies and how the political values, beliefs, and attitudes of the people prevail over different generations. Those values or beliefs expand to the new generation through some agents of political socialization. With the death of various members of a group, the political culture of the group does not die. The new members of the group maintain their political culture. From their childhood, they learned, embraced, and obeyed the political values or beliefs of society.

Political socialization is the process of learning, embracing, and maintaining the flow of political values. The circumstances under which political socialization can take place are almost limitless. Young people can be socialized to politics through dinner conversations with family members, watching television and movies, participating in a Facebook group, or texting with friends. The effects of these experiences are highly variable, as people can accept, reject, or ignore political messages.

3.) Agents of political socialization – floor exhibition (80 minutes)

Participants are divided into seven different groups. Trainers prepare the working room where at seven different positions, they put A3 (or flipchart) papers with seven different agents of political socialization. Each group will start with a specific paper and will have 10 minutes to discuss and share the results of the discussion on the papers. After 10 minutes, trainers will give a sign, and each group will rotate clockwise to the next position (paper). The process is repeated until all groups get a chance to visit all the positions and contribute to the each paper placed in the working room. Agents of the socialisation placed on the seven different papers are:

- **Family:** families perpetuate values that support political authorities and can heavily contribute to children's initial political and ideological views or party affiliations. The role of the family is crucial in transmitting political values from one generation to the next.

- **Intimate friend's groups:** An intimate group is a group of people with similar or close friends or close friends. There are many types of discussions with intimate friends. The political attitude of friends can influence and change a person's moral outlook

- **Educational institutions:** Attempts to increase loyalty to the country through the curriculum of the school include nationalist ideals, the past glory of the nation, discussions about the leaders of the nation, etc.

- **Political parties:** Political parties compete in elections by politically organizing to leverage of political power. People's political role depends on economic, social and political outlook of the political party and its relationship with the political system.

- **Mass media:** With the help of the media, news, commentary, and images related to political events quickly reach the masses. Members of the government or government party use the media to voice their views. Opposition parties and their members take the same path.

- **Professional organizations:** Various organizations organized on a professional basis are labour unions, trade unions, peasant associations, teacher's associations, student unions etc. These organizations do not get political power like political parties or participate in the electoral competition but try to preserve their professional interests by influencing the government's decision-making process.

- **Religious organizations:** The political role of religious organizations in modern-day secular democratic states has diminished. Yet it turns out that they have some indirect role and still trying to influence the political views of their members in various ways.

4.) Group presentation to the trainers (45 minutes)

Once when all groups finalize the work, as a big group of all participants, they receive the task to prepare a presentation for trainers by using and combining inputs from all seven different spots. All participants should actively be involved in the creation of the presentation, as well as discussing inputs and sorting out the most important information.

5.) Final discussions and conclusion (20 minutes)

After participants present their work, trainers will start final discussions and conclusions in plenary.

Guiding questions used for the discussion are:

1. In your opinion, what is the purpose and importance of political socialization?
2. Were you aware of all agents of political socialization before the session, or you learned something new? If yes, what?
3. In your opinion, what agents of political socialization are mostly influencing young people?
4. As society is constantly changing, do you see any possible agents that could become more relevant in the future and why?

Recommendations for trainers multiplying the session:

- When putting seven different corners in the meeting room, it is important to prepare them in advance and ensure that each group will have enough space and place for discussing the topics and providing their input. In some cases, some corners can be placed even outside of the working room, but you must be sure that participants are aware of their position and that they will not lose too much time walking to those positions

- When participants are developing a presentation for trainers, trainers must check on the group from time to time to ensure that all participants are equally involved

- While some parts of the session leave enough space to go into further discussion, trainers should pay attention to time management of different parts of the session in order not to have the session last for several hours. Thus, it's necessary that trainers follow work in smaller groups, remind participants of the time left for a specific part of the session, and steer the discussion constructively.

5. Political culture

Duration: 180 minutes

Background: Political culture describes how culture impacts politics. Every political system is embedded in a particular political culture. Political culture is shaped by both a collective history of people living within a given political system and their own life histories. In other words, political culture is rooted equally in both public events and private experiences. Shaped over long periods of time, political culture is persistent and tends to change slowly, especially in democratic systems as we have nowadays in Europe. But due to external and internal challenges the EU(rope) is facing, the situation tends to be changing faster than before, and leaders of some democratic countries and trying to improve their position and adjust their existing political culture outlook.

Aim of the session: To discuss three different types of political culture and understand the differences between political cultures present in different countries and systems.

Materials needed: Flipchart papers, A4 papers, post-its, laptops, smartphones, markers, pens.

