



Video & Virtual reality for successful youth's
Participation in democratic life

Co-funded by the
Erasmus+ Programme
of the European Union



Strategic Partnerships for Youth Education N°2020-1-IT03-KA227-YOU-020702

BRIEF GUIDE OF ACTIVE PARTICIPATION IN CIVIC LIFE

real
time



FONDAZIONE
TOSCANA SOSTENIBILE



CEBS
Centrum Edukacji i Badań Społecznych
Education and Social Research Centre



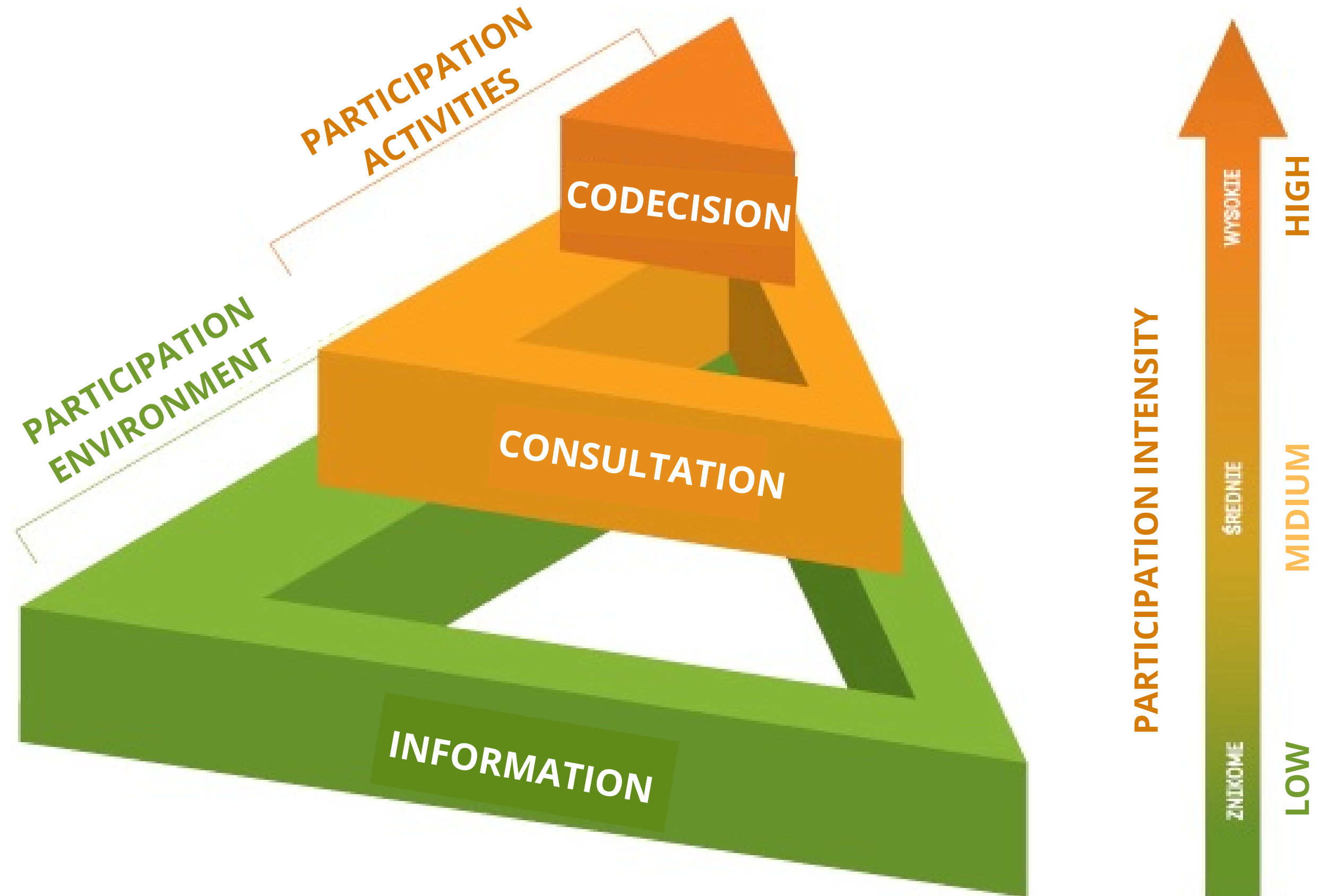
What is civic participation?

... **participation** -it is a way to actively take part in events that concern us. The ability to speak as well as take part in actions and decisions.

