



youth partici- pation

toolkit

Toolkit on youth participation

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Table of Content

1. About the Toolkit	4
2. Youth of European Nationalities	5
3. On Youth Participation: Introduction	6
4. Youth Participation: Steps	8
5. Youth Participation: Various Forms	12
6. Participation in Practice	17
6.1. A Proposal of a 3-hour Workshop on Youth Participation	18
7. Methods	22
7.1. Nations, Borders, We	22
7.2. What is Not Political?	25
7.3. Talking Heads	26
7.4. Sound Game	28
7.5. Participation Timeline	29
7.6. Five to Twelve	31
7.7. Middle of the Circle	32
8. Other Sources	34

1. About the Toolkit

This toolkit is designed to be used in workshops, seminars or projects with young people, dealing with the topic of youth participation and using the methods of non-formal education. Here, you will find an introduction to the concept of youth participation, explanations of selected terminology, methods and activities which will help you explore this subject, as well as a collection of other resources that might be helpful when dealing with youth participation.

This booklet is primarily directed towards the Minority Messengers – young people from the network of Youth of European Nationalities, who are keen to organise workshops for school groups, in different youth organisations or with other minority groups, in order to talk with young people about the importance of participating in the societal and political life of communities. This toolkit is a final product and summary of our international activity “Kick Off Seminar: Step up!” that took place February 11-17th in Donja Stubica, Croatia with the financial support of the European Youth Foundation (EYF). This activity gathered 29 participants from 14 countries who worked together on the themes of minority identity and youth participation.

After the activity, the team collected into this toolkit the results of the seminars, material produced as well as methods brought by the trainers in order to share them with the Minority Messengers, young people and youth organizations who work actively in the field. The toolkit can help with understanding the concept of youth participation, but it also presents an overview of its various forms. Moreover, it offers methods that can support exploring the subject whilst working with a group of young people.

In the toolkit you will also find several useful resources that will support your exploring of the theme in depth. We hope the reader enjoys the toolkit and finds its content applicable to their context.

2. Youth of European Nationalities

Youth of European Nationalities (YEN), German “Jugend Europäischer Volksgruppen” (JEV), is the largest network of youth organizations of autochthonous, national and linguistic minorities in Europe. Under the slogan “Living Diversity”, YEN represents the interests of young members of national, ethnic and linguistic minorities. Currently (as of July 2019) 42 member organizations from 19 countries are represented in YEN.

Since its founding in 1984 on Knivsberg in North Schleswig (Denmark), YEN has been advocating for the interests of minorities, with a special focus on young people. Together with its member organisations, YEN aims for a dynamic, multicultural, and above all multilingual, Europe.

YEN is run and led by young people, for young people, and it sees itself as a self-determined and self-organized youth organization, whose activity is carried out and determined by youth.

The focus of YEN's work is the preservation and development of the culture, language and rights of minorities. That is to be achieved through youth work and volunteering of young adults and young people.

Through various activities throughout the year YEN fosters the engagement of young people in the minority organisations in Europe. To ensure

this and to achieve the goals of the organisation, a diverse program is organized every year. In addition to numerous engagements and exchanges with partners and other associations, the main work of YEN focuses on organising seminars and workshops: the Kick-Off at the beginning of the year, which is the largest event, the traditional Easter Seminar followed by the General Assembly, which acts as the supreme organ of the organization, then the Diversity Festival in the summer, and the slightly smaller Autumn Seminar in the fall. In addition, the networking of the organizations follows, through bi-, tri- and multilateral exchange, congresses, projects of young people for young people, as well as the development of communication and information tools.

YEN is a member of the Federal Union of European Nationalities (FUEN), a full member of the European Youth Forum (YFJ) and has a consultant status in the Economic and Social Council of the United Nations (ECOSOC).

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3. On Youth Participation: Introduction

Youth participation has become a popular term, used by many, including politicians. Slowly it seems that it is increasingly being recognized, that young people need to have their say in society and politics. However, simply using the term regularly does not mean that youth participation is actually happening.

But let's start from the beginning.

What is youth participation?