Objectives:

- To define the term "political culture".
- To analyse three different types of political culture and find real-life examples
- To analyse the realities of participating countries related to political culture through working in national groups

Competences addressed:

- Civic competences
- Teamwork
- Communication and collaboration skills
- ICT competences
- Self-reflection

Methodology and methods:

- Individual work
- Brainstorming
- Working in pairs
- Working in national groups
- Theoretical inputs
- Interactive discussions in plenary
- Presentations followed by the discussions

Session flow:

1.) Energizer: Rock, paper and scissors tournament (15 minutes)

In the beginning, each participant must find a partner and play "Rock, Paper, Scissors" against each other until the first win. The winner has to find a new opponent, while the losing player becomes a fan of the winner. The winner plays against the new opponent while their fan cheers for them. Then, the winner of the second game searches for a new opponent, while the losing team joins their fan base. The process is repeated until there are only two opponents with a huge fan base cheering for them. The last two have to play until one player has won 2 times

2.) Term "Political culture "– post its (25 minutes)

In the beginning, the trainer writes the term "Political culture" on the flipchart paper (or even two flipchart papers combined, depending on the group size) and hands out post-it notes to participants. Participants are asked to take 15 minutes and think about all possible terms that come to their mind related to the term political culture and stick it to the big flipchart positioned in the middle of the room. After all participants get a chance to share their words, the trainer will loudly read all of them.

If needed, trainers can also add up some of the key terms if they were not mentioned by the participants, such as:
participation; democratic; citizens; classical; subjective; attitudes; outlined; aware; society; history; homogenous; corporatism; government; general; combine; argued; decisions; norms etc.

3.) Theoretical inputs by trainers and discussions (30 minutes)

For the beginning of a discussion, trainers must highlight that it is crucial to remember that different types of political cultures exist among the people of different states. Even in our group, where people are coming from 4 different countries, it is expected and normal to have different political cultures and different beliefs and attitudes people were taught in the past. What seems normal and acceptable for someone, doesn't have to be for someone else strictly. Political culture, in general, can be said as a psychological matter of the people. It is also the type of people's mentality in relation to political activities, not political activities themselves.

Then, trainers give theoretical inputs about three different types of political culture:

1.) Parochial Political Culture

- Generally, in underdeveloped countries and the traditional social system, there is a lack of consciousness and interest or widespread indifference among individuals regarding political issues.

- In the context of the political way of life and the national political system, there is a strong disregard for the countrymen, which leads to the formation of a parochial political culture.

- To end such a culture, the need for a wide spreading of education and the spread of political communication is necessary. There are still many regions in Asia and Africa where parochial political culture can be seen.

2. Participatory Political culture

- In a participatory political culture, every citizen actively participates in political affairs. Individuals consider themselves an active members of the country's existing political system.

- The participation and evaluation of the individual in the traditional political system are very deep and important in such political culture. Here the individual is always aware of his rights and duties. Great Britain and the USA are great examples of participatory political culture.

3. Subject Political Culture

- In this kind of political culture, the role of the people in political affairs is significant. The public is fully aware of the political system prevailing here and the effect of state action on their way of life.

- Despite the existence of enthusiasm for political life, the people here do not attempt to influence the decision-making process. Instead, most of the government's decisions are accepted without authorization. This tendency in public affairs for the public interest is attributed to this kind of inactive political culture.

4.) Work in national groups (45 minutes)

Finally, participants were divided into small groups for the final task: they should discuss and think about examples from their countries and local communities where they can see any types of previously mentioned political cultures. If some of the political cultures are not present in their countries, but they know of examples from other countries or communities, they can use those examples, also. Participants are encouraged to use their previous experience, but also other available sources, such as the internet, on their laptops and smartphones.

5.) Presentations and discussions (40 minutes)

After they have completed the work, each national group will get 7 minutes to present their work, and 3 minutes will be given for the possible questions and comments from the rest of the group. If participants don't have enough time to answer all questions during the presentations, discussions can be continued in the final part of the session planned for developing conclusions.

6.) Final discussions and conclusions (25 minutes)

Guiding questions trainers will use for the final discussion are:

1. Are there any examples of Parochial Political Culture nowadays present in the EU(rope)?
2. How was it to work in the national groups on the topic of political culture? Did all members of the group agree during the process, or you had different opinions on some topics?
3. Now that you can better understand the political culture, does it change your opinion towards the political situation in your country/local community?

Recommendations for trainers multiplying the session:

- Be sure that there is available stable internet connection and that all groups are in possession of at least one laptop or smartphone device they can use for researching relevant information online. In specific cases, if wi-fi is not strong enough, you can share a hotspot connection that some participants might get connected to

- For the exercise with post-its, be sure that the flipchart paper where the term "political culture "is written is big enough compared to the group of participants you have; that they are all able to find a place to put their ideas

6. Political education / Politics and populism

Duration: 180 minutes

Background: The legitimacy of a political ability to be accepted as an appropriate one depends on the educational level of society. As society becomes more educated, it becomes conscious, develops a new belief and demands a role compatible with its status. In professional and academic contexts, nothing is more important than helping people to understand and engage with a democratic society. In response to the contemporary problem of populism and associated reactionary right-wing politics, it is crucial to encourage a greater analytic focus on the role of youth workers and educators' expertise in understanding the social relations of populism

Aim of the session: To understand the important connection between political education and populism in politics and how it can be integrated into regular youth work activities.

Materials needed: Flipchart papers, A4 papers, markers, pens, scissors, glue/tape, projector, speakers, laptop/computer.