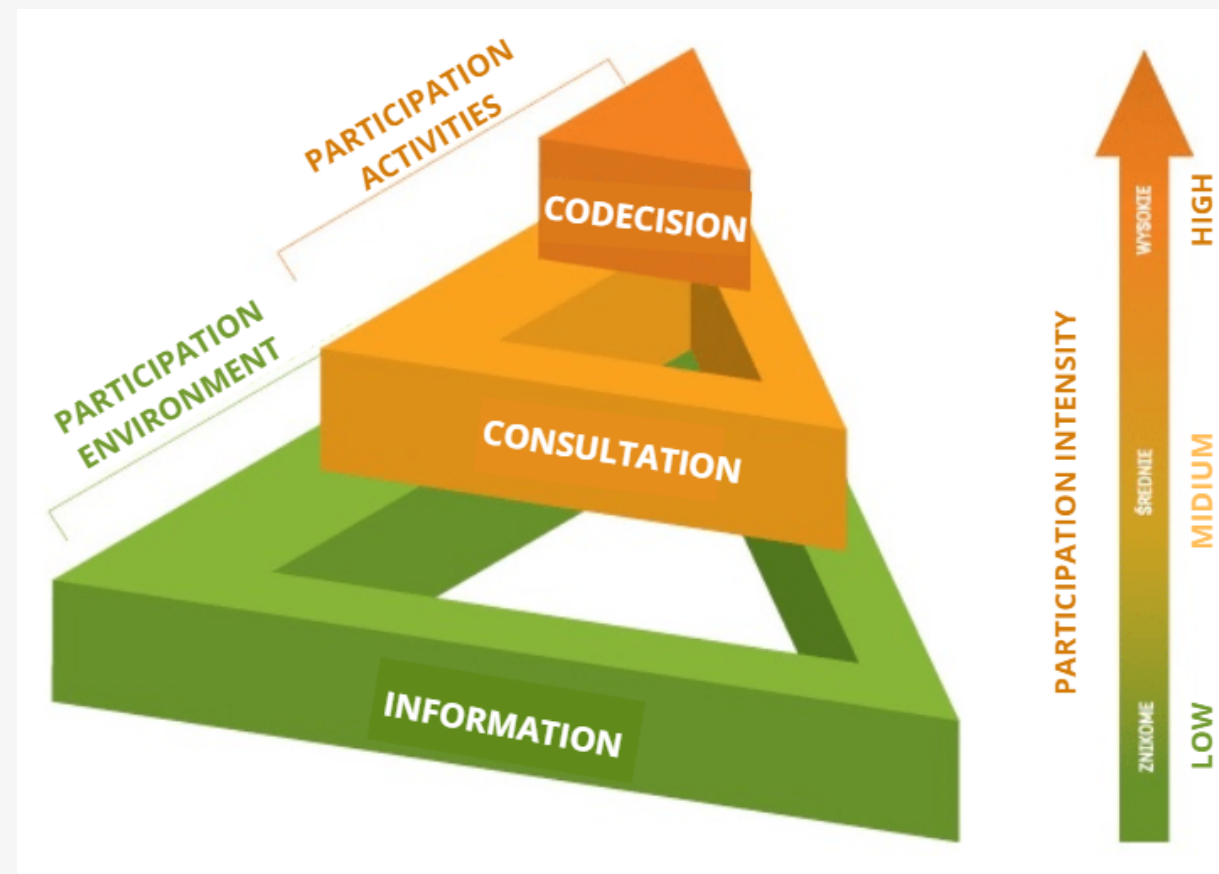
... **civic** - concerning us as citizens. It is a kind of participation that is based on communication with the authorities. It focuses on mutual support of the authorities and citizens in joint decision-making

LADDER OF PARTICIPATION

Civic participation can take different forms, which are intended to take into account the different degrees of involvement of citizens in the decisions taken. Such a division is called the ladder of participation.



LADDER OF PARTICIPATION



1

INFORMATION- is the simplest form of participation, involving citizens in the least. The actions of the authorities boil down to informing citizens about decisions concerning them.

2

CONSULTATION- is another "step" on the participatory ladder due to the increased participation of citizens in the activities carried out. In addition to informing, the government gives citizens the opportunity to comment on the planned activities.

3

CO-DECISION- is the highest level of civic participation due to the full partnership between the authorities and citizens consisting in giving citizens some competences (but also responsibility) regarding the actions and decisions taken.

WHO CAN PARTICIPATE?

Anyone can participate. However, it is important that they know why he is doing it - what goal he wants to achieve.





HOW TO PARTICIPATE?

The process of participation (both in the form of consultation and co-decision) can be carried out using very different techniques and forms. Many of them still appear to be rarely used, although more and more new solutions are becoming popular.

When choosing the appropriate technique by which the process itself will be implemented, it is important to precisely **define the purpose** and **function** that participation itself is to fulfill. This is the sequence of steps in planning the process that the so-called FFF (Form Follows Function) principle.

WHY PARTICIPATE?

Participatory activities can be undertaken for many different reasons. Civic participation fosters the development of local democracy (by strengthening grassroots civic initiatives), stimulating and integrating local communities through joint activities.



TYPES OF PARTICIPATION

TYPES OF PARTICIPATION



HORIZONTAL

it mainly concerns the cooperation of various groups, people in achieving a common goal (e.g. neighbors who want to develop a shared yard or various organizations dealing with people with disabilities taking joint actions)



VERTICAL

concerns the relationship of authorities with citizens, often referred to as civic participation

TYPES OF PARTICIPATION



INTERNATIONAL



NATIONAL



REGIONAL



LOCAL

METHODS OF PARTICIPATION

The participation is a conception of democracy as a "place of critical reflection", for a society in which "no problem is solved in advance", in which "uncertainty does not cease once a solution is adopted".

Methodologies of design and dialogical discussion are used as well as methodologies for the creative management of conflicts and methodologies integrated with each other.

The methodologies:

- They are aimed at developing of a critical attitude, dynamic qualities, competent action skills
- They take into account the diversity, needs and interests of the participants to carry out diversified and flexible intervention.

The two points of reference of the participatory processes are the centrality of and the need to respect the growth and maturation time of each one.

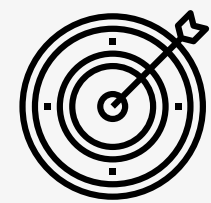
Through each activity, the personal initiative of each participant and of the whole group is solicited with a methodology that allows each to develop their own originality and creativity independently. Each process is socialized and shared. The facilitator has the role of stimulating and motivating research and study "

Some methods and tools that can be used are: **discussions, brainstorming, concept and mental maps, simulations, scenarios, OST, World café, role-playing and play-simulations, storytelling, EASW, Town meeting, case studies, analysis of good practices**, etc. Some of these techniques can provide stimuli, ideas to be applied in the different participation processes in various ways in relation to the age of the participants and their previous experience.

