



SHAPING

YOUTH IDEAS

ON THE FUTURE

OF EUROPE

IO1. METHODOLOGICAL FRAMEWORK & TRAINING MODULES

Module 1: HOW TO BECOME A CHANGE MAKER

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Module Overview: Module Title	
Aim of the module:	The aim of this module is to involve young people more in decision-making processes and make them responsible citizens. It is important to educate young people to tolerance and open to other states, especially in times of crisis when the risk of raising barriers is higher.
Learning objectives:	The learning objectives of this module are: - To acquire the theoretical knowledge and practical skills about the basic youth rights, decision making processes, citizenship. - To achieve a sense of belonging and demonstrate empathy, solidarity and respect for differences and diversity.
Learning outcomes:	By the end of this module, the learner should be able to: - To get general knowledge about youth rights, decision-making processes and citizenship. - To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity. - To develop motivation and willingness to take necessary actions. - To act effectively and responsibly at local, national, and global levels
Content:	Introduction UNIT 1. Youth rights in Europe 1.1 Youth Rights: general framework 1.2 Labor Rights Food for thought questions UNIT 2. Decision Making Process 2.1 Decision Makers: Definition 2.2 Stages of decision making 2.3 Types of Decision Makers Food for thought questions UNIT 3. Democracy and Citizenship 3.1 European Citizenship 3.2 Europe and European Identity 3.3 Citizenship in Action 3.4 Democracy and Participation Food for thought questions Case study Activities Further reading References
Allocated time:	4 hours
Hashtag of the Module	#YOUTHFULdemocracy #youthfulEUROPE #DecisionChangers

Introduction

This Module will help you to become more involved in decision-making processes and to be converted into a responsible citizen, as well as to know your rights as a European citizen.

Unit 1. Will help you understand what your rights are and concretely what are your labor rights and how it affects you. Unit 2. will allow you to understand what a decision-maker is and what are the stages to carry out an effective decision-making process, as well as the different types of decision-makers that exist. Finally, in Unit 3. you will have the opportunity to know more about the implications of having a European identity, and how democratic deliberation fosters the citizens' participation, engagement, commitment, and empowerment.

UNIT 1. Youth rights in Europe

1.1 Youth Rights: general framework

Human rights are rights and freedoms that belong to all human beings, regardless of any condition. Human rights are expressed in the **Universal Declaration of Human Rights** and offer a normative framework for the formulation of regional and national youth policies, as well as strengthening the policies through legal obligations. Human rights are legal rights that States around the world have agreed to through international documents such as treaties, conventions and covenants. Governments therefore have a legal obligation to respect, protect and fulfill human rights. (Council of Europe, n.d.)

By introducing a concept of rights into youth policies, policy-makers recognize not only the needs and special situation of young people, but also reaffirm their rights (Council of Europe, n.d.).

Effective youth policy is not possible without empowerment of young people.

Youth is also a prominent part of the Council of Europe's decision-making and working structure through the **Joint Council on Youth** and the **Youth Department**. The youth representatives form the Advisory Council on Youth, which has prioritised youth rights and access to rights over the past few years, co-drafting and strongly advocating in favour of the Committee of Ministers Recommendation on Young People's Access to Rights (Council of Europe, 2020b).

The Council of Europe's **Youth Department** is responsible for developing guidelines, programmes and legal instruments for better youth policies, while it also supports among young people in the following priorities for the 2020-2021 (Council of Europe, 2020a):

- promoting young people's access to rights and supporting them in advocating education for human rights and democracy;
- facilitating young people's autonomy and participation through the promotion of youth policies and youth work, as well as support for youth civil society;
- engaging young people in peace-building and social cohesion, to combat discrimination and exclusion.

1.2 Labor Rights

The EU has adopted minimum requirements for the protection of young workers (under 18 years of age) and their health and safety at work. The employment of young people must be strictly controlled and protected under the conditions provided for in the Directive (European Commission, n.d.).

The European Union is in line with the International Labour Organization recommendation, where completing compulsory schooling is a major consideration in defining the minimum age for work or 15 years old in any event.

- Exceptionally, children between the ages of 13 and 15 can do light work or some cultural, artistic, sports and advertising activities as well as certain training contracts as long as they do not threaten their health and safety, or interfere with their education or professional orientation and training (International Labour Organization, n.d.)

Other relevant aspects to be considered within the labor rights of young people are (Your Europe, 2020)

YOUTH LABOR RIGHTS			
Risks, safety and health	Annual rest and breaks	Working time and rest	
		< 15y.o.	15-18 y.o.
Young people cannot work in the following types of work: • work which is beyond their physical or psychological capacity • work involving exposure to harmful products, like dangerous chemicals or radiation • work where the risk of accidents is considered to be high and which young people might not recognise or avoid because they do not have sufficient attention to safety, or they lack experience or training • work in which there is a risk to health from extreme cold, heat, noise or vibration • work involving risky processes (explosions, poisonous substances, high-voltage electrical hazards, etc.)	• A break of at least 30 minutes if they work longer than 4.5 hours. • If they attend compulsory full-time schooling, the employee must ensure a period free from any work included in the school holidays	• 8 hours per day and 40 hours per week for a combined work/training scheme or an on-site work-experience scheme • 2 hours on a school day and 12 hours a week (if national legislation allows) for work performed in term-time outside fixed school hours • 7 hours a day and 35 hours a week for a period of at least one week when school is closed. If children are 15 or older, they can work up to a maximum of 8 hours • 7 hours a day and 35 hours a week for light work performed by children no longer subject to compulsory full-time schooling under national law.	• Between 15 and 18 who are no longer subject to compulsory full-time schooling under national law, they can work up to 8 hours a day and 40 hours a week. • They cannot work between 10 pm and 6 am or between 11 pm and 7 am. • For each 24-hour period, you must guarantee a minimum rest period of 12 consecutive hours and a minimum of 2 days for each 7-day period.

If you want to know more, you can consult specific information about these protection of young people at work (*COUNCIL DIRECTIVE 94/33/EC of 22 June 1994 on the Protection of Young People at Work*, 1994).

Food for thought:

- What are the two bodies in which the rights of young people are presented in the European Council?
- Up to what age is a person considered as a young worker? How many hours can you work a week?
- Where can young people work? And where can they not?
- Can you at this time clearly list at least two of the relevant aspects to be considered by employees to respect youth labor rights?

UNIT 2. Decision Making Process

2.1 Decision Makers: Definition

The Cambridge Dictionary defines "decision-maker" as "a person who decides things, especially at a high level in an organisation". In general terms, decision-makers are those persons or organisations that can make decisions: contextualised, we are now talking about those institutions, organisations and leadership structures able to impact policies, regulations, programmes and very relevant issues affecting youth and the general population.

- For example, some Civil Society Organisations, such as Foundations, Associations, or industrial clusters, can be considered decision-makers due to its influence on public issues. Typically, public administrations – and some public administration officers -, parties and labor unions are the most relevant considering their active role.

2.2 Stages of decision making.

An effective decision-making process can be carried out through different stages (University of Massachusetts Dartmouth, n.d.):

1. IDENTIFY THE DECISION

Clearly define the nature of the decision you must make.

2. GATHER RELEVANT INFORMATION

Collect some pertinent information before you make your decision

3. IDENTIFY THE ALTERNATIVES

List all possible and desirable alternatives

4. WEIGH THE EVIDENCE

Start prioritizing certain alternatives: those that seem to have a higher potential to reach your goal

5. CHOOSE AMONG ALTERNATIVES

Select the alternative that seems to be the best one for you

6. TAKE ACTION

Take some positive action by beginning to implement the alternative you chose

7. REVIEW YOUR DECISION & ITS CONSEQUENCES

Consider the results of your decision and evaluate whether or not it has resolved the need you identified in Stage 1

2.3 Types of Decision Makers

Likewise to the decision-maker concept, the policy-maker idea is relevant: policy-makers are persons and organisations with the power to influence or determine policies. To sum up, "Policies are plans, courses of action or procedures that are intended to influence decisions. As such, they form part of the context for decision making, often providing guiding principles. But decision making is also a part of policy

making, and there is a dynamic relationship between decision making and policy making"(Chris Blackmore, n.d.).

Further, at least four types of decision-making styles can be differentiated (Indeed, 2021):

- **Analytic decision-making:** analysing data for coming up with a solution, avoiding ambiguity in a task-oriented course of thought.
- **Conceptual decision-making:** evaluates different options and possibilities with more tolerance to ambiguity and uncertainty but taking a broader picture. This type of decision-making implies big picture thinking and less aversion to risks.
- **Behavioural decision-making:** evaluates feelings and consequences from a profoundly emotional consideration of the impact on others. The behavioural decision-maker is focused on social impacts and social relationships, rather than tasks and concepts.
- **Directive decision-making:** acts quickly to come to the solution, with high aversion to vague, unclear and ambiguous ideas, concepts and solutions, and being plenty focused on tasks, their knowledge and their judgement for coming to conclusions. Directive decision-makers accept the input from others, but carefully selected.

However, we should consider that our style usually merges two or more features of these archetypes.

If you want to know more, you can consult more information about rational choice, theory of choice and decision-making within organisations (J. March, 1991; J. G. March, 1982)

Food for thought

- Could you summarize, in your own words, what are the differences between policies and politics?
- Can you identify yourself in one or more decision-making styles?
- Identify a difficult or tough situation that needs to be solved: how could you apply the decision-making stages explained in the section 2.2 above?

UNIT 3. Democracy and Citizenship

3.1 European Citizenship

Created with the adoption of the 1992 Maastricht Treaty, the European Citizenship is additional and complementary to your National Citizenship and applies to all EU-member States. The European Citizenship implies legal protections of EU law: the Charter of Fundamental Rights of the European Union proclaimed on the 7th of December, 2000 and into force since the 1st of December, 2009 (Treaty of Lisbon) guarantees us political, social and economic rights, all of them also reinforced by several directives, acts, agreements and treaties (Chapter of Fundamental Rights of the European Union 2000/C 364/01, 2000).

EUROPEAN CITIZENSHIP

European integration

- Right to free movement, settlement and employment*
- Free trade and transportation of goods, services and capital*

**Within the EU borders*

Politics and policies

- Right to vote in and run as a candidate in elections in the EU-member state where they live
- Right to vote for European elections
- Right to participate in a European Citizens' Initiative.
- Right to consular protection by embassies of other EU member states when a person's country of citizenship is not represented by an embassy
- Right to address the European Parliament, European Ombudsman, and EU agencies directly, in any of the Treaty languages

Fundamental rights

- Harmonisation of the protection of personal data (GDPR or General Data Protection Regulation)
- EU rights of victims of crime
- Coordinated prevention and combat of trafficking in human beings
- Harmonisation of the right to equal pay
- Harmonisation of the protection from discrimination in employment on grounds of religion or belief, sexual orientation and age

3.2 Europe and the European Identity

The European Identity emerges as an alternative to previous collective identities: history – and more specifically the XX Century - shown us how dangerous collective identities can be. The European Union conciles the national identities within a wider project based on multicultural, diverse and resilient union of nations and communities (Dittrich van Weringh, 2005). Thus the European Identity appears as 'an "intermediary" identity between the national and the global' (Foundation Robert Schuman, 2018).

The key citizenship competencies involves Knowledge, Skills and Values (Griffin et al., 2012). The following scheme summarizes the 21st Century Skills adapted to the context of the European Union:

EUROPEAN CITIZENSHIP and COMPETENCIES



Knowledge

- Knowledge of civil rights and the constitution of the home country, the scope of its government, [and the nature, history and scope of the European Union].
- Understand the roles and responsibilities of institutions relevant to the policy-making process at local, regional, national and international level.
- Knowledge of key figures in local and national governments [as well as European governments]; political parties and their policies
- Understand concepts such as democracy, citizenship and the international declarations expressing them.
- Knowledge of the main events, trends and agents of change in national and world history
- Knowledge of the movements of people and cultures over time around the world.

Skills



- Participation in community/neighborhood activities as well as in decision-making at national, [European] and international levels; voting in elections
- Ability to interface effectively with institutions in the public domain.
- Ability to profit from the opportunities given by the home country, [the European Union] and international programs.

Values



- Sense of belonging to one's locality, country, and (one's part of) the world.
- Willingness to participate in democratic decision making in all levels.
- Disposition to volunteer and to participate in civic activities, support for social diversity and social cohesion.
- Readiness to respect the values and privacy of others with a propensity to react against anti-social behavior.
- Acceptance of the concept of human rights and equality; acceptance of equality between men and women.
- Appreciation and understanding of differences between value systems of different religious or ethnic groups.
- Critical reception of information from mass media.
- [Understanding and valuing the EU cultural heritage]
- [Understanding the multicultural nature of the EU and its place within the International scope]

3.3 Democracy and Participation

Democracy is supposed to produce better social, economic, cultural and environmental outcomes than its alternatives. Democracy has the advantage of being capable of being inclusive of a wide range of values in the decision-making and it is supposed to be more responsive, with built-in accountability and sensitivity to legitimacy. However, reality shown us that representative democratic systems often fail to adequately realize and translate demand for action for several social issues into working policy.

Emerging around 1990, deliberative democracy is unified by a central belief that democracy ought to involve more than voting and decision making by elected representatives. While there is considerable variation among deliberative scholars on the specifics, deliberative capacity of a democratic polity can be captured by the conditions ‘deliberativeness’, ‘inclusiveness’ and ‘consequentiality’ (Dryzek, 1990, 2009)

Within the framework of these challenges, deliberative and participatory practices and institutions have arisen in order to tackle it (Schmitter, 2001):



3.4 Citizenship in Action

The European integration process is an example of how to modulate a multilevel integration and how to look for a model that enhances the participation of the different areas that make up the European society. This model of political action anchored in European supranational democracy has also been stated in the Treaty of Lisbon of 2007. The Laeken Declaration on the future of the European Union, December 2001, already stated the need to listen to representatives of European civil society.

As the EC COM(2020) 27 final states, “The Commission is committed to taking the most effective actions, with the other EU institutions, to ensure that what citizens debate is translated into EU policy-making. Issue-specific deliberative panels, gathering citizens and experts should meet at regular intervals throughout the Conference”. Although there is still some room for improvement, Deliberative

democracy is a reality in the day-to-day of the European institutions. **Within European democracy, the so-called deliberative democracy has gradually increased its role, first as an innovative formula and, subsequently, as a concept and action**

- Article 8 of the Proposal for a Regulation of the European Parliament and of the Council establishing the framework for achieving climate neutrality and amending Regulation (EU) 2018/1999 (European Climate Law) COM/2020/80 final, "The Commission shall engage with all parts of society to enable and empower them to take action towards a climate-neutral and climate-resilient society. The Commission shall facilitate an inclusive and accessible process at all levels, including at national, regional and local level and with social partners, citizens and civil society, for the exchange of best practice and to identify actions to contribute to the achievement of the objectives of this Regulation. (...)."
- Agora of the European Parliament, involving more than 800 civil society organisations
- Initiatives driven by the European institutions jointly with organizations of the civil society: Laeken Declaration on the future of the European Union (2001). Two European conventions took place
- 1st: elaboration of the Charter of Fundamental Rights of the European Union
- 2nd: the project of the European Constitution
- In addition, two referendums in France and Netherlands rejected this constitution in May and June of 2005. Then, the European Commission launched in October 2005, the "Plan-D for Democracy, Dialogue and Debate" that created a framework to debate the future of Europe.
- European Citizens' Consultation: Making your voice heard: started in 2006 with the objective of gathering citizens from all the member states to create an authentic discussion regarding the future of Europe.

Food for thought questions

- Can you tell us a bit about how you personally think about the concept of 'democracy'. What does it mean to you?
- In your own words, how and why did the concept of European identity arise?
- What are the three elements comprised within a "competency"?
- In your opinion, do you think that a more direct involvement in policy and politics have the potential for fostering the engagement and empowerment of EU citizens in decision and policy-making?
- Do you think everyone can participate in democracy? Do you think everyone should participate? What do you understand by democratic activity or engagement?
- What are the most innovative and creative types and methods of participation by young people that you are aware of?

Case Study

Title of the case study: Youth Voice News Centre (LSE Enterprise Limited, 2013, p. 107)

Description of the case study: The city of Helsinki funds a project called Youth Voice News Centre, which could be seen as a youth media participation project. It was set up in 2006 after an open forum meeting between young people and politicians on the theme of youth and media. It can be considered an innovative way to stimulate youth participation.

Case Study: Some 40 young people from 13 to 20 years of age participate in the project; most participants are 16-17 years old. Participants meet twice a week to discuss about which issues they

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want to produce media content. The project is run in a partnership with the Finnish public service broadcaster YLE and Finland's largest newspaper Helsingin Sanomat. The blog of Suomen Kuvalehti, a Finnish weekly magazine, is also used as an outlet. When those mainstream media organisations accept the idea and topic selected by the group, the young people start to produce the news article or the short documentary.

The idea behind the project is that young people make all the decisions. Those running the project just provide technical assistance and the mainstream media organisations decide which article or idea for a documentary they wish to run or broadcast. In 2011, nine documentaries were produced and broadcast on YLE, 13 articles were published in Helsingin Sanomat and 45 blog articles posted on the Suomen Kuvalehti blog.

Many of the stories young people wish to report on involve interviewing politicians, which is overall a very positive and enriching experience for them as the project leader points out:

'It's important for them to feel that as a 14 year old and they can go and discuss this with that politician'.

At times this can also lead to tensions because of the critical nature of their questions, which the project leader acknowledges is as such a good thing:

'Many of the subjects young people cover can start conflicts in our own department but that's good' (f2f interview, Helsinki, 1/2/12).

Young people active in the project are overall very positive about the opportunities provided to participate in democratic life:

'People who join our group realise that everything is politics. So they become more interested in politics' (face2face interview, Helsinki, 8/02/12).

They are also very positive about what they can achieve through the project in terms of having a real impact on the world around them and the link with mainstream media is important in this regard in terms of increasing media resonance for this issues they address. Examples in this regard were reports on the exploitation of young people employed by an amusement park, corruption regarding the attribution of contracts for school photographers or the use of surveillance technology to illegally monitor students' internet use in schools. In relation to the last example, one participant claimed:

'I've got the feeling that I have the power to change things' (f2f interview, Helsinki, 8/02/12).

Title of the case study: Woodside High School London, UK (Schools For Future Youth, 2015)



Description of the case study:

We live in a world where our lives increasingly affect the lives of other people living in countries and places far away from our own homes. So the choices we make and the lives we lead have a global impact. The global citizen is aware of these global connections and is prepared to take action to make the world better or fairer for all its inhabitants.

On the 17th June 2015, 23 students from the Woodside High School's Youth Ambassador Group attended the "Speak Up on Climate" event in London. The goal of this major event was to ask British Members of Parliament (MPs) to do more to tackle climate change. Around 9000 people attended and lobbied over 300 MPs.

The Youth Ambassadors decided to do this after learning about how climate change affects the food system and realising the importance of MPs doing something about it.

