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HANDBOOK

"DEMOCRACY, ITS IMPORTANCE AND OUR LOCAL COMMUNITIES AS DEMOCRATIC SOCIETIES"

DO YOU KNOW YOUR DEMOCRACY?

Do you know
YOUR DEMOCRACY?

TITLE:

HANDBOOK ‘’“DEMOCRACY, ITS IMPORTANCE AND OUR LOCAL COMMUNITIES AS DEMOCRATIC SOCIETIES” (FOR YOUTH WORKERS/EDUCATORS/TEACHERS WITH CONCRETE WORKSHOPS)

PROJECT:

DO YOU KNOW YOUR DEMOCRACY?

PROJECT PARTNERS:

CAROUSEL 8 (CROATIA)
YOUTH COUNCIL NEXT GENERATION (N. MACEDONIA)
LA GENERATION DE DEMAIN (FRANCE)
WELL-BEING LAB (SWEDEN)
LEARNING LIBRARY (ESTONIA)

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INTRODUCTION

This handbook is based on the Learning, Teaching, Training Activity (LTTA) "Democracy, Its Importance an Our Local Communities as Democratic Societies," organized as part of the project "Do you know Your De¡mocracy" The training course was held from 14.06.2024 to 24.06.2024 in Struga, N. Macedonia.

The LTTA "Democracy, Its Importance and Our Local Communities as Democratic Societies" was based on non-formal education and learning-by-doing methods. The activity provided participants with opportunities to shape their own learning expectations and outcomes while exploring their personal limits and potentials. It focused on enhancing the competencies of youth workers, educators, and teachers in topics such as democracy, grassroots activism, and democratic values. The handbook is developed in the form of 10 educational workshops that were tackled during the LTTA activity and improved based on the feedback from youth workers. Additionally, sessions on introduction, team-building, and evaluation of educational activities are included to assist trainers in implementing these sessions in various learning environments, whether international or local. We hope this material will serve as a valuable resource for youth workers, educators, and teachers. It can be a starting point for developing new projects and ideas or a tool for organizing educational sessions on democracy and democratic engagement.

ABOUT THE PROJECT

Today in Europe, we are witnessing different phenomena: shrinking space for civil society, the rise of populism and illiberal regimes, a decline of trust in the institutions, the changing role of media and diffusion of fake news, lack of access to rights and rapid development of digital technologies. All this together influences political participation, especially of young people (source: SALTO). According to the needs assessment and research, youngsters that lack political and media literacy and are least active and engaged in democratic processes belong to NEET youngsters or youth facing economic difficulties. In order to address these needs in the long term we plan to establish 5 Youth Leaders' Hubs (2 digital - in Sweden and Estonia and 3 in person - in Croatia, North Macedonia and France) where we will organise workshops on local level (face to face, online, and blended learning activities) that will raise political literacy and active citizenship competences of these youngsters. In these Hubs young people will create and promote culture of participation. But first, we need to educate our youth leaders to develop and implement workshops on these topics. Accordingly, we developed the concept of implementing activities and producing outcomes focused on 2 main interrelated topics: 1. democracy; democratic values; the importance of democracy in our societies; political participation; 2. media literacy; disinformation; fake news like a propaganda tool for attacking democracy. Youth recognition of EU values, including human rights, democracy and the rule of law, and active youth engagement in political processes is paramount, as it is through democratic engagement that young people can help to shape the future they want to live in. More active participation and investment in civic and democratic life at a local, regional, national and European level will foster more resilient societies and prosperity in the future for both the EU and for young people.

PROJECT OBJECTIVES

1. Developing and improving partnerships and youth opportunities between North, South, East and West of Europe on topics of democracy, democratic societies, grassroot activism, media literacy and its' connection to democratic societies; through development of educational opportunities for youth leaders, educational materials for future educations of youth leaders, digital board/card game, and by providing direct opportunities for youngsters to develop and use their skills by creating educational digital board/card game on the topics of democracy, grassroot activism and media literacy as fundaments in modern democratic societies.

2. Raising knowledge, skills and attitudes of youth leaders across 5 partner countries and partner organisations for development, implementation and evaluation of youth work activities and programs focused on democracy, importance of democracy in today's society, media literacy and disinformation handling and their connection to democratic societies; through LTTA 1: "Democracy, its importance and our local communities as democratic societies" and LTTA 2: "Disinformation, medias and manipulation with medias in democratic societies and how to stay democratic in these times"; on which 30 participants per LTTA will be involved (total of 60 youth leaders, some of them being youth workers, including trainers, experts and staff);

3. Improving and raising existing capacities of project partners for development, implementation and evaluation of local and international projects focused on engaging, connecting and empowering young people in local communities for the development of critical thinking and critical thinking skills related to the democracy and media disinformation prevention through Youth leaders' Hubs, which will lead youth leaders educated on LTTAs, and especially implementing follow-up activities after LTTA 1 and LTTA 2 on which at least 25 participants from each of the 5 partners will be involved (total 250 participants in 5 Hubs and the 2 follow up activities);

4. Engage in intensive dissemination & exploitation activities of newly produced products and engage at least 150 participants (with a special focus on the higher engagement of NEET and fewer opportunity youngsters) in our youth work activities focused on topics of democracy, democratic societies, grassroots activism, media literacy and its' connection to democratic societies; through but not limited to use of board and card game for young people, and educational handbooks for youth leaders and youth workers.

5

Engage, connect and empower youth to participate in the democratic process and in society through Youth Leaders' Hubs and a Youth Exchange where they will explore together the topics of democracy and political participation, and develop and exchange common ideas for action;

6

Develop the competency framework for youth leaders for empowerment and education of young people on topics of democracy, the importance of democracy in today's society, media literacy and disinformation handling and their connection to democratic societies through the development and publication of 2 educational handbooks, which will be used in the activities of the Youth Leaders Hubs through which youth leaders with the support of experienced youth workers will implement the follow-up activities (50 participants per partner, 250 total), dissemination activities (30 participants per partner, 150 total) and 2 handbooks will be available on websites of partner organisations and youth work resource centres' websites;

7

Develop and further improve the knowledge and skills of young people from 5 partner countries, but the whole Europe as well; in topics of democracy, democratic societies, grassroots activism, media literacy and its' connection to democratic societies; through participation in Youth Leaders' Hubs: learning about democracy and participation, developing their activities and campaigns as an alternative way of political participation and practising their active citizenship, developing of board and card game, piloting of developed educational game and participation in the promotion of final products in relevant educational platforms and social media;

PROJECT PARTNERS

CAROUSEL 8, CROATIA

Web page: https://www.carousel8.org/

Carousel 8 (C8) from Croatia is a non-governmental organization from Zagreb, established in order to provide learning and volunteering opportunities for youngsters with fewer opportunities. The main goals of C8 are promoting volunteerism and active citizenship; promoting non-formal education; promoting awareness of civil society development; inclusion of people in social and cultural life. Specially relevant to this project application, C8 has a rich experience in organizing educational workshops for high-school students in Zagreb region, where they worked on promotion of active citizenship, volunteering opportunities for youngsters and basics of MIL (Media and Information Literacy). Additionally, they have experience in working with youngsters on the topics of democratic values, as well as developing skills and competences needed for improvement of media literacy and critical thinking skills. On the international level, they coordinated and implemented several KA1 (mobility of youth workers) projects about volunteering, volunteer management and mentoring in the international environment. C8 has 5 people regularly engaged as trainers and project coordinators and at least 150 people at international; and 250 people at local level involved as learners on educational projects.

YOUTH COUNCIL NEXT GENERATION, N. MACEDONIA

Web page: https://www.nextgeneration.com.mk/

Youth Council Next Generation is a non-profit, non-governmental organization founded in February 2010 in Skopje, the Republic of North Macedonia. Next Generation is empowering youth participation through implementation and support of projects and initiatives directed towards youth development in our local, as well as a national and international community. The foundation of their organization lies in the experience of its members in youth work, non-formal education, active participation, and social activism, who joined together to enable learning mobility opportunities for young people in order to evolve in educated and aware persons who actively participate in society. In other words, they are seeking to contribute to creating a generation of youth equipped with competencies, values, and attitudes of active and responsible citizens, through enabling participation in youth projects and activities covering different social topics. Their contribution to this project will be through rich experience in organizing and implementing educational activities for youth leaders and young people (youth exchanges, study visits, training courses...), and implementation of international activities funded through the Erasmus+ program.