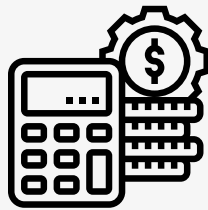
Each participatory process becomes a sort of "**LABORATORY**" where:

- problems become stimulus: starting from the reality of the participants, stimulating problematic situations are identified
- work is done within a research / action process

For the purpose of this material, selected methods will be discussed using the legend below:



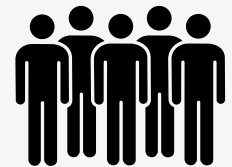
objectives



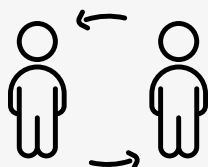
cost



requirements



participants



human resoruces



duration

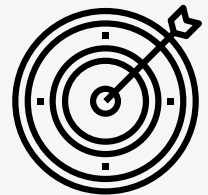


advantages / application

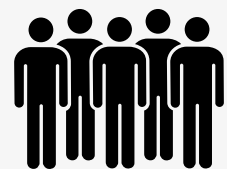
WORLD CAFE

A method of organizing and energizing discussions through the rapid exchange of information and ideas as well as identifying the needs and expectations of all parties involved (but not necessarily finding specific solutions). It consists in a simultaneous conversation about several aspects of a given issue (assigned to separate tables) by participants divided into groups. After several minutes, the participants of the conversation change tables, except for one person who acts as the host - writing down the conclusions and introducing the next groups to the issues already discussed.

It is important that after a closed cycle of table talks (i.e. when each group talks on each of the topics proposed at each table) a plenary session is organized - summarizing the discussions on specific topics on the forum.



exchanging information and ideas and identifying the needs and expectations of all parties involved (but not finding specific solutions)



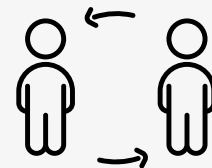
all interested, open selection



approx. 2-3 hours



low



a moderator at each table,
a person who measures the time and supervises the overall agenda of the discussion



helps to arouse interest in the topic and create an engaged group of people around it

- good for collecting ideas, opinions or diagnosing
- allows you to collect a large amount of information in a short time, but often quite general and requiring further clarification
- can be used to collect ideas that will be used as a 'starting point' for further consultation



a proper organization of the place: several tables

- creating a cafe, informal, friendly atmosphere
- paper tablecloths or large cards on which participants can write and draw, including markers, markers, crayons





FUTURE-ORIENTED WORKSHOPS

There are many different formats for workshop work with participants in participatory processes. A common feature of all workshops is that their aim is to stimulate the participants' imagination, provoke them to go beyond the usual and most obvious opinions (or ideas for solutions), and that they provide more in-depth information. It is important that the workshops allow participants to interact and exchange views during a meeting with a fixed course - consisting of individual stages and activities arranged in a non-accidental sequence. Next, we describe an example format for this type of conversation: future workshops.

The Future Workshop is a dialogue between diverse groups (residents, local authorities, entrepreneurs, etc.) to create a shared vision of the area.

It assumes 4 basic phases: preparation, criticism, utopia and implementation, i.e. coming up with specific solutions.

1. **Preparation:** the group gets to know each other, learns the rules of the meeting and the topic under discussion.
2. In the **critique** phase, information on shortages is collected on the basis of the experiences of all participants and based on brainstorming, then written down on sheets and jointly systematized in small groups.
3. In the **utopia** (fantasy) phase, solutions are created in the form of "play" - without paying attention to the limitations imposed by reality, e.g. financial restrictions.
4. The **implementation** phase is an attempt to realize the best elements of the fantasy phase: what has been invented is clarified, participants personally take responsibility and look for partners to make alliances.

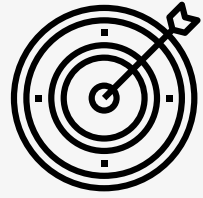
The proposals are concretized and the feasibility of their implementation is verified, as well as the determination of specific steps for further actions.

CONSULTATION POINT

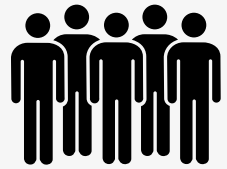
A consultation point is a simple, inexpensive and effective method of obtaining opinions from residents in public spaces (often in the open air or in a place where the consultation process concerns). The great advantage of this method is that the organizer goes out to the residents - and not, as is the case with many other consultation techniques - invites them to talk in a designated place. Thanks to this, residents can express themselves just by walking in the area, and spend as much time on the conversation at the point as they can or want. The great advantage of a consultation point is that the visitor can decide on the time dimension of his / her involvement, because the structure of the course of activities and tasks used to obtain opinions at the point is usually flexible. It is also a great way to promote consultations and provide residents with information about planned / prepared solutions. The point may be mobile - change the place where it is placed - or be stationary (i.e. always set up in the same place - e.g. at an office or in one place in a public space: in a gazebo in a park, by a street, in a public library) . You should always consider carefully what place or places for the consultation point to choose and on what dates it is best to set it up to collect the opinions of residents (also making sure that these are the opinions of representatives of groups that may have a different view).



CONSULTATION POINT



- gathering information on the discussed issue
- providing information on activities planned by the organizers in the future
- promoting consultations (e.g. handing out leaflets inviting people to meetings)



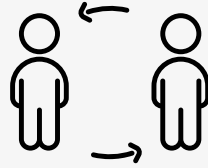
any number of visitors to the point



the visitor may spend a while or quite a lot of time at the point - he or she decides how much time he or she wants or can spend on talking at the point. However, the organizer of the point should plan it assuming that the visitor will spend between 10-15 minutes on a visit to the point.



low/medium



a person preparing information and consultation materials

- point animators - people who talk to residents visiting the point and introduce them to consultation issues
- a person who prepares the results



- enables obtaining information from residents who would rather not participate in consultations in a different format
- a good tool to be used on the occasion of other important, local events
- technique effective in encouraging residents to participate in other consultation meetings and providing information on planned by shift organizers



- a preparation of information materials on consultations aimed at introducing residents to the context of consultations and collecting their opinions
- choosing the optimal time and place for the consultation point (frequently frequented location, timing synchronized with other events taking place in the area, providing the opportunity to express opinions for various groups of residents, etc.)
- the need to prepare point animators to provide more information about consultations (their subject matter and the course of the process itself), in connection with which the point is organized





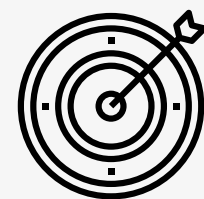
OPEN MEETING

The open meeting is one of the most basic techniques. Its purpose is, above all, to present the subject of the consultation - to present important information and conditions for the discussed topic, and to provide additional explanations or answers to participants' questions. The meeting is primarily informative - it is facilitated by its "classic" formula of the forum conversation. However, it should be remembered that the open meeting, apart from the presentation part, should include the possibility of asking questions by the participants and exchanging reflections or comments between them. It is very important that the meeting is chaired by a moderator - responsible for the course of the whole, knowing the order in which the speakers will speak, and in the part in which the participants can speak, keeping the order of the conversation (the order of speaking and answering, toning down any strong emotions appearing among participants, organizing the information and arrangements provided). If the topic is difficult or conflicting, it is worth considering employing an external facilitator, facilitating the maintenance of neutrality and allowing the office to focus on the substantive conversation with the participants.