When confronted with participation as a term, you might think of “taking part” as a synonym. That could mean “attending”, “showing up” or “visiting” an event. But if you look at “taking part” again, its meaning is more active, it implies being part of a whole process, being relevant to its purpose and construction. And in the context of democracy and active citizenship, this is the crucial aspect of “participation” – the active part, the part of sharing responsibilities, tasks and decisions. With this in mind, youth participation means that young people are actively involved in shaping their lives, their societies and politics. It means that they have influence on the decisions taken on various levels and that their ideas, views and interests are heard and taken seriously.

According to the [Revised European Charter on the participation of Young People in Local and Regional Life](#) (Congress of Local and Regional Authorities of the Council of Europe, 2003), “participation in the democratic life of any community is about more than voting or standing for election, although these are important elements. Participation and active citizenship is about having the rights, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engaging in actions and activities so as to contribute to building a better society.”¹.

¹ Congress of Local and Regional Authorities of the Council of Europe: [Revised European Charter on the participation of Young People in Local and Regional Life](#), page 5. 2003

Young people participating in this way and being active citizens is essential for a democratic and inclusive society – we need to engage young people, give them the opportunity to speak and listen to what they are saying. Only in that way we can make our society more youth-friendly, youth-oriented and sustainable. Without listening and including young people, an important group of the society is excluded. This is especially problematic since it will be precisely this group, who will carry the consequences of today's decisions the longest.

In this context, according to Żaneta Goździk-Ormel, one of the important aspects in understanding youth participation is that it “is not an end in itself, but a means to achieve positive changes in young people's lives and to build a better society”².

For us, as the young people coming from national, ethnic and linguistic minorities, it is crucial to get engaged in shaping the world around us. Very often we face multiple discriminations and hurdles connected with the fact that we are young people who additionally belong to minorities. Therefore, it is of great importance to the Youth of European Nationalities to strengthen the voice of young people from minorities, to empower them to participate and boost their engagement within their minority, in their society but also on a wider European and international level. For the Youth of European Nationalities, participation is also a crucial part of our own basic principles: as an international youth network, all of our activities are based on self-organisation, we pass our decisions in a democratic way involving our members and we are ready to assume responsibility.

¹ John Grace, Pauline Grace: Participation Handbook, page 4. 2017

4. Youth Participation: Steps

The steps of participation presented below are based on the model developed by Hart³.

This overview should not be seen as conclusive or as a presentation of all the possibilities of how youth participation can occur. In reality, situations can be a mixture of different steps or lie somewhere in between. We present this model in this toolkit, so that the reader can develop an understanding of what youth participation is or is not.

Of course, in the political decision-making processes in our countries or on the international level, self-organisation and self-determination of young people cannot occur in the same form as in youth organisations, and it is not the highest and ultimate aim. Based on the electoral democracy, we agree that we elect our representatives, who then act on our behalf. For this very reason, we strongly believe that the elected policy makers, which are very often not young themselves, should take the interests and needs of young people into consideration when making decisions. Therefore, we welcome and encourage the decision-makers to not only think about the interests of young people but invite them to participate in the decision-making processes as they are one of the groups who will carry the consequences of these decisions in the future.

³ Roger A. Hart, "Children's participation. From tokenism to citizenship", 1992.

Young people are manipulated (no participation)

Example: Children or young people are given posters or signs to carry at a demonstration that they have been taken to by their parents. They don't know what the demonstration or the protest is about, and they don't understand, or they don't support the statements on the posters.

Young people are used as decoration (no participation)

Example: Young people are invited to events or conferences without knowing what the event is about. They might become a part in the beginning – a small dance show on the stage, but it is not clear, what their role or place is.

Young people are instrumentalised – tokenism (no participation)

Example: For a conference or a panel discussion there is one young person selected. The decision, why this person was selected is not clear and transparent (e.g. it was a child of a person organizing the event). The young person did not have a chance to meet other guests before the discussion and was not informed on what the exact plan of the discussion is. After the discussion the opinion and statements of this person are presented as an opinion of "all" young people, even though, the selection process was very random. At the end, there will be pictures taken with the young person which are used to show that the organisers gave space to the young generation.

