



# MY PAGE

MANUAL FOR YOUTH WORKERS ON YOUTH PARTICIPATION,  
ACTIVE CITIZENSHIP AND GLOBAL EDUCATION.

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# PREFACE

Young people's participation has long been a concern. Loss of community ties, little interest in political processes, scarce knowledge of democratic institutions, low levels of trust in politicians are often seen as indicators of the younger generations' weakened sense of citizenship and political engagement.

Yet, recent studies conclude that such analysis is misleading; youngsters are the ones who are most concerned about political issues. The fact is that young people are interested in public life but their attitudes, their approaches and their patterns of participation are far to be fully recognized and accepted by the other sectors of the society. It is such lack of a common framework that impedes the active engagement of young people and that, consequently, undermines their commitment towards the public life.

Thus, young people do play a major role in the construction of the future global society, but such role needs to be unfolded and encouraged by providing moments of reflection, sharing and meaningful interactions with the other sectors of the society. This handbook wants to contribute in building

such moments: it contains non-formal education activities, ideas for debates, theoretical pills, institutional references, political facts and statistical data that can help trainers, facilitators and youth workers in their capacity-building activities addressing young people. The resources contained in here, in fact, aim at stimulating the active involvement of young people in the global society and at increasing their capacity to impact the democratic decision-making processes.

For that reason, this publication could be seen as a new effort towards the implementation of one of the main concepts promoted by the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education: *"one of the fundamental goals of education is not just equipping learners with knowledge...but also empowering them with the readiness to take action in society"*.

We hope this publication will contribute to empower young people with such readiness in order to write a new page of the development of our society; so, it's time to turn page, it's time to write a new page. Your page!

# THE PROJECT BEHIND MY PAGE

This publication is the direct outcome of the project "E=mc<sup>2</sup>" funded by the Youth in Action Programme (Sub-Action 4.3 - Support to Youth Workers' Mobility) and developed by two organizations - SPIN (Portugal) and CSDC (Italy) - having different but complementary expertise, both active in the field of civic participation since many years.

E=mc<sup>2</sup> aimed at the professionalization of youth work by linking youth mobility, social inclusion, democratic participation and European Citizenship.

The project supported a 6-months mobility period of an Italian youth worker in the partner organization in Lisbon with the aim to increase the involvement of the young people with fewer opportunities in the civic life and enhance their participation in the democratic processes.

Through an innovative integrated approach which included a wide range of methods, the Italian youth worker has carried out a number of activities – workshops for young people, debates with local authorities, exhibitions, awareness raising events, social inclusion initiatives, promotional videos and this final publication - all aimed at encouraging young people to be more involved in their local community and in building the Europe they want,

also by taking part in the EU 2014 elections.

In this way, E=mc<sup>2</sup> gave the opportunity to the Italian youth worker to use his expertise in a new context and to adapt his competences according to the new local reality. On the other hand, the young people addressed by the project became more aware of their role in the society and more eager to participate at local and global level.

At the same time, the constant exchange of experiences and approaches that the project originated, has reinforced also the capacities of the two organizations involved, being now more able to design youth projects with higher quality.

Finally, the work developed at local level by the youth worker during the mobility period and the final publication edited and available at international level intended to foster a better understanding of the European dimension of youth work, pointing out the importance of the European youth policies and the need of a greater recognition of youth work.

Thus, the mobility experience of the youth worker has boosted a series of initiatives about active citizenship that has motivated young people to become multipliers in their communities and to take an active role in building the Europe they want: E=mc<sup>2</sup> (Europe = Mobility X Active Citizenship Squared).

# THE PARTNER ORGANIZATIONS

**SPIN Association** is a Portuguese Non-Governmental Organization which carries out trainings, youth exchanges and other educational and social activities for young people at local and international level. One of the main focus of its projects is the intercultural dimension of youth work as powerful means to promote tolerance and raising awareness about the interconnection of different local realities.

A key aspect of SPIN's work is the promotion of the European Voluntary Service as effective instrument to stimulate young people's active involvement in the society.

SPIN is determined to empower young people, and especially those pertaining to marginalized social groups or facing other forms of exclusion, in order to develop their social and professional competences, expand their European awareness and facilitate their social engagement.

**Centro Studi Difesa Civile (CSDC)** is an Italian Non-Governmental Organization which develops analysis, publications, conferences and trainings fostering the use of appropriate instruments to assure Peace, to guarantee Democracy and Human Rights and to overcome conflicts constructively.

The association works in close collaboration with universities, think tanks and other institutions to develop specialized courses and researches about practices and international mechanisms of peacebuilding and nonviolent responses to international crisis. Together with national and international networks, it organizes advocacy initiatives and awareness campaigns promoting more effective peace-related policies.

CSDC implements also workshops in schools and designs trainings for youth workers, young professionals and young activists on peace education, nonviolent conflict management and active citizenship.

The two organizations have different expertise, experiences and approaches which make them complementary and able to mutually expand each other competences. However, for both, the final overall aim is the same: to contribute in creating a society where the rights are respected, youth are empowered, and where everyone has the space and the capacity to give his contribution for Peace.



# THE AUTHOR/THE YOUTH WORKER



Graziano Tullio works as youth worker since 2007 when he organized his first workshop on Human Rights Education in his hometown, Sulmona. Since then, he has organized and led more

than 30 trainings, seminars, youth exchanges and workshops all across the EU, the Balkans (Serbia, Bosnia Herzegovina), the Middle East (Palestine) and Asia (India, Nepal, South Korea).

At the same time he started to work in the area of policy development and advocacy firstly as secretary of the Peace and Human Rights Committee of Regione Abruzzo and then by joining CSDC in

2009 where he was involved in the EU 2009 election campaign "Europe Vote for Peace". Nowadays, as policy officer of CSDC he is engaged in many national and international networks and working groups for advocacy and EU peace policy-related initiatives.

Throughout his professional career he kept doing volunteering abroad and benefited from the opportunities EU provides to young people (such as Erasmus, Leonardo, E.V.S., Grundtvig...). Graziano nowadays is a professional trainer on advocacy and active citizenship, global education and human rights, nonviolent alternatives and conflict management, networking and project management, group dynamics and participatory decision making processes.

## About MY PAGE

During his mobility period in Portugal in the framework of the project  $E=mc^2$ , the Italian youth worker had the opportunity to increase his knowledge and competences on non-formal education, social inclusion and active citizenship. At the same time, by interacting with many different groups of people in several areas, he has noticed that youth work, youth participation and non-formal education are still far to be fully recognized, developed and promoted as valid and effective means to ignite the social change that everyone is wishing for.

For these reasons, the youth worker involved in the project  $E=mc^2$  has used part of his mobility period to gather data and policies, to systematize researches and theories, to review and adapt the available resources and to design new collaborative learning games to finally draw up this publication.

Such effort was meant to achieve a specific objective: to provide a ready-to-use tool-kit to trainers and youth workers looking for new tools, approaches, facts and theories to run their workshops on youth participation, active citizenship and global education.

The youth worker is in fact a learner facilitator able to cover a large scope of activities of social, cultural, educational and political nature. But in order to be recognized as a professional figure and to guarantee the effectiveness of his/her work, a continuous update of his/her resources and competences is needed.

Therefore, through MY PAGE, CSDC and SPIN want to contribute to increase the recognition of youth work, to foster the civic engagement of young people and to raise the quality of the non-formal education activities used in such context.

# HOW TO USE MY PAGE

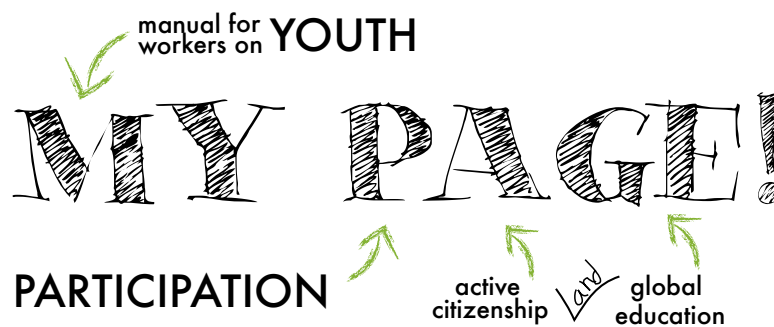
This handbook is specifically developed for participatory, learner-centred non-formal youth setting. It provides substantial theoretical knowledge and dynamic collaborative learning activities that can help trainers and youth workers in carrying out trainings and workshops on youth participation and active citizenship.

Each section deals with a specific topic and all the sections have the same structure: firstly they present the background information - such as definitions, statistical data, institutional framework, theories and researches developed on that matter - and then they suggest non-formal

education activities which allow the learners to personally tackle the topic following the peer education methodology.

Moreover, each section is conceived to prepare the ground for the subsequent one. The manual, in fact, follows a logical path: it goes from youth participation at local level to European citizenship until Global education, closing with a focus on the today's challenge of youth work.

We wish you an exciting experience in engaging the future decision-makers of the global society!



# 1 INTRODUCING PARTICIPATION AND YOUTH PARTICIPATION

Participation in democratic life is considered a fundamental right recognised in article 10.3 TEU of the Lisbon Treaty (2009) and an inherent part of the European citizenship provisions:

**“Every citizen shall have the right to participate in the democratic life of the Union.”**

*- Lisbon Treaty*

However, when talking about participation it becomes quickly apparent that many people have different conceptions as to what participation actually means and entails.

Here are a few examples of how youth participation could be understood:

- “Participation means to be involved, to have tasks and to share and take over responsibility. It means to have access and to be included”.<sup>1</sup>
- “Participation means helping to steer and to form”.<sup>2</sup>
- “Participation is about talking and listening, expressing your own views and listening while others express theirs. It can mean working together for a solution or a course of action”.<sup>3</sup>

- “Participation is taking part in any of the processes of formulation, passage and implementation of public policies”.<sup>4</sup>

Already in the 1970s, political theorist Carole Pateman referred to the elusiveness of participation when she pointed out that: ‘the widespread use of the term [...] has tended to mean that any precise, meaningful content has almost disappeared; “participation” is used to refer to a wide variety of different situations by different people’<sup>5</sup>.

Regardless of the different approaches and definition, the link between access to information and public participation could be seen as a key aspect on what everyone agrees on. The Rio Declaration (1992) drew global attention to this binomial:

**“..each individual shall have appropriate access to information...that is held by public authorities... States shall facilitate and encourage public awareness and participation by making information widely available. Effective access to judicial and administrative proceedings, including redress and remedy, shall be provided.”**

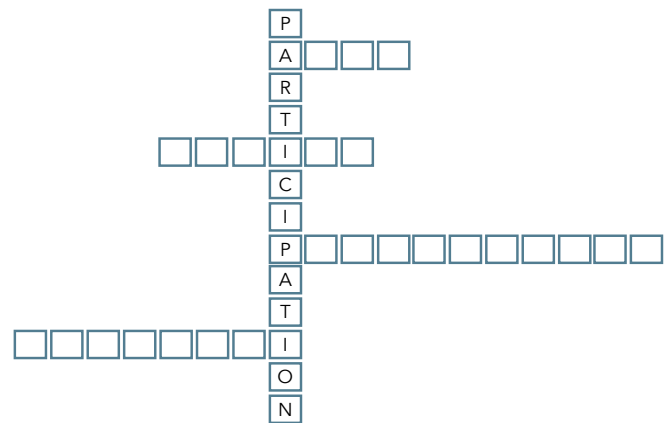
*– The Rio Declaration on Environment and Development*

## PARTICIPATION IN CROSSWORD

The activity helps to break the ice in the group and to collect the first inputs, at the same building time a common ground of understanding about the key terms.

### Instructions:

- 1 Write the word PARTICIPATION at the center of a flipchart page or on a white board inserting each letter in a single box, ideally resembling the tiles of the game "scrabble".
- 2 Encourage the participants to find words connected to this term that could cross the word "participation" making clear reference to the famous board game's structure.
- 3 Lead the group discussion by writing down the words suggested by the participants and by giving then space to explain why they chose that word and what does that word mean to them.
- 4 Summarize all the inputs received in order to provide an overview about the meaning of the term "participation" according to the group involved in the activity.



The same happens when focusing more specifically on youth participation: Article 165 of the Lisbon Treaty states that one of the aims of EU action should be geared towards

**“Encouraging the development of youth exchanges and of exchanges of socioeducational instructors, and encouraging the participation of young people in democratic life in Europe.”**

*– Lisbon Treaty*

Anyhow, when dealing with participation related to the youth sphere, one can observe an even larger variety of practices and theories.

Youth workers, youth organisations and local authorities look at the concept of youth participation from different angles due to the diversity of their backgrounds and experience.

Thus, the approaches and the youth policies are numerous as much as the way youth participation is conceived and young people are seen.

## HOW ARE YOUNG PEOPLE SEEN IN YOUR COMMUNITY?

The activity helps to move the discussion on participation from the macro and general level to the micro and personal level.

### Preparation:

Take 8 pieces of A3 sheet and write on each of them the following statements: – as a group that needs to have its problems solved by somebody else.

- as a group not wanting to take responsibility.
- as a group that needs protection.
- as clients that need to have everything provided.
- as persons having strengths and talents.
- as a group that is capable of contributing to the solving of their own problems.
- as a group that wants to do things by itself (not accepting help).
- in any other way....

### Instructions:

- 1 Ask to the group "How are young people seen in your community?"
- 2 Place on the floor the 8 pre-made A3 sheet with the statements
- 3 Invite the participants to step on the piece of paper where it is written the statement they agree with the most.  

Note: for "community" we intend the place where we usually live and the people with whom we usually interact (also indirectly – thus including the teacher at school, the mothers of our friends, the people working in the café you usually go to with your friends, the owners of the shops in your area of the city etc...).
- 4 Make clear that they have to choose only one position/statement. It might be that someone agrees with more than one statement: invite them to choose only one statement in this phase since later on they will have time to explain their position and also the other positions they would have chosen as a second and third option.
- 5 Explain that they can step on the piece of paper where it is written "in another way..." in case they don't agree with any of the previous ones and, thus, they would like to add some other perception.
- 6 Once everybody has chosen a paper to step on, ask them to explain what they have made that choice. To the ones which stepped on the "in another way..."s paper let them explain what they had in mind.
- 7 After having gathered the different perspectives, start to debrief by asking: "Is there anything that needs to be changed in the way young people are perceived in your community?".

# YOUTH PARTICIPATION IN PUBLIC LIFE

The eurobarometer survey 375 shows interesting data about the actual scenario of youth participation in democratic life.

Young people were asked about their participation in a range of activities organised by different types of groups and clubs within the year 2013.

The results show that the most popular activity is being involved in a youth club, leisure-time club or other kind of youth organisation (22%). 15% of respondents are involved in a local organisation aiming to improve the local community, while 14% are active in a cultural organisation. Only 8% participate in an organisation promoting human rights or global development; 7% are part of an organisation involved in climate change/ environmental issues and 5% are involved in a political organisation or political party.

However, the majority of the young people interviewed have not taken part in any of the organisations at all.

## HAVE YOU IN THE PAST YEAR PARTICIPATED IN ANY ACTIVITIES OF THE FOLLOWING ORGANIZATION?



Base: EU 27 aged 15-30 (12.927 respondents)

EVEN THINKING IS  
PARTICIPATION.  
ISN'T IT?



## MOTIVATE ME

The activity aims to analyze the main reasons for the scarce political participation of young people and to single out the first argumentations that could eventually increase youth participation.

### Instructions:

- 1 Invite the participants to get in pairs and for 10 minutes freely talk, starting by answering these questions:
  - Why do you think that many young people don't participate in activities organized by youth, cultural or a political organization?
  - How many of your friends do take part in cultural or political activities promoted by organization working on community development, environmental issues, human rights etc..?
  - Did you ever ask your friends why they haven't participated in such activities?  
If yes, what was their reply?
- 2 Invite the participants to create groups of four people by merging 2 group of pairs
- 3 Ask the new groups of 4 to briefly summarize the results of the first phase and then list all the possible arguments to motivate your friends into taking part in one of the activities organized by the groups mentioned above. Allow 20 minutes for this task.
- 4 Get in plenary to present and share the results of the working groups.

# YOUTH PARTICIPATION IN POLITICAL ELECTIONS

Young people were asked whether or not they have voted in a political election within the last three years.

73% of the respondents who were old enough to vote in a political election actually did vote during the past three years.

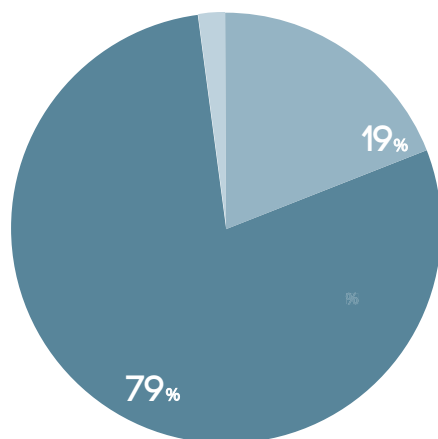
These findings represent a decrease in participation since 2011, when 79% of respondents said that they had voted.

Respondents were then asked whether they would consider standing as a candidate in a political election at some point in their lives.

The majority of respondents (79%) would not consider standing as a candidate; 30% say probably not and 49% say certainly not. Almost one in five (19%) say that they would consider it.

Respondents who have participated in at least one youth activity or involved in youth organisations are more likely to consider standing as a candidate in a political election at some point in their life (23% vs. 14% who have not participated).

## WOULD YOU CONSIDER STANDING AS A CANDIDATE IN POLITICAL ELECTION AT SOME POINT IN YOUR LIFE?



● TOTAL "YES"    ● DON'T KNOW  
● TOTAL "NO"

## WOULD YOU CONSIDER STANDING AS A CANDIDATE IN POLITICAL ELECTION AT SOME POINT IN YOUR LIFE?

	TOTAL "YES"	TOTAL "NO"	DON'T KNOW
EU27	19%	79%	2%
SEX			
MALE	24%	74%	2%
FEMALE	14%	84%	2%
AGE			
15-19	21%	76%	3%
20-24	19%	80%	1%
25-30	18%	80%	2%
PARTICIPATED IN ACTIVITIES			
AT LEAST ONE	23%	75%	2%
NONE	14%	84%	2%

## HAVE A BREAK-HAVE A TALK!

Ask to the group:

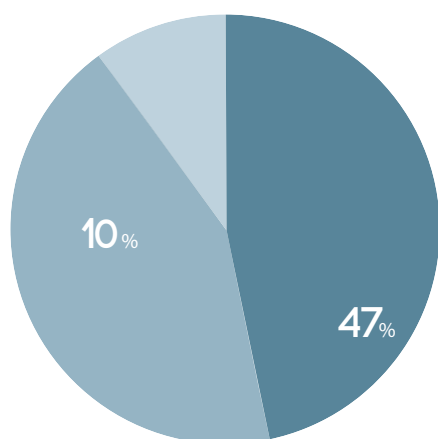
- 1 In your opinion, what are the reasons why the Majority of young people don't want to stand as a candidate in a political election?
- 2 Which competences, attitudes and behaviours could young people get by participating in activities organized by youth clubs, cultural associations, NGOs for human rights or for community development which could be useful later on in terms of standing as candidate?



# YOUNG PEOPLE AND EUROPEAN PARLIAMENT ELECTION

In the eurobarometer survey 375 young people were asked if they know how the members of the European Parliament are elected. Less than half of the interviewed (47%) knows how the European parliament is elected.

COULD YOU PLEASE TELL ME WHETHER YOU THINK THE FOLLOWING STATEMENT IS TRUE OR FALSE:  
THE MEMBERS OF THE EUROPEAN PARLIAMENT ARE DIRECTLY ELECTED BY THE CITIZENS OF EACH EU MEMBER STATE?