Open meetings can be organized at any point in the participatory process, but it is especially worth doing when we have a lot of relevant information to provide and we clearly want to emphasize a specific moment in the course of the process - e.g. its beginning, completion of a stage or summary of the results. The technique is unlikely to provide an opportunity to get acquainted with the in-depth opinions of the participants.



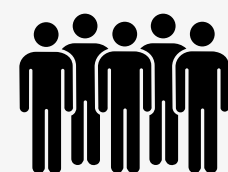
OPEN MEETING



presentation of the subject of the debate, gathering participants' opinions on the presented materials or information, providing additional explanations or answers to questions



- efree access for all interested parties
- applicable to all topics
- applicable practically at all stages of the consultation process



all interested



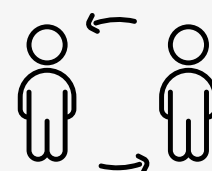
- ensuring the opportunity to exchange opinions not only between authorities / officials / experts and residents, but also interaction / discussions between residents themselves
- avoiding the format of an information meeting where representatives of the local community are mainly recipients of information provided ex cathedra by meeting organizers



1-2,5 hours



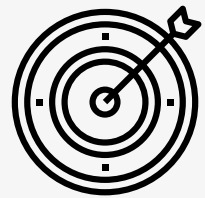
low



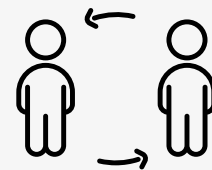
moderator, experts

WORKING GROUP

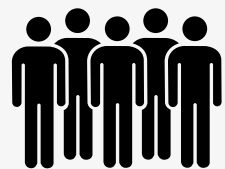
It is a work technique that allows you to work out complex and multifaceted solutions in a workshop, it can also be successfully used when creating strategic documents or making a decision on a controversial and difficult matter. The working group may be composed of various stakeholders, e.g. residents, experts, officials, representatives of NGOs - this is not always necessary, but when making decisions it is often very useful to diversify experiences and knowledge. The group can be selected deliberately (by sending invitations to specific people) or openly (by collecting subscriptions, e.g. at meetings and consultation points).



advanced work on a specific topic, a complex issue



Moderator conducting the work of the group, chairman of the meeting



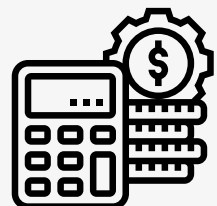
5-20 participants



- Diversification of knowledge and competences which is useful in group work
- Thanks to longer commitment and work in an unchanging group, the possibility of an in-depth look at the issue and taking a more thoughtful decisions
- A working group can be a solution when a conflict needs to be resolved
- A good technique for analyzing a multi-threaded topic and extracting a single solution, therefore recommended as an element analyzing the material already collected during the participatory process



depending on the needs (duration of the process, frequency of meetings), but to maintain the group process, it would be worth at least 2-3 meetings

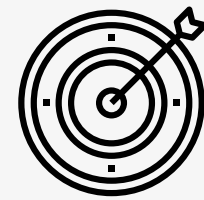


low

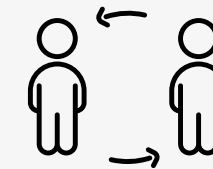


SURVEY (PAPER OR ONLINE)

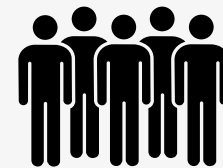
It is a research technique that allows you to collect a fairly broad, but often not representative, opinion of residents and other users on a given issue. However, the survey does not give representative results, and in the case of an online survey - although it allows reaching a greater number of people than the paper survey - it reduces the participation of some groups (e.g. elderly people) in the survey.



collecting general information on the issue being consulted



- a person who prepares the content and draft of the survey
- interviewers
- result developer



any number of participants, who can also be selected (every second man / every second woman / only seniors, etc.)



- anonymity
- a tool that is easy to prepare and use
- reaches many users in a given area, including those who would not take part in the consultation themselves
- it enables to obtain comparable quantitative data
- a good tool to be used at a consultation point or other participatory activities in the public space



- from one day to a month - time to conduct the test
- approx. 5-15 minutes - time to complete the questionnaire

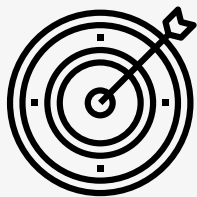


medium



RESEARCH WALK

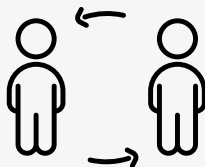
A walk conducted according to a prepared scenario, allowing the mapping of specific places and elements requiring intervention, researching the feelings and needs of respondents regarding various aspects of space. Ideally, max. 3 persons. A research walk is a technique that allows participants to be easily involved and interact with them in a friendly atmosphere. However, it requires good preparation and competence of the person in charge (from knowledge of the studied space for the ability to ask questions and note down answers while moving). Two walk scenarios are possible: (1) a walk with a planned route, aimed at assessing specific elements of a given space (e.g. the arrangement of benches, lighting, comfort of use), (2) a walk in which the interviewee leads the interviewer along his route, on the route designated by the researcher terrain - it serves a better understanding of the space in terms of the scenario's guidelines (e.g. favorite, friendly or unfriendly places, etc.)



studying space, mapping specific places and elements requiring intervention, studying the feelings and needs of respondents on various aspects of space
a walk moderated by the teacher according to the prepared scenario



medium



a group of inhabitants of a given area (preferably from 1 to 3 people), depending on the subject of the process, walks can be carried out with specific groups, e.g. young people, the elderly, the disabled, parents with small children, etc.



the ability to diagnose the function of the space and collect ideas for its improvement directly from the participants and based on the direct experience of the space



- a group of inhabitants of a given area (preferably from 1 to 3 people), depending on the subject of the process, walks can be carried out with specific groups, e.g. young people, the elderly, the disabled, parents with small children, etc.