Young people are assigned a specific role and receive information

Example: Young people have a small role during an event, but they are very well informed and prepared. During the conference young people are assigned to the decision-makers and function as their guides in the venue. Before the conference young people had a long tour of the venue, so they know what is where, they also received detailed information on who their "partner" is, so they could prepare themselves. Their role and assignment are clear.

Adults lead, the decisions are taken together (participation)

Example: A local newspaper is run by adult professional journalists. As the newspaper wants to reach young people as well, there are 3-4 pages in the newspaper that are dedicated to youth subjects. Young people from the community can send in their contributions, which are later evaluated and accepted by a common editing team consisting of two adult journalists and two youngsters. They have the same vote on the content of these pages and decide, what is printed.

Young people lead, the decisions are taken together (participation)

Example: Young people from one district come up with the idea of painting a mural in their neighbourhood. They take the initiative and start after-school meetings, during which they discuss how the mural should look like. Local decision makers are invited and join the decision-making process. This cooperation is based on partnership between adults and youngsters.

Self-organisation and self-determination: Young people lead and take decisions

Example: Young people come up with the idea of starting a youth organisation. They decide what they want to do (subject and form of the activities), they agree on the budget and staff and implement their activities as they want. The self-governance of the Youth of European Nationalities is a good example of such an organisation.



16.4 Vote on Membership Applications

5. Youth Participation: Various Forms

In order to understand better how participation can look like, in this chapter we present various forms of youth participation. Depending on the setting, if it is at school, in a working place or in the community we live in, there are different ways to participate in decision-making processes and influence the reality. Some of these forms require long-term engagement, some respond to concrete causes or issues. We hope that this overview helps you to understand the diversity of participation forms and motivates you to choose the way that fits your issue the best.

In everyday life:

✓ **In schools:**

Even though there is a clear hierarchical system in most formal educational systems, there are still possibilities for youth participation. The most well-known being engagement in the student councils, school unions, pupils' councils or boards (different vocabulary or terminology depending on the country). These are usually self-governed and self-organised bodies with young people being elected to represent the pupils towards the school management. Other lesser known options can be found in social projects integrated into the schooling system, such as pupil-mediator programs or self-organized open spaces.

✓ **At universities or higher education institutions:**

Similarly to youth participation in schools, there are different possibilities to participate in universities or institutes of higher education, such as joining the student union, student parliament, student council or various student organisations. These bodies or organisations (which are either a part of the university/higher education institution or independent structures) usually aim at strengthening the voice of students towards the management and teaching staff, as well as to organise the time and life of students in the way they want to. It is also often possible to find a variety of self-organised clubs, projects or groups focussing on different topics at universities, where students can plan and implement their own projects.

✓ **In youth organisations:**

There are many different youth organisations where young people can organise themselves. Through organizing and managing different activities, they take the responsibility for themselves and other people. They negotiate with one another, develop their own ideas and implement them. As members they elect their representatives or become representatives of the organisation themselves. They manage the budget and decide on the strategy of the organisation.

✓ **At a workplace:**

In most countries the possibility of participation at the workplace is regulated by the law. The workers or employees can usually establish a work council among themselves or become members of the labour union, which represents their interests in the questions of pay, benefits, working conditions or social and political status.

✓ **In other organisations, groups or initiatives:**

Young people also have the chance to join any other organisation or group, such as the youth wings of the political parties, environmental or human rights organisations or cultural or social groups. Another possibility is to establish new organisations or groups, that focus on the specific interests of its members – these could be to organise concerts, regular book club meetings or a graffiti project in the neighbourhood. Through the creation of or the engagement in these organisations, young people can decide which activities they want to organise and later participate in implementing them.

