



BOOKLET OF BEST PRACTICES

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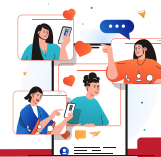
CHAPTER 1

| MODERN WORLD, MODERN TOOLS |

HOW TO BENEFIT FROM THEM?

WRITTEN BY:

STOICA CRISTENEL POPA, LALITA KULISHOVA AND ALEXANDRU CRISTINEL IVANCIU



Theory

E-participation is creating and implementing civic and political initiatives and campaigns using online and electronic tools. Some country governments, such as Estonia, Iceland, Denmark, implemented digital tools like e-voting or e-ID. E-participation can complement or even completely replace physical participation, blurring the distinction between the 2 types of participation. E-participation has the potential to shrink the gap between the government and the citizens, but also to lower the barriers of entry for those who want to get involved in civic or political issues.

Misconceptions versus reality

Some people believe that e-participation is irrelevant and a waste of time. However, e-participation can be extremely powerful and have a clear impact when it comes to civic and political outcomes. Also, some people think that e-participation takes a long time and is stressful, but in reality, it is fast and efficient. In addition, misconceptions can include the impression that fewer actions can be made online. The reality is that the number of online services is increasing every year.

Another misconception is that it is expensive to use online tools. In reality e-participation is cheaper and much more eco-friendly, by saving materials such as paper. In addition, e-participation does not involve as much travel for the people organizing the campaigns and for those who participate in them, thus limiting the consumption of fossil fuels. Last but not least, e-participation can make it easier for people from more isolated geographical areas to get involved in their communities and countries.

Best practices

International organizations, such as WWF and Amnesty International, routinely use e-participation, such as online petitions, to gather signatures for different campaigns and proposals for changes in legislation. Also, in Romania there is the example of the Declic Association who creates many online campaigns, debates, petitions and calls for protests using social media and email. In some countries there are apps for engaging with local authorities. In Estonia citizens can even vote electronically, thus they are empowered by this type of e-participation.



Practical part



MODERN WORLD, MODERN TOOLS
DURATION: 3 HOURS

THEMES ADDRESSED: ONLINE PETITIONS

PROFILE OF PARTICIPANTS (AGE AND SIZE OF THE GROUP)

18+, 10-20 PARTICIPANTS, YOUTH WORKERS, ACTIVISTS

AIM OF THE MODULE

LEARNING HOW TO PLAN AND IMPLEMENT AN ONLINE PETITION

LEARNING OUTCOMES

COMPETENCES ADDRESSED		
KNOWLEDGE	SKILLS	ATTITUDE
CIVIC AND POLITICAL PARTICIPATION USING MODERN TOOLS	<ol style="list-style-type: none">1. IDENTIFY AN ISSUE2. SET UP AN ONLINE PETITION3. PROMOTE IT ON SOCIAL MEDIA AND OTHER ONLINE COMMUNICATION (EMAIL ETC.)4. GATHER SIGNATURES5. SEND THE OUTCOMES TO DECISION MAKERS	<ol style="list-style-type: none">1. RAISE AWARENESS ABOUT ISSUES IN SOCIETY2. MAKE PEOPLE FIGHT FOR THEIR RIGHTS USING MODERN TOOLS

Please summarize how your methodology covers four modes of the experiential learning cycle. You may give suggestions for further implementations.

CONCRETE EXPERIENCE

GATHER THE PARTICIPANTS. ASK THEM TO IDENTIFY AN ISSUE IN THEIR COMMUNITY, COUNTRY, IN THE EUROPEAN UNION. SHOW THEM PLATFORMS FOR ONLINE PETITIONS. MAKE AN INSTRUCTION ON HOW TO USE AN ONLINE PETITION. INVITE THEM TO EXPERIENCE CREATING AN ONLINE PETITION.

REFLECTION

ASK THE PARTICIPANTS THE FOLLOWING QUESTIONS:

1. DID YOU FIND THE EXPERIENCE OF USING AN ONLINE PETITION PLATFORM EASY OR DIFFICULT?
2. DO YOU FEEL MORE EMPOWERED KNOWING HOW TO USE THESE ONLINE TOOLS?
3. HOW DO YOU THINK YOU WILL USE THESE TOOLS IN YOUR WORK IN THE FUTURE?
4. DO YOU THINK THAT IF THESE TOOLS WERE MORE POPULAR CIVIC AND POLITICAL PARTICIPATION WILL GO UP?
5. HOW WILL THE USE OF THESE TOOLS INCREASE YOUR IMPACT ON SOCIETY?

CONCEPTUALIZATION

THE IDEA IS TO USE EXPERIENTIAL LEARNING AS THE MEANS THROUGH WHICH THE PARTICIPANTS HAVE THE OPPORTUNITY TO LEARN STEP BY STEP HOW TO USE ONLINE TOOLS FOR E-PARTICIPATION.

ACTIVE EXPERIMENTATION

AFTER PARTICIPATING IN THIS MODULE, PARTICIPANTS WILL BE ABLE TO USE MODERN TOOLS IN ORDER TO ENGAGE IN THEIR OWN COMMUNITIES AND THEIR OWN COUNTRIES. IN ADDITION, THEY WILL BE ABLE TO TEACH OTHER ACTIVISTS AND YOUTH WORKERS TO USE THESE TOOLS AS WELL.

FLOW OF THE MODULE

SECTIONS	Duration	Materials / Remarks
ENERGIZER – DANCING CHAIRS (CREATE 2 ROWS OF BACK TO BACK CHAIRS. YOU START PLAYING THE MUSIC, THE PARTICIPANTS GET UP AND START DANCING. WHILE THERE IS DANCING, THE ORGANIZERS WILL TAKE 1 OR 2 CHAIRS OUT. WHEN THE MUSIC STOPS, THE PARTICIPANTS HURRY TO TAKE A SEAT. WHOEVER IS LEFT WITHOUT A CHAIR LOSES AND IS OUT OF THE GAME.)	10-15 MIN	CHAIRS, WIRELESS SPEAKER AND A PHONE
THEORETICAL PRESENTATION ON ONLINE PETITIONS TOOLS + EXAMPLES OF SUCCESSFUL PETITIONS	30 MIN	LAPTOP, PROJECTOR
GIVE THE OPPORTUNITY TO THE PARTICIPANTS TO USE THE PETITION PLATFORM, WRITE THE PETITION AND SELECT WHO CAN SIGN THE PETITION	1 HOUR	AT LEAST 1 LAPTOP PER GROUP, PENS AND NOTEBOOKS
BREAK	30 MIN	
EACH GROUP PRESENTS THEIR PETITION TO ALL THE PARTICIPANTS	5 MIN PER GROUP = 45 MIN	
REFLECTION	15 MIN	