EXAMPLES OF PARTICIPATION



European Citizens' Initiative

The European Citizens' Initiative aims to enable Europeans to actively participate in shaping EU policy.

Mechanism of direct democracy at the European level.

To get the EU to act on a specific issue, a European Citizens' Initiative could be organized, as a result of which the European Commission will be called upon to propose new EU legislation in this area.

Once an initiative has reached 1 million signatures, the Commission will decide on what action to take.

https://europa.eu/citizens-initiative/_en



The Citizens' Dialogue

Citizens' Dialogues are public debates with European Commissioners and other EU decision-makers, such as members of the European Parliament, national, regional and local politicians.

The events take the form of a question and answer session. It's your chance to ask EU politicians questions, make comments and tell them how EU policies affect you. You can also share your ideas on the future of Europe.

Held in cities across the EU, the sessions are free to attend and many are broadcast live online.

You can also join the debate on Twitter using the hashtag #EUdialogues.

https://ec.europa.eu/info/events/citizens-dialogues_en



European Parliament

Petitions to the European Parliament

Any citizen of the European Union, or resident in a Member State, may, individually or in association with others, submit a petition to the European Parliament on a subject which comes within the European Union's fields of activity and which affects them directly. Any company,

organisation or association with its headquarters in the European Union may also exercise this right of petition, which is guaranteed by the Treaty. A petition may take the form of a complaint or a request and may relate to issues of public or private interest.

The petition may present an individual request, a complaint or observation concerning the application of EU law or an appeal to the European Parliament to adopt a position on a specific matter. Such petitions give the European Parliament the opportunity of calling attention to any infringement of a European citizen's rights by a Member State or local authorities or other institution.

<https://www.europarl.europa.eu/petitions/en/home>



YOUR EUROPE

YOUR SAY !

Have your say!

The European Commission has been seeking evidence and feedback from citizens, businesses, and stakeholders at all stages of the legislative and policymaking process since 2015. You can share your views and ideas on Commission initiatives across all policy areas on the Have Your Say portal. It is possible to sign up for notifications regarding new developments as initiatives take shape, including after the adoption of legislation.

It is easy to share your feedback with the Commission – answer a questionnaire or comment on our legal drafts.

The Commission analyses and sums up the feedback and contributions received. Reports become available under some initiatives.

https://ec.europa.eu/info/law/better-regulation/have-your-say_en



EUROPEAN **YOUTH** PARLIAMENT

European Youth Parliament

The European Youth Parliament is a peer-to-peer educational programme that inspires and empowers young people from across Europe to be open-minded, tolerant and active citizens. It provides participants with a forum to develop and express their opinions on a wide range of topics. By bringing young people from different backgrounds together, it builds intercultural understanding and friendships across borders. EYP participants and volunteers get equipped with the knowledge and the skills needed to positively shape the world around them. Thousands of young people are actively involved as volunteers all over Europe, making the EYP a genuinely youth-driven programme – run by young people, for young people.

The European Youth Parliament offers its participants a transformative learning experience. Every year, thousands of young people join our activities and become a part of our vibrant network across Europe.

There are various ways to get involved – typically, the first step is to participate in one of EYP sessions. Get in contact with the EYP National Committee in your country, if applicable, for more information. You will find a group of motivated EYP volunteers willing to help introduce you and/or your students to the wide array of possibilities that EYP offers at local, national and international levels.

<https://eyp.org/>

YOUNG POLITICAL LEADERS

Young Political Leaders

The European Parliament's Young Political Leaders Programme acknowledges the importance of building dialogue between future political leaders in order to develop a climate of trust and confidence that will ultimately lead to a more peaceful world.

By connecting young political activists from non-EU countries with one another and with their counterparts in the European Parliament, experiences of peace and democracy can be shared and further developed. The Young Political Leaders Programme is part of a wider series of EU projects and programmes supporting young people to play an active role in building sustainable peace, reaching reconciliation and protecting human rights.

<https://www.europarl.europa.eu/youngpoliticalleaders/en/how-to-participate>



European Charter for Youth and Democracy

In the context of the 2022 European Year of Youth and the Conference on the Future of Europe, the European Committee of the Regions, the EU's voice of regions and cities together with the European Youth Forum, the voice of young people in Europe, launch the co-creation process of a European Charter for youth and democracy. The Charter will strive to build and consolidate a youth friendly democratic space to ensure the voices of young people are formally, continuously and permanently represented in the European Union.

<https://cor.europa.eu/pl/our-work/Pages/charter-youth-democracy.aspx>

APPENDIX

Insights on Youth Participation in Democracy



- **Youth participation is essential for a sustainable democratic culture.**

For a democratic system to be efficient at local, national and European level, the right for young people to participate fully in societal life is essential.

As the 2003 Council of Europe "Revised European Charter on the Participation of Young People in Local and Regional Life" states, the participation in the democratic life of each community is more than just voting or running for office, even though these are fundamental pillars. Participation and active citizenship consist of having the right, the means, the space, the opportunity, and where necessary, the support to participate and influence decisions, and to be involved in actions and activities that help build a better society."

- **Those who work in this field, should be ready to argue with people who have prejudices and negative opinions towards young people; they should consider the ideas and proposals of young people.**

As the European Youth Portal reports, young people are critical rather than unresponsive. It is not true that young people are not interested in politics. However, they believe that the political "offer" does not correspond to their concerns, ideas and ideals of democratic politics. They believe their priorities are underestimated in the political debate.