Case Study: They prepared for the day by using their art class to design placards and banners to bring to the event. Finally, they met with Oxfam on the day of the event to practice meeting their MP. The group rehearsed with each other to build up their confidence.

At the event they met with other organizations to discuss why it's important to tackle climate change. Finally, they met their MP, and gave her letters they had written explaining their concerns about climate change and asking her to represent their opinions in Parliament.

Catherine West, their MP, was very happy to meet with the Youth Ambassadors and promised to bring their letters to the attention of Parliament. She also wrote about their meeting on social media.

During the evaluation the students said they really enjoyed the day and felt empowered by being part of a bigger movement. They felt they developed their skills and confidence in influencing, although some said it was difficult to talk with politicians. However, all felt they had learned a lot and would feel more confident to engage with MPs again about other critical issues.

Activities

RIGHTS AT WORK FOR YOUTH	
The Guide with the six sessions is available at: https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/instructionalmaterial/wcms_310206.pdf	
Format: (face to face, online, both)	Face to face
Learning objectives:	To improve young workers' knowledge of their rights at work.
Description:	The overall purpose of this training material is to provide a framework for facilitators to design learning sessions on rights at work. The Guide is organized around six sessions. The sessions can be split up, lengthened or shortened to meet the objectives of the trainer/facilitator and his or her organization. Activities can be modified according to participants' learning styles, the availability of learning time and national laws and circumstances. Sessions can be organized as follows: - Overview of labor market trends for young people, decent work and fundamental principles and rights at work; - Key features of employment contracts; - Social security systems; - Conditions of work (e.g. wages, hours of work, leave); - Occupational safety and health issues, the identification of hazards in the workplace and measures to minimize risks;

6. Practical advice to young workers to help them manage conflict in the workplace and negotiate decent conditions of work.

Each session identifies the learning objectives, individual and group activities and the approximate time needed for delivery. Templates for individual and group exercises are appended to the Toolkit.

- ❖ Example of activities for Session 4. Conditions of work: hours of work, wages, and leave:

Learning objectives:

By the end of this session participants will be able to:

- List national rules on working time, leave and pay;
- Identify the minimum requirements of a payslip;
- Explain typical wage deductions.

Delivery Time: 120 minutes

Activities:

Activity 1. At work: Flash the labor standards!

Purpose: This is a brainstorming exercise aimed at getting participants to think about, and discuss, hours of work, overtime, night work and rest periods.

How: It builds on the Rights@Work Cards that summarize the minimum standards in these areas and with flip-charts that list the pros and cons for workers and employers. After the facilitator has introduced the relevant national standard on the Rights@Work Cards, one of the participants lists on the flip chart the answers provided by participants on the advantages and disadvantages for both workers and employers.

Activity 2. There isn't much left at the end of the month: My pay slip.

Purpose: Reading a payslip might not be the most appealing part of a job, but being able to do so will help participants understand why the money they receive in their pay checks is less than the gross amount that was agreed upon.

How: the facilitator should obtain a copy of a payslip from the participants' country (ensuring the employee's name and any identification numbers are included) and explain participants the concepts of gross wage, deductions and net pay (take-home pay).

Activity 3. Speed advising.

Activity 4. Chief, just one last question ... Negotiating working time and pay.

Purpose: Both activities are aimed at practicing the knowledge acquired on hours of work, wages and annual leave.

How: The facilitator should organize a role-playing exercise. In the Activity 3, participants are divided into two equal groups. One group comprises young workers who are having problems in their job, and the other comprises "counsellors" who provide advice on how to solve these problems. Each participant in the group of young workers picks up a card summarizing a real-life situation (an example is provided in the Toolkit). The situation is reported to one of the counsellors who, in 2-3 minutes, should provide advice on how to sort out the problem. Every 3-5 minutes, the facilitator will swap the counsellors, so that the young worker gets to report.

The Activity 4 simulates a negotiation on salary and working time. Participants are divided into two groups: employers and workers. Each group is provided with its own role- cards and instructions. The first task for each group is to decide on the negotiation strategy to be used. Once this is settled, each group nominates a spokesperson who will be responsible for negotiating with the other party's representative. The facilitator should allow the parties to negotiate for approximately 15 minutes. At the end of the

	role-play, the facilitator should initiate a discussion with participants on the strategy used, whether it was effective and what they would change if they were asked to re-play the roles.
Notes for the facilitator/trainer:	The facilitators can design their own workshops by tailoring the information and tools contained in the guide to the country specific context. Annexes offer a set of guidelines for facilitators to design, delivery and validations of the training workshops.
Debriefing questions:	The facilitator should conclude each group activity with a debriefing session where participants are given the opportunity to share their experiences and impressions. The debriefing questions for session 4 should encourage participants to respond to the following questions. • What do you think might be some of the effects on employees who have to work excessive or highly irregular working hours? What kind of impact could these situations have on health, home and family life? And what impact could these situations have on the workplace as a whole in terms of safety, quality and efficiency? • What kind of job are you aiming for, and what would you consider to be an appropriate starting take-home salary that would include all necessary deductions? • Do you know what the minimum wage is in your country? Do you think it is enough to live on? Do you or anyone else you know work for the minimum wage? Do you feel it meets basic needs? • What do you feel are the most important elements of a work arrangement – beyond the wage that is received? Rank them in order of importance and provide your reasoning.
Material/equipment needed (if applicable)	The material consists of a guide for facilitators and toolkit that provide hands-on examples of recruitment places and workplace situation. This guide contains several individual and group activities, learning resources, a glossary and a summary of key international labor standards. Photocopies, papers, pencil.
Allocated time:	The entire sessions will take approximately 780 minutes
How can this activity be adapted in a different setting (online or face-to-face)?	The activity can be done by Zoom or another virtual platform. The participants can be split into groups using the feature of Zoom platform. The presentation of the activity can be prepared digitally through power point for example and be facilitated using the shared screen feature. The activity materials can be sent previously by email in a PPT file to be completed in a personal computer.

WHAT TO DO IF YOU ARE BEING TREATED UNFAIRLY AT WORK

The Resource Pack with where you can find this activities is available at:

https://www.citizensinformationboard.ie/downloads/training/rights_entitlements_young_people_2010.pdf

Format: (face to face, online, both)	Face to face
Learning objectives:	• To source information on their rights and entitlements. • To apply this information to situations they may face in their everyday lives. • To recognise that responsibilities come with these rights.

	To reflect on the implications of their choices.
Description:	The Activity resource pack contains 6 topics: 1. Shopping: consumer rights, refunds, gift vouchers and deposits, making a complaint, online shopping, mobile phones, buying illegal products, buying stolen goods, ethical buying. 2. Work: rights and entitlements of employees, minimum age for working, paying tax, payslips, problems in the workplace. 3. School: laws relating to education, school rules, how breaches of rules are dealt with, State examination regulations, rights of access to school reports, early school leaver options. 4. At home: rights associated with family life, the Constitution and the family, one-parent families, custody and access, changing your name, lists of organisations which support young people. 5. Leaving home: what does home mean, different types of housing options, renting accommodation, homelessness. 6. Travel and transport: driving regulations, applying for a driving licence, student travel passes, applying for a passport, visas for working and studying abroad, European Health Insurance Card, travel insurance, dealing with a crisis when abroad. ❖ Example of activities for the <u>topic 2</u>. Work: Learning objectives: • How to deal with problems that can arise in work. • How the law protects young people when problems arise in the workplace. • What steps can be taken to resolve problems. Activity 1. Problems at work: Knowing your rights and entitlements when things go wrong in work is very important. Of equal importance is knowing how to resolve problems that arise. Do you go in with all guns blazing or do you bury your head in the sand? Hopefully neither! This section asks students to make suggestions on how to sort out problems in the most appropriate way possible. It is important to emphasize that when students have the law on their side, they should know that they can exercise their legal rights. Purpose: To explore approaches to problems that can arise in work. How: Hand out student worksheet 4: Problems at work. Divide the class into 5 groups. Depending on how much time is available, give at least one problem to each group and ask them to discuss how they would deal with it. Invite others to give feedback and look at whether there are consequences for the approaches suggested. Activity 2. Steps in solving problems: There is often more than one way to solve a problem. The approach can vary depending on the problem, the situation, the employer, the options for support and negotiation, and the possible consequences. Purpose: Students work out how to approach the problem in the case study below, How: Ask students in groups of four to discuss what Niamh should do. Then look at the various approaches and discuss the merits of each. Case study: Niamh has been working weekends in a large retail store for the last four months. Everything was going very well until her new supervisor started giving her grief over the smallest of things, often in front of customers. Her colleagues feel she is being picked on for no reason. Niamh knows the manager is very pleased with her work. Activity 3. What approach would you take?:

	This section gives students the opportunity to combine what they have learned and take on the role of advising someone who has a problem at work. You can choose either the role play activity or the case studies below. Purpose: To show that communication skills are key to resolving a work problem How: Photocopy and distribute the scenario and role play which depicts a “what not to do” approach. After the role play, have a class discussion about what went wrong and what should have been done differently. Then, repeat the role play taking the feedback on board.
Notes for the facilitator/trainer:	Many of the activities require the students to have access to a computer. It’s preferable if the facilitator/trainer can incorporate the computer activities in each topic into the classroom sessions using your school’s computer facilities, but if this is difficult, then the students can complete the exercises using a home computer or the computer facilities in their local library. Many of the activities are internet searches and the recommended websites are given at the beginning of each topic and at each activity. These websites will lead them quickly to the right information. It is not recommended that the students look randomly on the internet. Each topic stands alone. You don’t need to have covered the first topic before you move on to the second.
Debriefing questions:	- What difficulties emerged during the activities? - What do you take with you from these activities?
Material/equipment needed (if applicable)	Photocopies of the activities, computers, internet, papers, pencil.
Allocated time:	Approximately, each activity will take between 20-30 minutes.
How can this activity be adapted in a different setting (online or face-to-face)?	The activity can be done by Zoom or another virtual platform. The participants can be split into groups using the feature of Zoom platform. The presentation of the activity can be prepared digitally through power point for example, and be facilitated using the shared screen feature. The activity materials can be sent previously by email in a PPT file to be completed in a personal computer.

DECISION MAKING ACTIVITY FROM COLORADO EDUCATION INITIATIVE

The resource where you can find this activity is available at:

<http://www.coloradoeducationinitiative.org/wp-content/uploads/2014/10/Grade-MS-Decision-Making.pdf>
<http://www.coloradoeducationinitiative.org/wp-content/uploads/2014/10/Grade-HS-Decision-Making.pdf>

Format: (face to face, online, both)	Face to face
Learning objectives:	• To make decisions every day. • To understand that the use of this skill will allow them to sort through problems. • To reflect on the implications of their choices.
Description:	This six-page resource gives teachers a great outline for introducing students to the steps of decision making. Students make decisions every day, however, many of the decisions they see and experience may not have been carefully considered. It is important for students to

understand that the use of this skill will allow them to sort through problems, brainstorm options, analyze the positive and negative outcomes, and then implement and reflect on the choices they make. This process gives students the ability to make decisions individually, or collaboratively, to improve their quality of life. The decision-making model involves five basic steps.

1. Identifying a decision that needs to be made
2. Brainstorming possible options
3. Identifying possible outcomes for the options
4. Making a decision
5. Reflecting on the decision

By understanding how to make good decisions students will learn that they will have more control over their lives.

Activity:

How:

Step 1: Identify the Decision to be Made:

- Does this decision need to be made by me alone, or with others?
- What are the barriers that can help or hinder my decision?
- What are some of my values that may impact my decision?
- What information and resources do I need to help me with my decision?

Step 2: Brainstorm Possible Options and Step 3: Identify Possible Outcomes

Options	Positive Outcome	Negative Outcome
1.		
2.		
3.		

Step 4 - Make a Decision and Follow Through

Analyze the outcomes under each option. Make a decision and defend your choice.

- Does this decision respect people that care about me?
- Does this option support my values?
- Does this option promote my goals?
- Does this decision follow the law?

Step 5: Reflect on the Decision that was Made:

After your decision has been made, reflect on the outcome of the decision. Include the answers to these questions in your reflection.

- What was my decision?
- What were the major factors, values, or beliefs that affected my decision?
- What was the outcome of my decision? Would I do it again? Why or why not?
- Were there any solutions I missed? Explain.
- Were there any unexpected outcomes? Explain.
- Was this decision good for me? How did it affect my health? My future?

Notes for the
facilitator/trainer:

It is a good idea to have the 5 steps of the decision-making mode posted in the room or available as a handout. The model and an example should be shared with students during the teaching of the skill.

The facilitator can prepare the activity with a quick brainstorming before your class to ensure that your students stay on track throughout the lesson.

Debriefing
questions:

- What difficulties emerged during the activity?
- What do you take with you from this activity?

Material/equipment needed (if applicable)	Papers, pens, markers etc The model resources and photocopies of the activities.
How can this activity be adapted in a different setting (online or face-to-face)?	The activity can be done by Zoom or other virtual platform The presentation and brainstorming can be prepared digitally through power point for example, and be facilitated using the shared screen feature. The activity materials can be sent previously by email in a PPT file to be completed in a personal computer.

GLOBAL ACTION

The resource where you can find this activity is available at:

<https://sfyouth.eu/index.php/en/sfyouth-toolkit/global-citizenship-education/teaching-and-evaluating-global-citizenship-classroom-activities/7-global-action>

Format: (face to face, online, both)	Face to face
Learning objectives:	• Young people identify themselves as global citizens. • Young people understand better the roots of today's local and global problems (historical/geographical/economic contexts, etc). • Young people reflect on the consequences of their own actions and take account of the needs of present and future generations in their choices. • Young people see themselves as being able to make a difference in the world and can identify what they can do collectively or with others to enact change.
Description:	The idea of these activities is to see how learners initially respond to a stimulus about a global issue with a focus on whether they see the potential for change, how they think change can happen (with the involvement of different actors, namely politicians, businesses, the public, and themselves) and what they see their role as being in this process (as a "global citizen"). There are three possible activities which can be used to evaluate their responses. The stimulus can be anything related to a global issue they have been learning about (for example, a news report, web page or something from a textbook). One source of such stimulus are the short video clips about a number of important global issues located in the Explore Global Issues are of the SFYouth website. Activity 1: Bees and flowers Place around the room on large sheets of paper the following statements: • Nothing can be done to address this issue. • Politicians can do the most to address this issue. • Businesses can do the most to address this issue. • The public can do the most to address this issue. • I can do the most to address this issue. After you have shown them the stimulus, ask learners to move around the room to discuss any of the statements they choose. Encourage them to either be a "bee" which means moving between different ideas, or a "flower" which means staying to discuss one idea in more depth. At the end, ask learners to move to the statement they feel most strongly about, and ask learners to explain why they chose that statement.

	You can use where learners stand and what they say to assess both the group and the individual responses. Activity 2: Dartboards* 1. Draw three “dartboards” on large sheets of paper and put them up around the room with one of the following statements on each dartboard: • I feel as if I can make a difference to global issues. • I understand how politicians and business leaders can affect global issues. • I think the world is full of solutions to global issues. 2. After showing the stimulus about the global issue in question, ask each learner to go to each dartboard and make a mark (for example, a dot or cross) in the “level” which corresponds to how they feel. 3. By looking at where learners have put their marks, teachers can assess the degree to which the class feels that they can make a difference (as global citizens), understand political/business processes and feel positive about change. *A dartboard activity is a way of assessing quickly how “close” learners are to achieving a learning outcome. If a learner feels they totally agree with the statement, they put a cross/mark in the middle. If they feel very far away from agreement they put their cross/mark near the edge, or somewhere in between, depending on how strong their confidence is. Activity 3: Personal response 1. After showing learners the stimulus on the global issue in question, explain that they are going to write down their personal viewpoint on that issue, outlining the potential they see for change. 2. Give learners the title “The potential for change: can [issue XXXX] change, who can help, and what is my role?” 3. Ask learners to write a personal statement responding to this title. 4. Assess the statements using the Understanding change scoring grid – either completing this yourself or asking learners to peer-assess each other’s work.
Notes for the facilitator/trainer:	Space needed for five large sheets of paper to be stuck up and for learners to gather around them. The first two activities are designed to give you a sense of how the whole class generally feels about how change happens and their own sense of being a global citizen. The third is more individual, and also less interactive/more formal. Teachers can choose how to use the activities (or adapt them) depending on the group and what they want to focus on.
Material/equipment needed (if applicable)	• Large sheets of paper (to be stuck up around the room) • Marker pens to write on the paper • Pens/sticky dots for learners
Allocated time:	Approximately, each activity will take between 20-30 minutes.
How can this activity be adapted in a different setting (online or face-to-face)?	The activity can be done by Zoom or other virtual platform the presentation and brainstorming can be prepared digitally through power point for example and be facilitated using the shared screen feature. The activity materials can be sent previously by email in a shared PPT file to be completed in a personal computer.