Objectives:

- To define and understand the terms "political education "and "populism in politics."
- To analyse the situation in the participating countries related to political education and populism in politics
- To discuss possible ways of improving regular youth work activities in local communities to involve previously mentioned topics
- To explore how political populism can be turned into a positive influence on young people

Competences addressed:

- Civic competences
- Intercultural learning
- Teamwork
- Conceptualisation skills
- Research competences

Methodology and methods:

- Working in smaller groups with given tasks
- YouTube videos
- Presentations
- Working in national groups
- Research

- Discussions in plenary

Session flow:

1.) Energizer: Near and Far (10 minutes)

Ask the participants to look around their circle and make eye contact with other people, and smile. Then ask each participant to select a near person to stay close to. Keep the identity of this near person a secret. To demonstrate, randomly select a person and announce your choice. Invite the selected person to wander around in the middle of the circle and follow them, trying to get close. Thank the selected person with a round of applause. Continue your instructions by asking each participant to select a far person to stay away from. Again in doing so, ask participants to keep their choices secret. Continue the demonstration by choosing someone else in the circle and announce your choice. Invite this person to wander around in the middle of the circle and keep a reasonable distance away from them. Thank the selected person with a round of applause. Check-in with the group and make sure everyone has two choices. Ask people to raise their hands to signify they have chosen one person to stand close to (near) and another to stay away from (far). Explain safety requirements to ensure nobody gets hurt: no running, hugging, or touching is allowed. Instruct everyone to take a few steps forward to form a tight huddle. At the count of three, ask the participants to wander around, implementing both the near and far rules simultaneously without talking. As the group moves into action, weird and exciting dynamics will unfold. Let the system dynamics run its course for 30 to 45 seconds. This is sufficient time for patterns to emerge and not too long that it becomes boring.

2.) Work in 2 groups on defining terms and presentations in plenary (25 minutes)

Participants are divided into two groups with the same/similar number of participants. One group will get a task to explore, brainstorm and prepare a presentation about the term “Political Education “, while the other group will get the term “Populism and Politics “. Participants are expected to use different sources to collect information about terms and prepare a short presentation about their findings and conclusions with the other group and trainers.

3.) Presentations and YT videos (30 minutes)

In the first part, both groups are doing presentations. At the end of each group, trainers will provide a textbook definition of the terms and discuss how similar or different it was compared with the presentations participants prepared.

Political Education – “All formal and non-formal teaching and learning processes to develop civic competences.”

Populism is a political program or movement that champions, or claims to champion, the common person, usually by favourable contrast with a real or perceived elite or establishment. Populism usually combines elements of the left and the right, opposing large business and financial interests but also frequently being hostile to established socialist and labour parties.

After that, trainers will play two YouTube videos related to the topic:

Ted-Talk speech: Political Education in Polarized Times by Diana E. Hess on political education in the USA:

https://www.youtube.com/watch?v=C8zgvTN1WQo

Ted-Talk speech: The rise of modern populism by Takis S. Pappas:

https://www.youtube.com/watch?v=uMNwUh0X5eI

4.) Further developing posters in the national groups with guiding questions (45 minutes)

Participants are asked to go into their country groups and further contribute to their posters on political situations developed on 3rd day of the program, by adding additional information in regards to political education and populism in the politics.

Guiding questions by topic:

- For the topic of political education:

1. What is the political education situation in the country? Who is providing political education, and how?
2. Where can possible young politicians get educated for future political activities?
3. Where can young people not interested in becoming politicians get information and political education for citizens?
4. What are the examples of good practices examples?
5. What could be improved and how?

- For the topic of populism in politics:

1. How is political populism visible in your country? Share some examples (pictures, videos, articles, educational sites)
2. How would you describe political populism in your country - as good, bad or neutral? Why?

3. What are good and bad practices examples?
4. What improvements could be made by youth workers and the CSO sector?

5.) Presentations of the work in national groups (45 minutes)

Each national group will get 8-10 minutes for a presentation of their work, including information they put to previously created national posters, and to discuss if those changes actually change the political reality of their country.

6.) Conclusion and final discussions (25 minutes)

Trainers conclude the session by summarising everything mentioned and conclude throughout the steps of the session; by using the following questions:

1. What is political education, and why is it important?
2. Does the political education only include politicians and those who want to become politicians?
3. How can situations around political education in our countries be improved? How can we contribute to possible improvements?
4. What is political populism, and why is it an important factor in democratic societies?
5. Can political populism be a good thing, and how?
6. What can we take from this session for our future work with youngsters in our local communities?

Recommendations for trainers multiplying the session:

- YouTube videos should be downloaded on the computer/laptop in order to ensure that they can be played even if there is a problem with the Internet connection in the working room. Also, it is good to put English subtitles if some participants are not able to fully follow the video due to the advanced level of English used and professional terms

- Guiding questions should be printed or written on A4 papers that will be given to all national groups so they can use more space in the working room, especially as they are reusing posters developed earlier in the program

7. Exploring political realities with citizens in the local community

Duration: 180 minutes

Background: In order to practice doing needs analysis and to understand the importance of fieldwork in the youth work on the topics of political participation and the importance of democratic processes, participants are given an opportunity to experience fieldwork in the city/local community where educational training is organised, and through inputs given by trainers practice exploring the local political reality.

Aim of the session: To conduct interviews and surveys with citizens of the local community in order to explore political reality and their habits towards the one of the most important democratic duties: voting

Materials needed: Papers, markers, pens, map of the local city, equipment needed for making videos such as smartphone or camera.