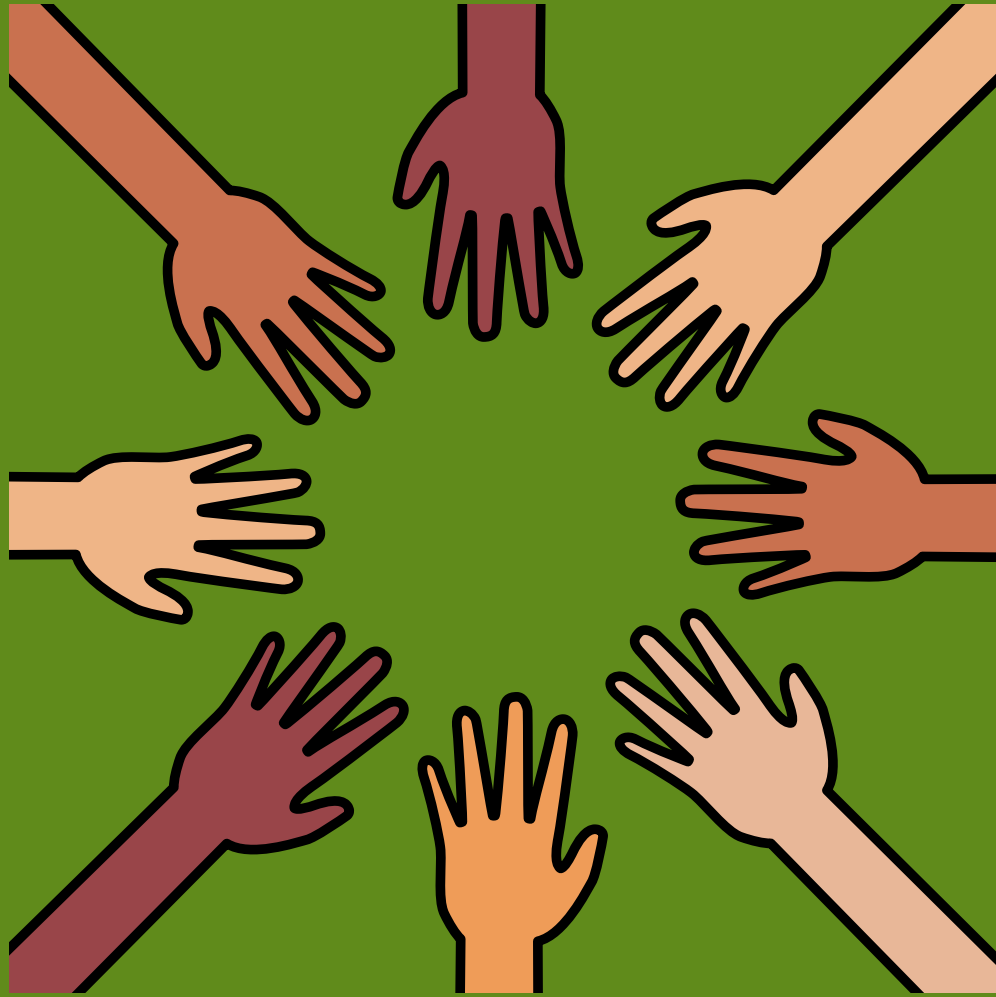
It's crucial to:

- **Have knowledge of and respect the legislative structure at local, national and European level on youth participation in decision-making.**

The knowledge of various regulatory structures which affect local policies and their implementation, should be accompanied by a shared political will to put them into practice and turn them into concrete actions.

- **Understand the political context of the Administration in relation to youth policy**
- **Support youth participation in decision-making processes to get the support of administrators.**

There should be a dialogue between administrators, decision makers and young people. Officials should have the skills and will to bring all parties to the table, to focus on positive and pro-active actions.



- **Involve and collaborate with other relevant stakeholders at all levels to increase youth participation in decision-making processes.**

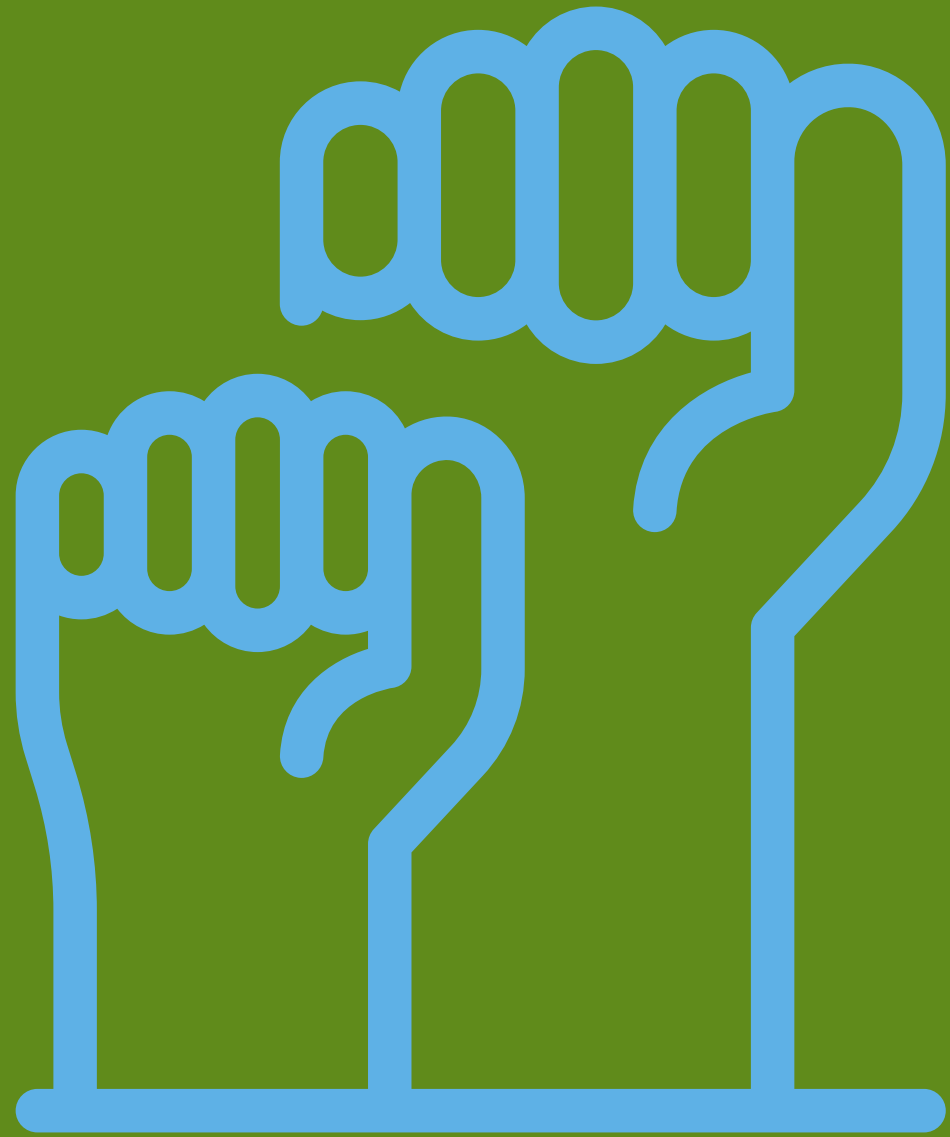
The definition, implementation and evaluation of a policy line or proposal to support youth participation depends on the involvement of various stakeholders: the different offices of the Municipality, young people, civil society, educational institutions, the private sector, and parents.