FURTHER READINGS AND CONCEPTS

[Declic :: societatea civilă în acțiune](https://www.panda.org/)
<https://www.panda.org/>
[Amnesty International](#)
[E-Participation \(un.org\)](#)
<https://pubdocs.worldbank.org/en/165711456838073531/WDR16-BP-Estonian-eGov-ecosystem-Vassil.pdf>
<https://www.google.com/url?sa=t&source=web&rct=j&url=https://denmark.dk/innovation-and-design/denmarks-digital-success&ved=2ahUKEwjAmaWltNH-AhUyXvEDHRNEAdgQFnoECCIQAQ&usg=AOvVaw3y1wxU4PgnkJPXHS-emC04>



CHAPTER 2

YOUTH ADVOCACY

WRITTEN BY:
DAINIUS DAUKŠA



Theory

It is no longer surprising that action in one country can have unprecedented impact on another part of the world. Events like global warming will have serious consequences for us all, and yet the power to act is mainly in the hands of huge multi-national organizations and governments, as they are the ones doing the big decisions. Not to mention participation requires certain knowledge and usually to engage politically you must pass a certain age threshold to participate in politics. It is no wonder that youth might feel powerless and unable to participate in tackling important issues.

However, these roadblocks should not be seen as a reason to avoid participation entirely. If anything, this is an opportunity to look for new ways to engage in important political issues for youth. To achieve this, we are creating a guidebook for beginners to better understand youth advocacy and why improving the future is not only for you but for future generations.

Beginning with advocacy

A good place to understand the term of youth advocacy is beginning with the term advocacy. Advocacy is supporting an idea, planning or a particular way of doing something¹ In the case of youth advocacy this refers to political, ecological, social and other issues that the youth is willing to protect, support or upheld. Because of the broad nature of potential issues, youth can participate on two main levels of issues: Global and National level.



Global level: Certain issues like global warming require the participation of as many people as possible to implement changes. Due to their transnational nature youth advocacy can manifest online. For example, the ability to get involved with raising awareness via hashtags, writing petitions and other ways like protests of solidarity in your home country, i.e. Fridays for future. However, their goals are rather vague and do not always have an end.



National level: Compared to the global level of participation, here is much more possible to put pressure on policymakers and get in touch with local media to address certain issues. It is also a lot easier for youth to join existing NGO's and participate in local protests. Not to mention, there is space to create your own organization and focus on the issues you deem important, for example, picking up trash from local parks. This means that local goals are a lot more tangible and can even be completed.





Best practices

For the best youth advocates it is really important to learn from the mistakes and knowledge of other youth advocates. It is a global networking of people wanting to bring positive change to the world and thus, learning from other NGO's for experience should not be overlooked. Here are some:

Misconceptions

Misconceptions exist for a reason. They are a generalized view of reality, which may have a kernel of truth, but doesn't represent the full nature of the subject. Here's a few of them:

Youth movements are self-centred and their goals don't affect the broader population:

Fact of the matter is that most people will not understand why a young person should commit to a protest or a certain NGO. Even with something as banal as raising funds for a skating park can attract both positive comments (place to socialize for youth, learn a new skill) as well as negative ones (skating is dangerous, there are more important projects). But if the skatepark is eventually built, it creates new potential business opportunities for local communities, like new shops. Not to mention the effect on being outside can have a positive outcome for the youth and how they interact with their parents and so forth. It becomes a chain reaction with endless possibilities.

Youth are unable to lead themselves, they need someone old to guide them:

Youth don't necessarily need a corporate-like structure to succeed. They are more focused on taking part in change and thus a horizontal structure with diverse and fluid roles suits their goals and passions. In a youth-led protests, there even isn't a need of a hierarchy. It only takes an individual to create a „Facebook“event and the participants will do the rest with their engagement.

Youth advocacy is fleeting and short-termed:

There are claims about youth advocacy being surface level. However, youth is well versed with some of the important values of today's world, and they are engaging with certain social and political situations for the first time and can provide valuable insight on why certain things do not function so well. This is a lesson, ff anything, that with enough enthusiasm, will and understanding these misconceptions can fade when you finally begin to participate in your society.

1. ORGANIZATIONS SHOULD PRIMARILY FOCUS ON ONE GOAL:

a) Wanting to do much good to the world is understandable, but focusing on too many social problems puts your budget in a bad position and the help you might provide could be minimal compared to focusing on just one area.

2. THE USE OF ONLINE TOOLS:

b) It is imperative that youth advocates not shy away from the internet and in particular social media. This can prove vital to acquire new support as most NGO's require reaching them out in the street, but social media can help connect passionate youth with projects and organizations they care about.



3. ENGAGE WITH TRADITIONAL MEDIA:

c) Youth causes are potentially overlooked because of this reason. If they are able to garner mainstream attention this would propel the organization to new heights and acquire new followers.



Practical part



MODULE NAME: NGO Starter Pack

DURATION: 2 days

THEMES ADDRESSED: Youth advocacy. Building an NGO from the ground up.

PROFILE OF PARTICIPANTS (AGE AND SIZE OF THE GROUP)

Ages from 18 – 30. Min 15 participants max 25.

AIM OF THE MODULE

To teach the students how to create an NGO. To do so, there would be an introduction to the basics of youth advocacy, learning to lead an organization and practical information about creating your NGO.

LEARNING OUTCOMES

COMPETENCES ADDRESSED

KNOWLEDGE	SKILLS	ATTITUDE
Basic knowledge about youth advocacy, examples of successful NGO startups, useful tools for creating and running an NGO.	Financial literacy, building a website with a website builder, setting up social media page, learning about hierarchy in organizations and how to build a team.	Open-minded, leadership, hard-working, professional, communicative, creative.

CONCRETE EXPERIENCE

- Presentations based on real cases.
- Lectures with real life activists.
- Speeches of participants who have experience in this field.
- Practical financial and website building knowledge.

REFLECTION

- Open discussions.
- Debates.
- Group tasks.

CONCEPTUALIZATION

- Emphasizing important information.
- Summarizing up the given information.
- Answering given questions.

ACTIVE EXPERIMENTATION

Implementing the given knowledge in a final exercise to create an NGO website.