● TRUE  
● FALSE

● DONT KNOW

A particularly high proportion of respondents in the following countries are correct in saying that members are directly elected by the citizens of each Member State:

- 70% of respondents in Lithuania
- 66% in Malta and Romania
- 65% in Ireland
- 61% in Slovenia, Croatia and Portugal.

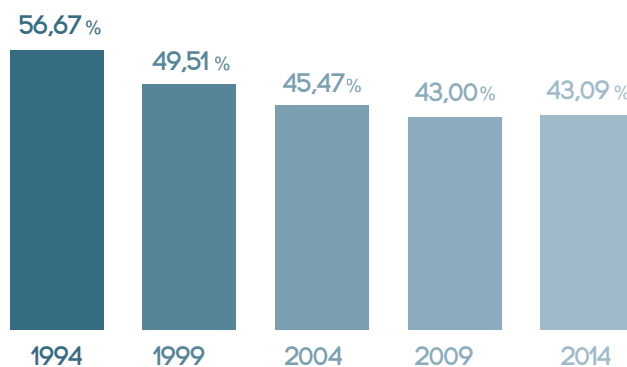
On the other hand, awareness is low in the Netherlands (32%) and Germany (35%). The level of 'don't know' answers was particularly high in Sweden (23%) and Denmark (22%).

Since 1979, when Europeans voted for the first time for their MEPs, the EU average turnout at the European elections has fallen: from 1979: 61% in 1979 to 43% in 2014.

European elections are one of the paradoxes of European Union integration.

The EU has responded to criticisms of its democratic deficit by increasingly empowering the European Parliament the institution that directly represents citizens at EU level. From its origins as an unelected, broadly powerless assembly in the 1950s, the Parliament has become a directly elected co-legislator. The Parliament, is the one institution that has seen its authority increase with every reform of the Treaties of the EU since 1986. Yet, since 1979, voter turnout has declined in every single election.

## VOTER TURNOUT IN EUROPEAN ELECTIONS,%



Voter turnout in EP elections, 1994-2014  
Source: TNS/ScytI, European Parliament

## HAVE A BREAK - HAVE A TALK!

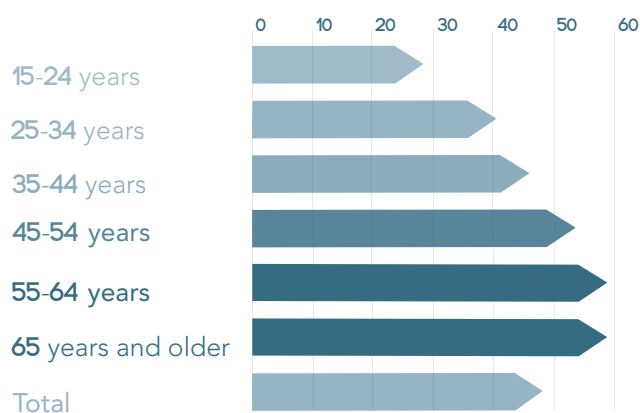
### Ask to the group:

- 1 What do you know about the European Parliament? What image do you have of this institution and its work?
- 2 The percentage of young people who have knowledge about how the European parliament election system works varies considerably from Lithuania and Romania to Netherlands and Germany.  
In your opinion, what are the reasons of such differences between these countries?

The 2009 European election was marked by a rate of youth absenteeism of almost 65%, a level rarely found in democratic politics. The electoral participation of younger voters is almost 30% below that of older voters.

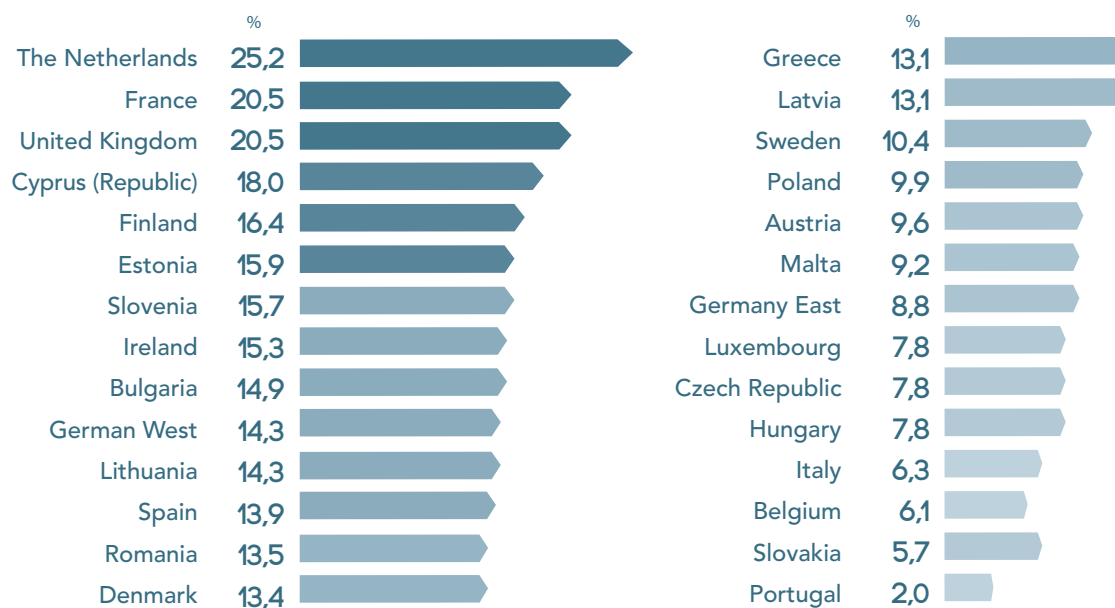
Since the majority of young voters abstain, political parties, quite rationally, do not target young people in their campaigns. In a sample of party manifestos in five countries for the 2009 European Parliamentary election campaigns, half the parties failed to mention young people and, among those that did, most failed to offer specific policies when referring to youth issues.

### TURNOUT PER AGE GROUP



Source: League of young Voters Europe - 2014

### DIFFERENCES IN ABSTENTION RATES BETWEEN YOUNG AND GENERAL POPULATION



Source: League of young Voters Europe - 2014

Absenteeism by members of the younger generations demonstrates that living in an increasingly integrated Europe is not a sufficient incentive to persuade them to vote.

Two interesting proposals to increase youth participation in the EU elections were to lower the voting age and to establish a quota on party MEP candidates: 25% should be aged under 35.

However, an alternative interpretation is that absenteeism is in itself a form of political activism and protest. Already in 1970 Hirschmann's analytical scheme illustrates how dissatisfied citizens can either opt to voice their concern or simply exit the process of voting<sup>7</sup>.

## HAVE A BREAK - HAVE A TALK!

### Ask to the group:

- 1 Here on the right are the most common reasons why young people vote or not. Do you agree with one or more of them?
- 2 Do you think that lowering the age could be a solution to involve more young people in the election?
- 3 What do you think about absenteeism? Do you think it is a viable form of political participation?

You believe that your vote will not change anything

You believe that you are not sufficiently informed to vote

You believe that the European Parliament does not sufficiently deal with problems that concern you

You are not interested in European politics and elections

You are not interested in politics or elections in general

You never vote

You are against Europe, the European Union

You believe that democracy is important  
You believe Europe and European elections are important

You believe that voting is the right way to influence political decision-making

You believe that voting is a moral obligation

You always vote

You believe that voting at the European elections has an impact on problems that concern you

You are interested in politics or elections in general

# CHANGING PATTERNS OF POLITICAL ENGAGEMENT

Young people's political participation has long been a concern. Loss of community ties, little interest in politics, lack of knowledge of political processes, low levels of trust in politicians and growing cynicism of democratic institutions are often seen as indicators of the younger generations' weakened sense of citizenship and political engagement.

This view is usually supported by making reference to low and declining levels of participation in traditional modes of political engagement such as voting and joining political parties.

Yet, recent studies<sup>5</sup> conclude that it is **misleading to think that young people are not interested in politics**. On the contrary, they report that young people are the ones most concerned about political issues.

On the basis of interviews, focus groups and surveys conducted with young people in seven European countries, a recent study concludes that 'young people articulate preferences and interests, and some of them **are even more active than the majority of adults**. Moreover, a clear majority of young people ask for more, not less, opportunity to have a say in the way their political systems are governed.

However, **young people tend to choose new forms of political participation**.

These political actions might not only be regarded as 'new' because they did not exist before the last decades (like for example participation via Internet). Researchers argue that some traditional forms of expression (e.g. demonstrations,

protests, signing petitions, boycotts etc.) can be viewed as 'new' because young people attach new meanings to them and redefine their role.

**The nature of political actions has changed significantly: they have become more individualised, ad-hoc, issue-specific and less linked to traditional societal differences.** Through new forms of political participation, young people feel that they can influence political decisions more directly and effectively.

Today's young people have been growing up in a world which is significantly different from that of their parents'. This certainly influences how they define their identity, citizenship and the ways in which they choose to participate in democratic life.



*"Democracy is based upon the conviction that there are extraordinary possibilities in ordinary people."*

– Harry Emerson Fosdick

Firstly, the **development of supranational structures** alters the meaning of citizenship and participation. Processes of political and economic integration have questioned the limiting of participation to within national borders. Moreover, an increasing number of issues and reasons for engagement are extending beyond the traditional boundaries of Europe.

Yet, young people increasingly live long periods in countries other than their country of birth, and therefore can nurture attachments to different places.

This process has also contributed to the general crisis of political parties and elections: national politicians are less and less able to address problems and influence policies due to internationalisation, European integration and the increasing reliance on expert bodies.

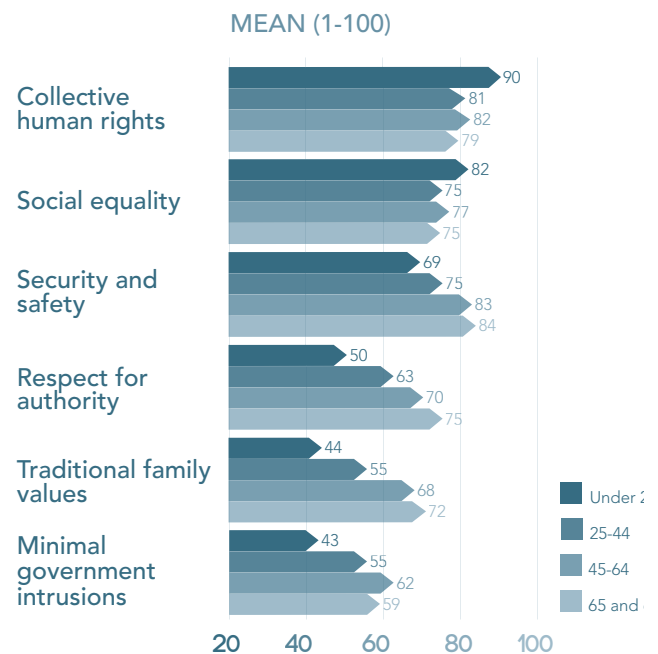
These processes have led to political parties' loss of legitimacy in the eyes of citizens of all age groups. However, older generations had already taken up the voting 'habit' before their (potential) disillusionment occurred and so it is reflected to a lesser extent in their voting behavior<sup>11</sup>.

Secondly, a large proportion of today's young people in Western democracies are moving towards a 'generational shift' from 'materialist' to '**post-materialist**' values that influence political preferences and interests<sup>12</sup>.

This generally means that young people tend to be more focused on 'quality of life' issues such as environmental protection or human rights. These changes favour more issue-specific, ad hoc and campaign-like political action.

## MOST IMPORTANT GOALS AND VALUES

Q: IF YOU WERE TO DIRECT CANADIAN SOCIETY, HOW IMPORTANT WOULD YOU SAY EACH OF THE FOLLOWING GOALS AND VALUES SHOULD BE?



Source: League of young Voters Europe - 2014

Thirdly, the generational shift is also reflected in young people's increasing non-linear transition to adulthood. Unlike previous generations, young people experience fragmented routes to financial and social independence. Entry to the labour market takes longer and is often interspersed with gaps in employment due to the scarcity of jobs and/or further education and training<sup>13</sup>.

### Postmaterialism

Value orientation that emphasizes self-expression and quality of life over economic and physical security.

The term Postmaterialism was first coined by American social scientist Ronald Inglehart in "The Silent Revolution" (1977)

The flexibility needed to adjust to this kind of instability, and the resulting loose ties young people may have to essential aspects of their life (work, economic security, home), changes the way young people perceive their citizenship and political participation.

As such, the intensity and modes of participation can shift across time, embracing membership of new communities along with changes in their priorities and interests. In other words, political participation is transforming to become more ad hoc, personalised and 'self-expressive'<sup>14</sup>.

Young people's political participation is not in decline; it is in transformation.

**For all these reasons, young people tend to feel that traditional forms of participation are inadequate for influencing policy-making in areas important to them.** They neither see that their interests are well represented by elected politicians, nor do they feel that their voice is heard effectively by them.

Therefore, young people are now opting for new forms of participation that offer them more personally meaningful, informal, and non-institutionalised channels of action.

Nevertheless, this does not mean that young people do not trust electoral politics or do not believe in democratic participation in the traditional sense. Kestilä-Kekkonen<sup>15</sup> shows that 18-30 year olds have, in fact, a higher level of trust in the effectiveness of elections than that of older groups, despite their lower electoral participation.

However, they no longer perceive voting at national elections as a 'duty' (Dalton, 2008): young people regard voting as one option among many and they show their political engagement in many different, issue-specific ways that can potentially influence policies more directly<sup>16</sup>.

Malala Yousafzai (1997, Pakistan) won The Nobel Peace Prize 2014 at the age of 17 for her fight for girls' right to education. After having suffered an attack on her life by Taliban gunmen in



2012, she has continued her social engagement and through her heroic struggle she has become a leading spokesperson for girls' rights to education. Malala has shown by example that young people can contribute to improving their own situations also through non conventional means of political engagement and also under the most dangerous circumstances.

# PROFILING THE YOUNG ACTIVE CITIZEN

This activity contributes to making the group reflect about the fundamental values and attributes of a young person who is willing to actively take part in public democratic life.

## Instructions

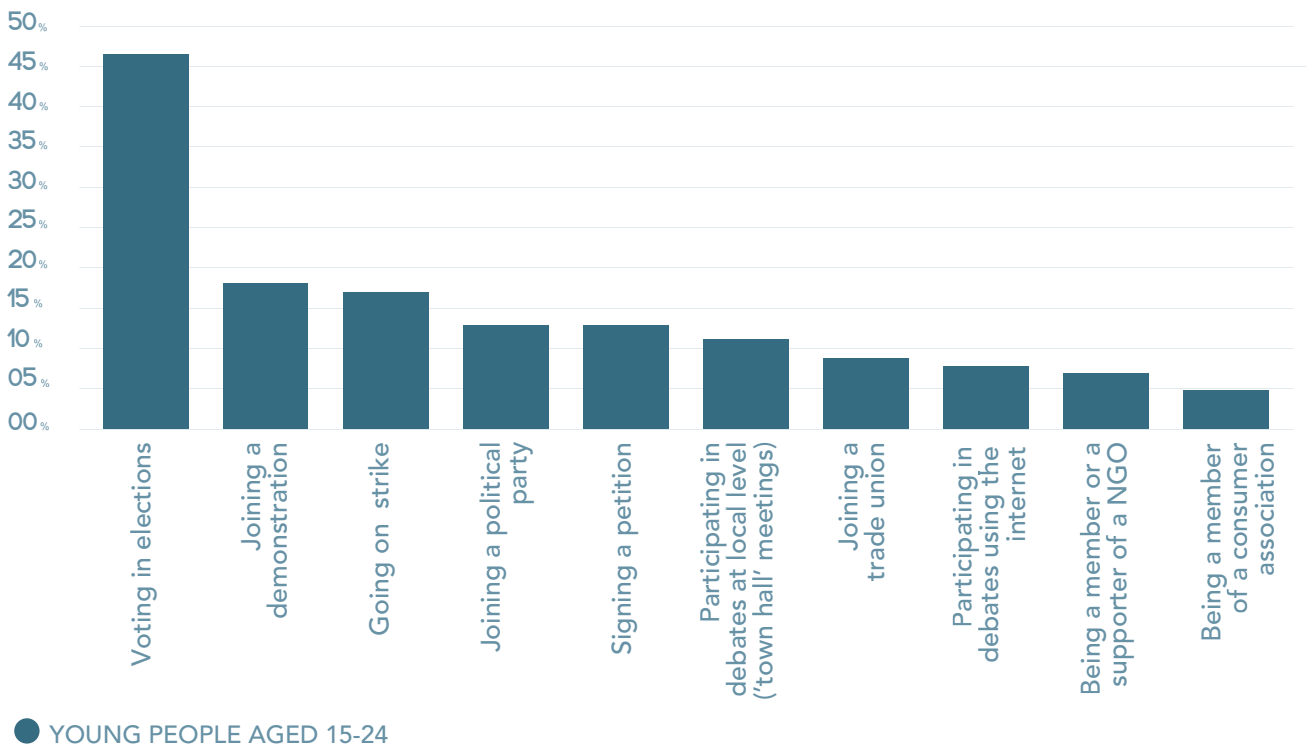
- 1 after having gone through this chapter, ask the participants which idea they have about young people today and their way of being involved in the socio-political sphere.
- 2 After having received some feedback (in order to assess the knowledge acquired) create groups of 4/5 people.
- 3 Show the image (see below) and explain to the groups that they have to create the profile of the perfect young active citizen.
- 4 Explain that they have to recreate a similar image and fill in the blank tags contained within the image with attributes such as skills, values, and beliefs in order to create the profile of a today's young active citizen.
- 5 Make clear that the image proposed is just a character and that they are free to shape their own character that will be filled with the tags. Allow 20 minutes for this task.
- 6 Get in plenary and ask the group to present their work.



# NEW AND OLD MEANS OF PARTICIPATION

An eurobarometer survey dated 2012 shines a light on the means of youth political participation.

RESPONDENTS' CHOICES OF THE TWO BEST WAYS TO ENSURE 'THAT ONE'S VOICE IS HEARD BY DECISION-MAKERS', BY AGE GROUP, EU AVERAGE, 2012



Source: Standard Eurobarometer 77 (Spring 2012).

When compared to other forms of participation, voting is still most commonly regarded as the 'best way' of making one's voice heard (47%). However, young people are the least likely to choose voting among the two best ways

of making their voice heard in comparison with older generations (60% people aged 65-74). As a second option most young people tended to choose demonstrations and strikes as the most effective ways of making their voice heard.



Gathering people behind a cause used to be difficult, requiring lots of time, money, and a complex infrastructure. But technology has made us more connected than ever. It's now possible for anyone to start a campaign and immediately mobilize hundreds of thousands of people around the world, making governments and companies more responsive and accountable. Change.org is the world's largest petition platform, empowering people everywhere to create the change they want to see.

There are more than 85 million Change.org users in 196 countries, and every day people use these on-line tools to transform their communities.

## A PETITION FOR A CHANGE

The activity aims to present practical tools for participation and encourage the mobilization of the participants at a personal level.