- **Engage young people with fewer opportunities.**

It's important to engage in a proactive attitude towards marginalised groups and their organisations, which are usually under-represented, have fewer opportunities to make their voices heard, and suffer greater discrimination. Groups such as ethnic minorities, migrants and refugees, girls, young LGBTQI+, young people with social or economic problems, young NEETs.

Special measures or ideas should also be taken to support these social groups towards greater engagement in dialogue.

- **Support the founding values of democracy, of respect for human rights and the rule of law, as the foundations of democratic culture.**



- **Support the empowerment of young people in relation to participation in decision-making.**
- **Dialogue and collaborate with young people on an equal footing using appropriate language.**

Know how to discuss with young people the issues that concern them, motivate them to become active, get and support their attention and interest with a language that they understand. You must be able to listen to them, to collaborate as partners, and to build a relationship of trust and respect.

- **See young people as citizens of our present and future community.**

Young people have an interest in decisions that affect their present and their future. Informing them, involving them, connecting them and empowering them as full citizens are important factors in the quality of local democracy. It means looking at young people as resources of democracy and agents of positive change.



- **Define strategies and plans that ensure youth participation in decision-making processes.**
- **Be aware of the financial instruments (funding, programmes, resources) that support youth participation.**
- **Promote results and successes in the field of youth participation within the community.**

The dissemination and exploitation of results (DEOR) phase is a project phase that should never be underestimated or taken for granted. Sharing results, lessons learned, results and discoveries, beyond the participating organisations, will allow a wider community to benefit from the work of the Administration and to see concretely the impact of the active engagement of young people in the decision-making process.

- **Know how to use appropriate digital tools and technologies to increase youth participation in decision-making.**

Digital competences (DigComp) include safe, critical and responsible use and engagement through digital technologies for learning, work and participation in society. They have different aspects: information and literacy; communication and collaboration; creation of digital content; security and problem solving.

Media literacy has been defined by the Expert Group on Media Literacy (EGML) (2015) as all those technical, cognitive, social, civic and creative skills that allow us to have access, have a critical understanding and interact with the media. These skills allow us to exercise critical thinking, participating in the economic, social and cultural aspects of society and playing an active role in the democratic process.

Digital media literacy is defined as a constellation of life skills needed for full participation in an information-saturated media society.



KEY TASKS / COMPETENCE

Creating a supportive
environment within
the municipality to involve young
people in decision-making

Empowering young people
and their organisations and
communities to participate
in municipal decision-making

Developing policy,
strategy and structure
for youth participation
in decision-making

Managing youth participation
in decision-making
and validating its impact

Values and attitude



I believe youth participation
is essential for a sustainable
democratic culture.

I am ready to involve young
people with special needs
and fewer opportunities.

I uphold the values of democracy,
Human Rights and the rule of law
as basis for a democratic culture.

I feel comfortable with being among
young people and I am open
to take part in activities with them.

I challenge those who hold
negative opinions or
stereotypes about young people.

I value the ideas and proposals
of young people.

I see young people
both as present and future
citizens of my community.

I am ready to manage the different
needs of the diverse stakeholders
and targeted youth groups.

Knowledge



I follow the legal frameworks on local,
national and European level
in relation to youth participation
in decision-making.

I know how to find evidence about
the needs and realities of
young people of my community.

I am familiar with other existing
practices of youth participation
in decision-making.

I know the essentials project
and programme management.

I understand the political
environment of the municipality
in relation to youth policy.

I know the diverse landscape
of the local youth community.

I am familiar with the theories
and models of youth participation
in decision-making.

I know financial instruments
(grants, resources, programmes)
that support youth participation.

Skills



I advocate for youth participation in
decision-making to get the support
of public servants and
political representatives.

I support the empowerment of young
people in relation to participation
in decision-making.

I am able to give
and receive feedback
and learn from mistakes.

I disseminate the results and
achievements of youth participation
within the wider community.

I mobilize and cooperate with other
relevant stakeholders at all levels
for improving youth participation
in decision-making.

I communicate and cooperate with
young people on equal grounds
and with appropriate language.

I design strategies and plans
that ensure youth participation
in decision-making.

I use appropriate digital services
and technologies to improve youth
participation in decision-making.

Organisational environment

The political representatives recognise
and support youth participation
in decision-making.

Young people and their organisation
are ready and able to participate
in decision-making.

The municipality has an evidence
based policy/strategy for youth
participation in decision-making.

The municipality provides necessary
resources and facilities to involve
young people in decision-making.

The municipality staff is motivated
and trained to involve young
people in decision-making.

There are committed and active youth
representatives and leaders
who take part in decision-making.

There is a structure/system in place
that ensures youth participation
in decision-making.