FLOW OF THE MODULE

SECTIONS	Duration	Materials / Remarks
Day 1 9:30 Energizer	10 min.	Novel name-game with a ball.
9:40 First lecture giving a background about youth advocacy, what it is, how it works.	1:20 h.	At the end the lecture people will have one more activity. In groups think about problems in their local community and come up with solutions.
11:00 Coffee break	15 min.	Coffee machine, coffee beans, tea, water, cookies.
11:15 Second lecture of the day. Young NGO leaders will <u>give advise</u> about some of the pitfalls they had setting up an NGO.	1:45 h.	Experts will give their experience and there will also be a Q&A session.
13:00 Lunch	1 h.	
<u>14:00 Lecture</u> / Workshop part one. Learn about the fundamentals of leadership, learn organization structure, the importance of working as a team.	1 h.	Team building game about the importance of working together.
15:00 Coffee break	20 min.	Coffee machine, coffee beans, tea, water, cookies.
<u>15:20 Lecture</u> / Workshop part one. Learning about financial literacy and how to acquire funding for project.	1:40 h.	Answering the question what is, „ <u>Kahoot</u> “ game and simulation of setting up a budget for an event.
Day 2 9:30 Energizer	10 min.	Chair game.
9:40 Summarizing theory lecture (recap)	50 min.	Quick discussion about some of the most important concepts and ideas from yesterday.
10:30 Coffee break	30 min.	Coffee machine, coffee beans, tea, water, cookies.

11:00 Workshop. Building a website with a website builder.	2:00 h.	Learning the basics of building a website through a free website builder, how to put information, change the design, etc.
13:00 Lunch	1 h.	
14:00 Adding information to the website about your new NGO.	2 h.	Participants will be split up in groups by 3-4 people to make their NGO website to come true.
17:00 Presentations of website and NGO ideas.	1 h.	Presentations with remarks from other NGO experts.
18:00 Final remarks.	1 h.	Participants are asked how <u>was the training</u> , what the liked/disliked etc.

FURTHER READINGS AND CONCEPTS

Potentially we would need more time for the project for it to reach it's full potential. Maybe even bringing individuals with a law degree who can also give information about the juridical system.

<https://www.voicesofyouth.org/youthadvocacy#header--2981>

<https://www.devex.com/news/what-young-people-need-to-lead-85741>

<https://dictionary.cambridge.org/dictionary/english/advocacy>

CHAPTER 3

YOUNG DOESN'T MEAN MEDIA ILLITERATE.

WRITTEN BY: DAVID CHOBANIAN



Theory

Using the power of information and communication to change the world, media literacy is an extended conception of literacy that encompasses the capacity to access and understand media messages as well as to create, reflect, and act. Media literacy is viewed as a collection of competencies that are necessary for citizenship, work, and daily life and is not limited to any media.



Media Literacy is a 21st century approach to education. It provides a framework to access, analyse, evaluate, create and participate with messages in a variety of forms. It builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.

Helping Youth Think Critically about Media Content is very important.

Young people have a variety of questions they can ask about the media they consume. In order to account for a person's knowledge of and experience with a particular issue, questions may need to be modified.

- 1. Who created this message?**
- 2. What lifestyles, values, and points of view are represented in, or omitted from, this message?**
- 3. Why is this message being sent? (maybe they would like to gain profit)**
- 4. How might other people understand this message differently from me? (People frequently interpret the same message in different ways)**
- 5. What creative techniques are used to attract my attention?**

We are all aware that scary, menacing music in horror movies is a sign that something terrible is about to happen. Additionally, we are aware that many television programs feature a "laugh track." Without words, what message is being conveyed? One of the typical messages is simply "pay attention," but this method is also frequently used to convey signals regarding what is good or undesirable. If a TV show has a laugh track, we might ask whether the audience's reaction is similar to our own or if they have a favorite character and why.

Misconceptions vs Reality

- 1. All I need to keep my child safe online are privacy settings.**
- 2. Youngsters learn everything they ought to know about media literacy in educational institutions.**
- 3. Young people can differentiate between healthy content and unhealthy content.**
- 4. Young people can manage their time in the internet.**

1. Start with your privacy settings, but don't stop there. Examples of content that can sneak through privacy settings include targeted adverts, exposure to divisive political viewpoints, and cyberbullying. We must keep an eye on our kids and teach them how to distinguish between kindness and exploitation, true news and false news, a person and a robot, targeted advertisements, and genuine advice, to mention a few. We do our kids, and ourselves, a favor if we pay attention and provide them the information, they need to participate securely in this constantly evolving digital environment.

2. Youngsters are easily convinced by videos and content they see in the internet. Educational institutions are not enough to train critical thinking. It is important that the society/ people close by foster this skill as well. Moreover, they might be bored when they have lessons. Therefore it's important that the society and other influences grow this skill for young people.

3. This is not true, because young people are especially interested in things they should not view (e.g. brutal videos, lottery games, anime, challenges in TikTok etc.). Plus they follow the mass even if the content is not healthy such as advertisements (e.g. eat lots of sugar), movies (e.g. anime) and extreme trends.

4. The internet is addictive because of dopamine, which is produced when you play games or watch videos. Thus, they are a very vulnerable target group. Moreover, they are not yet mature enough to understand why time management is important and create healthy balance.

BEST PRACTICES

1. TEACH BY EXAMPLE!

a) Suggest them specific activities connected to current hits, so it is directly connected to them.

2. GERMANY:

b) In school's older classes teach younger classes about specific topics: Danger in the internet, false information, time management. If pupils train other pupils they learn to apply the concepts and be responsible for their younger comrades.

Practical part



MODUL NAME: Young doesn't mean media illiterate!

DURATION: 4 days (3 hour per day with break)

THEMES ADDRESSED:

PROFILE OF PARTICIPANTS (AGE AND SIZE OF THE GROUP)

Youth (16-22)

Group of ≈20(18-22) people (Can be divided into 4 groups with 5 people)

AIM OF THE MODULE

Increase media literacy among young people and make the next generations ready for critical thinking.

LEARNING OUTCOMES

COMPETENCES ADDRESSED

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none">• What does media literacy mean?• How to analyse information from the internet• Reliable sources	<ul style="list-style-type: none">• The ability to distinguish between true and false news/critical thinking.• The ability to find the original source in social media.• Media literacy training skills for the next generations	<ul style="list-style-type: none">• To be more critical and objective when reading news• Less emotionally triggered by clicks baits

Please summarize how your methodology covers four modes of the experiential learning cycle. You may give suggestions for further implementations.