In political processes and structures:

✓ Youth councils and youth parliaments

These are long-term forms of participation. Young people are elected by other young people and can participate in the decision-making processes in the local communities (communes or cities). The structures differ from place to place, as well as the names. What is similar is, that young people are elected for a longer period of time and therefore participate bindingly and in the long term, which also helps them in gaining political experience and self-confidence. Young people in the council or parliament need to discuss with one another and the process of decision-making in such formats resembles the regular decision-making processes in politics. The aim of these structures is to make the views and opinions of a large group of young people heard by decision makers on the spot. Sometimes youth parliaments can decide on what motions they want to bring to the city council, that later is obliged to discuss these motions. In some places there are also parts of the budgets that can be decided by youth councils or parliaments.

✓ Elections

Through participation in elections young people can decide on who will represent their interests. However, in most countries, only those above 18 years can vote. In order for young people to be able to take responsibility and participate fully, campaigns advocating for lowering of the voting age is supported by many youth organisations. See "Vote@16", a campaign organised by the European Youth Forum.

✓ Youth conferences, youth forums, youth seminars

Such open participation events aim to attract those interested in political exchange and concrete subjects. Usually these kinds of seminars, conferences or forums are easily accessible and organised ad-hoc in order to discuss a concrete subject and gain the perspective of young people on a particular question. Sometimes, the opinions of youngsters are collected, and based on them work is continued without their further involvement.

Usually there is no possibility during such events to decide upon motions, instead the opinions, ideas and recommendations of young people are collected. If these are not documented and secured or there is no transparency or agreement about what shall happen with the results of such events, there is a risk of disappointment among the participants, who may feel that their involvement in the event was pointless and not sustainable.

On the other hand, quite often such conferences and seminars are organised in a very attractive and interactive way. If the events build upon one another, they can lead to the development of a long-term dialogue with policy makers. The advantage of this form is also the fact that the participants do not have to commit to long term involvement.

✓ **Projects and activities**

Through projects, young people have a one-off opportunity to participate in a concrete decision. Usually projects focus on one subject or initiative and are concluded after the decision is taken. It can be for example a project to design and paint a mural outside of a school. Projects offer a clear aim for the participation, are usually easily accessible and don't require long-term commitment. They can be initiated by a variety of bodies, institutions or individuals such as schools, communities, local governing bodies, organisation or individuals of all age.

✓ **Lobby work**

Lobby work is a form of participation that aims at bringing the interests of young people to political decision makers. This can be carried out by youth organisations, who are meeting with the policy makers, and trying to convince them of their ideas.

Another form of lobby work are campaigns that concentrate on one specific issue and try to convince people to support a particular issue relevant for young people. For example the European Youth Forum and its member organisations participate in the campaign "Vote@16" and are trying to influence law makers in Europe in order to lower the voting age to 16.

Participation in protests and demonstrations can also be an impactful tool in lobby work. By going to the streets, young people can draw attention to their issues and demand a change in decisions or laws. A good example are the "Fridays for Future" demonstrations – organised by a movement of school students demonstrating against politicians who don't take enough action against climate change.

✓ **Co-management structures**

Co-management is a model in which youth representatives and policy-makers (e.g. representative of local or national governments) decide together on political and strategic priorities. It can also include the budget allocations in accordance with these priorities. This unique model is so far only implemented in the Council of Europe (CoE). Its Joint Council on Youth (CMJ) is a co-managed body that brings together the Advisory Council on Youth (CCJ) made up of 30 representatives of youth NGOs and networks, and the European Steering Committee for Youth (CDEJ), consisting of representatives of ministries and bodies responsible for youth issues of the CoE member states. For several years the Youth of European Nationalities has had a representative holding a mandate of the Advisory Council on Youth.



Source: German Federal Youth Council – DBJR (Deutscher Bundesjugendring), [Website „Participation with Impact“ \(Mitwirkung mit Wirkung\)](#).

2019: Youth participation!

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6. Participation in Practice

In this part of the toolkit, we want to provide you with concrete help to tackle the subject of youth participation. Therefore, we present you an example on how to: a) conduct a short workshop (3 hours), b) introduce the subject of participation, and c) engage participants in the reflection about the concept. Furthermore, we present several methods that can be used during the workshops or with a youth group.

At the end of the toolkit you will find other sources that can help you deepen your knowledge on youth participation. There are a lot of organisations and institutions with great expertise in the subject. We are happy to include a suggestion of further sources: website and publications that can help you implement workshops or just read more on youth participation. Enjoy!