Further reading

Name	Type	Link
European Passport to Active Citizenship	Platform with various materials and tools	https://www.eesc.europa.eu/eptac/en/quickguide-to-active-citizenship.html
Clarity Tool from the European Union Agency for Fundamental Rights	Interactive tool that allows you to find the right organisation to help you with your fundamental rights problem.	https://fra.europa.eu/clarity/en/tool
Young People at Work	PDF document of the COUNCIL DIRECTIVE (European Commission)	https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:31994L0033&from=EN
Promoting youth rights. Promoting Youth Rights.	Interactive website promoted by the Council of Europe	https://tools.youthforum.org/youth-rights-info-tool/
Types of Democracy	Lesson/course available at KhanAcademy.org, whilst applied to USA and international / generalistic contexts (not restricted to the EU environment)	https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-foundations/us-gov-types-of-democracy/a/types-of-democracy
March, J. G. (1982). Theories of choice and making decisions. Society, 20(1), 29–39.	Scientific article for revising the fundamentals of Theories of Choice applied to decision-making	https://doi.org/10.1007/BF0269498
The Everyone a Changemaker Movement: Narrated by a Young Changemaker	Video	https://www.youtube.com/watch?v=qH2cbSiEuXE
#YouthUP Youth Rights	Video	https://www.youtube.com/watch?v=bRBs_noUvF8
Young people's citizenship in Europe	Video	https://www.youtube.com/watch?v=8DYRxsxwIyM

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SHAPING

ON THE FUTURE

YOUTH IDEAS

OF EUROPE



Co-funded by the
Erasmus+ Programme
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This project has been funded with support of the European Commission under Erasmus+. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



SHAPING

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OF EUROPE

IO1. METHODOLOGICAL FRAMEWORK & TRAINING MODULES MODULE DEVELOPMENT & TEMPLATE

[JULY 2021]

CPIP, ROMANIA



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

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Module 2: UNITED IN DIVERSITY

Module Overview: Module UNITED IN DIVERSITY	
Aim of the module:	The aim of this module is to strengthen intercultural dialogue by showing in common values and interests of all Member States of the European Union when promoting democracy and creative thinking. This module is giving an innovative opportunity to young people to demonstrate their openness as active citizens of the European Union to other societies and their cultures. Diversity is richness and, by comparing different cultures and points of view of the various EU Member States, this module shows how new opportunities may arise and how young people can develop more positive thinking and open-mindedness.
Learning objectives:	The learning objectives of this module are: ✿ To acquire the theoretical knowledge and practical skills for acting as unique citizens as a participatory approach in democratic communities. ✿ To build understanding and awareness of the theory, relevance, and implications of enabling diversity in communities, study, relationships, and conversation. ✿ To gain ideas on how to build a more inclusive cultural and educational environment. ✿ To develop intercultural competence as part of the cultural integration. ✿ To explore attitudes in different cultures and their importance in diversity, social inclusion, and democratic life. ✿ To explore and better consider the importance of understanding humour and handling stereotypes in different languages, cultures, and societies as part of diversity.
Learning outcomes:	By the end of this module, the learner should be able to: ✿ Define what is understood by humour as part of the spectrum of diversity. ✿ Understand cultural diversity and its implications. ✿ Understand ethics, and how different ethical paradigms can be a source of misunderstanding. ✿ Understand humour, fairness and open-mindedness in a democratic society and their role in diversity and social inclusion. ✿ Gain a greater understanding of the diverse communication in a new culture.
Content:	Introduction "Diversity is the magic. It is the first manifestation, the first beginning of the differentiation of a thing and of simple identity. The greater the diversity, the greater the perfection." Thomas Berry The value of successful diverse behavior is being able to unite a culturally rich team, with all their different ideas, identities, and processes. UNIT 1. Diverse Youth for a rich Europe 1.1 The future of diversity 1.2 Youth participation for strengthening democratic life Food for thought questions UNIT 2. Spectrum of diversity 2.1 Make diverse connections 2.2 Using humor in diversity 2.3 Handling stereotypes Food for thought questions UNIT 3. Diversity and Ethical Frameworks 3.1 Intercultural competence 3.2 Ethics and European Identity

	3.3 Fairness principles for enabling diversity 3.4 Rethinking communication for Active Participation Food for thought questions
	Case study Realizing greater gender, age, cultural identity, personality, and skills diversity (companies-young people relationship for enabling diversity in society and workplace)
	Activities 1) Emotions in learning: body language for diversity 2) Conceptualizing a promotion campaign (youth initiative) 3) Powerful questions for powerful learning
	Further reading
	References
Allocated time:	2 hours
Hashtag of the Module	#diversityinEU #unitedindiversity #diverse youth

Introduction

The aim of this module is to strengthen intercultural dialogue by showing in common values and interests of all Member States of the European Union when promoting democracy and creative thinking. This module is giving an innovative opportunity to young people to demonstrate their openness as active citizens of the European Union to other societies and their cultures.

Diversity is richness and, by comparing different cultures and points of views of the various EU member States, this module shows how new opportunities may arise and how young people can develop more positive thinking and open-mindedness.

1. Diverse Youth for a rich Europe

Europe has gradually developed the values underlying humanism and democracy: equality of individuals, freedom, respect for reason, drawing inspiration from the cultural, religious, and humanist inheritance. Believing that reunited Europe intends to continue along the path of civilization, progress, and prosperity, for the good of all its inhabitants especially for young people (youth). Europe permanently proves that is making efforts to remain a continent open to culture, learning and social progress.

1.1 The future of diversity

First approach to the future of diversity: Convinced that, while remaining proud of their own national identities and history, the young people of Europe are determined to transcend their current divisions and, united ever more closely, to forge a common destiny.

Second approach to the future of diversity: Convinced that, thus “united in its diversity,” Europe offers them the best chance of pursuing, with due regard for the rights of each individual and in awareness of their responsibilities towards future generations.

1.2 Youth participation for strengthening democratic life

A normative conception of youth participation is about engaging in forming opinions and taking actions to bring about positive change in society. It can take different forms:

- Participation of young people in representative democracy: standing for or voting in elections
- Participation of young people in participatory structures: promoting the involvement of more young people in structures, such as youth NGOs or volunteering
- Participation in debate: on youth or community issues; opinion-shaping through written press or youth radio, participating in online discussion
- Seeking information and learning about democracy: participating in simulations of learning processes, attending training or learning at school, engaging in youth organizations

Inspiring/thought provoking questions

The online Oxford Dictionary defines culture shock as disorientation experienced when suddenly subjected to an unfamiliar culture or way of life. When you move to a new country, everything is unfamiliar: weather, landscape, language, food, values, and communication.

- ✿ How far do you agree or disagree with the definition? Why?
- ✿ What forms of culture shock have you experienced?

2. Spectrum of diversity

The word “diversity” is positive, it is vibrant, it is fun, it evokes progress, openness, tolerance. It creates a consensus: we need more diversity, we want more diversity, we should strive for more diversity. Youth participation, in other words, fosters a sense of citizenship and makes policy processes more transparent and accountable towards young people.

It helps young people build self-confidence, develop a sense of initiative, and acquire and test skills that are relevant for the workplace, such as communication or teamwork, in a practical environment.

2.1 Make diverse connections

Young people are stakeholders in the European democratic system. They express ideas and preferences and defend diverse interests. John Maxwell in his *Becoming a Person of Influence* wrote: “Connection is ...absolutely critical if you want to influence people in a positive way. When you navigate for others, you come alongside them and travel their road for a while, helping them handle some of the obstacles and difficulties in their life. Yet when you connect with them, you are asking them to come alongside you and travel your road for your and their mutual benefit.”

There is a difference between the act of connecting and the art of connecting. The act of connection requires listening and good verbal skills, but the art of connection also requires respect, sharing similar interests, experiences, and values, having a sincere interest in helping people grow and succeed, the ability to empathize.

2.2 Using humor in diversity

“Laughter is the shortest distance between two people.” Victor Borge

Humor refers to the tendency to experience or express what is amusing and funny, which is always accompanied with emotional response and vocal-behavioral expressions, such as laughter and smiling ([Chen and Martin, 2007](#); [Martin and Ford, 2018](#)). Humor is universal but also culturally specific. Cultural difference in humor perception directly influences humor usage.

Humour can be used in diversity when we try to create a safe environment where young people can be relaxed and not defensive: sharing diverse jokes in a classroom or outside, humour-based learning (through jokes and smiles in terms of specific country-culture, habits, and routines etc.)

Diversity means that the jokes made do not upset anyone, no matter what country and culture they come from.

2.3 Handling stereotypes

Stereotyping shapes societal expectations of that group and informs decisions made about the group and its members and influences and underpins experiences of inequality and discrimination for many individuals and groups. A stereotype is “... a fixed, over-generalized belief about a particular group or class of people.” (Cardwell, 1996). For example, “*Germans are always on time.*”

Food for thought questions

- ✿ What is ‘humour’ for you?
- ✿ How far do you agree that understanding humour is important when integrating into a new culture?
- ✿ Why do societies have stereotypes?
- ✿ Which are the most common stereotypes?

3. Diversity and Ethical Frameworks

What is an ethical paradigm?

A paradigm is a set of beliefs and concepts that determine your worldview and that of others in your social group. It gives you a framework from which you operate in the world. One can learn to see beyond your own paradigm, and to understand other people’s view of the world and, thus, their paradigms.

3.1 Intercultural competence

Looking at intercultural competence is one way to bring the topic of ‘Cultural Diversity’ to grass roots, to make it a real tangible topic for youth: appropriate, useful, and fitting for the life and work skills demanded in Europe today.

“Intercultural Competence is the fundamental acceptance of people who are different to oneself outside one’s own culture / the ability to interact with them in a genuinely constructive manner which is free of negative attitude (e.g. prejudice, defensiveness, apathy, aggression etc.) / the ability to create a synthesis, something which is neither “mine” nor “yours”, but which is genuinely new and would not have been possible had we not combined our different backgrounds and approaches.” *By Anna SCHMID, UBS AG, Financial Services Group, Zürich*

3.2 Ethics and European Identity

Ethical framework

Objectivism

Some things are “objectively” and (therefore) universally right and / or wrong.

Consequentialism

The rights and wrongs of an action are determined not by objective principles, but by their real-world effects.

Virtue ethics

If you cultivate a character that is truly based on, and “filled with”, virtues – such as love, loyalty, kindness, forgiveness, and other-directedness – and you always act in authentic accordance with your virtuous character, then every action you perform is virtuous.

3.3 Fairness principles for enabling diversity

“Life is not fair; get used to it.” - *Bill Gates*

“It is not fair to ask of others what you are unwilling to do yourself.” - *Eleanor Roosevelt*

Fairness principles

- Don’t interrupt each other
- Give everyone a turn to speak
- Be aware of your reaction to each young individual
- Respect other’s views
- Be open-minded to those who are different to you.

3.4 Rethinking communication for Active Participation

Young people with different ideas, backgrounds, preferences, and personal experience of participation have different perceptions of what are the main impediments to greater youth participation and the best solutions to improve it. What they have in common is a certainty that deep inside European youth want to be active participants. There is an opportunity to create multiple new participation channels at the local, national, and EU level. Participation channels are instruments that the general public can use to influence government action in order to promote, debate, co-produce and decide on questions relating to municipal policies. The city's participation bodies are regular forums where the City Council and the general public can debate aspects of municipal policies and influence government actions. They can be territorial (neighbourhood, district, city) or sectorial, by area of action according to the subject under discussion (culture, mobility, education, etc.).

There is no crisis of participation of European youth, but there is a huge opportunity that awaits taking.

Food for thought questions

- How do you feel about the fairness principles? What others would you recommend to build a fair and inclusive society?
- How could discussing fairness and ethics support your cultural and social inclusion?

Case Study

Title of the case study: *Realizing greater gender, age, cultural identity, personality, and skills diversity (companies-young people relationship for enabling diversity in society and workplace)*

(Source: https://embracedifference.ert.eu/wp-content/uploads/2020/09/ERT_embracing_difference_V26-1.pdf)



Free image on Unsplash

Description of the case study: Everyone has a talent. Inclusion & Diversity are about creating the right environment and conditions for ALL young people to reach their full potential. We must weave Inclusion & Diversity (I&D) fully into the fabric of our future. As digital advancements accelerate and sustainability climbs the agenda, our communities will need to access the full

range of young talents from across the entire spectrum of society. A strong cooperation between companies (employers) and young people will further contribute to a social cohesion.

Case Study:

"Inclusion & Diversity (I&D) are key contributors to our corporate success. In 2005, Deutsche Telekom was the first international company based in Germany to have a group-wide diversity policy covering all six core dimensions: gender, age, origin/culture, religion, sexual orientation, and disability.

"We want to go further in 2020 with a renewed strategy and management commitment for bringing more gender, age, cultural identity, personality, and skills diversity into our leadership teams."

We implemented various formats to fight Unconscious Bias (including online workshops and e-learning) and hosted the 10th German Diverse City conference in our Bonn Headquarters. We also created opportunities for increasing women in our leadership (a 30% commitment) and in general (30% in our talent programme, 40% in our trainee "programme").

Developing guidelines on making presentations inclusive for people with special needs, increasing the number of video transmissions with sign language and providing barrier-free workplaces are a few examples of how we support our colleagues with disabilities. We have

learned that key factors for success include strong top leadership commitment, legal and structural changes and a holistic approach that encompasses the whole employee lifecycle.

Widespread communication and marketing campaigning, strategic industry partnerships and membership of relevant advocacy groups have all proved essential for increasing I&D. Last but not least, the growing interest and investment of our young people to drive diversity further via networks and communities have been critical to our success. In addition to collectively meeting our global inclusion and diversity (I&D) aspirations and to effectively cascade and build awareness about I&D and inclusive leadership capabilities, we wanted to truly embrace the cultural diversity.

We decided to build and work with a global community of more than 80 local I&D ambassadors, who embrace their ambassador role by working with their leadership teams and help them understand and respond to local I&D opportunities and requirements. The I&D ambassadors also help drive I&D action plans in their local markets.

We built a strong I&D ambassador community through an internal hiring process. We put out a call-to-action for volunteers to apply and, after an interview process, they were selected based on their skills, competences, and overall potential. We then designed common processes for all I&D ambassadors across all our operating companies. We built an I&D toolkit specifically for our ambassadors to use with their leadership teams to assess and address I&D opportunities and requirements in their countries.

We have built, trained, and are now working very closely with a global community of more than 80 local I&D ambassadors. The I&D ambassadors have worked with their leadership teams and helped them to create, in addition to our global I&D aspirations, local I&D action plans to respond to local I&D opportunities and requirements. At year-end 2019, the local I&D ambassadors had generated more than 170 I&D projects.....”

How do you feel about this case study?

How would you define a strong I&D ambassador community?

How successful is social, workplace and cultural inclusion in the case study?

What do you see as the biggest challenge? Why?

Activities

Note: The activities provided below are inspired from other E+ activities but they are all adapted to the Module 2, and they are not copied in their entirety from other sources.

1) Title of activity: Emotions in learning: body language for diversity (THE INFLUENCE OF NON-VERBAL COMMUNICATION)	
Format: (face to face, online, both)	Face to face & online
Learning objectives:	- To gain a greater understanding of the communication benefits in a new culture. - To have the confidence and skills to manage diverse communication styles in the classroom successfully. - To develop intercultural (nonverbal) competence inside and outside the classroom.

Description:

Body language impacts communication and promote diversity indoor and/or outdoor. Body language helps establish the mood of the conversation in a certain culture. Expressions are often the first thing that you see when communicating with someone. Gestures, such as hand movements, are often used to communicate without using words.

This activity promotes diversity in the learning process being aligned to individualized learning preferences. Creating awareness of body language helps young people understanding others, but also expressing more effectively.

Activity: THE INFLUENCE OF NON-VERBAL COMMUNICATION
STEP 1:

With a partner/colleague, choose a subject that you feel you can talk about. You will be talking to each other about it for a while, so either choose an interesting topic or have back-up ones.

Our topic will be the following:

STEP 2:

Talk to your colleague about this topic taking the following positions (for about 2-3 minutes each):

- A. One person talking while the other person nonverbally communicates that he/she is not listening (change places so that each partner has a chance to do both roles)
- B. One person talking while the other person nonverbally communicates that he/she is actively listening (change places so that each partner has a chance to do both roles)

STEP 3

Discuss the following questions with you partner/colleague.

- 1) Was there any position that you felt very uncomfortable communicating in? Why/why not?
- 2) When you tried to communicate that you were not listening to your partner, what nonverbal cues did you use?
- 3) When you tried to communicate that you were actively listening to your partner, what nonverbal cues did you use?
- 4) What did you learn from this experience with regards to non-verbal communication?

STEP 4:

Name one thing you will do differently because of what you have learned in this activity as well as a (main) positive effect and your greater (individualized) understanding on diversity.

I will now.....

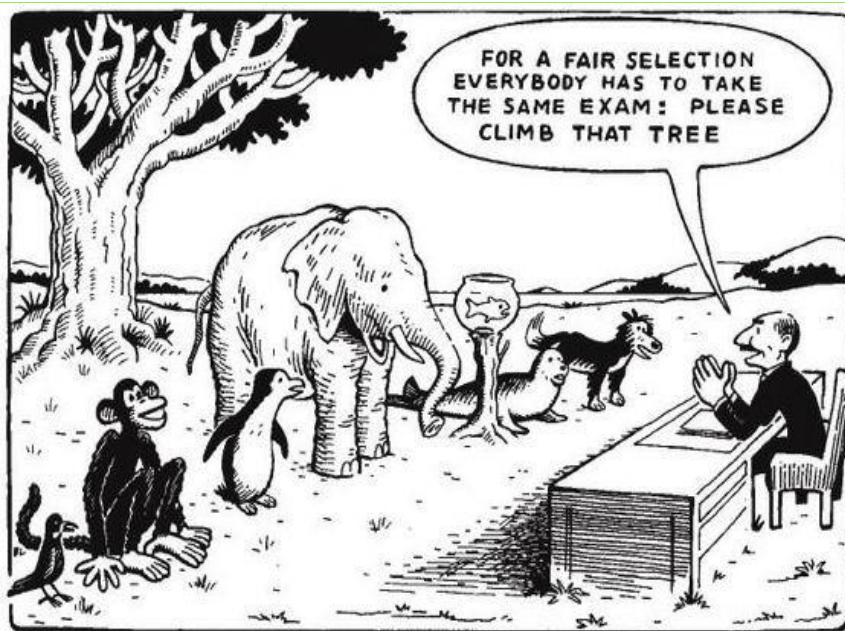
This will have a positive effect on... (a relationship, a goal, yourself, conversation with other young people having a different cultural background etc.).....

I (better) understand now that making connections and diversity are about.....

Notes for the facilitator/trainer:	Warm-up: Ask the students to work individually and “note” the most common methods used in the table below for expressing the non-verbal communication. The students must check the items in the table provided and “tick the box from 1-5” based on their preferences. <table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Body language</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Facial expressions</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Gestures</td><td></td><td></td><td></td><td></td><td></td></tr></table> Then, students choose a topic that they feel comfortable to discuss with a partner and write it down. Next, they start their discussion while they take the different positions describing the non-verbal methods in the table provided above for a few minutes each. <i>For instance: Students talk about a concert they took part in and smile for a long time to show satisfaction in their facial expression.</i> After doing so they have some additional questions to answer (at the section for debriefing questions) based on their conversation. Get feedback from each pair and discuss their findings highlighting similarities and differences as part of the diversity spectrum.		1	2	3	4	5	Body language						Facial expressions						Gestures					
	1	2	3	4	5																				
Body language																									
Facial expressions																									
Gestures																									
Debriefing questions:	a) What does diversity mean to you? How can you develop or improve it? b) What other forms of artistic expression or physical activity could be used by young people to express their feelings about being in a new culture?																								
Material/equipment needed (if applicable)	- Pen - Paper (worksheet or printed sheet with the table provided etc.) - Online format: image with the table shared before the activity																								
Allocated time:	30 minutes																								
How can this activity be adapted in a different setting (online or face-to-face)?	This activity can be easily adapted for a different setting because it provides simple and friendly steps as well as instructions for being delivered not only in the classroom with teacher/trainer support but also online. The face-to-face activity can bring a real added value because will give the chance to participants to interact, see each other and freely communicate (there may be extra smiles, touches as part of gestures, etc.) But the online benefits can also support the interaction and communication among target beneficiaries (especially since there is the option of organizing work rooms). There can also be a moderator to take notes. The “passage” of the facilitator from one room to another will give the chance to collect insights and demonstrate all benefits of the activity.																								