CONCRETE EXPERIENCE

The tasks are going to sharpen the skills of the participants for critical thinking and evaluation of news. They will learn to see the perspective of the newspapers and authors. This way they can analyse information and be more cautious.

REFLECTION

Moreover, they will see things from the perspective of the readers understanding which impact news articles can have. This experience will help them to be less emotionally when reading news, but to evaluate the sources first.

CONCEPTUALIZATION

The concept is created in a way to make the young people as interested as possible in the workshop. Therefore, they will start from the first day to be creative and active. The subsequent discussions will support reflection on the impact false news have. This way they can understand and learn to be critically. The mixture between tasks and review should help them to deepen the knowledge of the workshop.



ACTIVE EXPERIMENTATION

The workshop asks all participants to be actively involved from the first day on. This helps for the participants to be more interested and involve them throughout the whole experience. We achieve intriguing effect from the participants, so they actively spread the knowledge and use it in everyday life.

FLOW OF THE MODULE

SECTIONS	Duration	Materials / Remarks
Adding fake elements to a photo and discussing either is it true or not and why. After that showing the original photo and analysing the changes	3	physical or digital tools (links, newspapers etc.)
Participants get a photo with a true news title; their task is to come up with a believable fake title. After that each participant votes which, title is true and at the end we reveal the true titles and debate about participant votes. Discussion about recent examples and impact of false news.	3	Photos, links, and titles
Each group of participants should come up with one fake news about the given event and spread it in the media. Then the invented news should be collected in one list and 15 other true ones about the same event are added to them. After that, each team must find 3 other fake news besides its own. Discuss the impact false news can have on other people.	4	Different sources from mass media
Evaluation, conclusion, and feedback Talk about options how to share the gained knowledge.	2	List of useful links Best practices

FURTHER READINGS AND CONCEPTS

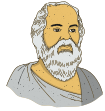
Sources:

<https://webarchive.unesco.org/20181207154048/http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/five-laws-of-mil/>

<https://www.medialit.org/reading-room/what-media-literacy-definitionand-more>

<https://www.oecd.org/publications/policy-responses-to-false-and-misleading-digital-content-1104143e-en.htm>

<https://edoc.coe.int/en/media/11284-media-literacy-for-global-education-toolkit-for-youth-multipliers.html>



CHAPTER 4



| POLITICAL PARTICIPATION |

THE ROLE, PURPOSE, UNDERSTANDING

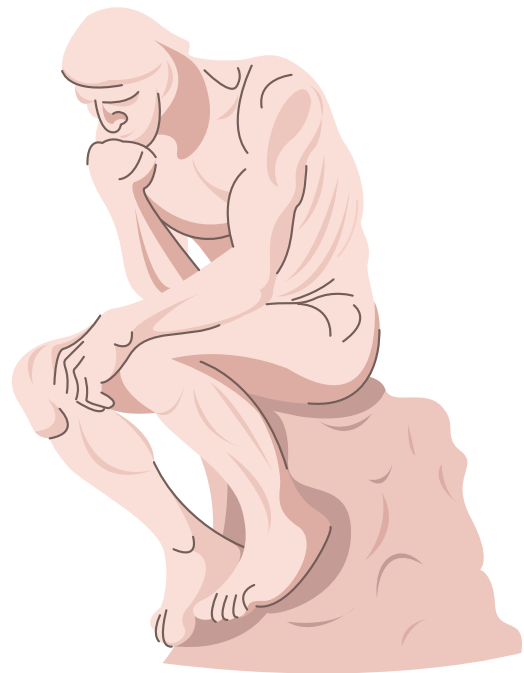
WRITTEN BY: EVA VEREBOVÁ, DIANA ŽIDOVÁ AND NEVENA SAULIC

Theory

Political participation could be seen on a wider scale as any process of citizens' engagement and activism that directly engages in the public decision-making process on the local, country or world level. The main idea of political participation is citizens' active participation in the society which shares the power and responsibility between the government and citizens. In that way, the democratic processes can be implemented and could prevent dictatorships and oppression in the country. Political participation is well known from ancient times, one of the oldest examples is coming from Ancient Greece with the philosopher Socrates.

„The Trial of Socrates (399 BC) was held to determine the philosopher's guilt on two charges: asebeia (impiety) against the Athenian pantheon and corruption of the youth of the city-state of Athens; the accusers cited two impure acts of Socrates: "failing to acknowledge the gods recognized by the city" and "introducing new deities."

The problem with Athen's democracy was that active participation was reserved only for men and older citizens of Athens, therefore, it took the next 25 centuries of political development to start including youth into political participation, this is a new term, primarily developed in the late 20th century and the youth participation.



When it comes to active participation of youth, it is considered to empower young people to play a vital role in the development of their communities on a local, country, or worldwide level – it helps them to learn vital skills and to engage in the community as active citizens and political bodies, according to Roger Hart (Velinovska, 2020), there are 8 steps of encouraging youth active participation:

- Manipulation – adults are using youth to support their ideas.
- Decoration.
- Participation for show.
- Assigned tasks.
- Adults make the decisions.
- Adults initiative.
- Young people's initiative and leadership.
- Young people's initiative, decision made in partnership with adults.



Misconceptions vs. Reality

Misconceptions of political participation are various and usually differ in each country, one of the general causes of the increased level of misconceptions among citizens that stops them from active political participation are: the state of political awareness among citizens, political parties and dictatorship, cultural and historical background, the habits of citizens, political beliefs, religious background, personal statements, the level of education, strict gender roles in the society, annual income and many others. One of the concrete, most used misconceptions are that youth citizens cannot do anything without the sources, money, and that every activism costs a lot of money, therefore there is no point of doing anything since the sources are not provided, another one is that the personal act is not enough and that one person cannot change/solve the society issues by him/herself, furthermore the small group of citizens cannot fight against the government, all efforts are going to be useless and waste of time, there is also the fear of governmental oppression and punishment which is well known in non-democratic countries, which in some societies can be a real issue that prevents citizens from the political participation. Those misconceptions are coming from the lack of education and encouragement from the outside. In reality, one person can contribute to political participation and can be seen as a role model in everyday life. Mostly, when it comes to youth, there is a huge potential of what they can do.



Best practices

One of the best practices of political participation is the case study from Belgrade – Serbia, dated from December 2019, just before the Covid Pandemic started. Even though Serbia is not part of the European Union, this case study shows one of the best democracy practices in the region and a real inspiration for other neighbouring countries and candidates of the European Union.