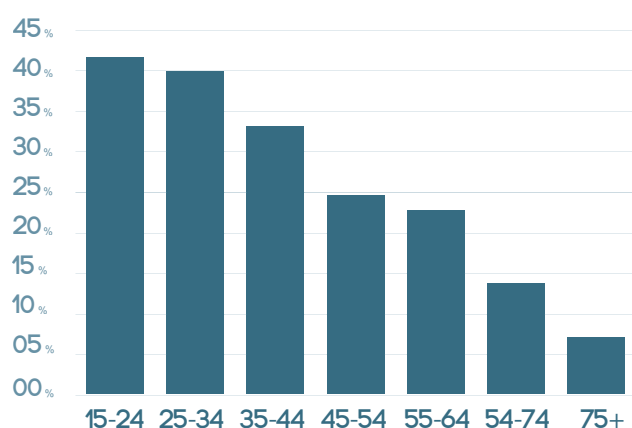
### Instructions:

- 1 Invite the participants to go on line with their devices and check the website [www.change.org](http://www.change.org)
- 2 Tell them to browse through the petitions on the website and look for one or more campaigns they would like to sustain. Allow 20 minutes for this task.
- 3 Get in plenary and ask the participants which petition they chose and why it is interesting for them.
- 4 Afterwards, divide the participants into little groups (no more than 4) and explain to them that they will have to create a petition similar to the ones on the website [change.org](http://change.org)
- 5 Ask them to look for an issue which is affecting their life or their local community. If they come from different communities ask them to look for a common issue to be solved or one they are passionate about.
- 6 Tell them to create a text for an on-line petition in support of their cause. Tell them also that if they are really committed towards their cause, then they can actually publish the petition on [change.org](http://change.org)  
Allow 45 minutes to complete the tasks 5) and 6).
- 7 Get in plenary and present the results.

In the above mentioned eurobarometer survey 77 dated 2012, the relatively high differences between the response “voting in election” and “joining a political party” illustrates the existing differences between beliefs and behaviours. While young people still trust political parties as a good way of making their voice heard, they do not actually join political parties.

The reasons for not joining parties is probably the existence of potential barriers to participation -both real and perceived ones. For example, experiences of not being listened or a general feeling of exclusion from mainstream forms of influencing decision-making.

#### PROPORTION OF RESPONDENTS WHO HAD EXPRESSED THEIR VIEWS VIA THE INTERNET OR IN SOCIAL MEDIA OVER THE PAST TWO YEARS, BY AGE GROUP, EU AVERAGE, 2012



Source: Standard Eurobarometer 78.

NOTE: The question was: Have you done any of the following in the last years (Expressed your views on public issues on the internet or in social media).

The comparing of the Eurobarometer surveys reveals, again, interesting differences between attitudes and behaviors. Young people express

their views via the **Internet and in social media** in larger proportions than older generations. However, despite the frequent usage of such fora within the youngest age group, only 8% of young respondents thought that participating in debates on the Internet was one of the best ways of influencing decision-making.

New media and social media can be a very useful additional tool to connect and inform young people, but they cannot be a replacement for real face-to-face action and engagement.

They play a role in individual information seeking, cross-checking of news, communication on intranets between organisations and members, getting messages across to political bodies and sending petitions to or contacting politicians and municipal officials.

However, a large majority of stakeholders and young people consulted through focus groups insisted that **face-to-face contact is the best method of democratic political engagement** and encouragement.

This echoes findings from the survey that suggest that young people derive more from ‘live’ participation, such as **‘town hall meetings’**, than from virtual participation on social *fora*.



# A MOSQUE IN SLEEPYVILLE

(revisited version of the activity contained in: Companion. A campaign guide about education and learning for change in Diversity, Human Rights and Participation. Council of Europe, March 2007)  
This activity simulates a town hall meeting, making the young people experience political participation in first person.

## Preparation

Photocopy the role-cards, the description of the problem and the rules of debate (optional).

- Prepare name-tags for the different parties / groups that will be represented at the meeting.
- List the different roles on a flip chart so that everyone can see them.
- Make sure you have a space for the 'Council Meeting' and separate spaces for the different groups, so that they can discuss their position beforehand or meet with others.
- have ready a watch or clock to check the time and a small bell for the Mayor.

### Instructions:

- 1 Explain that all participants are members of Sleepyville and all are troubled by the problem of whether a new mosque should be built on a piece of derelict council land.
- 2 Hand out the role-cards and the description of the problem and indicate where people and groups can meet up beforehand, and where the 'Council Meeting' will take place later on.
- 3 Select two journalists and make clear to everyone that the two journalists will act as "observers", they will not participate in the town hall meeting, they will be impartial for the whole period of the game, they will be all around listening to the conversations and taking notes but they will not interact with the rest of the group .
- 4 Explain the rules of debate that will be used during the meeting.
- 5 Explain that there will be 30 minutes before the actual meeting so that people can meet other citizens, prepare what they want to say and decide how they want to vote!  
Tell them that the Town Council meeting will last for 40 minutes, and that there may be very little time for actual speeches because of the number of people attending. For that reason, they should try to prepare just one or two points that they want to make.
- 6 Use the preparation phase to set up the space for the Council Meeting. Ideally people should sit in a semi-circle with the Mayor at the front, in a slightly elevated position. Parties or groups should be able to sit together, and you should place their name-tags on the tables in front. The two journalists will be staying out of the circle, in the back of the scene.
- 7 Use the preparation phase also to instruct the two journalists/observers about their task: they have to take note about everything they think is relevant and that could be worth discussing during the debriefing phase. Show them also the next exercise "The words counts" so that they could keep in mind what in particular they have to pay attention to. Remind them also that they can be close to anyone but they don't have to talk to anyone or interfere in any other way with the process.
- 8 After 30 minutes, call the citizens for the meeting (or ask the Mayor to do so). He/she should remind people of the basic rules of debate and give a short speech to introduce the meeting.
- 9 At the end of the meeting, after 40 minutes, the Mayor should call for a vote. When the votes have been counted and the result declared, you should announce the end of the activity, and invite people to bring their chairs into a circle for the debriefing.

## Debriefing and Evaluation

Ask the participants what they feel about the process they have just been through:

- Were you surprised by the result of the vote, and did it reflect the position of the person you were playing?
- How much influence do you think you (in your role) had on the result?
- Did interaction with other people or groups make you alter your approach or your attitude towards the problem?
- Do you think that this situation could arise in real life? Can you think of any similar cases?
- How would you react if this case arose in your town?
- What do you understand by the right to freedom of thought?
- What is your idea of participation in local democracy?
- To what extent do you think such kind of participation is observed in your community?
- What do you understand by the right to freedom of thought?
- What is your idea of participation in local democracy?
- To what extent do you think such kind of participation is observed in your community?
- Do you think that town meetings are a useful way to debate issues and find possible solution?

## Tips for facilitators

- If possible, you should run this activity together with another trainer in order to be able to answer questions and co-ordinate each step of the activity at the same time.
- When assigning the roles, note that the role of the mayor is a very demanding one, and that the person playing it will need to feel confident about facilitating the meeting and – if necessary – cutting people short in order to allow everyone to speak. You will need to go through the task with the participant playing the mayor before the actual simulation.
- It is highly desirable that after, you try to leave facilitation entirely to the person playing the Mayor, both so that he/she feels your trust and so that the other participants respect his/her decisions rather than looking to you. Of course, if difficulties arise, you may find it necessary to intervene in the course of the simulation. You should, however, try to do this without undermining the authority of the participant playing the Mayor.
- If the simulation gets out of control – for example, because people stray off the topic or new pieces of information are invented – or if the Council gets caught in a deadlock and cannot come to an agreement, point out that this can reflect a result in real life, and does not indicate that the activity has failed. You can use this in the debriefing at the end to discuss the difficulty of reaching an agreement on issues such as these.

# HANDOUT

## List of participants

- 1 The mayor of Sleepyville
- 2 Town Council Members: 3 parties should be represented. You can have 1 or 2 people in each party
- 3 "Young Sleepies for Human rights!": 1 or 2 representatives
- 4 "Past and Present Association": 1 or 2 representatives
- 5 "Muslim Association of Sleepyville": 1 or 2 representatives
- 6 Ordinary citizens: as many as you need.
- 7 Two journalists who will report on the meeting

## A Mosque in Sleepyville

You live in the picturesque town of Sleepyville, a town of about 80,000 people. In the last 60 years the population has changed radically, partly because young people mostly try to move to larger cities as job opportunities there are better, but also because the region has seen the arrival of a large number of immigrant families, many from Muslim countries.

Some of these families have been here for 3 generations, but they are still treated with suspicion as 'newcomers' by many people in the town. They now make up almost 15% of the total population.

The issue that is now dividing the town is the desire of Muslims in Sleepyville to have a Mosque built on a piece of derelict land belonging to the council.

This land has been undeveloped and has been a source of complaints to the council for years: it is near the main shopping street and is an area where vandalism and drug-taking have been a regular problem.

So when a rich businessman offered to take the problem off the Council's hands, the Mayor thought his lucky day had come! The Council readily agreed to give up the land and to fund 20% of the construction costs for a new mosque on the site. The remaining 10% of the building costs, which the businessman could not cover, were to be found from among the Muslim community.

Building was meant to start this week... but the Council has been flooded with complaints from angry residents who object to the project. They have called a special meeting, to which all are invited, to resolve this issue.

The meeting will take place in 30 minutes and will be covered by the press.

## Rules of Debate

- 1 The meeting will be chaired by the Mayor, and his/her decision on all matters is final.
- 2 If you wish to speak, you should raise your hand and obtain permission from the Mayor.
- 3 Comments should be brief, and should not exceed 2 minutes.
- 4 The meeting will close after 40 minutes, with a vote on whether or not the Mosque should be built.
- 5 Anyone attending the meeting is entitled to speak in the debate and to vote at the end.

 **The Mayor of Sleepyville**

You are the Chair of the assembly and it will be your role, once the meeting starts, to welcome the participants and remind them of the rules of debate. During the meeting, you should try to give everyone the opportunity to speak - and should not allow anyone to speak for too long! You are very worried about the bad publicity that this case has been attracting and you plan to try, before the meeting, to speak to some of the groups to try to persuade them to soften their position.

 **Town Council member:  
Traditionalist Party (1 or 2 people)**

You represent the Traditionalist Party on the Town Council, and you are strongly opposed to the Mosque. You do not think it is right that council land and council resources should be spent on a place of worship that does not respect the traditions of this country and this town. You feel that immigrant families are privileged to be allowed to live here and that they should not try to impose different lifestyles on a country where they are guests. You are also worried that the Mosque could become a meeting area for recruiting terrorists.

 **Town Council member:  
Populist Party (1 or 2 people)**

You represent the Populist Party on the Town Council. You supported the original decision to have the Mosque built on the land, partly because you realise that the Muslim community has been very good for the economy of the town and you do not want to alienate them. But you have been very worried by complaints from residents and do not want to create an unnecessary conflict in the community. You are also concerned about your seat in the next council elections, so you will probably support whichever option appears to be least controversial.

 **Town Council member:  
Diversity Party (1 or 2 people)**

You represent the Diversity Party on the Town Council. You believe that the relatively large proportion of people from different parts of the world has added to the culture and interest of Sleepyville and you have felt it unfair that the town has deprived many of these people of the opportunity to practise their religion for so long. You can also see that the derelict land is causing social problems in the town and that the Council does not at the moment have the money to develop it themselves.

 **Members of the "Past and Present" Association of Sleepyville (2-4 people)**

You are one of the main groups opposed to this mosque. Your members are from traditional (non-Muslim) communities in Sleepyville, and you think it is very important to keep the ancient character of the town, where most of you have lived all your lives. The site that is proposed for the Mosque is very central and it would be visible from most places in the town centre. In particular, the Mosque could block out the view of the main church from the town square. You feel that the character of your hometown is being completely changed by a community that arrived here only recently. You do not see why people who arrived in this country from somewhere else should not live by the same rules as you have here.

 **Members of the Youth Action Group  
"Young  
Sleepies for Human Rights!" (2-4 people)**

Your group was set up to address some of the worst problems for young people today in Sleepyville. You see the building of the Mosque as a solution both to the Muslim community's need for a place of worship, and as a solution to the numerous social problems which have been a result of the land being left derelict for so long. You support the building of this Mosque but you are concerned that other social problems may be neglected by the Council if they have to contribute to the building. In particular, the youth budget over the past 5 years has been cut to a level where it cannot begin to meet the needs in the town.



### Members of the "Muslim Association of Sleepyville" (2-4 people)

You have been asking the Council for years to provide a place of worship for the Muslim community, but it has always been refused on financial grounds. You feel that it is unfair that the Muslim community is being asked to find 10% of the building costs, when economic conditions are so harsh for most people, and when the Christian community has 11 different places of worship and these are used by far fewer people than the mosque would be. You feel that the contribution that your community has made to the town is not appreciated, that people in your community are unfairly discriminated against in various aspects of their life, and that in refusing to allow this Mosque, the council is denying members of your community their fundamental right to religious worship.



### Citizens of Sleepyville

You are worried about the conflict that seems to have taken over the town of Sleepyville and you want to go to the meeting of the Town Council in order to vote. At the moment you do not know what you will vote for: you need to speak to as many different groups as you can and then you plan to make up your mind.

## Further Information: The Right to Religion in International Human Rights Law

You may want to copy the information below for people of the Muslim Association of Sleepyville and in the group Young Sleepies for Human Rights!

### European Convention on Human Rights, Article 9:

1. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance.
2. Freedom to manifest one's religion or beliefs shall be subject only to such limitations as are prescribed by law and are necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals, or for the protection of the rights and freedoms of others.

### Universal Declaration of Human Rights, Article 18:

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public

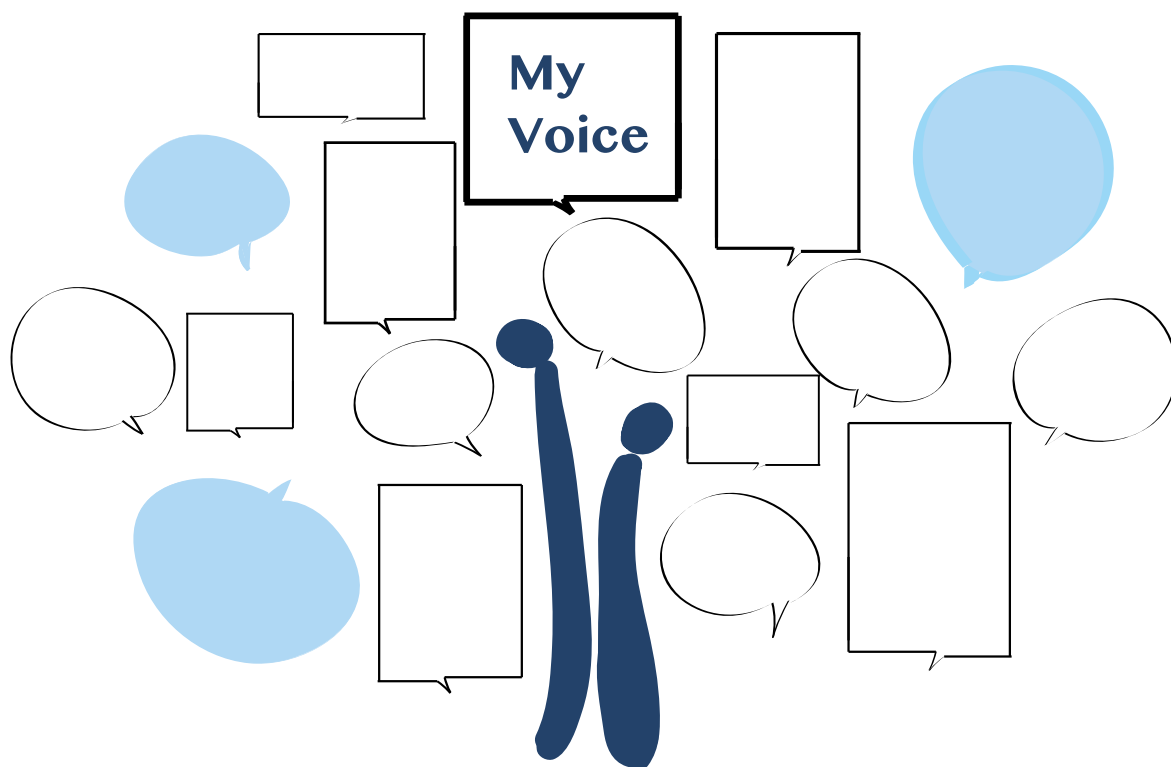


# THE WORD COUNTS

The activity makes the participant reflect on how the words are chosen during a public speaking session and points out the effects that the words produce, nurturing populism and prejudices or peace and solidarity.

## Instructions

- 1 Print this image below in a larger size or reproduce it on a flipchart.
- 2 After the conclusion of the Sleepyville activity, through a facilitated discussion and with the help of the two journalists/observers, make the group answer to these questions and write the answers in the comic clouds:  
  
Which were the most successful statements and which have gathered the most consensus (or maybe an applause)?  
Write the answers in the squared clouds.  
  
Which words or statements were used most often used throughout the meeting?  
Write the answers in the round clouds.  
  
Which were the most controversial statement (the once that has ignited a burning discussion or strong replies)?  
Write the answers in the blue clouds.
- 3 Sum up the results and make the group reflect on the type of statements they have used and the effect that they had. Link the fictional situations with the real life moments and when such statements are used and how those affect society, ourselves and the people surrounding us.



# 7 EUROPEAN CHARTER ON THE PARTICIPATION OF YOUNG PEOPLE

Among the numerous definitions of “youth participation”, the one contained in the preamble of the revised European Charter on the Participation of Young People in Local and Regional Life is quite interesting:

**“Participation in the democratic life of any community is about more than voting or standing for election [...] is about having the right, the means, the space and the opportunity and where necessary the support to participate and influence decisions and engaging in actions [...] to contribute to building a better society”.**

*- (“Have your say!” Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life )*

An African proverb says “the one wearing the shoes knows exactly where they hurt”. That is why young people must be involved in dealing with issues that affect them and why they should be supported by others rather than instructed by them.

This definition goes beyond a narrow understanding of youth participation solely as political involvement or participation in public meetings. It stresses that to participate means having influence on decisions and responsibility for actions that affect the lives of young people.

In practice, this could mean voting in local elections as well as setting up a youth organization or a youth council, to create an Internet forum to exchange information or other creative ways of spending free time for the fair development of the society.

The charter’s definition of participation also shows a shift in the approach to young people and youth involvement. Young people are not treated as victims or as a vulnerable group that needs protection and help (the so-called “problem-based

The Revised European Charter on the Participation of Young People in Local and Regional Life contains important principles, ideas and actions in the area of youth participation.

It was developed by the Congress of Local and Regional Authorities of Europe - which is part of the Council of Europe - in collaboration with the young people working with the Youth Directorate of the Council of Europe.

The Charter says what and how Local and Regional Authorities should support young people: Local and Regional Authorities should ensure that all the areas (see Part of the charter!) in which they have a role should take into account the needs and views of young people. This should be done in co-operation and consultation with young people.

The Charter is available for Free download at: [http://www.coe.int/t/dg4/youth/coe\\_youth/youth\\_participation\\_charter\\_EN.asp](http://www.coe.int/t/dg4/youth/coe_youth/youth_participation_charter_EN.asp) or upon request addressed to: [youth@coe.int](mailto:youth@coe.int)

approach"). They are not treated as objects of adults' intervention, with the adults assuming that they know what is best for young people.

Young people are now seen as active players in community life; they are seen as partners with lots of potential, talents and strengths. They should have the opportunity to express their needs and to find ways of satisfying them.

The charter is a dynamic tool and can be used in many ways in various environments. It is therefore the role of local authorities, organizations and young people interested in youth participation at a local level to identify possible ways of using the charter in their own contexts, depending on their needs, situation, resources, etc.

There is, however, a model that can be helpful in providing general guidance on how to identify the practical measures needed in order to implement the recommendations of the revised charter in a local community. The model consists of six steps and ideally should be used by local authorities, organizations and young people working together on increasing youth participation.

### **Step 1. What is the situation of young people in your region/town/ area?**

Local actors are very familiar with the situation in their own community and environment and they know the factors affecting the involvement of young people. But because each actor perceives the situation from his/her own individual point of view, it is necessary to sit around a table and exchange views and opinions on what really is going on in a town or village. Perceptions of reality can often be very different and this stage requires enough time and special tools (such as methods and techniques used for social analysis) or even outside expertise, so that all the actors can better understand the views of the others before moving on to the next stage. Situation analysis can be done through observation and the analysis of experience, but it may sometimes be necessary to ask an external body or person, not involved in local Tissues on an everyday basis, to do some research.