LEARNING LIBRARY, ESTONIA

Web page: https://learning-library.net/

Learning Library from Estonia is a small edu-tech company that provides educational tools and solutions to companies and NGOs. The company idea was created in 2021, while the official registration of the company was done in 2022. Learning Library brings together experts from education, youth work, Human Resources (HR) and Information Technology (IT), with one aim – to help digitalise learning and educate individuals to improve local communities. Learning Library is working in the field of education, bringing together different methods from the non-formal education and the business sector. The company is cooperating with different national and international level organisations and companies. Since the start of the company's existence, Learning Library is providing services and support to several small local organisations in developing their online learning and websites. Currently, Learning Library is involved in the development of 8 large-scale online learning courses and 3 online learning platforms. The company employs 2 lead staff members and continuously cooperates with 10 IT professionals, 7 design experts, 10 educational professionals and more than 20 individuals with skill- sets in the fields of youth work, entrepreneurship, ecology, and sustainability. Added value of Learning Library in this specific consortium will be achieved through two different things: Firstly, they will be technical partner responsible for development of online learning through their experience and expertise that will benefit all other youth work organisations and young people involved. Secondly, through close cooperation with municipal youth center from Tallinn, Learning Library will involve youth workers, youth leaders and young people from two youth centers in Tallinn (MANK and KENK) to be part of this project, directly contributing to the youth dimension

ASSOCIATION LA GENERATION DE DEMAIN, FRANCE

Web page: https://www.lagenerationdedemanin.com/

La Generation de Demain is a non-profit, Non-Governmental Organization established in 2020 in Bordeaux, France. Through our initiatives, we aim to implement various projects involving international youth exchanges to raise awareness about the future and to make it better. The Association is committed to sharing principles and values that are of great importance in everyday life, fostering a serene and harmonious coexistence.

Our primary objectives include raising environmental awareness among the younger generation, strengthening global solidarity, promoting the human benefits of volunteering, advancing informal education, combating social isolation, and teaching the effective use of social networks for societal benefit. We also aim to enhance cultural openness, language skills, and intercultural interaction by engaging with people from diverse nationalities, fostering a love for sharing and mutual respect.

We are a young, dynamic team dedicated to helping each individual become the best version of themselves and to offering this planet the care it deserves. By doing so, every individual will be able to thrive and grow from this experience while contributing positively to the world around them.

WELL BEING LAB, SWEDEN

Web page: https://www.wellbeinglab.org/

The "Well-being Lab" is a public educational organization that focuses on promoting well-being and psychological health among organizations, individuals and educators who work in Malmo and Sweden. As an educational organization, the Well-being Lab is led by educators, project writers, facilitators, and trainers who are committed to providing non-formal education (NFE) and lifelong learning opportunities. The organization employs various approaches and methods to help young people and adults to understand the importance of well-being, mental health, and community. Experience they are brining is mostly connected to activities at the local level, where they are working in geographically isolated and hard to reach in the North of Sweden. Involvement of those young people with fewer opportunities will present an added value to the project.

EDUCATIONAL SESSIONS – FOR YOUTH WORKERS, EDUCATORS, TEACHERS

In this part of the handbook, we are presenting you with 10 fully developed, and ready to be implemented, educational sessions. These sessions are adapted from the sessions that took place during the LTTA (Learning, Teaching, Training Activity), and can be used as a whole set for long term trainings, or can be used as separate sessions to tackle specific needs of the target group(s).

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

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

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WORKSHOP 1

EXPLORING THE DEFINITION AND TYPES OF DEMOCRACY – PART 1

DURATION: 120 MINUTES

AIM OF THE SESSION:

To explore and collectively define democracy by discussing participants' perceptions and comparing them with official definitions.

OBJECTIVES:

- To gather and discuss participants' perceptions of democracy
- To develop a collective definition of democracy
- To compare participants' definitions with official definitions

COMPETENCES ADRESSED:

- Critical thinking
- Teamwork
- Learning to learn competence
- Communication skills
- Self-Reflection

MATERIALS:

- Post-it notes
- Markers
- Flipchart with "Democracy" written in large letters
- Pens and paper for participants
- Projector and screen for presentation

METHODOLOGY:

- Individual reflection
- Group discussion
- Collaborative definition writing
- Presentation and comparison

SESSION FLOW

INTRODUCTION 01.

DURATION: 10 minutes

- Briefly introduce the workshop objectives and structure.
- Explain the importance of understanding different perspectives on democracy.

KEY ELEMENTS 02.

DURATION: 20 minutes

- Distribute post-it notes and markers to participants.
- Instruct participants to write one key element they think is important in a democracy on each post-it note (one element per note).
- Participants stick their post-its on the flipchart under the word "Democracy".

GROUP DISCUSSION 03.

DURATION: 20 minutes

- Gather everyone around the flipchart.
- Read out the elements and group similar ones together.
- Facilitate a discussion to exclude irrelevant elements and highlight the most agreed-upon ones.
- Encourage participants to explain their reasoning for each element.

DEFINITION WRITING 04.

DURATION: 20 minutes

- Give participants time to write their own definitions of democracy based on their ideas and the elements on the flipchart.
- Collect the definitions.

SHARING DEFINITIONS 05.

DURATION: 20 minutes

- Read out some of the individual definitions.
- Facilitate a discussion to find common themes and words.
- Guide the group to create a common definition of democracy (Split the whole group in smaller ones, not more then 5-6 ppl per group).

PRESENTATION OF OFFICIAL DEFINITIONS 06.

DURATION: 20 minutes

- Present a brief overview of democracy using a prepared presentation (Canva).
- Share and discuss three official definitions of democracy from reliable sources.

FINAL DISCUSSIONS AND CONCLUSION 07.

DURATION: 10 minutes

- Which key elements of democracy discussed today do you think are most important for ensuring equal participation in society? Why?
- How did the process of creating a collective definition of democracy help you understand the different aspects of this concept?
- In what ways do you think the official definitions of democracy reflect or differ from the definitions created by your group?