Even though the media landscape in Serbia is one of the worst in entire Europe, which made much harder the efforts of citizens to get into media and to promote their ideas among the wider audience, with the united efforts and strategic planning of resistance, they showed that any efforts of citizens will not be missed as long as there are united efforts and wisely spread roles among them (under the condition that there is not dictatorship regime, since Serbia is EU candidate, citizens could always refer on it and get support from outside).

I would like to highly stress the importance of the roles in political participation from one side and providing every citizen the clear understanding of their active role in the activism from the other, everyone can contribute with their own knowledge and experience, and each citizen is a contributor and can make the change.

On December 29th the City Government of Belgrade decided to terminate the operation of trolley bus 29th which was connecting the part of the city named Zvezdara with the city center of Belgrade. This was the only way of transportation for citizens of Zvezdara that connected other vibrant parts of the city where citizens would go to work, universities, elementary and high schools, therefore it was highly in need.

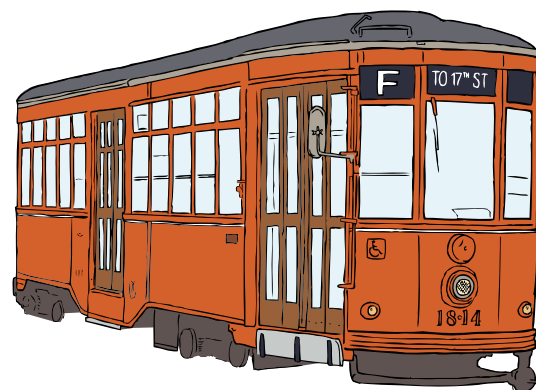
The name of the political activism was Give Us Back Trola, Zvezdara: united citizens on getting back their public transportations. Citizens formed the association under the same name continued their active participation even after the trolley bus was back, the association remained active until today, they are focusing on traffic in Serbia and changes made by the city government, their participants are all age groups and youth is also included. Even if this is not specifically youth project or the unique representation of political participation, this project is showing inclusion of youth into political participation and summarizes all phases of youth participation: primarily Young people's initiative, decision made in partnership with adults and in general.

***"First, they cancelled 19 and 28,
and I didn't rebel because I didn't live in
Zvezdara or Konjarnik.***

***Then they shortened 21 and 22,
and I didn't protest because I wasn't
going to Učićelski naselje or Paša brdo.***

***Then they will shorten the 29 to Slavija
and remove the 41 from the center,
and I won't protest because I don't live in
Medak or Banjica.***

***Then they will come for my line, and
there will be no one to rebel."***



Practical part



MODULE NAME: Active Citizenship for Youth

DURATION: One week

THEMES ADDRESSED: Active Citizenship, Political Participation, Democracy, Political Debates, Critical Thinking, Media and Information Literacy, Public Speaking

PROFILE OF PARTICIPANTS (AGE AND SIZE OF THE GROUP)

Youth participants, age: 16 – 30.

Minimum is 27, maximum 36, the most important is to have the same number of participants from each country, either 3, or maximum of 4. The project is open for youth workers, youth activists, university students and it can be implemented following the broader audience. It consists of participants and youth workers – leaders of the project.

AIM OF THE MODULE

The module aims at providing a platform for university and upper secondary schools students primarily, or any youth participants from 16 to 30 years old, to collaborate in political participation in EU countries. Participants will learn how to form a political party and lead political debates. Moreover, they will gain knowledge on democratic political systems likewise the concrete skill set such as debating and argumentation which will help them in their future life and active political participation. Project leaders will already take part in activism by educating youth and they will get the tools and encouragement to continue the activism path in their future political participation role.

LEARNING OUTCOMES

COMPETENCES ADDRESSED

KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none">democratic political system on forming political parties in their countries and the Constitution in their countries.election system in their countries	<ul style="list-style-type: none">rhetoric, teamwork, argumentation, debating, advocating, collaborationAbility to make their own political party	<ul style="list-style-type: none">positive attitude towards plurilingualism and pluriculturalpositive attitude towards democracy and its valuesrespect for opinions and beliefs of others

CONCRETE EXPERIENCE

Elaboration on the current situation of democratic political system, elections, and political parties in EU countries.

REFLECTION

Participants' feedback and reflection on the current situation of democratic political system, elections, and political parties in EU countries. Ideas for future improvement and implementation into their own political participation.

CONCEPTUALIZATION

Implementation of acquired knowledge based on preceding research – democratic principles of EU law in political party's design.

ACTIVE EXPERIMENTATION

Presentation of political parties created by participants, experiencing the almost real-life-like debates and argumentation processes that accompany every likewise event.

FLOW OF THE MODULE

SECTIONS	Duration	Materials / Remarks
DAY 1 Energizer: Three Truths and a Lie Presentation: Democratic political system Coffee Break Workshop: Democratic political system Lunch Activity: Let every voice be heard Coffee break Activity: Let every voice be heard	30 min 60 min 30 min 60 min 90 min 60 min 30 min 60 min	100 ways to energise groups – p. 4. About the EU + EU & Me COMPASS – p. 209
DAY 2 Energizer: Tug of War Presentation: Election systems in EU countries Coffee break Workshop: Election systems in EU countries Lunch Activity: Power Station Coffee break Activity: Power station	15 min 60 min 30 min 60 min 90 min 45 min 30 min 45 min	100 ways to energise groups – p. 13. About the EU + EU & Me COMPASS – p. 253
DAY 3 Sightseeing tour and free time	180+ min	
DAY 4 Energizer: The King is Dead Activity: Making links Coffee break Activity: Making links Lunch Creation of political party part 1 Coffee Break Creation of political party part 2	15 min 60 min 30 min 60 min 90 min 90 min 30 min 90 min	100 ways to energise groups – p. 12. COMPASS – p. 225

<p>DAY 5</p> <p>Visiting a local political party</p> <p>Lunch</p> <p>Energizer: People to People</p> <p>Activity: On the ladder</p> <p>Coffee break</p> <p>Activity: On the Ladder</p> <p>Creation of political party part 3</p>	<p>180 min</p> <p>90 min</p> <p>15 min</p> <p>60 min</p> <p>30 min</p> <p>60 min</p> <p>90 min</p>	<p>100 ways to energise groups – p. 18.</p> <p>COMPASS – p. 238</p>
<p>DAY 6</p> <p>Energizer: Writing on Backs</p> <p>Presentations and feedback</p> <p>Coffee break</p> <p>Presentations and feedback</p> <p>Lunch</p> <p>Presentations and feedback</p>	<p>15 min</p> <p>60 min</p> <p>30 min</p> <p>60 min</p> <p>90 min</p> <p>60 min</p>	<p>100 ways to energise groups – p. 23</p>