6.1. A Proposal of a 3-hour Workshop on Youth Participation

When?	What?	How?	Details	Material/ Setting
10:00	Hello and welcome	Welcome the participants of the workshop and introduce myself	A short introduction why I am holding the workshop (how I got in contact with their organisation/ Institution, where the idea of the workshop came from). I explain which minority I belong to, where I live.	
10:10	Programme	Present the plan of the workshop		Already prepared flipchart with a plan and a timetable.
10:15	Get-to-know each other and mood check	Participants choose two words: 1. should describe their current state of mind (and mood), 2. should stand for what they look forward to in the workshop.	All participants take one moderation card. On one side, they write a word that describes their current state of mind (and mood), on the other side, what they look forward to. Participants sit in the circle and after saying their name, they read out loud how they feel and what they look forward to. If they want they can shortly explain the details.	Moderation cards and pens for all participants.
10:30	Dividing people into two groups	Divide participants standing in line by asking them to count to "two"- all with "one" belong to group 1, all with "two" to group 2.	Ask participants to make a line in silence (without speaking) starting with those born in January ending with those born in December. Then ask the participants to say "one" and "two" in turns to form two groups.	
10:35	Concepts of "Youth" and "Participation"	Participants explore the concepts of "Youth" and "Participation" in small groups, by creating a performance.	Prepare two flipcharts (Youth, Participation). One group gets "Youth", the other group "Participation". Each group must present their own understanding of the concept through a short play or a performance. Each group has 10 minutes to prepare and 2 minutes to present.	Flipcharts, pens – maybe some accessory for the play if you have some.

When?	What?	How?	Details	Material/ Setting
11:05	Discussion	After the show, open a discussion on the concepts of "youth" and "participation" and write findings on the flipcharts.	Support the definitions presented by the groups with the definitions provided in this Toolkit or other models (participation ladder) and/or with types of participation.	
11:30	Short Break			
11:45	Yes/No Debate	Participants position themselves in the room according to their response to the question asked. Participants share why they have chosen their respective position and what their experiences are.	<p>Prepare 2 posters – one saying, "Yes" and the other saying "No" – and stick them on the walls on the opposite ends of the room, so that people can form a straight line between them.</p> <p>Read "Have you ever" questions and ask the participants to position themselves according to their personal answer. Encourage participants to share their opinion by asking additional questions (why yes, why not).</p> <ul style="list-style-type: none"> » Have you ever been involved in a Youth Group? » Have you ever volunteered in any way? » Have you ever been involved in making a video, writing a song, or making a poster, about something that is important to you? » Have you ever got involved in organising or helping with activities in your school? » Do you think you had a chance to change/influence something by participating – in school, with your organisation etc.? » Return to the circle to identify and discuss opportunities and obstacles. 	2 prepared posters "Yes"; "No"; Tape

When?	What?	How?	Details	Material/ Setting
12:05	How to participate?	<p>Participants think for themselves (without talking) about what they want to change or influence, they present a drawing of it to the group.</p> <p>In small groups the participants work on the most common topics, thinking about how it could be achieved and present it to the group.</p>	<p>Give each participant a "post it". Participants now have five minutes to think about following questions:</p> <ul style="list-style-type: none"> » What would you like to change around you? » How would you like to achieve it? What can you organise/undertake to achieve it? <p>After this reflection, the participants have 5 minutes to draw their answers and ideas on an A4 paper. After that, they sit in a circle and present their drawing and ideas.</p> <p>Then you split the group into four small groups and assign each group an activity idea (choose activities that were the most repeated). Each group gets a flipchart. They should write down why the idea is good and how they could make it happen (preparation time: 15 min). The groups then present their findings (presentation time for each group: 2 min).</p> <p>After the presentations, don't forget to draw some conclusions and close the discussion (you can ask people, if they also have some additional comments).</p>	A4 papers, pencils or pens
12:40	Conclusions	Summary	<p>If you want to, please share your experiences of participation and why it is important.</p> <p>Try to encourage the participants to act.</p> <p>Also thank all the participants for their work, sharing and for their attention.</p>	
12:50	Feedback Round		<p>In order to get some feedback, you can ask participants to form a circle. You stand in the middle and after you ask the question, those who agree come closer to you, those who disagree go further away.</p> <p>You can ask following questions:</p> <ol style="list-style-type: none"> 1. Did you find the workshop interesting? 2. Did you gain new knowledge? 3. Are you motivated to get more active/more involved? 	