OFFICIAL DEFINITIONS OF DEMOCRACY

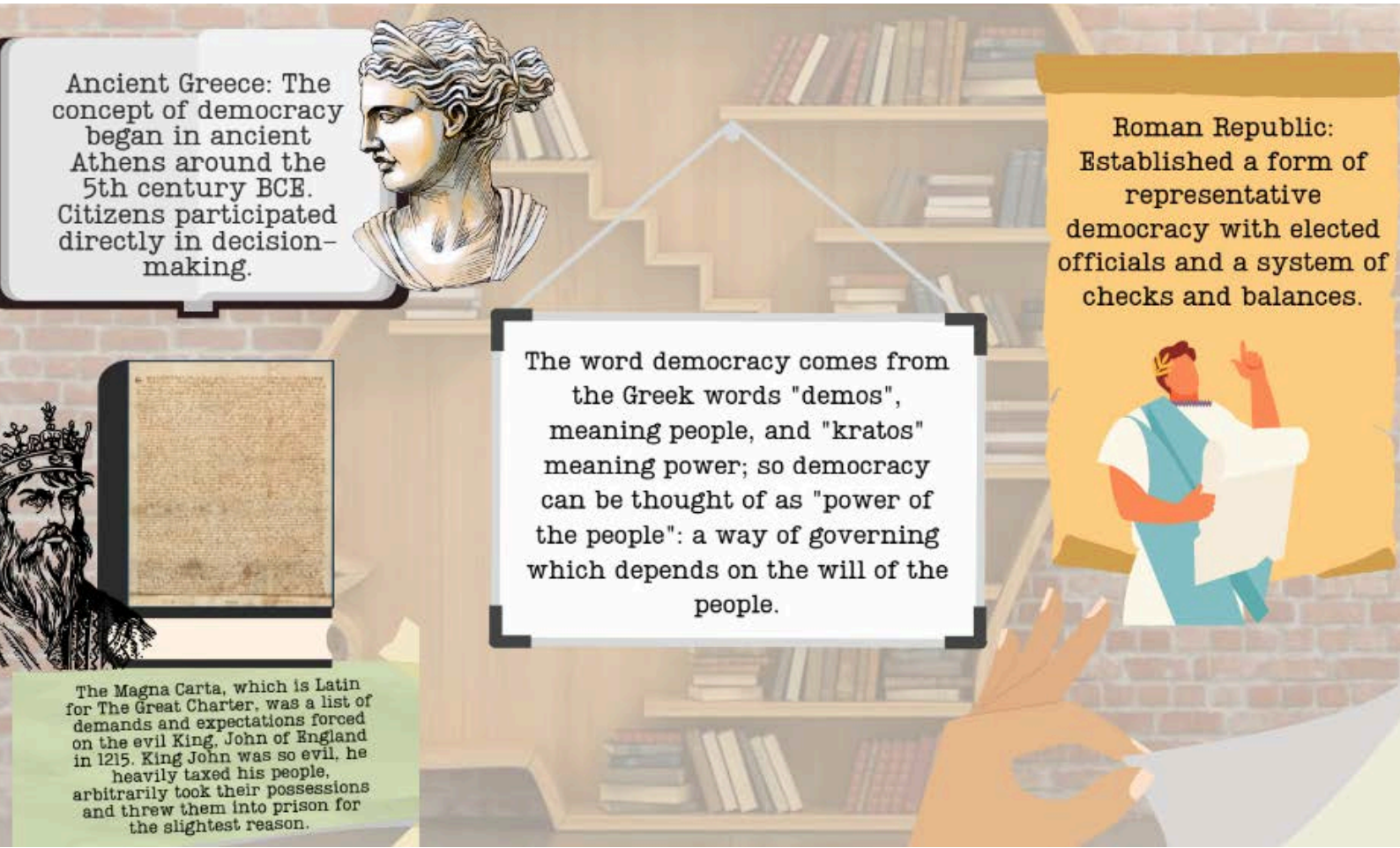
- Definition 1: United Nations "The UN defines democracy as a system of government where the citizens exercise power by voting. It is built on the principles of inclusivity, equality, and participation, emphasizing the rule of law, the separation of powers, and the protection of fundamental freedoms and human rights."
- Definition 2: The European Union "Democracy is defined by the EU as a form of government in which all eligible citizens participate equally—either directly or through elected representatives—in the proposal, development, and creation of laws. It ensures adherence to the rule of law, protection of human rights, and equal access to power."
- Definition 3: The International Institute for Democracy and Electoral Assistance (IDEA) "According to IDEA, democracy is a political system that allows for the participation of the people in the decision-making processes that affect their lives. It is characterised by free and fair elections, the protection of human rights, and the accountability of government officials."

RECOMMENDATIONS FOR TRAINERS

- Ensure participants have access to the internet for additional research if needed.
- Prepare all materials and working areas in advance to avoid delays.
- Structure the session to allow adequate time for each activity, maintaining engagement and focus.

ANNEXES

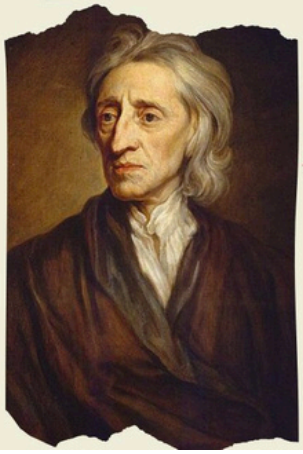
Link to the presentation about democracy: (https://drive.google.com/file/d/1CYFlUu2Ra4FfSUa7lxmSlJEbPN1UiUiB/view?usp=drive_link)



HISTORY OF DEMOCRACY

Renaissance and Enlightenment: Rebirth of democratic ideas, influenced by philosophers like John Locke and Jean-Jacques Rousseau, emphasizing individual rights and the social contract.

Modern Era: Development of constitutional democracies around the world. Significant milestones include the Magna Carta (1215), the Glorious Revolution (1688), the American Revolution (1776), and the French Revolution (1789).



ELECTED GOVERNMENT

INCLUSIVE SUFFRAGE

CREDIBLE ELECTIONS

CREDIBLE ELECTIONS

FREE POLITICAL PARTIES

EFFECTIVE PARLIAMENT

REPRESENTATION

ACCESS TO JUSTICE

BASIC WELFARE

POLITICAL EQUALITY

GENDER EQUALITY

SOCIAL GROUP EQUALITY

ECONOMIC EQUALITY

RIGHTS

CIVIL LIBERTIES

FREEDOM OF RELIGION

FREEDOM OF EXPRESSION

FREEDOM OF MOVEMENT

FREEDOM OF THE PRESS

FREEDOM OF ASSOCIATION AND ASSEMBLY

DEMOCRACY

PERSONAL INTEGRITY AND SECURITY

PREDICTABLE ENFORCEMENT

RULE OF LAW

JUDICIAL INDEPENDENCE

ABSENCE OF CORRUPTION

CIVIC ENGAGEMENT

PARTICIPATION

CIVIL SOCIETY

ELECTORAL PARTICIPATION

WORKSHOP 1

EXPLORING THE DEFINITION AND TYPES OF DEMOCRACY - PART 2

DURATION: 120 MINUTES

AIM OF THE SESSION:

Understanding the different forms of democracy helps in appreciating the variety of democratic systems around the world. This workshop aims to provide participants with a detailed understanding of various types of democracy through interactive activities and presentations.

OBJECTIVES:

- To explore different forms of democracy
- To encourage creative presentations of democratic forms
- To facilitate discussions on the strengths and weaknesses of each type of democracy

COMPETENCES ADRESSED:

- Critical thinking
- Teamwork
- Communication skills
- Creative expression skills

MATERIALS:

- Papers with types of democracy, explanations, and real-life examples
- Space for theatre presentations (optional)
- Markers and flip charts (optional)

METHODOLOGY:

- Group work
- Theatre
- Discussions
- Comparative analysis

SESSION FLOW

INTRODUCTION 01.

DURATION: 15 minutes

- Briefly introduce the workshop objectives and structure.
- Explain the importance of understanding different forms of democracy.

GROUP FORMATION 02.

DURATION: 5 minutes

- Divide the participants into six groups.

DISTRIBUTION OF TYPES OF DEMOCRACY 03.

DURATION: 5 minutes

- Each group receives a piece of paper with a type of democracy, a brief explanation, and a real-life example. (available in annexes)

TEAM PREPARATION 04.

DURATION: 30 minutes

- Groups read and discuss their assigned type of democracy.
- Prepare a short presentation or skit to explain their form of democracy to the rest of the participants.
- Encourage creativity, groups can use theatre, drawings, or any other form of presentation.

GROUP PRESENTATIONS 05.

DURATION: 40 minutes

- Each group presents their form of democracy to the rest of the participants.
- Allow time for questions and discussions after each presentation.

RECOMMENDATIONS FOR TRAINERS

- Ensure participants have access to necessary materials and props for their presentations.
- Prepare all materials and working areas in advance to avoid delays.
- Structure the session to allow adequate time for each activity, maintaining engagement and focus.
- Encourage active participation and creative thinking during the team preparation and presentations.

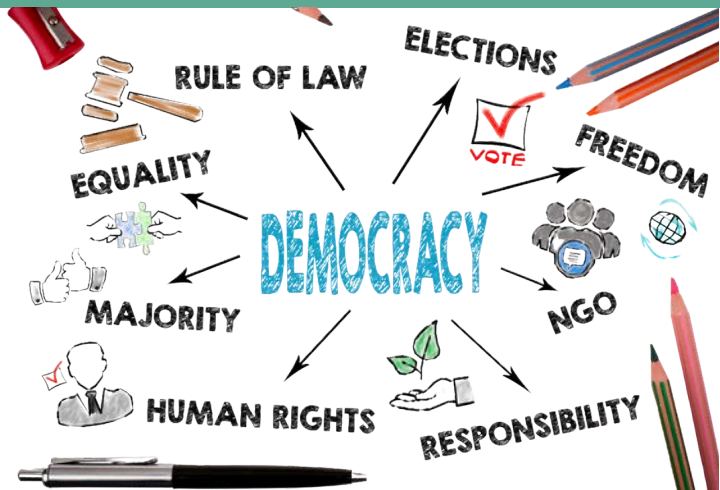
DEBRIEF AND DISCUSSION 06.