2) Title of activity: Conceptualizing a promotion campaign (youth initiative)								
Format: (face to face, online, both)	Face to face & online							
Learning objectives:	- To demonstrate good skills for organizing a powerful promotion campaign. - To have the confidence to take control and inspire others. - To gain ideas on how to build a diverse promotion campaign for building a more inclusive cultural and educational environment.							
Description:	Many things can affect the success or failure of our goals. These are factors beyond our motivation and ability to do something. Organizational skills for young people are skills that allow to use resources efficiently and effectively. Clean, nicely organized, and quiet environments for work are vital for success. The people you work with: teachers, colleagues, classmates, family, friends, can be the reasons for success, or the cause of difficulties. Having the freedom to organize important events is the way to enhancing diversity in your own success. Activity: Conceptualizing a promotion campaign (youth initiative) Warm-up: Think of a place where you work well and a place where you work not so well when you have to plan and organize a promotion event. Tell a colleague the reasons for your choice. "I find myself working much more productively outdoor than indoor." Do you agree with this quote? Why? STEP 1 An information campaign on "Make the community inclusive for everyone" will be launched. You are going to plan and organize the information campaign for the event. Complete the following sentences: The main purpose of the information campaign is to.....and..... When organizing an event, I am not used to..... When planning an information event I am (not) willing to..... I enjoy.....when planning a promotion campaign for a social cause. Which other phrases do you know for expressing preferences when planning and organizing your information campaign? STEP 2 Decide which environmental factors could help you towards success or be a reason for failure in the organization process of your information campaign. <table border="1"> <thead> <tr> <th></th><th>What could help you achieve this?</th><th>What could be a reason for failure?</th></tr> </thead> <tbody> <tr> <td>Internal factors (your characteristics)</td><td>STRENGTHS</td><td>WEAKNESSES</td></tr> </tbody> </table>			What could help you achieve this?	What could be a reason for failure?	Internal factors (your characteristics)	STRENGTHS	WEAKNESSES
	What could help you achieve this?	What could be a reason for failure?						
Internal factors (your characteristics)	STRENGTHS	WEAKNESSES						

	External factors (environment characteristics)	OPPORTUNITIES	THREATS
STEP 3 Discuss and share your ideas with your colleagues. Do they agree with you? Why? STEP 4			



Source: <https://marquetteeducator.wordpress.com/2012/07/12/climbthattree/>

Look at the cartoon and answer the questions.

What is the relationship between humour and fairness in the cartoon?

Can humor be used in the success of your promotion campaign? How and why?

Notes for the facilitator/trainer:

It is important for the students to create awareness of everything that influences their learning process. This will enable them to adjust situations were necessary and possible.

Warm-up: Ask the students where they usually work/study on a task. You can board their answers. Ask them to choose the favorite and the least favorite place and discuss it with their partners. Focus students on phrases expressing preferences when organizing an event (steps, plan etc.) Ask them to write down a few sentences about the preferences when choosing an environment.

Put students in groups (ideally not bigger than four). Ask them to complete the task individually. Monitor and help them if necessary.

Extra tip: You can mix the groups and ask them to think of one more example.

Debriefing questions:

How do you change a limiting belief for a powerful belief when planning and organizing a promotion campaign?

Material/equipment needed (if applicable)

- Pen
- Paper (worksheet or printed sheet with the table provided, cartoon etc.)
- Online format: image with the table and cartoon shared before the activity

Allocated time:

40-50 minutes

How can this activity be adapted in a different setting

This activity would be ideally for a face-to-face setting. But it can be also adapted for a different setting because it includes "tangible resources/materials". The face-to-face activity will give the chance to participants to interact, see each other and freely communicate (there may be extra smiles, touches as part of gestures, etc.) But the online benefits can also support the interaction and

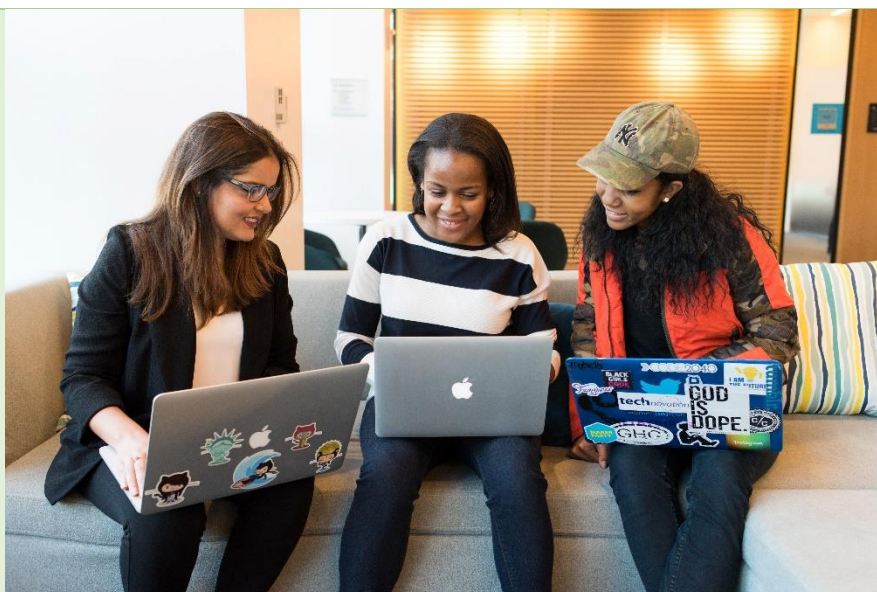
(online or face-to-face)?	communication among target beneficiaries (especially since there is the option of organizing work rooms – each breakout room with 4 participants etc.). There can also be a moderator to take notes. The “passage” of the facilitator from one room to another will give the chance to collect insights and demonstrate all benefits of the activity.
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3) Title of activity: Powerful questions for powerful learning	
Format: (face to face, online, both)	Face-to-face
Learning objectives:	- To demonstrate knowledge in open and powerful questions and use techniques to help others shift their perspective and see new ways of looking at an existing issue.
Description:	Learners need to know that they have a voice. This encourages them to be active participants in the learning process. Feedback from learners helps teachers, facilitators, and trainers to improve their teaching-training methodologies and improve the teaching-learning process in the classroom and outside. Activity: Powerful questions for powerful learning Warm-up: What do you do in your free time? What are your hobbies? STEP 1 Describe what you can see in each photography. Work in pairs. Ask open (powerful) questions to your partner based on the pictures-themes. Note that common questions that can be answered with a simple “yes” or “no” but good examples of powerful question are built around Hypothetical Questions: “Would you leave your country and your relatives behind to study abroad?” “If you had a superpower, what would it be?”  Free image on Unsplash



Free image on Unsplash





Free image on Unsplash



STEP 2

Switching Roles

Which areas of difference do you see with your partner?

How could these areas cause difficulties with diverse communication or working together? How could they be a strength?

Notes for the facilitator/trainer:	Learners will know what powerful questions are and what they are used for. They should also be able to ask themselves and others powerful questions which will help them create awareness. Warm-up: Speaking activity about hobbies and free time activities. Write the question on the board and then tell your learners to work in pairs or groups of three and answer them. Encourage them to ask follow-up questions.
Debriefing questions:	How do you think the powerful questions could improve your learning results?
Material/equipment needed (if applicable)	- Pen - Paper (worksheet or printed sheet with the images provided etc.) - Online format: images shared before the activity
Allocated time:	40 minutes
How can this activity be adapted	This is an ideally face-to-face activity. But it can be also adapted for a different setting because it includes simple and friendly materials (pictures and clear steps). The face-to-face activity will give the chance to participants to interact, see each

Project No: 2020-2-IT03-KA205-019469

This project has been funded with support from the European Commission under the Erasmus+ Programme. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

in a different setting (online or face-to-face)?	other and freely communicate. But the online benefits can also support the interaction and communication among target beneficiaries (especially since there is the option of organizing work rooms – each breakout room with 2 participants to work in pairs etc.). There can also be a moderator to take notes. The “passage” of the facilitator from one room to another will give the chance to collect insights and demonstrate all benefits of the activity.
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Further reading

Name	Type	Link
The future of diversity in the EU	EU Portal with “Newsroom”	https://ec.europa.eu/newsroom/just/items/653533
Youth Participation in Democratic Life	EACEA Report	https://ec.europa.eu/assets/eac/youth/policy/youth_strategy/documents/youth-participation-study_en.pdf
THE ART OF CONNECTING WITH OTHERS	Portal for learning about “HOW DEEP CAN YOU TAKE THE INITIAL CONNECTION AND DEVELOP A DEEPER RELATIONSHIP?”	https://www.relavate.org/counseling-help/2018/12/10/the-art-of-connecting-with-others
Cultural Differences in Humor Perception, Usage, and Implications	Article	https://www.frontiersin.org/articles/10.3389/fpsyg.2019.00123/full
Reflections based on ideas from Intercultural Competence	SALTO Cultural Diversity Resource Centre	https://www.salto-youth.net/downloads/4-17-1862/Reflections%20on%20ideas%20from%20In%20tercultural%20Competence%20Round%20Table.pdf
INCLUSION & DIVERSITY CASE STUDIES	Case Studies on Inclusion and Diversity in the workplace and other learning settings	https://embracedifference.ert.eu/wp-content/uploads/2020/09/ERT_embracing_difference_V26-1.pdf
Understanding Youth Participation	Website (promoting information about the active participation)	https://www.voicesofyouth.org/understanding-youth-participation

Youth Participation, Voice, and Active Citizenship	Informative material/resource	file:///C:/Users/cpipro/Downloads/breaking_the_barriers_to_youth_inclusion_eng_chap2.pdf
UN (United Nations) focuses on youth participation	European Youth Forum	https://www.youthforum.org/un-focuses-youth-participation
Promoting the active participation of youth in cultural industries	Portal of UNESCO (Diversity of Cultural Expressions)	https://en.unesco.org/creativity/ifcd/projects/promoting-active-participation-youth-cultural
ENGAGING YOUNG PEOPLE IN OPEN GOVERNMENT A communication guide	Handbook	https://www.oecd.org/mena/governance/Young-people-in-OG.pdf
Diversity in young people	Informative material/resource	https://documents.uow.edu.au/content/groups/public/@web/@ihmri/documents/doc/uow225921.pdf

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Project No: 2020-2-IT03-KA205-019469

This project has been funded with support from the European Commission under the Erasmus+ Programme. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the
Erasmus+ Programme
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SHAPING

YOUTH IDEAS

ON THE FUTURE

OF EUROPE

IO1. METHODOLOGICAL FRAMEWORK & TRAINING MODULES MODULE 3

[MAY 2021]

Module 3

Module 3: Save the planet

Module Overview: Save the planet	
Aim of the module:	The aim of this module is to inform, inspire and guide young people in taking action and actively contributing to protecting and saving the environment from further degradation.
Learning objectives:	The learning objectives of this module are: - To provide the theory and facts about the current environmental challenges - Make a connection between people's daily habits and their impact on the environment - Provide the theory, inspirational examples and practical advice on how to be an environmental activist - Provide environmental education activities along with guidance on how to implement them
Learning outcomes:	By the end of this module, the learners should be able to: - Understand the causes and consequences of climate change - Transfer the theoretical knowledge to others in order to raise awareness - Associate actions and options with the impact they have on the environment - Actively promote and advocate for a more sustainable lifestyle
Content:	Introduction UNIT 1. Climate Change (Getting informed) 1.1 What is Climate Change? Causes and Consequences 1.2 Facts and Figures 1.3 Policies Food for thought UNIT 2. Responsible Production and Consumption (Taking Action) 2.1 What is responsible consumption and production? 2.2 Environmental and social impact of production and consumption 2.3 Energy, food & water production and consumption 2.4 The 4Rs to save the planet, environmentally friendly solutions Food for thought UNIT 3. Environmental Education 3.1 What is environmental education? 3.2 Different forms of educating people about the environment 3.3 Other ways to raise awareness Food for thought Case studies Activities Further reading References

Allocated time:	3 hours
Hashtag of the Module:	#TheFutureIsNow #ActForClimate

Introduction

Environmental protection is an increasingly urgent topic. Alarming photos and videos of starving polar bears, deforested jungles and marine life swimming along trash but also unexpected heatwaves and destructive thunders or wildfires, they are all constant reminders that we must act. And we must act now.

A shift towards a more sustainable lifestyle globally, will not come magically from laws and regulations that will be voted and implemented at some indefinite moment in the future. Change comes from people; individuals who are informed about the urgency and severity of the situation and who are dedicated in informing others so that collectively people can push politicians and institutions to commit to saving our planet through actions and not words.

The aim of this module is exactly this. To first inform you by giving you hard facts and information of the current situation, draw a connection with daily life and finally provide you with ideas on how you can take action and become active and empowered changemakers.

More specifically, Unit 1 will help you understand what climate change is, how it affects you and others, and what can be done to address it; Unit 2 will give you an understanding of the “materials economy” and you will have the opportunity to observe how a common value chain is analysed. You will also be introduced to the four big 4Rs: Reduce, Reuse, Refuse, and Recycle and Unit 3 will describe how you can contribute to educating people about the environment.

1. Climate Change (Getting informed)

1.1 What is Climate Change? Causes and Consequences

According to NASA: Climate change is a change in the usual weather found in a place. This could be a change in how much rain a place usually gets in a year. Or it could be a change in a place's usual temperature for a month or season. (Stillman, 2017)

What causes changes in climate?

A natural function of the Earth's atmosphere is to keep in some of the heat that is lost from the Earth. This is known as the greenhouse effect. (BBC, 2021)

The natural causes of Climate Change:

- Volcanic eruptions
- Ocean currents
- Earth orbital changes
- Solar variations

- Internal variability

The human made causes of Climate Change:

- Burning fossil fuels
- Deforestation
- Dumping waste in landfill
- Agriculture

The direct consequences of man-made climate change include (Myclimate, Foundation, 2020)

- rising minimum temperatures
- rising maximum temperatures
- rising sea levels
- higher ocean temperatures
- an increase in heavy precipitation (heavy rain and hail)
- shrinking glaciers

The indirect consequences of climate change, which directly affect us humans and our environment, include (Myclimate, Foundation, 2020)

- an increase in hunger and water crises
- health risks through rising air temperatures and heat waves
- economic implications of dealing with secondary damage related to climate change
- loss of biodiversity due to limited adaptability and adaptability speed of flora and fauna
- ocean acidification
- the need for adaptation in all areas (e.g. agriculture, forestry, energy, infrastructure, tourism, etc.)

1.2 Facts & Figures

- The concentration of carbon dioxide (CO²) in our atmosphere, as of May 2020, is the highest it has been in human history. (DARA, 2012)
- NASA data show that average global temperatures in 2019 were 1.8 degrees (0.85 C) F warmer than the 20th century average. In fact, the five warmest years in the 1880–2019 record have all occurred since 2015. (NASA, 2020)
- Oceans have warmed, the amounts of snow and ice have diminished and sea level has risen. The global average sea level rose by 19 cm as oceans expanded. (DARA, 2012)
- 11% of all global greenhouse gas emissions caused by humans are due to deforestation — comparable to the emissions from all of the passenger vehicles on the planet. (DARA, 2012)
- Eleven percent of the world's population (800 million) is currently vulnerable to climate change impacts such as droughts, floods, heat waves, extreme weather events and sea-level rise. (DARA, 2012)

1.3 Policies

- **European Green Deal:** Making Europe climate neutral by 2050, boosting the economy through green technology, creating sustainable industry and transport, cutting pollution. (European Commission, 2021)
- **The 2030 Agenda for Sustainable Development:** The Sustainable Development Goals (SDGs) were adopted by all UN Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people peace and prosperity by 2030. (Affairs, Department of Economic and Social, 2021)
- **The Paris Agreement:** The Paris Agreement is a legally binding international treaty on climate change which aims to limit global warming to well below 2, preferably to 1.5 degrees Celsius, compared to pre-industrial levels. (United Nations, 2015)
- **Kyoto Protocol:** The Kyoto Protocol is an international agreement that aimed to reduce carbon dioxide (CO₂) emissions and the presence of greenhouse gases (GHG) in the atmosphere. (United Nations, 1997)
- **The Aarhus Convention:** The Aarhus Convention is created to empower the role of citizens and civil society organizations in environmental matters and is founded on the principles of participative democracy. The Aarhus Convention establishes a number of rights to the individuals and civil society organizations with regard to the environment. (<https://unece.org/environment-policy/public-participation/aarhus-convention/content>)

The Aarhus Convention provides for:

- Access to environmental information
- Public participation in environmental decision making
- Access to justice

Food for thought

- How do human made causes affect social, economic and ecological systems? What do you think our world will look like in 2100?
- Could climate change be considered a national emergency and do it require immediate actions?
- Do you think that States are doing enough to sustain the green reconversion, beyond declarations of intent?

2. Responsible Production and Consumption (Taking action)

2.1 What is responsible consumption and production? Facts and figures

Sustainable consumption is the use of services and related products which respond to basic needs and which bring a better quality of life to people. Sustainable production is the creation of goods and services using processes and systems that are non-polluting, that conserve and preserve energy and natural resources, that are economically viable, safe and healthy for workers and consumers, and that are socially and creatively rewarding. (UNESCO, 2019)

Data and Statistics / Facts and Figures:

- The global population could grow to around 8.5 billion in 2030, 9.7 billion in 2050. The equivalent of almost three planets could be required to provide the natural resources needed to sustain current lifestyles (Affairs, Department of Economic and Social, 2019)
- If people worldwide switched to energy efficient light bulbs the world would save US\$120 billion annually. (United Nations, 2019)
- Less than 3 % of the world's water is fresh (drinkable), of which 2.5 per cent is frozen in the Antarctica, Arctic and glaciers. More than 1 billion people still do not have access to fresh water. Over 2 billion people live in countries experiencing high water stress.
- The global population without access to electricity fell from 1.2 billion in 2010 to 840 million in 2017. (United Nations, 2019)
- Each year, an estimated 1/3 of all food produced – equivalent to 1.3 billion tons worth around \$1 trillion – ends up rotting in the bins of consumers and retailers, or spoiling due to poor transportation and harvesting practices (United Nations, 2019)
- The food sector accounts for around 30 % of the world's total energy consumption and accounts for around 22 per cent of total Greenhouse Gas emissions. (United Nations, 2019)
- Over 800 million people are still hungry (70% of whom live in rural areas in developing countries), about two billion suffer from poor nutrition, and over two billion are overweight or obese. 38 million children under the age of 5 were overweight or obese in 2019. (United Nations, 2019)

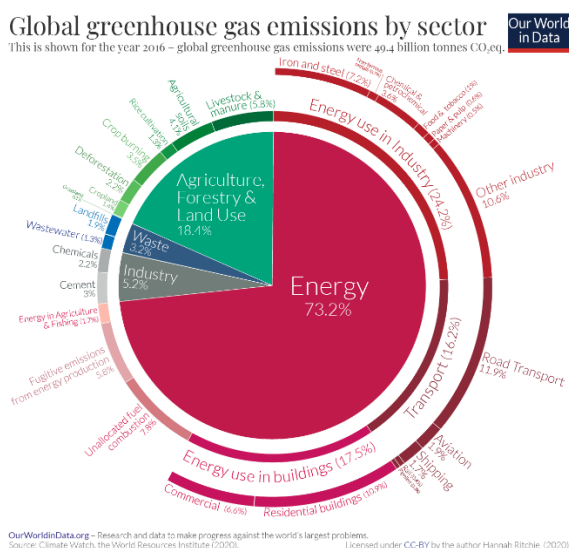
2.2 Environmental and social impact of production and consumption

Environmental Impact:

- Three domains of products are responsible for the majority of consumption-related environmental impact. These domains together sum up to 75-80% of the life cycle environmental impact in industrialized countries: housing (especially heating systems), transport (especially car use and air travel) and food and drink (especially meat and dairy).
- Food consumption and production have a considerable impact on the environment. As with other man-made activities, food production contributes to climate change, water scarcity, soil degradation and the destruction of biodiversity (Consortium, 2014).
- It is estimated that 26.8% (18.4% Agriculture, Forestry & Land use, 3.2% Waste, 5.2% Chemicals & Cement Industry) of total global greenhouse gas emissions are directly caused by Agriculture, Forestry & Land use, Waste and Chemicals & Cement Industry. (Hannah, 2020)
- All forms of electricity generation have an environmental impact on our air, water and land, but it varies. Producing and using electricity more efficiently reduces both the amount of fuel needed to generate electricity and the amount of greenhouse gases and other air pollution emitted as a result. Electricity from renewable resources such as solar, geothermal, and wind

generally does not contribute to climate change or local air pollution since no fuels are combusted.