#### **Step 1**

Situation analyzis

#### **Step 2**

Identifying challenge

#### **Step 3**

Setting priorities

#### **Step 4**

Analysing the  
Charter

#### **Step 5**

Relating the Charter  
to the priorities

#### **Step 6**

Planning your  
strategy

## Step 2. What are the opportunities, challenges and obstacles facing young people?

An analysis of the situation of young people in the local environment is necessary in order to identify the most significant problems that they face. These can be directly related to youth participation (very limited opportunities to participate in cultural activities or lack of resources, for example), or there can be other factors that seem to have no direct link with participation, such as budget cuts in the local community.

## Step 3. What should the priorities be?

In general, young people face many challenges and problems and it is not possible to deal with all of them at the same time. That is why, in the short term, the local actors should decide on the priority areas, those that need to be addressed first, especially if the resources available are limited. This might, in itself, be a demanding process, as different actors may have different views on what should be addressed first and why. For this reason, the situation analysis should be taken seriously, thus making the identification of priorities easier.

## Step 4. What does the charter propose?

Once the priority areas have been agreed upon, one can then refer to the charter to find the appropriate measures and practices to deal with the particular problems. These recommendations can be found in different parts of the charter, and so it is important to analyse not only the relevant part on sectoral policies, but also the recommendations concerning instruments and institutional participation.

## Step 5. How does the charter relate to the priorities?

At this stage, the actors need to identify exactly how the charter addresses the priority areas that were set in Step 3. Although the charter deals with a wide range of areas relating to youth involvement, there is a chance that the priority problems identified in Step 3 are not addressed, or are addressed only to a limited extent. In such cases, the actors are encouraged to look for other tools that might be available from different organisations or institutions active at regional, national or international levels.

## Step 6. How to plan the next steps using the charter

This is the last stage of the six-step-model, but in fact the first step in the process of implementing the charter to address the local situation. When the specific recommendations of the charter have been found, the actors need to discuss how they can actually implement these measures in their local context and need to plan exactly what should be done, where, how, by whom and with what resources. The charter leaves quite a lot of room for local actors to decide on how practices can be established or goals achieved, so that the most appropriate solutions can be found for each community or region.



## TRY OUT THE CHARTER IN EVERYDAY LIFE

(Source: revisited version of the activity contained in "Training Course on the Development and Implementation of Participation - Projects at Local and Regional Level", EYC Strasbourg, 2005)

The activity shows different aspects of young people's lives where the charter can be used and helps to analyze the participant's community scenario.

### PART. 1

#### Instructions

- 1 Introduce the Revised European Charter on the Participation of Young People and distribute the copies of the Charter - Plain Version
- 2 Form groups of four or five people.
- 3 Explain to them that they will be acting out a specific situation related to the youth participation in local community.
- 4 Distribute the scenario cards, one to each group.
- 5 Ask them to look up which part of the Charter is relevant to their specific situation and then use the Charter to find a solution on that specific situation.
- 6 Give the groups 15 minutes to prepare their play; encourage them to use their imagination and to use any available materials that might be needed for the play.
- 7 Get in plenary and ask each group to act out the situation in front of the others.
- 8 Invite the participants to share their views about the situations and solutions.
- 9 Debrief the activity, focusing on how the Charter can be used in our daily life and how could they relate the sketches to their own personal situation

### PART. 2

#### Instructions

- 1 Make clear that Part.1 of the exercise was just a way to familiarize themselves the Charter and to start thinking in a strategic way; the scenarios and the issues were on purpose quite vague and open in order to put everyone in the position to play the made up situations.  
Tell them that in Part 2 of the exercise the participants will work in a more concrete and practical way since they will analyze their own community scenario.
- 2 Recall the six-steps model to identify the measures needed in order to implement the recommendations of the Charter in a local community. Then say that they will now apply this model to analyze their own community scenario in order to apply the Charter.
- 3 Form groups of 4/5 people. Each group should be composed by participants coming from the same community: if they all come from the same place, then it is enough just to split them in little groups, otherwise try to find common element for at least 2/3 participants (ex: same city, same country, or coming from the countryside of South Europe or coming from the middle-east...)

- 4 Explain them the situation:  
 “You are the members of a youth organization active on community development (cultural events, inclusion of young immigrant, workshop for NEET youngsters etc..).  
 You are invited by the relevant institution (municipality, state department, transnational Institution like EU – depending on the common element considered to form the groups) to work on a plan that will face the main challenges of youth and strengthen youth participation in the target area.  
 For such a meeting you have decided to promote the Charter and present the six-steps model as a method that could be used for all the stakeholders to work together. Thus you decide to make a presentation of the youth scenario and the relative action plan during the meeting using such model. You are aware that the analysis you will present is partial (since it is developed only from your own perspective), for this reason during the meeting with the institution, at the end of the presentation you will make this point clear by inviting all the stakeholders to work together using such a model and the Charter to further proceed with the work”.  
 Allow 1 hour to work on the analysis, to write down the presentation (flipcharts, power point, prezi presentation etc..) and to practice the official oral presentation to be held in front of the audience.
- 5 Get in plenary to simulate the youth organizations’ presentations in front of the institution
- 6 At the end of all group presentations debrief and evaluate the exercise asking for example: -  
 Was the task difficult? What was the most difficult of the 6 stages?
  - During the development of the exercise, did everybody agree in your group throughout all the steps?
  - Did you get to know something new or did you understand something more about your community through this exercise?
  - Do you think it is possible to put into practice in real life, in your community the outcomes of your work?
- 7 The facilitator could go further by explaining the “Ladder of participation” (see next chapter) or the concept of “Community development” (Info: The Community Development Handbook: A Tool to Build Community Capacity, by Flo Frank and Anne Smith for Human Resources Development Canada; check also: International Association for Community Development.

## HANDOUT

### Scenario cards

#### Education

The young people in Utopia have access to education and are asked for their opinions about class trips but they are not invited to comment on anything relating to the management of the school (tokenism). Teachers and school authorities do not want to let go of power and argue that young people do not act responsibly enough to be taken seriously in the matter of the school’s management. The school authorities even question the young people’s democratic right to get involved in such matters. An argument takes place between a pupil and a teacher. The pupil demands more rights for the student council. The teacher does not want to give away rights, insisting that young people are not ready to take responsibility. A local authority representative steps in with the relevant passage in the charter that supports the pupil’s view.

## Media

Young people in Utopia do have limited access to media, in particular print media, but have no access at all to television and radio. Even though the local TV station is run and owned by the municipality, they argue that young people are not professional enough and cannot be trusted to deal with the expensive equipment. The team is sitting in the middle of a room watching TV, saying things like "why can't we influence this rubbish?" One member of a youth organisation says that his organisation will take this up with the local authority. The local authority responds that the media are there to cater for all generations, but that young people are not reliable enough to be given access to such equipment. The youth organisations point out the relevant passage in the charter, showing the importance for local authorities to provide support and training, etc.

## Youth parliament

Utopia has had a youth parliament for two years and it has the right to approve proposals, which have to be acknowledged and replied to by the city council. The city council sees the youth parliament as a tool for getting first-hand information about the needs and wishes of young people living in the area. The team forms a youth parliament that sits in the inner circle of the city council's plenary meeting discussing anti-discrimination policies laid down in the charter. One representative presents this discussion to the mayor, who in turn offers some of the solutions proposed by the charter.

## Housing

The housing situation in Utopia is not good. There is far too little affordable housing available for young people. The municipality does not provide information about housing and is rather reluctant to provide housing services at all due to budget constraints. The team plays a group of young people demonstrating against the bad housing situation in Utopia, after having read the article on housing in the plain language version of the charter. A representative from the local authorities arrives and asks what all the fuss is about. The youth representative points out the relevant passage in the charter.



# THE LADDER OF PARTICIPATION

We cannot assume that participation will always bring positive results.

There are different degrees to which youths can be involved or can take over responsibility, depending on the local situation, resources, needs and level of experience.

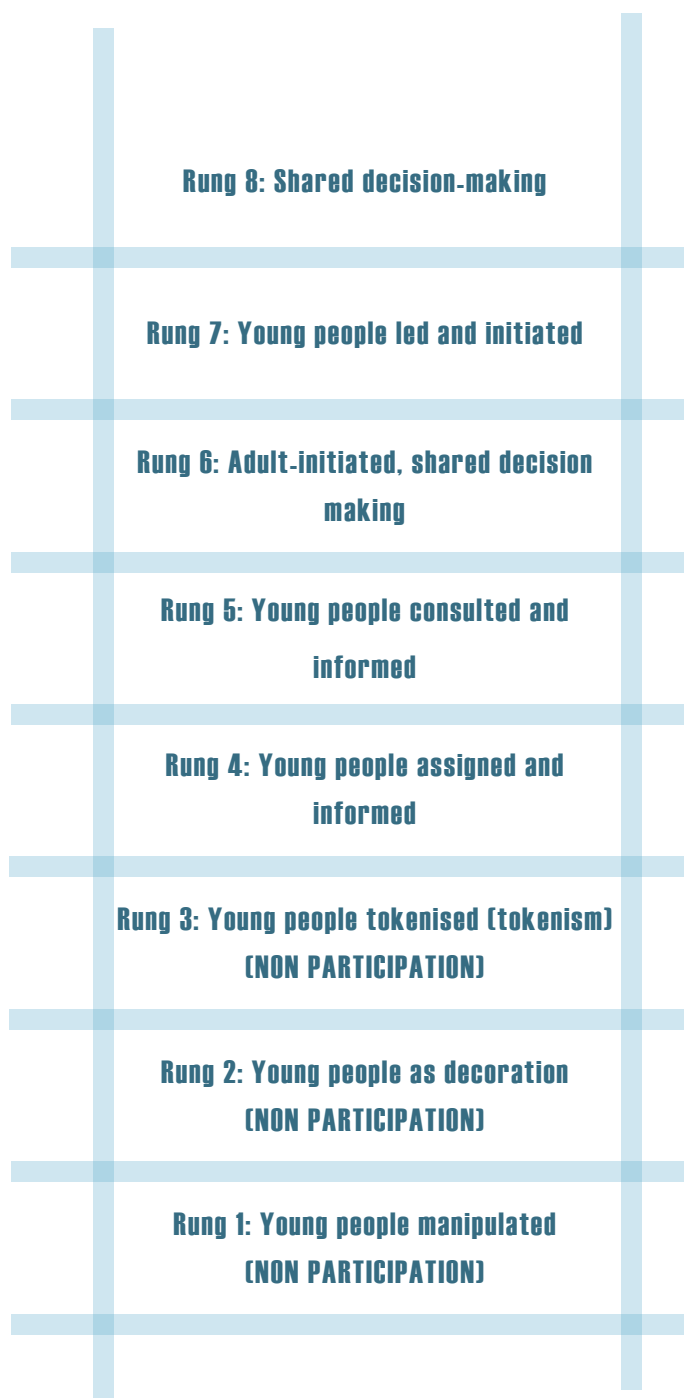
Roger Hart<sup>18</sup> proposes a model of the so-called “ladder of youth participation”, which illustrates the different degrees of involvement of children and young people in projects, organisations or communities.

Evidence shows that if the youth participation is carried out in an inappropriate way (represented, for example, by the lower rungs of the ladder of participation), it might actually have a negative impact on those involved.

Roger Hart defines eight degrees of youth involvement, each of the degrees corresponding to one rung of a ladder:

## Rung 1: Young people manipulated

Young people are invited to take part in the project, but they have no real influence on decisions and their outcomes. In fact, their presence is used to achieve some other goal, such as winning a local election, creating a better impression of an institution or securing some extra funds from institutions that support youth participation.



Adapted from: Hart, R., *Children's participation from tokenism to citizenship*, UNICEF Innocenti Research Centre, Florence, 1992

## **Rung 2: Young people as 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 happens with any decorations – they are put in a visible position within a project or organisation, so that they can easily be seen by outsiders.

## **Rung 3: Young people tokenised (tokenism)**

Young people are given some roles within projects but they have no real influence on any decisions. The illusion is created (either on purpose or unintentionally) that young people participate, when in fact they have no choice about what they do and how.

## **Rung 4: Young people assigned and informed**

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

## **Rung 5: Young people consulted and informed**

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

## **Rung 6: Adult-initiated, shared decision making**

Adults initiate projects but young people are invited to share the decision-making power and responsibilities as equal partners.

## **Rung 7: Young people led and initiated**

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

## **Rung 8: Young people initiated, Shared decision-making with adult**

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

The ladder of youth participation can be a very useful tool for practitioners, who want to look critically at how participatory projects or initiatives work in their own communities. But this model can also falsely suggest a hierarchy of degrees of youth participation and can encourage efforts to reach the highest rungs at any price. It is therefore important to remember that the degree to which young people are or should be involved depends on the local situation, on what needs to be achieved, what experience exists, etc.

# PRINCIPLES, BENEFIT AND OBSTACLES OF YOUTH PARTICIPATION

## PBO MODEL

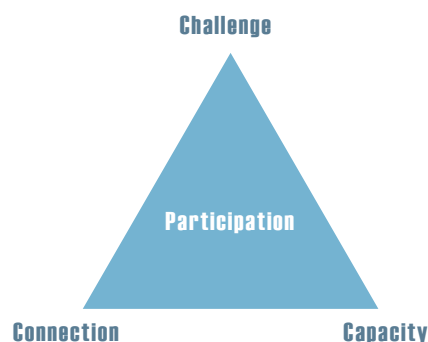
The exercise permits the participants to reflect to and systematize the information they got about theories and practices of youth participation and share the ideas they have developed so far.

### Instructions:

- 1 Create 3 working group (ideally of 6 people).
- 2 Ask each group to reflect and then create a list of:
  - Group 1: Principles of youth participation
  - Group 2: Benefits of youth participation
  - Group 3: Obstacles to youth participation.
- 3 Before starting the exercise provide few examples taken from the following pages of this handbook to clarify any doubt about the task to perform
- 4 Explain that once their list is completed, each group has to summarize their work with a drawing giving also a title to it: draw and title should somehow summarize the findings of their work or highlight one of the most important elements of their list. Allow 45 minutes to carry out the list and the draw.
- 5 Get in plenary to present the work of each group.
- 6 Close the activity by connecting their findings with the list of principles, benefit and obstacles as reported in the following pages taken from "Have your say - Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life"

## Principles of youth participation

To introduce the first three principles of youth participation, a model proposed by Marc Jans and Kurt De Backer<sup>19</sup> could be used. This model indicates that:



Source: Jans, M. and De Backer, K., Youth (work) and social participation. Elements for a practical theory, Flemish Youth Council Yep! 2002, p.5

## **Participation should be based on a challenge.**

“Challenge” here means a theme that should be directly related to the daily reality of young people and which should be engaging or interesting to them;

## **Participation should be based on capacity**

Young people need to have some knowledge and skills in order to get involved. Projects or initiatives should therefore fit the capabilities of the young people concerned and it must be possible for any skills that are lacking to be developed within the framework of the project;

## **Participation should be based on connection**

Young people have to feel connected with and supported by humans, communities, ideas, movements. Essentially, this means that they want to know that they are not alone and that they can identify with and count on a group or institution (to count on them also in the sense of getting the necessary support space).

Besides the three principles mentioned above, the experience of practitioners working in the field of youth involvement shows that if one wants to achieve meaningful youth participation, then it should be:

## **Available to all young people, regardless of background, nationality, religion, etc.**

The revised charter states that “the principles and various forms of participation advocated in this Charter apply to all young people without discrimination”.<sup>18</sup> So access to participation cannot be limited on the basis of such factors such as where somebody comes from or what his/her beliefs are.

## **Voluntary**

This means that participation is not compulsory and young people have the right not to participate if they so choose. They can also decide on the degree and form of their involvement.

## **Related to real needs of young people**

It is important and motivating for young people to get involved in issues that directly affect them; to achieve some positive change, to look for solutions to their problems, to gain new skills or to develop their interests and hobbies. In this way they also feel that they take responsibility for their own lives and communities.

## **Offer diverse forms of involvement**

One single form of participation appropriate to all young people does not exist. It is therefore important that a variety of ways of getting involved is offered to youth so that they can choose what they find most relevant and interesting.

## **Valued**

Everybody should know that his/her Contribution is important (even if this contribution is limited).

## **Beneficial to all the actors involved**

Meaningful participation brings benefits to young people, adults, organizations and to communities alike, as it achieves positive changes in different areas (personal development, levels of efficiency, social change, etc...)

## **Based on real partnership between adults and young people**

Partnership means communicating expectations and fears, negotiating roles, and sharing power and responsibility. It does not always mean sharing all the areas of work and responsibility equally; it means sharing these areas according to what both sides want, need and can contribute.

## **Transparent**

It is necessary that all the parties involved in the process are aware of the purpose of participation and its limits. They should also be clear on what kind of influence young people have, what can be changed and what not.

## **Anchored as a policy principle rather than a mere technique**

Participation is not one technique or form of involvement. It is complex and it embraces various areas, levels and dimensions. Therefore it

should be a transversal element within different policies and strategies planned within organisations or communities.

### Enjoyable

In general people (regardless of age) are more likely to undertake actions on a voluntary basis if the work is enjoyable. "Enjoyable" does not necessarily mean fun, but simply something that brings satisfaction or pleasure from accomplishing it.

## Benefits of youth participation

Youth participation can bring very concrete and visible benefits, not only to young people themselves, but also to the organizations/institutions and communities they are involved in.

### Makes a positive difference in the lives of young people

Participation should not be seen as an end, a final goal to reach, but as a means to an end or an effective way of achieving a positive change in society. Young people can contribute to this change, especially when they see positive developments in their own lives.

### Stimulates young people to develop new skills, gain more confidence

By getting involved in different initiatives young people can acquire new knowledge, develop

new skills, attitudes, and leadership ability, and can form their aspirations for the future. The opportunity to use these new skills and knowledge helps young people to improve their performance, as they can practice them in their immediate environment.

### Stimulates young people to take responsibility for their own actions and decisions

When participating at a local level young people to assume the ownership of their own actions. Young people learn that the one who takes decisions also carries the responsibility for the consequences (and vice versa – s/he who has responsibility can also take decisions).

### Helps young people to understand how democracy works and how it should work in real life

Participation at a local level can be a very good starting point for young people to learn more about the workings of a democracy, about its limitations and potential, and to experiment with the rules of democracy in a familiar environment.

### Helps adults to recognise young people's talents and potential

By working with young people and supporting them in achieving new goals, adults get a chance to challenge common stereotypes about youth (that young people lack the required skills or that they are not interested in community life, for example). Adults then often discover that young people are



not less gifted, they just need to be given support and the opportunity to demonstrate their talents.

### **Helps adults to understand the needs and the point of view of young people**

Working with young people directly and involving them in the consultation process can create an opportunity to get reliable information about young people's needs.

### **Develops adults' skills so that they can work efficiently with young people**

When working together with young people, adults have the chance to learn how participatory work in co-operation with youth should function. However, substantial support might be needed (in the form of training courses or literature for individual study, for example) in order that adults can develop the skills necessary to work efficiently with young people.

### **Makes the decision-making process more representative**

If decisions taken at a local level have an effect on the lives of different groups, all members should have a chance to be heard and to shape the final outcome, in order that their needs can be met. Therefore, if young people participate in a decision-making process, there is a greater chance that their views will be taken into account and their needs met.

### **Creates space for young people to use their talents and strengths for the benefit of the whole community or organisation**

Young people are often highly motivated to use and develop their strengths and talents. Participation creates opportunities for them to use these talents for the common good, so that the local community can benefit and young people can get satisfaction from their contribution.

### **Stimulates new approaches and ideas in solving local and regional problems**

Inviting young people to co-operate in solving the local problems can bring a new perspective or new and fresh ideas, and can stimulate thinking to go beyond the traditional ways of tackling the problems. Such new ideas and methods are perhaps better suited to the development of contemporary society.