7. Methods

7.1. Nations, Borders, We

This exercise can be used as tool to get to know each other as well as an introduction to the topic. It uses the experiences of the participants thereby allowing them to easily share and learn about each other. It can also start a first reflection on the topic.

✓ **Aim:** Getting to know each other and the topic while utilizing the experiences of the participants.

😊 **Size of the group:** 4-25

🕒 **Time:** 10-20 minutes (depending on the number of participants)

📋 **Materials:** prepared questions

1. Prepare a free space in the middle of the room.
2. The facilitator explains, that the aim of this exercise is to arrange oneself in the room in relation to the rest of the group based on different aspects (this can be either in a line, through forming different groups or by standing on an imagined world map).
3. As an example, the participants are asked to group themselves based on the colour of their eyes. One group for people with brown eyes, one group for people with blue eyes, one group for all other colours.
4. After this example the participants are asked to arrange themselves based on aspects related to the topic nations and borders.

- 💡 **Example questions:**
- a. Think about the places that you have visited on holiday, pick the place furthest away from where you are now. Now make a line starting with the nearest holiday destination, ending with the one furthest away.
 - b. Think about the languages, that you speak, that you learned. Make a group with everyone who speaks the same amount of different languages like you.

- c. Imagine a world map or map of Europe on the ground (the facilitator might need to show where north, south, east, west is). Now go to the spot from where you came to this workshop.
- d. Think about the different currencies you have at home, or in your wallet. Now put yourself in lines. The first line is for participants, that have one currency. The second line for those with two currencies... and so on.
- e. Based on the first letter of your first name, make an alphabetical line with all the participants in the room.
- f. Form different groups, 1 for people without siblings, 1 for those with one sibling, 1 for those with 2 siblings....
- g. All, who come from a place that lies within the milky way form a group.

After each question the facilitator asks some participants to share their own position or explain why they are standing where they are standing. If through this sharing participants notice that they are standing in "the wrong place" they can change their position.

- 5. After the exercise the facilitator asks some questions to start a reflection on the topic:
 - a. What are borders and why do they exist?
 - b. What defines a nation state?
 - c. What does citizenship mean?
 - d. What do families (i.e. number of siblings...) have to do with the topic "Nations and Borders"?
 - e. Why are there borders between some nations and not between others?

Tips:

- Depending on whether the participants know each other well or not (or if the trainer knows the participants or not), it is also possible to ask more questions like the one about the eye-colour. Then this exercise can be both a nice icebreaker as well as an introduction to the topic.
- Depending on the group the facilitator might need to state clearly where participants need to go for each position.
- You should not over-use this exercise, usually 6 questions are enough.
- The last question from the example questions can be used for closing the exercise. All the other questions can be mixed and chosen to fit your specific focus, of course you can also come up with your own questions.


Source:

Sapere Aude: [Spürbar Europa](#) Workshop für MultiplikatorInnen in der Jugendarbeit und der politischen Bildung. Toolkit page 1-3 (in German)



7.2. What is Not Political?

With this method, you encourage participants to reflect on what is political and what is not. It is an excellent method for the start of a workshop. It helps to raise awareness that our reality is shaped and determined by political decisions. As a next step (following this method), it is easier to argue for more participation, as a way and method to influence the world around us.