- The use of fossil energy carriers for heating, transportation, metal refining and the production of manufactured goods is of comparable importance, causing the depletion of fossil energy resources, climate change, and a wide range of emissions-related impacts.



Social Impact:

- If the Global population reaches 9.6 billion by 2050, the equivalent of almost three planets may be required to provide the natural resources needed to sustain current lifestyles.
- Reducing food losses could have an effect on reducing global food prices, benefiting the poor, which must subsequently be aligned with increased sustainable consumption. Sustainable food systems are critical to improving food security, nutrition and wellness and to poverty alleviation. Marginalized groups such as small food producers, indigenous people and women will have increased difficulties to access natural resources as these will be scarcer and more costly.
- Striving for economic growth leads to market competition, productivity increases and to decreasing prices on products, which stimulates consumption. New technologies and products directly create new needs and stimulate consumption, and indirectly shape conditions that require people to consume more.
- We are currently consuming more resources than ever, exceeding the planet's capacity for generation. In the meantime, waste and pollution grows, and the gap between rich and poor is widening. Health, education, equity and empowerment are all adversely affected.

- We must try to understand and appreciate the limits to which humans can push nature, before the impact is negative. Those limits must be reflected in our consumption and production patterns. COVID-19 can be a catalyst for social change. We must build back better and transition our production and consumption patterns towards more sustainable practices (United Nations, 2019).

2.3 Energy, food & water production and consumption

Energy production refers to how much primary energy a country extracts from nature. This is the total of all of the harvested primary fuels and primary energy flows.

- Renewable Energy source: energy resources that are replenished naturally, but the supply of which can be endangered by overuse or subject to weather. (National Geographic, 2021)
- Renewable resources include biomass energy (such as ethanol), hydropower, geothermal power, wind energy, and solar energy. (National Geographic, 2021)
- Non-renewable energy sources: energy resources that form in extremely slow geological processes like coal and coal products, oil, natural gas, and nuclear power (National Geographic, 2021)

Energy Consumption: is the amount of energy or power used. Energy consumption refers to ALL the energy used to perform an action, manufacture something or simply inhabit a building.

- In 2016 the total world energy came from 80% fossil fuels, 10% biofuels, 5% nuclear, and 5% renewable (hydro, wind, solar, geothermal). Only 18% of that total world energy was in the form of electricity. Most of the other 82% was used for heat and transportation. (SHELL, 2017)

What Uses the Most Energy in Your Home?

Cooling and heating: 47% -Water heater: 14% -Washer and dryer: 13% -Lighting: 12% -Refrigerator: 4% -Electric oven: 3-4% - TV, DVD, cable box: 3% -Dishwasher: 2% of energy use.

Benefits of Energy Efficiency

Using energy more efficiently is one of the fastest, most cost-effective ways to save money, reduce greenhouse gas emissions, create jobs, and meet growing energy demand. (United States Environmental Protection Agency, 2018)

The many benefits of energy efficiency include:

- Environmental: Increased efficiency can lower greenhouse gas (GHG) emissions and other pollutants, as well as decrease water use.
- Economic: Improving energy efficiency can lower individual utility bills, create jobs, and help stabilize electricity prices and volatility.

Food Production and Consumption

It is estimated that by 2050 the world's population will reach 9.1 billion (34% higher than today). Food production will need to increase by 70% to feed the larger and most likely more urban population. More food will have to be produced using less land. In addition water and energy will become limiting factors. (FAO, 2009)

Food Production: Sustainable food production is “a method of production using processes and systems that are non-polluting, conserve non-renewable energy and natural resources, are economically efficient, are safe for workers, communities and consumers, and do not compromise the needs of future generations” (Foresight, 2011).

Food Consumption: The quantity of food eaten by a person so as to allow growth and provide energy to the body.

Actions to make food production more sustainable

- Use natural resources efficiently
- Protect the quality of natural resources
- Protect marine resources
- Procure food ingredients from sustainable sources
- Use environmentally efficient food packaging
- Reduce food waste

Water production and consumption

The Earth might seem like it has abundant water, but in fact less than 1 % is available for human use. The rest is either salt water found in oceans, fresh water frozen in the polar ice caps, or too inaccessible for practical usage. While population and demand on freshwater resources are increasing, supply will always remain constant.

“Water use” describes the total amount of water withdrawn from its source to be used. Measures of water usage help evaluate the level of demand from industrial, agricultural, and domestic users. Water can be used for direct and indirect purposes. Direct purposes include bathing, drinking, and cooking. The bulk of the world’s water use is for agriculture, industry, and electricity.

“Water consumption” is the portion of water use that is not returned to the original water source after being withdrawn. Consumption occurs when water is lost into the atmosphere through evaporation or incorporated into a product or plant and is no longer available for reuse. Estimates vary, but, on average, each person uses about 80-100 gallons of water per day, for indoor home uses.

How to Reduce Your Water Footprint

- turning off the tap while brushing your teeth
- using water-saving toilets
- installing a water-saving shower head

- taking shorter showers
- only washing your clothes when necessary
- fixing household leaks
- using less water in the garden and when cleaning
- not disposing of medicines, paints or other pollutants down the sink.

2.4 The 4Rs to save the planet, environmentally friendly solutions

By growing awareness and gaining an understanding of the environmental impacts we have on our planet, we can be better informed of where and how to act. From a lack of consideration of the environment in the way we manage waste to mass-producing throw-away items to keep up with demand. Thankfully things are changing and understanding the importance of the 4Rs can certainly help us inform our choices.

Refuse:

The first step towards understanding the importance of the 4Rs and making a difference is to Refuse . Learn How to Say No and Mean It!

- Start bringing metal straws and coffee tumblers for your drinks
- Use eco-bags whenever you go shopping instead of using paper and plastic bags
- Avoid buying individually packaged candy
- Opt to receive your bills online instead of getting paper bills
- Avoid using disposable plates, utensils, and cups

Reduce :

Reduce is about using less and having less of an impact on the environment. Part of throwing away less is buying less, and being more mindful as a consumer. Before you purchase something, consider whether you really need it, and how many uses you'll get out of it.

- Instead of buying cheap clothes you'll need to replace in a few months, invest in well-made items that will last you for years
- Donate old clothes and any items that are still in good condition to charity, instead of tossing them out
- Do not use disposable products
- Be a proportionate and wise consumer
- Buy products without unnecessary packaging, as much as possible
- Repair and reuse products instead of throwing them out and buying new ones
- Buy second-hand products and clothing

Reuse :

Reuse refers to using products more than once, for the same purpose. Before tossing out your trash, consider whether it can be repurposed as something else.

- Use a chipped mug as a pen or toothbrush holder
- Re-use old jars, pots, bottles, and plastic Tupperware
- Purchase rechargeable batteries
- Turn single-use plastics into ecobricks
- Buying and selling or donating products from and to second-hand stores
- Taking books and other products out of libraries

Recycle:

Recycling is the process of removing materials from the waste stream and using them as raw materials to create new products. After refusing, reducing, and reusing, recycling is the last resort in the waste management hierarchy.

There are several types of recycling plants, including:

- **Electronic waste:** Factories dismantle electric and electronic equipment so that the metals and plastic can be used to create new products.
- **Glass:** Factories use glass waste to make new glass bottles.
- **Plastic:** Factories receive plastic from the recycling bins, from other factories, from greenhouses, and more, and produce flakes that are used to make new plastic products.
- **Tires:** Tires are collected, shredded, and used in a variety of ways, such as to produce insulation sheets, playground platforms, and more.
- **Construction waste:** Factories mainly produce aggregates - mainly sand, gravel, and slurry

Food for thought

- How much water do you consume per day? Calculate it here: watercalculator.org
- What goes into a t-shirt? How are they made and what impact does ethics and sustainability have on the supply chain?

3. Environmental Education (Spreading the word)

Throughout the years we have become increasingly aware of how our careless treatment of the environment has affected our daily lives, and consequently, environmental concerns are raised regarding all spheres of society.

Now, environmental education does not concern only teachers, educators and parents but any person who wants to learn, take action and help raise awareness for the environment. Education, in all its forms and modalities, has an essential role in our effort to save the planet and protect the environment. This module aims to give an overview of what environmental education refers to, present different educational approaches as well as mention other ways in which one can raise awareness regarding the topic.

3.1 What is environmental education?

The answer to this question might seem straightforward as the term is pretty much self-explanatory... However, in order to get a good understanding of what that actually means, what it encompasses and therefore how it translates in real life, it's worth taking a step back and taking things from the beginning.

Environmental education is getting more and more attention during the last decades, however, in the 18th century, already, the philosopher Jean-Jacques Rousseau, in his famous work *Emile*, was highlighting the significance of an education that focuses on the environment. The influence of his work along with the ideas of other philosophers contributed to the formation of an educational movement *Nature Studies* during the 19th and 20th centuries which was the preceded the contemporary concept of *Environmental Education*.

In the 60's the increasing awareness of ecological problems such as the land, air and water contamination, the increase of human population on the one hand and the decrease in natural resources on the other, led to the emergence of environmental education as a response (Gough, n.d.). For the second half of the 20th century, there were a series of academic publications, international conferences, declarations, charters and recommendations (e.g., Stockholm Declaration in 1972; Belgrade Charter 1975; Tbilisi Declaration 1977) all stressing the need to address environmental issues in the context of education.

Several definitions of environmental education were formulated throughout the years, due to the broad and encompassing nature of the field. However, a widely accepted one is that elaborated in the Belgrade Charter in 1975 during the International Workshop on Environmental Education which was organized by the United Nations Educational Scientific and Cultural Organization (UNESCO) and the United Nations Environment Program (UNEP) (National Environmental Education Advisory Council (NEEAC), 1996):

The goal of environmental education is: To develop a world population that is aware of, and concerned about the environment and its associated problems, and which has the knowledge, skills, attitudes, motivations and commitment to work individually and collectively toward solutions to current problems, and the prevention of new ones.

(United Nations Environment Programme (UNEP), 1975)

A few years later, in 1977, the Tbilisi Declaration endorsed the following goals, objectives and guiding principles, which several decades since, they remain relevant, yet more urgent than ever:

Goals:	1. to foster clear awareness of, and concern about, economic, social, political, and ecological interdependence in urban and rural areas; 2. to provide every person with opportunities to acquire the knowledge, values, attitudes, commitment, and skills needed to protect and improve the environment; 3. to create new patterns of behavior of individuals, groups, and society as a whole towards the environment.
Objectives:	Awareness—to help social groups and individuals acquire an awareness and sensitivity to the total environment and its allied problems. Knowledge—to help social groups and individuals gain a variety of experience in, and acquire a basic understanding of, the environment and its associated problems. Attitudes—to help social groups and individuals acquire a set of values and feelings of concern for the environment and the motivation for actively participating in environmental improvement and protection. Skills—to help social groups and individuals acquire the skills for identifying and solving environmental problems. Participation—to provide social groups and individuals with an opportunity to be actively involved at all levels in working toward resolution of environmental problems
Guiding principles:	Environmental education should: 1. consider the environment in its totality—natural and built, technological and social (economic, political, cultural-historical, ethical, aesthetic); 2. be a continuous lifelong process, beginning at the preschool level and continuing through all formal and nonformal stages; 3. be interdisciplinary in its approach, drawing on the specific content of each discipline in making possible a holistic and balanced perspective; 4. examine major environmental issues from local, national, regional, and international points of view so that students receive insights into environmental conditions in other geographical areas; 5. focus on current and potential environmental situations while taking into account the historical perspective; 6. promote the value and necessity of local, national, and international cooperation in the prevention and solution of environmental problems; 7. explicitly consider environmental aspects in plans for development and growth; 8. enable learners to have a role in planning their learning experiences and provide an opportunity for making decisions and accepting their consequences; 9. relate environmental sensitivity, knowledge, problem-solving skills, and values clarification to every age, but with special emphasis on environmental sensitivity to the learner's own community in early years; 10. help learners discover the symptoms and real causes of environmental problems; 11. emphasize the complexity of environmental problems and thus the need to develop critical thinking and problem-solving skills;

- | | |
|--|---|
| | 12. utilize diverse learning environments and a broad array of educational approaches to teaching, learning about and from the environment with due stress on practical activities and first-hand experience . |
|--|---|

(United Nations Environment Programme (UNEP), 1978)

3.2 Different forms of educating people about the environment

Before we look at the different contexts in which environmental education can be part of, let's have a word about education in general:

Many people, when they think of education, they picture a school classroom or a university, maybe some course they had to do in order to qualify for a job position and so on. However, learning is pervasive and constantly present in all facades of life. It comes in different contexts and approaches: Learning can be carefully structured in the context of formal educational system (school, collage, university etc.); semi-structured, in non-formal education workshops with activities and games that facilitate learning or not structured at all, in informal everyday conversations, tasks and life experiences that teach us something new and help us to improve.

The guiding principles of environmental education mentioned above, are in line with this broader and more holistic understanding of education highlighting how it should be a lifelong process, have an interdisciplinary approach and take place in diverse learning environments.

Formal education:

In formal education, environmental awareness can be embedded in the curriculum since most of the subjects can help to offer a global understanding of the problem and the possible solutions. For example, during science classes, students can better understand how climate change is caused, why trees are important and why we should protect the bees. In geography students can get an understanding of how environmental problems have affected different parts of the world and different cultures, in history they can see the origins of the problem and reflect on the relation that humans have had with the Earth throughout the years. Economics, philosophy, even literature, all the classes, when having the "environmental lenses" on, could offer to the students a different perspective to this topic.

Therefore, if you are an educator, a parent or a student, it's important to try and bring environmental issues to discussion in order to raise awareness and make your students or peers more environmentally conscious.

Non-formal education:

Now, if you're not part of formal education in any way, you can still contribute or participate in environmental education initiatives offered in different contexts. Environmental groups, youth organizations, NGOs, scouts, or other institutions, organize workshops, or events whose aim it to educate the public about the environment. It can be an outdoors activity aiming to strengthen the connection of people with nature, the screening of a documentary with a follow up discussion on the topic, a treasure hunt which involves learning about trash management in the city and so on. Non -

formal activities are usually more playful and involve learning through experiences which has a strong impact on the participants while allowing them to develop their critical thinking and problem-solving skills.

So, whether you are someone who wants to be more aware of environmental issues and learn more about how to protect the planet, or someone who wants to contribute in spreading awareness, you can always participate in such events or team up with the organizers to share your expertise and passion as an environmentalist!

3.3 Other ways to raise awareness

As it was mentioned earlier, learning is not always planned, structured, or intentional. Therefore, you don't need to be an educator or volunteer or organize an event to raise awareness on the environmental issue. You can contribute in more subtle ways:

Be an influence to your social network.

- Being environmentally conscious and acting in such a way sets a good example for people to follow.
- Challenge your friends and family to reconsider some of their habits, urge them to get informed and realize that small actions matter. Remember to keep the balance between trying to influence people and attacking them for their choices. No matter how frustrating it is to see people refusing to use a reusable grocery bag, for example, blunt confrontation will most likely not make them change their ways.
- Use the social media to share information and support organized causes.

Use your skills and talents

- If you are an artist, a writer, a photographer, a performer and so on, you can use your art to communicate the problem to the public. Art has its ways to touch sensitive chords in people and can result in having a great impact.
- Your job might be related to some environmental problems. Use your knowledge to debunk myths, offer solutions and spread awareness. For example, if you are a lawyer, you might be able to explain why the latest decision of the government that will impact endangered species in your country is against the conventions and recommendations of the European Union, or if you are an entrepreneur you might have an eco-friendly business idea to implement.

Food for thought

- How can you change the habits of your peers?
- How do we push for changes on an institutional level?
- How does climate change affect people in developing and how in wealthy countries? How does it affect people with low, medium and high income?

Case Studies

Title of the case study: Greta Thunberg

Description of the case study: Greta Thunberg has become the face of youth climate activism. Although she is not the first or the only young person to take environmental awareness to a higher level, she is definitely a notable case, not only because of the impressive visibility she has achieved but mostly because of how she got so far.

Case Study: Greta is the perfect example that no matter who you are, you can make your voice heard and you can contribute in protecting the environment. To quote Time magazine, whose covered she appeared on as Person of the Year in 2019:

“Thunberg is not a leader of any political party or advocacy group. She is neither the first to sound the alarm about the climate crisis nor the most qualified to fix it. She is not a scientist or a politician. She has no access to traditional levers of influence: she’s not a billionaire or a princess, a pop star or even an adult. She is an ordinary teenage girl who, in summoning the courage to speak truth to power, became the icon of a generation.”



(Alter, Haynes, & Worland, 2019)

She started her activism first by convincing her family to change to more eco-friendly habits. In August 2018, at the age of 15 she started skipping school and sat in front of the Swedish parliament protesting to pressure the government to reduce the carbon emissions complying to the Paris Agreement. Soon more students followed her in the strike and under the hashtag #FridaysForFuture through social media, they invited students around the world to join their cause in similar strikes which led to the emergence of a global school strike for climate. (Fridays for Future, n.d.)