### **Creates an opportunity for adults to share their knowledge and experience in a non-patronising way**

Young people keep their eyes open and learn by observing those who have more experience and knowledge. If adults do not impose their decisions, young people are more willing to learn from them, and thereby benefit from their experience.



# Obstacles

Working on youth participation can sometimes bring up challenges which might originate from the general situation in a community, the accepted values, political issues, or cultural reasons.

Researchers and practitioners mention the following:

- lack of skills;
- lack of information;
- different values and habits of young people and adults;
- different time schedules of young people and adults;
- different communication styles;
- different levels and types of experience;
- different learning methods of adults and youth;
- insufficient support provided to young people and adults;
- mistrust between adults and young people;
- costs related to youth participation;
- patronising of youth by adults;
- place of youth in the social hierarchy (in some cultures young people traditionally have a very low position and little influence);
- lack of youth-friendly procedures and policies within organisations (for example, large amounts of formal documents to read, analyse and react to);
- meetings that are too long;
- the belief that it is someone else's job to work on youth participation;
- lack of other necessary resources (extra time, for example);
- high turnover of young people;
- school commitments;
- other interests;
- belief that nothing will change, even if a young person participates;
- negative stereotypes ("all young people are..."; "all the adults are..."), mutual misconceptions and biases;
- young people who participate are not representative of youth in general.
- lack of expertise on how to involve young people in a meaningful way.



# 10

## THE RELATIONSHIPS WITHIN THE MAIN STAKEHOLDERS

The concept of Democracy is based on an equal balance of rights and responsibilities entitled to every stakeholder taking part in a democratic society.

Every institution and group of people is thus in permanent relation with all the other sectors of the society creating a complex web.

Young people are obviously part of such context; they demand certain rights and responsibilities and also to maintain healthy relations with all the other stakeholders.

To promote better co-operation among all the

sectors and contribute in ensuring a fair balance of rights and responsibilities is one of the main aim of the active participation of young people.

**“Coming together is the beginning.  
Keeping together is progress. Working  
together is success”.**

*–Sudanese proverb*

### MAKING LINKS

(source: Compass - A manual on human rights education with young people Council of Europe, 2002)

This activity increase negotiation skills and expand the knowledge about the rights and responsibilities of young people, the government, NGOs and the media in a democracy.

#### Instructions

- 1 Take a ball of string or wool and cut it up in 24 strands of 1.5m lengths.
- 2 Explain that the purpose of the activity is to draw a “map” of the different relations between four sectors within (an ideal) democratic society.
- 3 Divide the participants into four equal-sized groups to represent four “actors” in a democracy: the government, the NGO sector, the media, and young people respectively.
- 4 Hand each group a large sheet of paper and two markers (green and red) and tell them to spend 10 minutes brainstorming the role that their “actor” plays in a democratic society. In other words, invite them to think about the main functions that such actor performs in the society.
- 5 At the end of the brainstorming they have to list with the red marker the five most important functions of their actor on the large sheet of paper. Allow 15 minute to perform task 4) and 5).
- 6 Bring the groups together to present their ideas. Let the groups share their reactions. Ask them if they agree with the main functions of these four “actors”. Allow the groups to amend their lists if they wish to in the light of the feedback.

- 7 Separate again the four groups and ask them to brainstorm what they require from each of the other “actors” in order to carry out their own functions, that is, what demands do they make of each of the other “actors”. They should list these demands under separate headings using the green marker. Give them 20 minutes for this task.
- 8 When the time is almost up, ask the groups to prioritise up to six of the most important demands, and hand each group a roll of tape and strands of wool to represent these demands.
- 9 Say clearly that the negotiation will start now; hand out the copies of the “Rules of play”, go through them and make sure everyone understands what they have to do next.
- 10 Ask the groups to bring their sheet of paper into the middle of the room and to lay them in a square about 1m apart (see diagram). Ask members of each group to position themselves near their “corner”.
- 11 The rounds of negotiation now begin. Allow 10 minutes for each round. Remind people that when a demand is accepted one piece of wool should be taped between the two papers to signify acceptance of responsibility.
- 12 By the end of the process, the four “actors” should be linked up by a complicated web of wool. Move on to the debriefing and evaluation while people are still sitting around the chart.

## Debriefing and evaluation

Ask the participants to look at the web they have created and to reflect on the activity.

- Was it hard to think of the functions that the government, NGOs, media and citizens perform in a democracy?
- Were there any disagreements within the groups about which claims should be accepted or rejected?
- Which of the claims made on other groups did they not accept as responsibilities? Why was this? Do you think that such cases would cause any problems in reality?
- Were there responsibilities that each group accepted but which they had not recognized before? How do they feel about this now?
- Did the activity show people anything new about democratic society that they did not know before? Were there any surprises?

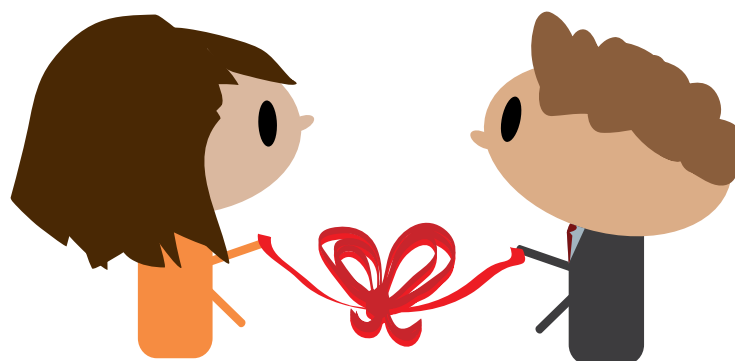
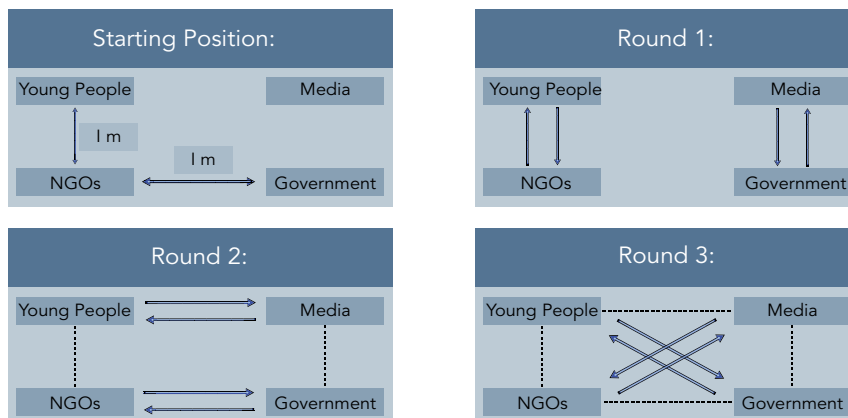
## Tips for facilitators

- ✓ In step 6 of the instructions, after the groups have drawn up their list of functions, don’t spend too long discussing the issues as a whole group. You should use this more as a prompt for the next small group work they will be doing. Groups may want to make a note of the other groups’ functions.
- ✓ When they draw up their lists of demands (step 7), tell them not to be unrealistic in their demands on the other “actors”! These responsibilities will need to be acceptable, so they should not make unfair or unreasonable claims.
- ✓ When the groups start negotiating (step 10), this should not be presented as a “competition”, nor should this stage occupy too much time. Emphasize to the groups that they should see themselves as co-operating with each other: the purpose is to establish a society in which all “actors” work together for everyone’s satisfaction. Therefore, the transactions should be relatively quick: tell groups to accept claims if they seem to be reasonable, and otherwise to reject them, with any controversial ones to be discussed at a later stage.

# HANDOUT

## Rules of Play

- 1 The aim of the exercise is for each "actor" to get their demands accepted by each of the other "actors".
- 2 The negotiations are made between pairs of "actors" in three rounds as follows:
  - Round 1: young people and NGOs negotiate, and the media and the government negotiate.
  - Round 2: young people and the media negotiate, and NGOs and the government negotiate.
  - Round 3: young people and the government negotiate, and the media and NGOs negotiate.
- 3 Pairs decide themselves who is to start and they take it in turns to make demands of each other.
- 4 When making a demand, people should state the demand clearly and concisely. They should also explain what it involves and why they are making this particular demand, that is, why it is important to enable them to fulfill their own functions.
- 5 When deciding whether or not to accept a demand, people should decide whether what is being asked is fair, and whether they would be able to carry it out.
- 6 If the second group rejects the demand, the piece of wool is put aside. If they accept it, then one strand of wool is taped to the charts to represent the link that has been established between the two groups. The "accepting group" should make a brief note on their chart to remind them what the demand was.
- 7 Repeat the process, until all demands have been discussed.
- 8 Repeat the process in each round until there are connections between the four actors.



"Let's find a solution. You do everything I say and I'll say everything you do."

# FROM CITIZENSHIP TO ACTIVE CITIZENSHIP

Participation and democracy are usually strongly linked to a third term: citizenship.

The idea of citizenship is said to be born in the classical world of the Greeks and the Romans. When the time of kings had passed, the idea developed to involve at least some of the inhabitants in defining law and executing government. But most of the tiny city-states of ancient Greece allowed only free resident men to participate in their civic life, which implies that citizens were in numbers actually a minority. Children, women, slaves and foreigners were not considered citizens. The Romans even used the citizen's status 'civitas' as a privilege which could be gained – and lost.

*Citizenship didn't always mean to live in a democratic environment!*

The notion of 'citizenship' with its concepts and philosophies had basically vanished from the continent during the medieval times of feudalism, when only few people were entitled to rule the great majority.

It was only during the 16th century and the Renaissance movement that citizens gradually reappeared in Europe, especially in the Italian city-states, where citizenship was usually connected to certain conditions. In Venice, for example, someone had to live as a non-citizen and pay taxes for 15 years in order to become a Venetian citizen. But it was the 'Enlightenment' that finally

brought the concept of citizenship powerfully back to Europe. In these times Jean-Jacques Rousseau developed the idea that all citizens should contribute to political decisions without thought for personal advantage.

With the rise of the liberalism, the basic understanding of citizenship was simply that there are certain basic rights every citizen has as long as they are loyal to their State (not to the regime in power at any given moment).

Until very recently, citizenship was understood as the straightforward relationship between citizens and their state, clearly defining rights and responsibilities of both: "You get a passport, you can vote, you are entitled to the protection of the state."

At the end of the 1960's and the beginning of the 1970's this understanding of citizenship started to be challenged, questioned and developed in different directions.

The two following definitions illustrate this development and show that citizenship was opening up to topics like feelings, morality and senses of belonging:

**"Citizenship is the practice of a moral code – a code that has concern for the interest of others – grounded in personal self-development and voluntary cooperation rather than the repressive compulsive power of state intervention."**

*-Hayek, 1967*

**“Citizenship is a status bestowed on all those who are full members of a community. All who possess the status are equal with respect to the rights and duties with which the status is endowed. There are not universal principles that determine what those rights and duties shall be, but societies in which citizenship is a developing institution create an image of ideal citizenship ... Citizenship requires a direct sense of community membership based on loyalty to a civilisation which is a common possession. It is a loyalty of free men endowed with rights and protected by a common law.”**

*-Marshall, 1973*

During the 1990's, concepts of citizenship were taken even further, introducing the notion of 'multi-dimensional citizenship' and creating a direct link between citizenship and identity.

This came as a reaction to recent developments such as European integration, globalization, migration and their political, social, economic, cultural and ecological consequences. Two definitions from this period help to give an idea about such conceptual developments:

**“Citizenship is not just a certain status, defined by a set of rights and responsibilities. It is also an identity, an expression of one's membership in a political community.”**

*-Kymlicka and Norman, 1995*

**“Citizenship is a complex and multidimensional concept. It consists of legal, cultural, social and political elements and provides citizens with defined rights and obligations, a sense of identity, and social bonds.”**

*-Ichilov, 1998*

At the beginning of the new millennium “participation” and “civic responsibility” made the idea of citizenship more dynamic giving the citizens an active role within the society:

**“Citizenship is the active membership and participation of individuals in society who are entitled to rights and responsibilities and who have the capacity to influence politics. Therefore citizenship has to be more than a political and juridical status; it also is a social role.”**

*-Birzea, 2002*

From this perspective, citizenship is understood as 'participation' encompassing Putnam's (2000) concept of 'civic engagement' and the theory of social capital leading to social cohesion and economic success.

The Hoskins's definition adopted by the European Commission makes even more clear the aspect of citizenship as active involvement:

**“Citizenship means Participation in civil society, community and/or political life, characterised by mutual respect and non-violence and in accordance with human rights and democracy”**

*-Hoskins 2006*

These excurses make clear how citizenship has developed from a citizen-state relationship (in purely legal terms) to a concept embracing multi-dimensional relations between citizens and their state, citizens and their community and between citizens themselves.

These excurses make also clear why the definition of "active citizenship" is often imprecise and it inherits the ambiguities of the concept of citizenship being bounded to the nation-state level<sup>20</sup>.

The concept of active citizenship get connected with the notion of "civic engagement"<sup>21</sup> and has been distinguished from the conventional idea of "good citizenship", which is some crude interpretation may include connotations of loyalty to the state and conformism<sup>22</sup>. The notion of active citizenship emerged in the broader context of social capital and has been defined as an all-encompassing concept embracing non-formal, political, cultural, interpersonal and caring activities.



## THE DIAMOND OF CITIZENSHIP

The activity helps to analyze the concept of Citizenship and encourages the exploration of the core values of it.

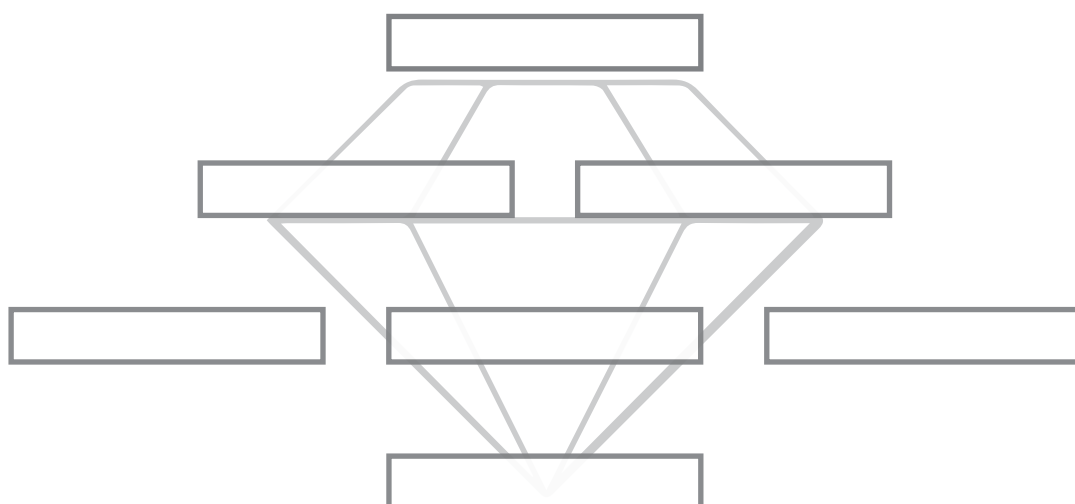
### Instructions

- 1 Give everyone a copy of the paper with the 6 definitions of citizenship presented here.
- 2 Invite to read all the definitions and then highlight, everyone individually, all the relevant words related to the concept of citizenship in their opinion.
- 3 Divide rapidly the participants in groups of 4 or 5 people
- 4 Invite everyone to share and compare within their group the result of the previous task, asking each other the reason why they chose those words.
- 5 Ask every group to identify the seven most relevant words that could better explain and summarize the concept of citizenship nowadays; they could pick up any of the seven words resulted from the step 2 of the exercise or look for other words inspired from the sharing moment they had previously (on step
- 6 Tell each group to write the 7 chosen words on 7 different post-it notes.
- 7 Explain that each group has to arrange the 7 post-its into the shape of a diamond positioning the most important word at the top of the diamond, the least important on the bottom and the others ranked in between. Show the empty diamond figure to make clear the instruction and invite them to make a similar shape by sticking the post-its on a large sheet of paper.
- 8 After 15 minutes get all the groups in plenary to present the result of their work.
- 9 Focus the debriefing on the difficulties in prioritizing the concepts and on which of the diamond' s elements all the groups have in common. Make also clear how broadly and diversely the term citizenship was and still is being understood and how its understanding has changed and developed in recent times.  
You may close the activity by introducing the concept of European citizenship.

## HANDOUT

- " Citizenship is the practice of a moral code – a code that has concern for the interest of others - grounded in personal self-development and voluntary co-operation rather than the repressive compulsive power of state intervention. "
- (Hayek, 1967)
- " Citizenship is a status bestowed on all those who are full members of a community. All who possess the status are equal with respect to the rights and duties with which the status is endowed. There are not universal principles that determine what those rights and duties shall be, but societies in which citizenship is a developing institution create an image of ideal citizenship ... Citizenship requires a direct sense of community membership based on loyalty to a civilisation which is a common possession. It is a loyalty of free men endowed with rights and protected by a common law. "
- (Marshall, 1973)
- " Citizenship is not just a certain status, defined by a set of rights and responsibilities. It is also an identity, an expression of one's membership in a political community. "
- (Kymlicka and Norman, 1995)
- " Citizenship is a complex and multidimensional concept. It consists of legal, cultural, social and political elements and provides citizens with defined rights and obligations, a sense of identity, and social bonds. "
- (Ichilov, 1998)
- " Citizenship is the active membership and participation of individuals in society who are entitled to rights and responsibilities and who have the capacity to influence politics. Therefore citizenship has to be more than a political and juridical status; it also is a social role. "
- (Birzea, 2002).
- " Citizenship means participation in civil society, community and/or political life, characterised by mutual respect and non-violence and in accordance with human rights and democracy. "
- (Hoskins 2006)

Order the 7 most important words in the shape of diamond



# 12

## EUROPEAN CITIZENSHIP

One of the elements shared by all definitions of citizenship is the sense of belonging to a community. Such communities can be defined through a variety of elements, e.g. a shared moral code, an identical set of rights and obligations, loyalty to a commonly possessed civilization, a sense of identity.

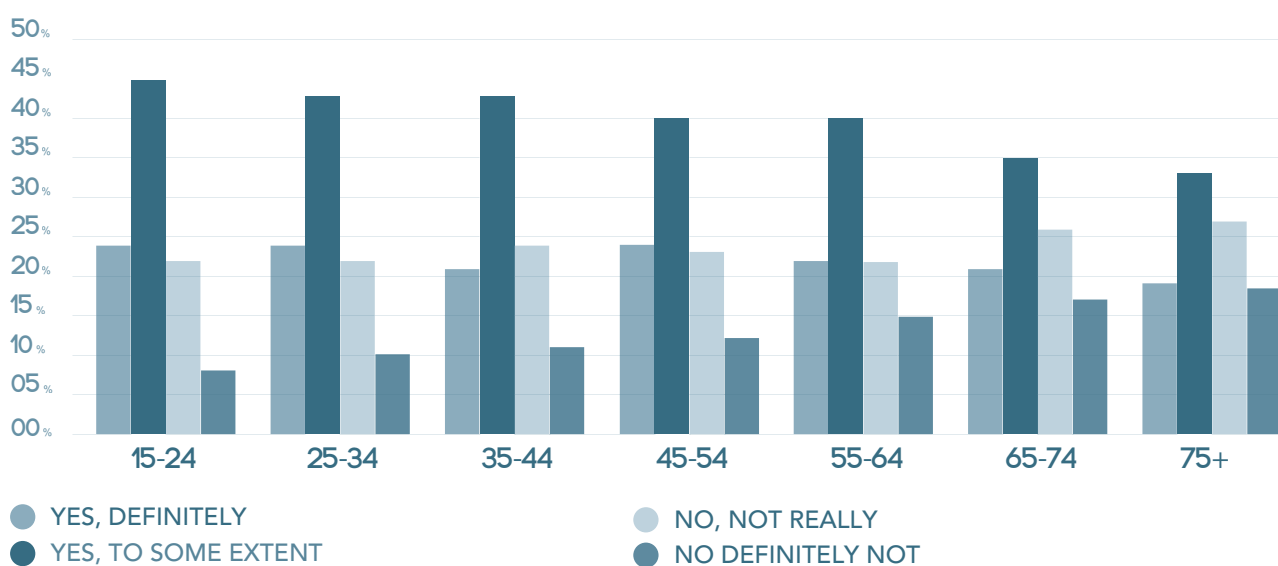
In the geographical sense, community is usually defined at two main levels: the local community, in which the person lives, and the state, to which the person belongs.