FURTHER READINGS AND CONCEPTS

About the EU: https://european-union.europa.eu/index_en

European Commission, Directorate-General for Communication, EU & Me, 2020: <https://op.europa.eu/webpub/com/eu-and-me/en/>

The Slovak representatives in the European Parliament: <https://www.europarl.europa.eu/meps/en/home>

European Commission, Directorate-General for Communication, Fontaine, P., *Europe in 12 lessons*, 2017: <https://data.europa.eu/doi/10.2775/12586>

100 ways to energise groups: Games to use in workshops, meetings and the community, 2002: <https://www.ndi.org/sites/default/files/Energisers.pdf>

Brander, P. et al. *Compass: Manual for Human Rights Education with Young People*, 2020: <https://rm.coe.int/compass-eng-rev-2020-web/1680a08e40>

Trial of Socrates, 2023: https://en.wikipedia.org/wiki/Trial_of_Socrates

Velinowska, A. 2020. Ladder of Youth Participation: <https://www.trainerslibrary.org/ladder-of-youth-participation/>

The manifest of Give Us Back Our Trolley Bus 28, c2023: <https://trola.rs/manifest/>

CHAPTER 5

| THE IMPORTANCE OF COMMUNITIES |

WHY IS IT IMPORTANT TO BELONG SOMEWHERE.

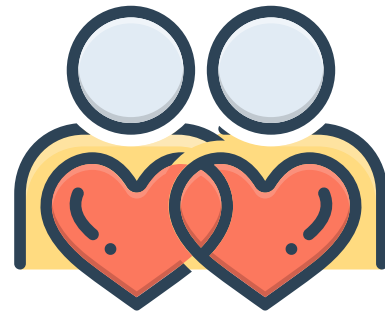
WRITTEN BY: CATERINA LAVAGNINI AND GIULIA MORANDIN

Theory

While considering the meaning of community, we should refer to a group of people who shares a common goal, interest or value, united also by linguistic and organizational constraints.

Why do human beings tend to stay with others?

The answer to this question may be found inside the early history of philosophy, specifically in one philosopher: Aristotle. According to him in fact, the human being is a social and rational animal, and due to these main characteristics, he or she tends to find other human beings



and live together: humans in the early stages of history have lived together in order to reach common goals, such as eating, having a safe place to stay, share rituals, etc.

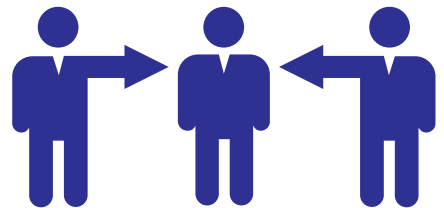
What about today? For sure, the community intended in the early stages of history was more connected to practical and pragmatic actions, such as providing food or a safe place. Today, instead, in our communities there is something more: we share a sense of belonging. The identity that we spread in our community emerges from activities that we usually do together: in the past, the activities were related mostly to survival and providing food; on the other hand, today we have different activities that belong to different types of communities. We could belong to a religious, an official, non-official, professional, or economical community, or maybe we belong to all of them at the same time. Our identity is deeply influenced by all these activities that we undertake. For this reason, our communities have a significant role in our life and specifically in our society. In the past, the role of the community was simply to share food, today we go a little bit further: communities connect people, change society, allow new advocacy, and can deeply influence our life.

An example of this is for sure the European Union. It started as an economic community, but nowadays it is evolving, and it directly affects our life: we can cross borders with just one document, we share places, languages and most importantly we feel Europeans. Consequently, we can definitely consider the European Union as another kind of community.



Misconception

Nevertheless, living in a society may also encounter some difficulties: human history is unfortunately full of episodes in which people have been discriminated against for their sexes, religious belongings, beliefs, or language differences. All these forms of discrimination are linked to scarce communication between groups and, most of the time, are joined to stereotypes and not an open-minded mentality. For this reason, it could happen that people feel threatened and not completely able to express their own feelings, and, for sure, this increases the level of tension in society. The form of discrimination may also eradicate and become a radicalization against a specific target group. For instance, in Italy we are unfortunately experiencing situations of xenophobia and homophobia: due to the huge migratory crises that happened in 2015, with lots of people escaping from Libya, a narrative has been carried out by politicians about migrants. It contains stereotypes, disinformation in bringing the idea that they arrived just to replace Italians and to steal their jobs. The other problem that we are now facing in Italy is also connected to homophobia: last year was proposed the DDL Zan law, promoted by the politician Alessandro Zan, in order to safeguard homosexual people from hate speech that they normally receive. Unfortunately, the law did not pass but this has brought on the floor discussions and lots of homophobic episodes.



Reality

Actually, nowadays we also live in positive episodes: in Italy for instance, people who live close to the Austrian borders belong to different communities, the Italian and the Austrian ones, and they speak their own language, Landino. Still, between these communities, there is respect and an open mentality, that includes both cultures together without a geographical border.

Concerning this point, also politics takes the floor: according to the Italian constitution, these linguistic minorities are represented in the Parliament, in order to not take actions that could discriminate against them. These can be considered as examples of the positive attitude adopted in Italy to regulate the relationship between different communities in order to give each one its role and protection.

BEST PRACTICES

The best practices that emphasize the importance of the communities can be found inside the Italian Constitution, especially in article 116. The article states that 5 of the 21 Italian regions have a special status, and this concerns political decisions that can be taken directly by the Presidents of the Regions. The article underlines how important it is to guarantee a certain level of autonomy in special territories so their inner communities will not feel discriminated against, but instead to be a part of all Italian community. Indeed, special regulations can be adopted in order to make policies ad hoc for the peculiar situations in those regions, which are mostly border regions.

Another example of best practices could be youth advocacy, and the call to action for a common purpose, for instance cleaning up the streets, building a new park, and improving city life. Actions that improve not only the living standards in the territory but also allow the people to be more united and better interconnected.



Practical part



MODUL NAME: Community matters

DURATION: 2-day

THEMES ADDRESSED: The importance of communities, inclusivity

PROFILE OF PARTICIPANTS (AGE AND SIZE OF THE GROUP)

The module will be carried out in a two-day workshop with young people 18-30 in a group of minimum 15 - maximum 20 people in trying to maintain a gender balance among the participants.