DURATION: 25 minutes

- Facilitate a discussion on what was learned.
- Compare and contrast the different forms of democracy.
- Discuss the strengths and weaknesses of each type.
- Summarise key takeaways from the workshop.
- Which type of democracy did you find most effective and why?
- How might the strengths and weaknesses of each type of democracy impact a society's governance?
- What challenges did your group face while preparing the presentation or skit?
- What did you learn about your own preferences for democratic governance through this activity?
- How did the different types of democracy compare to each other in terms of inclusivity and decision-making processes?

ANNEXES

Link to types of democracy (https://drive.google.com/file/d/1fGp8-JOBD_v_mEPciOGCJylAJFjDC10e/view?usp=sharing)



WORKSHOP 2

DREAM SOCIETY

DURATION: 180 MINUTES

AIM OF THE SESSION:

To encourage participants to envision their ideal society, understand different democratic structures, and promote cooperative learning and creativity.

OBJECTIVES:

- To imagine and articulate a vision of an ideal society
- To understand different forms of democracy and decision-making
- To develop collaborative and creative problem-solving skills

COMPETENCES ADRESSED:

- Critical thinking
- Teamwork
- Communication skills
- Creativity
- Problem-solving
- Civic knowledge and engagement

MATERIALS:

- Post-it notes
- Markers
- Large sheets of paper or posters
- Pens
- Task sheets with conflict stories
- Flipchart or whiteboard

METHODOLOGY:

- Group work
- Creative drawing
- Story analysis
- Plenary discussion
- Presentation

SESSION FLOW

INTRODUCTION 01.

DURATION: 15 minutes

- Briefly introduce the workshop objectives and structure.
- Explain the importance of imagining an ideal society and the various forms democracy can take.

INDIVIDUAL AND GROUP WORK 02.

DURATION: 75 minutes

- Form groups of about four or five participants. Ask participants to imagine their dream society.
- What kind of democracy does your dream society have? Is it direct, representative, participatory or mix?
- How are decisions made in your dream society?
- How are leaders chosen and held accountable?

- What rights and freedoms do members of your society have?
- How are conflicts resolved in your society?
- How is power distributed and balanced in your society?
- How is participation encouraged among all members of the society?
- Instruct participants to draw and write down their own ideas together and circle the mostimportant ones
- Participants present their most important ideas to their micro-group.
- Each group member takes turns drawing their own ideas on the poster.
- Ensure that every member's most important ideas are discussed and accepted by the others in the micro-group.
- The micro-groups present their posters of the dream society they have created.

GROUP WORK AND PLENARY 03.

DURATION: 45 minutes

- After all dream communities have been presented, inform the groups that some members are unhappy in these dream communities, so their societies need to be changed to ensure that all members enjoy being in this community.
- Distribute stories of conflicts collected from various communities.
- Process the stories in jigsaw reading style within the same micro-groups or distribute one story to each group to read and discuss.
- Ask participants to complete their posters with further drawings or text on Post-its to ensure their society is a dream society for everyone.
- Micro-groups report the changes they have made to their posters.

TASK SHEETS: STORIES OF CONFLICTS IN COMMUNITIES

01. MARIA'S STORY

Maria, aged 30, has lived in her community her entire life. Recently, new legislation passed that limits the freedoms of a particular minority group, causing widespread protest. Maria, who belongs to this minority, finds herself targeted by both the legislation and community members who support it. She experiences discrimination at work and in public spaces. The community leaders have not addressed the protests or the underlying issues, and Maria feels increasingly marginalized.

02. AHMED'S STORY

Ahmed, a refugee, has settled in a new country after fleeing conflict in his homeland. Despite his qualifications, he faces barriers to employment and housing due to his refugee status. Local residents are divided; some welcome Ahmed, while others believe he should return to his country. Ahmed struggles with isolation and a sense of belonging, as he navigates a society that is not entirely accepting of his presence.

03. ALI'S STORY

Ali is a migrant who has become a resident and citizen of a new country after fleeing political unrest in his homeland. He is deeply concerned about the ongoing violence and human rights abuses in his native country. Ali decides to organize a peaceful protest in the main square of his city to raise awareness and call for international intervention. However, the local government and police deny his request, citing security concerns and potential public disorder. Additionally, Ali notices that the local media only portrays one side of the conflict in his native country, influenced by government propaganda. This biased representation undermines his efforts to inform the public about the true situation. Ali feels frustrated and silenced, as his attempts to bring attention to the plight of his people are blocked by the very democratic institutions meant to protect freedom of speech and assembly.

04. JAVIER'S STORY

Javier is a farmer in a rural community. He has been farming his land for generations, producing high-quality crops that he sells at local markets. However, in recent years, multinational companies have been lobbying heavily and reducing the prices of agricultural products, making it impossible for small farmers like Javier to compete. These companies use aggressive tactics to monopolize the market, often undercutting prices to drive out local competitors. Javier is struggling to make ends meet and is on the verge of losing his farm. Despite appealing to local and national authorities for support, he feels that the influence of the multinational companies is too powerful to overcome.

05. ELENA'S STORY

Elena, a single mother of two, is part of a low-income community. She works multiple jobs to support her children, but access to affordable childcare and healthcare is limited. Her requests for assistance from community programs have been met with bureaucratic hurdles and long waiting lists. Elena's situation is exacerbated by a lack of political representation for low-income families in her community, leaving her feeling voiceless and unsupported.

DEBRIEFING QUESTIONS

DURATION: 45 MINUTES

- Hold a debriefing session based on some of the following questions:

1. Is your society a dream society for you? Is it a dream society for everyone?
2. What kind of experience was it to imagine your dream society?
3. How did you feel when you had to draw other participants' ideas on the poster?
4. How did you feel when you read about the unhappy society members?
5. Has anything changed in your thinking after reading about them?
6. What did you add to the poster in the second round of drawing?
7. Do you see any resemblance to life in your society?
8. How do you think leaders in your society would react to similar issues as those in the stories?
9. Is there anything you could do to help solve similar problems? Are there any risks involved in drawing attention to these problems?
10. To what extent do you think the cooperative learning techniques we used here can help prevent similar situations in communities?
11. What does this activity do to promote a democratic society culture?

RECOMMENDATIONS FOR TRAINERS

- Ensure the session is structured to allow adequate time for each activity while maintaining engagement and focus.
- Encourage active participation and ensure a safe space for sharing ideas and discussions.
- Be flexible and adapt to the group's dynamics, providing support as needed.
- Prepare all materials and working areas in advance to avoid delays.

WORKSHOP 3

ELECTIONEERING

DURATION: 90 MINUTES

AIM OF THE SESSION:

To explore how electioneering works, focusing on rights and responsibilities connected with democracy and democratic discussion.

OBJECTIVES:

- To consider some of the controversial aspects of a democratic society
- To practice and develop skills of listening, discussion, and persuasion
- To encourage cooperation and open-mindedness
- To increase participants communication skills

COMPETENCES ADRESSED:

- Critical thinking and analytical skills
- Civic knowledge and engagement
- Effective communication and debate

MATERIALS:

- An open space, a long wall, and 2 chairs
- Card (A4) and coloured pens to make the signs
- Sticky tape
- Small cards and pens for making notes (optional)

METHODOLOGY:

- Discussion-based activity
- Active participation and reflection

SESSION FLOW

INITIAL DISCUSSION 01.

DURATION: 60 minutes

- Select two statements from the "Statements for Discussion" section that best fit the needs of your group. Each statement should be discussed for approximately 30 minutes, following the steps below.
- 1. Point out the two signs at either end of the wall, and explain that you are going to read out a statement, with which they may agree to a greater or lesser extent.
- 2. Read out your selected statement.
- 3. Tell people to position themselves along the wall between the two signs according to "how much" they agree or disagree: if they agree or disagree totally they should stand at one of the ends; otherwise they should stand somewhere between the two points.
- 4. When people have positioned themselves along the line, invite the two at the furthest extremes to occupy the two chairs in the centre of the room. Everyone else should now gather around the chairs, positioning themselves behind the person whose view they agree with "most"; or occupying a position in the centre if they are undecided.