*"Conceptions of citizenship always defines those who are, and who are not, members of a common society."*

– Barbalet

Beyond these shared essentials, many conceptual differences exist. Very often they are identifiable by the adjective used together with 'citizenship'. One example is the concept of 'democratic citizenship', as promoted by the Council of Europe. The adjective 'democratic' emphasises the belief that citizenship should be based on democratic principles and certain values, e.g. pluralism, respect for human dignity and the rule of law. A lot of other adjectives have been used in conjunction with citizenship, e.g.: environmental citizenship, student citizenship, feminist citizenship. Those adjectives which emphasise a certain understanding of citizenship are only trying to promote a legitimate but exclusive sense of belonging in a specific group of individuals. The adjective 'European' is for instance used both

EXTENT TO WHICH DIFFERENT AGE GROUPS FEEL THEY ARE CITIZENS OF THE EU (%),  
EU AVERAGE, 2012



Source: Standard Eurobarometer 78.

NOTE: The question was: For each of the following statements, please tell me to what extent it corresponds or not to your own question: You feel you are a citizen of the EU (No, definitely not; No, not really; Yes, to some extent; Yes, definitely).

as a reference to territory and as a reference to a certain identity, a sense of belonging and a set of cultural rights. Its exact meaning can only be understood in relation to its specific context, e.g. the political purpose, the institutional framework and/or the historical development of the idea.

Several Eurobarometer surveys investigate the level and main elements of a sense of belonging to the European community.

The analysis is developed by comparing the opinions expressed by young respondents with those expressed by older age groups. This perspective is essential in assessing the trends in the attachment to EU integration perceived by young people against the general developments in political trust and identity affecting the entire population. Young people in the 15-24 age group reported stronger feelings towards EU citizenship than older age groups. Only one in three of all respondents reported no attachment whatever to EU citizenship. This proportion gradually rises with the increase in age of respondents.

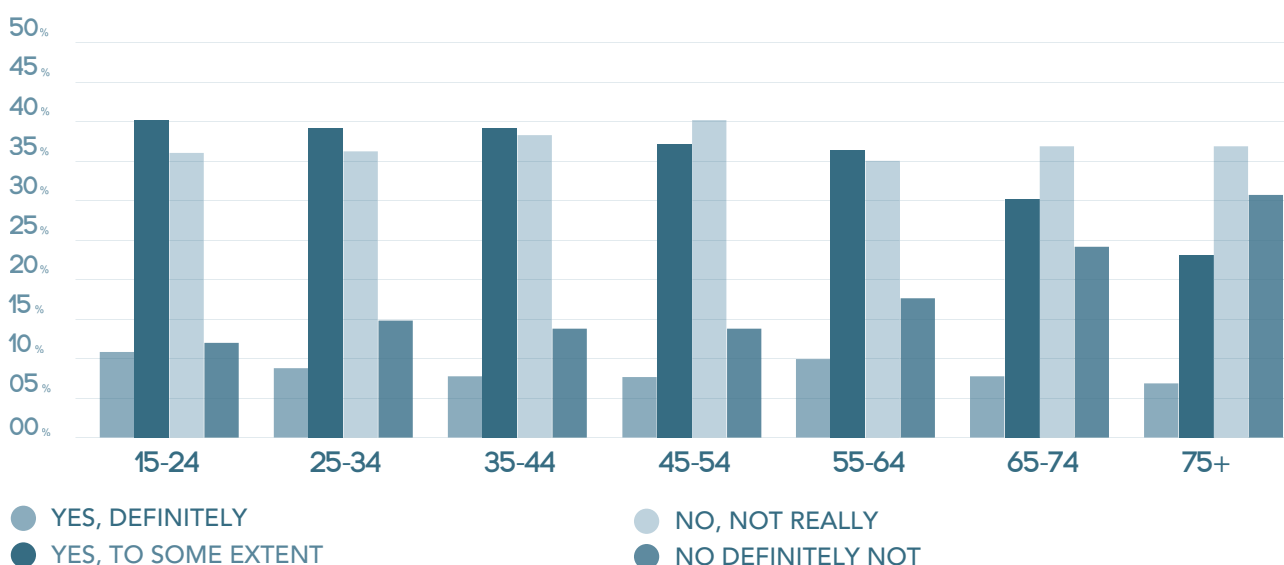
The 'supra-nationalisation' of contemporary politics and the related emergence of multiple 'citizenships' replacing the traditional single national citizenship<sup>23</sup> help to explain the youth population's

*"Young people's sense of belonging it is influenced by the changeability in their lifestyles rather than by a lifelong identification inspired by a sense of cultural, historical, and emotional belonging."*

stronger identification with European citizenship. The transformations in the globalised society has obviously produced significant changes in the way young people perceive and practice their citizenship, which is at the foundation of political participation. One essential element in such transformation is the development of supranational structures, and most importantly, the European Union.

Possibly because of their stronger attachment to the European Union, young people feel more informed about the rights deriving from EU citizenship, compared to older age groups. On average, half of young respondents stated that they definitely know, or know to some extent their rights as EU citizens.

## KNOWLEDGE OF RIGHTS AS EU CITIZEN, BY AGE GROUP, EU AVERAGE, 2012



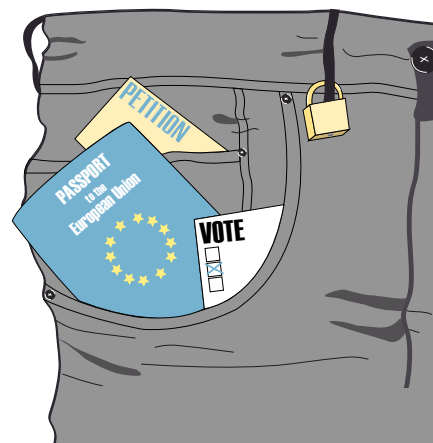
Source: Standard Eurobarometer 78.

NOTE: The question was: For each of the following statements, please tell me to what extent it corresponds or not to your own opinion: You know what your rights are as a citizen of the EU (No, definitely not; No, not really; Yes, to some extent; Yes, definitely).

## HAVE A BREAK – HAVE A TALK!

Ask to the group:

- 1 Do you know the rights you have as European citizens?



### EU Citizens Rights

Any person who holds the nationality of an EU country is automatically also an EU citizen. EU citizenship is additional to and does not replace national citizenship. It is for each EU country to lay down the conditions for the acquisition and loss of nationality of that country.

The Treaty on the Functioning of the European Union entails to every EU citizen the right to:

- ✓ move and reside freely within the EU;
- ✓ vote for and stand as a candidate in European Parliament and municipal elections;
- ✓ be protected by the diplomatic and consular authorities of any other EU country;
- ✓ petition the European Parliament and complain to the European Ombudsman.

EU citizens are entitled to other rights including:

- ✓ the right to contact and receive a response from any EU institution in one of the EU's official languages;
- ✓ the right to access European Parliament, European Commission and Council documents under certain conditions; and
- ✓ the right of equal access to the EU Civil Service.

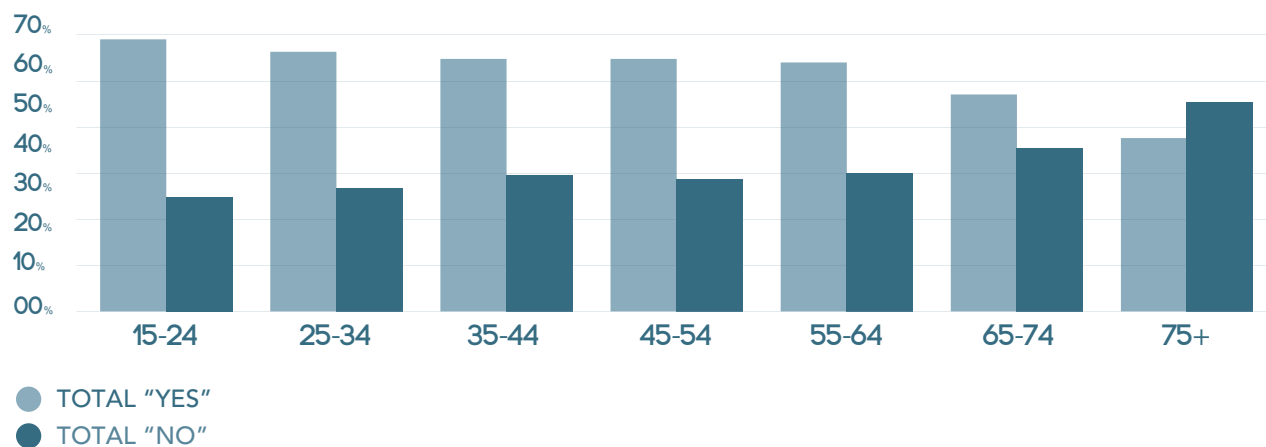
The Treaty also prohibits discrimination on the basis of nationality.

Yet, despite knowing more about EU rights compared to the general population, young people also showed particular interest in gaining additional information.

About two thirds of young participants in the survey indicated that they would like to have

more information on their rights as EU citizens and on the opportunities offered by EU membership. This is in clear opposition to the prevailing image of young people as uninterested and disenchanted.

## WILLINGNESS TO KNOW MORE ABOUT RIGHTS OF EU CITIZENS, BY AGE GROUP, EU AVERAGE, 2012

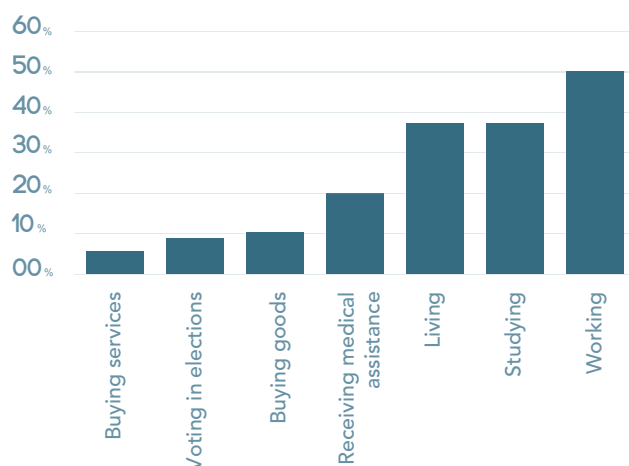


Source: Standard Eurobarometer 78.

NOTE: The question was: For each of the following statements, please tell me to what extent it corresponds or not to your own opinion: You would like to know more about your rights as a citizen of the UE (No, definitely not; No, not really; Yes, to some extent; Yes, definitely).

Report data on the topics on which young respondents would like to obtain more insight suggest a prevailing perception of EU citizenship as based on tangible benefits coming from European integration. Young people indicated that working, studying, and living in another EU member state are the first three areas of rights

## RIGHTS OF EU CITIZENS WHEN IN EU MEMBER STATES OTHER THAN THE STATE OF ORIGIN, ABOUT WHICH YOUNG PEOPLE (15-24) WOULD LIKE TO KNOW MORE, EU AVERAGE, 2012



Source: Standard Eurobarometer 78.

NOTE: The question was: About which rights as a citizen of the EU would you like to know more?

deriving from EU citizenship that they wish to know more about.

It is clear that the source of young people's enthusiasm for EU citizenship seems to reside in the appreciation of the concrete advantages provided by European integration.

These findings are not surprising: education, employment and starting an independent life are at the core of young people's aspirations. In accordance with the instability produced by the non-linear transitions to adulthood already mentioned, young people's sense of citizenship increasingly manifests itself as attachments to multiple communities formed around shared and concrete interests and objectives.

Therefore, in order to increase young people's interest in European citizenship, the benefits coming from this community need to be relevant to the most important issues youth are facing nowadays: obtaining appropriate qualifications, building their professional career and securing good living conditions.

It is then possible to conclude that the majority of young people do feel European, they demonstrate interest in the EU and express clear opinions on what would strengthen their sense of citizenship. This provides an indication of the significant potential for young people's political participation and engagement in EU.

# PROMOTING EU CITIZENSHIP IN LOCAL COMMUNITY

The activity explore the concept of “multiple citizenships” and help to link the belonging to the local community, to the perception of being an European citizen.

## Instructions

- 1 Divide the participants in little groups of 4-5 members.
- 2 Say to them that each group represents the board of a youth organization which usually organizes activities at local level, and now is planning an awareness-raising activity on European Citizenship.
- 3 Make clear that they can choose the location where the youth organization is working: if the group member are coming from the same place then the setting could be their own town or area; if the group of participants are coming from different places they can choose one of the place from where one of them came from; they can also choose any other setting as the location of their organization.
- 4 Give each group a copy of the instruction containing the detail of their profile and the activity to design.
- 5 Provide each group with markers and flip charts where they will draft their project idea and allow them to work for 45 minutes.
- 6 Share the results in plenary simulating the public assembly mentioned in the handout.

## Tips for the facilitator

✓ You may present the “caravana da cidadania” developed by SPIN association as example to take inspiration from (in this case this will be step 4) or as a way to close the session after the working group presentations linking their fictional exercise to a real activity realized by a youth organization (in this case will be the step 7).

The first option could speed up the group working process mainly during the brainstorming phase to elaborate their final plan. This option could also inspire those participants which have never participated in a youth organization and have no experience of active citizenship.

The second option could give the participants the feeling that the plan they just developed is actually possible to put in place in reality; this could encourage their active participation in their local community later on.

## HANDOUT

You are the board member of a youth organization which usually organizes activities at local level for the young people of the area. You develop leisure activities such as music festival, theater course and sport tournament but also activities aiming at empowering the youth and increasing their social awareness: creative recycling workshop, entrepreneurship fair, human right course, campaign about sustainable development.

To develop your activities you are always very willing to set up partnerships; for this reason you now have good relations with the mayor, with many other youth and sport associations of the area and with some teachers from the nearby high school.

During your last public assembly with all the young members of your association, some of them started to talk about the European Union and all the opportunities it provides in terms of vocational training, youth mobility and internships.

You soon realize that the time has come to enlarge the scope of your association including more space for international activities and EU issues and opportunities for youth.

Right after the conclusion of the assembly, you as board members of the association get together and agree on the necessity to organize an awareness-raising initiative in your local community about the European Union and the benefits coming from being European citizens. Thus, the aim of the initiative should be to increase the sense of belonging to Europe of your local community and get more people interested in EU issues and in the opportunities the EU provides.

Afterwards, each of you come back home and start to read about the EU and young people: you consult The Treaty on the Functioning of the European Union, The Revised European Charter on the Participation of Young People in Local and Regional Life, some Eurobarometer survey about youth participation in European life and so on.

After one week, with clearer ideas and more knowledge, you meet again to organize your awareness-raising activity on European citizenship. By the end of the meeting you have to draft your project idea making clear:

- The objective of your action.
- The activity/ies to carry out.
- The message you want to communicate.
- The target group of your action.
- The place where it will take place.
- What you will need to implement your project.
- Which other organization/institution/group of people you would like to involve as partner to develop your activity.
- What is the budget needed and who could financially support you.

You will then present your proposal to the next public assembly where also local authorities, partner organizations and other stakeholders are invited.

## Caravana da Cidadania Ativa (Active Citizenship Caravan)

### An example of raising awareness activity on European Citizenship

The initiative was realized on May 2014 in the Carnide area, on the outskirts of Lisbon. The action took place a few days before the European parliament election with the objectives to increase the knowledge of the European Union, to promote European values and encourage the young people's participation at the EU 2014 election day (25th may 2014).

The Junta de Freguesia de Carnide (the parish administrative council of Carnide area) has a caravan usually used for social and recreational activities all around the Carnide area.

The idea was developed by a youth worker from the organization CSDC (Italy) on a mobility period at SPIN (Portugal): the caravan was used for itinerant awareness raising activities all over the Carnide area to foster European citizenship encouraging the participation at the EU 2014 election.

The caravan went all around the Carnide area and from time to time stopped in strategic places (schools, cafes, a metro station) approaching all the young people passing by.

The Italian youth worker together with local youth leaders and international volunteers (EVS) used interactive games to make the audience aware of their EU rights and the effect of the EU elections on the lives of every citizen.



After having asked the provocative question "Are you an active person?", the audience were invited for a challenge: to recognize on an blank interactive map of Europe on the PC all the European countries. Most of the people were not able to guess more than half of the countries and this made them surprised by their own lack of knowledge about something that they have always took for granted.

At this point the youth leader had all the attention from the audience and invited them to join him for some other games and a quiz about the EU rights and benefits.

At the end of the session, the youth worker asked everyone to write on a post-it what are the features of the perfect EU citizen, meaning a citizen aware of their EU rights and active at local level. Finally the young people approached were invited to stick their post-it on a funny young person cardboard cutout where it was written "I decide".

The cardboard cutout had a hole in the position of the face so that the people who participated in the game could stand behind the figure and take a picture with their face on it. The pictures represented their stand from that moment on: to become an active citizen willing to improve the feature they wrote on the post-it they stuck on the young person figure.



Before leave the audience the youth leader gave a little paper to each participant with the result of the first question ("are you an active person?") according to the way they played the games. On this little paper, apart from the result, there was also an encouragement to vote on the upcoming EU election, considered an important action that all the active European citizens should do in order to fully benefit of the EU opportunities.

Caravana da Cidadania Ativa was a very important moment in Carnide: the people from this area of the city are not usually touched by raising-awareness activities since such initiatives are usually taking place in the city centre. Thus, this event was a good occasion to promote key- European issues among the inhabitants of the suburbs, creating a bridge between the outskirts of Lisbon with the centre of Brussels.

Another important aspect of this activity was that all the informative material created and distributed and all the activities implemented were designed and realized by the Italian youth leader in his mobility period together with the local young people who have earlier attended his workshops on democracy and participation. Thus, the creative process behind the "Caravana da Cidadania Ativa" was also an appealing way to engage youth from the suburbs in a active citizenship activity empowering them with new competences and knowledge.

For all these reasons the youth worker decided to edit and release a promotional video about the 2014 EU election using the shooting of the "caravana da cidadania ativa" initiative.

The video was released two days before the EU 2014 election day in order to stimulate the young people still undecided or unaware of the important European event.

Info and video: <http://www.a-spin.pt/?p=918>

# 100 GLOBAL CITIZENSHIP AND GLOBAL EDUCATION

Society is undoubtedly changing and is influenced by a variety of factors and trends:

- the information revolution brought about by new information and communication technologies;
- a fundamental change in the production and the use of knowledge;
- a shifting sense of identity that puts less emphasis on common interests and shared values than before;
- a change in the nature of politics and how citizens participate in political processes.

These and other developments have a significant influence on citizenship (and education for citizenship). Some argue that the notion of identity is going to remain the essence of citizenship, but needs to be disconnected from the notion of State and be expanded to various geographical levels, from the local through to the global level, broadening the notion of 'citizenship' as a multiple-perspective concept. From here comes the idea of "global citizenship".

*Citizenship when combined with the term "global" defines an identity with a "global community" transcending geography or political borders.*

Global citizenship is linked with the growing interdependency and interconnectedness between countries in economic, cultural and social areas through increased international trade, migration and communication. It is also linked with new concerns for global well-being beyond national boundaries, and on the basis of the understanding that global well-being also influences national and local well-being.