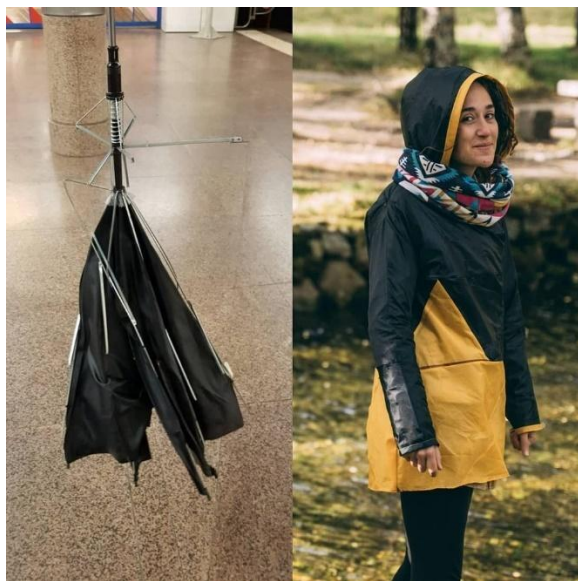
This global movement which grew and flourished with the help of social media, became so viral that very quickly it reached a political level. In 2018 Greta addressed the United Nations Climate Change Conference and a year later she travelled by a zero emissions boat to the United States to attend the UN Climate Action Summit where she gave a very powerful speech. She has since been named as Time Person of the Year 2019, has been included in the Forbes list of The World's 100 Most Powerful Women for 2019, has received many honors and awards and has been nominated for a Nobel Peace Prize three consecutive times (2019-2021).

What makes Greta so inspiring is that she is just a young person with vision and who despite the popularity she has gotten, she continues her activism with admirable consistence and persistence. She practices what she preaches with her personal lifestyle choices inviting like-minded people to raise their voices and united take action with urgency and concrete measures instead of words.

Not all heroes wear capes and not all activists have degrees and references.

So dare to speak up!

Title of the case study: @hero_to_0 (Anna Masiello)



Description of the case study: If you think that the example of Greta Thunberg is far-fetched and made you think: “I’m never gonna give a speech in a UN Conference...” here’s another inspiring activist who although did not make headlines internationally, she has inspired thousands of people who follow her on social media and has started her own zero-waste based company: Anna Masiello or hero_to_0 as she is known on Instagram, is a young environmental activist and entrepreneur from Italy who lives in Portugal and who could be your next door neighbor.

Case Study: Anna started documenting her transition to a zero-waste lifestyle on social media a few years ago. She focuses on disposable plastic, sustainable fashion and food waste. She started off with dumpster diving and posting photos of consumable food she rescued from the trash. She promotes conscious consumption and a low impact lifestyle, sharing tips, recipes, and hacks for a more sustainable lifestyle. Her main project, *R-coat*, upcycles the broken umbrellas that can be found everywhere in the streets of Lisbon and turns them into unique raincoats. Soon after she got the idea, people who follow her on social media started collecting broken umbrellas and sending them to her to support her project. So far, more than 1000 umbrellas were saved from the trash.

Although she first studied languages, she now has a Masters in Studies of the Environment and Sustainability, she’s part of the Global Shapers Lisbon Hub of the World Economic Forum and she works in the circular economy and waste management field.

Anna's story is optimistic and inspiring because she does not just promote a greener lifestyle but she is a real example that a problem can be turned into an opportunity and in her case into an innovative entrepreneurial idea.

Make sure to follow and support Anna on social media here: https://www.liinks.co/hero_to_0

Activities

Makah whaling (Council of Europe, n.d.)	
Format: (face to face, online, both)	Face to face/Online
Learning objectives:	- To develop understanding about apparently conflicting claims to the right to participate in cultural life and protection of the environment - To develop critical thinking, skills to present an argument and consensus-building skills - To develop attitudes of open-mindedness to cultural differences.
Description:	The activity is divided into two parts: part 1 (30 minutes) is an introduction to the activity and the environmental and cultural issues involved, and part 2 (90 minutes) is a simulated meeting to try to find common ground between the Makah tribe and the anti-whaling lobby. Part 1. Introduction to the environmental and cultural issues (30 minutes) 1. Explain that this activity is about environmental and cultural rights. It centres on a wish by the Makah nation to resume whaling and the opposition to this from conservationists and others. 2. Tell the group about the Makah and explain that the confrontation has been going on for many years and the legal costs are escalating without producing a lasting result. The conservationists have used reckless methods that have put their own and other people's lives at risk and some members of the Makah are so frustrated that they have broken the law and whaled illegally. It is a very unsatisfactory situation for all and it seems to be time that the parties try to get together to see what they have in common and to find a solution. 3. Introduce some of the issues by asking participants to indicate their response to the following questions by standing "high or low". (For how to use this technique, see this section). Read out the following statements one at a time: • People's customs should be respected so long as they do not abuse human rights.

- We should respect people's right to be free to choose what they eat; to be vegans, vegetarians or to eat meat.
- The food we eat should be produced using environmentally friendly methods.
- Animal husbandry should not include cruel methods such as intensive rearing or cruel ways of slaughtering.
- Cultural traditions are very important for people and should be respected.
- Whales should not be hunted, even for cultural purposes.

Part 2. A simulated meeting to try to break the deadlock between the Makah tribe and opponents to whaling. (90 minutes)

1. Remind the group that fierce battles, both literally and legally, have been going on for years and that now is the time to try to find a solution. This activity is a simulated meeting hosted by an imaginary organization called Crest (Culture, Rights, Environment, Sustainability and Talk). Crest is an independent organization that works to bring a human rights perspective to environmental issues. They are committed to promoting understanding through dialogue. The simulation is a meeting chaired by Crest between four groups:

- a. The Makah tribe who wish to resume whaling
- b. High North Alliance, an umbrella organization representing whalers and sealers that works for the future of coastal cultures and the sustainable use of marine mammal resources. The HNA supports the Makah.
- c. Sea Shepherd, an organization that investigates and documents violations of international laws, regulations and treaties protecting marine wildlife species. They oppose the Makah's request.
- d. Greenpeace, environmental activists who oppose whaling.

2. Crest's role is to facilitate a discussion that will focus on five questions:

- Why are whales important?
- Are grey whales an endangered species?
- Why should the Makah be stopped from eating whale meat?
- Could the Makah's ritual of hunting whales be modified?
- If an agreement can be reached, what sort of monitoring will be needed to ensure that the whales are protected?

3. Ask for four volunteers to represent Crest and divide the rest of the group equally into four small groups. Hand out the role cards. The groups have 30 minutes to discuss the information and to consider their positions and supporting arguments on the five questions.

4. When the groups are ready, bring everyone together in plenary and call on the people representing Crest to take the chair. The meeting should last 60 minutes.

	5. Crest opens the meeting with a short statement about the human rights and environmental frame of the discussions and restates that the purpose of the meeting is to share information and discuss the issues, as formulated by the five questions. The Makah tribe follow by stating their case. Then the topics are for open discussion. 6. At the end of the discussion Crest should sum up. Take a short break and then go on to the debriefing and evaluation.
Notes for the facilitator/trainer:	This activity is taken from the <i>COMPASS Manual for Human Rights Education with Young people</i> . You can find more information about this activity here .
Debriefing questions:	Begin by asking the groups to reflect on the discussions and whether it was possible to come to a consensus about any of the questions; then go on to talk about general issues. • Was it difficult to take the different roles? • What was the most interesting thing people learnt? • What made the best arguments? Appeals to the emotions or rational, logical arguments? • How hard was it to see the other side of the argument? How hard was it to accept it? • How much common ground was there over each of the five questions? • In real life, how hard is it to accept other people's cultural practices that participants find either rude, incomprehensible or unethical? • At what point does the cultural clash become discrimination? • How difficult is it to be open-minded about cultural differences? • Does globalization inevitably lead to loss of culture? Is a changed culture a lost culture? Shouldn't we see cultural change as a positive process in a changing world? • Which human rights were at stake in this activity? • Conflicting legal claims to rights are usually resolved in the courts. Is this a fair way to resolve human rights issues? • Which should be prioritized, the claims of people to food and life or environmental protection and preservation of species? Finish the session by doing another round of "high or low" to see if people have moved in their attitudes to the issues of whaling. Repeat the same questions as you asked in part 1
Material/equipment needed (if applicable)	Handouts (can be found here) Pens and papers for note taking
Allocated time:	150'
How can this activity be adapted in a different setting (online or face-to-face)?	Online: the activity can also take place online. The facilitator should be the host of the meeting and should establish some rules on how the debate should take place (eg. one must raise the hand to speak, or the host has to give the word to the participant, etc.)

Calculate your ecological footprint	
Format: (face to face, online, both)	Online/face to face
Learning objectives:	• become aware of the of our own habits and their impact on the environment • become aware of the individual responsibility in saving the planet • get a global awareness of the imbalance in the use of resources around the world • learn ways in which we can change those habits • learn about an inspiring international initiative and a community of environmentalists
Description:	Familiarize the participants with the concept of Overshoot Day. Give them the chance to explain and if necessary, explain it or complete the information that was shared. Explain that with the use of an online footprint calculator, the participants will do an individual assessment of their impact and then in groups they will have some time to share their results and thoughts. They will have 10-15' to complete the questionnaire and 10-15' to discuss in their groups (Total 25') Split the participants into small groups of 3-4 people and let them work for 25'. When the time and the whole group is present, do a debriefing.
Notes for the facilitator/trainer:	It is strongly recommended that you do the questionnaire in advance in order to be familiar with the questions and layout. Some participants might not know the meaning of some words, make sure you are prepared to explain them. Prepare some questions for the debriefing but be open and ready to follow the discussion if it diverges to different path which is equally relevant and important.
Debriefing questions:	<i>General impression of the activity:</i> Invite the participants to share their overall feelings and reaction to this experience. Give 1-2 minutes just to let the steam off. <i>The results:</i> Encourage people to share something which they found surprising in their results. <i>Now what?</i> Ask people what changes are they planning to do (if so) in their habits. Which changes are easy and which might seem impossible? Think of people with different socioeconomic and educational background. What can be their challenges for adopting more eco-friendly habits? Could you push for a change on a greater scale? ...
Material/equipment needed (if applicable)	https://www.footprintcalculator.org/ Device with internet connection (smartphone, laptop, tablet etc)

Allocated time:	40-60'
How can this activity be adapted in a different setting (online or face-to-face)?	<i>Face to face:</i> The participants move physically in the space to form their groups and gather all together again. They can do this activity on their phones or any other device they might have available. <i>Online:</i> The participants can be split into groups using the feature of Zoom platform.

Start small – but start now!	
Format: (face to face, online, both)	Online/Face to face
Learning objectives:	- To learn how to design and implement an intervention - To reflect on the opportunities, challenges and solutions related to a social intervention
Description:	The participants are split into groups of 3- 5 people and are provided with guidelines (https://ctb.ku.edu/en/developing-intervention) on how to plan an intervention related to the environment. The initiative should be small-scale, simple and achievable within the realistic capacities of the participants. They should prepare to present their idea to the whole group and point out what they think are the strong and weak points of their idea. When the time is up, all the groups gather again to present their ideas. After the presentation of each group, the rest of the participants are invited to provide feedback.
Notes for the facilitator/trainer:	Throughout the duration of the activity, the facilitator should monitor and provide assistance when necessary
Debriefing questions:	When all the groups have presented, ask: -How did the process make you feel? -What practical problems emerged during the process? -What do you take with you from this activity?
Material/equipment needed (if applicable)	Guidelines for the planning of an intervention https://ctb.ku.edu/en/developing-intervention stationery materials (papers, pens, markers etc)
Allocated time:	90'-120'
How can this activity be adapted in a different setting (online or face-to-face)?	<i>Face to face:</i> The participants move physically in the space to form their groups and gather all together again. The guidelines can be accessed by the participants through their personal devices or can be printed and handed out to the groups (to be avoided). The presentation can be prepared in any way the participants want to experiment with. *It is strongly advised to be careful with the use of materials in order not to produce trash that could otherwise be avoided.

Online:

The participants can be split into groups using the feature of Zoom platform. The presentation can be prepared digitally through power point for example, and the presentation can be facilitated using the shared screen feature.

Further reading

Name	Type	Link
Causes and Effects of Climate Change- National Geographic	Video	https://youtu.be/G4H1N_yXBIA
Exploring Timelapse in Google Earth	Video	https://youtu.be/5W-zPqrGQWA
Calculate your carbon footprint!	Interactive Tool	https://www.conservation.org/carbon-footprint-calculator#/
2030- SDG 12- Responsible Consumption and Production- Ted talks	Video	https://youtu.be/dR0dzsFxiXc
Take Action on Goal 12: Responsible Consumption and Production	Video	https://youtu.be/gnZ5YbNKcqs
Circular Economy	Video	https://youtu.be/_9mHi93n2AI
UNESCO Green Citizens	Inspire/website	https://www.unescogreencitizens.org/
Sustainable Consumption (Extended)	Video	https://youtu.be/pA73wtV9RqA
National Water Footprint Explorer tool.	Interactive Tool	https://waterfootprint.org/en/resources/interactive-tools/national-water-footprint-explorer/

The Future's Rubbish! - BBC Documentary	Documentary	https://youtu.be/e1htryjH2IY
Intergenerational Rights	Article	https://www.igjr.org/ojs/index.php/igjr/article/view/517/384
Inequality of Impact: Environment and Inequality	Article	https://www.unescap.org/sites/default/d8files/05Chapter3.pdf
Greta Thunberg's full speech to world leaders at UN Climate Action Summit	Video	https://www.youtube.com/watch?v=KAJsdpTPjPU
Greta wasn't the first to demand climate action. Meet more young activists.	Article	https://www.nationalgeographic.com/magazine/article/greta-thunberg-wasnt-the-first-to-demand-climate-action-meet-more-young-activists-feature
Seaspiracy	Documentary	https://www.youtube.com/watch?v=1Q5CXN7soQg

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IO1. METHODOLOGICAL FRAMEWORK & TRAINING MODULES

Module 4: Social entrepreneurship is the way

Module Overview	
Aim of the module:	This module aims to provide learners with an understanding of the social entrepreneurship concept through the process of change and how it can contribute to achieve smart, sustainable and inclusive growth at EU level.
Learning objectives:	The learning objectives of this module are: - To provide trainees with skills to identify social needs in the local context of belonging - To provide the necessary knowledge on the pathway to social change - To highlight the points of strength and weaknesses in the process of setting up a youth led social business - To give a concrete framework on the network of support that can foster the raise of youth social enterprises
Learning outcomes:	By the end of this module, the learners should be able to: - Identify social problems of the local context - Recognise the form of social changes - Be aware of the area of domains of Social enterprises - Recognise the factors that influence the success or failures of social enterprises - Find out the actors that can provide support for incubations and growth of social enterprises - Identify strength and weaknesses of youth led social enterprises
Content:	Introduction: idea-how young people can promote active citizenship, democracy and civic engagement by being a social entrepreneur UNIT 1. A pathway of change 1.1 How to identify a social problem 1.2 Types of changes to create impact for communities 1.3 How to design the process of change 1.4 Ways of effecting change Food for thought questions UNIT 2. What is social entrepreneurship? 2.1 What is a social enterprise? 2.2 Why the world needs more social entrepreneurs? 2.3 The difference between an entrepreneur and a social entrepreneur Food for thought questions UNIT 3. Social entrepreneurship as means for Youth empowerment? 3.1: Youth entrepreneurship: a SWOT analysis 3.2 What can help youth launch and grow social enterprises? Food for thought questions Case study - Moltivolti: a successful melting pot of different cultures Activities 1. Framing a social problem at local level 2. Random combination 3. Swot analysis of your business idea

	4. Pitch your idea to bring social change!
	Further reading • THEORY OF CHANGE CO-CREATED BY YOUNG PEOPLE (pdf) • Setting up your social enterprise • Youth social entrepreneurship: potential and challenges • Social Enterprise as a Mechanism of Youth Empowerment
	Further readings & References
Allocated time:	5 hours
Hashtag of the Module	#socialentrepreneurship #socialchange #youthempowerment

Introduction

Social enterprises are recognised as a key driver of economic and social development in Europe today. Social enterprises create jobs, provide socially innovative services and products, enhance social inclusion and promote a more sustainable economy.

This module aims to equip learners with an understanding on how young people can promote active citizenship, democracy and civic engagement by being social entrepreneurs. In Unit 1, we examine how to identify social problems and design an intervention that corresponds to this particular problem. Unit 2 deals with the concept of social entrepreneurship and how social enterprises can become vehicles for change. Last, in Unit 3 a context analysis about the pros and cons of setting up a social business is exposed. Young people, despite having many disadvantages in accessing crucial know-how and funding sources, show a greater flexibility and adaptability that can ease a successful path. For this purpose, an emblematic case study is introduced, witnessing that when social enterprises answer real needs they definitely succeed in being self-sustainable.

1. A pathway of change

In this unit, we will investigate how one can identify and define a social problem, what types of changes can bring positive societal outcomes, how to design a pathway of change as well as the different levels of effecting change for society.

1.1 How to identify a social problem

A social problem is any condition or behavior that negatively affects a large number of people and that is generally recognized as a condition or behavior that needs to be addressed.

How do we know that a social problem has negative consequences?

Evidence is provided via work by academic researchers, government agencies, and other sources, available online—that strongly points to extensive and serious consequences.

Some examples of social problems widely recognized:

Environmental Pollution



Unemployment



Poverty



Gender Inequality



Ethnic and Racial Inequality



Bullying



Though in many cases, social problems are considered as such only if **citizens, policymakers**, or other relevant parties (NGOs, community-based organisations etc.) call attention to the condition or behavior. The above-mentioned examples are considered as negative global phenomena.

When it comes to a local level, such as your neighborhood, it is very possible that there is not much attention given by local authorities and the citizens play an important role to bring awareness of the issue and seek to find potential solutions to improve the conditions in their area. Examples of social problems on a community level: drug use, lack of funding for schools or services, ethnic conflict, inequality, lack of jobs, violence.

WHAT OTHERS WOULD YOU ADD?

Here are some criteria you may consider when identifying problems in your community (retrieved from Community Tool Box):

- The problem occurs too frequently (**frequency**)
- The problem has lasted for a while (**duration**)
- The problem affects many people (**scope, or range**)
- The problem is disrupting to personal or community life, and possibly intense (**severity**)
- The problem deprives people of legal or moral rights (**equity**)
- The issue is perceived as a problem (**perception**)

This last criterion, perception, is a particularly important one, and can also help indicate readiness for addressing the issue within the community.

Don't forget that:

What is perceived as a problem may vary from place to place and group to group within the same community. The above-mentioned criteria could help you identify and analyze social issues within your community.

Steps to gather necessary information so as to frame a social problem (Krile, 2006, Rice et al., 2012):

1. Define what you are looking for by giving answers to the following questions:

- What specific topics am I interested in?
- What data will help me to learn more about the topic?
- What specific time period does my data need to cover?
- Why do I want to know about this topic?
- How will I collect the data?
- How will I know when we have enough data?

2. Start locally.

It is important to use local data to make your situation real to community members. Local governmental agencies and social service agencies are often a good source of information.

3. Expand your search.

Based on your local research, expand to regional/national sites. This most often is done via the Internet. Ask your local sources where they go for data.