AIM OF THE MODULE

Team working
Inclusivity
Awareness on the importance of the role of communities

LEARNING OUTCOMES

COMPETENCES ADDRESSED

KNOWLEDGE	SKILLS	ATTITUDE
Types and roles of communities. Regulations of minorities rights and conditions.	Public Speaking; Team working; Empathize; Communication.	Inclusivity; To face radicalization and discrimination.

Please summarize how your methodology covers four modes of the experiential learning cycle. You may give suggestions for further implementations.

CONCRETE EXPERIENCE

Participants will gain knowledge on the importance of communities, how they work and the different types of them, gaining a different perspective on related teams: inclusion and tolerance. Otherwise, through the role games they will understand the importance of team working and communication.

REFLECTION

To reflect on how the whole project has gone and if the activities have reached their purpose, at the end of the project, we will ask the participants:

- How did the activities go?
- Did you find anything that you appreciate the most or something that you did not like?
- How did the group activities go?
- Do you think that everyone has participated actively?
- Do you feel more sensitive to your local communities?

Thanks to the reflection in pairs, participants are going to feel more comfortable and free to express their thoughts about the project.

CONCEPTUALIZATION

All the activities presented in the module are based on non-formal education through theory, role-playing, and group presentations.

ACTIVE EXPERIMENTATION

Since it is correlated with youth, the module could be implemented thanks to the support of youth workers in high schools, universities, youth centres, libraries and after schools courses.

FLOW OF THE MODULE

SECTIONS	Duration	Materials / Remarks
DAY 1		
<i>Energizer 1:</i> the participants are divided into 2 lines, one after the other. The last person in each line has to touch the person in front of them on their back (upper part, middle part, lower part of the back). The same movement must be repeated by the same person in the line. If the first person in line manages to do the same movement as the last one, then the last person could get to the top of the line. The purpose is to complete the task before the other line and to make a full round of each participant.	15 minutes	-
<p><i>Activity 1: "Talking about community"</i></p> <p>The participants are divided into 4 groups of a maximum of 5 people each. Each group receives one big piece of paper and some colored pens. During the activity, the group has to discuss and answer the same 4 questions that will be presented one by one every 10 minutes.</p> <ul style="list-style-type: none"> • What is a community? • Which are the types of communities? • What are the activities of a community? • What are the roles of a community in a society? <p>After that, each group will present to the others.</p>	40 minutes + 10 minutes for each group presentation	Papers, printed questions, and pens.
LUNCH BREAK	1 hour and 30 minutes	
<i>PowerPoint Presentation: "Inclusivity, Roles and Types of Communities"</i>	40 minutes	Laptop and projector
COFFEE BREAK	15 minutes	
<i>Energizer 2:</i> all participants sit on a chair in a circle, except one. One person every time will remain in the middle and name a specific characteristic, every person that has that characteristic has to stand up and pick an empty chair. One person will be left without the chair and has to choose another characteristic. Examples: stand up who ... comes from the scout community, ... is wearing glasses, ... is attending university.	15 minutes	Chairs

<p><i>Activity 2: "The flying egg".</i> The participants are divided into 4 groups of 5 people each. Some members of each group have a kind of deficit: it could be a linguistic or physical deficit.</p>	<p>1 hour for preparation and 30 minutes for the debriefing.</p>	<p>Raw eggs, different kinds of papers, glue,</p>
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<p>Examples</p> <ul style="list-style-type: none"> • blind (one person should be blindfolded) • linguistic barriers (one person can't speak so it <u>has to</u> communicate with gestures or in an invented language) • physics barriers (one person can only use one hand) • deaf (one person should listen to music to a high volume) <p>and others.</p> <p>The aim of the group is to decorate the egg and make it fly away from the first floor. When the time's up, there will be the test of the flying eggs.</p> <p>At the end of the day, there will be a briefing where all the participants can expose their feelings about the activity and there will be presentations and discussions about the importance of minorities in a community.</p>		<p>scissors, <u>tape</u> and pens.</p>
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FURTHER READINGS AND CONCEPTS

For more information about role-play games: Compass Online Newspaper: Internazionale (<https://www.internazionale.it/>).
Enciclopedia Treccani (<https://www.treccani.it/enciclopedia/>).

DAY 2		
<p><i>Energizer 3:</i> 2 facilitators set themselves at the opposite corners of the room. They represent the 2 extremes of the rating (from 1 to 10). Participants are asked some open questions related to the topics and they <u>have to</u> decide where to place themselves referring to the valuation. Examples:</p> <ul style="list-style-type: none"> • Do you feel a strong sense of belonging in a community? • How much is important to you to belong to a community? 	10 minutes	-
<p><i>Activity 3 "A Mosque in a Sleepyville":</i> This activity explores a dispute over the building of a new mosque in a traditionally Christian area through the simulation of a town council meeting. The first part of the activity consists in the explanation of the situation and the rules of the debate. Each participant <u>has to</u> choose a role from a list of different ones "Citizens" and there will be 30 minutes before the actual meeting where the people can prepare just one or two points that they want to make during the Town Council meeting that will last 40 minutes. At the end of the meeting, 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 the start of the debriefing, in asking the participants what they feel about the process they have just been through. Here are explained all the roles and the rules of the debate</p>	2 hours and 30 minutes	Sheets of paper for nametags Flip Chart Paper A watch or clock Small bell for the Mayor
LUNCH BREAK	1 hour and 30 minutes	
<p><i>Debriefing and evaluation:</i> Participants are divided into pairs. Each couple <u>has to</u> discuss about the 2 days and answer 5 questions.</p> <ul style="list-style-type: none"> • One good thing that happened during the module. • One thing that was outstanding. • One thing that was annoying. • One thing to keep for the next project. • One funny thing <p>After this, there is a small discussion between all the participants.</p>	45 minutes	



CHAPTER 6

| YOUTH RADICALS |

WHAT WENT WRONG AND HOW TO PREVENT IT.

WRITTEN BY: YAROSLAV KURYLO, NEDYALKO LISKOV AND VENISLAVA ILIEVA

Theory

According to the Cambridge Dictionary, the definition of radicalism is “the belief that there should be great or extreme social or political change”. Though youth radicalism could be described as “the growing belief of young people that there should be great or extreme social or political change”. It is also important to stress, that radicalism implies the usage violence to achieve the goals.



