



**TRAINING CURRICULA:
YOUTH PARTICIPATION
& YOUTH GOALS**

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Introduction

During the 6th cycle of the EU Youth Dialogue – Youth in Europe: What's next? which took place in 2017/2018 – young people were called to gather their voices and contribute to create the EU Youth Strategy 2019 – 2027. The result of this dialogue has been the development of 11 European Youth Goals.

The European Project “How to score a Youth Goal”, lead by a consortium of four national youth councils, which coordinate and implement the European youth dialogue in their countries, aims to encourage the participation of young people by promoting the implementation of the European Youth Goals.

In order to transfer knowledge into implementation, a training curricula was designed and tested directly on people from NYCs, international non-governmental youth organizations, local and regional youth organizations, decision makers and policy makers.

In this this publication, we will present a training curricula, methodology and supporting contents that will contribute to empowering different stakeholders for implementation of Youth Goals and increase the space for youth participation. As a final outcome, the project consortium intent to increase the capacity of all four NYCs for conducting training courses in their respective countries and contribute to raise awareness and skills and improve abilities to support quality EYGs implementation by different stakeholders involved in the project.

This intellectual output intends to be a tool to support the implementation of training actions aimed at 1) national youth councils; 2) policy and decision makers; 3) Youth organizations; and 4) EUYD Ambassadors and that can contribute to the implementation and dissemination of the Youth Goals, mainly

#YG6 • Moving Rural Youth Forward

#YG7 • Quality Employment for All

#YG8 • Quality Learning

#YG9 • Spaces and Participation for all

This curricula will enable a greater understanding of youth goals, provide an educational framework and act as a reference tool to be used by decision makers, policy makers, EUYD Ambassadors, youth workers and youth organizations and youth national councils.

The curricula design was based on inputs from the IO1 - “Mapping of policy developments and implementation practices related to the targeted European Youth Goals” and IO2 – “Cookbook of mechanisms of democratic participation”, consortium member organizations, youth workers and from the field. This Intellectual Output will be designed in distinct sections that can be delivered as stand-alone workshops or as a training course.

The IO3 will be divided on two main sections:

I) ENGAGING AND UNDERSTANDING:

Engage and create a common understanding of the different stakeholders in deeper knowledge about youth policies and youth participation.

1. Youth Policies Framework: Theoretical framework on the topics Youth Dialogue, European Youth Strategy and Youth Goals, Youth and EU Priorities

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2. Youth Participation: Conceptual overview on youth participation and meaningful youth participation; models, mechanisms, and forms of youth participation

3. Youth Goals: Theoretical approach to the topics of Youth on Rural areas; Youth

4. Empowering Youth Goals Implementation: Theoretical approach to the topics of Advocacy; Digital Youth Participation; Youth Work; Youth Information.

II) EMPOWERING THE IMPLEMENTATION:

Empower different stakeholders with tools and resources that support the implementation and dissemination of the Youth Goals and the EU Youth Strategy

1. Curricula of 4 Training Courses: Objectives; Training Structure; Bibliography

2. Tools and Resources: List of tools and resources for the implementation of the 4 training courses

3. Inspiring practices and projects: Example of projects identified on the IO1



SECTION I - Engaging and understanding



SECTION I - ENGAGING AND UNDERSTANDING

1. Youth Policies Framework

In 2018, the Council of the European Union resolved the European Youth Strategy, a framework for European youth policy cooperation for 2019-2027. The three core areas of action are summarised under ENGAGE, CONNECT, EMPOWER – the goals is to create policies, that enable the youth to ENGAGE in democratic life, to CONNECT to each other and to be EMPOWERed.

Part of the European Youth Strategy is the Youth Dialogue – a dialogue between young people, youth organisations, policy and decision makers, experts, researchers and other relevant civil society actors. It is a forum for continuous reflection on topics relevant for the youth and the EU. It takes place at all levels – EU wide, national, regional and local. In different work-cycles, that last 18 month each, the different actors discuss topics relevant to the thematic priority of that cycle. From January 2022 to June 2023 this priority was “Together towards a sustainable and inclusive Europe”.

*In the 6th cycle of the Youth Dialogue, a total of 50.000 young people participated to create the Youth Goals. In various events and surveys, participants identified relevant topics for European Youth policies. The Youth delegates of each Member State and decision makers used these results to formulate 11 goals for youth politics. The European Union and each Member State is invited to draw inspiration from these goals and include them in their policies. **The Youth Goals are:***

1. Connecting EU with Youth
2. Equality of All Genders
3. Inclusive Societies
4. Information & Constructive Dialogue
5. Mental Health & Well-being
6. Moving Rural Youth Forward
7. Quality Employment for All
8. Quality Learning
9. Space and Participation for All
10. Sustainable Green Europe
11. Youth Organisations & European Programmes

The European Youth Strategy builds the framework for the cooperation in the youth sector between EU Member States. It aims to improve policies for the youth. Therefore it has the potential to influence many policies of the EU and of its member states.

Youth Participation requires societal and institutional recognition in order to work. Young people need to know, that their thoughts are valued and play a part in the decision making processes. Institutionalising youth participation is therefore important

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and requires a reliable framework. It must provide spaces, where the youth is heard and better still enabled to shape and decide themselves on topics that are relevant to them. The Youth Dialogue is such an institutionalised form of youth participation. The decision making power still lies with politicians and therefore exclusively with adults.

The Youth Goals are in and of itself successful youth participation. Not only do they centre the needs of young people, but they also are the outcome of the Youth Dialogue.

The EU Commission as the executive of the European Union is organised in several Directorate Generals. One of them is the Directorate General for Education, Youth, Sport and Culture (DG EAC). It is responsible for policies on education, youth, sport, culture and the related EU funding programmes. The DG EAC's youth activities aim to give young people a voice and a stake in society, strengthening dialogue with policy makers and ensuring they are represented in EU policy-making. Initiatives in support of this include the Erasmus+ programme, which finances e.g. the Youth Dialogue. Their activities are framed by the European Youth Strategy, which was set by the EU Commission.

Also relevant for youth policies – especially the Youth Dialogue – is the presidency trio of the Council of the European Union. Three countries hold the presidency of the Council for 18 months and set the agenda for that period. The Youth Dialogue and its cycles is based on these presidency trios and their agendas.

In the EU, the topic “Youth” is mainstreamed, it is recognised as an important topic for decision makers. Even though there are council conclusions and resolutions as well as reports from Youth Conferences and consultation and implementation phases, there is no progress tracking involved yet, as there are no indicators for targets of the Youth Goals. Also there are hardly any follow-up mechanisms. Therefore it is not easy to say, in what way mainstreaming leads to the actual implementation of youth policies.

COVID-19 had a big influence on EU youth policies – it swayed the focus onto topics, that were relevant in a pandemic such as health and digitalisation and made it hard to focus on the previously outlined priorities. It also had an impact on youth participation strategies and the form that they took.

Why is it important for Young People? And for Decision Makers?

For the young people, that are involved in the Youth Dialogues and other parts of the EU Youth Strategy, their engagement can lead to a better understanding of decision making processes in the EU and generally. They get an opportunity to have a say and be heard, and additionally have the possibility to connect with other young people, possibly from other parts of the EU. In the last consultation phase, around 23.000 young people participated in this process. Those who aren't involved with the Youth Strategy (yet) are impacted indirectly through the influence of the Youth policies. The impact the Youth Dialogue has on policies is bigger in local or regional contexts, there is room for improvement for concrete policies at the EU level. It is hardly possible though to prove the specific connections between certain policies or processes and the Youth Dialogue.

For decision makers, these topics can provide them with information about the needs and interests of young people. Most decision makers will know some young people and have an idea of their wishes, but this can only provide them with biased insides. The Youth Goals and Youth Dialogue can deliver a more diverse and therefore a more complete sense of what young Europeans lives look like and what is needed to improve them. There is however a danger of Youth Washing involved, especially as the Youth Goals are to be understood as an invitation to the Member State, not as an obligation. Nevertheless, there is potential in the Youth Dialogue to find ways to hold decision makers accountable for their promises.

Key Concept

Youth Washing refers to young people's voices being used in a performative way without paying attention to them or acting on concerns raised by this group.

In the European Union, the Youth Dialogue is the most important youth participation tool. In the Council of Europe there is another way to engage and empower young people, through the Co-Management in the Joint Council on Youth (CMJ). In this Council, young people are not only invited to share their needs and wishes, but they get to make decisions.

Inspiring

An example of successful youth participation in the field of policy making is the Youth Dialogue. As described above, the Youth Dialogue offers young people the opportunity to be heard and gives decision makers insides on young people's perspectives. This is underlined, as the objectives state, that the Youth Dialogue should encourage participation, with a focus on equal participation between the genders and on the inclusion of diverse voices. It aims to bring about positive change in youth policies at a local, regional, national and European level. Especially the Youth Goals as a result can be seen as an example, of how the Youth Dialogue can bring about positive change in European youth policies.

The above mentioned Co-Management in the Joint Council on Youth (CMJ) in the Council of Europe can be identified as a best practise example of youth participation in youth policies on a European Level. The CMJ consists of an equal number of young people (the Advisory Council on Youth) and of politicians (the European Steering Committee for Youth). Together they are the highest decision making body in the youth sector of the Council of Europe and decide on positions, priorities, goals and the budget. The Advisory Council consists of 30 young people that are either send by the European Youth Forum or by the general secretary of the Council of Europe. The European Steering Committee for Youth consists of members from the youth ministries of the member states. The Joint Council on Youth provides the opportunity to not only see youth participation as a tool to get information on the youth, but to actually take them, their interests and their capability to decide themselves seriously – to make them an active part in the making of youth policies.

Know more

General

<https://national-policies.eacea.ec.europa.eu/youthwiki>

https://youth.europa.eu/home_en

European Youth Strategy

https://youth.europa.eu/strategy_en - as presented by the EU

<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:C:2018:456:FULL> – The Resolution

<https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX:52018DC0269> – The commission on Engage, Connect, Empower

<https://eurodesk.eu/policy-points/eu-youth-strategy/>

Youth Dialogue

<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:C:2018:456:FULL> – Youth Strategy Resolution, Annex 1 on EU Youth Dialogue

https://youth.europa.eu/get-involved/eu-youth-dialogue/previous-eu-youth-dialogue-consultations_en – Previous EU Youth Dialogue consultations

Youth Goals

<https://youth-goals.eu/>

Co-Management in the Council of Europe

<https://www.coe.int/en/web/youth/co-management>

2. Youth Participation

What is it?

Some different definitions and elements constitute Youth Participation. Most of them include that it has to be performed by a young person voluntarily, but ways and means of participation can be widely differentiated. To make this easier to understand, Youth Participation can be in any of the formal processes such as voting in elections, engaging through youth organisation or a political party, protesting or advocating for a change, through existing institutions or formal education systems etc., but it can also take part in less formal ways such as different types of deliberation, consultation or planning processes, through grassroots movements etc. Here we have to highlight that an important part of Youth Participation is voluntary willingness of young people to participate, meaning that mandatory activities, which are more often found in formal processes do not constitute real and meaningful youth participation.

Most important element of participation, regardless if it is a formal or informal process, is to make it meaningful. In practice that means that when engaging with young people the end result has to come as a result of youth participation. In other words, just informing young people about certain processes or ignoring their role and/or input does not constitute that type of participation as a meaningful one. Although it may sound as an easy distinction, in practice attempts by decision makers often end up in various forms of “non-participation” as it’s called by Hart (Hart, 1992.). Meaning that young people are manipulated or used as decoration in an attempt by decision makers to give legitimacy to the process. Those negative examples are often seen in the field of youth political participation, which will be tackled as a topic further on in the text.

What makes it meaningful

Meaningful youth participation sees young people as equal participants or even leaders in the process. They are not just there to fill out some quota and there is a specific role for them in the process. As with citizen participation in general, it is important to include young people, especially when the topic is relating to the Youth Policy. When it comes to youth political participation, the final aim should be the influence of young people on political decisions (Barta, 2023). Participation of young people gives not just legitimization but also empowers young people and, in the end, it should lead to stronger and more developed communities. Political parties and politicians often, when talking about Youth Participation, just look at the youth turnout in the elections and although that may serve as an indicator of interest for politics among young people, it doesn’t count as meaningful Youth Participation.

Meaningful participation can happen in different forms and it can, as it often does especially on the international level, combine forms. Easiest one to implement on local level or on small-scale processes is direct participation in which each young person represents their own opinions and wishes. Another type is representative participation in which young people elect among themselves representatives who become part of the decision-making process and are responsible to represent wishes and wants of young people who entrusted them. Both of those are the most common forms but as well as others such a combination of those can be meaningful as long as they enable young people specific roles and one which has impact and influence on the whole process.

Youth Participation on the EU level

Youth participation is reflected in the current EU Youth Strategy through one of the three key words – Engage. The importance of this concept can be seen in the fact that it was also part of the previous EU Youth Strategy (2010 – 2018). In the current one, from 2019 till 2027, the EU aims to “encourage and promote inclusive democratic participation of all young people in society and democratic processes.” (https://youth.europa.eu/strategy/engage_en). The EU also decided to focus on providing “support youth representations at local, regional and national level”, then on “fostering the development of citizenship competencies” to enable even more young people to feel that they could contribute. It will also “support and develop opportunities for learning to participate”, as well as “explore and promote the use of innovative and alternative forms of democratic participation e.g. digital democracy tools.”

Youth participation is also an important part of the EU Youth Dialogue (formerly Structured dialogue). It is an 18-month long cycle during which young people give direct feedback and co-create recommendations on different topics of interest to young people and EU member states, specifically proposed by three countries presiding over the Council of the EU. First one started in 2010 and from the start it had youth participation at its focus, as that was the tool in identifying issues as well as possible solutions. Decision makers, e.g., presiding countries as well as the Council of the EU, have the final say and in the phase of final Council recommendations creation there is still space for improvement when it comes to youth participation.

Four aims of Youth Political Participation

As previously mentioned, there are different ways to include young people and the decision on which model to use depends on the aim you wish to accomplish. Researchers (Farthing 2012; Kiilakoski 2020; Reimer 2002; Barta & Lavizzari 2021) usually recognise and divide aims in four different categories:

-> **rights-based** – which aim to provide young people with access to process because their right of participation is guaranteed in different international documents such as the Convention on the Rights of Child. Rights based approach is often used and focused on in campaigns for lowering voting age to 16, like it happened in some European countries.

-> **empowerment** – which aims to enable and empower young people to make changes. It is often a bottom-up approach and even grassroots such as different youth-led initiatives (for example Fridays for Future) or social movements. It can also be effective in the formal processes for example by having young people running for an office or creating procedures with clear roles and responsibilities exclusively for young people.

-> **efficiency** – which aims to include young people because it should lead to better policies, especially in the Youth Policy field. The idea behind it is that young people know the best what they need from the decision makers, be it on local, regional, national or even international level. Thus, with involving them directly it is more likely that policy that comes out of the process will be adequate and will respond to the actual needs of young people.

-> **development** – which aims to open space for young people to learn from real experience and to grow as individuals. It is important to highlight that to make it meaningful there still has to be some impact on results, it can't be “just” simulation (for example some Model EU concept where young people simulate work of European Parliament) to be considered meaningful youth participation. But those models can become part of the actual process where simulated work of young people and conclusions they make, became part of the “real-life” decision making process.

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Examples of Youth Participation

We have already mentioned several types and forms of Youth Participation, especially political. On an international level, besides the already mentioned EU Youth Dialogue, there is the Advisory Council on Youth by Council of Europe (AC), for example. This body works as a part of co-management structure with parity between decision makers and youth representatives. It gives young people specific roles and responsibilities and provides a system where they have to be consulted with their voice impacting final results.

Another example of institutionalising youth participation can be youth quotas, fixed number of candidates on election must be under a certain age census. More common and widespread examples are where political parties set voluntary quotas but there are some examples of countries having either reserved seats (Kenya for example) or more often candidate quotas (Egypt, Peru, Sri Lanka).

“Fridays for Future” is a contemporary example of grassroots youth-led initiatives which showcase how young people can set and influence political agenda and be in “drivers seat”. Through different forms of action, such as public protests (organised on purpose during school days), petitions, civil disobedience but also engaging directly with decision makers in assemblies and international forums, young people created and participated in the entirety of the movement.

Know more:

Ladder of Youth Participation, explanation and practical trainers approach to Harts model -
<https://www.trainerslibrary.org/ladder-of-youth-participation/>

UNs document on Youth, Political participation and Decision making -
<https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-political-participation.pdf>

Ondrej Barta, Anna Lavizzari; Insights – Meaningful Youth Participation in Europe -
https://pjpeu.coe.int/documents/42128013/105305579/085521+Insights+into+YPP_web.pdf/2b0876d8-d0fb-158e-7a72-1f5c2430435f

Deželan Tomaž - Young People's participation in European democratic processes (How to improve and facilitate youth involvement) -
[https://www.europarl.europa.eu/RegData/etudes/STUD/2023/745820/IPOL_STU\(2023\)745820_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2023/745820/IPOL_STU(2023)745820_EN.pdf)

Ace, Youth and Elections -
<https://aceproject.org/ace-en/topics/yt/yt30/youth-quotas>

3. Youth Goals

The Youth Goals are the outcome of the Youth Dialogue process with over 50.000 young people. The 11 goals represent views of young people from all over Europe and summarise the issues that affect them and the political priorities that are important to them. The Youth Goals show in which areas change still has to happen so that young people in Europe can use their full potential.

Youth Goal #6 “Moving Rural Youth Forward” is about creating conditions which enable young people to fulfil their potential in rural areas. The sub-goals target topics such as appropriate infrastructure in rural areas in regard to public services, data connectivity and housing as well as access to high quality jobs and education for young people in rural areas.

Youth Goal #7 “Quality Employment for All” is about guaranteeing an accessible labour market with opportunities that lead to quality jobs for all young people. This includes issues such as fair working conditions, social protection and healthcare and equal opportunities for all young people. It further addresses the validation of competences acquired through work-based learning and the preparation for the future of work.

Youth Goal #8 “Quality Learning” refers to the integration and improvement of different forms of learning, equipping young people for ever-changing circumstances. Quality learning includes knowledge on political systems and democracy, supporting the development of intercultural skills, personal skills such as critical and analytical thinking as well as life skills including money management and health education. The goal further refers to an equal access to quality education.

Youth Goal #9 “Space and Participation for All” addresses strengthening young people’s democratic participation and autonomy with youth-friendly and accessible mechanisms and structures and ensuring young people can adequately influence all parts of decision-making processes. It’s about equal access for all young people from different backgrounds and ensuring that policies respond to their needs.

The Youth Goals, including Youth Goals #6-9 matter because they were developed in a process in which 50.000 young people participated. They therefore reflect the views of the European youth and create a picture of the cross-sectoral areas that are relevant for young people and that affect their lives.

The Youth Goals in general address current global challenges such as social equality (Youth Goals #2 “Equality of All Genders” and #3 “Inclusive Societies”) and the climate crisis (Youth Goal #10 Sustainable Green Europe). The Youth Goals #6 “Moving Rural Youth Forward”, #7 “Quality Employment for All” and #8 “Quality Learning” demonstrate the priority for young people on having equal opportunities and prospects for their future in a fast-changing world, regardless of their place of living or background. The Youth Goals also demonstrate that young people have an understanding of the importance of democratic values and processes. This is addressed in connection to quality learning as well as democratic participation in order to create a space and accessible mechanisms for all.

The EU Youth Dialogue continues to work on the implementation of the Youth Goals. Each cycle of the EU Youth Dialogue focuses on a different thematic priority, which is directly connected to the Youth Goals. For example, the thematic priority “A Sustainable and Green Europe” is linked to Youth Goals #3 and #10. The Youth Goals therefore function as a starting point for further discussions and the EU Youth Dialogue works with them at European, national and regional level to shape policy in the interests of young people.

The topic under EU Strategy

The aim of the sixth cycle of the EU Youth Dialogue “Youth in Europe: What’s next?” which took place in 2017/2018 was to collect voices of young people and contribute together to creating the EU Youth Strategy 2019-2027.

Around 50,000 young people took part in a Europe-wide survey in 2018. Based on this survey, the eleven European Youth Goals were formulated with concrete sub-goals under scientific supervision. These goals reflect the views of European youth and represent the vision of those active in the EU Youth Dialogue. They identify cross-sectoral areas that affect young people’s lives and point out challenges. All EU countries were involved in the development of the Youth Goals and support them.

The Youth Goals have been included in the EU Youth Strategy 2019-2027. The EU Youth Strategy should contribute to realising this vision of young people by mobilising EU level policy instruments as well as actions at national, regional and local level by all stakeholders.

The EU Youth Dialogue works on the implementation of the Youth Goals. At European, national and regional level, the EU Youth Dialogue works with the Youth Goals to shape policy in the interests of young people.

Why is it important for Young People? And for Decision Makers?

Despite the EU wide commitment to rural development and given the fact that by 2015 almost one third of the EU population were living in rural areas, prevailing differences exist between living in urban and in rural areas. Therefore, it is important to ensure equality for young people in urban and rural settings.

Young people are suffering from high youth unemployment, precarious and exploitative working conditions as well as discrimination in the labour market and the workplace. The lack of information and suitable skills for future employment are preventing young people from being fully integrated in the labour market. Thus, measures need to be taken in order to ensure quality employment for all.

Education remains a key for active citizenship, inclusive society and employability. That is why the vision about education for the 21st century needs to be enlarged, focusing more on transferable skills, student-centred learning, and non-formal education to achieve a truly equal and universal access to quality learning.



Young people are underrepresented in decision-making processes which affect them although their engagement is crucial to democracy. They need access to physical spaces in their communities to support their personal, cultural and political development.

The Youth Goals #6-9 address these important topics. They were developed by young people themselves in a process with 50.000 participants from all over Europe. Therefore, they provide a good picture of the matters that are relevant for youth. The decision-makers on the other hand can use the Youth Goals, since they provide a good basis for ongoing discussions and acting in line with these targets gives more legitimacy to their policies.

Key Concepts

A former cycle of the EU Youth Dialogue collected the voices of young people and developed eleven Youth Goals. Apart from the Youth Goals #6 “Moving Rural Youth Forward”, #7 “Quality Employment for All”, #8 “Quality Learning” and #9 “Space and Participation for All”, they address the topics “Connecting EU with Youth” (#1), “Equality of all Genders” (#2), “Inclusive Societies” (#3), “Information & Constructive Dialogue” (#4), “Mental Health & Wellbeing” (#5), “Sustainable Green Europe” (#10) and “Youth Organisations & European Programmes” (#11).

The Youth Goals were included in the EU Youth Strategy 2019-2027. This strategy was developed by the EU who wants young people to engage and become active citizens involved in democracy and society. Young people should have a say in what is important to them and therefore have the chance to take part in the EU Youth Dialogue. The EU Youth Dialogue is a dialogue with young people and policy and decision makers, experts and other relevant civil society actors. It works on the implementation of the Youth Goals and builds on the achievements of past dialogue processes. The first cycle of the Structured Dialogue, which preceded the EU Youth Dialogue, addressed the topic of youth employment, and the seventh cycle of the EU Youth Dialogue continued to work on the thematic areas of quality employment for all, quality youth work for all and opportunities for rural youth under the frame of creating opportunities for youth. The Youth Dialogue is the forum for continuous joint reflection and consultation on topics concerning rural youth, quality employment, quality learning and space and participation for all.

Inspiring

A project that addresses Youth Goal #6 on the local level is the “Housing incentive” (IO1) by the municipality of Oleiros. It worked on transforming the countryside in order to become attractive to young people by focusing on a growing economy, a healthy and developed social environment, affordable housing and investment in cultural activities. The project therefore provides a good example in ensuring appropriate infrastructure in rural areas to provide equitable delivery of public services and housing opportunities for young people.

Another project that also partly addresses rural areas is “From learning to knowledge – from knowledge to employment” (IO1) on the regional level by the Nova Gradiška Industrial Park. However, it is mainly about quality employment. It is a good example of implementing Youth Goal #7, because it supports young people, especially the most vulnerable ones, to develop necessary skills and gain new knowledge and practical experience in accordance with regional needs and requirements that allow a smooth transition from education to the labour market. The project therefore also concentrates on the recognition and validation of competences acquired through work-based learning through training and non-formal education.

The project “U18 – campaign to vote under the age of 18” (IO1) that was implemented on the national level by the German National Youth Council is a good practice example for Youth Goal #8, because it addresses gaining knowledge on political systems, democracy and human rights through community-based experiences. It draws attention to the voices of young people and supports them in becoming active citizens who are aware of democratic values. Furthermore, it addresses Youth Goal #9 in dedicating youth spaces for participation.

Know more

Youth Goals Website:

<https://youth-goals.eu/>

EU Youth Strategy:

https://youth.europa.eu/strategy_en

EU Youth Strategy and European Youth Goals:

https://youth.europa.eu/strategy/european-youth-goals_en

The European Union Youth Strategy 2019-2027:

<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:C:2018:456:FULL>

Previous EU Youth Dialogue consultations:

https://youth.europa.eu/get-involved/eu-youth-dialogue/previous-eu-youth-dialogue-consultations_en

Tools about the Youth Dialogue (booklet Youth Dialogue and Youth Goals, card game, Youth Goals handout ... - in German):

<https://jugenddialog.at/werkzeuge-4>

Toolbox Europe (in German):

<https://jugenddialog.at/wp-content/uploads/Toolbox-Europa.pdf>

4. Empowering Youth Goals implementation

Empowering Youth Goals implementation is providing the knowledge and skills for young people to ensure the promotion of participatory processes directly linked to follow-up activities.

The implementation of Youth Goals through activities and projects provides young people with knowledge on local, regional, national and European issues. Consequently, young people will improve their capacity to advocate and organise youth goals according to their priorities, ensuring the direct connection between their problems and the development of their respective solutions. This will bring young people closer to decision-making processes.

The youth sector relies on Youth Goals as guidelines for promoting policies and reforms on different scopes. Empowering their implementation allows young people to take a step forward from their usual participation form and truly impact their communities by being in touch with their full potential.

EU youth cooperation shall make the most of youth policy's potential. It can foster youth participation in democratic life, in line with Article 165 of the Treaty on the Functioning of the EU. It can also support social engagement, as well as civic and socio-educational activities (youth work) that give young people life skills and act as a bridge to society, especially for disadvantaged youth.

In the coming years, the strategy strives to:

- Enable young people to be architects of their own lives, build their resilience and equip them with life skills to cope in a changing world;
- Encourage young people to become active citizens, agents of solidarity and positive change for communities across Europe, inspired by EU values and European identity;
- Help prevent youth social exclusion;
- Improve the impact of policy decisions on young people through dialogue and addressing their needs across sectors.

Why is it important for Young People? And for Decision Makers?

The empowerment of youth goals implementation is very important for young people as it ensures that they have the skills and knowledge to fully participate and promote policy changes. Bringing young people closer to the decision-making processes, also allows them to expose their different realities based on their backgrounds which supports the development of adequate public policies that could be the key to improving their needs and problems. Youth goals implementation is directly linked to more just and equal rights for youth.

For decision-makers, it is important because it allows them to fully connect and understand youth-related issues and difficulties to fully develop a strategy to counter the problems that often do not allow young people to emancipate plus fully participate and engage in the decision-making processes.

Youth Goals: The 11 European Youth Goals summarise the issues that affect young people in Europe and the political priorities that are important to them. The Youth Goals show in which areas change still has to happen so that young people in Europe can use their full potential.

Implementation: the process of putting a decision or plan into effect; execution.

Advocacy: public support for or recommendation of a particular cause or policy.

Decision-making process: the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions.

Empowering: give (someone) the authority or power to do something.

Croatia Best Practice: IO1

Community Centre - Youth Goal 6

This implementation of the youth goal 6 has brought together different stakeholders from the public and private sector. It has also provided an inclusive space for all citizens to access equitable delivery of public services and data connectivity. Furthermore, it has also ensured the decentralisation of different activities.

Croatia Best Practice: IO1

Job club for unemployed youth - Youth Goal 7

This implementation of Youth Goals consists in a club where unemployed youth can develop skills and gain additional knowledge. There are specialized trainers that provide support throughout the three weeks of intensive training.

This implementation helps ensure equal opportunities for all young people to develop the necessary skills and gain practical experience in order to smoothen the transition from education to the labour market.

Germany Best Practice: IO1

Children and Youth parliament Berlin - Youth Goal 9

This implementation gives young people the opportunity to express their views and ideas on issues of child and youth policy. All children can approach the parliament with concerns but also good ideas.

The parliament ensures young people can adequately influence all areas of society and all parts of the decision-making processes, from agenda setting to implementation, monitoring and evaluation through youth-friendly and accessible mechanisms and structures, ensuring that policies respond to the needs of young people.