- 5. Give each of the people sitting in the chairs one minute to state their reasons for agreeing or disagreeing with the original statement. No one should interrupt or assist them. Everyone should listen in silence.
- 6. At the end of the minute, ask the others in the group to move behind one or the other of the speakers (they cannot remain undecided), so that there is one group of people "for" the statement under discussion, and one group "against". Allow the two groups ten minutes apart from one another to prepare arguments supporting their position and to select a different speaker to present these arguments.
- 7. At the end of the ten minutes, call the groups back and invite the two new speakers to occupy the two chairs with their "supporters" around them.
- 8. Give these speakers three minutes each to deliver their arguments, at the end of which time, supporters for one or the other side may change position and move to the opposite group if the opposite side's arguments have been convincing.
- 9. Give the groups a further five minutes apart to work on their arguments and select a third speaker. Again, after the speeches, allow people to change position if they wish to.
- 10. After the group discussions, gather everyone for a debrief to reflect on the process of discussion and the importance of valuing a pluralist society, without revisiting the topics debated.

DEBRIEFING

Duration: 30 minutes

- Did anyone change their mind during the course of the discussion? If they did, what were the arguments that convinced them?
- Do people think they were influenced by things other than the actual arguments that were being put forward, for example, by peer pressure, emotional language or a feeling of rivalry?
- For those that did not change their opinion in the course of the discussion, was there any purpose in talking through these issues? Can they imagine any evidence that might persuade them to change their views?
- Why do people hold different opinions? What should be done about this in a democratic society?
- Should all opinions be tolerated in a democracy?
- How did it feel to be represented in the discussions by someone else and, conversely, how did it feel to be the spokesperson and to have to convey the opinion of your supporters?
- Which human rights have been at stake in this activity?

RECOMMENDATIONS FOR TRAINERS

- Ensure the initial positioning of participants takes only a few minutes.
- Encourage participants to consider and discuss persuasive arguments and counterarguments.
- Be flexible with the order of events to maintain dynamic discussions.
- Allow brief notes to aid speakers during their presentations.
- Ensure a respectful and open environment for discussion.

STATEMENTS FOR DISCUSSION

- We have a moral obligation to use our vote in elections.
- We should obey all laws, even unfair ones.
- The only people who have any power in a democracy are the politicians.
- “People get the leaders they deserve.”
- It is the responsibility of citizens to control the day-to-day activity of the government.
- Freedom of expression means you can say what you want.
- Neo-fascist parties should be banned.
- Extremists should be banned from speaking in public.
- Voting should be an obligation.

WORKSHOP 4

EXPLORING THE REALISTIC SITUATION OF DEMOCRACY IN YOUR COUNTRY

DURATION: 180 MINUTES

AIM OF THE SESSION:

To enable participants to explore and understand the current state of democracy in their respective countries using the Global State of Democracy (GSOD) Indices and the International IDEA's Democracy Tracker.

OBJECTIVES:

- To explore the current state of democracy in participants' countries
- To understand key democratic attributes such as representation, rights, rule of law, and participatory engagement
- To develop skills in data collection, analysis, and presentation
- To encourage critical reflection on the effectiveness of democratic institutions

COMPETENCES ADRESSED:

- Critical thinking
- Research skills
- Communication skills
- Civic knowledge and engagement
- Data analysis and presentation

MATERIALS:

- GSOD Indices (provided)
- Access to computers or tablets with internet connection
- Presentation materials (flip charts, markers, etc.)
- Printed materials on the separation of powers (Judiciary, Executive, Legislature)

METHODOLOGY:

- Research and data analysis
- Group work
- Presentation and discussion
- Comparative analysis

SESSION FLOW

INTRODUCTION 01.

DURATION: 10 minutes

- Welcome participants and introduce the workshop's objectives.
- Explain the importance of understanding the state of democracy in their own countries.
- Briefly introduce the GSOD Indices (https://www.idea.int/democracytracker/gsod-indices) and the Democracy Tracker (https://www.idea.int/democracytracker/)

FORM NATIONAL TEAMS 02.

DURATION: 5 minutes

- Divide the participants into national teams based on their countries of residence,

EXPLORING AND PREPARING THE PRESENTATION ON DEMOCRACY IN YOUR COUNTRY

03.

DURATION: 60 minutes

- Instruct each team to use the Democracy Tracker to find and gather data on their country.
- Provide each team with the GSOD Indices framework to guide their research. Ensure they focus on attributes like Representation, Rights, Rule of Law, and Participatory Engagement.
- Teams should collect data on the following aspects:
- Representation (e.g., credible elections, inclusive suffrage)
- Rights (e.g., access to justice, civil liberties)
- Rule of Law (e.g., judicial independence, absence of corruption)
- Participatory Engagement (e.g., civil society, civic engagement)
- Teams will prepare a presentation summarising their findings, using charts, graphs, and any relevant statistics.
- Encourage creativity and suggest using visual aids, or any other engaging method to present their findings.

PRESENTATIONS

04.

DURATION: 45 minutes

- Each team will present their findings to the entire group.
- Encourage creative presentations, including the use of visual aids.
- After each presentation, allow time for questions and discussions.

DEBRIEFING QUESTIONS

05.

DURATION: 25 minutes

- How does the state of democracy in your country compare to others?
- Which areas show the most strength, and which need the most improvement?
- What challenges did you face when interpreting the data from the Democracy Tracker?
- How do the findings from your research align with your personal perceptions of democracy in your country?
- Were there any surprises in the data you found?
- Were there any discrepancies between the data and your personal experiences? If so, what might explain these differences?

SEPARATION OF POWERS PRESENTATION

06.

DURATION: 25 minutes

- Explain the concept of the separation of powers in a democratic society.
- Detailed explanation of the roles of:
- The Judiciary: Interprets the laws, ensures justice, and maintains independence from other branches.
- The Executive: Implements and enforces laws, led by the President or Prime Minister.
- The Legislature: Makes laws, represents the will of the people, and oversees the executive.
- Provide examples of how these powers function in well-established democracies.

DISCUSSION AND CONCLUSION 07.

DURATION: 10 minutes

- Facilitate a discussion on the importance of the separation of powers in maintaining a healthy democracy.
- Encourage participants to think about how these principles can be strengthened in their own countries.
- Conclude with a summary of key points and thank participants for their engagement.

RECOMMENDATIONS FOR TRAINERS 08.

- Ensure each national team has access to a computer or tablet with an internet connection.
- Familiarize yourself with the GSOD Indices and the Democracy Tracker website in advance.
- Prepare printed materials on the separation of powers to support the presentation and discussion.
- Encourage active participation and engagement throughout the workshop.
- Be flexible with timing to allow for thorough discussion and reflection.

ANNEXES

- Link to the GSOD Indices
- (https://drive.google.com/file/d/1HLQ1ZB6VZCUp8bRJqmyo_ksZxgO7Otad/view?usp=drive_link)
- Link to separation of powers poster:
- (https://drive.google.com/file/d/1S1CCGsBacNRJYLA1X9H_qAqSjX6zafLp/view?usp=drive_link)

WORKSHOP 5

REASONS FOR VOTING AND NON-VOTING

DURATION: 180 MINUTES

AIM OF THE SESSION:

This workshop aims to provide participants with practical experience in surveying, analysing voting behaviour, and reflecting on civic engagement, enhancing their understanding of democratic participation. Also prepare participants to survey community members about their voting intentions, and reflect on the factors influencing voting behaviour.

OBJECTIVES:

- Understand the reasons why people vote or do not vote.
- Develop skills in conducting surveys and collecting data.
- Reflect on personal and community attitudes towards voting.

COMPETENCES ADRESSED:

- Critical thinking and analytical skills
- Civic knowledge and engagement
- Effective communication and interviewing techniques

MATERIALS:

- Copies of survey sheets (1 for non-voters, 2 for voters)
- Large sheets of paper, marker pens
- Handout: Notes on how to conduct an interview

METHODOLOGY:

- Interactive discussion
- Group work
- Surveying
- Data analysis
- Teamwork

SESSION FLOW

INTRODUCTION AND DISCUSSION

01.

- DURATION: 15 minutes
- Explain that the main purpose of this first session is to prepare the group to go out into the community to survey people's reasons for voting or not voting.
- Ask participants whether or not they are intending to vote in national or local elections, the next (first?) time they have the opportunity to do so. Take a show of hands, and then divide the group according to those who are intending to vote (A), and those who are not (B). "Don't know" can be allocated randomly to either group, in order to balance the numbers as far as possible.
- Ask each group to draw up a list of reasons why they do, or do not, intend to vote and to write them up on a large sheet of paper. Give them about 15 minutes to prepare their lists.