Objectives:

- To interview at least 20 people per group from the local community about their opinions on the existing political reality in their country
- To explore the habits of young people from the local community towards voting in democratic elections
- To get a better understanding of the political situation among citizens in the local community

Competences addressed:

- Social competences
- Research skills
- Teamwork
- Intercultural learning and dialogue
- Communication skills
- Data collection and analyses

Methods and methodology:

- Field work in the local community
- Working in smaller international groups with given tasks
- Conducting surveys
- Collecting data and interviews

Session flow:

1.) Introduction of the session and explanation of the tasks by trainers (25 minutes)

Participants are separated into smaller groups, where each group have at least four members. If the activity is done as part of the international training course, it is important that each group also have at least one local participant due to language barriers and more easily getting around the city.

Groups are given the assignment to go to the city (local community) and talk with at least 20 locals (per group) and keep track of their responses about the current political realities in that community. They could record the responses in video, audio or text format.

Groups were given the following questions to ask locals:

- How do you see the current political situation in the city and country?
- Is it better or worse than it was ten years ago?
- How do you expect the political reality to be in 2030?
- Are you participating in democratic processes? If yes, how? If not, why?
- Do you vote regularly? Do your family and friends vote regularly? If the answer is no - explain the reasoning behind that decision.

2.) Conducting analysis and collecting data in the local community – field work (155 minutes)

All data collected during the fieldwork will present a basis for the implementation of the next session.

Recommendations for trainers multiplying the session:

- It is recommended that all groups and participants have a way to approach trainers or ask questions if they have at any point of the session, so for this reason, trainers should keep regular communication with all groups through WhatsApp, Viber or similar messaging platform

- When working with multilingual groups or participants coming from different countries, always pay attention that each group has at least one local participant who will help with a translation in the communication, as well as help with going around the city/local community and finding public places where more people are present

8. Voting and why is it important

Duration: 180 minutes

Background: Voting is a fundamental act of civic participation through which young people contribute to democracy. While it's just one of many ways forms that youth engagement can take, it is a powerful way for young people to make their voices heard and to have an impact on issues that affect them and their communities; it can also serve as an entry point to other forms of participation. When certain groups have more say in what happens in their communities and the nation, we fall short of the premise of our democracy. At the same time, we miss an opportunity to improve our communities and the systems that develop informed and passionate civic actors by not actively addressing structural barriers to civic learning and opportunities. Thus, broadening youth voting is one of the vital tasks in strengthening democracy

Aim of the session: To analyse previously collected data during the fieldwork and develop recommendations on youth work activities targeting the engagement of young people in voting and other democratic processes.

Materials needed: Flipchart papers, A4 papers, pens, markers, extra equipment for the development of roleplays (such as old magazines, decorations…), glue/tape, scissors.

Objectives:

- To analyse and present data collected during the fieldwork in local city/community
- To create roleplays about the voting process in different countries
- To discuss similarities and differences regarding the voting process in different countries
- To develop recommendations for improvement in youth work activities targeting engaging young people in voting and other democratic processes

Competences addressed:

- Creativity
- Improvisation skills
- Presentation skills
- Communication and Collaboration
- Creative thinking
- Debating skills
- Social and civic competences

Methods and methodology:

- Role-plays
- Simulation exercise
- Data analyses
- Interactive presentations
- Discussions in plenary
- Individual and group-work discussions

Session flow:

1.) Energizer: What are you doing? (10 minutes)

The group stands in a circle. One person enters the circle and begins miming an action (e.g. brushing hair or frying an egg). They continue until another member of the group enters the circle and asks: "What are you doing?" The first person responds by describing any action other than the one she is doing. For example, if she is pretending to brush her hair, she might say something like, "I'm playing hockey." The second person must then begin to mime playing hockey. Continue until most or all members have had a chance in the middle. Encourage participants to be creative with their actions.

2.) Analysing the results of the fieldwork and group presentations (45 minutes)

Participants go back to their small groups from the previous task (fieldwork). They have 25-30 minutes to analyse the results and prepare presentations for other participants. Each group will have 3-5 minutes for the presentation, depending on the number of groups and participants.

3.) Voting in my country – creation and presentation of role-plays (60 minutes)

After analysing the local reality in the local community when it comes to voting, participants now go to their country groups and have a task to prepare to role-play how does voting process looks like in their country: from registering for voting, participating in the process, talking about family and friends about participation in voting, to receiving information on the results of the voting. For this purpose, country groups have the freedom to choose either local or country-level voting procedure and showcase it in the form of a role-play. Participants are given 40 minutes to prepare role-plays that shouldn't last longer than 5 minutes each.

4.) <u>What are the things that could be improved and how to engage with young people (45 minutes)</u>

As the last step in the workshop, participants, in plenary, went into analysing voting processes in each of the partner countries. They have worked on discussing different aspects of voting procedures in each country that should be improved. The workshop concluded with a discussion on the importance of voting and youth workers encouraging young people to practice the democratic right and responsibility of voting.

Discussion questions to be used by the trainers are:

1. Is voting important? Explain your opinion.
2. Why don't young people take their right to vote?
3. How to encourage young people to vote?
4. What can the youth work sector do to empower young people to vote?