Know more

https://youth-goals.eu/wp-content/uploads/Youth_Goals_Toolbox-Dialogue_activities_to_implement_the_Youth_Goals_together.pdf

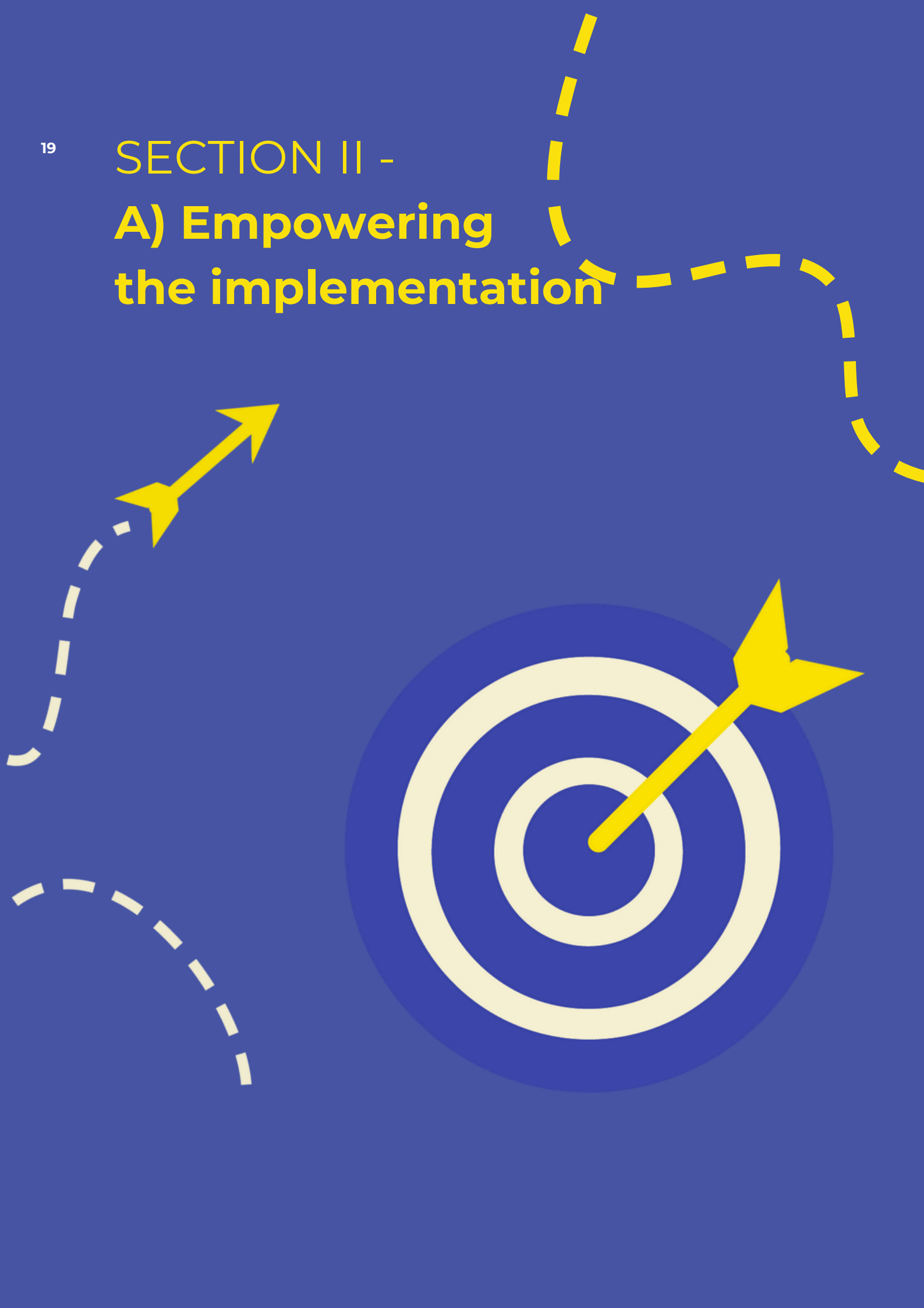
<https://youth-goals.eu/lab>

https://docs.google.com/document/d/1sdEGI0TsYs3KC-l6iv7wu_gQtnoB2lCGQonuZc2y8w4/edit#

https://youth.europa.eu/strategy_en

SECTION II -

A) Empowering the implementation



TRAINING COURSE FOR POLICY AND DECISION MAKERS

“Rulebook for Decision and Policy Makers”

Framework

In 2018, the European Union defined a European Youth Strategy 2019-2027, that provides a framework for cooperation in the field of youth policy. As a result of the 6th cycle of the EU Youth Dialogue, eleven European Youth Goals were developed. These goals reflect the views of European youth and contribute to sets the direction of common youth policy throughout the EU.

Local youth policies and evidence-based youth policy are crucial for the implementation of the EU Youth Strategy 2019-2027 and a prerequisite for quality youth goals implementation. To achieve positive outcomes, policy, and decision makers, are critical to achieve sustainable results.

Objectives

To guarantee a good formulation of youth policies, it is not enough to work only on the side of the decision-maker. Policy makers need to know how to work with them, how to integrate them and develop efficient public policy processes that are close to the real needs of young people.

The training course **“Rulebook for Decision and Policy Makers”** has as its main objective to support policy and decision makers, in the planning and implementation of local youth policies, contributing to the youth goals and to a sustainable territorial development.

To achieve these goals, the training course **“Rulebook for Decision and Policy Makers”** focus on the following objectives:

- To raise understanding on the objectives of new European Youth Strategy 2019-2027;
- To introduce and build awareness on the 11 Youth Goals;
- To explore the concept of youth participation and related concepts, such as active citizenship;
- To analyse current youth participation realities and the importance of youth meaningful youth participation at local level;
- To develop participants understanding of necessary conditions for youth participation;
- To explore how youth participation can enhance the youth goals and strengthen youth citizenship;
- To increase participants understanding about the challenges faced by young people on the following topics: “Rural Youth”; “Quality Employment”; “Quality Learning” and “Participation”
- To exchange experiences and good practices on youth activities based on the implementation of youth goals;
- To support the development of strategies and action plans for fostering youth participation, youth dialogue and co-management at local level.

CURRICULUM

A. ENGAGE AND UNDERSTAND

01. The European Youth Strategy: Engage, Connect and Empower

What is the EU Youth Strategy? Who does the EU Youth Strategy aim to help? How does the EU Youth Strategy aim to create more and equal opportunities for young people? How is the EU Youth Strategy implemented? Who is responsible for implementing the EU Youth Strategy? What do the words connect, engage and empower refer to?

Resource Document:

 [Resolution on European Youth Strategy 2019-2027](#)

02. Youth Goals

Conceptualise the Youth Goals. What are the Youth Goals and how were they developed? General overview of the 11 youth goals

Resource Document:


 [Youth Goals Dedicated Website](#)


03. Youth Policies

Youth policy concepts, principles, and strategies. Actors, roles and objectives of youth policy. Transnational and local level of youth policy. Cross-sectoral cooperation in the field of youth policy. Mechanisms to develop a youth policy strategy. Opportunities and future trends in youth policy.

Resource Document:

 [Step towards successful youth policy in local communities;](#)

 [Youth Policy Evaluation Review;](#)

 [Youth Policy Essentials](#)

04. Participation

Basic definitions of youth participation. Benefits of and barriers to youth participation. Environments of youth participation. Forms of Youth participation

Resource Document:

 [Have Your Say!](#)

B. CONNECT AND EMPOWER

05. Youth Policy and Meaningful Youth Participation

What is meaningful youth participation? Levels of participation. Youth as beneficiaries, partners and leaders. Enhancing equality on youth participation

Resource Document:

- [Meaningful Youth Political Participation;](#)
- [Have Your Say!](#)

06. Cooperation in the area of decision making

Decision Making and Decision Making on Youth Policies. Different models of Cooperation in the area of decision making. Concepts of Co-management and Co-decision

Resource Document:

- [Guidelines for civil participation in political decision making;](#)
- [Have Your Say!](#)

07. Developing and Implementing Local Youth Participation: Models, Structures and Instruments

Planning and managing a youth project. Quality criteria for youth participation. Participatory approach to planning youth projects. Reaching out to youth. Supporting and facilitating youth participation. Creating a safe environment.

Resource Document:

- [Meaningful Youth Engagement Checklist;](#)
- [Have Your Say!;](#)
- [Meaningfully engaging with youth Guidance and training for UN staff](#)

08. Local Youth Action Plan

Why & how to build a local action plan for youth.

Resource Document:

- [Youth Participation Strategy;](#)
- [A toolkit on Quality Standards for Youth Policy](#)

C. INTO ACTION**09. Moving Rural Youth Forward**

The impact of demographic change in Europe. How to ensure equality for young people in urban and rural settings. Rural Youth Policies.

Resource Document:

- 🔗 [Rural Youth Indicators;](#)
- 🔗 [Young people in rural areas: diverse, ignored and unfulfilled;](#)
- 🔗 [The impact of demographic change – in a changing environment;](#)
- 🔗 [Harnessing talent in Europe's regions;](#)
- 🔗 [Knowledge based Approach to Moving Rural Youth Forward](#)

10. Quality Employment for All

Quality Employment, Employability and Decent Work. Transition to the labor market. Recognition and validation of competencies. Youth employment challenges.

Resource Document:

- 🔗 [Council Conclusions on Young People and the Future of Work;](#)
- 🔗 [Proposal for a COUNCIL DECISION on guidelines for the employment policies of the Member States;](#)
- 🔗 [ANNEX to the Proposal for a COUNCIL DECISION on guidelines for the employment policies of the Member States](#)

11. Quality Learning

Education challenges for the 21st century. Universal and equal access to quality education. Access to citizenship education. Skills for the 21st century

Resource Document:

- 🔗 [Recovery and Resilience Scoreboard;](#)
- 🔗 [Digital Education Action Plan 2021-2027 Resetting education and training for the digital age;](#)
- 🔗 [European Education Area: Quality education and training for all](#)

12. Participation for all

Democratic participation. Supporting young people, cultural and political development. Equal access to decision making for all young people from different backgrounds. Youth information. E-Participation

Resource Document:

- 🔗 [Guide on youth participation in Youth Information;](#)
- 🔗 [#youthinfocomp — A European competence framework for Youth Information workers;](#)
- 🔗 [Co-Management A Practical Guide;](#)
- 🔗 [Charter on Youth and Democracy;](#)
- 🔗 [Making Digitalisation Work for Young People](#)

D. INSPIRING

13. Sharing best practices

Good practices implemented in line with the European Youth Goals 6, 7, 8, and 9 in Croatia, Germany, Austria and Portugal.

Resource Document:

“How to score a Youth Goal” - EU and national-level mapping of policies and good practices implemented in line with the European Youth Goals 6, 7, 8, and 9 since 2019.

14. Action Plan

Identifying youth local needs/ problems/ opportunities. Clarify and prioritise the problem. Write a goal statement for each solution. Brainstorm solutions. Identifying resources. Drafting a timeline. How to monitor and evaluate.

Resource Document:

 [Youth Policy Manual - How to develop a national youth strategy](#)



DAY 1	DAY 2	DAY 3	DAY 4
ENGAGE AND UNDERSTAND	CONNECT AND EMPOWER	INTO ACTION	INSPIRE
<p>WELCOME</p> <p>GET TO KNOW Participants Objectives Program Expectations Topic</p>	<p>MEANINGFULL YOUTH PARTICIPATION</p> <p>What is meaningful youth participation? Levels of participation. Youth as beneficiaries, partners and leaders. Enhancing equality on youth participation</p>	<p>RURAL YOUTH</p> <p>Impact of demographic change in Europe. Rural Youth Policies</p>	<p>SHARING BEST PRACTICES</p> <p>Youth Goals Best Practices</p>
<p>YOUTH STRATEGY</p> <p>European Youth Strategy Overview</p> <p>YOUTH GOALS</p> <p>Conceptualize and brief overview of the 11 Youth Goals? Why Youth Goals are important for young people and policy makers.</p>	<p>COOPERATION IN THE AREA OF DECISION MAKING</p> <p>Decision Making. Models of Cooperation. Concepts of Co-management and Co-decision</p>	<p>EMPLOYABILITY</p> <p>Employability and Decent Work. Transition to the labor market. Youth employment challenges.</p>	<p>ACTION PLAN</p> <p>Youth local needs/problems/opportunities. Clarify and Prioritize the Problem. Write a Goal Statement for Each Solution.</p>
<p>LOCAL YOUTH POLICIES</p> <p>Concepts, Actors, and strategies. Youth Policy at Local Level. Cross-sectoral cooperation. Developing a youth policy strategy.</p>	<p>DEVELOPING AND IMPLEMENTING YOUTH PARTICIPATION</p> <p>Planning and managing a youth project. Quality criteria for youth participation. Reaching out to youth.</p>	<p>QUALITY LEARNING</p> <p>Education challenges for the 21st century. Skills for the 21st century</p>	<p>ACTION PLAN</p> <p>Brainstorm solutions. Identifying Resources. Drafting a timeline. How to monitor and evaluate</p>
<p>PARTICIPATION</p> <p>Basic definitions. Benefits of and barriers. Forms of Youth participation</p>	<p>DESIGN A LOCAL YOUTH PLAN</p> <p>Why & how to build a local action plan for youth.</p>	<p>PARTICIPATION FOR ALL</p> <p>Democratic participation. Youth information. E-Participation</p>	<p>CLOSING</p> <p>Final Conference "How to Score a Youth Goal"</p>

26 TRAINING COURSE FOR EUYD AMBASSADORS “Youth Goals Locker Room”

Framework

In 2018, the European Union defined a European Youth Strategy 2019-2027, that provides a framework for cooperation in the field of youth policy. As a result of the 6th cycle of the EU Youth Dialogue, eleven European Youth Goals were developed. These goals reflect the views of European youth and contribute to sets the direction of common youth policy throughout the EU.

In order to support the implementation and dissemination of European Youth Goals, all member countries of the partnership decided to create and train a pool of EUYD Ambassadors. These Ambassador will contribute to disseminate information about European Youth Goals, promote best practices on the implementation of Youth Goals and support the continuous development of Youth Goals implementation through gathering material and good practices

Objectives

The objective of the European Youth Dialogue Ambassadors is to raise awareness and promote the implementation of the 11 European Youth Goals among young people across Europe. As ambassadors, their role is to encourage young people to participate in activities and initiatives that contribute to achieving these goals, and to advocate for the importance of youth involvement in shaping the future of Europe. They also work to ensure that the voices of young people are heard and represented in decision-making processes at the local and national levels.

The training course **“Youth Goals Locker Room”** has as main objective to support EUYD Ambassadors, to disseminate and to raise awareness about Youth Goals and, train EUYD Ambassadors in the basic principles and practices of Youth Goals, Youth Policies and Youth Participation so that they can act as ambassadors.

To achieve these goals, the training course **“Youth Goals Locker Room”** focus on the following objectives:

- To develop a deep understanding of the 11 European Youth Goals and their importance for young people across Europe.
- To build the skills and knowledge necessary to effectively communicate and advocate for the goals to a wide range of audiences, including policymakers, civil society organisations, and young people themselves.
- To empower young people to take leadership roles and actively participate in shaping the future of Europe.

- To promote diversity, inclusion, and a sense of belonging among the ambassadors, and encouraging them to work together to achieve common goals.
- To develop the capacity of the ambassadors to plan and implement projects and activities that contribute to the achievement of the European Youth Goals.
- To build relationships and networks among the ambassadors, as well as with other organisations and individuals working to advance youth empowerment and the European Youth Goals.
- To enhance the digital skills of the ambassadors, including social media and other online communication tools, to effectively reach and engage with a diverse audience of young people across Europe.

CURRICULUM

A. ENGAGE AND UNDERSTAND

01. The European Youth Strategy: Engage, Connect and Empower

What is the EU Youth Strategy? How is the EU Youth Strategy implemented? Who is responsible for implementing the EU Youth Strategy? What do the words connect, engage and empower refer to? Conceptualise the Youth Goals. What are the Youth Goals and how were they developed? General overview of the 11 youth goals

Resource Document:

- 🔗 [Resolution on European Youth Strategy 2019-2027;](#)
- 🔗 [Youth Goals Dedicated Website](#)

02. Youth Policies

Youth policy concepts, principles, and strategies. Actors, roles and objectives of youth policy. Cross-sectoral cooperation in the field of youth policy.

Resource Document:

- 🔗 [Step towards successful youth policy in local communities;](#)
- 🔗 [Youth Policy Evaluation Review;](#)
- 🔗 [Youth Policy Essentials](#)

28

03. Youth Policy and Meaningful Youth Participation

Basic definitions of youth participation. Benefits of and barriers to youth participation. Forms of Youth participation. What is meaningful youth participation? Levels of participation; Decision Making on Youth Policies. Different models of Cooperation in the area of decision making. Concepts of Co-management and Co-decision

Resource Document:

- 🔗 [Have Your Say!](#);
- 🔗 [Meaningful Youth Political Participation](#);
- 🔗 [Guidelines for civil participation in political decision making](#).

B. CONNECT AND EMPOWER

04. Basics of Youth Work and Leadership

Working with young people: The value of youth work. How does Youth Work benefit young people? Youth work success factors. Leading and managing the delivery of high quality youth work.

Resource Document:

- 🔗 [Youth Work Essentials](#);
- 🔗 [Improving Youth Work](#);
- 🔗 [Working with young people: the value of youth work in the European Union](#);
- 🔗 [Youth Work 2.0](#)

05. Leadership in Practice

Planning and managing a youth project. Involving Youth in Positive Youth Development. Participatory approach to planning youth projects. Reaching out to youth. Supporting and facilitating youth participation. Creating a safe environment

Resource Document:

- Meaningful Youth Engagement Checklist;
- 🔗 [Coaching Guide: Youth Initiatives & Participation](#)

06. Digital Youth Participation

How the digital world and digital tools enable youth participation. Digital Citizenship. Digital Transformation & Youth Work. Content Creation. Planning a campaign.

Resource Document:

- Salto: 🔗 [Participation and Information](#);
- 🔗 [Digital Youth](#);
- 🔗 [Youth Participation Toolkit](#)

C. INTO ACTION

07. Moving Rural Youth Forward

The impact of demographic change in Europe. How to ensure equality for young people in urban and rural settings. Rural Youth Policies

Resource Document:

- 🔗 [Rural Youth Indicators;](#)
- 🔗 [Young people in rural areas: diverse, ignored and unfulfilled;](#)
- 🔗 [The impact of demographic change – in a changing environment;](#)
- 🔗 [Harnessing talent in Europe's regions;](#)
- 🔗 [Knowledge based Approach to Moving Rural Youth Forward](#)

8. Quality Employment for All

Quality Employment, Employability and Decent Work. Transition to the labour market. Recognition and validation of competencies. Youth employment challenges.

Resource Document:

- 🔗 [Council Conclusions on Young People and the Future of Work;](#)
- 🔗 [Proposal for a COUNCIL DECISION on guidelines for the employment policies of the Member States;](#)
- 🔗 [ANNEX to the Proposal for a COUNCIL DECISION on guidelines for the employment policies of the Member States](#)

9. Quality Learning

Education challenges for the 21st century. Universal and equal access to quality education. Access to citizenship education. Skills for the 21st century

Resource Document:

- 🔗 [Recovery and Resilience Scoreboard;](#)
- 🔗 [Digital Education Action Plan 2021-2027 Resetting education and training for the digital age;](#)
- 🔗 [European Education Area: Quality education and training for all](#)

10. Participation for all

Democratic participation. Supporting young people, cultural and political development. Equal access to decision making for all young people from different backgrounds. Youth information. E-Participation

Resource Document:

- 🔗 [Guide on youth participation in Youth Information;](#)
- 🔗 [#youthinfocomp — A European competence framework for Youth Information workers;](#)
- 🔗 [Co-Management A Practical Guide; Charter on Youth and Democracy;](#)
- 🔗 [Making Digitalisation Work for Young People](#)

D. INSPIRING

11. Sharing best practices

Good practices implemented in line with the European Youth Goals 6, 7, 8, and 9 in Croatia, Germany, Austria and Portugal.


Resource Document:

“How to score a Youth Goal” - EU and national-level mapping of policies and good practices implemented in line with the European Youth Goals 6, 7, 8, and 9 since 2019.

12. Action Plan

Identifying youth local needs/ problems/ opportunities. Clarify and prioritise the problem. Write a goal statement for each solution. Brainstorm solutions. Identifying Resources. Drafting a timeline. How to monitor and evaluate.

Resource Document:

 [Project Management T-Kit](#)



DAY 1	DAY 2	DAY 3	DAY 4
ENGAGE AND UNDERSTAND	CONNECT AND EMPOWER	INTO ACTION	INSPIRE
WELCOME GET TO KNOW Participants Objectives Program Expectations Topic	YOUTH WORK Working with young people: The value of youth work. Youth work success factors. Leading and managing	EXPLORING YG #YG6 · Moving Rural Youth Forward #YG7 · Quality Employment for All #YG8 · Quality Learning #YG9 · Spaces and Participation for all	EUYD AMBASSADORS EUYD Network
THE EUROPEAN YOUTH STRATEGY European Youth Strategy Overview. Youth Policy at Local Level. Conceptualize and brief overview of the 11 Youth Goals	LEADERSHIP IN PRACTICE Planning and managing a youth project. Involving Youth in Positive Youth Development. Supporting and facilitating youth participation.	DESIGNING AN ACTION PLAN Youth local needs/problems/opportunities. Clarify and Prioritize the Problem. Write a Goal Statement for Each Solution. Brainstorm solutions. Identifying Resources. Drafting a timeline. How to monitor and evaluate	WORKING GROUPS Local Action on Youth Goals (preparation)
EUYD AMBASSADORS Forming, Storming, Norming, Performing Teambuilding Activity	DIGITAL YOUTH YOUTH PARTICIPATION I How digital world and digital tools enable youth participation. Digital Citizenship. Digital Transformation & Youth Work.	INSPIRING LOCAL COMMUNITIES Local Dissemination/ Capacity Building Action	INSPIRING LOCAL COMMUNITIES Local Dissemination/ Capacity Building Action
YOUTH POLICY AND MEANINGFUL YOUTH PARTICIPATION Youth policy concepts, principles, and strategies. Forms of Youth participation. Decision Making on Youth Policies.	SHARING BEST PRACTICES Youth Goals Best Practices	WORKING GROUPS Local Action on Youth Goals (preparation)	CLOSING Training Course Evaluation and Next Steps

TRAINING COURSE FOR INTERNATIONAL YOUTH ORGANISATIONS

“Tackling Youth Goals Implementation”

Framework

In 2018, the European Union defined a European Youth Strategy 2019-2027, that provides a framework for cooperation in the field of youth policy. As a result of the 6th cycle of the EU Youth Dialogue, eleven European Youth Goals were developed. These goals reflect the views of European youth and contribute to sets the direction of common youth policy throughout the EU.

Youth organisations play a critical role in the implementation of the Youth Goals, both at the local and global levels. Youth organisations and Youth Goals are closely intertwined, as youth organisations are often key actors in efforts to achieve the goals. The Youth Goals, which were developed through a global consultation process involving young people from around the world, are aimed at addressing some of the most pressing challenges facing young people today, including poverty, inequality, climate change, and social exclusion. Youth organisations are uniquely positioned to contribute to the achievement of the Youth Goals. Youth organisations can help to raise awareness about the goals and mobilise action among young people. They can promote and disseminate the youth goals and encourage youth to get involved in efforts to achieve them. They can also support identifying local priorities that align with the Youth Goals. By working closely with young people in their communities, youth organisations can help to ensure that local needs and priorities are taken into account in the implementation of the goals.

By working with policymakers and government agencies to develop and implement policies and programs that align with the goals, youth organisations can help to ensure that the goals are being taken seriously and that progress is being made towards their achievement.

Objectives

The training course **“Tackling Youth Goals Implementation”** has as main objective to support International Youth organisations, to help young people learn about and engage with the Youth Goals, and provide a space where young people can explore the Youth Goals in an engaging way, and learn how they can contribute to their achievement.

To achieve these goals, the training course **“Tackling Youth Goals Implementation”** focus on the following objectives:

- To understand the Youth Goals: The first objective could be to help members of the youth organisation understand what the Youth Goals are and why they matter. This could involve providing an overview of the goals, discussing their history and development, and exploring the different ways in which they can be implemented.
- To identify local priorities: Another objective could be to help members of the youth organisation identify the local priorities that align with the Youth Goals. This could involve looking at data and research on the needs of young people in the community, conducting surveys or focus groups to gather input from young people themselves, and exploring different strategies for addressing local issues.
- To develop action plans: Once local priorities have been identified, the youth organisation could work together to develop action plans for addressing them. This could involve setting specific goals, identifying strategies for achieving them, and developing timelines and benchmarks for measuring progress.
- To build partnerships: A key aspect of achieving the Youth Goals is building partnerships with other organisations and stakeholders. Another training objective could be to help members of the youth organisation learn how to build and maintain effective partnerships with other organisations, government agencies, and community members.
- To acquire advocacy and communication skills: Finally, youth organisations can benefit from training in advocacy and communication skills. This could include learning how to effectively communicate with different audiences (e.g. policymakers, the media, community members), how to use social media and other digital platforms to amplify their message, and how to engage in advocacy efforts at the local, national, and international levels.

CURRICULUM

A. ENGAGE AND UNDERSTAND

01. The European Youth Strategy: Engage, Connect and Empower

What is the EU Youth Strategy? How is the EU Youth Strategy implemented? Who is responsible for implementing the EU Youth Strategy? What do the words Connect, Engage and Empower refer to? Conceptualise the Youth Goals. What are the Youth Goals and how were they developed? General overview of the 11 youth goals

Resource Document:

- [Resolution on European Youth Strategy 2019-2027;](#)
- [Youth Goals Dedicated Website](#)

02. Youth Policies

Youth policy concepts, principles, and strategies. Actors, roles and objectives of youth policy. Cross-sectoral cooperation in the field of youth policy.

Resource Document:

- [Step towards successful youth policy in local communities;](#)
- [Youth Policy Evaluation Review;](#)
- [Youth Policy Essentials](#)

03. Youth Policy and Meaningful Youth Participation

Basic definitions of youth participation. Benefits of and barriers to youth participation. Forms of Youth participation. What is meaningful youth participation? Levels of participation; Decision Making on Youth Policies. Different models of Cooperation in the area of decision making. Concepts of Co-management and Co-decision

Resource Document:

- [Have Your Say!;](#)
- [Meaningful Youth Political Participation;](#)
- [Guidelines for civil participation in political decision making](#)

B. CONNECT AND EMPOWER

04. Preparing and Delivering a Workshop

Group Dynamics and Team Behaviours. Establish participant profiles. Design a delivery plan. Participant expectations. Planning, Collecting data and evaluation

Resource Document:

- [Training Essentials;](#)
- [Facilitator's Toolkit;](#)
- [Quality handbook on Facilitation](#)

05. Youth Information

What is Youth Information Work? Youth Information Worker Competence Framework. Creating Youth Information with Young People

Resource Document:

- [!\[\]\(4c660a3c4ce1da3313488b7854f55083_img.jpg\) YouthInfoComp;](#)
- [!\[\]\(f01c435bb39e3068a9b4895c9a993158_img.jpg\) Youth Participation in Youth information services;](#)
- [!\[\]\(c5f009707b314589d498a683120545c5_img.jpg\) Ensuring Quality in Youth Information and Counselling.](#)

06. Facilitation Skills

Role and Competencies of a Facilitator. Effective Meetings. Decision Making Tools. Generating creative ideas and approaches for helping groups reach consensus. Structured Brainstorming. Debriefing

Resource Document:

- [!\[\]\(e6ddc77b791299d975007937cebef274_img.jpg\) Strengthening Facilitation Skills with Youth: A Trainer's Guide;](#)
- [!\[\]\(ab52e27d061d76db54e182891376cff5_img.jpg\) Basic Life Skills Course Facilitator's Manual](#)

C. INTO ACTION

07. Moving Rural Youth Forward

The impact of demographic change in Europe. How to ensure equality for young people in urban and rural settings. Rural Youth Policies

Resource Document:

- [!\[\]\(f6ec0429e2f15dbd4a39b612501b6fa4_img.jpg\) Rural Youth Indicators; Young people in rural areas: diverse, ignored and unfulfilled;](#)
- [!\[\]\(bccf48a45f044a80137a9e5c119c3170_img.jpg\) The impact of demographic change – in a changing environment;](#)
- [!\[\]\(7af7f378eb8a73ac86e99d0b616ca2dd_img.jpg\) Harnessing talent in Europe's regions;](#)
- [!\[\]\(9836b9ec62eaed550544fb16d43bb6b7_img.jpg\) Knowledge based Approach to Moving Rural Youth Forward](#)

8. Quality Employment for All

Quality Employment, Employability and Decent Work. Transition to the labour market. Recognition and validation of competencies. Youth employment challenges.