- Hand out copies of survey sheets 1 and 2. Refer to the large copy you made. Make sure people see that sheet 1 is for recording the non-voters' responses and sheet 2 for recording the voters' responses. Point out that the sheets are similar except for question 2, which is different on the two sheets. Go through the questions, making sure that everyone understands.
- Now explain the method of recording responses. Show the group the example and explain how to use the "5-bar gate" method of keeping a tally.
- Hand out copies of the notes on how to conduct an interview, one copy to each pair. Go through it and talk about:
- - How they can ensure that interviewees are selected at random
- - How many people will each pair question? (The more the better!)
- - When and where the survey will be carried out
- - The time to come back and discuss the results.

CONDUCTING THE SURVEY

02.

DURATION: 75 minutes

- Ensure everyone is clear about their tasks.
- Participants conduct the survey in pairs within the community.
- Agree on a return time to gather together to reflect on the results.

ANALYZING THE RESULTS

03.

DURATION: 30 minutes)

- The groups meet together, analyse and discuss the results. Ask the pairs to add up their totals in each box and to incorporate these onto the two large charts. In this way, the information from each group is collated and the totals for the whole group can be calculated. They should also record the "reasons" that interviewees gave. If the same reason was given several times, record how often, again using the "five-bar gate" method.
- When all the information is compiled, ask people to calculate the following statistics:
- The total number of people questioned
- The proportion of voters in the total sample and the proportion of non-voters in the total sample
- The proportion of male and female respondents
- The proportion of the people questioned in each age group
- The age group with the smallest number of voters
- The age group with the greatest number of voters
- The most commonly given reasons for not-voting
- The most commonly given reasons for voting
- Whether more people gave reasons (of either sort) connected with people, or parties.
- Now move on to discuss how people enjoyed doing the survey, their experiences and what they learnt.

DEBRIEFING AND EVALUATION

04.

DURATION: 60 minutes
What were the groups' feelings when carrying out the survey? Were people generally prepared to answer the survey questions?
Was it difficult to do the survey? Did they enjoy it?
Did the group manage to get a "representative" sample of the population as a whole? What were the difficulties in doing this?
What are the problems in drawing conclusions from the groups' results? How could these be avoided?
Were there any statistics that particularly surprised the group?
Were the results of the survey in any way unexpected?
Did the answers given by people tend to correspond with the feelings within your group? Do you think your group is "representative" of the population as a whole?
Would they do anything differently if they were to do the survey again? Were any mistakes made?
Do the results of your survey give a realistic picture of voting patterns in your community? Why? Why not?
Can you rely on the conclusions? Or should you accept the results tentatively?
Statistics are often presented as facts to support an argument. How wary should people be of statistics?
What is the perception now in the group about the need, or otherwise, to use your vote? Has anyone's opinion changed (in either direction!)? If so, which were the most compelling arguments?

ANNEXES

- Link to the sample of the surveys
- (https://drive.google.com/file/d/18vBTf_AnDnVJIDR4zALks-cSvTBLbMis/view?usp=sharing)
- Handout on how to conduct the interviews
- (https://drive.google.com/file/d/1jOyFQjGuCBM5vydLRVAhwINirJ0NWcbH/view?usp=drive_link)

RECOMMENDATIONS FOR TRAINERS

- Ensure the discussion about voting intentions is objective and not about persuading others.
- Clearly explain how to conduct the survey and record responses accurately.
- Encourage participants to reflect on personal and community attitudes towards voting.
- Acknowledge potential difficulties in conducting the survey and provide strategies to overcome them.
- Highlight and connect the importance of voting to human rights and democratic values.
- You can decide to collect the data from the survey through a Google Form in order to facilitate the review of the results in an easier and visual way.

WORKSHOP 6

ON THE LADDER

DURATION: 180 MINUTE

AIM OF THE SESSION:

To engage participants in understanding the concept of youth participation through role-play and discussion, identifying barriers and facilitators, and exploring ways to enhance their involvement in the local community.

OBJECTIVES:

- Reflect on various forms of youth participation and the factors influencing participation.
- Develop skills in cooperation, organisation, and collective action.
- Cultivate a sense of responsibility for personal actions and community involvement.

COMPETENCES ADRESSED:

- Critical thinking and analytical skills
- Civic knowledge and engagement
- Effective communication and debate

MATERIALS:

- Handout: "The Ladder of Participation" diagram
- Large sheet of paper, marker pens, and scissors
- Post-it notes or small pieces of paper
- Wall space for sticking note

METHODOLOGY:

- Interactive discussion
- Role-play
- Group work
- Individual reflection
- Collaborative categorization
- Plenary discussion

SESSION FLOW

INTRODUCTION

01.

DURATION: 60 minutes

- 1. Ask participants what they understand by the term "youth participation". Create a group discussion on how they view participation in their communities.
- 2. Hand out the diagram of Hart's ladder of participation and explain that this is one model for thinking about different ways of participating. Briefly discuss the different levels.
- 3. Divide the group into 8 small groups. Allocate one level of participation to each group and ask them to prepare a short 2-3 minute role play to illustrate the level they have been allocated.
- 4. When the groups are ready, invite them to present their role plays in turn. Allow questions or time for comments between the different role plays if participants want.

HOW WE PARTICIPATE

02.

DURATION: 85 minutes

- 5. Ask participants to work individually for 10 minutes, trying to find examples in their own lives for as many of the 8 levels as they can. Tell them to think about what they do in all aspects of their lives: at home, school, clubs, work and with family and friends.
- 6. Then invite participants to share their examples in small groups of 4-5 people. While discussing the examples, ask participants to come up with ideas for obstacles (things that stop them from moving up the ladder) and enabling factors (things that help them to move up the ladder). They should write each idea on a separate "post-it".
- 7. While the groups are discussing, stick the prepared headings "obstacles" and "enabling factors" on the wall about 2 metres apart. Then bring the groups into plenary and ask them to stick their papers on the wall under the headings.
- 8. Allow 15 minutes to review the two lists with the participants. Ask for clarification about any ambiguous statements and try to resolve any disagreements between participants about the positioning of the statements.
- 9. Now put the "control" and "no control" headings up on the wall under the first headings and ask participants to sort each list into two sub-lists according to whether the statements are about things that they have (or could have) control over, or whether the statements refer to external factors that are out of their control.
- 10. Finally review the positions of the papers in the four lists. Then go on to the evaluation and debriefing.

DISCUSSION AND REFLECTION

DURATION: 35 minutes

- What new insights did you gain about the different levels of youth participation through the role plays?
- How did identifying personal examples of participation help you understand the ladder of participation?
- What were some common obstacles to moving up the ladder of participation that you identified? How can these be addressed?
- What enabling factors did you find most effective in promoting higher levels of participation?
- Were there any surprises in the lists of obstacles and enabling factors? If so, what were they?
- What steps can you take to move up the ladder of participation in your personal, school, or work life?

ANNEXES

- Link to the Hart's Ladder of Youth Participation
- (https://drive.google.com/file/d/1KMpjX3xEqU7S3SxQ8bEVhRFQm4hxss7g/view?usp=drive_link)

RECOMMENDATIONS FOR TRAINERS

- In part 2, encourage participants to come up with as many different ways of participating as possible.
- When introducing the ladder of participation, make it clear that the model is not meant to suggest that being at the "highest" level is always the best thing. In different situations and depending on people's expertise, time availability, or level of interest, it may be most appropriate to participate, for example, as a consultant or as a representative. There is nothing inherently "wrong" with being merely consulted (or even being merely informed) in certain situations. However, the bottom three rungs of manipulation, decoration, and tokenism are not acceptable and cannot be considered as "participation" because involvement and contribution are minimal or non-existent. Stress this point to ensure clarity.
- When the group tries to think about enabling factors and obstacles, help them put as many statements as possible under the "control" category. Give examples or remind them that obstacles may be psychological as well as physical or structural.
- Encourage participants to find ways around obstacles. If they suggest that an authority won't allow something, ask if they have tried asking. If they doubt their ability, ask how they could demonstrate their capability. If they fear negative reactions, discuss alternative approaches to presenting their case.

HART'S LADDER OF YOUTH PARTICIPATION

1 SHARED DECISION MAKING

Projects or ideas are initiated by young people, who invite the adults to take part in the decision-making process as partners.

2 YOUNG-PEOPLE LED AND INITIATED

Projects or ideas are initiated and directed by young people; the adults might be invited to provide necessary support, but a project can be carried out without their intervention.