4. When gathering data, be sure to document the sources.

- Published documents – author or organisation, date, page-link source
- Interviewing – name and date
- Internet – title of web page and URL

5. Determine what the data mean.

- Note all data as facts, inferences or opinions. Also, note the context of the data

- Determine what is covered and where there are gaps- research is a continuous process, not a one-time step. One may consider collecting data on a regular basis, as means of benchmarking her/his own progress.
- Look for connections

6. Putting all together

Prepare the data to be presented and plan for additional research.

1.2 Types of changes to create impact for communities (adapted from Doc Society)

Building Capacities

- **Capacity Change** — increases people's knowledge, skills and access to information
- **Access Change** — centers people's voice and contribution, and creates paths for communities to make or participate in their own change
- **Institutional Change** — develops institutions to support and sustain movements, reforms, policy change, behaviour change and communities



Influencing Individuals and Communities

- **Perception Change** — contribute to alterations in individual or collective attitudes, beliefs, perceptions, or the way certain groups or issues are represented in public
- **Behaviour Change** — supports shifts in individual or collective behaviours
- **Cultural Change** — shifts social practices, values and ways of expression within society



Building Movements

- **Relational Change** — creates or changes relationships by building or sustaining networks or communities
- **Positional Change** — shifts power to contribute and make decisions, and opens up access to discourse and resources to disadvantaged groups of communities
- **Discourse Change** — supports new interaction and dialogue by creating spaces for communication, fostering new and unheard voices, and considering minority views and perspectives.



1.3 How to design the process of change

So, yes now I know some of the issues that affect my community. How should I design an intervention to be implemented?

Basically, what you want to bring is a change that will benefit the community. Here comes a “practical” theory to help you in this task: The Theory Of Change!

HOW SHOULD I ANALYZE A COMMUNITY PROBLEM?

The ultimate goal is to understand the problem better and to deal with it more effectively, so the method you choose should accomplish that goal.

A recommended one is to develop an outcome map, a visual diagram that depicts relationships between initiative strategies and intended results (outcomes and ultimate goal). These results will include both short- and longer-term outcomes and may also reflect changes at various levels, such as individuals, communities and systems.

One method is to create ‘so that’ chains
Let’s see an example:

We provide Vocational training in English language [Strategy]

So That

Migrants and refugees increase their vocational English-speaking skills [Outcome]

So That

Migrants and refugees improve their employment situation/competitiveness in the job market [Outcome]

So That

Migrants and refugees increase their income and job-related benefits [Outcome]

So That

All families and individuals are self-sufficient [Goal]

Though in order to bring change some strategies may run in parallel to achieve your goal. In our example, other strategies may include employer education about cultural competencies in work, advocacy for family/individual support programs to connect families with local support networks. Again, each strategy is linked to the ultimate goal, and some strategies may link to a common intermediate outcome on the way to the goal.

Be aware that each outcome should be in logical relationship to all the others, as well as chronological flow.

Examples of strategies to achieve your goal:

- Case management services
- Media campaign
- Technical assistance
- Counseling services
- Courses and workshops
- Advocacy

- Resource development and distribution
- Open events/networking

1.4 Ways of effecting change

Generally, one can consider three levels of effecting change:

- Impact
- Influence
- Leverage

Each of these approaches can trigger social changes, though in different ways. Here are some examples to get familiar with the terms and be inspired!

Type of change	Outcome Area	Outcome statements examples
IMPACT	Changes in attitudes, e.g. perceptions and beliefs	✓ Increased desire among residents to become engaged in community change efforts ✓ Youth have increased belief that they will have a positive future
	Changes in knowledge	✓ Increased knowledge among neighborhood residents of community resources. ✓ Increased knowledge of parents and caregivers about child development.
	Changes in behavior	✓ Neighbors more frequently call on one another for assistance. ✓ Increased parent involvement in their child's education.
	Changes in economic conditions	✓ Decreased poverty. ✓ Decreased unemployment.
INFLUENCE	Changes in visibility of issue	✓ Local media accurately cover the message(s) of the media campaign. ✓ Media increase frequency of coverage of issue.
	Change in public will	✓ Community (neighborhood, city) has decreased tolerance for a specific problem or condition.

		✓ Community is motivated to take action on an issue.
	Changes in community norms	✓ Community increases belief in its own power to create change. ✓ Community increases acceptance of culturally diverse community members.
	Changes in service practice(s)	✓ Service providers increase cultural competence. ✓ All staff that directly interact with service consumers increase their knowledge of the cultural backgrounds and experiences of their consumer populations.
LEVERAGE	Changes in resources available to the community	✓ New physical resources (computer rooms, meeting rooms) are available to the community. ✓ New transportation resources (buses, taxis) are available to the community.
	Changes in public funds	✓ Public funds redistributed toward community priorities. ✓ Public agencies provide detailed or loaned staff for work on a particular program or strategy.
	Changes in philanthropy	✓ Increased funding available for community priorities. ✓ Foundations previously uninvolved in community begin to provide funding for community programs, agencies and initiatives.

Food for thought

- What can you identify as a social problem in your local community?
- Who is affected by the identified problem and how? Is there any relevant party which gains from this situation?
- What would be a strategy to achieve a change in knowledge for your neighborhood (impact level)?

2. What is social entrepreneurship?

In this unit, we will explore the role of the social entrepreneur, the importance of enhancing the social entrepreneurial sector at a global level, as well as, what diversifies social entrepreneurship from common entrepreneurial initiatives.

2.1 What is a social enterprise?

The world is facing major societal challenges that require critical action and innovative solutions to be addressed: **poverty, unemployment, illiteracy, and climate change** are widely recognized as some of the most important ones. Social entrepreneurs around the world are setting up businesses that promise to tackle these societal challenges. There are numerous definitions of what exactly social entrepreneurship is and how we can use it to empower young people. According to *Seelos & Mair (2005)*:

“Social entrepreneurship is defined as the economic activity of creating new models for the provision of products and services to serve the basic human needs of the poorest social strata that remain unsatisfied by current economic or social institutions”

A social enterprise can be formed in several types such as community-based organisations, non-governmental organisations, social firms and cooperatives among others. Regardless of the organisation type, the figure below illustrates the 5 key defining characteristics of social enterprises (Pearce, 2003).



Have a social mission or purpose

Define the cause in order to benefit the society and its people



Achieve social mission by engagement

Create a product or service to be offered to the community



There is no distribution of profits

Assets and wealth are hold for the benefit of the community



Democratic involvment of members

Governance is shared among members - they co-deside on undertaking actions



SE are independent and accountable towards its members and the wider society.

Let's stick a bit more to the mission of the SE that is the starting point, so as to define and better describe a product or service offered to society.

Each social enterprise positions itself in the socio-economic landscape through its mission statement. Mission statements can be related to:

- Social and economic integration of the disadvantaged and people facing social exclusion (e.g. work and social integration);
- Social services (e.g. care for the elderly and the disadvantaged; education and child care; training offers; health care services.);
- Community services (counselling, mentoring, youth outreach, micro finance, providing temporary housing for homeless
- Public services e.g. maintenance of public spaces, transport services, refuse collection, rehabilitation of ex-offenders etc.;
- Environment- based initiatives (e.g. waste management, recycling, use of renewable energy)
- Cultural, tourism, sport and recreational activities;
- Solidarity actions for developing countries (e.g. promoting fair trade, improving sanitation).

Examples of SE mission statements:

1. [The Women's Organisation](#) – to support women to achieve their full potential; to encourage, enable and facilitate their active involvement in business, employment, learning and community life
2. [Ecogenia](#) - Promoting sustainability through civic engagement, training and employment opportunities for young people in Greece.
3. [Forward Incubator](#) - empowering migrant newcomers to launch, fund, and grow their own businesses.
4. [Specialisterne](#) - to enable jobs for people with autism and similar challenges worldwide

A thriving social enterprise sector reflects a strong civil society with regards to common good, improving the conditions in which members of the community live, interact and collaborate with peers to multiply the effects of social interventions and strengthen the sense of solidarity.

To bring change, defining the problem and find ways to create positive impact, as seen in Unit 1, is the first step! A social enterprise can be the vehicle through which one can create innovative solutions to social problems.

2.2 Why the world needs more social entrepreneurs

Key reasons:

- **To make the world a better place**

Considering the motto “do well by doing good”, creating social value and bringing social change are at the heart of any social enterprise. Monetary profit becomes just a tool for social entrepreneurs to accomplish people-centred goals. Certainly, social entrepreneurship is more than an economic activity, it gives society positive world-changing solutions.

Social entrepreneurship matters because it maximises social benefit. It is a way to give back to the community. To achieve that, they find unique innovative ways of creating sustainable solutions to either local or global level, addressing social issues such as healthcare, homelessness or racial inequality.

- **Give a voice to people**

The hidden power of the social entrepreneur is in giving voice and creating broad pathways for civic action. At a time when many people are fed up with politics as usual, social entrepreneurs give people motivation and pathways to make a contribution, becoming changemakers — often cutting through the political divide that is paralyzing our democracy.

Here comes an interesting case:

Truckers Against Trafficking, is an organization that supports truck drivers linking together as part of an early-warning system to detect human trafficking. Their motto is “Everyday Heroes Needed” — and its success depends on truckers owning a piece of the mission. Once they do, they start seeing the world with a new sense of responsibility and purpose.

Social enterprises not only merge innovation with social change, but also create ways on how to galvanize citizens across the world to step in and shape societies for the better. In a sense, they provide us with a blueprint for effective action when governments, the private sector, or even philanthropists let us down. The more of them there are, the more blueprints we have, the faster we can make problems go away, and the more confident we become when we face the next problem. (Zakaras, 2018)

- **It seems that now the timing is good: Investors move towards sustainable investing**

We are facing numerous sustainability challenges, and investors are starting to re-evaluate traditional portfolio approaches, giving more importance to funding sustainable initiatives. Sustainable investing considers Environmental, Social and Governance (ESG) factors that bring a positive and lasting impact on the world.

There is still a long way to go, but as more people become aware of social issues, the investment into ESG projects continues to grow. The value of global assets applying environmental, social and governance data to drive investment decisions has almost doubled over four years, and more than tripled over eight years, to nearly € 33 trillion in 2020.

2.3 The difference between an entrepreneur and a social entrepreneur

Assessing the difference between an entrepreneur and a social entrepreneur, an interesting view comes from J. Gregory Dees (2001):

“Social entrepreneurs are one species in the genus entrepreneur. They are entrepreneurs with a social mission.”

Thus, a social enterprise is characterized by its hybridity in that it combines social welfare and business logics (Doherty, Haugh, & Lyon, 2014).

Entrepreneurs are people who create enterprises across all business sectors primarily with intent of generating profit. Ideally and based on particular legislation that their ventures are subject to, they should be also socially responsible and have the obligation of contributing to the well-being of the society in which they operate; however this obligation is secondary.

For social entrepreneurs, the obligation of contribution to social welfare is primary, whereas profit making is secondary but essential to the survival of the social enterprise!

A social entrepreneur is somebody who takes up a pressing social problem and addresses it with an innovative or path breaking solution. Since profit making consists of a secondary objective, therefore they are people who are passionate and determined to contribute to society. They possess a very high level of motivation and are visionaries who aim to bring a positive change. (ManagementStudyGuide.com)

Whereas a business entrepreneur typically measures performance in profit and return, a social entrepreneur focuses on creating **social capital**. Thus, the main aim of social entrepreneurs is to meet further social goals.

What is social capital?

Social Capital is a concept that aims at emphasizing the importance of social contacts between groups and within groups. It primarily means that social networks have a value associated and that they are not always detrimental in nature as previously thought of.

The concept of social capital also stresses that social networks lead to increased productivity in individuals, teams and organizations. This increased productivity can be both financial and otherwise. This means that social contacts can lead to increase in confidence, fulfillment by fostering positive relationships. The essence being that just like any other capital form (human, physical, financial) social capital is also important and beneficial to the sustenance of society.

(ManagementStudyGuide.com)

Food for thought

- **What kind of social enterprise would create a positive impact in your neighborhood?**
- **Which social problem do you perceive as the most important to be tackled in today's society? Why?**
- **Find a social enterprise/project in your country that inspires you. What elements do you find attractive in this particular practice?**
- **If IBM implements a philanthropic activity for minorities, can someone consider IBM as a social enterprise? Why?**

3. Social entrepreneurship as means for youth empowerment

Empowerment is one of the most important social value creation activities performed by social enterprises (SEs). It refers to the “process by which those who have been denied the ability to make strategic life choices acquire such an ability”

Social entrepreneurship may have great potential to mobilize youth to engage in efforts to achieve major social objectives, including employment creation, poverty reduction, inclusion and integration. What is it that enables youth to succeed or impedes their success as social entrepreneurs?. How a given number of factors can strengthen or undermine the possibility for (youth) social enterprises to be successful and generate social impact? This unit will try to clarify these aspects.

3.1 Youth entrepreneurship: a SWOT analysis

Youth entrepreneurs have both advantages and disadvantages compared to seniors counterparts in undertaking and setting up a social business. Here is a quick SWOT analysis highlighting both Internal factors (strengths and weaknesses) that are immediately available to the youth involved and are often

closely linked to their individual situations and external factors (opportunities and threats) faced by youth as part of the broader context in which they live and are usually beyond their control.

3.1.1 Strengths

- **More creativity, resilience, inspiration, and action orientation**

Such qualities are often more present in young people than adults (Coduras, Velilla and Ortega, 2018). The significant overlap in the traits of young people and entrepreneurs derives in large part from age-related factors linked to biology and life experience. Age is a proxy for the more important factors of cognitive, emotional and neurological. For generational reasons due to their living periods, they show more creative features, novelty-seeking aptitudes and thrill-seeking tendencies.

- **Minor risk aversion.**

Research shows an inverse correlation between age and entrepreneurial activity (Levesque and Minniti, 2006). Elder people have less attitude than younger groups to undertake an entrepreneurial activity. This is due to increases in risk aversion and the personal need for wealth accumulation as individuals grow up.

- **Faster learning and quicker adaptability**

Youth are in general faster learners and more adaptable than adults and are more open to new modes of approaching problems. This aspect applies mostly to their readiness concerning the digital world. They have a better awareness on how to take advantage of the virtual landscape for online activities such as networking, marketing and brand positioning. These characteristics can boost their chance to mobilize the audience to support their cause.

- **Increased sensitivity to global problems**

Young people are probably the first generation to have a global mindset towards social problems and the circumstances in which they live. Many young people are apprehensive about their futures and the future of the world. This shared concern often brings young people together to initiate change themselves. Because they understand the need to take the long view on issues such as the global climate crisis, many young social entrepreneurs place a high priority on environmental sustainability. Like the corporate social responsibility paradigm, youth social entrepreneurship is a constructive model for young people who want to create positively impactful business.

Last but not least, research shows that aspiring social entrepreneurs tend to be more successful when they have a better awareness of the local context and the social problems they want to tackle.

3.1.2 Weaknesses

- **Little professional experience**

Young people typically have comparatively less life and professional experience. Although they may be able to provide a fresh perspective on social problems, their ability to predict outcomes is limited, as they have had fewer years to gain the experience upon which sensible decisions are based. This “weakness” may be partially ameliorated by intentional experiences that increase the likelihood of youth engagement in social entrepreneurship. It is a well rooted belief, for example, that they tend to acquire more perspective-building experiences through activities such as travel.

- **Reduced risk forecast**

Likewise, young people in social entrepreneurship have received less formal preparation, including the kind of skills that would strengthen their capacity to anticipate potential problems and prevent missteps. While improvisation is a typical strength for successful entrepreneurs, the foresight to avoid big failures may be best developed through past trial and errors as well as through education and training.

- **Human capital to be acquired**

Similarly, young social entrepreneurs have yet to accumulate sufficient levels of relevant human capital, and their limited technical knowledge and the lack of certain key competencies and connections affect the probability of their success. Young social entrepreneurs who start ventures without prior training or practice are at a disadvantage in the marketplace. Human and business networks are a crucial factor for the success of a social enterprise (or any venture). However, young people rarely have human capital they can leverage to broaden market access and increase the likelihood of success.

- **Reduced trustworthiness from social investors and funders**

Lastly, in the financial landscape, many youth are at a disadvantage in comparison with other social entrepreneurs because educational background and prior work experience often figure prominently in social investment decisions. Young people lack credit histories and collateral, and they may be seen as a high-risk debtor by potential funders. Furthermore, as they often have limited financial literacy and awareness, they may secure loans or other forms of financial support that are not sustainable or are not suitable to their needs.

3.1.3 Opportunities

- **The 2030 Agenda and stronger synergies between different stakeholders.**

There is growing support for the idea that effective solutions can be generated through increased interaction between citizens (including youth), commercial enterprises and policymakers. As part of this trend, many global corporations have launched social responsibility programmes targeting youth. Empowering young people and reinforcing their belief in their own capabilities can inspire them to set up their own social enterprises and to engage in continued or additional entrepreneurial activity well into the future. Social entrepreneurship can offer young people job opportunities and targeted services and can empower them to be economically and socially active — all of which can have a profound impact on their communities.

- **Developing marketable skills**

Youth social entrepreneurship offers a meaningful supplement to traditional education models in helping them to build twenty-first century competencies. These competencies fall into four main categories, often referred to as the “four C’s”: critical thinking and problem-solving, communication, collaboration, and creativity. These skills are strongly aligned with the current milieu of economic, social and scientific innovation. The contributions of such learning experiences to the four C’s gives young people a competitive edge as they navigate the labour market.

- **Digital technologies**

They represent an area of opportunity with enormous potential benefits. Digital financing, for example, can facilitate and accelerate funding. Many financial service providers have a broad physical and online presence and can reach young people all over the world. Nowadays there is greater access to a wide range of financing options that can be explored quickly and easily. Digital technologies also support the

formation and strengthening of partnerships. Such tools can contribute to the expansion of networks and the acquisition of knowledge.

3.1.4 Threats

- **Social context**

Legal frameworks, cultural norms and environmental circumstances can limit the active engagement of youth in the economic, financial, social and political spheres. Some threats to successful youth entrepreneurship are related to realities or perceptions associated with age and experience, while others derive from external factors or conditions. For this purpose, it can be fundamental the presence of mentors, incubators and hubs that create a favourable environment. Research has shown that support structures have a positive impact on young social entrepreneurs.

- **Limited funding sources**

Financing often represents one of the greatest challenges for young social entrepreneurs. Although the social mission is at the core of the social enterprise, business operations must be financially sustainable. Young social entrepreneurs must therefore work to achieve and maintain financial independence while also pursuing social development. Although new modes of financing are emerging that may create opportunities for youth social entrepreneurship, limited access to start-up funds is still commonly considered the most pressing challenge for young social entrepreneurs. Simply being young is a distinct disadvantage. Banks are unlikely to offer loans to youth, as most lack collateral and have no track record of financially viable ventures. Many traditional funding sources see young people as high-risk clients who will likely default on a loan. The combination of formal restrictions and skewed perceptions of risk and competence makes it very difficult for young social entrepreneurs to access funding services.