Resource Document:

- [!\[\]\(74b79100900fb9c2d2bf26a3e7e89183_img.jpg\) Council Conclusions on Young People and the Future of Work;](#)
- [!\[\]\(0d80902132933aad4b83a1deb6a11266_img.jpg\) Proposal for a COUNCIL DECISION on guidelines for the employment policies of the Member States;](#)
- [!\[\]\(93f7cf73881fc70d0bda5ba82b43a69e_img.jpg\) ANNEX to the Proposal for a COUNCIL DECISION on guidelines for the employment policies of the Member States](#)

09. Quality Learning

Education challenges for the 21st century. Universal and equal access to quality education. Access to citizenship education. Skills for the 21st century

Resource Document:

- 🔗 [Recovery and Resilience Scoreboard;](#)
- 🔗 [Digital Education Action Plan 2021-2027 Resetting education and training for the digital age;](#)
- 🔗 [European Education Area: Quality education and training for all](#)

10. Participation for all

Democratic participation. Supporting young people, cultural and political development. Equal access to decision making for all young people from different backgrounds. Youth information. E-Participation.

Resource Document:

- 🔗 [Guide on youth participation in Youth Information;](#)
- 🔗 [#youthinfocomp — A European competence framework for Youth Information workers;](#)
- 🔗 [Co-Management A Practical Guide;](#)
- 🔗 [Charter on Youth and Democracy;](#)
- 🔗 [Making Digitalisation Work for Young People](#)

D. INSPIRING

11. Sharing best practices

Good practices implemented in line with the European Youth Goals 6, 7, 8, and 9 in Croatia, Germany, Austria and Portugal

Resource Document:

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12. Action Plan

Identifying youth local needs/ problems/ opportunities. Clarify and prioritise the problem. Write a goal statement for each solution. Brainstorm solutions. Identifying Resources. Drafting a timeline. How to monitor and evaluate.

Resource Document:

- 🔗 [Project Management T-Kit](#)

DAY 1	DAY 2	DAY 3	DAY 4
ENGAGE AND UNDERSTAND	CONNECT AND EMPOWER	INTO ACTION	INSPIRE
<p>WELCOME GET TO KNOW</p> <p>Participants Objectives Program Expectations Topic</p>	<p>UNDERSTANDING YOUTH AND THEIR NEEDS</p> <p>Challenges faced by young people.</p>	<p>FACILITATION SKILLS</p> <p>Role and Competencies of a Facilitator. Effective Meetings. Decision Making Tools. Generating creative ideas and approaches Brainstorming. Debriefing</p>	<p>YG7 INTO ACTION</p> <p>#YG7 · Quality Employment for All</p>
<p>TEAMBUILDING ACTIVITY</p> <p>Forming, Storming, Norming, Performing</p> <p>Team Building Activity</p>	<p>EXPLORING YOUTH GOALS</p> <p>#YG6 · Moving Rural Youth Forward #YG7 · Quality Employment for All #YG8 · Quality Learning #YG9 · Spaces and Participation for all</p>	<p>YOUTH GOALS INTO ACTION</p> <p>Working Groups Workshop Preparation</p>	<p>YG8 INTO ACTION</p> <p>#YG8 · Quality Learning</p>
<p>THE EUROPEAN YOUTH STRATEGY</p> <p>European Youth Strategy Overview. Youth Policy at Local Level. Conceptualize and brief overview of the 11 Youth Goals</p>	<p>PREPARING AND DELIVERING A WORKSHOP</p> <p>How to design a delivery plan. Evaluation Define WG and challenge each group to prepare a workshop about one of the YG</p>	<p>YOUTH GOALS INTO ACTION</p> <p>Working Groups Workshop Preparation</p>	<p>YG9 INTO ACTION</p> <p>#YG9 · Spaces and Participation for all</p>
<p>ORGANISATIONS MARKET</p> <p>Sharing experiences and getting to know the youth organisations in the room. Creating links between the different organisations. Youth Goals Best Practices</p>	<p>YOUTH INFORMATION</p> <p>What is Youth Information Work? Youth Information Worker Competence Framework. Creating Youth Information with Young People</p>	<p>YG6 INTO ACTION</p> <p>#YG6 · Moving Rural Youth Forward</p>	<p>CLOSING</p> <p>Training Course Evaluation and Next Steps</p>

TRAINING COURSE FOR NATIONAL YOUTH COUNCILS

“Scoring a Youth Goal: DO’s and DON’Ts”

Framework

In 2018, the European Union defined a European Youth Strategy 2019-2027, that provides a framework for cooperation in the field of youth policy. As a result of the 6th cycle of the EU Youth Dialogue, eleven European Youth Goals were developed. These goals reflect the views of European youth and contribute to sets the direction of common youth policy throughout the EU.

National Youth Councils (NYCs) can play a critical role in the implementation of the Youth Goals at the national level. NYCs are typically representative bodies that bring together young people from across a country or region to discuss issues that are important to them and to advocate for their rights and interests.

Objectives

NYCs have a critical role to play in efforts to achieve the Youth Goals at the national level, by providing a platform for young people to engage with decision-makers, advocate for their rights and interests, and work towards a better future for themselves and future generations. The training course **“Scoring a Youth Goal: Do’s and Don’ts”** has as its main objective to support National Youth Councils, to Advocate for policy change and Monitor progress about the implementation of the European Youth Goals.

To achieve these goals, the training course **“Scoring a Youth Goal: Do’s and Don’ts”** focus on the following objectives:

- To learn how to advocate and influence policies: One of the key roles of NYCs is to engage in advocacy and policy influence efforts to promote the interests of young people. NYCs can use their platform to advocate for policies and programs that align with the Youth Goals, and to push for changes in government policies and practices that are not aligned with the goals.
- To foster youth participation: NYCs can also promote youth participation in decision-making processes related to the Youth Goals. By providing young people with opportunities to engage with government officials, policymakers, and other stakeholders, NYCs can help to ensure that youth perspectives are taken into account in the implementation of the goals.
- To provide opportunities for Capacity building: NYCs can provide capacity-building support to young people who are interested in getting involved in efforts to achieve the Youth Goals. This could involve providing training, mentorship, and other resources to young people who are interested in launching social enterprises, developing new technologies, or pursuing other innovative solutions.

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- To be able to monitor and evaluate: NYCs can also play an important role in monitoring and evaluating progress towards the achievement of the Youth Goals. By tracking progress and identifying areas where more work is needed, NYCs can help to ensure that the goals remain a priority and that efforts to achieve them remain on track.
- To create quality collaboration and partnership: Finally, NYCs can collaborate and partner with other youth organisations and stakeholders to promote the Youth Goals and work towards their achievement. By building partnerships and working together towards a common goal, NYCs can help to create a powerful and unified voice for young people in efforts to achieve the Youth Goals.

CURRICULUM

A. ENGAGE AND UNDERSTAND

01. The European Youth Strategy: Engage, Connect and Empower

What is the EU Youth Strategy? How is the EU Youth Strategy implemented? Who is responsible for implementing the EU Youth Strategy? What do the words connect, engage and empower refer to? Conceptualise the Youth Goals. What are the Youth Goals and how were they developed? General overview of the 11 youth goals.

Resource Document:

- 🔗 [Resolution on European Youth Strategy 2019-2027;](#)
- 🔗 [Youth Goals Dedicated Website](#)

02. Youth Policies

Youth policy concepts, principles, and strategies. Actors, roles and objectives of youth policy. Cross-sectoral cooperation in the field of youth policy.

Resource Document:

- 🔗 [Step towards successful youth policy in local communities;](#)
- 🔗 [Youth Policy Evaluation Review;](#)
- 🔗 [Youth Policy Essentials](#)

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03. Youth Policy and Meaningful Youth Participation

Basic definitions of youth participation. Benefits of and barriers to youth participation. Forms of Youth participation. What is meaningful youth participation? Levels of participation; Decision Making on Youth Policies. Different models of Cooperation in the area of decision making. Concepts of Co-management and Co-decision

Resource Document:

- 🔗 [Have Your Say!](#);
- 🔗 [Meaningful Youth Political Participation](#);
- 🔗 [Guidelines for civil participation in political decision making](#)

B. CONNECT AND EMPOWER

04. Youth Information

What is Youth Information Work? Youth Information Worker Competence Framework. Creating Youth Information with Young People

Resource Document:

- 🔗 [YouthInfoComp](#);
- 🔗 [Youth Participation in Youth information services](#).
- 🔗 [Ensuring Quality in Youth Information and Counselling](#)

05. Digital Youth Participation

How the digital world and digital tools enable youth participation. Digital Citizenship. Digital Transformation & Youth Work. Content Creation. Planning a campaign.

Resource Document:

- 🔗 [Participation and Information](#);
- 🔗 [Digital Youth](#);
- 🔗 [Youth Participation Toolkit](#)

06. Youth Advocacy

Understanding advocacy. Policy advocacy, community advocacy, and media advocacy, and the different strategies used in advocacy work. Building a campaign. Communication and messaging. Advocacy tools and tactics.

Resource Document:

- 🔗 [Understanding the terms](#);
- 🔗 [Youth participation, advocacy and policy](#);
- 🔗 [Advocacy Toolkit](#)

C. INTO ACTION**07. Moving Rural Youth Forward**

The impact of demographic change in Europe. How to ensure equality for young people in urban and rural settings. Rural Youth Policies.

Resource Document:

- 🔗 [Rural Youth Indicators;](#)
- 🔗 [Young people in rural areas: diverse, ignored and unfulfilled;](#)
- 🔗 [The impact of demographic change – in a changing environment;](#)
- 🔗 [Harnessing talent in Europe's regions;](#)
- 🔗 [Knowledge based Approach to Moving Rural Youth Forward](#)

8. Quality Employment for All

Quality Employment, Employability and Decent Work. Transition to the labour market. Recognition and validation of competencies. Youth employment challenges.

Resource Document:

- 🔗 [Council Conclusions on Young People and the Future of Work;](#)
- 🔗 [Proposal for a COUNCIL DECISION on guidelines for the employment policies of the Member States;](#)
- 🔗 [ANNEX to the Proposal for a COUNCIL DECISION on guidelines for the employment policies of the Member States](#)

9. Quality Learning

Education challenges for the 21st century. Universal and equal access to quality education. Access to citizenship education. Skills for the 21st century.

Resource Document:

- 🔗 [Recovery and Resilience Scoreboard;](#)
- 🔗 [Digital Education Action Plan 2021-2027 Resetting education and training for the digital age;](#)
- 🔗 [European Education Area: Quality education and training for all](#)

10. Participation for all

Democratic participation. Supporting young people, cultural and political development. Equal access to decision making for all young people from different backgrounds. Youth information. E-Participation

Resource Document:

- 🔗 [Guide on youth participation in Youth Information;](#)
- 🔗 [#youthinfocomp — A European competence framework for Youth Information workers;](#)
- 🔗 [Co-Management A Practical Guide;](#)
- 🔗 [Charter on Youth and Democracy;](#)
- 🔗 [Making Digitalisation Work for Young People](#)

D. INSPIRING

11. Sharing best practices

Good practices implemented in line with the European Youth Goals 6, 7, 8, and 9 in Croatia, Germany, Austria and Portugal.


Resource Document:

“How to score a Youth Goal” - EU and national-level mapping of policies and good practices implemented in line with the European Youth Goals 6, 7, 8, and 9 since 2019.

12. Action Plan

Identifying youth local needs/ problems/ opportunities. Clarify and prioritise the problem. Write a goal statement for each solution. Brainstorm solutions. Identifying Resources. Drafting a timeline. How to monitor and evaluate.

Resource Document:

 [Project Management T-Kit](#)



DAY 1	DAY 2	DAY 3	DAY 4
ENGAGE AND UNDERSTAND	CONNECT AND EMPOWER	INTO ACTION	INSPIRE
<p>WELCOME</p> <p>GET TO KNOW Participants Objectives Program Expectations Topic</p>	<p>COOPERATION IN THE AREA OF DECISION MAKING</p> <p>Decision Making. Models of Cooperation. Concepts of Co-management and Co-decision</p>	<p>YOUTH INFORMATION</p> <p>What is Youth Information Work? Youth Information Worker Competence Framework. Creating Youth Information with Young People</p>	<p>SHARING BEST PRACTICES</p> <p>Youth Goals Best Practices</p>
<p>THE EUROPEAN YOUTH STRATEGY</p> <p>European Youth Strategy Overview. Youth Policy at Local Level. Conceptualize and brief overview of the 11 Youth Goals</p>	<p>YOUTH ADVOCACY</p> <p>Understanding advocacy. Policy advocacy, community advocacy, and media advocacy, and the different strategies used in advocacy work. Building a campaign. Communication and messaging. Advocacy tools and tactics</p>	<p>DIGITAL YOUTH PARTICIPATION</p> <p>How the digital world and digital tools enable youth participation. Digital Citizenship. Digital Transformation & Youth Work. Content Creation. Planning a campaign.</p>	<p>NATIONAL YOUTH COUNCILS INTO ACTION</p> <p>Establishing and creating a common agenda</p>
<p>YOUTH POLICIES From National to Local</p> <p>Concepts, Actors, and strategies. Youth Policy at National & Local Level. Cross-sectoral cooperation. Developing a youth policy strategy</p>	<p>EXPLORING AND UNDERSTANDING #YG6 AGENDA</p> <p>#YG6 · Moving Rural Youth Forward</p>	<p>EXPLORING AND UNDERSTANDING #YG8 AGENDA</p> <p>#YG8 · Quality Learning</p>	<p>FINAL CONFERENCE</p> <p>“How to Score a Youth Goal”</p>
<p>MEANINGFUL YOUTH PARTICIPATION</p> <p>What is meaningful youth participation? Levels of participation. Youth as beneficiaries, partners and leaders. Enhancing equality on youth participation</p>	<p>EXPLORING AND UNDERSTANDING #YG7 AGENDA</p> <p>#YG7 · Quality Employment for All</p>	<p>EXPLORING AND UNDERSTANDING #YG9 AGENDA</p> <p>#YG9 · Spaces and Participation for all</p>	<p>CLOSING</p> <p>Training Course Evaluation</p>

SECTION II - B) Tools and Resources



THE BINGO GAME



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

16 - 30. If less than 25, adjust the grid to a 4x4 grid.



Time

30 minutes (20 minutes for answer searching, 10 minutes for instructions and result checking)



Objectives

Encourage communication and exchange among participants.



Materials

- As many Bingo sheets as the number of the participants
- Pens
- Prize for the winner (chocolate, candy)

• Instructions

Onto a sheet of paper, we make a 5x5 grid and write down a person's characteristics (he/she has long hair, wears glasses, has a cat, ...) in every square of the chart. Each participant gets one of these papers and a pen. For each statement, the participant has to write down the name of someone that has that specific characteristic. Remember: the name cannot be used more than once. The goal of the game is to fill out the chart horizontally and vertically. The first who manages to finish his or her chart has to yell BINGO! After that, we check that person's sheet and confirm that all the answers are correct. We can give him/her a chocolate which he/she is encouraged to share with others. After all, BINGO is also a group game where everyone is responsible for the winning of one person.

COLLECTIVE PORTRAIT



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

8 +



Time

30 minutes



Objectives

Encourage communication and exchange among participants.



Materials

- As many chairs as the number of the participants
- Paper sheets
- Coloured pens

• Preparation

Form two concentric circles using the chairs and leave one sheet on each chair.

• Instructions

Form two concentric circles using the chairs.

To the participants of the outer circle is given a paper marker and a paper sheet.

At the signal of the facilitator, participants will begin to draw the colleague that is in front of them. Every 15 seconds, the facilitator will ask the participants to move to the chair on their right (leaving the sheet with the drawing where they are and carrying with them their marker), and continue the portrait of the new participant they are now facing. The exercise ends when the first participant comes back to the starting point.

Then, the facilitator will ask the participants to change circles and repeat the exercise.

• NB

The facilitator can adjust the time of each change, depending on the number of participants. The ideal range is between 10 and 20 seconds.

• Debriefing/ Notes

At the end, each participant will have a self-portrait made by their group mates.

It is a useful activity because during the training it will be easier to identify and relate faces and names. You can also create an exhibition with all the portraits.

BLANKET



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

20 minutes



Objectives

Encourage communication and exchange among participants.



Materials

- 2 Blankets

• Instructions

Participants are divided into two equal groups. The two groups will go in the opposite sides of the room, participants will sit down (except 2 for each group) facing the participants of the opposite group.,. The 2 standing participants will hold a blanket to hide the opposing group. From each group, one participant will stand and sit in front of their blanket, and then the two people holding the blanket will let it fall on the ground. The sitting participants must say the name of the participant of the other group. The person who says the name first wins, resulting in the other person joining the opposing team. The game is played until one group is out of participants or if the facilitator sets a maximum of rounds. In this case, the group with more participants wins.

CAROUSEL



Participants

EUYP Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

20 minutes



Objectives

Encourage communication and exchange among participants.

• Instructions

Participants, in two concentric circles, sit in front of each other. The trainer invites participants to ask each other several questions. After each question, the trainer invites the people in the outer or the inner circle to stand up and move several positions (clockwise or counter clockwise) so that participants meet a new colleague. The questions proposed should combine personal and professional aspects going progressively deeper in accordance with the growing openness and mutual trust among participants.

• Debriefing/ Notes

List of possible questions:

- How was your trip to the training?
- Something funny that happened to you in the last 6 months
- To whom do you have to buy a souvenir?
- Why would you recommend visiting your town?
- Title of the auto-biography in your life
- What do you like the most about working with young people?
- What are the main challenges?

GO INTO THE MIDDLE



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

20 minutes



Objectives

Encourage communication and exchange among participants.

• Instructions

This exercise aims to get a picture of the group, as a whole and as a resource of learning. Participants stand in a circle and the trainer will ask a question. Whoever answers “yes” to that question, will have to go to the middle of the centre. Funny or symbolic questions can be intercalated, but meaningful and relevant questions will help getting to know the group.

• Debriefing/ Notes

List of possible questions:

- The ones who do not live in their country of birth
- Have experience in campaigning
- Feel you are well informed
- Have participated in similar training before...

BLANKET



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

20 minutes



Objectives

Encourage communication and exchange among participants.



Materials

- 2 Blankets

• Preparation

Onto a sheet of paper, we make a 5x5 grid and write down a person's characteristics (he/she has long hair, wears glasses, has a cat, ...) in every square of the chart. Each participant gets one of these papers and a pen. For each statement, the participant has to write down the name of someone that has that specific characteristic. Remember

• Instructions

Onto a sheet of paper, we make a 5x5 grid and write down a person's characteristics (he/she has long hair, wears glasses, has a cat, ...) in every square of the chart. Each participant gets one of these papers and a pen. For each statement, the participant has to write down the name of someone that has that specific characteristic. Remember: the name cannot be used more than once. The goal of the game is to fill out the chart horizontally and vertically. The first who manages to finish his or her chart has to yell BINGO! After that, we check that person's sheet and confirm that all the answers are correct. We can give him/her a chocolate which he/she is encouraged to share with others. After all, BINGO is also a group game where everyone is responsible for the winning of one person.

• Debriefing/ Notes

Onto a sheet of paper, we make a 5x5 grid and write down a person's characteristics (he/she has long hair, wears glasses, has a cat, ...) in every square of the chart. Each participant gets one of these papers and a pen. For each statement, the participant has to write down the name of someone that has that specific characteristic. Remember

PROGRAM AND OBJECTIVES



Participants

EUYP Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

Any



Time

20 minutes



Objectives

Get to know the training program and objectives.



Materials

- Coloured paper
- Sticky notes

• Preparation

Separate the cards according to the different program sessions.

• Instructions

Presentation of the program: Present the Program in phases, through a bonding system with the following guidance: activity days | schedule | sessions.

The sessions will be written on A5 cards, using different colours, depending on the type of the activity Group Building | Conceptual Framework | Networking activities and partnerships.

Present the general objectives of the training, how the program is structured, and the objectives and topics that will be addressed in each session.

In the end deliver the printed program to the participants and question them if they want to add something.

HOPES AND FEARS



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

Any



Time

30 minutes



Objectives

Get to know the main expectations of each participant.



Materials

- Colour paper
- Coloured pebs
- Sticky notes
- Whiteboard/table

• Instructions

HOPES (10 minutes)

Starting at the bottom and ending at the top.

1. Draw a foot on colored paper, cut it out, and write down the participants' expectations: what do they want to achieve by the end of the program? Ask each participant to brainstorm and describe their expectations. On the foot, write only the keywords.
2. Draw a heart on colored paper, cut it out, and write down the participants' hopes: what would they like to share with the other participants? Any thoughts or personal considerations about the program they would like to share with the group? On the head, write only the keywords.

FEARS (10 minutes)

Draw a brain/head on coloured paper, cut it out and place it in a visible place. Distribute 1 to 3 sticky notes to each participant and invite them to write down something they would NOT like to happen during the training. Once they have finished, gather the sticky notes and place them on the brain/head. Discuss these fears and create a safe environment for the participants.

• Debriefing/ Notes

Discuss these expectations, hopes and fears and ensure the program develops in a way that is enjoyable for everyone.

MISSION IM(POSSIBLE)



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

At least 15/20



Time

90 minutes



Objectives

Promote teamwork and cooperation between the different elements;
Recognize the importance of Teamwork;
Highlight the individual's role as an important part of a group;
Identify and recognize the existence of different communication styles.



Materials

- Flipchart paper, pens, ropes, colour pens, paper tape, paper, scissors

• Instructions

a) Introduction of Activity:

Introduce the challenge: "Let's start a cooperative activity, your goal is to find a hidden letter, it will have a super secret message for our group." (Play the Mission Impossible soundtrack)".

Reading Letter: Participants read the letter, which explained the mission and the exercise for the next 1h30.

Presentation of the flipcharts: 1 flipchart with the task table and 1 flipchart with the rules of the game. The two flip charts are presented to the group.

b) Development Activity:

Schedule: Participants should develop a schedule where they describe who will perform each task and at what time.

Start of activities: Participants have to perform all activities that are on their schedule.

c) Conclusion of the tasks:

After the conclusion of the different tasks, make a short reflection/debriefing of the activity.

• **Debriefing/ Notes**

Guide to Debriefing

- How did you feel during the game?
- What happened? During the definition of the strategy and during the tasks?
- How were decisions made in the group? Were the decisions always taken by the group?
- Was there a leader in the group? Was it natural? Was the leader of the group chosen?
- What is the relationship between the game and reality?
- Was there a collective work?
- Were there different communication channels? Was the communication fluid?
- Why did we play this game at this moment of the program?
- What could have been done to improve the team?

After reflection we can highlight:

- Collective work
- Role of the Individual as part of a group, and his/her importance in it.
- Different types of communication
- Trust among one another
- Respect for individual goals

THE MISSION (IM)POSSIBLE (Letter)

In a society with so little interest in the issues of youth education and its importance to a good transition from school to work for young people, your team was assembled to work on a pilot project.

During the first part of this afternoon, you will have to allocate resources, skills and inspiration in order to build a better future for the youth employment in Biribundi .

Your mission is to complete various games accumulating at least 1,900 points in order to win the exemplary project status in Romania and show that young professionals from different regions of the country can work together and achieve great improvements in society.

The Ministry of Employment and the Ministry of Youth provide extra resources to reward best practices in project management and informally plans to add red tape to those who do not properly plan their work.

To achieve exemplary project status by implementing the resources, skills and inspiration of the group, you will have to complete as many tasks listed as possible within the time available. Some games require all members of the group, others require fewer people.



The table on the flip chart shows the following:

- The name of the game
- Time limitations
- The number of people to be involved
- If the task is mainly physical, mental or creative
- The maximum points that can be given with each game

It is the group's responsibility to plan the work in 10 minutes, allocate members to the games and monitor the progress of the mission to complete. Are you ready for the unexpected?

Just remember!! It is your responsibility to manage safety and participation of everyone in the group.

Your first task is to create a schedule with games to be played, the people involved, places and time during which each game will be held. The schedule should be written on a flipchart. It is recommended that you spend a maximum of 20 minutes to plan who and when will complete the selected games before anyone leaves this room. The schedule should be completed in 10 minutes and the games will be ready to be played from that time.

The future of youth health is in your hands!

Good Luck!

RULES

- You have a maximum of 10 minutes for the whole group to decide the plan and schedule the activities, which will have to be done during the next hour.
- You have 50 minutes to reach the largest possible number of points, with a maximum of 1,900 points.
- Once you start the activity, if you want to change the plan/strategy, you must be all together and decide in a plenary assembly!
- A maximum of three tasks can be taken at time.
- If you stop an activity to start a new one, time will continue to count!
- All participants must always know when an activity is completed.
- The tasks should be completed in 50 minutes.

TASKS

A - Z

Using the 23 letters of the alphabet (excluding k, y and w), bring together objects that start with all of them. At the end you should showcase these objects to the others.

WHO ARE WE?

It is essential in the XXI century to mark your presence on social networks. Create an "Instagram page" (in a flipchart) for your group, and to this end remember to include the following information:

- Name;
- Logo;
- Administrators (cartoon and name of each team member);
- Mission (which brings together all group members);
- Description (strengths, obstacles, aspirations – what do you want to be remembered for, what are your expectations)

THE MONSTER WITH FOUR LEGS AND THREE HANDS

A group of 7 participants will have to create a monster with their bodies, with a maximum of four legs and three hands on the ground. The group may not use any object.

Ensure that someone is there to take a picture of your monster!

1+1=3**Solve these questions:**

1. Joe has 24 balls. He gives 4 to Luis and now both of them have the same amount of balls. How many balls did Luis initially have? (16 balls)
2. Peter has 6 more balls than Chico. The two of them together have 54. How many balls do Peter and Chico have individually? (Peter has 30 balls, Chico has 24).
3. Six people eat 6 cookies in six minutes. How many people are needed to eat 72 cookies in 36 minutes? (2 people)
4. Peter says: "In 30 years I will be three times older than I am now." How old is Peter today? (Peter is 15 years old)
5. The mother is three times older than her daughter. Together they have 48 years. How old are they? (The daughter is 12 years old. The mother is 36 years old).
6. Eight students meet and greet each other (once) with a handshake. How many handshakes are exchanged? (28 handshakes)

100 to 150 grams

Collect 10 distinct objects, each should weigh between 100 and 150 grams. Each object has to be different from the others. It is forbidden to weigh them.

BLINDFOLD GEOMETRY

Create 3 different geometric shapes using 5 blindfolded people and a rope.

NET

Seven team members must cross the web, cooperating with each other without touching the wire. Each team member will have to go in a different hole.

PHOTO

Chose 5 of the following sayings and use photography and creativity to capture them.

"When in Rome, do as the Romans do."

"Actions speak louder than words."

"All that glitters is not gold."

"Every cloud has a silver lining."

"Don't put all your eggs in one basket."

"Beggars can't be choosers."

"Don't cry over spilled milk."

"The grass is always greener on the other side."

IDEAS

Make a list of 20 diverse applications or uses that can be derived from a brick.

MUSIC AND DANCE

Create a song incorporating the words "RED," "YOUTH," "ERASMUS," and "LOST."

Additionally, design a dance routine featuring a minimum of four steps.

WHERE WAS I BORN?

Draw the map of Europe, bordering countries.

Then indicate on the map the birth city of each event participant, using their respective names as reference points.

BD

Develop a storyboard with six vignettes (squares) describing the journey of young individuals transitioning from school to work. Illustrate key moments that capture their experiences during this phase.

GENERATION

What is the sum of the ages of all the participants? Calculate the total sum of participants' ages and use this cumulative age as inspiration to create a slogan for the event.

MINEFIELD

Navigate the field without stepping on a "mine." If a team member steps on a mine, they must move to the end of the group line, and the next person attempts the crossing. Continue until everyone successfully navigates the field *without communication*. The game concludes when the entire group crosses the field.

FLYING CARPET

5 people stand on a magic carpet which is just big enough to accommodate those 5 people. The participants are travelling around the world on it. During the flight, a big and strong storm starts and suddenly a thunder hits the magic carpet, provoking a fire. The only solution to avoid the burning and the possibility of falling down, the 5 passengers must turn it over without getting out of it, otherwise they die while they are still in the air."

Exercise	Participants	Maximum Time	Maximum Points
A-Z	3	No time	210
Who are we?	3	15	90
The monster with four legs and three hands	7	5	270
1 + 1 = 3	4	10	180
100 to 150 grams	3	No time	130
Blindfold Geometry	5	15	120
Net	7	5	150
Photo	4	10	100
A - Z Ideas	6	5	80
Music and Dance	All	5	120
Where was I born?	2	10	170
BD	2	20	190
Generation	2	5	110
Minefield	6	10	90
Flying carpet	5	15	260

ORGANISATIONS MARKET



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

Any



Time

60 minutes



Objectives

Get to know the different approaches and organisations working on the field. Provide the space for sharing of information, visualise the opportunity for project development and networking with like-minded people for future cooperation.

• Instructions

• Give basic information in order to obtain structured posters without missing relevant information: name, organisation name, aims and objectives, country, target group, main activities,...

This “Fair” basically consists of a space (a room) “decorated” all around with information and materials from each organisation.