5.) <u>Final discussion and conclusions (20 minutes)</u>

In the final discussion, trainers will be using the following guiding questions:

1. Please share your experience with fieldwork in local communities. What things went smoothly, and what were the challenging ones?
2. What things in approaching local citizens would you do differently next time, and why?
3. Did you learn some new things or see good practices in other countries/communities that could be beneficially used in your local community?

Recommendations for trainers multiplying the session:

- It is always recommended to start the session with an energizer activity that will be based on the creative thinking and improvisation of the participants, as in the main part, they are getting a task to develop creative role-plays.

- It is important that during the final discussion and conclusions, trainers also recall the previous day and the fieldwork, as in the previous session, there wasn't a chance to discuss the process of collecting data and communicating with local citizens.

9. Engagement in political activism

Duration: 180 minutes

Background: Young people's political participation has many diverse forms - it can be conventional and unconventional, including activities such as voting, being members of political parties, serving on a local youth council, engaging through a youth organisation or taking part in online political activism, boycotts or a protest movement. Contemporary engagement of young people in political processes is taking place within the context of a shrinking space for civil society, rapid digitalisation, advancement of populist ideologies, increased inequalities, a rise of global youth movements and a health pandemic. There is a huge need to explore different forms of engagement of young people in political activism, especially in the whole Europe exercise of politics, in the sense that participating in formal institutions of government and political parties seems to have become less attractive.

Aim of the session: To explore the theoretical part of political activism and develop a digital gallery of good practice examples from different countries and local communities

Materials needed: Flipchart paper, A4 papers, pens, markers, projector, laptop/computer, speakers, internet connection.

Objectives:

- To brainstorm different forms of political activism
- To discuss provided videos on the topic of political activism
- To research and find examples of political activists from different countries and local communities
- To discuss possible ways of empowering young people to be part of political activism movements that have democratic causes

Competences addressed:

- Social competences
- Civic competences
- Entrepreneurship competences
- Teamwork
- Digital skills
- ICT competences
- Research skills
- Conceptualization

Methodology and methods:

- Theoretical inputs
- YouTube videos
- Creative presentations
- Groups discussions
- Questions & Answers
- Wrapping up

Session flow:

1.) Energizer: Dance, Dance, Dance! (10 minutes)

Organize the group into teams of 3-5 people. Explain that when the music starts, one person in each group starts dancing, and the others follow the leaders. When the song changes, another member of each group becomes the new dance leader. Encourage them to be big and crazy with their dance moves and to move around in the space. Change the song every 30 seconds or so. Play enough songs that each member in every group is the leader at least one time. End by fading out the music and initiating a big cheer.

2.) Theoretical inputs on the topic (25 minutes)

The trainer starts the session by introducing the group to the concepts of political activism, and brainstorming different activities that one can take to be a political activist. Some of the examples are:

1. Organising strikes
2. Organising campaigns and riots
3. Rioting against the bad politics
4. Online activism
5. Posts on social media
6. Developing education brochures
7. Campaigns in city street

The trainer concludes the introductory step by underlining the definition of political activism and different activities that can be taken as part of political activism. Activism is an action that goes beyond conventional politics, typically being more energetic, passionate, innovative, and committed. In systems of representative government, conventional politics includes election campaigning, voting, passing laws, and lobbying politicians. Action outside of these arenas includes neighbourhood organizing, protest marches, and sit-ins. Activism has played a major role

in ending slavery, challenging dictatorships, protecting workers from exploitation, protecting the environment, promoting equality for women, opposing racism, and many other important issues. Activism can also be used for aims such as attacking minorities or promoting war. Activism has been present throughout history, in every sort of political system. Yet it has never received the same sort of attention from historians as conventional politics, with its attention to rulers, wars, elections, and empires. Activists are typically challengers to policies and practices, trying to achieve a social goal, not to obtain power themselves. Much activism operates behind the scenes

3.) Short videos on the topic of political activism and discussion (30 minutes)

After the introduction to the concept of political activism, the trainer shows three videos on the topic of political activism and later discusses their content with the participants.

Noam Chomsky - Becoming a Political Activist

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

How to be an activist | The Economist

https://www.youtube.com/watch?v=R1yNnmHvukw

Internet activism: How are political movements shaped online? | Big Think

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

4.) Developing a digital gallery of political activism examples (45 minutes)

Participants are divided into 6-7 smaller groups (depending on the size of the group), each with a task to find as many examples/stories of political activists coming from across Europe and the globe. These examples need to be prepared for a digital gallery of political activism in the following format:

- Photos or videos of the political activists
- Stories of political activists to be told by the representative of the group (curator)

5.) Presentations of the group work (35 minutes)

After initial work in the group, each group prepare their exhibition and gallery by using their smartphones, tablets and laptops as displays of the political activists; while the curator of each the group is telling the stories of the activists to the visitors (rest of the groups) coming to the tour of the each and every digital gallery.

6.) Final discussions and conclusions (25 minutes)

After enjoying in digital galleries, participants go through the final discussion and conclusion of the workshop, which is led by the trainer using the following questions:

1. What is political activism for you?
2. How is political activism practised, in your opinion?
3. Is there good and bad political activism? Explain your opinion.
4. What can we learn from political activists?
5. How can we, as youth workers, empower young people to be part of political activism movements that have democratic causes?