3 ADULT INITIATED, SHARED DECISIONS WITH YOUNG PEOPLE

Projects are initiated by adults but young people are invited to share the decision-making power and responsibilities as equal partners.

4 YOUNG PEOPLE CONSULTED AND INFORMED

Projects are initiated and run by adults, but young people provide advice and suggestions and are informed as to how these suggestions contribute to the final decisions or results.

5 YOUNG PEOPLE ASSIGNED BUT INFORMED

Projects are initiated and run by adults; young people are invited to take some specific roles or tasks within the project, but they are aware of what influence they have in reality.

6 TOKENISM

Young people are given some roles within projects but they have no real influence on any decisions. There is a false appearance created (on purpose or unintentionally) that young people participate.

7 DECORATION

Young people are needed in the project to represent youth as an underprivileged group. They have no meaningful role (except from being present) and, as with decorations, they are put in a visible position within a project or organisation

8 MANIPULATION

Young people are invited to take part in the project, but they have no real influence on decisions and the outcomes. In fact, their presence is used to achieve some other goals, such as winning local elections...

WORKSHOP 7

UNDERSTANDING THE RULE OF LAW

DURATION: 120 MINUTES

AIM OF THE SESSION:

To explore and understand the concept of the Rule of Law using the "Rule of Law Wheel" and case studies/scenarios.

OBJECTIVES:

- To understand the concept of the Rule of Law
- To analyse case studies for the application of Rule of Law principles
- To understand how the Rule of Law is important for democracy
- To encourage critical thinking and discussion about the Rule of Law

COMPETENCES ADRESSED:

- Civic knowledge
- Critical thinking
- Communication skills
- Collaboration
- Literacy competence

MATERIALS:

- Projector and screen to display the "Rule of Law Wheel"
- Copies of the "Rule of Law Wheel" for each group
- Printed case studies/scenarios for each group
- Flipchart or whiteboard for group presentations
- Markers and pens

METHODOLOGY:

- Presentation
- Group discussion
- Role-playing
- Case study analysis

SESSION FLOW

INTRODUCTION 01.

DURATION: 10 minutes

- Briefly introduce the workshop objectives and structure.
- Explain the Rule of Law using the "Rule of Law Wheel" diagram.
- Highlight key elements such as equality before the law, fairness in the application of the law, separation of powers, and protection of human rights.

CASE STUDIES 02.

DURATION: 30 minutes

- Divide participants into 5-6 groups.
- Distribute a different case study/scenario to each group.
- Instruct groups to read their case study and discuss whether the Rule of Law was applied, which elements were respected, and which were violated.
- Ask groups to prepare brief explanations on how they concluded.

GROUP PRESENTATIONS 03.

DURATION: 45 minutes

- Each group presents their case study and findings.
- Encourage questions and discussions after each presentation.

CONCLUSION 05.

DURATION: 15 minutes

- Recap the importance of the Rule of Law.
- Encourage participants to apply these principles in their own contexts.
- Thank participants for their engagement and participation.

ANNEXES

- Link to the Rule of Law Wheel
- (https://drive.google.com/file/d/1Unl8BPoPT9RcoIhYOfKi-1Exgo_e7zxj/view?usp=drive_link)
- Link to the Case Studies/Scenarios
- (https://drive.google.com/file/d/1BYf8-wnyy4osJr0aLISkDvKEXXY5OhTF/view?usp=drive_link)
- Link to Separation of Powers
- (https://drive.google.com/file/d/1S1CCGsBacNRJYLA1X9H_qAqSjX6zafLp/view?usp=sharing)

REFLECTION AND DEBRIEFING 04.

DURATION: 20 minutes

- How did your group determine whether the Rule of Law was applied correctly in your case study?
- What were the most significant challenges you identified in maintaining the Rule of Law within your case study?
- How do the violations of the Rule of Law in your case study compare to those in the other groups' case studies?
- What are some potential real-life consequences of not upholding the Rule of Law in the scenarios discussed?
- How can the principles of the Rule of Law be strengthened in your own community or country?
- What did you learn about the importance of judicial independence and accountability from the case studies?
- How can transparency and accessibility of laws improve the fairness of a legal system?
- In what ways can you apply the concepts discussed today to promote the Rule of Law in your personal or professional life?

RECOMMENDATIONS FOR TRAINERS

- Ensure all materials, including the "Rule of Law Wheel," case studies, and printed documents on the separation of powers, are prepared and accessible before the session begins.
- Ensure that all participants have the opportunity to contribute to discussions and presentations, fostering an inclusive environment where everyone's voice is heard.
- Emphasise the practical application of the Rule of Law principles in everyday life, making the concepts relevant and actionable for participants.

THE RULE OF LAW

All people should be ruled by just laws subject to the following principles:

WORKSHOP 8

UNDERSTANDING AND ADDRESSING DISCRIMINATION

DURATION: 90 MINUTES

AIM OF THE SESSION:

The aim of this session is to help people understand what discrimination is and how it harms individuals and society. It focuses on improving listening skills, building empathy, and encouraging personal reflection and discussion. By learning about discrimination, participants will see why fairness and inclusion are important in a democratic society. This session will show how fighting discrimination helps create a fair and equal community.

OBJECTIVES:

- Raising awareness on the subject of discrimination.
- Development of listening skills.
- Deepening the understanding of discrimination.
- Promote inclusivity and respect.

COMPETENCES ADRESSED:

- Communication skills
- Empathy
- Teamwork
- Cultural awareness
- Self-reflection
- Inclusivity
- Emotional intelligence

MATERIALS:

- Pens
- Post-it notes
- Phones
- Speaker

METHODOLOGY:

- Active listening
- Discussion
- Reflection

SESSION FLOW

INTRODUCTION 01.

DURATION: 10 minutes

- Introduce the workshop topic and objectives.
- Brainstorm: Ask participants to think about the word "discrimination" and write their associations on post-it notes.
- Write ''Discrimination'' on a flipchart and put it on the floor.
- Stick the notes on the flipchart.
- Pair participants: Encourage participants to pair with those who haven't interacted much so far.

ACTIVE LISTENING AND TALKING 02.

DURATION: 30 minutes

- In pairs, each person has 15 minutes to share a personal experience related to discrimination. The other listens without interrupting, using supportive words but no comments or questions.

WALK AND TALK 03.

DURATION: 30 minutes

- In pairs, discuss potential societal changes that could reduce discrimination.
- Reflect on one change and write it on a post-it note.
- Optional bonus task: Find a scene, draw, or bring an object that represents the conversation.

DEBRIEFING

DURATION: 20 minutes

- Sit in a circle and place reflection post-it notes on a paper.
- Discuss the following questions:
- How was the activity? How did it make you feel?
- Did you learn something new about discrimination?
- Did you feel safe sharing your experiences with your partner?
- Read and discuss post-it notes from the initial brainstorming activity.

RECOMMENDATIONS FOR TRAINERS

- Ensure a calm and relaxed atmosphere for deep conversations.
- Schedule this activity after a few days of the project to build comfort among participants.
- Encourage spreading out to allow for private conversations.
- Be prepared to support participants who may feel emotional or vulnerable during the discussion.

WORKSHOP 9

WANNABE FACILITATORS FOR DEMOCRACY AND YOUTH LEADERS COMPETENCES

DURATION: 360 MINUTES

AIM OF THE SESSION:

The aim of this session is to empower participants to develop facilitation skills related to democracy and youth leader competences. It seeks to engage participants in group work activities that enhance non-formal education methods, while also focusing on developing youth leaders' competencies and acquiring skills to be effective leaders in their society.

OBJECTIVES:

- To practise designing and facilitating a mini-workshop on democracy or youth leader competences.
- To develop teamwork and collaborative learning through group work activities.
- To encourage creativity in workshop design and delivery.
- To motivate young people to be active participants in local communities.

COMPETENCES ADRESSED:

- Critical thinking
- Teamwork
- Learning to learn competence
- Communication skills
- Self-Reflection

MATERIALS:

- Flipchart paper and markers
- Post-it notes
- Projector and screen (optional)
- Access to a folder on Drive to upload

METHODOLOGY:

- Group work
- Presentation
- Facilitation
- Feedback and reflection
- Discussions

SESSION FLOW

INTRODUCTION 01.