Step 1

At this stage, we simply open the fair. Participants and guests are invited to go around, to take a look at the information available and to chat with people informally. They can address each other with questions about a specific organisation.

Therefore, all organisations are encourage to bring to the fair:

- information materials about their projects / organisation (posters, leaflets,...);
- publications / materials that represent achievements or results of a specific project (books, reports, surveys, etc...);
- a bit of technical information (number of young people involved, area covered, number and type of activities, measurable outcomes, etc.);
- any other gadgets of “merchandising available”;
- Eventually, where applicable, some (not much) info about the country / region the project takes place.

Step 2

The Fair Space is reopened. This time, the room is arranged with some tables in the middle where participants can sit and discuss. These are the discussion tables.

There are 5 tables in total. Each table represents a top of interest (or a discussion topic).

Four of them are given:

1. Youth Challenges
2. Meaningful Youth Participation
3. Youth Policies
4. Youth Work

The other tables are “free”. This means that, at any moment, participants can decide on a new specific topic and discuss it at those tables.

This moment functions as a kind of open space, in the sense that participants are free to move around, to look at the Fair exhibition, to sit at one table and to move to another one, to propose discussion topics, to chat with people in the frame of the Fair, etc. It should be an interactive and dynamic space, enhancing getting-to-know-each-other and about the projects.

Therefore, we can decorate and arrange the space accordingly. Exhibitions from the fair will already be there. Some snacks and drinks could be made available at the tables.

Pens and markers will be available at each table so that participants can take notes on the table. Like this, each table can keep track of the discussions that happened there.

- **Debriefing/ Notes**

Be aware that participants are always complaining about the time and possibility to see presentations of all organisations. This way of presenting organisations is a compromise, therefore it is very important that posters stay in a visible place for the rest of the week.

EXPLORING THE EUROPEAN YOUTH STRATEGY



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

Any



Time

60 minutes



Objectives

Familiarise national youth organisations with the key aspects and objectives of the European Youth Strategy.

• Instructions

- Divide the participants into small groups, ideally with representatives from different national youth councils.
- Provide each group with a large sheet of paper or a whiteboard and markers.
- Ask each group to create a visual representation of the European Youth Strategy. They can use diagrams, mind maps, or any other creative format that effectively communicates the main objectives.

Assign each group one of the main objectives of the European Youth Strategy (e.g., participation, employment, education, social inclusion, health, sustainability).

Participation and Democratic Engagement: Promoting active citizenship and enhancing young people's participation in democratic processes, decision-making, and civic life.

Quality Employment and Entrepreneurship: Facilitating access to quality employment, promoting entrepreneurship, and fostering the skills, competencies, and entrepreneurial spirit of young people.

Quality Education and Training: Ensuring inclusive, equitable, and high-quality education and training opportunities for all young people, with a focus on skills development, lifelong learning, and bridging the gap between education and the labour market.

Social Inclusion and Equal Opportunities: Combating youth poverty, social exclusion, and discrimination by promoting equal opportunities, social cohesion, and inclusion for all young people, including those with fewer opportunities or from disadvantaged backgrounds.

Health and Well-being: Promoting physical and mental health, well-being, and healthy lifestyles among young people, and addressing challenges such as substance abuse, mental health issues, and the impact of digital technologies.

Sustainable and Green Future: Fostering environmental awareness, sustainability, and active engagement of young people in addressing climate change, environmental challenges, and promoting sustainable lifestyles.

Global Solidarity and Intercultural Dialogue: Encouraging intercultural dialogue, promoting global citizenship, and fostering solidarity among young people in Europe and beyond.

- Instruct the groups to discuss and identify key points related to their assigned objective. They should consider questions such as:

What are the specific challenges or issues addressed within this objective?

What are the desired outcomes or changes to be achieved?

What are the potential actions or initiatives to implement within this objective?

Each group should collaborate to visually represent their assigned objective on the sheet of paper or whiteboard. They can use drawings, keywords, symbols, or any other visual elements to convey their ideas.

- After a designated period of time, invite each group to present their visual representation to the larger group. Encourage them to explain the main points and engage in discussions about the objective they focused on.
- Facilitate a group discussion to consolidate the understanding of the European Youth Strategy as a whole. Encourage participants to reflect on the connections between different objectives and how they can collaborate to achieve common goals.
- Conclude the exercise by emphasising the importance of national youth councils in aligning their work with the European Youth Strategy, and how they can contribute to its implementation and impact on the lives of young people.



- **More information**

The European Youth Strategy is an initiative developed by the European Union (EU) to address the needs and concerns of young people across Europe. It aims to enhance the participation of young people in society and decision-making processes, promote their well-being, and provide them with opportunities for personal and professional development. The strategy focuses on areas such as education and training, employment, social inclusion, health and well-being, participation, and culture. It encourages collaboration between EU member states, youth organisations, and young people themselves to shape policies and initiatives that positively impact the lives of European youth.

The European Youth Strategy involves several key organisations at the European level. These organisations collaborate to shape and implement policies and initiatives that support the youth across Europe. Some of the key entities involved in the European Youth Strategy are:

1. **European Union (EU):** The EU, as a supranational organisation, sets the overall framework and provides funding for youth-related initiatives.
2. **European Commission (EC):** The EC plays a central role in developing and coordinating the European Youth Strategy. It formulates policies, proposes legislation, and implements programs related to youth issues.
3. **European Parliament:** The European Parliament, as the legislative body of the EU, contributes to the development of youth-related policies and legislation.
4. **European Youth Forum (YFJ):** The YFJ is the platform of youth organisations in Europe. It represents and advocates for the interests and rights of young people at the European level and collaborates with the EU institutions on youth policy matters.
5. **National Youth Councils:** Each EU member state has its own National Youth Council, which represents young people's interests and coordinates youth organisations within the respective country. These councils play a crucial role in implementing and influencing the European Youth Strategy at the national level.
6. **Erasmus+ Program:** Erasmus+ is a flagship program of the EU that supports various educational and youth-related activities, including youth exchanges, volunteering, and youth work. It plays a significant role in implementing the European Youth Strategy.

EU Youth Strategy 2019-2027, was developed through a participatory and consultative process. The process involved the following steps:

- **Consultation and Dialogue:** The European Commission initiated a broad consultation process to gather inputs from young people, youth organisations, stakeholders, and member states. This included surveys, public consultations, workshops, and discussions to understand the needs, aspirations, and challenges faced by young people in Europe.
- **Structured Dialogue:** The Structured Dialogue is a formal process that brings together young people, youth organisations, and policymakers to discuss and exchange views on youth-related topics. It allows young people to have a direct say in the development of youth policies. The outcomes of these dialogues contributed to shaping the new European Youth Strategy.
- **Expert Group:** An expert group composed of youth policy experts, representatives from youth organisations, and other relevant stakeholders was established to provide expertise and guidance in the development of the strategy.
- **Drafting and Adoption:** Based on the inputs and feedback received, the European Commission drafted the new European Youth Strategy. The draft was then discussed, reviewed, and amended by relevant stakeholders, including member states and youth organisations. After further revisions and consultations, the final version of the strategy was adopted by the European Commission.

The implementation of the European Youth Strategy is primarily the responsibility of individual EU member states. While the European Union provides a framework and funding for youth-related initiatives, it is up to each country to develop and execute their own national strategies and action plans to align with the European Youth Strategy.

The implementation process generally involves the following steps:

- **National Youth Strategy:** Each member state develops its own national youth strategy that aligns with the objectives and priorities of the European Youth Strategy. This strategy outlines the country's specific goals, measures, and actions to address the needs and concerns of young people.
- **Coordination and Stakeholder Engagement:** National governments coordinate with relevant ministries, departments, and stakeholders such as youth organisations, educational institutions, civil society groups, and regional/local authorities. They engage in dialogue, consultation, and collaboration to ensure the effective implementation of youth-related policies and programs.
- **Policy Development and Legislation:** Governments may develop or revise existing policies and legislation to support the objectives of the European Youth Strategy. This can include policies related to education and training, employment, social inclusion, health, participation, and culture.
- **Funding and Resource Allocation:** Member states allocate resources and funding to implement youth-related initiatives, programs, and projects. They may access EU funding mechanisms such as the European Social Fund, Erasmus+ program, or national funding sources to support youth-oriented activities.
- **Monitoring and Evaluation:** Governments establish mechanisms to monitor and evaluate the progress and impact of their youth strategies and actions. This helps to assess the effectiveness of implemented measures and make any necessary adjustments.

65 EUROPEAN YOUTH STRATEGY QUIZ CHALLENGE



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

30 minutes



Objectives

Assess participants' knowledge and understanding of the European Youth Strategy through an interactive quiz challenge.



Materials

- Kahoot – Game based platform

• Preparation

Prepare the Kahoot with 15 questions.

• Instructions

- Divide participants into teams of 3-5 members each. Ideally, have an equal number of teams.
- Explain that the exercise will consist of a quiz challenge with multiple-choice questions related to the European Youth Strategy.
- Prepare a set of 15 multiple-choice questions covering various aspects of the European Youth Strategy.

1. What is the main objective of the European Youth Strategy?

- Promoting social media use among young people
- Enhancing the well-being and participation of young people**
- Supporting youth employment
- Encouraging youth travel and tourism in the EU

2. Which organisation plays a central role in developing and coordinating the European Youth Strategy?

- European Youth Forum
- Council of Europe
- European Commission**
- National Youth Councils

3. The European Youth Strategy focuses on various areas, including education, employment, social inclusion, health, participation, and _____.

a) Environment

b) Innovation

c) Entertainment

d) Fashion

4. True or False: The European Youth Strategy aims to exclude young people with fewer opportunities or from disadvantaged backgrounds.

False

5. Which program provides funding support for various youth-related activities aligned with the European Youth Strategy?

a) Erasmus+

b) Eurovision Song Contest

c) European Youth Parliament

d) European Social Fund

6. Which of the following is NOT one of the main objectives of the European Youth Strategy?

a) Quality Education and Training

b) Sustainable Development

c) Social Inclusion and Equal Opportunities

d) Digital Marketing

7. How can National Youth Councils contribute to implementing the European Youth Strategy?

a) By organising cultural festivals for young people

b) By developing their own separate but innovative youth strategy

c) By aligning their work and initiatives with the objectives of the Strategy

d) By being present in all conferences

8. True or False: The European Youth Strategy primarily focuses on youth aged 30 and above.

False

9. What does the Youth Dialogue entail in the European Youth Strategy?

a) A series of meetings between European Union leaders and young people

b) A consultation process to gather young people's views and inputs

c) An annual youth conference held in Brussels

d) A formal debate competition for European youth organisations

10. What is the duration of the EU Youth Strategy?

a) 2020 - 2027

b) 2019 - 2029

c) 2022 - 2025

d) 2019 - 2027

11. Which of the following is NOT a key area of focus within the European Youth Strategy?

- a) Health and Well-being
- b) Cultural Heritage**
- c) Quality Employment
- d) Participation and Democratic Engagement

12. Which of these is NOT a core area?

- a) Connect
- b) Develop**
- c) Empower
- d) Engage

13. What is the role of young people in shaping the European Youth Strategy?

- a) They are actively involved in decision-making processes and policy development**
- b) They are completely excluded from the strategy's development.
- c) They only provide feedback on the final version of the strategy.
- d) They have no influence on the strategy's implementation.

14. What does the European Youth Forum represent?

- a) A platform for youth organisations in Europe**
- b) A network of European universities
- c) A professional sports league for young athletes
- d) An organisation promoting youth travel and tourism

15. What is the overarching goal of the European Youth Strategy 2019-2027?

- a) Ensuring youth unemployment reaches zero percent.
- b) Fostering inclusive and participatory societies for young people.**
- c) Promoting exclusive educational opportunities for young Europeans.
- d) All of the above.

- Each team should appoint a spokesperson to represent them during the quiz challenge.
- Present the first question to all teams, allowing them a brief moment to discuss and choose the correct answer. Note that you can either write the questions on a whiteboard or use an online platform for live polling.
- Once the teams have decided on their answers, ask the spokesperson of each team to share their response. Clarify the correct answer and allocate points accordingly. You can assign one point for each correct answer.
- Repeat the process for the remaining questions, keeping track of the points earned by each team.
- After the final question, announce the scores and declare the winning team with the highest number of points.
- Take the opportunity to discuss each question after revealing the correct answer.



- **Debriefing/ Notes**

Provide additional context or explanations where necessary to enhance participants' understanding of the European Youth Strategy.

This quiz challenge promotes engagement, competition, and active learning while evaluating participants' knowledge about the European Youth Strategy. It offers an interactive and fun way to assess participants' understanding of the key aspects and objectives of the strategy.



UNLEASHING THE POWER OF EUROPEAN YOUTH GOALS



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

Varies on the activity.



Time

70 minutes



Objectives

Introduce participants to the European Youth Goals and inspire them to take an active role in shaping their implementation.

In a deeper understanding of the goals, explore their relevance to their own lives, and brainstorm actionable steps towards achieving them.



Materials

- Youth Goals description cards (to be created and printed)

• Instructions

1. Icebreaker Activity: Youth Goal Snapshots (10 minutes)
 - Distribute cards featuring brief descriptions of each of the 11 European Youth Goals.
 - In small groups, ask participants to choose a goal that resonates with them and share why they find it important.
 - Encourage participants to discuss and exchange their perspectives.
2. Understanding the European Youth Goals (15 minutes)
 - Provide an overview of each goal, its purpose, and key elements.
 - Engage participants in a brief discussion about the interconnections between the goals and their potential impact on society.
3. Interactive Activity: Personal Connection (15 minutes)
 - Ask participants to reflect individually on which goals personally resonate with them and why.
 - In pairs or small groups, encourage participants to share their choices and engage in meaningful conversations about their motivations and aspirations.

4. Brainstorming Actionable Steps (15 minutes)

- Divide participants into smaller groups and assign each group a specific European Youth Goal.
- Prompt the groups to brainstorm practical actions and initiatives that could contribute to achieving their assigned goal.
- Encourage creativity and emphasise the importance of considering diverse perspectives and collaboration.

5. Group Presentations and Discussion (10 minutes)

- Invite each group to present their proposed actions and initiatives for achieving their assigned goal.
- Facilitate a brief discussion to highlight the commonalities and synergies among the different goals and approaches.
- Emphasise the significance of collective action and the role of youth in driving positive change.

6. Wrap-up and Closing Remarks (5 minutes)

- Summarise the key takeaways from the session.
- Encourage participants to continue their engagement with the European Youth Goals, both individually and collectively.
- Provide resources and references for further exploration of the goals and related initiatives.

• Debriefing/ Notes

The European Youth Goals are a set of priorities and aspirations identified by young people in Europe. They were developed through a participatory process involving young people from across the European Union. The goals cover various areas of concern for young people, including education and training, employment and entrepreneurship, health and well-being, sustainable and green Europe, and inclusive society. The European Youth Goals aim to guide policy-making and decision-making processes at the European level to better address the needs and aspirations of young people.

EUROPEAN YOUTH GOALS KNOWLEDGE QUIZ



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

20 minutes



Objectives

Assess participants' knowledge and understanding of the European Youth Goals.



Materials

- Kahoot

• Preparation

Kahoot – Game Learning Platform

• Instructions

This exercise can be conducted individually or in small groups. Explain that the exercise will consist of a quiz challenge with multiple-choice questions related to the European Youth Goals.

Prepare a set of 10 multiple-choice questions covering various aspects of the European Youth Goals.

Quiz Questions:

1. How many European Youth Goals are there?

- a) 7
- b) 11**
- c) 15
- d) 20

2. Which of the following is NOT one of the European Youth Goals?

- a) Quality Employment for all
- b) Sustainable Green Europe
- c) Peace and Security**
- d) Equality of all genders

3. The European Youth Goals were developed through:
 - a) Consultation with EU member states' governments
 - b) A participatory process involving young people**
 - c) Recommendations from youth international organisations
 - d) Expert panel discussions

4. What is the objective of the European Youth Goals?
 - a) To provide guidance to policymakers at the European level**
 - b) To promote cultural exchange programs for youth
 - c) To establish educational institutions across Europe
 - d) To prioritise youth entrepreneurship over social issues

5. Which of the following areas is NOT covered by the European Youth Goals?
 - a) Education and Training
 - b) Health and Well-being
 - c) Employment and Entrepreneurship
 - d) Sports and Fitness**

6. What is the purpose of the European Youth Goals?
 - a) To exclusively address the needs of young people in Europe**
 - b) To guide decision-making processes at the global level
 - c) To support environmental conservation initiatives in Europe
 - d) To promote intergenerational dialogue

7. How can young people contribute to the European Youth Goals?
 - a) By actively participating in decision-making processes**
 - b) By relying on policymakers to address their concerns
 - c) By promoting discussions on sensitive social issues
 - d) By prioritising personal goals over collective well-being

8. True or False: The European Youth Goals aim to address the aspirations and concerns of young people in Europe.
True

9. Which of the following is not one of the European Youth Goals?
 - a) Goal 4: Information & Constructive Dialogue
 - b) Goal 6: Moving Rural Youth Forward
 - c) Goal 9: Space and Participation for All
 - d) Goal 12: Digital Transformation**

10. What year were the European Youth Goals adopted?
 - a) 2015
 - b) 2016
 - c) 2018**
 - d) 2019

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After the final question, announce the scores and declare the winning team with the highest number of points.

Take the opportunity to discuss each question after revealing the correct answer.

- **Debriefing/ Notes**

After reviewing the answers, encourage participants to discuss any misconceptions, explore the reasoning behind each correct response, and provide additional explanations or examples to enhance their understanding of the European Youth Goals.



74 **MOVING RURAL YOUTH FORWARD****Participants**

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers

**Group Size**

Any

**Time**

90 minutes

**Objectives**

Explore the challenges and opportunities faced by rural youth.
Gain a deeper understanding of the issues and collaboratively identify strategies to support rural youth in their personal and professional development.

**Materials**

- Sheets and papers (to brainstorm)
- Pens

- **Preparation**

- Prepare a folder/youtube playlist/google drive to share the “success stories”
- Prepare handout/presentation/infographic/printed document on Youth Goal: Moving rural youth forward to leave to the participants

- **Instructions**

1. Introduction and Goal Setting (10 minutes)

- Welcome participants and introduce the workshop's objectives.
- Explain the importance of addressing the specific challenges faced by rural youth.
- Facilitate a brief discussion where participants share their expectations and personal goals for the workshop.

2. Exploring Challenges Faced by Rural Youth (20 minutes)

- Present an overview of the challenges experienced by rural youth, such as limited access to education, employment opportunities, healthcare, and cultural activities.
- Give the participants a paper sheet and a pen to allow them to organise their thoughts during brainstorming activities. Divide participants into small groups and provide them with specific challenges to discuss.
- Each group presents their findings and insights, followed by a facilitated group discussion.

3. Sharing Success Stories (15 minutes)

- Share inspiring success stories of rural youth who have overcome challenges and achieved success in their personal or professional lives.
- Engage participants in a reflection activity where they identify common factors and strategies that contributed to these success stories.
- Encourage participants to consider how these strategies can be adapted and applied in their own contexts.

4. Identifying Opportunities and Resources (20 minutes)

- Facilitate a brainstorming session where participants identify existing opportunities and resources available to support rural youth.
- Create a visual representation, such as a mind map or poster, to document the identified opportunities and resources.
- Encourage participants to think creatively and consider both local and digital resources.

5. Interactive Exercise: Designing Support Programs (20 minutes)

- Divide participants into small groups and assign each group a specific area of support, such as education, employment, healthcare, or cultural activities.
- In their groups, participants brainstorm and design support programs or initiatives that address the challenges faced by rural youth in their assigned area.
- Each group presents their program design, highlighting the key components, objectives, and expected outcomes.

6. Strategies for Collaboration and Action (15 minutes)

- Facilitate a discussion on the importance of collaboration among stakeholders, including youth organisations, local authorities, educational institutions, and community members.
- Ask participants to share their ideas and suggestions for fostering collaboration and mobilising resources to support rural youth.
- Discuss potential actions that can be taken at the individual, organisational, and community levels to address the identified challenges and implement the designed support programs.

7. Reflection and Next Steps (10 minutes)

- Provide time for participants to reflect on the workshop's discussions and activities.
- Ask participants to identify at least one actionable step they can take to contribute to moving rural youth forward.
- Conclude the workshop by sharing resources, references, and opportunities for further engagement related to supporting rural youth.

Structured Dialogue Cycle VI Thematic report

Young people feel that rural areas provide fewer opportunities when compared to urban areas. Though many consultation reports talked of the strong connection to nature and the value of open spaces and the environment, it was felt that living in a rural area makes it harder to realise your goals and ambitions.

Two of the most discussed challenges were poor transport, and limited employment opportunities. In addition, many consultation reports highlighted poor internet connections, limited cultural, leisure, youth work and education opportunities as well as challenges accessing health care and housing. An important factor was lack of choice between opportunities, and amount of travel required to access them. Some working group reports highlighted how young people in rural areas felt less able to influence decision making as they were disconnected from town halls and local government by distance. Some consultation reports highlighted the need for better basic amenities such as improved electricity and water supplies.

Many young people find rural areas less attractive to live in and some feel it is necessary to move to urban areas to fully realise their future goals. Unsurprisingly, those working groups that analysed the responses of rural youth separately found this issue was more important to them than those in urban areas.

Consultation participants wanted more equalisation of opportunities between rural and urban areas, and the development of infrastructure in rural areas generally. They want to be able to travel within and from rural areas more easily and to be able to access high quality work and employment directly within rural areas.

There was a desire for a greater choice of, and easier access to all forms of opportunity including, leisure, education, healthcare, youth, and cultural opportunities. In most cases this meant providing opportunities within rural areas. However, it was also recognised this could mean providing better information about, and transport to, urban opportunities or EU level opportunities. Access to reliable internet connections was an important part of this. Some young people wanted stronger connection to decision making and political and administrative centres and a closer connection to government.

It was hoped rural areas will become more attractive for young people to remain in. In general, there was a desire to create a more positive image of rural areas, both for their residents and to attract tourism and investment.

Understandably, a great many consultation reports called for an increase in the range and quality of leisure, youth, cultural, educational and healthcare opportunities available within rural areas.

More concrete or complex proposals were:

- Developing transport infrastructure and roads - increasing the frequency of bus and rail services, reducing their cost and improving the quality of roads.
- Decentralising the activities of youth organisations from urban areas, so that they are more active with rural youth, and promotion of rural youth work generally.
- Increasing the focus Erasmus + has on young people in rural areas.
- Providing support and incentives in rural areas for business startups, flexible and innovative working, or entrepreneurship to create employment opportunities.
- Enabling young people in rural areas to access urban opportunities more easily, by increasing the information available on them in rural areas, and improving transport links to cities.
- Promoting cooperation between urban and rural educational institutions, for instance through school exchanges, encouraging Universities to establish campuses in rural areas, or scholarships for rural students.
- Reviving rural traditions and heritage in a youth friendly way.
- Ensuring young people in rural areas have good quality internet access.
- Strengthen the marketing of rural areas, showing the positive sides of rural life.

YOUTH EMPLOYMENT



Participants

EUJD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

Any



Time

30 minutes



Objectives

Explore the challenges and opportunities faced by youth regarding employability. Gain a deeper understanding of the issues and collaboratively identify strategies to support youth employment in their personal and professional development.



Materials

- Large sheet of paper
- Markers
- Sticky notes

• Preparation

Prepare handout/presentation/infographic/printed document on Youth Goal: Youth Employment to leave to the participants

• Instructions

1. Divide participants into small groups, ensuring diversity in backgrounds.
2. Begin the workshop with a brief presentation on the current state of youth employment, highlighting challenges, opportunities, and trends in the labour market.
3. Introduce the concept of the workshop as a collaborative space to explore innovative approaches and solutions to enhance youth employment prospects.
4. Provide each group with a large sheet of paper, markers, and sticky notes.
5. Assign each group a specific aspect or subtopic related to youth employment, such as skill development, entrepreneurship, job placement services, policy reforms, or bridging the education-employment gap. You can focus on the topics addressed at <https://youth-goals.eu/yg7>

6. Instruct the groups to brainstorm and generate ideas, strategies, and recommendations within their assigned aspect to improve youth employment outcomes.

7. Encourage participants to write down their ideas on sticky notes and place them on the large sheet of paper, creating a visual representation of their collective thoughts.

8. After the brainstorming session, allow each group to present their ideas and recommendations to the rest of the participants. They can use the large sheet of paper as a visual aid during their presentations.

9. Engage the participants in a knowledge-sharing activity, where each group rotates to visit other groups' presentations and provide input on their ideas using additional sticky notes. Facilitate a discussion, encouraging participants to ask questions, share their insights, and provide feedback or suggestions.

11. After the knowledge-sharing activity, reconvene as a whole group for a collaborative synthesis session and facilitate a discussion on the common themes, innovative ideas, and actionable recommendations that emerged from the workshop.

12. Encourage participants to identify potential partnerships and collaborations among stakeholders to implement the proposed strategies.

13. Conclude the workshop by summarising the key takeaways and emphasising the importance of ongoing dialogue, collaboration, and targeted actions to address youth employment challenges.

- **Structured Dialogue Cycle VI Thematic report**

Young people feel the current education system does not prepare them for their future; It is based on old methodologies and topics and not focused on the skills they will need. They feel they have a lack of access to information about the labour market and how it will change in future. As a result, they struggle to identify which workfields they can or should orientate towards. They do not have sufficient information to decide what skills they will need for this future, and sometimes feel insecure. This means they do not feel prepared for the future labour market and how it will develop, particularly with the rise of robotisation.

Young people are also concerned about employment rights and things such as low wages, lack of sick leave, short term and zero hours contracts and unpaid internships.

Some young people face discrimination in the labour market and workplace. For example, some young migrants, young Roma and LGBTQI+ young people feel discriminated against when applying for work. Some young people with disabilities cannot access work and find it stressful and exhausting to do so. One working group identified that while young people from a higher socioeconomic status placed the emphasis on choosing the right workfield and receiving a satisfying salary, lower-status-participants prioritised simply finding employment.

Young people want to finish education with suitable skills for the future labour market. This includes, communication and language skills, leadership and entrepreneurship and digital and technological literacy. It was said to be important to learn how to be flexible and manage your own learning, making changes to a new career when needed.

Young people want the education system to be linked to the labour market and modernisation overall. Gaining more practical experience of working whilst studying and having direct links to employers is important. They want good access to information on the labour market and job opportunities as well as better recognition of non-formal or informal learning.

Young people want to be more aware of the worker's rights, and have better support from employers for marginalised young people.

Young people in the consultation proposed:

- Measures to promote access to information on the labour market. Such as access to careers centres, information in schools and online, a European database of jobs, specialist advice and counselling on career choices, and information directly from companies.
- Measures to promote practical experience of work, such as paid internships, short and long term volunteering, traineeships, part time jobs whilst studying, opportunities to meet with employers and access to mentors.
- Reform of the formal educational curriculum, to focus on more relevant practical competencies and skills, provide better training for specific jobs, and more vocational opportunities.
- Reform of the educational system and structures. Such as through closer cooperation between formal education and employers, greater integration of educational systems across Europe, more investment in youth organisations and closer links between formal and non-formal education.

SIMULATION EXERCISE “EMPOWER TO EMPLOY”



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

At least 5.



Time

100 minutes



Objectives

In this simulation exercise, we will delve into the youth goal "Quality Employment for All" by simulating a job application and interview process. Participants will assume different roles and engage in discussions and activities related to quality employment opportunities.

The exercise aims to:

Enhance understanding of the challenges faced by young people in securing quality employment.

Explore strategies to improve access to such opportunities.



Materials

- Role description cards (prepared in advance)
- Evaluation forms (for feedback)

• Instructions

1. Introduction and Goal Setting (5 minutes)

- Introduce the exercise by explaining the importance of quality employment for young people and the objectives of the simulation.
- Share the goals, which include gaining insights into the challenges faced by youth in accessing quality employment and exploring strategies to enhance opportunities.

2. Role Assignment (10 minutes)

- Distribute role description cards to each participant, assigning them a specific role related to the employment process.
- Provide a brief overview of each role and explain their responsibilities during the simulation.

3. Job Application Preparation (30 minutes)

- Instruct the job seekers to prepare a job application.
- They should prepare at least a CV, and a motivation letter if time is sufficient.
- Encourage them to showcase their skills, qualifications, and experiences relevant to the desired position.
- Employers and interviewers can also use this time to review the interview questions and criteria for evaluation.

4. Job Interviews (30 minutes - 5/10 minutes per interview and more 5/10 minutes if they want to talk with the counsellor)

- Conduct simulated job interviews where employers/interviewers interact with job seekers.
- Follow a structured interview format, with employers asking questions and job seekers responding based on their role and prepared application..

5. Group Reflection and Discussion (10 minutes)

- Facilitate a group discussion where participants share their experiences, explore challenges, and observations from the simulation.
- Encourage participants to reflect on the factors that contribute to quality employment and those that hinder equal opportunities, that is the barriers to quality employment.
- Discuss strategies to improve access to quality employment for all young people.