Thus, more than a new set of rights and responsibilities, global citizenship is a perception, a sense of belonging and responsibility derived from membership in a broader community: "humanity". This does not mean that a global citizen denounces their nationality, but only that it is given "second place" to their membership in the global community.

Currently such concept of citizenship is mostly used in the field education to describe a world-view or a set of values toward which education is oriented: in this context Global Citizenship Education (GCE) is a framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more peaceful, inclusive and sustainable.

The basic assumption from where this approach is originated is that in an increasingly interconnected and interdependent world, there is a need for transformative pedagogy that enables learners to resolve global challenges that concern all humanity.

The term Global Education has been used in English-speaking countries since the 1970s. In central Europe the term Global Education was first used in the 1990s. Since then, on-going discussions have taken place regarding this concept in formal and non-formal education. The following

**Global Education is education that opens people's eyes and minds to the realities of the globalized world and awakens them to bring about a world of greater justice, equity and Human Rights for all.**

*- Maastricht Global Education Declaration, 2002*

definitions of Global Education are often quoted: While, Global Citizenship Education has been applied in different ways in different contexts, regions and communities, it has a number of common elements, which include fostering in learners:

- an attitude supported by an understanding of multiple levels of identity, and the potential for a 'collective identity' which transcends individual cultural, religious, ethnic or other differences;
- a deep knowledge of global issues and universal values such as justice, equality, dignity and respect;
- cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes the different dimensions, perspectives and angles of issues;
- non-cognitive skills including social skills such as empathy and conflict resolution, communication skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives;
- behavioral capacities to act collaboratively and responsibly to find global solutions for global challenges, and to strive for the collective good.

It is thus clear that Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the **global dimension of Education for Citizenship**.

*Education must cultivate an active care for the world and for those with whom we share it. Education must also be relevant in answering the big questions of the day. Technological solutions, political regulation or financial instruments alone cannot achieve sustainable development. It requires transforming the way people think and act. Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies. It must give people the understanding, skills and values they need to cooperate in resolving the interconnected challenges of the 21st century.*

*(Foster Global Citizenship - United Nations Secretary-General Global Education First Initiative, 2012)*



# TOBACCO OPPRESSION

(Source: revisited version of the activity contained in:  
Youth of the World, C.E.G.A. Foundation et al., 2014)

This activity is to explore connections between child labour and our responsibility as consumers through the forum theatre methodology.

## Preparation

- 1 Gather a team of volunteers that would like to be the initial actors of the play.
- 2 Have a preliminary meeting with them, explain the whole procedure, give them copies of the roles and scene description, allocate roles and rehearse the scenes.
- 3 Decide on the concrete lines together.
- 4 Give each volunteer the objects which identify each of the roles (see suggestions in the roles list).
- 5 Prepare them so that they will be comfortable improvising the reactions of their characters after each new intervention from the audience.
- 6 Prepare signs with the labels "Scene 1: Malawi - school", "Scene 2: Malawi - tobacco field", "Scene 3: USA - Tobacco Company", "Scene 4: Europe - in your local shop".
- 7 Arrange the room in theatre style – with space for the "stage" and chairs for the audience.

## Instructions

- 1 Shortly introduce the concept of Forum Theatre:

*Forum theatre is a method designed by the Brazilian activist Augusto Boal as part of his concept Theatre of the Oppressed. As Boal himself describes it, Forum theatre presents a scene or a play that shows a situation of oppression that the Protagonist does not know how to fight against, and fails. The spectators (the audience) are invited to replace characters, and act out – on stage – all possible solutions, ideas, and strategies. All spectators have the same right to intervene and act out their ideas.*
- 2 Invite the volunteering actors to act out the whole play scene by scene.
- 3 Let the participants know that the play will be repeated and can be stopped at any time when a person from the "audience" has a suggestion for an intervention.

The spectators should not explain what needs changing, but should replace any of the original cast (with the exception of the oppressor – the tobacco company boss) and act out their suggestion for change.

When a spectator has an idea, he/she has to state which character he/she would like to replace and in which scene. Then He/she should enter in the scene taking the object that identifies the character in question and start acting.
- 4 The scenes are re-played as many times as ideas come from the spectators.
- 5 After all ideas are tried out, the room should be re-arranged for debriefing.

6 The scenes are re-played as many times as ideas come from the spectators.

After all ideas are tried out, the room should be re-arranged for debriefing.

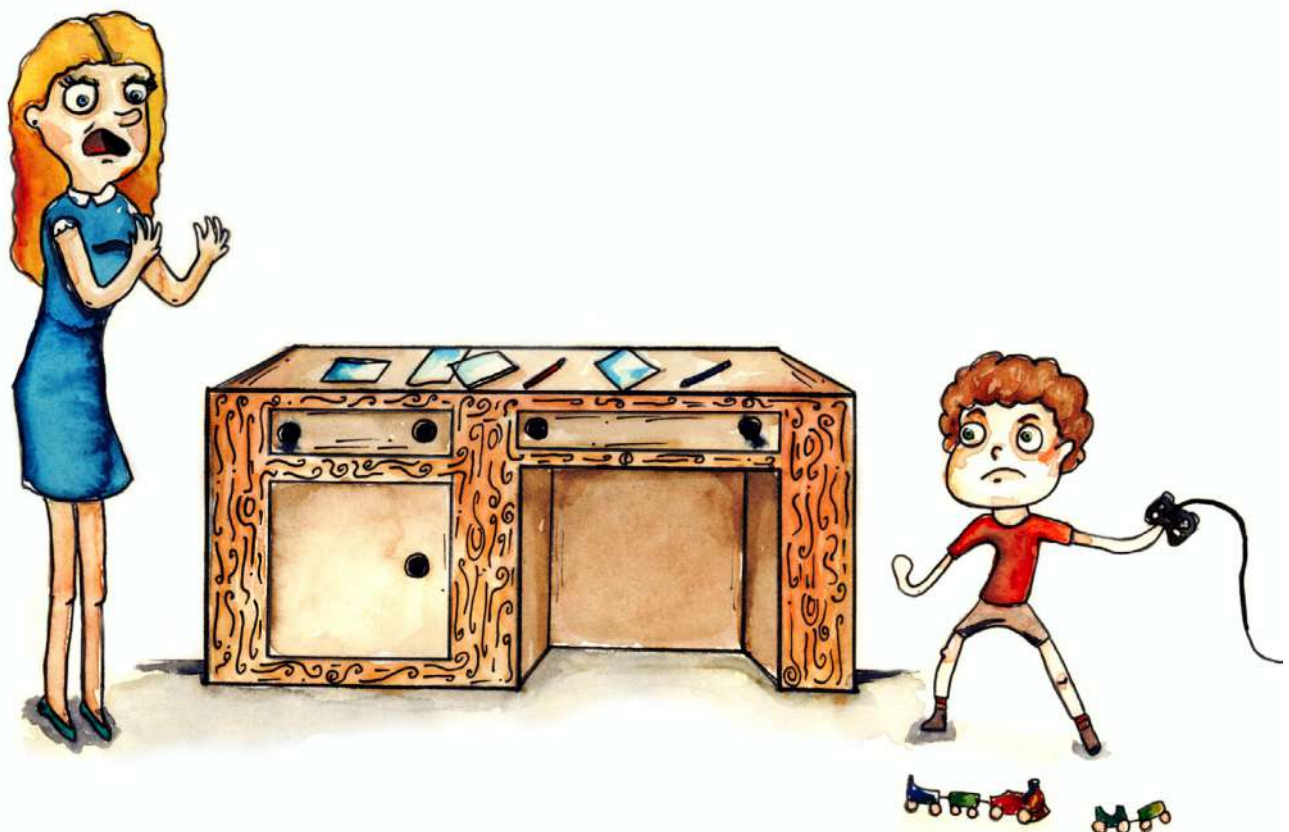
Debrief the activity by asking questions such as:

- How did the initial scene influence you and why?
- Is the boss the only oppressor?
- What were the strategies that were proposed to change it?
- Which is the best one? Is one intervention enough to solve the issue?
- Is the story realistic? What about the proposed solutions?
- What does the story tell us about relations between people from different parts of the world?
- Does this only concern tobacco? What other example can you think of?

## Tips for the facilitator

✓ If the initial actors in the play are participants rather than colleagues or fellow facilitators, have in mind that this activity is a learning process for them too: before jumping to the scene, introduce the issue of child labour on the tobacco fields or ask participants to research it (you might also use the background information provided in the handout of the following activity of this handbook).

✓ Make sure that you explain very clearly to the audience that every new act should propose something new and that the goal is to resolve the problem. What happens often is that the spectators act without suggesting a change of behaviour or worsen the situation rather than resolving it.



# HANDOUT

## Roles List

Character: Suggestions for identification object

Azibo: Bag pack, colourful bracelet;

Teacher: Glasses, book

Azibo's mother: Chitenje (multi-coloured fabric, often worn around the head by the women in Malawi)

Tobacco company boss: No need of an object as they cannot be replaced by audience

Tobacco company employee: Tie, folder with documents

Local shop owner: Apron

Client Wallet: Bag, sunglasses

## Scenes description

### Scene 1: Malawi - school

Azibo tells his teacher that he will not be able to attend school for the next couple of months, as his family is leaving for the tobacco fields. The teacher is disappointed and says that Azibo has made great progress, and that education is very important for him. Azibo will miss his school and the teacher, but he cannot do anything about it, as his family is in serious debt.

### Scene 2: Malawi - tobacco field

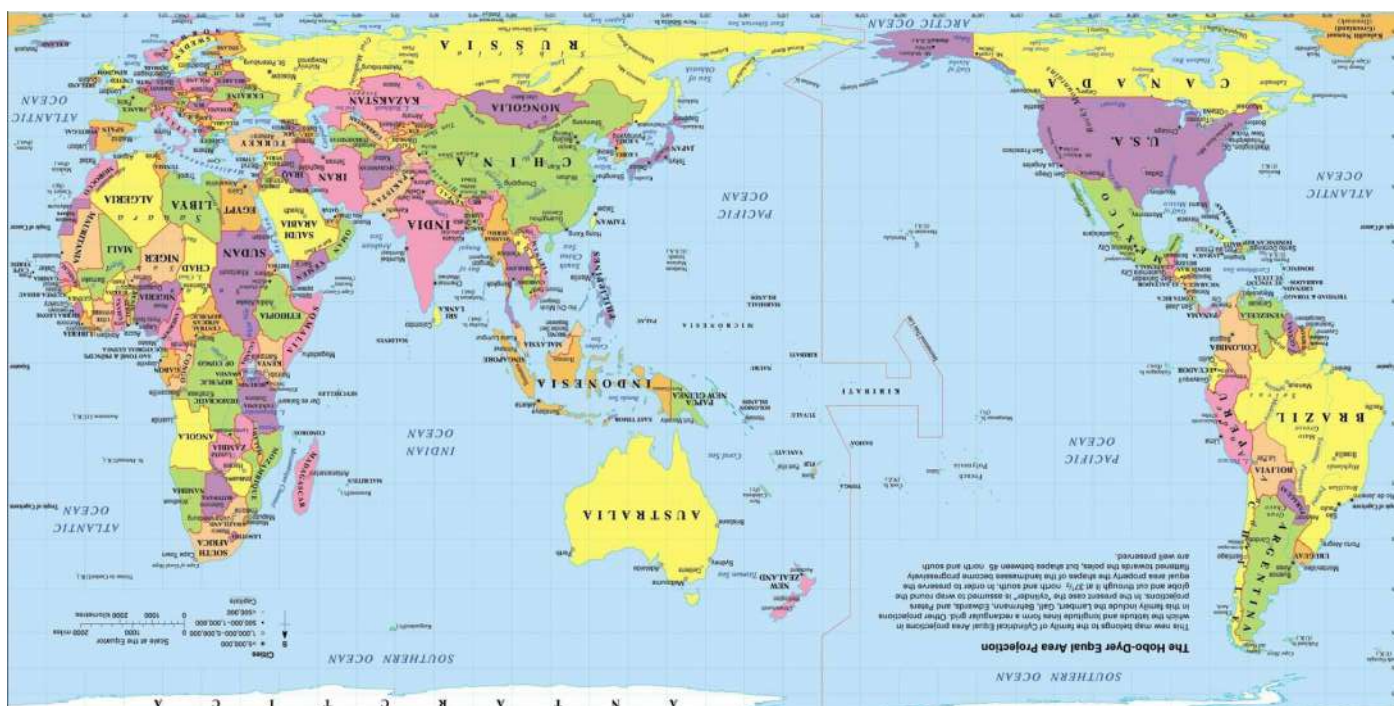
Azibo and his mother are collecting tobacco leaves. Azibo does not feel good; he vomits and lies on the ground. His mother already knows the symptoms of green tobacco sickness. She is worried but asks Azibo to stand up before the supervisor sees him, as the family might get expelled and replaced by another, "healthier" one.

### Scene 3: USA- Tobacco Company

The boss and the employer discuss marketing strategies. The employer says that he/she is concerned about intense journalist questions about the working conditions on the tobacco fields and about child labour, meanwhile many green activist are already under their office protesting against the environmental damage produced by the tobacco industry (deforestation, river pollution, littering etc...). The boss is irritated. He/she asks the employer to produce positive information to spread out and find out statistics that can clear the name of the company. If no such statistics exist, he should "create" them.

### Scene 4: Europe - in your local shop

The client comes in and asks for a pack of cigarettes. The shop assistant asks if the client has read the newspaper – there's a report on the environmental problems and alleged child labour in producing tobacco in Malawi. The client says that this is normal for such "uncivilized" countries, takes the pack of cigarettes and walks away.



The world is one, the point of views to look at it are many.

## RESEARCH, PLAN, ACT!

(Source: revisited version of the activity contained in Youth of the World, C.E.G.A. Foundation, 2014.)

This activity motivates the group to look at global issues and to work on a campaign that will inform their peers in their local community

### Instructions:

#### PART 1: Research

- 1 Divide the group into teams and explain to the participants that they will undergo a simulation of a campaign with the aim to inform their peers about the ways global production and consumption of tobacco is influencing the planet.
- 2 Give each group the handout with the background information about tobacco and invite them to look for any other information they find interesting about this issue. Give them at least 45 minutes and leave them free to check internet on their pc/smartphone etc...
- 3 Come together in plenary and ask each group to report.
- 4 Debrief asking question such as:
  - Did you learn anything new?
  - Which was the thing that impressed you the most?
  - How did you approach the research?
  - Did the different groups find different information? Why is that?
  - Did you find controversial information?
  - How did you choose which information to trust?
  - What rules should we follow when we are gathering information?

## PART 2: Message

- 1 Back in groups, ask the participants to think about a campaign message and to choose the information they will use for their campaign. Give them 20 minutes for that.
- 2 Come back together in plenary and ask each group to report.
- 3 Make the big group work together to find a single campaign: ask them to decide on a common campaign slogan and on the pieces of information they will use for their campaign.  
Let them decide on the process and let them facilitate the discussion themselves. Intervene only if needed.
- 4 Once they have agreed, debrief asking question such as:
  - How do you feel?
  - Are you happy with the result?
  - Was it difficult to come up with a common campaign vision?
  - What was the process? Was there a leader? Was everybody involved?
  - How was the small group working compared to the big group process?
  - What does that experience tell you about cooperation?

## PART 3: Campaigning

- 1 Once the entire group has agreed on the pieces of information to use and on a general campaign slogan, let them gather again in little groups as in Part 1.
- 2 Each group should work on different campaign methods targeting young people to inform them about the ways global production and consumption of tobacco is influencing the planet;  
Here are a few examples of campaign methods that could be used:
  - A poster to spread all over the city
  - A graffiti mural to draw on the local school's wall
  - A photo or a "meme" suitable for a Facebook cover photo
  - A video to upload on youtube
  - A "flash mob" on Saturday afternoon in the local shopping mallGive them at least 40 minutes.
- 3 Gather all the group and show the results.
- 4 Debrief using question like:
  - Are you happy with the result?
  - How do you feel about the whole process through the three phases?
  - Are the created products suitable for a real campaign?
  - What did you learn?
  - Have you thought about this aspect of tobacco previously?
  - Does this only concern tobacco? What other example can you think of?
  - Is this a local or a global problem?
  - What is our responsibility in solving it?

# HANDOUT

## Tobacco - Background Information

In most of the European countries the main debate on tobacco is about smoking restrictions in public places and increasing taxes. But there is much more to consider. Every time someone lights a cigarette, think about all the processes leading to that moment: Why they started smoking on the first place? Was it their decision, really? Where was the tobacco they are inhaling grown? How? By whom? How did it reach them?

Growing, processing, transforming, transporting, advertising and selling tobacco is a business that brings billions and billions of dollars. It might seem quite local, but it is very global. It involves a number of stakeholders – from field workers overseas through huge transnational corporations to second-hand smokers.

## Tobacco and the environment

In many tobacco-growing countries, evidence indicates environmental damage from tobacco agriculture. It mainly concerns deforestation necessary to increase farmland for tobacco growth and to cure tobacco plants. In many countries, wood is used to cure tobacco leaves and to construct curing barns. In Southern Africa alone, an estimated 140,000 hectares of woodlands disappear annually into the fires necessary to cure tobacco, accounting for approximately 12% of deforestation in the region. Furthermore, the tobacco production and usage is connected to generating a lot of waste – parts of it, toxic. A toxic cocktail of agricultural pesticides and herbicides used on tobacco farms runs off into streams, rivers and lakes. The intensive nature of tobacco farming quickly leads to soil becoming depleted of its naturally occurring minerals. Cigarette production also produces enormous amounts of litter, the main part of it being the cigarette butts, which are not biodegradable.

## Tobacco and worker's rights

Growing tobacco is not as easy as smoking it or even quitting it. Tobacco growing is very labour intensive and requires 33 million workers globally at the early stages of the processing of tobacco, and 100 million workers in all stages of the production. Apart from being exhausting work, cultivating tobacco presents health issues for the workers - many are afflicted with "green tobacco sickness", which is caused by overexposure to the highly toxic nicotine in tobacco leaves that is absorbed into their bodies. Victims feel a general weakness or shortness of breath, severe headaches, vomiting, dizziness, cramps, heightened blood pressure or speeded-up heart rates. Labour legislation does not provide sufficient protection for the workers – neither in terms of safe working conditions, nor in terms of fair wages or economic security. Overall, a large percentage of the profits from tobacco production go to large tobacco companies rather than local tobacco farmers.