The municipality makes a visible
and public commitment
to young people.

REFERENCE FRAMEWORK OF COMPETENCES FOR ENGAGING
YOUNG PEOPLE IN MUNICIPAL DECISION-MAKING as
proposed by Erasmus+ project "Democracy Reloading"

The benefits of participatory teaching

In this teaching method, the pupil is of central importance in the educational project; the teacher will have to respect the time of growth and maturation of each.. Through each school activity, the personal initiative of each pupil and of the entire class is encouraged with a methodology that allows each student to develop their own originality and creativity independently. Teaching-learning processes are socialized and shared. The teacher has the role of stimulating and motivating research and learning.

This can be achieved with a number of tools and educational techniques.

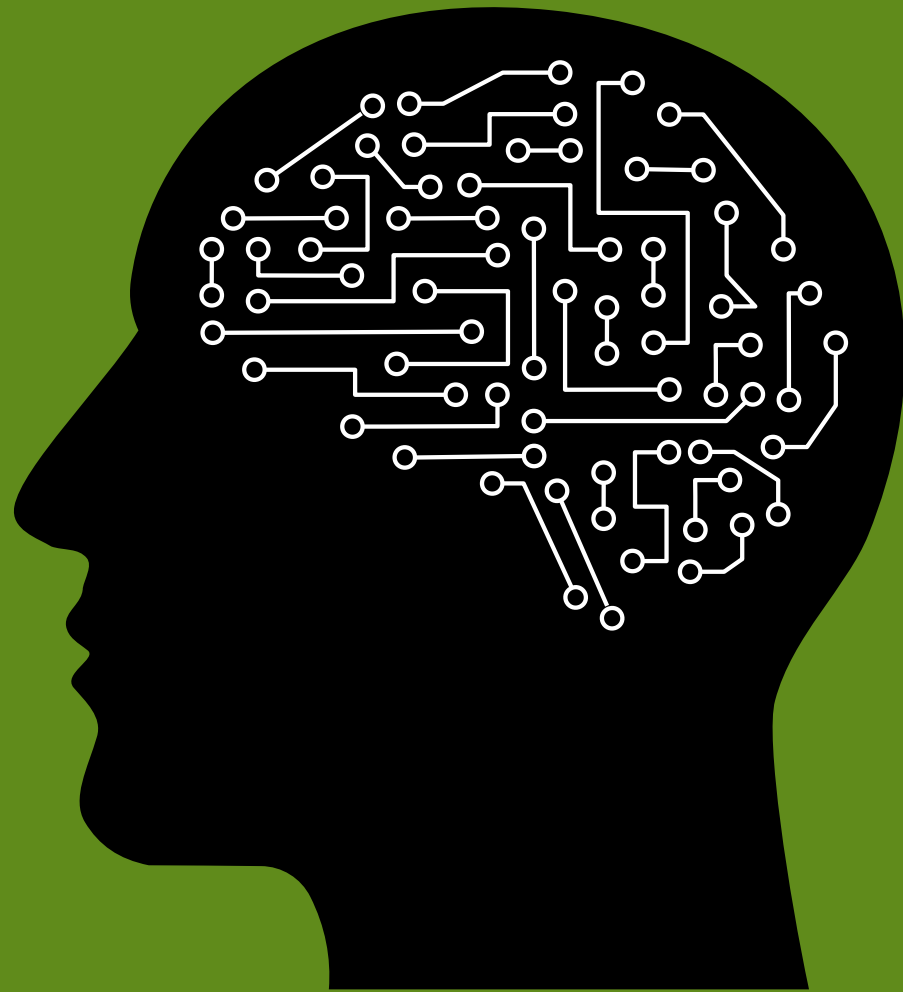


Brainstorming sessions

Basic rules:

- The more the ideas, the greater the chance to achieve an effective and radical solution
- We should suspend judgment because all ideas and integrations are valuable
- Original ideas are welcome: they can be born by looking at things from a new perspective, canceling judgements
- Combine and perfect ideas: good ideas can combine with one another to form a single, great idea





Concept and mind maps

- These are tools of graphic visualization of information, which develop a central idea passing from general to particular, and from the superimposed to the subordinate;
- They work as ideas-organizer;
- They provide functional visual support for one's mental process - they're like a mind *geographical map*

""Mind maps clarify how we create relationships between concepts by making us aware of our mental constructions." Joseph Novak – Cornell University

In the map, concepts should be:

- expressed syntetically and put inside a geometric shape (knot)
- linked together by lines (arrows), which have their own "label" indicating the existing relationship



World Café'

World Café is a creative process to facilitate dialogue and to share knowledge and ideas in a spontaneous way, creating an informal, Café-like atmosphere.

- Guiding questions: clear, simple, stimulating, able to bring out unconscious opinions and to favor the attention to viable ways
- Informal atmosphere: facilitates cooperative development of ideas in a atmosphere that values collective intelligence
- Duration: participants should move from one table to another at regular intervals (20 - 30 min). Groups are constantly renewed

Etiquette

- Focus on what you care about
- Contribute with your ideas and reflections
- Speak with your mind ... and your heart
- Listen actively to understand the point of view of others
- Connect and connect your ideas
- Listen with others in search of patterns, insights and deeper connections
- Play, draw, doodle (on tablecloth, on napkins, on the sheets...)
- Have fun!

OST - Open Space Technology

As Harrison Owen observed, the most interesting ideas of a seminar come out in informal and spontaneous moments, like coffee breaks.

In OST participants, seated in a large circle, learn how they will create their own conference.

Anyone who intends to propose a topic for which he has a sincere interest, gets up and announces it to the group, and in doing so assumes the responsibility of following the discussion and writing the report.

When all the interested parties have proposed their own ideas, the first working session begins.

At the end of the day the report of all the discussions (*instant reports*) will be distributed to the participants.

Four principles:

1. he who participates is the right person
2. whatever happens is fine
3. when you start, you start
4. when you finish, you finish

"if you realize that you are neither learning nor contributing to activities, get up and move to a place where you can be more productive".