6. Wrap-up and Next Steps (15 minutes)

- Summarise the key learnings and insights from the simulation exercise.
- Discuss potential next steps to promote quality employment for all, such as advocacy for inclusive hiring practices, skills development programs, or mentorship initiatives.
- Encourage participants to reflect on how they can contribute to improving quality employment opportunities in their own spheres of influence.

• Debriefing/ Notes

Questions for the debriefing:

1. What were some key observations or insights you gained from the simulation exercise?
2. How well did the participants demonstrate their understanding of the youth goal during the exercise?
3. What were some notable strengths you observed among the job seekers in relation to the youth goal?
4. Were there any areas for improvement or challenges that the participants faced while addressing the youth goal?
5. How effectively did the interviewers assess the job seekers' qualifications and alignment with the youth goal?
6. Did the career counsellors provide valuable guidance and support to the job seekers in navigating their career paths related to the youth goal?

7. What strategies or approaches did the employers employ to assess the suitability of the job seekers for quality employment?
8. How did the observers contribute to the exercise and the overall discussions? What valuable insights did they provide?
9. What were some common themes or recurring challenges related to the youth goal that emerged during the exercise?
10. What lessons did the participants learn from this simulation exercise in terms of promoting the youth goal in their future endeavours?
11. How can the learnings from this exercise be applied to real-world situations and efforts to achieve the youth goal?
12. What are some actionable steps or recommendations that can be implemented to further promote the youth goal in various contexts?

- **Supporting documents**

Career Offer: Social Media Manager
Position Title: Social Media Manager
Company: Stellar Marketing Agency
Location: New York City, USA
Type: Full-time

Job Description:

We are seeking a highly motivated and skilled Social Media Manager to join our team at Stellar Marketing Agency. As a Social Media Manager, you will play a crucial role in implementing and managing our clients' social media strategies to drive brand awareness, engagement, and growth. You will be responsible for creating and executing social media campaigns across various platforms, analysing performance metrics, and staying updated on emerging trends in the digital landscape.

Key Responsibilities:

Develop and execute social media strategies to meet client objectives and drive brand visibility.
Manage multiple social media accounts, including content creation, scheduling, and community engagement.
Create compelling and engaging social media content, such as posts, graphics, and videos.
Monitor and analyse social media performance metrics and provide regular reports to clients.
Stay updated on industry trends, best practices, and emerging platforms to ensure effective campaign execution.
Collaborate with cross-functional teams, including designers, writers, and account managers, to deliver cohesive social media campaigns.
Implement social media advertising campaigns and optimise performance for maximum impact.
Stay informed about the latest social media algorithm changes and adapt strategies accordingly.

Qualifications and Requirements:

Bachelor's degree in Marketing, Communications, or a related field.
Proven work experience as a Social Media Manager or in a similar role.
Proficient in social media management tools and platforms (e.g., Hootsuite, Buffer, Facebook Ads Manager).
Strong knowledge of social media best practices, platforms, and algorithms.
Excellent written and verbal communication skills.
Creative mindset with a keen eye for visual content.
Strong analytical skills to interpret social media metrics and derive actionable insights.
Ability to multitask, prioritise, and meet deadlines in a fast-paced environment.
Experience with social media advertising and campaign optimization is a plus.

Skills and Competencies:

Social media management and strategy development.
Content creation and curation.
Community engagement and customer service.
Analytics and data interpretation.
Creative thinking and visual storytelling.

Preferred Qualifications:

Professional certifications in social media marketing or related fields.
Experience working with clients from diverse industries.
Familiarity with SEO principles and practices.
Knowledge of graphic design tools (e.g., Adobe Photoshop, Canva).

Benefits and Perks:

Competitive salary package.
Health insurance coverage.
Retirement savings plan.
Flexible working hours.
Professional development opportunities.
Team-building activities and company events.

Application Process:

To apply for this position, please submit your resume, cover letter, and a portfolio showcasing your social media campaigns and achievements through our online application portal. Only shortlisted candidates will be contacted for further steps in the selection process.

At Stellar Marketing Agency, we value diversity and inclusion and strive to create a welcoming and inclusive work environment. We encourage qualified individuals from all backgrounds to apply, regardless of their race, ethnicity, gender, sexual orientation, disability status, or other protected characteristics.

Join our team and make a meaningful impact in the world of social media marketing. We look forward to receiving your application and considering you for the role of Social Media Manager at Stellar Marketing Agency.



Role Description: Interviewer - HR**Role:**

As an interviewer, your role is to assess the job seekers during the simulation exercise and evaluate their qualifications, skills, and suitability for the position. You will engage in interviewing the job seekers and provide constructive feedback on their performance.

Responsibilities:

1. Review job applications: Familiarise yourself with the job applications submitted by the job seekers, paying attention to their qualifications, experiences, and skills.
2. Prepare interview questions: Develop a set of interview questions that align with the job requirements and will help assess the candidates' suitability for the position.
3. Conduct interviews: Engage in simulated job interviews with the job seekers, asking the prepared questions and evaluating their responses.
4. Assess candidate qualifications: Evaluate the job seekers' qualifications, competencies, and potential fit for the position based on their responses and application materials.
5. Provide constructive feedback: Offer feedback to the job seekers after the interviews, highlighting their strengths and areas for improvement.
6. Participate in reflection and discussion: Engage in group discussions to share your observations, insights, and experiences from the simulation exercise.

Tips:

- Prepare a structured interview: Use a consistent and well-organised approach while conducting interviews to ensure fairness and comparability between candidates.
- Listen actively and take notes: Pay close attention to the candidates' responses, taking notes on their strengths, weaknesses, and relevant examples they provide.
- Assess qualifications and skills: Evaluate the job seekers based on the criteria outlined in the job description, focusing on their relevant qualifications, experiences, and skills.
- Foster a welcoming environment: Create a comfortable and professional atmosphere during the interviews, allowing candidates to showcase their abilities and potential.
- Engage in open dialogue: Encourage candidates to ask questions or seek clarification during the interviews to ensure mutual understanding and effective communication.

Role Description: Career Counsellor**Role:**

As a career counsellor, your role is to provide guidance, support, and valuable insights to the job seekers during the simulation exercise. You will offer career advice, help them explore their interests and aspirations, and assist in their overall career development process.

Responsibilities:

1. Establish a supportive environment: Create a welcoming and non-judgmental atmosphere where job seekers feel comfortable discussing their career goals, challenges, and aspirations.
2. Conduct career assessments: Engage in conversations with the job seekers to understand their interests, skills, values, and personal preferences related to their career choices.
3. Offer guidance and advice: Provide career guidance and advice to the job seekers, assisting them in identifying potential career paths, exploring different employment opportunities, and making informed decisions.
4. Review job applications: Familiarise yourself with the job applications of the participants to gain insights into their qualifications and experiences.
5. Facilitate self-reflection: Encourage job seekers to reflect on their strengths, areas for development, and long-term career goals, helping them gain clarity and direction.
6. Provide constructive feedback: Offer constructive feedback to the job seekers, highlighting their strengths, areas for improvement, and strategies to enhance their employability. Feel free to share YOUR expertise related to career development and industry trends.

Tips:

- Active listening: Practise active listening to understand the job seekers' career aspirations, challenges, and concerns genuinely.
- Empathy and support: Demonstrate empathy and provide emotional support to job seekers during their career exploration and job search journey.
- Make a quick research to find out about trends in the labour market: It is useful to know the current labour market trends, industry demands, and emerging opportunities to provide accurate and relevant guidance.
- Tailor advice to individual needs: Customise your guidance and recommendations based on each job seeker's unique circumstances, goals, and preferences.
- Collaborate with other roles: during the interviews, collaborate with interviewers and employers to ensure a comprehensive understanding of the job seekers' performance and potential.

Role Description: Other Participants (Observers)**Role:**

As other participants (observers), your role is to actively observe the simulation exercise, engage in discussions, and provide constructive input based on your observations. Your perspective and insights will contribute to the overall learning experience and enrich the discussions.

Responsibilities:

1. Active observation: Pay close attention to the interactions, behaviours, and performances of the job seekers, interviewers, career counsellors, and employers during the simulation exercise.
2. Take notes: Make notes of your observations, including strengths, areas for improvement, notable achievements, and potential strategies to enhance the participants' performance.
3. Engage in group discussions: Actively participate in group discussions, sharing your observations, insights, and experiences related to the youth goal and the exercise.
4. Offer constructive input: Provide constructive input and suggestions based on your observations, aiming to support and enhance the learning experience for all participants.
5. Foster a supportive environment: Create an inclusive and supportive atmosphere where participants feel comfortable sharing their perspectives and engaging in meaningful discussions.

Tips:

- Focus on the exercise objectives: Keep the youth goal in mind and align your observations and feedback with the overall goal of the exercise.
- Be specific and constructive: Provide specific feedback, highlighting examples and offering suggestions for improvement where applicable.
- Respectful and supportive: Maintain a respectful and supportive attitude towards all participants, fostering a safe space for open dialogue and growth.
- Share different perspectives: Offer diverse viewpoints and insights during discussions, encouraging a well-rounded understanding of the topic.
- Actively listen: Listen attentively to other participants' perspectives and engage in active dialogue, promoting an exchange of ideas and experiences.

UNDERSTANDING YOUTH EMPLOYMENT CHALLENGES



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

Any



Time

90 minutes



Objectives

Promote common reflection about the opportunities for youth and the role of youth organisations and non formal education;
Promote the reflection about youth entrepreneurship;
Share experiences and projects concerning youth entrepreneurship and competences for employability.



Materials

- Flipcharts
- Coloured markers
- Sticky notes

• Instructions

Set up five distinct workspaces in the training room, each featuring a flipchart with a reflection topic. During the first 20 minutes, each participant can contribute to the reflection by answering the questions that are written on the flipchart. Each participant can give any contribution related to the topic under discussion on the flipchart. During this time the participants should accomplish the exercise in total silence.

After this first moment, the facilitator will ask the participants to choose one of the topics under discussion, forming 4 working groups. Each group has now 30 minutes to promote a deep reflection/discussion about the topic.

After 30 minutes, the group will have the opportunity to "visit" (5 minutes/ each group) the other groups, contributing to enrich the content in the other groups.

After this second moment, participants will return to their original group and with the input from colleagues they will work on the final conclusions.

Flipchart 1 - What does it mean to be young? (What are the main characteristics of young people today? What are their interests? Concerns? Behaviours?)

Flipchart 2 - Non formal education and youth employability. (What role does non-formal education take regarding youth employment? How youth organisations or organisations that work with young people may facilitate integration into the labour market?)

Flipchart 3 - The Transition from school to work. (What are the main obstacles in the transition of young people into the labour market? What is the role that schools take in this process? There is something that schools and other educational structures can do to make this transition more effective?)

Flipchart 4 – Entrepreneurship (Entrepreneurship is fashionable? How entrepreneurship is present in the life of young people? Every young person should be an entrepreneur?)

Flipchart 5 - Good Practices (Good practices (all practices are good), about programs/ projects to support employability of young people or youth entrepreneurship)

90 **COMPETENCES TO EMPLOYABILITY****Participants**

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers

**Group Size**

20

**Time**

60 minutes

**Objectives**

Promote reflection and discussion on what are the important employability skills recognized for the labour market.

Identify the skills for a better employability;

Get to know the essential competencies recognized by the labour market.

Reflect on the skills and knowledge developed in the context of:

- 1.School
- 2.Non-formal education
- 3.Job market (recognized and valued skills)

**Materials**

- Flipcharts
- Coloured markers

- **Instructions**

Initially, each participant, based on the four pillars of learning recognized by UNESCO, should identify the knowledge, skills, attitudes and values recognized as useful to increase the possibility of employability.

In a second moment, the participants, in pairs, between themselves shall discuss the identified options.

In the final phase, each group (5 elements) should identify the five most important characteristics.

Challenge each group to design on a flipchart a young person and based on their reflections draw their answers to the following questions:

- . What should workers know [head]?
- . What should workers be able to do [hands]?
- . What emotional and personal competence should workers have [heart]?
- . What should workers have in their backpack?

• **Debriefing/ Notes**

There are a set of soft skills that are recognized by employers, which contribute to employability. For example:

- Personal competences: (self) confidence; self-esteem; motivation; self-efficacy.
- Interpersonal competencies: social and interpersonal skills; communication skills; teamwork; assertiveness.
- Self-management competences: self-control; reliability; positive attitude; presentation.
- Initiative & delivery competences: planning; problem-solving; prioritising. B
- Other competences, such as: Customer orientation; Willing to learn; Business perspicacity, etc



92 QUALITY LEARNING FOR YOUTH



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

Any



Time

60 minutes



Objectives

Explore the dimensions of quality education and learning experiences for young people.

Understand the key elements of quality learning and collaborate on designing strategies to enhance learning opportunities for youth.



Materials

- Quality Learning Puzzle pieces (prepared in advance)
- Large table or floor space for assembling the puzzle
- Flipchart paper
- Coloured paper
- Pens and pencils

• Preparation

1. Prepare the Puzzle
2. Prepare handout/presentation/brief printed document on Youth Goal: Quality learning for youth to leave to the participants

• Instructions

1. Introduction and Goal Setting (10 minutes)
 - Explain the importance of quality learning in supporting youth development and achieving the European Youth Goal.
 - Facilitate a brief discussion where participants share their expectations and personal goals for the workshop.
2. Defining Quality Learning (15 minutes)
 - Facilitate a group discussion on what quality learning means to participants.
 - Encourage participants to share their perspectives and insights on the key elements and characteristics of quality learning experiences.
 - Summarise the main points and invite the participants to create a visual representation of their group's definition of quality learning.

3. Interactive Exercise: Quality Learning Puzzle (30 minutes)

Steps:

Introduce the Puzzle

- Display the unassembled Quality Learning Puzzle pieces to the participants.
- Explain that the puzzle represents the different components of quality learning experiences.
- Highlight the importance of each piece in creating a comprehensive and impactful learning environment.
- Provide the puzzle pieces to the group.
- Instruct the group to collaboratively assemble the puzzle on the large table or floor space.
- Emphasise the need for effective communication and teamwork during the assembly process.

4. Presentations and Reflection (5 minutes)

- After the group has successfully assembled their puzzle, ask them to present the puzzle and explain the purpose and significance of each puzzle piece.

Puzzle pieces

1. *Engaging Teaching Methods*
2. *Active Student Participation*
3. *Clear Learning Objectives*
4. *Individualised Learning Pathways*
5. *Assessment and Feedback*
6. *Supportive Learning Environment*
7. *Relevant and Meaningful Content*
8. *Technology Integration*
9. *Collaborative Learning Opportunities*
10. *Cultural and Social Diversity*
11. *Life Skills Development*
12. *Critical Thinking and Problem Solving*
13. *Creativity and Innovation*
14. *Well-being and Mental Health Support*
15. *Global Citizenship Education*
16. *Reflection and Self-Assessment*
17. *Flexible Learning Spaces*
18. *Inclusive Teaching Practices*
19. *Continuous Professional Development*
20. *Community Engagement*



- **Debriefing/ Notes**

- Lead a whole-group discussion to explore common themes and important takeaways from the puzzle exercise.
- Encourage participants to share their insights, observations, and any new perspectives gained from the activity.
- Summarise the key components of quality learning discussed during the exercise.
- Conclude the exercise by asking participants to reflect on how they can apply these insights in their own learning environments or practices.
- Provide additional resources or references for participants to further explore the concept of quality learning.

- **Structured Dialogue Cycle VI Thematic report**

Young people feel the current education system needs modernisation and change in focus.

They believe whilst it is effective at providing basic knowledge such as maths and literacy, it does not focus enough on:

- Transferable skills and competencies such as critical thinking and communication skills.
- Practical life skills that enable young people to live independently such as managing money, health education and knowledge of the political system.
- Relevant technical competencies for the future labour market. (See also the report on Employment)

Some young people believe the current emphasis on formal education means they lack the opportunity to access non-formal education. It was questioned by some if formal education alone could really provide the sort of education they needed.

Some groups of young people emphasised different things to others. One working group identified that young people in social / youth care facilities prioritised acquiring life skills more than others. Other working groups identified that young people from lower socioeconomic backgrounds placed more emphasis on life skills. Finally, whilst many young people emphasise the importance of learning foreign languages, for Roma youth, learning the Roma language was said to be an essential part of maintaining their cultural rights and heritage.

The main trend is that young people want an education that provides a wide variety of learning, and that is much broader than just preparation for employment. Based on the working group reports, the competencies that young people desire are:

- Basic general knowledge (literacy, numeracy etc)
- Foreign languages (particularly to enable freedom of movement)
- Media literacy and ability to evaluate news sources and information
- Communication and leadership skills
- Digital and technological skills
- Understanding of the civic and political systems, including the EU
- The ability to manage your own learning - 'learning how to learn'

- Independent living skills (e.g. self care, healthy living, and money management)
- Critical, analytical and creative thinking
- The ability to seek and find work, and operate in work environment
- Emotional skills and intelligence (e.g. self confidence, resilience, failure management, flexibility, and self understanding)
- Understanding of diversity and tolerance, and sensitivity to multicultural situations

Although participants talked mainly of schools and universities, there was a recognition that education should also happen in non-formal and informal settings and a belief from some that not every skill can be taught in school. An increased emphasis on the role of the youth sector in education was highlighted in many working group reports and some called for greater coordination across the EU of professional and educational qualifications.

Young people's responses mainly focused on the desired skills, but a number of practical solutions were also highlighted;

- Reform of formal education curriculums - to focus on a wider variety of competencies
- Reform of formal education methods - to create learning environments that are more participative, individualised and self directed
- Increased emphasis on non-formal education - such as through support for youth work or youth organisations, or non-formal education opportunities in school and university settings.
- Increased opportunity for informal learning opportunities - such as through access to museums, libraries, volunteering, international exchanges, and extracurricular activities
- Increased opportunity for work focused educational opportunities - this is described in more detail in the report on Employment.



WORLD CAFÉ FOR QUALITY EDUCATION



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

Any



Time

90 minutes



Objectives

Facilitate a World Café-style discussion to explore and generate ideas about quality education.



Materials

- Flipcharts
- Sticky notes
- Pens

• Preparation

Set up multiple tables or stations in the venue, each representing a specific aspect or theme related to quality education. For example:

- Access and Equity
- Curriculum and Teaching Methods
- Teacher Training and Professional Development
- Technology and Innovation in Education
- Parent and Community Involvement
- Assessment and Evaluation
- Lifelong Learning and Skills Development

Assign a facilitator to each table or station. These facilitators should be knowledgeable about the respective aspect of quality education.

Divide the participants into smaller groups and assign each group to a specific starting table or station.

• Instructions

Explain the World Café process to the participants. Emphasise that the goal is to engage in meaningful conversations and generate ideas collectively.

Set a time limit for each round of conversation (e.g., 15-20 minutes).

Instruct participants to have a focused discussion at their starting table, sharing their thoughts, experiences, and ideas related to the specific aspect of quality education.

Encourage participants to write down their key ideas or insights on large sticky notes or flipchart paper placed on the tables.

After the allocated time, ask participants to rotate to a new table or station. One or two participants from each group should remain as hosts at their original table to provide a brief summary of the previous discussion to the newcomers.

Repeat the process for several rounds, allowing participants to explore different aspects of quality education at each table.

Encourage participants to build upon the ideas generated by previous participants and contribute their unique perspectives.

At the end of the final round, reconvene as a whole group for a debriefing session.

- **Debriefing/ Notes**

Facilitate a discussion to share the key ideas and insights that emerged from each table or station. Encourage participants to highlight common themes, innovative solutions, or challenges related to quality education.

Engage the participants in a collaborative exercise to identify actionable steps or recommendations based on the ideas generated during the World Café discussion.

Conclude the exercise by summarising the main ideas and recommendations for promoting quality education and expressing appreciation for the participants' active engagement and valuable contributions.

“VOICES OF INCLUSION”



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

90 minutes



Objectives

Explore the topic of youth goal "Participation for All" by creating a collaborative visual representation that highlights the importance of inclusive participation.

Encourage participants to share their perspectives and promote dialogue on creating inclusive spaces for youth participation.



Materials

- Large flip chart paper or whiteboard
- Markers or coloured pens
- Red and green papers/sticky notes
- Tape or adhesive

• Instructions

1. Introduction and Goal Setting (5 minutes)

- Introduce the exercise by explaining the importance of inclusive participation for achieving the youth goal "Participation for All."
- Share the objectives of the exercise, which include fostering dialogue, understanding diverse perspectives, and promoting inclusion.

2. "Where Do I Stand" on youth participation (30 minutes)

Take two pieces of paper, write "agree" on one and "disagree" on the other one, and attach them to opposite sides of the room. Have the participants stand in the center of the room. Read each statement below, allowing the participants to decide if they agree or disagree. After making their decision, invite them to move to the "agree" or "disagree" side of the room. Engage in a discussion about their positions, and collaboratively explore the reasons behind their choices.

- A. Pineapple belongs to pizza.
- B. Youth should have a say in decision-making processes that affect their lives.
- C. Young people should start voting at the age of 16.
- D. Schools should incorporate student representatives in their decision-making bodies.
- E. People over 40 should not work in youth organisations.
- F. Young people's participation in their community makes an actual difference.
- G. Youth councils should have a mandatory budget to allocate towards community projects.

Based on their responses, reflect about how the group can further support and promote youth participation in their communities or in areas that matter to them.

3. Brainstorming (10 minutes)

- Distribute sticky notes or small pieces of paper to each participant.
- Instruct participants to individually brainstorm ideas, suggestions, or examples of how inclusive participation can be fostered in various settings (e.g., education, community, decision-making processes).
- Encourage participants to write one idea per sticky note or paper.

4. Sharing and Grouping (15 minutes)

- Ask participants to share their ideas with the larger group.
- As each participant shares their idea, write it down on the large flip chart paper or whiteboard.
- Group similar ideas together to identify common themes or categories.

5. Collaborative Visual Representation (15 minutes)

- Organise participants into small groups of 3-4 members.
- Assign each group one category/theme generated from the previous step.
- Provide markers or coloured pens to each group.
- Instruct each group to create a visual representation on the flip chart paper or whiteboard that illustrates their assigned category/theme. They can use symbols, icons, words, or drawings to convey their ideas.

6. Group Presentations (15 minutes)

- Ask each group to present their visual representation to the larger group.
- Allow time for questions and discussion after each presentation.
- Encourage participants to share their thoughts and insights on the presented ideas.

• Debriefing/ Notes

- Facilitate a brief reflection discussion on the exercise, focusing on the key takeaways and insights.
- Discuss the importance of incorporating inclusive participation in various aspects of youth development and decision-making processes.

- Conclude the exercise by encouraging participants to identify at least one actionable step they can take to promote inclusive participation in their own lives or work.

- **Structured Dialogue Cycle VI Thematic report**

According to the outcomes of Tallinn conference, young people need access to physical spaces in their communities to support their personal, cultural and political development, where they can meet each other, relax, learn, explore and organise themselves, and become civically active.

Some working group reports spoke of having sufficient amounts of such spaces for young people, whilst others identified a need to develop more, particularly in rural areas. In all responses there was a desire that the spaces that already exist should be used more wisely and effectively, and that public spaces in general could become more youth-friendly. Participants also emphasised the importance of virtual spaces.

At the same time, young people find it important to exert their influence on decision making, but seek more platforms and forums to do this. Many feel distant from political institutions. They need greater access to political communities and forums where they can develop and express their views both to their peers and to decision makers, to influence political decisions.

In the consultation young people described a desire for youth spaces that were inclusive, safe and accessible to all. They should be modern, welcoming and conveniently located. Most importantly they should be youth led spaces, though the need for welcoming staff, and limited youth work support was recognised. It was identified that some groups of marginalised young people may benefit from dedicated spaces. Settings for youth spaces could mean youth centres, hostels, and youth houses, but also libraries, historic sites, outdoor spaces, heritage sites or virtual spaces. Youth spaces should enable meeting between young people from different backgrounds in a dynamic manner, to socialise, engage in learning programmes, cultural events, develop your own initiatives and participate in non-formal education. Youth spaces also had a key role to play in providing information to young people, particularly to enable their participation.

The importance of meaningful dialogue and debate within youth spaces was emphasised. Discussion with peers was said to develop your opinions and political motivations. Connected to this some consultation reports stressed the need for systematic links between politicians or public institutions and youth spaces. The regular engagement of decision makers directly within youth spaces was thought to be a key part of developing youth participation. In this way political debate occurs not just between young people, but also with decision makers. Virtual spaces and local structured dialogue style processes were particularly highlighted as a way of achieving this.



To further develop youth participation there were also strong calls in some consultation reports to strengthen youth organisations and youth or school council structures. However, some also raised concerns they did not reach enough young people. Votes at 16 also was an issue that divided respondents, as shown by the data below. The goal in all cases however is to find ways to make participation accessible to all, by strengthening existing mechanisms and creating new ones. Linked to this there was a strong desire from young people that public authorities and politicians should take greater action in response to the voices of young people.

Measures suggested within the consultation were;

- Development of physical spaces dedicated to young people - such as youth-led youth centres, or dedicated youth spaces within schools. Where young people define the programme, space and curriculum.
- Development of public spaces to become more youth friendly spaces - e.g. libraries, public parks.
- Development of youth friendly, safe virtual spaces and e-participation, where young people can discuss ideas, access information, and engage in dialogue with decision makers.
- Promotion and development of meaningful dialogue within youth spaces. Where political topics are explored in engaging and non- threatening ways, young people can develop and express their views, as well as put them to decision makers. E.g. through localised approaches to structured dialogue.
- Measures to improve youth and school councils and other formal youth participation structures. Enabling a more diverse range of young people to participate within them, raising their visibility amongst young people, improving recognition from decision makers. A legal framework was also suggested.
- Measures to strengthen youth organisations and youth civil society- and their role in inclusion, participation, and non-formal education.
- Measures to provide better information to young people about participation - e.g. local youth information centre (that can be physical or virtual).

CREATIVE SHARING OF BEST PRACTICES FOR YOUTH GOALS



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

60 minutes



Objectives

Create a collaborative and interactive environment where trainers can share best practices related to youth goals. By the end of the session, participants should be able to:

1. Learn about successful approaches and initiatives related to youth goals.
2. Gain inspiration and new ideas to enhance their own youth-focused work.
3. Exchange knowledge, experiences, and lessons learned among trainers.
4. Identify potential areas of collaboration and partnership.



Materials

- Mural with the posters of the best selected practices

• Instructions

Create a poster for each best practice to be presented

• Preparation

1. Introduction and Icebreaker (10 minutes)
 - Explain the objectives of the session.
2. Best Practice Presentations (15 minutes)
 - Allocate a set time for each trainer to present their best practice shared on the booklet related to youth goals (practices selected before).
 - Encourage them to make the presentations engaging.
3. Interactive Knowledge Exchange (20 minutes)
 - Facilitate a group discussion and knowledge exchange session after each presentation.
 - Encourage participants to ask questions, seek clarification, and share their own experiences related to the presented best practices.
 - Foster a supportive and collaborative environment to encourage active participation

CREATIVE MURAL ON YOUTH GOALS



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

60 minutes



Objectives

Create a collaborative and visually engaging mural that represents various youth goals.

Express participants' ideas, perspectives, and aspirations related to youth development.



Materials

- Large canvas or mural-sized paper/poster
- Markers, coloured pencils, or paint
- Sticky notes or small pieces of paper
- Tape or adhesive to attach sticky notes
- Timer or clock to keep track of time

• Instructions

1. Introduction (5 minutes)

- Explain the purpose of the exercise: to create a collaborative mural that represents youth goals.
- Provide an overview of the youth goals or specific goals you want to focus on during the exercise.
- Emphasise the importance of creativity, inclusivity, and collaboration.

2. Brainstorming (10 minutes)

- Ask participants to individually brainstorm ideas, keywords, and images related to the youth goals.
- Encourage them to think about what the goals mean to them personally and how they can be represented visually.

3. Group Discussion (10 minutes)

- Form small groups of participants (4-6 members per group).
- In their groups, ask participants to share their brainstormed ideas and discuss common themes or visual representations.

4. Collaborative Planning (10 minutes)

- Provide each group with sticky notes or small pieces of paper.
- Instruct them to write down their key ideas, symbols, or images that represent the youth goals.
- Each group should aim to have 4-6 sticky notes with their chosen visuals.

5. Mural Creation (20 minutes)

- Assign a section of the canvas or mural-sized paper/poster to each group.
- Instruct participants to use markers, coloured pencils, or paint to draw or illustrate their chosen visuals directly on the canvas.
- Encourage creativity, collaboration, and communication within the groups as they work on their assigned section.

6. Mural Presentation and Reflection (5 minutes)

- After the allotted time, ask each group to present their section of the mural to the larger group.
- As they present, encourage participants to explain the symbolism and meaning behind their chosen visuals.
- Facilitate a brief discussion on the collective representation of the youth goals and the diversity of perspectives.