 **Aim:** To identify the impact of political decisions on the personal and daily life of the participants.

 **Size of the group:** 5-30 people

 **Time:** 20-30 minutes





 **Materials:** Flipchart paper, pen and post-it papers

1. The moderator/facilitator writes the question “What is not political?” on the flipchart.
2. The participants write as many things as come to their mind on the post-its (one thing per post-it). Not the quality is important, but the quantity, the exercise has a character of brainstorming. Usually there are similar things like: drinking, partying, my body, cosmos, God, banana etc. written down.
3. After 2-3 minutes participants stop and stick their post-its to the flipchart, around the question.
4. The moderator/facilitator looks for the repeating words and asks the group to try to find out, how the selected idea can be political. Maybe some of the participants will answer quickly, otherwise a moderator can ask further questions (e.g. in relations to partying):
 - a. How long can you party in your age?
 - b. How do you get home after the party?
 - c. How much does it cost to party? Can everybody afford it?
 - d. Is it allowed to do everything when partying (alcohol, drugs)?
 - e. Are these regulations the same in all countries?
5. After the participants answer these questions, the facilitator asks if maybe partying can be political and to what extent.
6. After the first round, the facilitator asks the participants to find something political to all of the terms written down.
7. After several rounds, the facilitator sums up and points out, that almost everything can be political.

 **Source:** Austrian National Youth Council – BJV (Bundesjugendvertretung): [Toolbox ‚Jugend Europa Politik. Handbuch für die Arbeit mit jungen Menschen und den Dialog mit der Politik‘](#), 2018 (2nd edition), page 28. (in German)

7.3. Talking Heads

This method includes watching a short (14 min) movie, that can be a nice change in terms of the material used (if you work a lot with flipcharts and discussions). The movie can give great inspiration as well, encouraging participants to self-reflect on the values that are important for them and that they want to strive for.

-  **Aim:** To explore the concept of youth and their role in the society and to gain motivation to act for change.
-  **Size of the group:** 5-30 people
-  **Time:** 90 minutes
-  **Materials:** Projector, DVD-Player or Computer, Film "Talking Heads" by K. Kieslowski, small moderation papers or post-its, pens

1. Participants make themselves comfortable, so they can watch the movie.
2. The facilitator gives everybody a small moderation card and asks them to write answers to following questions:
 - a. Who are you?
 - b. What is most important to you?
3. The participants write down the answers and keep the papers for themselves.
4. Before the film is played, participants are asked (if they want) to write down some notes regarding the film:
 - a. What has surprised me?
 - b. Which person has stayed in my mind?
 - c. To whom can I relate the most?
5. The film is played.
6. If the group is larger than 8 people, please divide them into smaller groups. In these groups the participants discuss the movie freely.
7. The group comes together and discusses the following questions:
 - a. Are the concerns and values of the people similar or different?
 - b. Is there anything particular for children and young people? Or do they have similar concerns?
 - c. Were any of the answers you wrote down before the movie similar to those in the film?



7.4. Sound Game

✓ **Aim:** To raise awareness on how the assumptions emerge.

😊 **Size of the group:** 7-20 people

🕒 **Time:** 90 minutes plus preparation

🎵 **Materials:** device to play music, speakers, a4 papers, pens

1. As preparation the participants send their favourite songs to the facilitator (in an mp3 or another agreed format).
2. The participants are asked to write their name on an A4 paper that are then put on the walls.
3. The participants spread over the room.
4. The first song is played for ca. 15 seconds. Participants think of who might have chosen that song and go to the A4 paper with the name of that person. The facilitator does not explain who the song was chosen by, but notes down, how the group is spread (if participants decided to go to one person, or everybody went somewhere else).
5. The same thing happens with every song.
6. After all the songs have been played, the group sits in a circle and each song is played again. After each song, the person who has handed it in stands up.
7. At the end, time for reflection is needed - the group discusses:
 - a. What surprised you?
 - b. Why did it surprise you?
 - c. How did the images of other people emerge in our minds?
 - d. What does the music express?

🗉 **Source:** The exercise was developed by Ahmet Sinoplu while working on the subject "Diversity conscious perspective in the international youth work" and was presented in the source: Austrian National Youth Council – BJV (Bundesjugendvertretung): ["Toolbox: Jugend. Europa.Politik. Handbuch für die Arbeit mit jungen Menschen und den Dialog mit der Politik"](#) (1st edition) (p..43)

7.5. Participation Timeline

This method encourages participants to reflect on their own experiences with youth participation. It also aims to start a conversation among them in order to show different possibilities and give new ideas for the future.