Recommendations for trainers multiplying the session:

- Make sure to choose familiar, highly danceable songs that will energize people right away. Even better if each song is a different genre to mix up the dancing styles. Be mindful that some people may not feel comfortable dancing. Encourage all to participate, but do not put pressure on any who may choose to opt-out.

- YouTube videos should be downloaded on the computer/laptop in order to ensure that they can be played even if there is a problem with the Internet connection in the working room. Also, it is good to put English subtitles if some participants are not able to fully follow the video due to the advanced level of English used and professional terms.

10. Types of political activism activities and how are they organized

Duration: 180 minutes

Background: The most successful social movements deploy a variety of actions strategically to ensure success. Movements that use one tactic over and over again are like a broken clock that correctly tells time twice a day—they can sometimes work, but they're not very efficient, and they can easily lead to burnout. This sort of idealization of particular tactics also creates rigidity and tension between activists who have different preferences for different tactics, preventing us from developing the creative and resilient movements that are necessary for coping with changing political environments. For this reason, it is important to analyse different forms of political activism activities and the way in which they can be organized in order to achieve the best results possible

Aim of the session: To define four different types of political activism activities and analyse their advantages and possible challenges, and ways in which these challenges can be solved

Materials needed: Flipchart papers, snacks and drinks for the tables, papers, makers, A4 papers, scissors, tape/glue, pens.

Objectives:

- To discuss four different types of political activism activities
- To find and present examples of positive practices of political activism activities from different countries and local communities
- To increase knowledge of participants on different forms of political activism activities and how they can be discussed with young people in regular youth work activities

Competences addressed:

- Social competences
- Communication skills
- Teamwork
- Critical thinking
- Presenting skills
- Practical thinking

Methods and methodology:

- World Cafe
- Interactive discussions in plenary
- Working in small groups with given tasks
- Interactive presentations

- Debriefing and wrapping up

Session flow:

1.) Energizer: Alien, tiger and cow (10 minutes)

Participants are standing in pairs, back-to-back. On the count of 3, the players have the choice of being one of three things (like rock, paper, scissors):

ALIEN: they hold their fingers up to their head like an antenna and say “Bleep, bleep, bleep”

TIGER: they throw their hands out like claws and say “Roooar!”

COW: they put their hands on their tummies with fingers sticking out (like utters) and say “Mooo”

On the count of 3 everyone has the choice of being one of these things. Both turn around simultaneously. The goal is for everyone to become the SAME character.

2.) World Cafe (80 minutes)

In the beginning, trainers and participants define the four most important forms of political activism activities based on their previous experience and knowledge from the local communities:

1. Demonstrations and protests
2. Boycotts
3. Petitions and letter-writings
4. Social media campaigns

Afterwards, participants are divided into four groups. Trainers present the world caffe methodology with four different tables (each table has a topic of one of the previously mentioned activities), and participants are asked to: describe how do they imagine this political activity; what are the possible challenges they could face when implementing it; and what are the possible solutions on those challenges. Each group has 20 minutes to spend on each table, and the exercise is completed once all participants visit all tables and contribute to each topic.

3.) Presentations of the tables (20 minutes)

When all participants finished with the contribution to each table, they returned to their starting position where they prepared presentations with all inputs from the whole group.

After each presentation, trainers can add some of the following information if they were not previously mentioned:

Demonstrations and protests:

- WHAT AND HOW? People united by the same interests and common beliefs; marching together on the previously agreed route; Defined time and place; Need background preparation; Often happening on the anniversaries of important historical events; Location is always meaningful
- POSSIBLE CHALLENGES? Getting complicated by the presence of law-enforcement agents; counter-protesters at the same location at the same time; safety of the participants; can often get violent
- SOLUTIONS? Always have a specific route and agenda prepared in advance; choose relevantly time and place based on the problem or need addressing; find people that will ensure the safety of all participants; prepare catchy slogans and messages.

Boycotts:

- WHAT AND HOW? It must have a huge impact on someone they are targeting; it must be done in large groups in order to be successful; it must have strong leadership; it should have clear goals defined in advance and strategy on how to be achieved
- POSSIBLE CHALLENGES? Not enough people joining; done without clear goals or timeframe;
- SOLUTIONS? Plan of what to be achieved; take care that boycott doesn't hurt more "us "than someone we are targeting; combining with other types of activism in order to increase efficiency

Petitions and letter-writings:

- WHAT AND HOW? The most common forms of activism for most of our participants; are used to put public pressure on decision-makers; it is important to involve as many people as possible; more signatures-more pressure
- POSSIBLE CHALLENGES? Not enough people signing; expensive postage costs; being too accessible and easy that lowing some power; decision-makers not answering letters or emails
- SOLUTIONS? Prefer letters over e-mails as they contain a degree of commitment that emails

- don't; do petitions in public places with a lot of people around; engage with media in order to put more pressure on decision-makers and make others interested in joining you and signing

Social media campaigns:

- WHAT AND HOW? A relatively modern form of the activism; used to raise awareness on specific topics; ensure wide geographical reach as done online; allowing engagement for young people; being able to target specific groups of people that increase efficiency
- POSSIBLE CHALLENGES? Still new, and people are not used to; no real-world action; people just share posts but don't do anything; no real impact
- SOLUTIONS? Pair it with other strategies (social media campaign can be an introduction to the protest or boycott); use it to increase knowledge of people about specific topics; target young people familiar with the usage of different social media services and platforms

4.) <u>Examples of political activism activities from our countries / local communities (45 minutes)</u>

After the group learned about different types of political activism activities in the previous workshop, in this part participants get a task to find examples of previously implemented political activism activities in their local communities and countries, and share them with the rest of the group. Those activities serve as sharing best practices, as well as to motivate and encourage participants before they come back to their local communities and implement youth work activities on those topics. Work is implemented in the national groups, and each group has 5 minutes to present their work at the end.