• **Debriefing/ Notes**

- Reflect on the collaborative process and the mural as a representation of shared ideas and aspirations.
- Discuss the importance of visual representation and creativity in promoting youth goals.
- Consider displaying the completed mural in a prominent area to inspire and engage others.



UNDERSTANDING YOUTH AND THEIR NEEDS



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

90 minutes



Objectives

Understand the diverse perspectives and experiences of youth.

Explore the impact of cultural, social, and economic factors on the lives of young people.

Identify the current challenges faced by youth in areas such as education, employment, mental health, and social inclusion.

Brainstorm and develop practical solutions that address specific challenges faced by youth.



Materials

- Magazines
- Poster board or paper
- Scissors
- Glue sticks or adhesive tape
- Markers
- Flipcharts

• Instructions

Step 1: Introduction (5 minutes)

Begin the exercise by explaining the purpose and objectives:

"Today, we will explore the world of youth and their needs through a creative and collaborative activity. By creating collages using magazine cutouts, we'll gain insights into the diverse experiences and aspirations of young people."

Step 2: Magazine Selection (5 minutes)

Provide participants with a selection of magazines and invite them to choose magazines that they think may contain content related to youth, their interests, and their needs.

Step 3: Magazine Scavenger Hunt (15 minutes)

In pairs or small groups, ask participants to flip through the magazines and cut out images, headlines, phrases, and quotes that they believe are relevant to understanding youth and their needs.

Encourage them to look for a variety of perspectives, including positive and challenging aspects.

Step 4: Collage Creation (20 minutes)

Give each group a large poster board or paper, scissors, and glue sticks or adhesive tape. Instruct them to collaboratively arrange the cutouts on the poster board to create a collage that represents their interpretation of youth and their needs. They can also use markers to add captions or annotations if necessary.

Step 5: Gallery Walk (15 minutes)

Have each group display their collages around the room. Create a "gallery walk" where participants can move around, view, and discuss each other's collages. Encourage them to ask questions, share observations, and engage in conversations about the different perspectives represented.

Step 6: Group Discussion (15 minutes)

Gather participants in a circle and facilitate a group discussion:

What common themes or patterns did you notice across the collages?

Were there any surprising insights or perspectives that emerged from the collages?

How can we use this understanding to better address the needs of young people in our community or organisation?

Step 7: Debrief and Action Planning (10 minutes)

On a flipchart, summarise the key takeaways and insights from the discussion.

Encourage participants to think about practical actions or initiatives that can be undertaken to address the identified needs of youth based on the collages.

Step 8: Closing Remarks (5 minutes)

Thank participants for their creative contributions and thoughtful discussions.

Emphasise the importance of understanding and empathising with the diverse needs of young people to create more inclusive and effective programs, policies, and services.

NEED FOR MEANINGFUL YOUTH PARTICIPATION



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

60 minutes



Objectives

Understand participation as a basic human right;
Distinguish between formality and effective participation;
Appreciate the need for meaningful youth participation; and
Foster their participation in governance and development at all levels.

• Preparation

The facilitator introduces the concept of participation and links this concept to human rights.

The participants are given group tasks aimed at introducing them to the elements of effective participation.

Through plenary presentations and discussions, the facilitator fills in the gaps and re-enforces the key messages.

• Instructions

EXERCISE 1: “Participation ladder”

The term ‘participation’ is interpreted in different ways, and there are significant differences in the way it is applied by development agencies. Seven different types of participation were described by Jules Pretty in 1995.

Passive participation: People participate by being told what is going to happen or has already happened. It is a unilateral announcement by an administration or project management without any listening to people’s responses. The information being shared belongs only to external professionals.

Participation in information giving: People participate by answering questions posed by researchers or such similar project approaches. People do not have the opportunity to influence such proceedings, as the findings of the research are neither shared nor checked for accuracy.

Participation by consultation: People participate by being consulted, and external agents listen to views. These external agents define both problems and solutions, and may modify these in light of people's responses. Such a consultative process does not concede any share in decision-making, and professionals are under no obligation to take on board people's views.

Participation by material incentives: People participate by providing resources in return for material incentives.

Functional participation: People participate by forming groups to meet predetermined objectives related to the project, which can involve the development or promotion of externally initiated social organisation. Such involvement does not tend to be at early stages or of planning but rather after major decisions have been made. These institutions tend to be dependent on external initiators and facilitators, but may later on become self-reliant.

Interactive participation: People participate in joint analysis, which leads to action plans and the formation of new local institutions or the strengthening of existing ones. It tends to involve interdisciplinary methodologies that seek multiple objectives and make use of systematic and structural learning processes. These groups take control over local decisions and so people have a stake in maintaining structures or practices.

Self-mobilisation: People participate by taking initiatives independent of external institutions to change systems. Such self-initiated mobilisation and collective action may or may not challenge existing inequitable distribution of wealth and power.

Group A: Based on the above analysis, at what stage of participation are the youth in your district? Give practical examples and reasons to support your opinion.

Group C: What are the major hindrances to effective youth participation in your district?

Group B: Suggest practical ways for improving meaningful youth participation in your district.

EXERCISE 2: checklist for youth councillors' participation

Policy: How many bye-laws have you passed in the council to promote the youth cause?

Programmes: How many projects has your council initiated for the youth?

Budget: How much resources are being allocated to the youth?

Leadership: How much have you achieved in the above three areas as a result of your leadership skills e.g lobby and advocacy, networking and mobilisation?

109 SIMULATION EXERCISE: “YOUTH POLICY STRATEGY”



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

90 minutes



Objectives

Provide participants with hands-on experience in developing a youth policy strategy through a simulation exercise.



Materials

- Flipchart paper or whiteboard
- Markers
- Sticky notes
- Timer or stopwatch

• Instructions

1. Divide participants into small groups of 4-6 individuals.
2. Explain that each group will take on the role of a task force responsible for developing a youth policy strategy.
3. Provide each group with flipchart paper or a whiteboard and markers.
4. Present a fictional scenario or case study related to youth issues, such as unemployment, mental health, or civic engagement. Describe the context and challenges faced by young people in this scenario.
5. Explain that each group's task is to develop a comprehensive youth policy strategy that addresses the specific challenges and needs presented in the scenario.

6. Set a timeframe for the exercise (e.g., 60 minutes) and inform the groups that they need to complete the following tasks within that time:

- a) Identify key issues and challenges faced by young people in the scenario.
- b) Brainstorm potential goals and objectives for the youth policy strategy.
- c) Develop strategies and action steps to address the identified issues and achieve the goals.
- d) Consider the necessary resources, stakeholders, and timeline for implementation.
- e) Create a visual representation of their youth policy strategy on the flipchart paper or whiteboard.

7. Start the timer and allow the groups to work collaboratively on their policy strategy.

8. During the exercise, walk around the groups to observe their progress and provide guidance if needed.

9. Once the time is up, ask each group to present their youth policy strategy to the rest of the participants.

10. Encourage other groups to provide feedback and engage in a discussion about the strengths and weaknesses of each strategy.

- **Debriefing/ Notes**

Facilitate a debriefing session to reflect on the simulation exercise:

- What were the key considerations when developing a youth policy strategy?
- What challenges did the groups face, and how did they overcome them?
- What common themes or innovative ideas emerged across the different strategies?
- How can the lessons learned from this exercise be applied to real-life youth policy development processes?

- **Supporting Documents:**

Fictional Scenario: "Youth Empowerment and Employment"

Context:

The fictional scenario revolves around a city named "Youthville," which is facing high rates of youth unemployment and a lack of opportunities for young people to gain relevant skills and experience. The city's economy has been struggling, and there is a growing concern about the future prospects of its youth population. The local government recognizes the urgent need to develop a comprehensive youth policy strategy that focuses on youth empowerment and employment.

Challenges:

1. *High youth unemployment rate: The city has a significant portion of its youth population unemployed, leading to frustration, economic instability, and social issues.*
2. *Mismatch between skills and job market demands: Many young people lack the skills and qualifications needed for the available job opportunities in the city.*
3. *Limited access to quality education and vocational training: Some young people do not have access to affordable and relevant educational and vocational training programs.*
4. *Lack of job placement and career support: There is a lack of effective job placement services and career guidance, making it difficult for young people to find suitable employment.*
5. *Insufficient entrepreneurship and self-employment opportunities: The city lacks support systems and resources for young entrepreneurs and those interested in starting their own businesses.*

Goals:

1. *Reduce youth unemployment rate by 30% within the next five years.*
2. *Improve access to quality education and vocational training programs for all young people.*
3. *Enhance job placement services and career guidance to assist young people in finding suitable employment.*
4. *Foster an entrepreneurial culture and provide resources and support for young entrepreneurs and self-employed individuals.*
5. *Bridge the skills gap by aligning education and training programs with the needs of the local job market.*

- **More information**

Youth policy refers to a set of actions, measures, and strategies implemented by governments or organisations to address the specific needs, interests, and rights of young people in society. It is a comprehensive approach that aims to create an enabling environment for the positive development and well-being of young individuals. Local youth policies, specifically, focus on the needs and concerns of young people within a specific local or regional context. These policies are designed to respond to the unique challenges and opportunities faced by young individuals in their immediate communities.

Local youth policies are important, because they configure different aspects that are relevant for young people, such as:

Tailored Approach: Local youth policies take into account the specific characteristics and dynamics of a particular locality. They consider the cultural, social, economic, and demographic factors that influence the lives of young people in that area. By tailoring policies to local contexts, they can better address the specific needs and aspirations of young individuals.

Proximity and Relevance: Local authorities and organisations are often in closer proximity to young people in their communities. This proximity enables them to have a deeper understanding of the challenges and realities faced by young individuals.

Local youth policies can be more relevant and responsive to the local context, ensuring that young people's voices and perspectives are effectively taken into account.

Collaboration and Engagement: Developing and implementing local youth policies often involves collaboration between various stakeholders, including local governments, youth organisations, schools, community leaders, and young people themselves. This collaborative approach encourages active participation, engagement, and ownership among all involved parties, resulting in more effective policy outcomes.

Local Solutions and Innovation: Local youth policies provide an opportunity to innovate and develop customised solutions that address the specific needs and issues faced by young people within a given locality. They allow for experimentation, piloting of initiatives, and adaptation of best practices to suit the local context. This flexibility promotes creativity and can lead to more impactful and sustainable outcomes.

Multi-sectoral Approach: Local youth policies recognize that the well-being and development of young people are influenced by various aspects of their lives, including education, employment, health, social inclusion, culture, and recreation. By adopting a multi-sectoral approach, local youth policies can foster coordination and collaboration across different sectors, ensuring a holistic and integrated response to young people's needs.

ON THE LADDER



Participants

EUYP Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

Up to 20



Time

90 minutes



Objectives

Reflect on the meaning of youth participation and discuss ways of increasing their own participation in the local community



Materials

- Handout: "The ladder of participation"
- Large sheet of paper
- Markers
- Scissors
- Sticky notes
- A wall

• Preparation

Make copies of the handout, one per small group

Make 6 signs: obstacles, control, no control, enabling factors, control, no control

• Instructions

Part 1: What is the ladder of participation?

Ask participants what they understand when they hear the term "youth participation".

Hand out the diagram of the ladder of participation and explain that this is one model for thinking about different ways of participating. Briefly discuss the different levels.

Divide the group into 8 small groups. Allocate one level of participation to each group and ask them to prepare a short 2-3 minute role play to illustrate the level they have been allocated.

When the groups are ready, invite them to present their role plays in turn. Allow questions or time for comments between the different role plays if the participants want.

Part 2: How we participate

Ask participants to work individually for 5 minutes trying to find examples in their own lives for as many of the 8 levels as they can. Tell them to think about what they do in all aspects of their lives: At home, school, clubs, work and with family and friends.

Then invite participants to share their examples in small groups of 4-5 people. While discussing the examples, ask participants to come up with ideas for obstacles (things that stop them from moving up the ladder) and enabling factors (things that help them move up the ladder). They should write each idea on a separate "sticky note".

While the groups are discussing, stick the prepared headings "obstacles" and "enabling factors" on the wall about 2 metres apart. Then bring the groups into plenary and ask them to stick their papers on the wall under the headings.

Review the two lists with the participants. Ask for clarification about any ambiguous statements and try to resolve any disagreements between participants about the positioning of the statements.

Now put the "control" and "no control" headings up on the wall under the first headings and ask participants to sort each list into two sub-lists according to whether the statements are about things that they have (or could have) control over, or whether the statements refer to external factors that are out of their control.

Finally review the positions of the papers in the four lists. Then go on to the evaluation and debriefing.

• Debriefing/ Notes

- Did the activity help you think more clearly about the ways you participate in different areas of your life? What surprised you most?
- Do you think that youth participation in general is high or low – in your school, club, and community? What are the reasons?
- Does it matter whether young people participate actively or not? Why?
- Do they regard low participation as a result mostly of internal (psychological) factors, or mostly as a result of external factors?
- How do people feel when they are able to participate in a genuine sense – in other words, when their participation is not just tokenistic?
- Would participants in the group like to be able to participate at a higher "rung" than they do at the moment? If so, in which areas? What are the reasons for doing so, and what are the reasons against?
- How many people feel they could participate more than they do at present, and how many feel that they will do so? If so, how and when?
- How is the right to participate in decision making guaranteed in human rights documents?

COOPERATION IN THE AREA OF DECISION MAKING | ENHANCING PARTICIPATION



Participants

EUYP Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

90 minutes



Objectives

Explore the importance of participation and develop strategies to enhance it within a group or community



Materials

Index cards or sticky note

• Instructions

1. Gather participants in a workshop setting, ensuring a diverse representation of individuals.
2. Start the session by facilitating a brief discussion on the meaning and significance of participation. Ask participants to share their thoughts and experiences regarding participation in different contexts (e.g., work, community, school).
3. Introduce a case study or scenario that highlights a situation where participation is lacking or could be improved.

Scenario:

The city of Riverton is known for its diverse population and vibrant community. However, there is a noticeable lack of youth representation and participation in local decision-making processes. The city council recognizes the need to engage young people and ensure their voices are heard in shaping policies and initiatives that directly impact their lives.

The city council of Riverton has planned a redevelopment project for a local park, aiming to revitalise the space and make it more youth-friendly. However, in the initial stages of planning, the council realises that there is a lack of youth input and participation in the decision-making process.

4. Divide participants into small groups of 4-6 people.
5. Assign each group a role or perspective related to the case study (e.g., community member, Local Government, Youth Organisation, young person, etc.).
6. Instruct each group to brainstorm reasons why participation might be lacking or challenging from their assigned role's perspective. Encourage them to consider barriers, motivations, and potential solutions.
7. After 15 minutes, ask each group to share their findings with the rest of the participants. Facilitate a discussion to compare and contrast the different perspectives and insights.
8. Transition to a solution-oriented phase. Provide each group with a set of index cards or sticky notes.
9. Instruct the groups to generate ideas and strategies for enhancing participation based on their assigned roles. Each idea or strategy should be written on a separate card or sticky note.
10. After 20 minutes, ask each group to present their ideas one by one, allowing for questions and discussion.
11. Collect all the ideas and strategies on a visible board or screen, grouping them according to themes or categories.
12. Facilitate a group discussion to identify common themes and overarching strategies for enhancing participation. Encourage participants to build on the ideas generated by other groups.
13. Once the discussion has converged on a set of strategies, facilitate a prioritisation exercise where participants can vote or express their preferences for the most promising strategies.
14. Based on the prioritised strategies, guide the participants in developing an action plan. Identify key stakeholders, timelines, and resources needed to implement the selected strategies.
15. Conclude the exercise by summarising the key takeaways and emphasising the importance of collective effort and ongoing commitment to enhancing participation within the group or community.

- **Debriefing/ Notes**

Possible Solutions:*Challenges:*

Limited Awareness: Many young people in Riverton are unaware of the redevelopment project and the opportunity to contribute their ideas and perspectives. There is a communication gap between the city council and the youth population, resulting in low awareness of civic engagement opportunities.

Perceived Lack of Relevance: Some young individuals may feel that local decision-making processes are detached from their lives and do not directly address their concerns and aspirations. This perception contributes to their disengagement and reluctance to participate.

Institutional Barriers: The city council may lack structured mechanisms and platforms to effectively involve young people in decision-making. There may be bureaucratic hurdles, such as complex procedures or limited resources, that discourage youth participation.

Strategies for Improvement:

Outreach and Awareness Campaigns: The city council can launch targeted outreach campaigns to raise awareness among young people about the redevelopment project and the importance of their participation. This can include using social media platforms, organising community events, partnering with local schools and youth organisations, and utilising youth ambassadors as advocates.

Youth-friendly Spaces and Platforms: The city council can establish dedicated spaces or platforms where young people can express their opinions and contribute to decision-making processes. This can involve creating a youth advisory board or council, organising youth-led workshops or focus groups, and incorporating technology-based platforms for online participation.

Capacity Building and Education: The city council can provide workshops and training sessions to empower young individuals with the necessary skills and knowledge to actively participate in local decision-making. This can include sessions on civic education, public speaking, policy analysis, and project management.

Co-creation and Collaboration: The city council can adopt a co-creation approach by involving young people in the entire decision-making process, from project planning to implementation. This collaboration can foster a sense of ownership and ensure that youth perspectives are integrated into the final outcomes.

Recognition and Feedback: The city council should acknowledge and appreciate the contributions of young people by recognizing their efforts and providing feedback on how their inputs influenced the decision-making process. This feedback loop reinforces the value of youth participation and encourages continued engagement.

By implementing these strategies, the city council of Riverton can address the lack of youth participation and create an inclusive environment where young people actively contribute to shaping their community. Through meaningful involvement, the redevelopment project can be transformed into a space that truly reflects the needs and aspirations of the youth population, fostering a stronger sense of belonging and civic pride.

More information

Meaningful youth participation refers to the active and genuine involvement of young people in decision-making processes, policies, programs, and initiatives that affect their lives and the wider community. It goes beyond tokenistic gestures or superficial engagement, emphasising the importance of empowering young individuals to have a real influence and impact on matters that are relevant to them.

A meaningful youth participation include:

Inclusion and Representation: Meaningful youth participation ensures that young people from diverse backgrounds and experiences are included and represented in decision-making processes. It seeks to overcome barriers that may exclude certain groups of young individuals, such as those from marginalised communities or with fewer opportunities.

Voice and Influence: Meaningful participation enables young people to express their opinions, ideas, and concerns freely. It recognizes their unique perspectives and values their input as valid contributions to decision-making. It goes beyond tokenism by ensuring that young people's voices are genuinely heard, considered, and acted upon.

Collaboration and Partnerships: Meaningful participation involves creating partnerships and collaborative relationships between young people, adults, organisations, and institutions. It recognizes the importance of intergenerational dialogue, where young individuals and decision-makers work together as equal partners to shape policies and initiatives.

Access to Information: Meaningful youth participation requires providing young people with relevant and accessible information about the issues, processes, and decisions being made. It ensures transparency and clarity, enabling young individuals to make informed contributions and engage meaningfully in discussions and deliberations.

Capacity Building and Support: Meaningful participation recognizes that young people may require support, resources, and skills to effectively engage in decision-making processes. It involves providing capacity-building opportunities, such as training, mentoring, and networking, to enhance young individuals' knowledge, confidence, and leadership skills.

Impact and Feedback: Meaningful youth participation emphasises the tangible impact of young people's contributions. It ensures that their involvement leads to actual changes in policies, programs, and outcomes. Furthermore, it provides feedback to young participants, informing them of the results of their participation and how their input influenced the decision-making process.

Sustained Engagement: Meaningful participation seeks to foster sustained and long-term engagement of young people in decision-making processes. It recognizes that youth participation is not a one-time event but a continuous process that requires ongoing opportunities for involvement, dialogue, and empowerment.

DEVELOPING AND IMPLEMENTING YOUTH PARTICIPATION



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

60 minutes



Objectives

Introduce the CLEAR model for youth participation;
Allow participants to understand the framework for successful youth participation;
Perform a diagnosis of the organisations on the particular strengths and challenges regarding young people participation.



Materials

- Sheets with the CLEAR Model and questions
- Markers

• Preparation

Trainers should understand well the concepts behind CLEAR Model regarding youth participation and prepare themselves well before facilitating the activity;
Gather the group in plenary with chairs in U format;
Give input on the CLEAR Model for youth participation, starting by explaining that this model can be used as a diagnosis or monitoring tool for organisations, authorities or other stakeholders to identify particular strengths and challenges regarding their internal participatory strategies;
Introduce each of the pieces of the Model, giving practical examples that can support participants to reach a better understanding of each one

- Can do – youth have the resources and knowledge to participate;
- Like to – youth have a sense of attachment and caring that reinforces participation;
- Enable to – youth are provided with specific opportunities and conditions for participation;
- Asked to – youth are invited to participate in the decisions of the organisation;
- Responded to – youth can see evidence that their views and opinions have been considered.

Distribute a handout to each one of the groups that composes the following questions for reflection:

Questions for reflection (as an organisation):

Can - What are the appropriate resources you possess (in terms of competences, knowledge, flexibility, methods, etc) that facilitate the participation of young people?

Like - What sort of sense of well-being and attachment do young people have regarding your organisation?

Enable - What sort of conditions and opportunities (in terms of spaces, transportation, conciliation with family and professional life, etc) do you facilitate to ensure the participation of young people?

Asked - How do you support the participation of young people in terms of motivation? Are they invited to take part in decision making?

Responded - Do young people believe that their participation is making a difference in the organisation? What is the impact of their participation?

• What is needed for your organisation to have a more CLEAR internal strategy on Young people participation?

- Divide participants in groups by organisations and invite them to perform a CLEAR diagnosis regarding the organisation's strategy for promoting young people participation in decision making internally.

• The results of this reflection shall not be shared with other participants, since they refer to the private life of the organisations. Nevertheless, the trainer can also support the process by being available to answer questions and visiting each group.

• Participants should be encouraged to later share and discuss this exercise within their organisation, particularly with the decision-making members. This activity can be a starting point to allow an internal reflection and to redefine the organisation's youth participation strategy.

121 **DESIGNING A LOCAL YOUTH PLAN****Participants**

EUJD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers

**Group Size**

20

**Time**

60 minutes

**Objectives**

Allow participants to explore different phases of designing a local youth plan

**Materials**

- Projector
- Papers
- Pens

- **Instructions**

As European active citizens involved with their societies, we are looking for an NGO who can manage the immigrant integration in our country. We are members of a multicultural company, that has been created thanks to immigrants coming around the world. To celebrate the International Day of Immigrants, we would like to give 300.000 euros to an NGO, which will work with newcomers, respecting European values.

Facilitator divides people into 3 groups. Each group should present a draft of a project for getting this money. Project should be in the European values framework (key values: pluralism, non discrimination, tolerance, justice, solidarity, and equality). To create a draft, participants should: (30 mins to prepare; 2 mins for presentations).

1. Answer the following questions:

- What is the main immigrants' problem? How can you try to solve it?
- Which tools can you use for solving this issue?
- How can you make them feel like a part of society?
- Identify priorities, set goals, and outline strategies
- Consider a wide range of factors, such as education, employment, health, safety, and social inclusion

2. Make short financial plan (which should include the main items of expenditure and the approximately amount for each item)

3. Facilitate a group discussion to identify common themes and insights that have emerged from the group presentations. Discuss the feasibility and potential impact of the proposed goals and strategies.

• **Debriefing/ Notes**

- Problems can be the following: integration, languages, accommodation, legalisation, unemployment, health care.
- Tools: administration affairs (access to education, health insurance and workplaces), Develop a local community.
- Provide them mentors.

Questions for the debriefing:

- What was the most complicated issue?
- What was the most useful in this activity?
- Do you think immigration problem is the most threatening for the EU? Why/ Why not?
- Do you think it is easy to get money for NGO?
- How do you involve young people?



EMPOWERING NATIONAL YOUTH COUNCILS THROUGH ADVOCACY (SIMULATION)



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

120 minutes



Objectives

Understand the importance and role of advocacy in promoting youth rights and interests. Identify key advocacy issues and develop targeted advocacy campaigns. Utilise various advocacy tools and techniques to influence policymakers and stakeholders. Strengthen their communication and networking skills for effective advocacy. Create an action plan for advancing their advocacy agenda within their National Youth Councils.



Materials

- List of successful advocacy campaigns and links/documents

• Instructions

1. Understanding Advocacy (10 minutes)

- Define advocacy and its importance in promoting youth rights and interests.
- Provide examples of successful advocacy campaigns and their impact.
- Discuss the role of National Youth Councils in advocacy efforts.

2. Identifying Advocacy Issues (10 minutes)

- Facilitate a brainstorming session to identify key advocacy issues relevant to the participants' contexts.
- Encourage participants to share their insights and experiences.
- Discuss the criteria for selecting strategic advocacy issues.
- Introduce participants to a range of advocacy tools and techniques, such as policy briefs, position papers, public speaking, social media campaigns, and grassroots mobilisation.
- Provide practical tips and examples of how to effectively utilise these tools for advocacy purposes.

3. Developing an Advocacy Campaign (60 minutes)

Divide participants into small groups of 4-6 people.

Assign each group a specific cause or issue to advocate for (e.g., Equality of All Genders; Inclusive Societies; Mental Health & Wellbeing; Sustainable Green Europe, etc).

Ensure that each group receives a different cause to promote diversity and encourage learning from one another.

Provide background information and resources related to the assigned cause, including facts, statistics, relevant legislation, and success stories of advocacy efforts. You can find more info about youth goals at <https://youth-goals.eu>

Instruct each group to brainstorm their advocacy strategy, considering the following components:

- a. Goal: Define a clear and achievable goal related to the cause.
- b. Target Audience: Identify the specific individuals, organisations, or decision-makers that need to be influenced to achieve the goal.
- c. Key Messages: Develop persuasive messages that convey the importance and urgency of the cause and resonate with the target audience.
- d. Tactics and Activities: Determine the most effective advocacy tactics and activities to raise awareness, influence decision-makers, and mobilise support (e.g., social media campaigns, community events, meetings with policymakers, petitions, etc.).
- e. Resources and Allies: Identify potential resources, partnerships, and allies that can support the advocacy efforts.

Allocate 20 minutes for the groups to develop their advocacy strategy. Encourage creativity, collaboration, and critical thinking.

Once the strategy development time is over, ask each group to present their advocacy plan to the rest of the participants. Allow time for questions, feedback, and suggestions from the audience.

4. Simulation Campaign (20 minutes)

Transition to the simulation phase of the exercise. Instruct each group to enact a simulated advocacy scenario, where they will present their advocacy plan to a panel of decision-makers or stakeholders (you can assign some participants or facilitators to act as the panel).

Allocate time for each group to deliver their simulated advocacy presentation, followed by a Q&A session where the panel asks questions and provides feedback.

5. Conclusion and Next Steps (15 minutes)

After all groups have completed their simulations, facilitate a debriefing session to discuss the lessons learned, challenges faced, and insights gained from the exercise.

Encourage participants to reflect on the importance of effective communication, strategic thinking, and collaboration in successful advocacy efforts.

Discuss next steps for participants to implement their advocacy action plans within their National Youth Councils.

- **Debriefing/ Notes**

Examples of youth advocacy initiatives:

1. **Climate Action:** Youth-led movements like Fridays for Future, initiated by Swedish activist Greta Thunberg, have mobilised young people worldwide to demand urgent action on climate change. Young activists organise protests, engage in climate strikes, and advocate for sustainable policies and practices to address the global climate crisis.
2. **Education Access:** Youth advocates work to promote equal access to quality education for all young people. They advocate for improved educational infrastructure, inclusive curricula, affordable schooling, and policies that ensure education is accessible to marginalised and disadvantaged communities.
3. **Mental Health Awareness:** Youth advocates raise awareness about mental health issues and challenge the stigma surrounding mental health. They promote mental health education, advocate for improved mental health services, and work to create supportive and inclusive environments for young people struggling with mental health challenges.
4. **Gender Equality:** Youth advocates champion gender equality and challenge gender-based discrimination and stereotypes. They advocate for policies and initiatives that promote equal opportunities for all genders, combat gender-based violence, and ensure inclusive spaces for LGBTQ+ youth.
5. **Youth Participation in Decision-Making:** Youth advocates push for meaningful youth participation in decision-making processes at local, national, and international levels. They advocate for youth representation in governance structures, advisory bodies, and decision-making bodies to ensure that young people's perspectives and interests are taken into account.
6. **Youth Employment:** Youth advocates work towards improving employment opportunities for young people. They advocate for fair labour practices, inclusive hiring policies, skills development programs, and entrepreneurship support to address youth unemployment and underemployment.
7. **Social Justice and Human Rights:** Youth advocates fight against social injustices and human rights violations. They advocate for racial justice, immigrant rights, LGBTQ+ rights, disability rights, and other human rights issues, working towards a more inclusive and equitable society.
8. **Youth Health and Well-being:** Youth advocates focus on promoting physical and mental health among young people. They advocate for accessible healthcare services, comprehensive sex education, youth-friendly health facilities, and policies that prioritise youth well-being.