## Tobacco and children

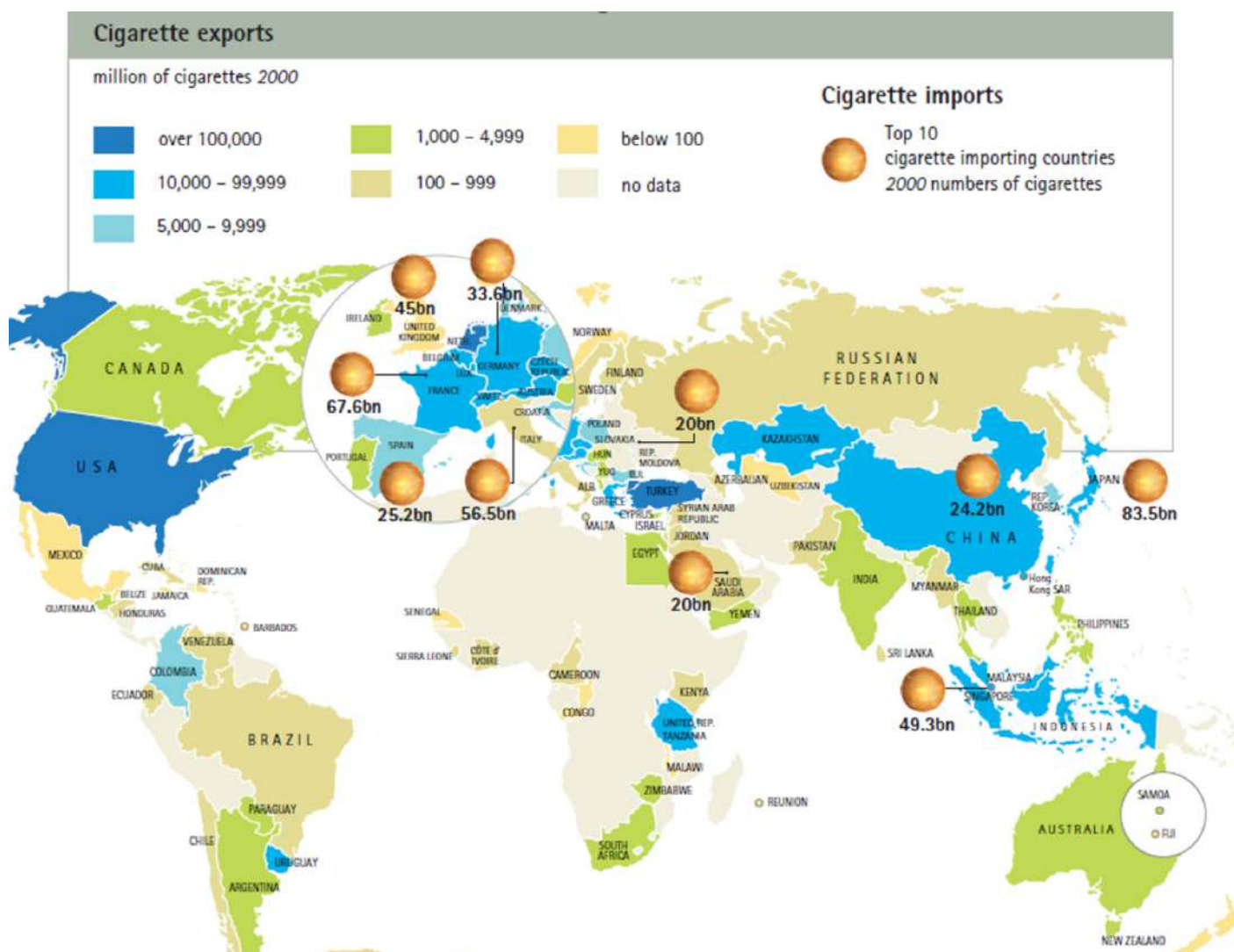
Tobacco production is an industry that is riddled with child labour. It is impossible to know the exact number of children working in the tobacco industry in numerous countries around the globe. Children are forced by economic necessity to work with their families in the tobacco fields, risking their health, safety, and future. They are subjected to hazardous manual labour, physical strain, dangerous environments, and long hours. Children are sent to work on estates with their families – meaning they cannot attend school. Poverty and lack of education keep children at work on tobacco plantations. Children easily remain in the cycle of poverty, especially as they are exploited and denied education. But there is more to it. Children are also tobacco users, as research shows that the age of smokers is dropping on a global level. Also, children around the world suffer as second-hand smokers often within the environment of their own families.

## Sustainability

When resources are put into tobacco production, they are taken away from food production. The land used for growing tobacco could be used for growing plants with more added value, such as food crops. Apart from that, large amount of firewood, that could be used domestically for fuel and heating, are instead used for the curing of tobacco. Also many countries have government subsidies for tobacco farming. Major tobacco companies have encouraged global tobacco production. This encouragement, along with government subsidies has led to a glut in the tobacco market. This surplus has resulted in lower prices, which are devastating to small-scale tobacco farmers. And yes, this makes cigarettes cheaper and more accessible to the global population.

## Exporting smoking

The percentage of smokers is dropping in the Global North, but it is rising globally. That can only be caused by one thing: multinational tobacco companies are expanding in the Global South. Lobbying, poor legislation, legislative interference, advertisement, and low prices are some of the methods used by corporations to encourage smoking around the globe. And they seem to succeed.



# 14

## YOUTH WORK FOR YOUNG PEOPLE' DEVELOPMENT AND PARTICIPATION IN DEMOCRATIC LIFE

Youth work is nowadays widely recognized as a valid means to support inclusion and civic engagement of young people.

Although there isn't a formal definition of youth work across Europe, there is a clear shared understanding that the core aim of youth work is to support a young person's personal development in view of empowerment, emancipation, responsibility and tolerance. Youth work is also defined by its broader more societal aims which are participation in democratic societies, prevention and social inclusion and cohesion.

At the heart of youth work there are three core features that define it as youth work distinct from other policy fields:

- 1) focus on young people,
- 2) personal development,
- 3) voluntary participation.

**“Youth work takes place in the extracurricular area, as well as through specific leisure time activities, and is based on non-formal and informal learning processes and on voluntary participation. These activities and processes are self-managed, co-managed or managed under educational or pedagogical guidance by either professional or voluntary youth workers and youth leaders and can develop and be subject**

**to changes caused by different dynamics (Resolution of the Council and of the representatives of the governments of the Member States, meeting within the Council on youth work, Brussels, 18 and 19 November 2010)”**

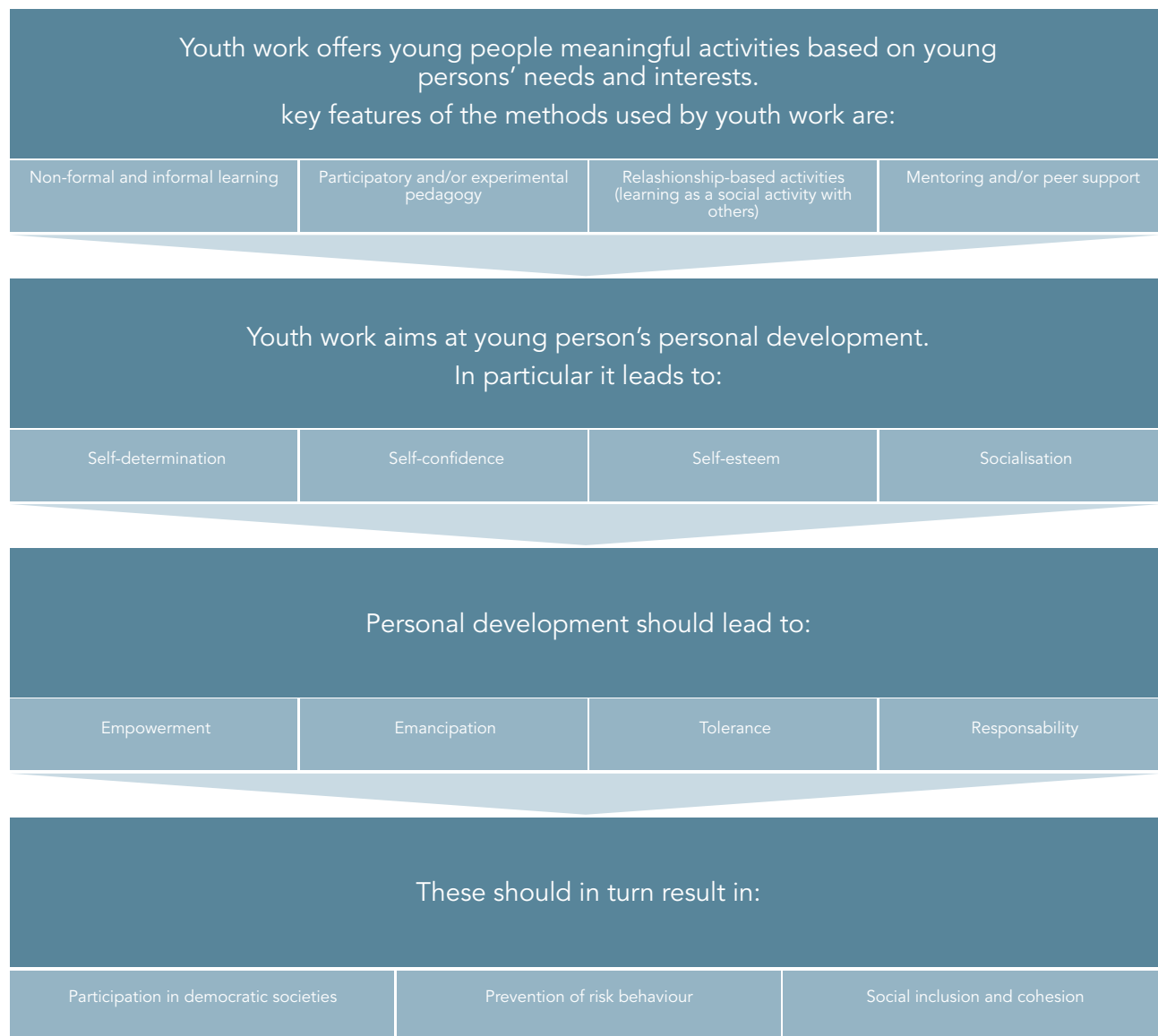
*- Lisbon Treaty*



Youth work may take on many different guises, but the heart of youth work is that it focuses on the needs and interests of the young person in order to develop both human and social capital competences. This is a very important element of youth work if we consider that it is “not only human capital (qualifications), but also social capital (networks) and identity capital (selfpresentation skills) that confers the best advantages on young people and the greatest protection against risk”<sup>24</sup>.

Since the 1990s youth work and youth policy has also shifted its paradigm: from the deficit model where young people were viewed as a 'problem' to recognising youth as a specific resource able to positively contribute to society.

The policy discourse nowadays speaks of empowering young people and often refers to the inclusion, consultation and involvement of young people in the decisions that impact on them.



Source: "Working with young people: the value of youth work in the European Union". European Commission, 2014.

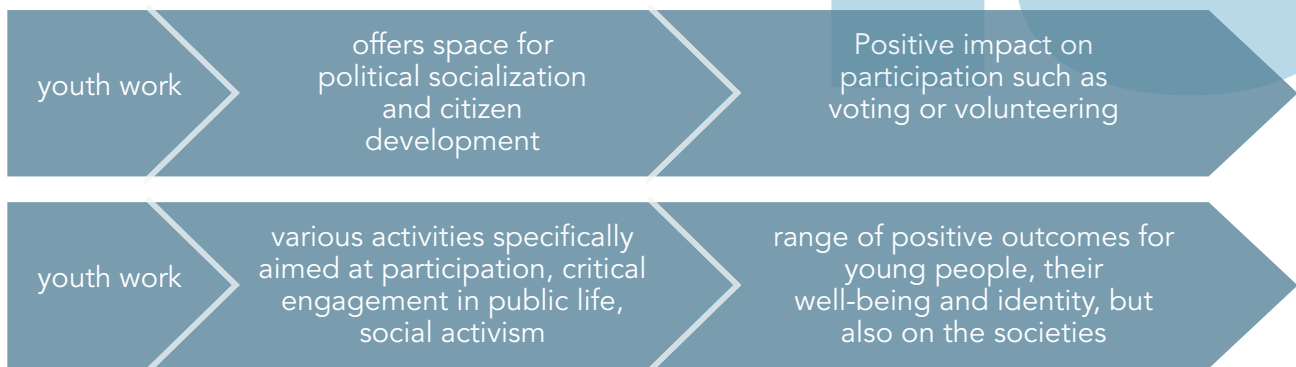
Researches show significant positive effects of the participation of young people in extra-curricular activities on their later political engagement when it comes to registration to vote, voter turn-around, involvement in political campaigns or performance of community services. One research in particular from the US offers "strong evidence that certain extracurricular

clubs are important sites of political socialization and citizen development"<sup>25</sup>.

*Youth work enable young people to experience life, to make mistakes and to participate with their peers in an enjoyable and fun setting.*

# PARTICIPATION

## PARTICIPATION



The contribution of youth work to the participation of young people can be looked from four different angles:

- 1** Participation in bodies that represent young people in local, regional or national decision-making;
- 2** Awareness raising activities and information campaigns related to aspects such as voting or civic rights;
- 3** Activities aimed at preparing young people for participation through development of their critical thinking and awareness of political and social issues;
- 4** Empowerment activities leading young people to become activists.

In the majority of the EU countries exist some forms of youth councils or **youth representation bodies that give young people the opportunity to express themselves about policies** that concern them. Examples of such activity are Youth Parliaments, found in many EU countries. The Youth Parliament in Denmark, for example, offers the opportunity for young people to influence political decisions. Students write bills on cases they think should be changed and during the “Youth Parliament Day” 178 students form

from Denmark, Greenland and Faroe Island are gathered in the Danish Parliament to discuss and vote on their own bills. Ministers and members of parliament participate at this event and at the end of the day the bills are presented to the Minister of Children and Education.

However, the extent to which these bodies truly impact on decision-making remains unclear. In most cases the voice of young people is presented to decision-makers (see the Danish example) but it is not binding or required.

In a number of countries the decisions about youth policies are consulted with representatives of organizations working with young people and sometimes (but not systematically) with representatives of young people themselves. Consultation about youth policies with representatives of young people is required in Finland: under the “Youth Act” to young people until 29 years of age must be offered opportunities to participate and be heard in matters relating to local and regional youth work and youth policy at the local level. Thus, 170 municipalities have established municipal youth councils; their goal is to make young people’s views, wishes and initiatives known to local policy-makers, even if the youth councils do not have actual decision powers.

### Information and awareness raising activities

linked to democratic processes are quite common in EU countries. Such campaigns or actions aim at increasing young people's participation in elections, their understanding of their rights or to fight certain forms of extremism.

For example in Ireland, where a proposal to extend voting rights to young people aged 16 and 17 years has been on the table, the campaign "Vote@16" is being promoted by the National Youth Council. As part of the Vote@16 campaign, a series of measures have been implemented to facilitate greater

voter turnout among young people.

Some other important youth work activities prepare young people for active citizenship by strengthening their **critical thinking**, capacity to formulate arguments, engagement in public debate or awareness of local issues. The project "UCee station" in Netherlands, for example, encourages young people to prepare a media item of local issues and thus gives them the opportunity to question existing policies and formulate their criticism in a manner which they can publicly promote.



Finally, some youth activities on participation aim at **stimulating young people's activism through empowerment**. An example of such approach can be found in the case study "Be-LonG To" from Ireland. This organization focuses on LGBT young people and empowers them to support social change. Young people are first empowered and then supported to identify issues to develop and activities they can implement independently. The whole model is peer-led and the role of youth workers is that of facilitators, of 'problem-posers', sometimes acting as the "devil's advocate". These activities go beyond the issues of participation; they contribute to build one's identity affecting young people's wellbeing and mental health. Youth programmes are then able to engage young people consciously and critically, providing tools and competences to take control of their own lives, socially, politically and economically. Through the use of numbers of methods, youth workers foster positive adult-youth rela-

tionships, and create opportunities for youth participation. The result of such process is the positive development of young people in the form of the Five Cs of positive youth development: Competence, Confidence, Character, Connection and Caring.



The "5 Cs" of Positive Youth Development <sup>26</sup>	
C	DEFINITION
Competence	Positive view of one's actions in specific areas, including social, academic, cognitive, health, and vocational. Social competence refers to interpersonal skills (such as conflict resolution). Cognitive competences refers to cognitive abilities (e.g., decision making). Academic competence refers to school performance as shown, in part, by school grades, attendance, and test scores. Health competences involve using nutrition, exercise, and rest to keep oneself fit. Vocational competences involve work habits and explorations of career choices.
Confidence	An internal sense of overall positive self-worth and self-efficacy.
Connection	Positive bonds with people and institutions that are reflected in exchanges between the individual and his or her peers, family, school, and community in which both parties contribute to the relationship.
Character	Respect for societal and cultural norms, possession of standards for correct behaviors, a sense of right and wrong (morality), and integrity.
Caring/Compassion	A sense of sympathy and empathy for others.

However, in the recent years, as a result of the economic crisis, in many countries youth work has suffered a twist from activities that focus on active citizenship and youth participation towards more employment and education related youth activities.

Young people have been disproportionately affected by the economic crisis that started in 2008: one in four young people under 25 is unemployed in the EU. Therefore, young people have become a core priority for policy makers at EU level and youth policy is now seen by many as a possible solution to offset the negative impact of the crisis.

Whilst issues of civic engagement and personal development remain important, growing attention is given to youth work activities which lead to increased educational and employment opportunities for young people, especially young people at risk. Youth work, in fact, plays a significant part in equipping young people with the skills that are needed both in the labour market and in education spheres.

As a result, the economic crisis has had a number of significant impacts on youth work within EU Member States. Based on the country reports and interviews from stakeholders in the sector, it was possible to draw the actual youth work scenario:

- the majority of EU countries have experienced cuts to public funds (at national and municipality level) to youth work due to the economic crisis;
- there is a growing use and reliance on EU level support and financing for the youth work sector as other sources of funding at national level are reduced;
- the priorities for public funding of youth work have changed: there is greater emphasis on youth work targeted at giving young people better opportunities in the labour market and in education;
- youth work is increasingly being viewed as a way of filling in the gap that mainstream

services once provided;

- with greater demand on youth work, there is pressure to do more with either the same or less funding than before;
- with less funding there is increasing emphasis on youth work with an identifiable effect and return on investment. Not all organisations have the capacity to engage in such evaluations and organisations providing universal youth work are increasingly struggling to get public funding;
- youth work is less flexible and more linked to measurable outcomes with a relative need for greater external recognition of youth workers' skills and competences based on quality criteria.

Linking funding to measurable outcomes means youth work now has to comply with external inspections of quality and standards and that youth workers have to organise their practice around curriculum and delivery. This leads to some concern; Sercombe describes the fine line along which youth workers have to tread: "Lots of youth work happens in the spaces between the outcomes and deliverables prescribed by funding bodies".

Considering this scenario, a lack of adequate support in combination with the pressures the sector is suffering can discourage those who are working with young people and, in some cases, lead to high staff turnover. This has the potential to damage the successful practices developed so far in this the sector.

Although youth work has greater visibility today in comparison to the past, there is still much to be done to recognize youth work for the contribution and value it has on the lives of young people.

Therefore, support for youth workers to recognize the experience, professionalism and contribution they bring to their work with young people is an important identifiable need. It is in fact equally important to support youth workers as it is to support young people involved in youth work.

# THE KEY OF THE YOUTH WORKER

This activity make the participant reflect upon the figure and the role of the youth worker.

## Instructions:

- 1 Get everyone to draw an old style key with 4 teeth (like the one in the figure)
- 2 Invite everyone to think and then write in each on the key teeth:
  - The main Competence/skill a youth worker should have.
  - The main Attitude/mindset a youth worker should have.
  - The main Objective/Aim of his work.
  - The main Challenge/Obstacle related to his work.
- 3 Split the participants into little groups of 3/4 people.
- 4 Invite all the participants to present their own key to the rest of their little group.
- 5 At this point tell them that they have to create a new key as group, one for each group. They have to create the new key considering the most important/interesting result of the personal keys already discussed. Tell them to draw on a large sheet of paper a new key with 4 teeth representing the same four elements as stated in step 2. Allow 25 minutes to complete this task.
- 6 Halve the total number of the groups: merge every two little groups creating in this way a larger one.
- 7 Invite the newly formed bigger groups to do the same they have done in the previous step: create a key containing only one Competence, one Attitude, one Objective and one Challenge taking into consideration the work done previously (first at personal level and then at group level).
- 8 Finally get all the participants together in one big group, gathering all the previous ones and let them agree on the final key of the youth worker. This last key has to show on its teeth the most important Competence, Attitude, Objective and Challenge of youth work. Let them freely organize their work and facilitate the group work as they want.
- 9 Present the key and debrief the activity also bringing the attention to the cooperative work they have developed in order to agree on the elements of each key. Try to highlight the analogy between the process they have just undergone and the work of a youth worker.







Now walk your Page!

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