5.) <u>Final discussions and conclusion (25 minutes)</u>

Trainers lead a discussion and wrap up in the plenary, recalling on the process participants previously did and how the newly acquired knowledge and skills they can use back in their local communities and in work with young people.

Recommendations for trainers multiplying the session:

- The trainers should take care of the time during the session. After the world café activity, participants might be very talkative and willing to share and to discuss.

11. Development of educational sessions to be implemented with young people in local communities

Duration: **360 minutes**

Background: During the upcoming sessions, participants have the chance to create detailed workshops to realise at the local level and thus to put into practice as youth workers everything they learned during this educational activity, so that the learned / gained competences would be further multiplied. In order to go through the whole cycle of learning by doing, they will test the workshops with their group members in the training course, first. Moreover, the knowledge and experience that they gained during this week about intercultural learning, reconciliation and peacebuilding, they will apply in the creation of the workshops but as well as in delivering them. The session is designed in a way that the trainer will periodically check participants and advise them with tips and tricks for better facilitation and development of the sessions. The participants will be grouped based on their topic of interest. Based on collected feedback on tested workshops, the participants will make the final adjustments to the workshops and they will be ready to work on the action planning and evaluation.

Aim of the session: To create space for creativity and cooperation, and increase the participant's capacities in developing youth initiatives.

Materials needed: Markers, papers, scissors, tape/glue, prepared TSO

Objectives:

- To discuss potential topics for the future workshop development and implementation
- To discuss potential opportunities for the workshop development and implementation
- To provide feedback to develop outlines of future workshops sessions

Competences addressed:

- Social competences
- Civic competences
- Communication and Collaboration
- Teamwork
- Creative and critical thinking
- Facilitation skills

Methodology and methods:

- Theoretical inputs
- Working in small groups with given tasks

- Presentations and testing

Session flow:

1.) Energizer: Look and scream (15 minutes)

In the beginning, have the participants stand in a circle and tell everyone to look down (or close their eyes). Assign a counter to count "1, 2, 3…look!" On "look" everyone must look up and directly at someone in the circle. If the person you are looking at is looking at someone else, you both are "safe". If the person you are looking at is looking back at you too, you both must scream "ahh!" and fall to the ground (Variation: run out of the play area). The counter begins another round with the remaining people standing in the circle. Play until everyone is sitting or there's just one person remaining

Note: Even numbers of players = everyone will exit
Odd numbers of players = one person will be left (they can be the 'winner' or you can make them the counter of the game)

2.) Introduction about the working sessions (15 minutes)

The trainer gives a brief introduction about the next stage in this training course implementation regarding the workshops development and testing out. The trainer lists potential topics that are related to follow-up steps defined in the project proposal, as well as asks participants for related suggestions. Topics can be any previously mentioned during the educational activity, or any other related to the topics that participants have experience with.

3.) Presentation of TSO template (15 minutes)

The trainer presents the TSO template for developing a session, its content, purpose and importance in the planning phase of an NFE activity development.

Session Title:	
Duration	
Background:	*Why the session is necessary for your target group, the context in which it is dealt with, relation to the needs of the target group, description of the target group*
Aim of the session:	*The general purpose of the session*
Learning objectives:	*The concrete objectives that the session seeks to achieve. It should address the learning or educational objectives according to the following:* *Skills*

	Knowledge *Attitudes*
Competences addressed:	*Which competencies are being covered by the session? There may be repetition with the previous point.*
Session flow:	*Choose the activities that lead to reaching the objectives. Give a detailed description of the exercise, games and debriefings, and calculate the time needed for each.* *Write it in the following format:* • *Name of the first step (duration in minutes)* *Explanation of what is to be done within the step* • *Name of the second step (duration in minutes)* *Explanation of what is to be done within the step* • *Name of the third step (duration in minutes)* *Explanation of what is to be done within the step*
Materials needed:	*Explain which tools you will use for the implementation of the online workshop (we know you will use Zoom, but explain which other tools and programs you will combine during the session to engage with the participants)*
Background documents and further reading:	*Handouts* *Material for reading* *Suggestions (books, internet pages) directly related to the issues or competences addressed.*
Recommendations for future youth workers/trainers multiplying this session	

4.) Work in national groups (150 minutes)

Participants go into their national groups to start working on the given task. They are instructed by the trainer to first work on the development of the aim and objectives of their workshops, and then to continue working on the content. In two rounds, groups have the opportunity to share their workshops' objectives and content and provide/receive feedback for the continuation of the development. Participants then go back to the original groups – discuss the received feedback and conceptualise potential changes/improvements. The feedback and facilitation from the trainers are available during the whole time.

5.) Preparation of the testing stage (60 minutes)

After finishing the development of the workshops, participants send their work to the trainer. The trainer then gives further instructions to start with the preparations of themselves to implement/test the key activities of the workshop in the next phase of the training course.