9. Civic Engagement and Democracy: Youth advocates encourage youth engagement in civic and political processes. They promote voter registration, youth-led political campaigns, and initiatives that empower young people to participate actively in democratic processes.

10. Poverty Alleviation: Youth advocates work to address poverty and socio-economic disparities. They advocate for policies and programs that provide access to basic needs, quality healthcare, education, and economic opportunities for disadvantaged youth.

Examples of advocacy tools:

- Policy Briefs: Concise documents that present key information, analysis, and recommendations on specific policy issues.
- Infographics: Visual representations of information, statistics, or data designed to convey messages quickly and clearly.
- Fact Sheets: Summarized documents containing information about a specific issue or campaign.
- Petitions: Online or offline forms through which individuals express support for a particular cause or policy change.
- Social Media Campaigns: Leveraging platforms like Twitter, Facebook, and Instagram to raise awareness, engage audiences, and promote specific messages.
- Letter Writing Campaigns: Encouraging supporters to send letters or emails to policymakers expressing their views on a particular issue.
- Letters to the Editor: Articles or letters submitted to newspapers or magazines expressing opinions on specific issues.
- Press Releases: Official statements sent to media outlets to announce news, events, or updates related to advocacy efforts.
- Advocacy Videos: Short films or videos that tell compelling stories, present key information, or showcase the impact of a particular issue.
- Toolkits: Guides providing resources, information, and strategies for advocates working on specific issues.
- Interactive Websites: Websites that engage visitors with interactive content, information, and calls to action.
- Public Speeches and Presentations: at public events, conferences, or community gatherings to convey messages and build support.
- Virtual Meetings: Online meetings or webinars that allow advocates to connect with a broader audience and discuss key issues.
- Podcasts: Audio programs that explore and discuss specific issues.
- Advocacy Events: Workshops, conferences, or seminars focused on raising awareness and educating participants about key advocacy issues.

YOUTH INFORMATION CAMPAIGN DESIGN



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

90 minutes



Objectives

Engage participants in designing a youth information campaign that effectively communicates important information to young people.

Explore participants' creativity, critical thinking, and problem-solving skills while considering the unique needs and preferences of the target audience.



Materials

- Flipcharts
- Sticky notes
- Pens

• Instructions

1. Divide participants into small groups of 3-5 individuals.
2. Provide each group with a flip chart paper, markers, sticky notes, and any other necessary materials.
3. Explain that their task is to design a youth information campaign on a specific topic (e.g., mental health, education, career guidance) relevant to young people.
4. Each group should follow these steps:

Step 1 (15 minutes)

- a. Identify the target audience: Discuss and determine the specific group of young people that the campaign will address (e.g., high school students, university graduates, unemployed youth).
- b. Define campaign objectives: Clarify the key goals and messages of the campaign, considering the youth goal and the specific topic chosen.

Step 2 (30 minutes)

c. Brainstorm campaign elements: Encourage creative thinking and generate ideas for campaign elements, such as slogans, visuals, social media content, interactive activities, and informational resources.

d. Design campaign materials: Allocate time for each group to create visual representations of their campaign elements on the flip chart paper. They can use drawings, diagrams, catchy phrases, or any other creative means to convey their ideas.

Step 3 (30 minutes)

e. Present and discuss: Allow each group to present their campaign design to the rest of the participants. Encourage feedback, questions, and discussions about the effectiveness and appeal of the campaign elements.

Step 4 (15 minutes)

f. Reflect and refine: Facilitate a brief discussion after all presentations to reflect on the different approaches and ideas shared. Ask participants to identify strengths and potential areas for improvement in each campaign design.

• **Debriefing/ Notes**

Tips for Facilitation:

- Encourage open and collaborative discussions within each group.
- Remind participants to consider the target audience's preferences, interests, and communication channels when designing the campaign.
- Emphasise the importance of clear and compelling messaging that resonates with young people.
- Foster an inclusive and respectful environment where all ideas are welcomed and valued.
- Consider allocating additional time for group work if needed, depending on the complexity of the chosen topic and the creativity of the participants.

Debriefing Questions for the Youth Information Campaign Design Exercise:

1. What was your group's chosen topic for the youth information campaign, and why did you select it?
2. How did you determine the target audience for your campaign? What factors did you consider in identifying the specific group of young people?
3. What were the main objectives of your campaign, and how did you tailor them to align with the youth goal and the chosen topic?
4. Discuss the creative elements and campaign materials you designed. What were some of the key messages, slogans, visuals, or interactive activities you incorporated? Why did you choose those specific elements?



5. Reflect on the effectiveness and appeal of your campaign design. How well do you think it would resonate with the target audience? Did you consider their preferences, interests, and communication channels?
6. What challenges did you encounter during the exercise? How did you overcome them as a group?
7. Share any feedback or suggestions you received from other groups during the presentations. Did their perspectives offer new insights or inspire you to reconsider certain aspects of your campaign?
8. In hindsight, what are some strengths of your campaign design that you are particularly proud of? Were there any areas that you feel could be further improved or developed?
9. How did this exercise enhance your understanding of youth information and its importance in effectively communicating with young people?
10. What lessons or key takeaways will you apply from this exercise when designing actual youth information campaigns in the future?

YOUTH INFORMATION ESSENTIALS



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

60 minutes



Objectives

Provide participants with an understanding of youth information and equip them with the essential knowledge and skills to effectively deliver youth information services.

By the end of the session, participants should be able to:

- Define youth information and its significance in supporting young people.
- Identify key components and best practices of youth information services.
- Understand the role of a youth information provider.
- Explore various channels and methods for delivering youth information.

• Instructions

1. Understanding Youth Information (5 minutes)
 - Definition and scope of youth information
 - Importance and benefits of youth information for young people
 - Case studies or real-life examples illustrating the impact of youth information
2. Key Components of Youth Information Services (5 minutes)
 - Resource collection and management
 - Accessibility and inclusivity considerations
 - Evaluation and quality assurance
3. Role of a Youth Information Provider (5 minutes)
 - Responsibilities and ethical considerations
 - Building trust and establishing rapport with young people
 - Confidentiality and data protection

4. Channels and Methods for Delivering Youth Information (10 minutes)

- Online platforms and websites
- Information centres and physical spaces
- Outreach programs and partnerships

5. Communication and Information-sharing Strategies (10 minutes)

- Effective listening and questioning techniques
- Clear and concise language
- Tailoring information to the needs of diverse audiences
- Visual and interactive tools for information dissemination

6. Digital Literacy in Youth Information (15 minutes)

- Understanding digital platforms and trends among young people
- Online safety and responsible digital engagement
- Engaging young people through social media and interactive content

• More information:

Youth information refers to the provision of accurate, relevant, and reliable information specifically targeted towards young people. It aims to empower and support young individuals in making informed decisions about various aspects of their lives, such as education, employment, health, relationships, and participation in society.

Youth information services are typically offered through various channels, including websites, helplines, social media platforms, information centres, and outreach programs. These services provide young people with access to a wide range of information, resources, and guidance to address their specific needs and interests.

Youth information plays a vital role in empowering young individuals, promoting their active participation in society, and supporting their personal and professional growth. By providing accurate and reliable information, it helps young people navigate the challenges they face and make informed decisions that positively impact their lives. Youth work and youth information are closely interconnected.

Youth information services have different objectives, such as:

1. Empowerment: Youth information aims to empower young people by providing them with knowledge and resources to make informed decisions and choices.
2. Support: It offers support in navigating different life situations, challenges, and transitions.
3. Participation: Youth information encourages young people to actively engage in society and participate in decision-making processes.



4. Personal development: It supports the personal, educational, and professional development of young individuals.
5. Health and well-being: It provides information on health-related topics, mental well-being, and access to support services.
6. Rights and opportunities: Youth information helps young people understand their rights, opportunities, and available resources.
7. Digital literacy: It promotes digital literacy and provides guidance on using digital tools and platforms responsibly and safely.

• **Debriefing/ Notes**

1. Recognizing the Relevance: Discuss how youth information centres aligns with the concerns, needs, and interests of young people. Explore how youth work professionals can identify and prioritise relevant issues through effective communication and engagement with young individuals.
2. Targeting the Audience: Emphasise the importance of understanding the target audience in youth work. Reflect on how youth workers can identify specific groups of young people and tailor their approaches, activities, and information dissemination to address their unique circumstances and preferences.
3. Communicating Objectives: Highlight the significance of clear objectives in youth work interventions. Explore how youth workers can align their goals and messages with the youth goals and the specific topic of the information campaign to maximise their impact on young people's lives.
4. Creative Engagement: Discuss how creative elements and campaign materials can be used in youth work initiatives to capture the attention and engagement of young people. Encourage participants to think about innovative ways to deliver information, facilitate discussions, and create interactive activities that resonate with the target audience.
5. Collaborative Approaches: Emphasise the value of teamwork and collaboration in youth work. Explore how youth workers can engage young people in the design and implementation of information campaigns, fostering a sense of ownership, participation, and empowerment among the target audience.
6. Overcoming Challenges: Reflect on the challenges faced by youth workers. Encourage participants to brainstorm strategies for overcoming obstacles, such as limited resources, time constraints, or communication barriers, while delivering effective youth information in their work.
7. Continuous Improvement: Discuss the importance of continuous learning and improvement in youth work practice. Encourage participants to reflect on the strengths of their campaign design and consider how they can further enhance their approaches and materials to better serve young people's information needs and aspirations.



• Topics for the debriefing related to youth work and national youth councils:

1. **Advocacy and Relevance:** Explore how youth information campaigns and activities aligns with the priorities and concerns of young people represented by national youth councils. Discuss how national youth councils can use youth information campaigns as a tool for advocacy, raising awareness, and mobilising support for issues that directly impact young people.
2. **Targeting the Council's Constituency:** Reflect on how national youth councils can utilise youth information campaigns to reach and engage their constituency effectively. Discuss strategies for identifying the specific needs, interests, and communication preferences of the young people represented by the council and tailoring the campaign accordingly.
3. **Amplifying Objectives:** Highlight the importance of aligning the campaign objectives with the goals and vision of the national youth council. Discuss how youth information campaigns can contribute to achieving the council's strategic objectives, such as promoting youth participation, influencing policies, and empowering young people to become active citizens.
4. **Creative Engagement for Councils:** Explore innovative ways in which national youth councils can creatively engage young people through their information campaigns. Discuss how campaigns can include interactive elements, social media strategies, workshops, and events to foster active participation and dialogue among young individuals.
5. **Collaborative Approaches and Partnerships:** Emphasise the value of collaboration and partnerships in youth information campaigns involving national youth councils. Discuss how councils can work with various stakeholders, such as government agencies, NGOs, educational institutions, and youth-led organisations, to enhance the reach, impact, and credibility of the campaigns.
6. **Overcoming Challenges and Maximising Influence:** Reflect on the challenges national youth councils may encounter in designing and implementing youth information campaigns. Encourage participants to brainstorm strategies for overcoming obstacles, such as limited resources, engaging diverse audiences, and ensuring the campaign's long-term sustainability.
7. **Evaluation and Continuous Improvement:** Discuss the importance of evaluating the effectiveness and impact of youth information campaigns conducted by national youth councils. Explore how councils can gather feedback, measure outcomes, and continuously improve their campaigns to ensure they are responsive to the evolving needs and aspirations of young people.

COMPETENCE WHEEL OF YOUTH WORK



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

30 minutes



Objectives

Explore and assess the various competences required for effective youth work, promoting self-reflection and identifying areas for personal and professional development.

• Preparation

Prepare the Competence Wheel Template

• Instructions

1. Explain the purpose of the exercise, which is to map out and assess the key competences needed in youth work. Emphasise that the exercise will help participants identify their strengths and areas for growth, enabling them to enhance their youth work practice.
2. Provide participants with a blank competence wheel template. The competence wheel should consist of sections or segments representing different competence areas. Examples of competence areas can include communication skills, group facilitation, intercultural competence, youth engagement, project management, advocacy, etc.
3. Instruct participants to reflect on their own skills and experiences in each competence area.
4. Ask participants to rate their level of proficiency or competence in each area on a scale of 1 to 5 (1 being low proficiency, 5 being high proficiency). Participants should mark their ratings on the competence wheel by shading or colouring the corresponding segment.
5. Group Discussion: Divide participants into small groups and encourage them to discuss their self-assessments. Participants can share insights, examples, and challenges related to each competence area. Facilitate a group discussion where participants can learn from one another's experiences and perspectives.

- **Debriefing/ Notes**

Summarise the key takeaways from the exercise, emphasising the importance of continuous learning and self-improvement in youth work. Encourage participants to revisit their competence wheel periodically to track their progress and reassess their skills.



EMPOWERING YOUTH THROUGH DIGITAL YOUTH WORK



Participants

EUYP Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

90 minutes



Objectives

Equip participants with knowledge and skills to effectively engage in digital youth work.

Explore the concepts, approaches, and tools related to digital youth work and understand its potential in empowering young people.

Gain insights into strategies for implementing impactful digital youth work initiatives.

• Instructions

1. Introduction (5 minutes)

- Explain the significance of digital youth work and its potential for empowering young people.

2. Understanding Digital Youth Work (15 minutes)

- Define digital youth work and highlight its key principles and objectives.
- Discuss the benefits and challenges associated with engaging in digital youth work.
- Explore the ethical considerations and safeguarding measures relevant to digital interactions with young people.

3. Exploring Digital Tools for Youth Work (20 minutes)

- Introduce various digital tools and platforms commonly used in digital youth work, such as social media, online collaboration tools, virtual meeting platforms, and digital storytelling platforms.
- Discuss the advantages and specific applications of each tool.
- Share examples of successful digital youth work initiatives to inspire participants.

4. Designing Effective Digital Youth Work Initiatives (25 minutes)

- Discuss strategies for planning and designing impactful digital youth work initiatives.
- Explore the importance of needs assessment and youth participation in the design process.
- Highlight key considerations, such as accessibility, inclusivity, and data privacy, when developing digital initiatives.

5. Interactive Activity: Digital Youth Work Scenarios (20 minutes)

- Provide participants with various scenarios related to digital youth work.
- In small groups, ask participants to analyse the scenarios and discuss appropriate strategies, approaches, and potential challenges.

Scenario 1: Online Youth Advocacy Campaign

Description: A group of young activists wants to raise awareness about climate change and advocate for sustainable practices in their community. They decide to launch an online advocacy campaign using social media platforms. They create engaging graphics, informative videos, and share compelling stories to educate their peers and encourage them to take action.

Scenario 2: Virtual Youth Mentoring Program

Description: A youth organisation wants to connect experienced professionals with young people who are interested in specific career paths. They develop a virtual mentoring program where mentors and mentees interact through video calls, online messaging, and shared resources. The program provides guidance, support, and networking opportunities for young people in their career exploration and personal development.

Scenario 3: Digital Skill-Building Workshops

Description: A local youth centre organises a series of digital skill-building workshops for young people in their community. They cover topics such as coding, graphic design, video editing, and social media marketing. The workshops are conducted online, and participants learn practical digital skills that can enhance their employability and entrepreneurial endeavours.

Scenario 4: Online Youth Participation Platform

Description: A municipality aims to engage young people in decision-making processes and community development initiatives. They create an online platform where young people can express their opinions, provide feedback on local policies, and propose ideas for improvement. The platform facilitates virtual discussions, surveys, and online consultations, allowing young people to actively participate in shaping their community.

Scenario 5: Digital Arts Exhibition

Description: A youth arts organisation wants to showcase the creativity and talents of young artists. They organise a digital arts exhibition where participants can submit their artworks online, which are then displayed on a dedicated website or virtual gallery. The exhibition allows young artists to reach a wider audience, receive feedback, and connect with other art enthusiasts, fostering a sense of community and appreciation for youth creativity.

• Debriefing/ Notes

Impact and effectiveness of digital youth work initiatives.

Support information

The digital world and digital tools play a crucial role in enabling youth participation in several ways:

1. **Access to Information:** The digital world provides young people with easy access to a vast amount of information. They can stay updated on current events, policies, and opportunities related to youth participation. Online platforms, websites, and social media channels allow young people to explore various topics, learn about different perspectives, and stay informed about issues that matter to them.
2. **Online Platforms for Engagement:** Digital tools offer dedicated platforms for youth engagement and participation. Online forums, social networks, and digital communities provide spaces for young people to connect, share ideas, and collaborate on initiatives. These platforms facilitate discussions, debates, and the exchange of experiences, allowing young people to voice their opinions, contribute to decision-making processes, and collectively address social, economic, and environmental challenges.
3. **Amplifying Voices:** Digital tools provide young people with the means to amplify their voices and reach a wider audience. Through blogs, vlogs, podcasts, and social media platforms, young people can express their opinions, share their stories, and advocate for causes they care about. These digital platforms enable youth to engage with peers, decision-makers, and the public, fostering dialogue and influencing public opinion.
4. **Crowdsourcing and Co-creation:** Digital tools enable crowdsourcing and co-creation of ideas and initiatives. Young people can use online platforms to gather input, feedback, and suggestions from a diverse range of individuals. Collaborative tools, such as shared document editing, virtual brainstorming, and project management platforms, facilitate collective problem-solving and the development of innovative solutions through the power of collective intelligence.

5. Digital Campaigning and Activism: The digital world provides a powerful avenue for youth-led campaigns and activism. Through social media, online petitions, and digital storytelling, young people can mobilise support, raise awareness, and advocate for social change. Digital tools allow for rapid dissemination of information, networking, and mobilisation of like-minded individuals, empowering youth to engage in impactful activism at local, national, and international levels.

6. E-participation and Online Consultations: Digital platforms facilitate e-participation and online consultations, enabling young people to contribute their opinions and ideas to policy development and decision-making processes. Online surveys, virtual town halls, and participatory platforms provide opportunities for youth to engage with policymakers, share their perspectives, and have a say in shaping policies that directly affect them.

Overall, the digital world and digital tools break down barriers, foster collaboration, and provide young people with opportunities to participate, express their views, and drive positive change on local, national, and global levels. They empower youth by amplifying their voices, expanding their networks, and enabling them to be active agents of social transformation.

Digital youth work can contribute to the European Youth Goals in several ways:

1. Enhancing Access and Inclusion: Digital youth work can bridge geographical and social barriers by providing young people with access to opportunities and resources regardless of their location. It ensures inclusivity by reaching out to marginalised groups, such as rural youth or those with limited mobility, and engaging them in activities that support the European Youth Goals.

2. Education and Skills Development: Digital youth work can promote digital literacy, skills development, and online learning opportunities. It equips young people with the necessary digital competencies and tools to navigate the digital world effectively. Through online courses, webinars, and digital workshops, youth work can support the goal of quality learning and enhance young people's employability.

3. Participation and Engagement: Digital platforms and tools enable youth work to engage young people in participatory processes. Online consultations, virtual discussions, and collaborative platforms provide opportunities for youth to actively contribute their ideas, opinions, and solutions to issues addressed by the European Youth Goals. Digital youth work can facilitate meaningful participation and empower young people to shape policies and decision-making.

4. Networking and Collaboration: Digital youth work connects young people across borders, fostering international collaboration and exchange. Online platforms, social networks, and virtual communities enable young people to network, share experiences, and collaborate on projects that contribute to the European Youth Goals. Digital tools facilitate the formation of transnational partnerships and the exchange of good practices, promoting a sense of European identity and solidarity.

5. Advocacy and Awareness-raising: Digital youth work can raise awareness about the European Youth Goals and mobilise young people to advocate for their implementation. Through digital campaigns, social media activism, and online storytelling, youth work can engage a wide audience and create a momentum for positive change. Digital tools enable the dissemination of information, amplification of voices, and effective advocacy efforts to promote the goals among policymakers and the general public.

6. Innovation and Entrepreneurship: Digital youth work can support young people in developing entrepreneurial skills and fostering innovative solutions that align with the European Youth Goals. Through incubators, online mentorship programs, and digital platforms for showcasing projects, youth work can nurture young entrepreneurs and encourage their engagement in sustainable and socially responsible initiatives.

By leveraging digital technologies and platforms, youth work can effectively contribute to the European Youth Goals, empower young people, and enable them to be active participants in shaping their own futures and the future of Europe.



DIGITAL YOUTH PARTICIPATION SPEED NETWORKING

**Participants**

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers

**Group Size**

20

**Time**

60 minutes

**Objectives**

Create an interactive and engaging activity that promotes networking and discussions around digital youth participation.

**Materials**

- Name tags or labels
- Questions about digital youth participation

• Preparation

- Arrange the seating in a circle or small groups, depending on the number of participants.
- Provide name tags or labels for participants to wear

• Instructions*1. Introduction:*

- Explain the purpose of the energizer, which is to encourage participants to connect with one another and share their perspectives on digital youth participation.
- Emphasise the importance of active networking and creating connections within the group.

2. Speed Networking:

- Divide participants into pairs or small groups, ensuring that each person has a partner or a group to interact with.
- Set a specific time limit (e.g., 3 minutes) for each round of networking.

3. Networking Questions:

- Provide a set of prepared questions related to digital youth participation.
- Each participant takes turns asking their partner/group members a question and listening to their response.
- After the allocated time, signal for participants to switch partners or groups and move to the next person.

1. *What is one digital platform or tool you find most effective for engaging youth in participation?*
2. *How do you ensure inclusivity and diversity in digital youth participation initiatives?*
3. *Share an example of a successful digital youth participation project you have been involved in.*
4. *What challenges have you encountered when implementing digital youth participation strategies, and how did you overcome them?*
5. *How do you measure the impact and effectiveness of digital youth participation initiatives?*
6. *What innovative methods or approaches have you used to encourage youth to actively participate in online discussions or decision-making processes?*
7. *Share a valuable lesson or insight you have gained through your experience with digital youth participation.*
8. *How do you address concerns around privacy and data protection when engaging youth in digital platforms?*
9. *What strategies have you found effective in bridging the digital divide and ensuring equal access to digital participation opportunities?*
10. *How do you foster collaboration and teamwork among youth participants in digital spaces?*

4. Rotations:

- Repeat the speed networking process for multiple rounds, allowing participants to meet and exchange ideas with different individuals or groups.

• **Debriefing/ Notes**

After several rounds of speed networking, gather participants for a brief debriefing session.

Ask participants to share any interesting insights or perspectives they gained from their interactions.

Facilitate a discussion on the importance of digital youth participation and how it can be enhanced through networking and collaboration.

Conclude the exercise by highlighting the value of networking and exchanging ideas in the context of digital youth participation.

Encourage participants to continue networking throughout the training session and beyond.



DIGITAL YOUTH WORK QUEST



Participants

EUYP Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

90-120 minutes



Objectives

Engage participants in a fun and interactive game that explores the various aspects of digital youth work and its impact on youth empowerment and engagement.



Materials

- Game board (with a path divided into sections or spaces)
- Game cards (question cards, challenge cards, and opportunity cards)
- Game tokens or markers for each participant
- Timer
- Dice or spinner

• Preparation

Set up the game board in a visible and accessible area.
Prepare Game cards and put them on the board game.
Create groups of 5 participants

• Instructions

Explain the objective of the game: Participants will embark on a digital youth work quest where they will navigate the game board, answer questions, complete challenges, and seize opportunities related to digital youth work.

Each group selects a game token or marker and places it at the starting point on the game board.

Determine the order of play (e.g., clockwise or based on the youngest participant).

The first player rolls the dice or spins the spinner to determine the number of spaces they can move forward.

The player moves their game token accordingly and lands on a designated space.

Depending on the type of space landed on, all groups draw a corresponding card from the relevant deck (question, challenge, or opportunity).

- If it's a question card, all groups read the question aloud and have a designated amount of time to answer it. Other participants can also provide input or engage in a discussion.
- If it's a challenge card, all groups must complete a given task or solve a problem related to digital youth work within a specified time limit. Other participants can offer assistance or collaborate.
- If it's an opportunity card, all groups are presented with a scenario or situation related to digital youth work and must make a decision or take action based on the given options. The consequences of their choice are discussed.

Once the first group has completed the card's instructions, the turn passes to the next player, and the process continues.

The game continues until a group reaches the finish line or a predetermined end point on the game board.

- **Debriefing/ Notes**

Conduct a debriefing session after the game to discuss key learnings, insights, and reflections on the role and impact of digital youth work.

Supporting Documents

10 question cards related to digital youth work:

1. How can digital platforms and social media be used to promote youth participation and engagement in community projects?
2. What are some potential risks and challenges associated with online youth work, and how can they be effectively addressed?
3. How can digital tools and technologies enhance the reach and accessibility of youth support services?
4. What are some strategies for fostering digital literacy and digital skills among young people to empower them in the digital world?
5. How can online collaboration and virtual teamwork be utilised in youth work initiatives to foster creativity and innovation?
6. What ethical considerations should be taken into account when working with young people online, and how can privacy and data protection be ensured?
7. How can online platforms be used to amplify the voices of marginalised or underrepresented youth and promote inclusivity in decision-making processes?

8. What are some effective approaches for using gamification and interactive technologies to enhance youth learning and personal development?
9. How can digital storytelling and media production tools be utilised to empower young people to share their experiences and advocate for social change?
10. What are the potential benefits of establishing online communities and networks for youth, and how can they be effectively managed and sustained?

10 challenge cards for your digital youth work game (3 minutes per answer):

1. Create a social media campaign targeting youth to raise awareness about a specific social issue.
2. Develop a video tutorial or online guide on a digital skill that can empower young people in their personal or professional lives.
3. Organise a virtual panel discussion or webinar on a relevant youth topic, inviting guest speakers and engaging a diverse audience.
4. Collaborate with a local youth organisation to create an interactive online workshop or training session on a specific digital topic.
5. Design and implement a survey or online poll to gather insights from young people on their needs, interests, or concerns.
6. Create a podcast episode discussing the impact of digital technologies on youth mental health and well-being.
7. Launch a crowdfunding campaign to support a digital youth project or initiative that addresses a pressing social issue.
8. Plan and execute a virtual hackathon or coding challenge to encourage young people to develop innovative digital solutions.
9. Conduct a case study analysis on a successful digital youth work project, identifying key strategies and lessons learned.
10. Develop a comprehensive digital youth work resource guide, including tools, best practices, and case studies for practitioners and organisations.

10 opportunity cards for your digital youth work game (3 minutes per answer):

1. You have been invited to speak at a national conference on digital youth engagement. Prepare a presentation showcasing successful digital youth work initiatives and their impact.
2. A renowned tech company is offering a mentorship program for young people interested in pursuing careers in the digital field. Apply for the program and take advantage of this unique opportunity.
3. A funding organisation has announced a grant specifically for digital youth work projects. Develop a compelling project proposal and submit it for consideration.
4. Join an international online forum for digital youth work practitioners to exchange ideas, share resources, and collaborate on projects.
5. Your local government is seeking youth representatives for a task force focused on digital inclusion. Nominate yourself or encourage a fellow participant to apply for this important role.



6. An influential youth influencer is looking for guest contributors to their popular blog. Submit an article highlighting the positive impact of digital youth work in your community.

7. Participate in a virtual training program on digital storytelling techniques to enhance your ability to engage and empower young people through digital media.

8. Connect with a youth organisation in a different country and explore opportunities for a cross-cultural digital collaboration project.

9. Attend a webinar on digital safety and online ethics, and gather practical strategies to ensure the well-being of young people in the digital space.

10. Volunteer your digital skills to support a local non-profit organisation in revamping their website or developing an engaging social media campaign.



FACILITATION SKILLS



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

60 minutes



Objectives

Identify the basic skills and competences of a facilitator;



Materials

- Pens
- Markers
- Flipcharts

• Instructions

The aim of the following exercise is to promote a reflection and discussion on what are the basic skills of a facilitator based on the four pillars of learning recognized by UNESCO.

Firstly, each participant should identify the maximum of skills and competences of a facilitator.

Secondly, the participants, in pairs, between themselves must discuss the identified options. In the final phase, each group (5/6 people) should identify the five most important characteristics in each of their lists and answer the following questions, on a flipchart:

- . What should workers know [head]?
- . What should workers be able to do [hands]?
- . What emotional and personal competence should workers have [heart]?
- . What should workers have in their backpack?

• **Support information**

Know more:

<https://nj.gov/education/AchieveNJ/teams/strat14/FacilitatorToolKit.pdf>

https://www.salto-youth.net/downloads/4-17-2780/fin_Set_of_competences_trainers.pdf

Facilitation tasks include:

- _ helping the group decide on a structure and process for the meeting and keeping to it;
- _ keeping the meeting focussed on one item at a time until decisions are reached;
- _ regulating the flow of discussion – drawing out quiet people, or those with the most relevant expertise, and limiting those who tend to do a lot of the talking;
- _ clarifying and summarising points, testing for consensus and formalising decisions;
- _ helping the group deal with conflicts;
- _ keeping the meeting to time;
- _ ensuring that a written record is made of any action points and decisions agreed at the meeting.