However, radicalism is not the only dangerous to the society form of the protest of the young people. Enormous coverage in media gets extremism. We can define an extremist, by Cambridge Dictionary, as “someone who has extreme opinions, especially in politics”. The extremism is also threat to the peace and tolerance. The last, but not the least – the most dangerous stage of radicalizing is terrorism, or “intimidation or coercion of populations or governments through the threat or perpetration of violence”. The terrorism the outcomes are deaths, serious injuries or taking of hostages.

It is very important to remember that no one is born as radical, extremist or terrorist. However, they could be easily made. The more young people stay under the influence of this movements, the more they are fuelled.

The radicalization of young people is considered as an important issue on a global level. United Nations Sustainable Development Goal 16: Peace, justice and strong institutions addresses this topic, urging to concentrate also on a cybercrime and promotion of violent extremism online.

Misconceptions and reality

1. There is a low common awareness about the definition and proper meaning of radicalism, especially through young people. That leads to a lot of multiplying misconceptions and stereotypes, which don't help at all in solving the problem of youth radicalism. The real battle with increasing radical views in younger generations is only possible what the people dealing with that can identify and uncover those misconceptions and stereotypes.

2. One of the most popular misconceptions, especially in western countries, is that terrorism the only form on radicalism. With the different definitions mentioned above, it is possible to distinguish different forms of youth radicalization. Taking into consideration only terrorism can be dangerous because people don't act early. In many cases, action taken only when radicalized young person is belonging to the terrorist group is far to late.

3. It is also important to mention, that one of the biggest misconceptions is connecting youth radicalization to any particular racial, ethnical, religious or national group. Even in the global level, in international law, it is considered as a very serious problem and a danger to the human rights. One of the effects of this misconception is racism, xenophobia etc.

Best practices

How can we prevent radicalization of youngsters?

- **Understand signs and vulnerabilities,**
- **Raising awareness about exclusion**
- **Promoting inclusivity**
- **Acknowledging the cultures of others.**
- **Mixing up the groups**

1. It is also very important to educate and explaining different forms of radicalism and apply different types of approaches to them.

2. There are a lot of examples of actions government can take to prevent youth radicalisation from different countries. One of the most famous are ActEarly UK (<https://actearly.uk/>) and very advanced Radicalisation Awareness Network in the European Union.



Practical part



MODULE NAME: Youth radicals. What went wrong and how can we prevent it?

DURATION: 2 days

THEMES ADDRESSED: Promotion of inclusivity, Raising awareness, Role of the media and internet in youth radicalization, Misconceptions about youth radicalism, EU policy of prevention of youth radicalism.

PROFILE OF PARTICIPANTS (AGE AND SIZE OF THE GROUP)

20 participants (min. 16 – max. 20), aged from 16-30, active citizens, 15 from the EU countries (France, Germany, Sweden for sure), 3 from Turkey, 2 from North Macedonia.

AIM OF THE MODULE

The main goal is to educate young active people how to prevent radicalization of their peers, with whom they share the same communities. The secondary tasks are spreading the knowledge about youth radicalism; promoting intercultural dialogue; raising awareness. The project is also meant to motivate people to act early and explain how to spot the first signs of radicalization of youth.

COMPETENCES ADDRESSED		
KNOWLEDGE	SKILLS	ATTITUDE
<ul style="list-style-type: none">• The meaning of youth radicalization• How to spot misconceptions about youth radicalism• Different networks and policies implemented on the EU level.• How to address hate-speech	<ul style="list-style-type: none">• The ability to distinct what is normal and what is radical.• Motivation skills• Leadership• Teamwork• Communication and mutual understanding• Active listening• Problem-solving• The ability to deal with youth radicals and act early	<ul style="list-style-type: none">• Tolerance• Acceptance• Open-mindedness• Safety (safe space)• Equality and equity• Activeness (no band wagoning)

Please summarize how your methodology covers four modes of the experiential learning cycle. You may give suggestions for further implementations.

CONCRETE EXPERIENCE

Gaining the ability to use the tools and methodologies from workshops to prevent youth radicalism and to act early. Strengthening the sense of belonging and mutual understanding. Obtaining the experience of interaction with the radical youngsters

REFLECTION

Gathering insights from the participants and comparing their expectations to what they have actually gained. It is important to the organizers to address whether the participants faced their fears or not. Self-rating their contribution to the project.

CONCEPTUALIZATION

The participants use the knowledge and tools they have learned to “put themselves into the other’s shoes”. Then they are solving a concrete problem with the help of the facilitators. Throughout the process they gain several soft and hard skills.

ACTIVE EXPERIMENTATION

What will be left afterwards: The participants will have to create a small presentation about how they will implement the good practices, which they have learned throughout the project, back in their community.

FLOW OF THE MODULE

SECTIONS	Duration	Materials / Remarks
Day 1		
Energizer	15 minutes	Smiles and good mood 😊
Presentation about youth radicalism and the impact of social media & internet.	45 minutes	Place, projector, internet connection, videos (https://www.youtube.com/@radicalisationawarenessnet2193)
Coffee break	30 minutes	
Study visits in the community centre or rehab centre	4 hours	Money for transportation, contact with the workers of the centre.
Free time	1,5-2 hours	
Intercultural evening	2 hours	Paper, plates and cups

Day 2		
Workshop "Forum theatre". Civic activity to show the problem directly and then solve it with the help of every participant. Preparation	30-45 minutes	Place for 20 people, 20 chairs, paper, markers, and pencils.
Workshop "Forum theatre". First play	10-20 minutes	
Workshop "Forum theatre". Discussion with the viewers +coffee break	1 hour	
Workshop Forum theatre. Second play	10-20 minutes	
Coffee-break	20 minutes	
Reflection. The organisers gather insights from the participants.	30 minutes	

Participants are comparing their expectations to what they have gained. After that the activity with the knit ball to show the connections between people.		
Intercultural evening	2 hours	

FURTHER READINGS AND CONCEPTS

<https://www.ohchr.org/en/topic/terrorism-and-violent-extremism>;
<https://www.unesco.org/en/preventing-violent-extremism>;
<https://www.simplypsychology.org/learning-kolb.html>;
<https://www.youtube.com/@radicalisationawarenessnet2193>;
 Salto extremism pack. „Young people and extremism: a resource pack for youth workers”
 [https://www.salto-youth.net/downloads/4-17-3477/SALTO%20extremism%20pack.pdf].

THROUGH ACTIVE CITIZENSHIP TOWARDS BETTER TOMORROW: CIVIC SURVIVAL KIT

Erasmus+ training course for youthworkers
which took place in Trnava 2023



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