DURATION: 15 minutes

- Let the participants work on the plan of their workshops
- Gather participants and review the designed workshops.
- Check if each workshop is structured well and meets the criteria.
- Provide time for adjustments if needed.
- Give the participants time to prepare their workshop if the workshop fits the criteria.
- Monitor their progress and provide help with materials and support they will need.

WORKSHOP DESIGN 02.

DURATION: 30 minutes

- Divide participants into small groups.
- Each group designs a mini-workshop focusing on one of the competencies from the chart.
- Ensure the workshop includes objectives, activities, and expected outcomes.
- Present the following chart to participants and instruct them to design a workshop focusing on developing a youth leader competence.

Session Title:	The name of the workshop
Duration:	In minutes or hours
Aim of the session:	The general purpose of the session
Materials needed:	Explain which tools you will use for the implementation of the workshop. (Ex. pens, flip charts, tape, ...)
Learning objectives:	The concrete objectives that the session seeks to achieve. (To increase, To understand, ...)
Competences addressed:	Which competencies are being covered by the session?
Methods and Tools:	Explain which methods are used to achieve the learning objectives. (Theatre, presentations, World Cafè,...)
Session flow:	Choose the activities that lead to reaching the objectives. Give a detailed description of each step of the session, workshop and debriefings.
Recommendations for Trainers:	Any recommendations useful for the facilitator/trainer in order to lead a successful workshop.
Annexes:	Handouts or any material needed to be printed or prepared in advance, videos, links or any source useful for leading the activity or supporting the participants.

WORKSHOP DESIGN AND FEEDBACK 03.

DURATION: 150 minutes

- Let the participants work on the plan of their workshops
- Gather participants and review the designed workshops.
- Check if each workshop is structured well and meets the criteria.
- Provide time for adjustments if needed.
- Give the participants time to prepare their workshop if the workshop fits the criteria.
- Monitor their progress and provide help with materials and support they will need.

WORKSHOP IMPLEMENTATION AND FEEDBACK 04.

DURATION: 150 minutes

- Gather all of the participants back together.
- Let them implement their workshops for the whole group.
- Observe as groups present their workshops and gather constructive feedback.
- Give feedback to the participants after they finish their workshop on what they did well, and points in which they can improve for the future.
- After each group finishes their workshop gather together for debriefing.

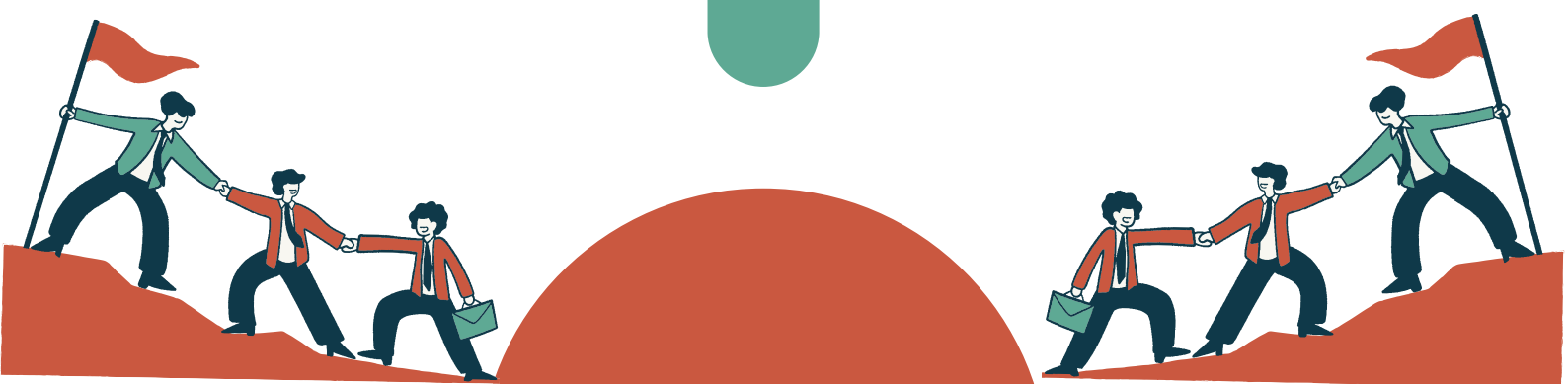
DEBRIEFING

DURATION: 15 minutes

- How did you feel facilitating a workshop by yourself?
- Do you have any adjustments and improvements for the workshop that was done?
- Do you think people will be able to implement this workshop in their local communities?
- Which of the Youth Leader Competencies do you feel you have developed through this workshop?

RECOMMENDATIONS FOR TRAINERS

- Encourage creativity and innovation in workshop design.
- Ensure all participants have an opportunity to contribute and participate actively.
- Provide constructive feedback to support learning and development.
- Make sure that the participants follow the time constraints during the implementation of the workshop and help them with time management.



WORKSHOP 10

THE 6 FUNDAMENTAL RIGHTS OF THE EU

DURATION: 90 MINUTES

AIM OF THE SESSION:

To understand and recognize the fundamental rights of the European Union and learn how to implement them in everyday life.

OBJECTIVES:

- To gain knowledge about the fundamental rights of the European Union
- To recognize and understand these rights
- To engage in critical thinking by reflecting on the importance and implications of these rights.

COMPETENCES ADRESSED:

- Civil knowledge
- Critical thinking
- Communication skills
- Collaboration

MATERIALS:

- Paper
- Scissors
- Laptop
- Pens
- Projector

METHODOLOGY:

- The methods used are short presentations explaining the 6 rights, displayed through slides and a short video, followed by activities, including role-playing, which demonstrate the 6 fundamental rights.

SESSION FLOW

INTRODUCTION 01.

DURATION: 20 minutes

- Present a short presentation about the main values of the EU.
- Use slides and a short video to explain the 6 fundamental rights.

GROUP DIVISION 02.

DURATION: 5 minutes

- Divide the participants into 3 groups.
- Each group chooses 2 papers with one of the 6 fundamental rights written on each.

PREPARATION FOR ROLE-PLAYING 03.

DURATION: 30 minutes

- Each group prepares a theatrical play to represent the democratic right(s) assigned to them.
- Groups can choose to present one right or combine the two for a more comprehensive skit.

ROLE-PLAYING AND PRESENTATIONS 04.

DURATION: 35 minutes

- Each group presents their skit.
- The rest of the participants guess which of the 6 rights the group presented.

ANNEXES

- Link to the Fundamental Rights in the EU
- (https://www.europarl.europa.eu/about-parliament/en/democracy-and-human-rights/fundamental-rights-in-the-eu)

RECOMMENDATIONS FOR TRAINERS

- Encourage active participation and ensure all voices are heard.
- Use real-life examples to make the discussion relatable.
- Be flexible and adapt to the group's dynamics.

RESOURCES

- **Presentation about democracy: (https://drive.google.com/file/d/1CYFlUu2Ra4FfSUa7lxmSlJEbPN1UiUiB/view?usp=drive_link)**
- **Democracy Tracker (https://www.idea.int/democracytracker/)**
- **GSOD Indices: (https://drive.google.com/file/d/1HLQ1ZB6VZCUp8bRJqmyo_ksZxgO7Otad/view?usp=drive_link)**
- **Link to separation of powers poster: (https://drive.google.com/file/d/1S1CCGsBacNRJYLA1X9H_qAqSjX6zafLp/view?usp=drive_link)**
- **Link to the sample of the surveys: (https://drive.google.com/file/d/18vBTf_AnDnVJIDR4zALks-cSvTBLbMis/view?usp=sharing)**
- **Link to the Hart's Ladder of Youth Participation: (https://drive.google.com/file/d/1KMpjX3xEqU7S3SxQ8bEVhRFQm4hxss7g/view?usp=drive_link)**
- **Link to the Rule of Law Wheel: (https://drive.google.com/file/d/1Unl8BPoPT9RcoIhYOfKi-1Exgo_e7zxj/view?usp=drive_link)**
- **Link to the Case Studies/Scenarios: (https://drive.google.com/file/d/1BYf8-wnyy4osJr0aLISkDvKEXXY5OhTF/view?usp=drive_link)**
- **Link to the Fundamental Rights in the EU: (https://www.europarl.europa.eu/about-parliament/en/democracy-and-human-rights/fundamental-rights-in-the-eu)**

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