- ✓ **Aim:** To share participants' experiences regarding youth participation and reflect on them.
- 😊 **Size of the group:** 4-25
- 🕒 **Time:** 30-60 minutes
- 🧵 **Materials:** moderation cards, lots of pencils or coloured pens, markers, paper, scissors, glue, tape, old newspapers etc.

Using the tape, facilitators draw/tape a timeline on the floor beforehand (just a straight line with some years marked, e.g. 1990, 2000, 2010, 2015, 2019 – depending on the age of the participants).

Every participant takes two moderation cards (in different colours) and writes down the answers to the following questions:

- a. (moderation card of one colour) How and when did you participate in an organisation or a group and had a chance to take over responsibility?
- b. (moderation card of another colour) Did you experience successful youth participation - did your engagement or action make a change?

Participants place their moderation cards on the timeline and one after another elaborate on their experiences.

At the end, the facilitator asks the participants the following questions:

- a. What kind of participation experience is listed the most often?
- b. What are the factors that encourage young people, including yourself, to participate?
- c. Now that you have seen everyone's timelines, are there experiences in your own "history" of participation which you did not add but realise you could have?



7.6. Five to Twelve

With this method participants can make it clear to stakeholders, which topics need to be dealt with urgently. If possible, this method can be used in cooperation with stakeholders directly. However, it is also a great method for preparing yourselves to voice your ideas or demands to stakeholders. It is a great visualisation that can be a good basis for the start of a conversation.

✓ **Aim:** To draw attention to specific topics and issues, to start a discussion.

😊 **Size of the group:** every group

🕒 **Time:** 30-60 minutes

🧵 **Materials:** large paper clock (e.g. painted on the cardboard), moderation cards and markers, tape and pins

Participants create a large clock which is displaying five to twelve. The clock should be large and visible to everyone. On moderation cards, the participants write which issues or topics are urgent. It is five to twelve – it is time to do something about it. It can be things that don't work or function as they should, it can be something that the participants currently struggle with or any other issue.

The collection of the issues can be general, but you can also decide on a particular subject beforehand. Afterwards the results are discussed in the group.

🗉 **Source:** German Federal Youth Council – DBJR (Deutscher Bundesjugendring), [Website "Participation with Impact" \(Mitwirkung mit Wirkung\)](#).

7.7. Middle of the Circle

For the end of the workshops we recommend taking a moment to collect feedback and impressions of the participants. That way we can evaluate the workshop and improve our work. Additionally, it also helps participants and facilitators to reflect on the day(s).

✓ **Aim:** To gather feedback regarding the workshop or event.

😊 **Size of the group:** every group, the more participants the better

🕒 **Time:** 10-20 minutes

🧵 **Materials:** none

1. Participants form a circle and stand facing each other. One person goes into the middle. They make a statement regarding the activity.
2. The possible statements could be:
 - a. I liked the workshop, because...
 - b. After this activity, I developed an interest for the topic.
 - c. I have learnt more about...
3. If the other participants agree with the statement, they come closer to the person in the middle if they disagree, they stand far away.
4. After one to three statements (depending on the size of the group), the person in the middle goes back into the circle and another participant takes their spot in the middle to make statements.

🗨️ **Source:** Austrian National Youth Council – BJV (Bundesjugendvertretung): [Toolbox „Jugend Europa Politik. Handbuch für die Arbeit mit jungen Menschen und den Dialog mit der Politik“](#), 2018 (2nd edition), page 49. (in German)



8. Other Sources

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Websites:

- [COMPASS: MANUAL FOR HUMAN RIGHTS EDUCATION WITH YOUNG PEOPLE](#)
- [Council of Europe, Youth Participation Resources](#)
- German Federal Youth Council- DBJR (Deutscher Bundesjugendring): [Werkstatt mitWirkung](#) (in German)
- [Further resources on the website of Salto-Youth](#)
- [UNICEF Child and youth participation resource guide](#)



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