6.) Presentation of the workshops and testing (90 minutes)

Each group has equal given time to test out their developed activities with the other participants. After each workshop testing, a short time for discussion and sharing feedback is provided.

7.) Feedback and conclusions (15 minutes)

After the testing phase and feedback from the participants, the trainer gives final conclusions and remarks about the presentation of the workshop's activities. He/she shares general recommendations for planning and implementation of NFE activities (presentation and communication skills, preparation and improvisation, learning styles, failures, and so on).

Recommendations for trainers multiplying the session:

- The presence of the trainers should be all the time during the development of the workshops. The session ends with at least four topics that are developed into workshops. Accordingly, four groups are created around these topics. It is important to group similar topics into one. The participants usually find it very interesting and are very positive about providing feedback to each other in cohorts of topic groups. The participants are very motivated to try out their sessions. The trainers should point out that they are testing only core activities due to the time limitations.

12. Final Evaluation of the event

Duration: 140 minutes

Background: This session is implemented during the last working day and as the last session of the whole training course. It will give an opportunity to participants to reflect on everything done during the whole event, on their learning process, and group dynamics and provide feedback to the trainers and the organizing team. This session presents the general closure of the event.

Aim of the session: To give an opportunity to participants to reflect and evaluate everything done during the activity, and to share some last information before the closure of the event.

Materials needed: pens, pencils, markers, flipchart papers, and drawn pizza shape on the flipchart paper, created online written evaluation form, laptop, projector, and speakers.

Objectives:

- To reflect on the learning process during the whole event
- To reflect on group dynamics and intercultural cooperation during the whole event
- To provide space to participants for evaluation through using several methods (visual, oral, written...)
- To share the last information inside the group and say goodbye-s.

Competences addressed:

- Evaluation competences
- Self-reflection competences
- Learning reflection competences

Methodology and methods:

- Self-reflection
- Group evaluation
- Individual evaluation
- Individual presentations
- Evaluation through visual, oral and written methodologies

Session flow:

1.) <u>Final review of the program and questions (30 minutes)</u>

A short summary of the training course is done by the trainer and the participants by reflecting on each working day. The trainer asks the participants if there is still any unanswered question

to them from the training course programme. Participants are asked to take an A4 paper and to stick it on their back, and to write messages to each other.

2.) Self-reflection on the individual learning process (25 minutes)

Time and an opportunity for participants to reflect on their own learning process in the silence.

3.) Oral evaluation by using Dixit cards (30 minutes)

The trainer invites the group for the last sharing in the plenary. This will be done by using Dixit cards. The trainer spreads Dixit cards on the floor and asks participants to take one card that they consider represents the best of them and their impressions during these days. When all participants take the chosen cards, they start sharing them one by one their impressions.

4.) Visual evaluation form: Pizza evaluation (20 minutes)

Visual evaluation form by using pizza shape drawn on the big flipchart paper in order to evaluate different aspects of the activity.

5.) Written evaluation form – online (30 minutes)

Trainers will create written evaluation forms by using Google survey or any other similar application. The link will be shared with participants and they will have around 30 minutes to complete it.

6.) Official closure of the educational activity (15 minutes)

Final words by participants, trainers, logistical staff and organizing team in the plenary and a big group hug at the end.

Recommendations for trainers multiplying the session:

- Trainers should take care that all participants have an available connection to the Internet (wi-fi at the event venue) and that they can access written evaluation forms from their mobile phones, tablets or laptops. Also, it is important to go through all questions in the form and additionally explain them to the participants so it is clear to them what they need to do.

- It is essential to create a friendly and relaxed atmosphere from the beginning as some participants could feel more emotional. Trainers should ask participants to find a place in the room where they feel the most comfortable, to sit comfortably or take a pose that makes them feel the most comfortable, to close their eyes and possibly to put some easy, relaxing music in the background.

- Trainers should especially take care of time management and ensure that there is enough time provided for all participants to complete different evaluation forms. The process can't be completed before all the participants are done and have finishe

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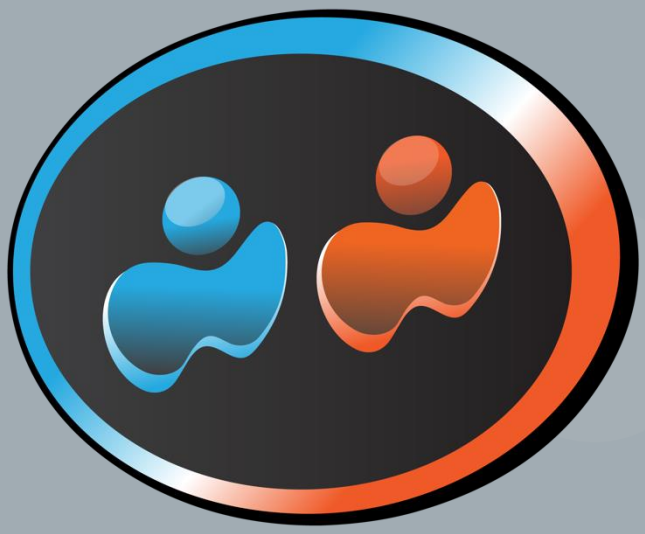

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