To ensure that the group is using the most effective means of working through topics the facilitators might introduce tools such as ideastorming, go-rounds or small group discussions.

A facilitator never “directs” the group without its consent;

At no time does the facilitator make decisions for the group or take on functions which are the responsibility of the group as a whole;

A good facilitator stays neutral and helps the members of the meeting be aware that it is their business that's being conducted. The success of the meeting is the mutual responsibility of the whole group. The facilitator needs to be aware of this and always get the group's agreement before using processes or tools.

Good listening skills including strategic questioning to be able to understand everyone's viewpoint properly. Energy and attention for the job at hand.

Assertiveness – know when to intervene decisively and give some direction to the meeting.

Confidence that good solutions will be found and consensus can be achieved.

Neutrality on the issues discussed. Trust in the facilitator is dependent on them avoiding manipulating the meeting towards a particular outcome. If this becomes difficult, or you know in advance that you'll struggle to remain impartial try:

- _ stepping out of role and letting someone else facilitate;
- _ making it clear when you're expressing your own opinion and when you're intervening as the facilitator;
- _ trusting that someone else will express your thoughts or feelings on the issue;
- _ asking someone else, in advance, to ensure your opinion is mentioned.



Basic issues	Knowledge (Knowledge)	Capabilities (Know-how)	Attitudes (Knowing how to be)
Why this training?	Analyse the context and identify training needs.	Needs Diagnosis	Identification (and passion) with the themes, purposes and methodology
What is this training for?	Establish priorities; Identify and articulate objectives and target groups; Know the history of the participants.	Prioritisation Planning Negotiation	Motivation Autonomy Inquisitiveness
What to train about?	Identify pedagogical objectives (expected learning outcomes); Identify the contents and skills to be developed in the training; Know and understand the theories and basic concepts about the topics to be addressed, as well as related subjects; Know resources to deepen the topics to be addressed.	Teamwork Resource Management Leadership Active Observation/Listening (participant-centred)	Self confidence Aperture
How to train?	Know and understand different educational strategies and methodological approaches; Identify the strategy / methodology related to the purposes, objectives and contents; Recognize the role of trainers/facilitators in accordance with the methodology adopted.	Communication and Presentation Skills Time Management Group Management Conflict Management Motivation	Reflexivity Resilience Flexibility Creativity Critical Thinking
Where, when and through what to form?	Design the Activity Plan: dates, location, program, session plan, specific tools/techniques.	Provocative / Challenging Reactivity / Dynamism	Tolerance and Respect Empathy
With what and with whom to train?	Identify necessary resources (material, financial, human) and ways to improve them;	Critical Analysis Sensitivity	'Coach' (Encouragement and Support)
How to evaluate training results?	Identify objectives and evaluation criteria; Identify strategies, tools and moments of evaluation; Identify a 'follow up' strategy (follow-up, continuity - sustainability)	Creativity Flexibility and Adjustment Sense of Humor	Inspirational Transparency Inclusion

PREPARING AND DELIVERING A WORKSHOP



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

120-180 minutes



Objectives

Equip participants with the knowledge and skills necessary to effectively prepare and deliver workshops.

By the end of the session, participants should be able to:

- Understand the key elements of workshop design
- Develop clear learning objectives.
- Create engaging workshop content.
- Master facilitation techniques.
- Handle common workshop challenges.



Materials

- Flipcharts and markers
- Projector and screen
- Laptop or computer for presentations
- Handouts and worksheets
- Sticky notes
- Timer

• Instructions

Understanding Workshop Design (5 minutes)

Trainer presents the key elements of workshop design: audience, objectives, content, structure, and evaluation.

Activity 1: Workshop Design Exercise (30 minutes)

Participants work in pairs or small groups to brainstorm and outline a workshop idea, considering the key elements discussed in Module 1. Share and discuss the ideas as a group.

Developing Clear Learning Objectives (5 minutes)

Trainer presents the significance of learning objectives and SMART criteria for setting objectives.

Activity 2: Writing Learning Objectives (10 minutes)

Participants practise writing SMART learning objectives for their workshop ideas. Peer review and feedback.

Creating Engaging Workshop Content (5 minutes)

Trainer presents Strategies for designing engaging content, the importance of a structured agenda and techniques for incorporating multimedia, interactive activities, and discussions.

Activity 3: Content Development (20 minutes)

Participants work on creating an outline for their workshop content, considering engagement strategies discussed in Module 3.

Activity 4: Implementing a workshop (30 minutes)

Participants implement the workshop that they prepare before, or in the community or to other colleagues. Peer and facilitator feedback.

Handling Common Workshop Challenges (20 minutes)

Identifying and addressing common challenges: time management, technology issues, participant disengagement, etc. Strategies for maintaining a positive and productive workshop environment.

Activity 5: Problem-Solving Scenarios (20 minutes)

Participants work in groups to brainstorm solutions for common workshop challenges. Share and discuss solutions as a group.

Conclusion and Q&A (15 minutes)

- **Debriefing/ Notes**

Evaluation Guide

Preparation of the Activity

- Definition of the Objectives of the Activity;
- Definition of Contents;
- Program Structure;
- Selection of Methods;
- Teamwork (communication; expectations management; involvement; ...);
- Acquired Learning.

Implementation of the Activity

Program/Session

- Framing of the Session;
- Compliance with the Session Plan;
- Adequacy of Methods (relationship between activities, objectives and contents);
- Time Management;
- Space and Resources Management;
- Results of the Session.

Team of Trainers of the Workshops

- Attitude/Posture;
- Communication with the participants (clarity and objectivity in the message, ...);
- Communication in the Team of Trainers;
- Individual performance;
- Performance of the Team of Trainers (definition and coordination of roles, ...).

Team of Participants

- Motivation and Participation;
- Attitude;
- Learnings Achieved;
- Participant Group Dynamics

Final considerations:

What are the biggest challenges?

What were the biggest individual learnings?

What are the team's biggest learnings?

If you were to start a new process now, what would you do differently?

BASICS OF YOUTH WORK AND LEADERSHIP



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

8 - 40



Time

90 - 120 minutes



Objectives

Explore principles and values of youth work.

Reflect on own approach to youth work.

Discover differences and similarities of approaches within the group of learners.



Materials

- 4 stories printed
- Printed visualisations of the persons described below

• Preparation

- Min 8 participants, max 40
- The group is divided into 4 groups within which there are 2 subgroups - each should have a bit of space to discuss privately
- Indoor/ outdoor/ unrestricted
- The duration depends on the intensity of the discussions, it may take 90 -100 min

• Instructions

Instructions

- Explain to the group the purpose of the exercise.
- Divide them into 4 groups explaining that each group will analyse 1 case study either as defenders or prosecutors.
- Tell them the 4 stories in short.
- Distribute the 4 stories to the 4 groups.

Assign the task for defenders sub-groups to prepare defence speech for the given persona and for prosecutors sub-groups to prepare an accusation speech for the given persona, naming what values/ principles of youth work were broken - given them 15 minutes for this phase.

- **Debriefing/ Notes**

What are your approaches to values and ethics in youth work?

Persona 1 | Mark

Mark leads a training course about human rights using the role-play games methodology.

Participants of the training are involved in a role-playing exercise, during which players try to fulfil their objectives to get points. At some point of the game one of the participants – Simon made a game winning action that beforehand was discussed with the Trainer. Rules of the game clearly said that at any time, to assure safety of participants, rules of the game can be modified by the trainer. After talking with the participant, Mark agreed to slightly modify the rules of the game, but clearly explained the reasons for it right after the action of Simon.

At this moment Tom, one of the participants, ran out of the room crying. He did not understand that the action was done according to the rules of the game and felt cheated. He came back for the debriefing of the exercise but instead of talking about his experience he started to attack Simon calling him “cheater”, “asshole” and “fucker”. Mark tried to stop Tom from the personal attacks, kept explaining the situation over and over again, proving that everything happened according to the rules. The discussion between Tom and the trainer continued after the debriefing. Tom was screaming, shouting and at some point, demonstrated signs of aggression. Tom said that “if it is normal here to break the rules, he doesn’t want to participate anymore”. Mark tries to calm Tom down, but as it seemed not possible Mark decided to send him home. He asked Tom to leave the venue right away. Tom closed himself in the room crying, screaming, because he wanted to stay with the group, even though he said something opposite.

Tom had a bipolar disorder that he was aware of, but he never mentioned it to the trainer. Mark didn’t get this information in the participant registration form, but some previous behaviours could bring him an idea that Tom requires a special attention. At the end Tom left the project and his learning experience was totally ruined.

Persona 2 | Monica

Monica is running a training course about democracy. Since she was a young girl, she was an activist, truly believing in the need of promoting democratic values. She was joining several social movements, demonstrations. She was very active in social media and never hid her points of view on this issue.

During one of the workshops during the training, one of the participants – Ralph started to spread a conspiracy theory that democracy is a way to manipulate societies. He was very convincing and presented several semi-scientific pieces of evidence.

The topic became very interesting for participants and changed the order of discussion. Monica tried to explain to the group that this theory is based on fake news. She took the discussion very personal and shared her political opinions. She tried to convince Ralph of her opinion, but he rejected all arguments and attempts for the discussion. He claimed that he is presenting scientific evidence that Monica doesn't want to believe because she is already manipulated.

At some point Monica could not stand it anymore and she said that she will not tolerate spreading fake news during her training. She said that in her training there is no place for closed minds that are not open for discussion. She asked Ralph to accept universal values or stay quiet. Ralph left the room feeling offended.

Persona 3 | Evan

The training course is about a sensitive topic, especially culturally and in religious context - TC for youth workers on how to convey sex-education for teenagers. During the Training Course we test methods and tools of sex education and discuss their adaptability, appropriateness and meritocratic value. Every participant has their own good or bad experiences from the past, their biases, their cultural background and the religion is not on the table of the project. It is advertised as neutral and scientific.

During the discussion about which age of young people sex-ed should be introduced and if the same contents should be passed to all genders, participants started to have strong opinions about it.

Lines of conflict:

- We should have in mind non-binary self-identification of young people and not divide them into 2 groups of girls and boys, because they won't feel comfortable and should be recognized,
- We should promote identification of young people with their sex, because we should prevent problems with identification that may arise in the future and is proven that it comes together with mental issues, may even lead to suicides of young people.

The trainer (Evan) takes a position here and responds that the second approach is based on the assumption that 2 sexes are normal and non-binary people are deviations that can be prevented by education and this is not proven.

The participant (Robert): "But we cannot accept choices of young people, when they are leading to risky behaviours that will be potentially dangerous for them. That's not moral!"

Evan: "This approach is dominant in religious movements and conservative countries, but we are on neutral TC. Please save your opinions for yourself."

Robert: "But your liberal approach is also ideological. Based on the idea that people can harm themselves because they're free. How is that different from my cultural perspective?"

Evan: “We should close this discussion, because it’s not productive.” Robert finished the TC with the sense that his religion is not accepted in the field of youth work and that youth work is ideological.

Persona 4 | Gerard

Gerard is a trainer in active citizenship. He is delivering a course about youth policy development on the local level for young activists, where the result should be a draft document of the youth policy for the city.

Gerard’s task was to explain to participants how youth policy works on the European level and in their country as well as equip them in the competences to formulate policy documents by themselves. As among participants there are representatives of youth wings of different political parties, Gerard tried to be very professional and keep politically neutral. In the last part of the training, when participants started to talk about the content of their policy documents, arguments began. It turned out that young people took their role of “future policy making” very seriously and they tried to impose points of view of their parties in the document.

The culminating point at the discussion was about promoting the possibility of being elected to the school council among youngsters with a migration background. The conservative part of the participants was against this point – their main argument was that it is not fair to put a special effort in promoting the elections among a certain group. “Why migrants should be treated better than us?” they were saying.

The rest of the groups were ready to fight for this point as a chance for empowering and giving rights to those groups. The argument got out of control; participants, on both sides, used emotional arguments they heard from other politicians that justified discrimination some social groups.

Gerard tried to facilitate the discussion with different moderation techniques, but he did not react to hurt feelings of participants. He addressed the issue of culture of discussion but stayed totally neutral when it comes to arguments of participants that offended others. Participants did not reach the agreement and left the workshop without the draft document.

LEADERSHIP IN PRACTICE



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

60 minutes



Objectives

Simulate the role of government, learn how the state institutions work and what are their competencies,

Encourage active citizenship of participants through reflection about possible solutions for various political and economic issues,

Improve soft-skills like argumentation, teamwork, the compromise process etc.



Materials

- Flipcharts and Markers

• Instructions

Divide participants into several groups and give them various political and economic issues that have to be solved in the best possible way. Nonetheless, at the same time, solutions should be real and applicable to the real world. Each group should create their fictional country, simulate their role as government and discuss how to solve the received problem. Problems can be current or former problems of a certain country / or can be slightly adapted to the realities. After discussions, each group will present their country, problem and proposals for solving it.

Issues examples:

Political issues:

- **Youth Representation:** Limited representation of young people in political institutions, leading to a lack of influence on policies that affect them.
- **Political Engagement:** Low levels of political participation and voter turnout among young people.
- **Social Justice and Equality:** Advocacy for social justice issues, including racial equality, gender equality, LGBTQ+ rights, and environmental justice.

- **Youth Activism:** Increasing interest and involvement in activism among young people on various social and political issues.
- **Civic Education:** Lack of comprehensive civic education, limiting young people's understanding of political systems and processes.
- **Participation in Decision-Making:** Limited opportunities for young people to actively participate in decision-making processes at the community, national, and international levels.
- **Human Rights:** Advocacy for the protection of human rights, including freedom of expression, assembly, and privacy.
- **Global Citizenship:** Growing interest in global issues and a desire for international collaboration to address challenges like climate change, global health, and migration.

Economic Issues:

- **Youth Unemployment:** high rates of youth unemployment and underemployment, hindering economic independence.
- **Job Market Challenges:** Difficulty in accessing stable and well-paying jobs, particularly in the face of automation and technological changes.
- **Education Affordability:** Concerns about the rising costs of education, including tuition fees, which may limit access to higher education.
- **Student Debt:** Increasing levels of student debt, posing a financial burden on young people as they enter the workforce.
- **Housing Affordability:** Challenges in accessing affordable housing, leading to increased reliance on renting or living with parents.
- **Entrepreneurship Opportunities:** Limited resources and support for young entrepreneurs, hindering the growth of small businesses and startups.
- **Economic Inequality:** Concerns about income inequality and the concentration of wealth, with young people often facing challenges in building financial stability.
- **Digital Economy Challenges:** Navigating the gig economy and adapting to the changing nature of work, with concerns about job security and employment benefits.
- **Financial Literacy:** Lack of financial education and literacy, impacting the ability of young people to make informed economic decisions.
- **Access to Credit:** Challenges in obtaining credit and financial services, limiting opportunities for economic growth and investment.

Social issues:

- **Mental Health:** Rising concerns about mental health issues, including stress, anxiety, depression, and the stigma surrounding seeking help.
- **Social Media Impact:** The impact of social media on self-esteem, body image, and mental well-being, as well as issues related to cyberbullying and online harassment.
- **Identity and Inclusion:** Struggles with issues of identity, belonging, and inclusion, particularly for marginalized groups based on race, ethnicity, gender, sexual orientation, and religious beliefs.

- **Social Isolation:** Feelings of social isolation and loneliness, exacerbated by factors like the digital age, migration, and changes in social dynamics.
- **Diversity and Inclusion:** Advocacy for diversity and inclusion in all aspects of life, including education, workplaces, and cultural representations.
- **Gender Equality:** Ongoing efforts towards achieving gender equality and addressing issues like gender-based violence, unequal opportunities, and discrimination.
- **Access to Healthcare:** Concerns about access to affordable and comprehensive healthcare services, including sexual and reproductive health.
- **Substance Abuse:** Challenges related to substance abuse and addiction, including the impact of peer pressure and mental health issues.
- **Access to Cultural and Recreational Opportunities:** Ensuring that young people have access to cultural, recreational, and artistic opportunities

- **Debriefing/ Notes**

Know More:

https://www.salto-youth.net/downloads/toolbox_tool_download-file-1611/SEEYN%20LEADERSHIP%20HANDBOOK.pdf

After the presentation of the proposals, other groups should raise comments, concerns or feedback towards other ideas. Presenting groups can stand for their solution or accept the solution of others. Keep discussion focused on how we could achieve such solutions without political power (through specific projects, initiatives, NGOs etc.) or how we could force politicians to do something...what are our rights etc.

This method can be adapted under various circumstances and environments. For example, on solving issues only in the participants' local community or their schools. It is inspired by the "Create & Control" project that lasted for 1 year and young people met regularly every 2 months during the summits. The results of the negotiations and proposed solutions were assessed by invited experts who selected the teams that handled and tackled issues in the most efficient way.

In addition, there are various political simulations organised – e.g., Model European Union, Model United Nations etc. to think about the problems and solutions on the European or international level.

YOU ARE MY LEADER



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

90 minutes



Objectives

Develop decision making, time management, stress management, delegation, group facilitation and management skills.



Materials

- At least 150 lego pieces
- 20 sets of letters
- 20 sets of numbers (and arithmetical operations?)
- 30 odd one out questions
- 8 riddles
- Handout with instructions to give to the players in page 4
- Timer

• Instructions

Divide the group into 2. Each group should have two observers, one leader and the others should be players. Give them the same number, shape and colour of lego pieces.

The objective is to make exactly the same blocks of legos the trainers hold!

Rules of the game:

- Leader and players will actively participate in the game. Observers will watch the game (the attitudes of the leader and the players) and take notes only. They will not command, act or give clues about the challenges.
- Only three people in the team can see the lego blocks and each time, only one person can see the blocks.
- They can look at the blocks for only 10 seconds each time.

- In order to see the blocks again:
 1. teams should produce 10 words with the letters that the trainers will give or
 2. teams should find the number that the trainer will say by using 4 arithmetical operations: addition, subtraction, multiplication and division, with the given numbers only. They can use each number only once.
- In order to extend the time:
 1. teams should find the odd one in the set of words that the trainer will give. Each correct answer will add 30 extra seconds or
 2. teams should answer the riddles. Each correct answer will add 5 more minutes. An incorrect answer will reduce the time by 1 minute.
- In the beginning, teams will have 5 minutes to play the game. Then with their performance, they can increase or decrease their time.
- The teams should arrange the blocks correctly in the time they have and before the other team finishes.

The first team to arrange the lego blocks exactly as the trainer holds, wins the game.

Recommendations: Have them make a block of around 30 lego pieces with different colours and shapes. Also you can give them additional 10 pieces to confuse them a little bit.

Know More:

https://www.salto-youth.net/downloads/toolbox_tool_download-file-1611/SEEYN%20LEADERSHIP%20HANDBOOK.pdf

• Debriefing/ Notes

Ask general questions to the whole group: How was the game? How did you feel? etc. Ask observers to read their notes. The observations will be evaluated with the leaders and the players.

Ask leaders questions: “How did you feel as a leader?”, “How was your delegation and management style?”, “When you are in a stress, how do you behave to the others?”, “Were you encouraging?”, “Were you emphatic?”, “What did you realise with your leadership skills?”, “If you had a chance to play the game again, what would you do differently?”, “Does this game make you understand a new perspective of your personality as a leader?”, etc.

Ask players questions: “How did you feel as a player?”, “Are you able to work in a stress or in a stressful environment?”, “How was your relation with your leader?”, “If you were the leader, what would you do differently?”, etc.

Here are examples of some challenges:

1. Find the word using these letters: codacyav.
2. I speak without a mouth and hear without ears. I have no body, but I come alive with the wind. What am I?
3. I have keys but open no locks. I have space but no room. You can enter, but you can't go inside. What am I?
4. If a train travels at a speed of 60 kilometers per hour and covers a distance of 240 kilometers, how long does it take for the train to reach its destination?
5. I have two digits. The first digit is the number of fingers on one hand, and the second digit is the number of legs on a typical person. What number am I?
6. I'm a single-digit number. I am often considered lucky, and people associate me with wishes. When you turn me on my side, I resemble a symbol that brings luck. What number am I?
7. I am a four-letter word. I'm a color, often associated with the sky on a sunny day. What word am I?

Solutions:

1. Advocacy
2. Echo
3. Keyboard
4. 4 hours
5. 52
6. 7 (When turned on its side, the number 7 resembles a horseshoe, which is often considered a symbol of luck.)
7. Blue

Follow up Proposal

As for the next session with 90 minutes, the following tool is recommended:

Make 5 groups. Write on the flipchart "The main difference between leaders and managers is that leaders have people follow them while managers have people who work for them.

A successful business owner needs to be both a strong leader and manager to get their team on board to follow them towards their vision of success."

Have them watch the speeches of the leaders from the movies (links are below) and ask them what qualities they have.

After each film, let them write the adjectives on the flip chart and discuss the characters in the films.

1. Braveheart: Freedom Speech: <https://www.youtube.com/watch?v=IEOOZDbMrgE>
2. Vikings: Ragnar Lothbrok Means What He Says: <https://www.youtube.com/watch?v=zuNV-kCk-XY>
3. A Bugs Life: video: <https://www.youtube.com/watch?v=9MO1aY1xC80>

4. Cartoon Movie: "From strong leadership comes unity, from unity comes power."

<https://www.youtube.com/watch?v=HxEntJilEd0>

5. The Birds: https://www.youtube.com/watch?v=fUXdrl9ch_Q

At the end, ask them to create quotes about the leader or leadership and write them on the cards in a visible size from a distance so that everyone can read it on the wall. When all the groups finish their quotes, ask them to present them to everyone. Ask the others' opinions about the quotes. The cards will be hung on the walls at the end of the session.



NATIONAL YOUTH COUNCILS INTO ACTION



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

75 minutes



Objectives

Facilitate the process of establishing a common agenda among participants by identifying shared goals and priorities



Materials

- Flipchart paper
- Markers
- Sticky notes
- Tape or adhesive

• Instructions

1. Introduction (5 minutes)

- Begin by explaining the importance of establishing a common agenda in collaborative efforts.
- Emphasise the need for shared goals and priorities to ensure effective teamwork and collective action.

2. Brainstorming Session (15 minutes)

- Distribute sticky notes and markers to each participant.
- Instruct participants to individually brainstorm and write down their ideas for goals and priorities related to the training topic or project.
- Encourage participants to think broadly and consider both short-term and long-term objectives.
- Remind participants that there are no right or wrong answers and that all ideas are welcome.

3. Group Clustering (20 minutes)

- Create a designated wall space or several flip chart papers labelled with different categories (e.g., themes, objectives, priorities).
- Ask participants to come forward and place their sticky notes on the corresponding category or theme that best represents their ideas.
- Encourage participants to read and discuss the sticky notes placed by others, looking for similarities and connections.

4. Facilitated Discussion (15 minutes)

- Initiate a group discussion to explore the common themes and connections identified during the clustering process.
- Facilitate the conversation by asking open-ended questions such as:
 - What are the main recurring themes or priorities that have emerged?
 - Are there any goals that have received significant support from the group?
 - How can these shared goals contribute to the overall mission or purpose of the training or project?
 - Are there any conflicting goals or priorities that need further discussion or resolution?

5. Goal Consolidation (15 minutes)

- Based on the facilitated discussion, guide the participants in consolidating the common goals and priorities.
- Use a separate flipchart paper or a digital tool to list the agreed-upon goals and priorities.
- Encourage participants to provide input and suggestions for refining the wording and clarity of each goal.

6. Finalise the Common Agenda (5 minutes)

- Review the list of common goals and priorities with the participants.
- Seek their agreement and consensus on the finalised common agenda.
- Discuss next steps for using this common agenda as a foundation for further planning and collaboration.

LEARNING CAFÉ



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

30 minutes



Objectives

Facilitate a non-formal and interactive evaluation of a training program.

• Instructions

1. Set up different stations or tables in the training venue, each representing a specific aspect or theme related to the training program.
2. Provide guiding questions or prompts for each station (different flipcharts, placed around the training room - silent floor methodology), and invite participants to answer the following questions:
 - . I learned
 - . I would like to say
 - . I understood
 - . I would like to wish something to somebody
 - . I feel
 - . I would like to thank to somebody for something
3. After participants have rotated through all the stations, reconvene as a whole group for last words to all groups.

TRAINING EVALUATION SURVEY



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

30 minutes



Objectives

Evaluate the training program.

• Instructions

Questionnaire:

1) How would you rate the overall training experience?

Answers from 1 (Very low quality) to 6 (Very high quality)

2) In your opinion to what extent were the objectives of the activity achieved?

Answers from 1 (Not achieved) to 6 (Completely achieved)

- To understand the Youth Goals
- To identify local priorities and young people's needs
- To acquire information and communication skills
- To build partnerships and projects
- To develop action plans

3) Please share your comments.

If possible, please highlight important aspects that you appreciated or/and suggestions for improvement regarding the training programme.

• Debriefing/ Notes

Onto a sheet of paper, we make a 5x5 grid and write down a person's characteristics (he/she has long hair, wears glasses, has a cat, ...) in every square of the chart. Each participant gets one of these papers and a pen. For each statement, the participant has to write down the name of someone that has that specific characteristic. Remem

4) How do you evaluate the preparation and organisation of the activity?

The communication, the provided information and the logistical organisations.

Answers from 1 (Very low quality) to 6 (Very high quality)

- Information provided before the activity
- Accommodation
- Meals
- Venue
- Timing
- General support during the activity

5) Please share your comments.

If possible, please highlight important aspects that you appreciated or/and suggestions for improvement regarding the organization of the activity.

6) In general, how content are you with the overall performance of the trainers?

Answers from 1 (Not content at all) to 6 (Very content)

7) Please share your comments.

How would you rate the relevance and usefulness of the training content? Were the training materials (handouts, slides, etc.) clear and well-organised?

8) What methods, exercises or activities did you find especially interesting, involving and motivating? Did the facilitator create a positive and inclusive learning environment?

List the exercises where you feel like you learned the most.

9) What methods, exercises or activities did you find not so useful for your learning process?

List the exercises that had less impact on you.

10) How do you evaluate the group of participants in terms of competency and engagement in the activities?

Answers from 1 (Not competent) to 6 (Very competent)

11) Please evaluate your own participation in this activity.

Your motivation, your involvement, your contributions for the group learning process.

Answers from 1 (Very low participation) to 7 (Very high participation)

12) Please share your comments.

If possible, highlight what influenced your participation and involvement.

13) Have you developed new knowledge and skills that are important to implement Youth Goals?

Yes/No

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14) If yes, which ones?

15) Would you recommend this course?

Yes/No

16) Would you consider implementing a similar activity in your future work?

Yes/No

17) How do you plan to implement the skills and knowledge you've acquired during this training in your future work?

18) Do you believe you developed intercultural competences during this activity?

Yes/No

19) Any additional comments or recommendations you would like to add?

Provide any relevant consideration or concern in relation to the implementation of this educational activity, regarding any of the above aspects.



TRAINING EVALUATION FORM: YOUTH GOALS FOR NATIONAL YOUTH COUNCILS



Participants

EUYD Ambassadors; National Youth Councils; International Youth Organisations; Decision Makers



Group Size

20



Time

30 minutes



Objectives

Evaluate the training program.

• Instructions

Questionnaire:

Thank you for participating in the training about youth goals for national youth councils. We value your feedback to help us improve our future training programs. Kindly take a few minutes to complete the following evaluation form. Your responses will be kept confidential.

1. Please rate the overall effectiveness of the training program:

- Excellent
- Good
- Average
- Fair
- Poor

2. Did the training provide a clear understanding of youth goals and their significance for national youth councils?

- Yes
- Partially
- No

3. How would you rate the relevance and applicability of the training content to your role in a national youth council?

- Highly relevant and applicable
- Moderately relevant and applicable
- Somewhat relevant and applicable
- Not relevant and applicable

4. Were the training materials (handouts, slides, etc.) clear, organised, and helpful in understanding the youth goals?

- Yes
- Partially
- No

5. How well did the facilitator(s) engage the participants and encourage active participation?

- Very well
- Moderately well
- Somewhat well
- Not well at all

6. Did the training activities and exercises effectively enhance your understanding of youth goals and their implementation in national youth councils?

- Yes, significantly
- Yes, to some extent
- No, not really

7. Were there enough opportunities for group discussions, sharing experiences, and learning from other participants?

- Yes, plenty of opportunities
- Yes, but could have had more
- No, not enough opportunities

8. How likely are you to implement the knowledge and skills gained from this training in your work within the national youth council?

- Very likely
- Somewhat likely
- Unsure
- Not likely

9. What specific aspect(s) of the training did you find most valuable and why?

10. Were there any areas of improvement or topics that you think should have been included in the training?

11. Overall, how satisfied are you with the training program?

- Very satisfied
- Somewhat satisfied
- Neutral
- Somewhat dissatisfied
- Very dissatisfied

12. Any additional comments or feedback you would like to share?

Thank you for taking the time to complete this evaluation form. Your feedback is greatly appreciated and will help us enhance our future training programs. If you have any further comments or suggestions, please feel free to email us at [insert contact email].

2024.