- **Social impact**

Social impact is a core feature differentiating social enterprise from traditional commercial enterprise and needs to be measured to assess the value and effectiveness of social entrepreneurial activity. However, this can be a challenge for all social entrepreneurs, including youth, as social impact is multidimensional and not easily quantified (Bornstein and Davis, 2010), and measuring social impact and social value creation requires metrics that are conceptually different from those used to measure commercial impact. To overcome this methodological issue, a number of qualitative performance measures have been developed for social ventures, including triple bottom line accounting, the balanced scorecard for nonprofits and social reporting. One of the most prominent among the tools developed to measure social impact is SROI. The plethora of available measures suggests that investors, donors, public stakeholders and social entrepreneurs want to assess and document the value created by social enterprises, regardless of the complexity and. However, these metrics are not fully accepted across the social sector, let alone widely used. In spite of the methodological challenges and costs, young social entrepreneurs are compelled to engage in social impact evaluation to demonstrate social value creation, as this can be critical for promoting social buy-in and attracting investment.

3.2 What can help youth launch and grow social enterprises?

Young people are open and ready to learn, but opportunities to acquire knowledge and put their capacities to the test are often scarce or unavailable. This section focuses on the factors that enable individual young social entrepreneurs to become and stay successful. Research on entrepreneurship generally and social entrepreneurship specifically has identified a number of elements essential to effective youth social entrepreneurship, and these are explored below. One key finding related to successful initiatives is that social entrepreneurs are most effective when they work closely with communities to find local solutions to local problems (Bornstein and Davis, 2010). The local context is a crucial factor in the effectiveness of a new venture and in the replicability of innovation in different locations or communities (Purcell and Scheyvens, 2015). The success of social entrepreneurs is connected to their intimate knowledge of the local context, including social needs, norms and networks.

● Networking

Scholars of social entrepreneurship point out that “collaborative arrangements and partnerships are increasingly perceived as the lifeblood of social entrepreneurship” (de Bruin, Shaw and Lewis, 2017). Collaboration with same-sector or cross-sector partners creates a special synergy and can be a powerful enabling factor for young social entrepreneurs. Young social entrepreneurs, like their older counterparts, are encouraged to build robust social networks that can provide conceptual and moral support at all stages of enterprise development, facilitate the broad dissemination of information within and between groups, and support the exchange of ideas and business opportunities (Karl, 2001). Social connections in any form provide a set of vital resources and affirm shared norms and values, both of which contribute to self-efficacy. For this purpose, a good chance of networking can come from the “Rethinking Economics Movement”, an international network of students, academics and professionals building better economics in society and the classroom.

Through a mixture of campaigning, events and engaging projects, “Rethinking Economics” connects people globally to discuss and enact the change needed for the future of economics, and to propel the vital debate on what economics is today. The mission of the R.E.M. is to bring together groups that practice and promote an economics that is:

- Open to new, neglected and critical economic perspectives and methodologies, and to academic disciplines outside of economics.
- Relevant to the real world and the deep challenges we face, ensuring economics students and academics recognise their roles and responsibilities as political actors, within their institutions and within wider public life. For more info, please look at <https://www.rethinkeconomics.org/>.

● Mentorship

The value of mentorship is well documented across sectors. The core characteristics of good mentoring include a personal relationship, high expectations, and responsive support. Experienced entrepreneurs who serve as mentors can offer targeted skill development, access to social networks, and much more. A significant challenge for the mentorship model within youth social entrepreneurship is getting the balance right. It is particularly important that adult mentors “do with” rather than “do for” young social entrepreneurs. In any case, it is now recognized that mentorship is most effective when it is part of a broad support structure that creates a fertile ecosystem for the incubation and success of social enterprises.

- **Family members**

Family is another important source of guidance, encouragement and support for young social entrepreneurs. Young people with entrepreneurial parents are more likely to value entrepreneurship. Research indicates that families are often key stakeholders and may be major actors in youth-led social enterprises

- **Institutions** are the milestones around which the potential success of social business initiatives is built on. An enabling environment is crucial and it specifically refers to: the level of institutional protection, existing legal and administrative burdens, the costs of business registration, the regulatory framework, the complexity of administrative procedures, social norms, and cultural conditions (Martinez-Fierro, Biedma-Ferrer and Ruiz-Navarro, 2016). All of this impacts young people in a number of ways. The level of interest in youth social entrepreneurship is heavily influenced by the strength of the safety nets provided by the State. Factors such as a poor understanding of relevant administrative and regulatory requirements, legal restrictions, insufficient funding, and inadequate or ineffective institutional support can reduce the potential success of youth social initiatives.
- **Academia mentorship.** When support for social entrepreneurship falls under the umbrella of academia, young people are usually the first to participate. A formal education does confer certain benefits, particularly in terms of broadening horizons and developing analytical capabilities. It offers insights about the larger context in which a social innovation will reside, such that more effective and more humane solutions can be sought. As a means of personal empowerment for the young people involved in youth social enterprises, formal education can help foster a critical consciousness that will help them navigate their own privilege or lack thereof as they embark on and negotiate their social entrepreneurship journey.
- **Out-of-school-time (OST) experiences** can also be an important enabling factor for young social entrepreneurs. Most young social entrepreneurs discovered their passion through extracurricular activities, such as volunteering and cultural exchanges. Soft skills can be improved in these contexts, where the acquisition of transversal skills is eased by the non-formal feature of the experience, which makes the learning process funnier and loosened from assessment procedures and constraints.

Food for thought

- Which internal factors do you think can be relevant for successful youth social enterprises?
- Which internal elements do you think can represent a weak point?
- What kind of external factors make a social context fertile for the set-up of a business?
- Where would you search for social business funding?

Case Study

Title of the case study: Moltivolti: a successful melting pot of different cultures

Description of the case study: Moltivolti is an innovative social business model for a social enterprise as it helps promote intercultural exchange and social inclusion of migrants. The initiative is a good example of a well working business model for other social enterprises that support various vulnerable groups to start their own entrepreneurial idea with the purpose to support the social inclusion of disadvantaged groups

Case Study: In 2014, a group of young friends with different culture, experiences, professional and social background, coming from 8 countries (Senegal, Zambia, Afghanistan, Bangladesh, France, Spain, Gambia and Italy) gave life to Moltivolti, a space designed and structured to offer dignity, citizenship and value from diversity in the historical city centre of Palermo, Italy. A great business example, two entities: one for-profit restaurant specialised in ethnical menus and combining receipts from 5 different nationalities



(Italy, Gambia, Greece, Senegal, Afghanistan) and a co-working space hosting Third Sector organisations (mostly in the human rights protection field) and a meeting room, also available for seminars, movies screening and debates. Two different areas that live in synergy with each other, the profit that supports non-profit but from which it draws the energy and meanings. From integration to interaction, the kitchen is a metaphor for a new recipe of domestic partnership and support for social and economic development.

The peculiarity of the place is to be perfectly symbiotic with the surrounding neighbourhood: Moltivolti is located in Ballarò, an area that grows in equilibrium with the colourful market populated by old and new citizens and where communities of African and Bengali migrants settled and perfectly mixed with natives of the area. The business is kept alive mostly by the profit part, that is to say the restaurant. Moltivolti has been able to build a solid brand of multiculturalism, sustainability and respect for workers' rights. This factor has been sufficient to grasp a good market share, by associating their brand to the aforementioned missions and values, also supported by the fact that they are probably the only restaurant in the city of Palermo offering this kind of experience and merging all these elements together. These combined elements, by far, form a successful mix. Moltivolti is a model of social enterprise based on relationships, a laboratory representing a new society in which the exchanges among diversities are the base of social development. For further info on this interesting case study, please visit this [link](#)

Activities

A1. Framing a social problem at local level	
Format: (face to face, online, both)	Both face to face and online, groups of 4-6 people
Learning objectives:	This activity aims to: - Connect the diverse experiences, perceptions and insights within the group of learners - Enhance the group's understanding of the social problem - Identify information and data that the group needs to define the problem adequately - Assist learners to frame the problem in a way that promotes collective action
Description:	Briefly explain the concept of social change, as depicted in Units 1.1 & 1.2. Ask participants to brainstorm and mutually agree on a social problem that affects their city (or a particular one if learners come from different places when online). The process of framing a social problem can help learners to evaluate the benefits and drawbacks of a potential course of action for a community. Guide them through the process of framing the chosen social issue through the following steps: Step 1: Preliminary definition of the problem (10'') - Ask each group: How could you define the problem in your own words? - Ask each member of the groups to write down his/her definition of the problem. - Then invite each learner to share his/her definition and write down comments on board/flip chart/miro board. - After all participants have shared their definitions, let other participants of each group to ask for any additional information, or clarifications – no need to achieve consensus at this point Step 2: Describe why this is a problem (10') - Ask each group: Why is this a problem? - Follow the same process as in step 1 Step 3: Define what are the causes and consequences of this problem (10')

	- Ask each group: What are the causes and consequences of the problem? - Write down all causes and consequences of the problems presented by each group - Ask participants to prioritize causes and consequences, so to rank them Step 4: Find who is affected/involved (10') - Ask groups a series of questions and give 10 min to each group to discuss and write down their points for each of the following questions: 1) Who is affected by the problem and how are they affected? 2) Who gains from this situation as it is right now? 3) Who is on the losers' side? 4) Who actually understands that this is a problem? 5) Who is doing something about the problem? What is done so far? Make a table, putting is question in a different column and write down the groups' answers for the defined problem Step 5: What you do not know? (10') - Ask groups identify what information are missing to have a holistic view of the problem - You may go back to review the information of the previous steps. Let participants identify where they can retrieve information (remind sources in Unit 1.1) Step 6: Define the problem in one sentence (10'). - Ask each team to define the problem in one sentence including who are the ones that are affected the most.. - Ask each group to share their problem definitions. - Discuss and Reflect on each definition Defining problems means focusing on some aspect of the situation that you can take meaningful action to change.
Notes for the facilitator/trainer:	Don't forget that identifying and framing a social is a complex process and it is not a "one man act". Encourage participants to discuss the particular issue and define the problem collectively.
Debriefing questions:	• What were we trying to accomplish? Start by restating the objectives you were trying to address.

	- Where did we hit (or miss) our objectives? Review your results, and ensure the group is aligned. - What caused our results? This should go deeper than obvious, first-level answers. - What should we start, stop, or continue doing? Given the root causes uncovered, what should we do next, now that we know what we know?
Material/equipment needed (if applicable)	Online: pc, internet connection, camera, Miro board or similar tool, Zoom/Google Meet or another similar platform with screen sharing option Face to face: flip chart, sticky notes, pens, pencils, markers
Allocated time:	60-90 minutes depending on number of groups
How can this activity be adapted in a different setting (online or face-to-face)?	The activity can be easily delivered in both physical and digital setting given that proper equipment is available.

A2. Random combination	
Format: (face to face, online, both)	Face to face
Learning objectives:	- To boost creativity in order to generate innovative ideas - To strengthen team building and group work - To stimulate lateral thinking and find unconventional solutions to common social problems
Description:	This tool can be used in lots of different situations. It is a good activity to boost creativity. It can be used by individuals or by a team. It is a very simple technique. It only requires paper and a pen. Steps: 1. Ask learners to take a sheet of paper and fold it in four columns like a fan 2. Enumerate in one column a list of 10 objects (one noun per row) 3. Give the paper to the person on their right with the list of nouns hidden 4. Write in the second column a list of 10 actions (one verb per row) 5. Give the paper to the person on their right with both lists hidden

	6. Write a list of 10 adjectives and give the paper to the person on their right 7. Write a figure with three digits 8. Ask your learners to unfold their sheet and pick from each column the word that corresponds to the relative position of the digits of the figure on the last column of the paper. 9. With the noun, verb and adjective they have found, they now have to create a story. The story can be written, spoken, or drawn and must be related to the challenge they are working on. It can be used either to generate avenues to explore the challenge or to envision possible solutions.
Notes for the facilitator/trainer:	This technique is a pretty flexible one, and can be adapted in different ways. It is possible to ask learners to write 10 nouns, verbs, and adjectives on small pieces of paper of different colors and to separate each color in a different bag and ask them to pick one piece of paper from each bag and create the story.
Debriefing questions:	Possible questions: - Which hints did you find most useful to develop your idea? - How does the sentence that came out apply to your solution?
Material/equipment needed (if applicable)	Face to face: Paper sheets, pens/pencils and/or a bag Online: pc, internet connection and an online note sheet, Zoom/Google Meet or similar platforms with screen sharing option
Allocated time:	45 minutes
How can this activity be adapted in a different setting (online or face-to-face)?	The activity can be easily adapted to online version. In this case, participants should write their own list of noun/verbs/adjectives and keep it hidden until everyone has completed the list and then showing it through screen sharing.

A3. SWOT analysis

Format: (face to face, online, both)	Both
Learning objectives:	- To have a clear vision of crucial elements of a business idea that can ease or hinder its successful result - To improve self-assessment and analytical skills
Description:	A SWOT analysis can be applied to an individual with career change in mind, but it is especially used for projects, organisations or even sectors. Filling in a SWOT matrix involves identifying and mapping

	the internal and external factors that are assisting or hindering the individual/project/organisation/sector in achieving their goal. By listing, analysing and reflecting upon Strengths, Weaknesses, Opportunities and Threats learners obtain a richer understanding of what they can offer, the issues they need to solve, and where they may need assistance to overcome difficulties. The SWOT analysis can be started as an individual assignment, but it is essential to involve all team members. Some issues detected as weaknesses may be opportunities for another team member. Encourage learners to combine the different quadrants to define strategies that enrich your project: Strengths and Opportunities, Strengths and Threats. After explaining its ratio and the methodology for its accomplishment, facilitator should leave space to trainees to reflect on how this matrix apply to their business idea and let them develop the analysis.
Notes for the facilitator/trainer:	It is important to guide trainees during the exercise in finding key elements belonging to one of the four SWOT slots. Facilitators should help students to find original and tangible factors.
Debriefing questions:	Possible questions: • What can guarantee the success of your project? • What can hinder it? • Which external factors can help you in achieving your goals? • Which external elements can represent an obstacle?
Material/equipment needed (if applicable)	Face to face: Paper sheet, Markers, Whiteboard or wall to stick notes on, working sheets, pens/pencils Online: pc, internet connection and camera, Zoom/Google Meet or similar platforms with screen sharing option
Allocated time:	1 hour
How can this activity be adapted in a different setting (online or face-to-face)?	This activity does not require much equipment or arrangements. For this reason, it can be easily switchable to an online exercise.

A4. Pitch your idea to bring social change!

Format: (face to face, online, both)	Both face to face and online, groups of 2-4 people
Learning objectives:	This tool will help participants to formulate a clear and concise explanation of why their project will create a positive social impact.
Description:	Participants should work in pairs or groups of 4 for formulating an 'elevator pitch' for their social entrepreneurial idea. Each group should agree to work on a specific social problem. Ask participants to come up with a snappy one-liner describing the work they are doing and the problem they are solving. The elevator pitch is a way to articulate what's valuable to beneficiaries/society about the product or service, in contrast to anything else that might be on offer. Share with them the pitch template: "For [TARGET GROUP] who [NEED], [NAME OF PRODUCT / SERVICE] is a product/service that [KEY BENEFIT]" Within "key benefit", make participants consider what measurable value they deliver to beneficiaries and the wider community. Note that each group should present its pitch within max 1 minute. The <i>social business model canvas</i> can be used to support learners for putting their ideas into context and develop them further. One can download the tool here: https://thecanvasrevolution.com/product/the-social-business-model-canvas Take turns and have each team member (or group) to deliver their pitch. After each presentation give some time to other participants to give constructive feedback for the ideas presented. At the end, ask participants to identify to whom it would be beneficial to present their pitch? (community members, local authorities, private investors etc.)
Notes for the facilitator/trainer:	If participants are struggling to reach consensus, ask them to consider: • What would happen if your product/service/project didn't exist? What do you do that others don't? • What would we lose without this product/service/project? • Who would suffer or be affected? Who are your beneficiaries? • Apart from "what" your team is doing, answer the "who" (who is your beneficiary?) and the "why" (why does your team or project should exist?).

Debriefing questions:	- Why should you convey your message in a clear and concise way? - What components should be included in the short presentation (pitch) of your idea for social change? - Why do we need this one liner to present our idea?
Material/equipment needed (if applicable)	Face to face: Sticky notes, Markers, Whiteboard or wall to stick notes on, working sheets, pens/pencils Online: pc, internet connection, camera, Miro board or similar tool, Zoom/Google Meet or another similar platform with screen sharing option
Allocated time:	45 - 60 minutes
How can this activity be adapted in a different setting (online or face-to-face)?	The activity can be easily delivered in both physical and digital setting given that proper equipment is available.

Further readings

Name	Type	Link
Community tool box	Website - toolkit	https://ctb.ku.edu/en
How does social change happen?	Video	https://www.youtube.com/watch?v=j2BQ5ZAkD9Q
Case study: Moltivolti	Website	https://moltivolti.org/
Outcome Map template	PDF	Outcome Map template
The 17 Global Sustainable Goals	Website	https://sdgs.un.org/goals
SWOT analysis	Website	https://www.investopedia.com/terms/s/swot.asp
World youth report	PDF	https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2020/07/2020-World-Youth-Report-FULL-FINAL.pdf
The Young Social Entrepreneur's Book of Guidelines and Checklists	Handbook- website	https://empowering-changemakers.eu/resources-social-entrepreneurship/

Social SME Academy - Young Social Entrepreneurship Manual	Training manual	https://www.socialsmeacademy.eu/wp-content/uploads/2019/04/SSMEA-Manual_EN.pdf
SEFORIS	MOOC- videos	http://www.seforis.eu/mooc
50 Social Entrepreneurs Changing the World	Article	https://growensemble.com/social-entrepreneurs/
Rethinking Economics Movement	Website	https://www.rethinkeconomics.org/

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SHAPING

YOUTH IDEAS

ON THE FUTURE

OF EUROPE

IO1. METHODOLOGICAL FRAMEWORK & TRAINING MODULES

Module 5: BE AN EU AMBASSADOR!

Module 5: BE AN EU AMBASSADOR!

Module Overview: Module Title	
Aim of the module:	This module shows what youth can change and/or improve to become European ambassadors. Since this profile is still not well-known among young people and thus they cannot fully appreciate the opportunity deriving from active participation in the decision-making process, one of the main scope of the module will be to clarify the features and the possibilities given to the Young European Ambassador.
Learning objectives:	The learning objectives of this module are: - providing the Participant with a deeper insight in EU Values and the Values of the New European Bauhaus - providing the Participant with a better understanding of all the ways in which she or he can have an impact on the EU Decision Making Process - providing the Participant with a deeper insight in what it means and can mean to be an EU Youth Cultural Ambassador of the EU and to be an official EU Ambassador - providing the Participant with stronger writing/publishing skills, stronger advocacy skills and stronger mediation/listening skills
Learning outcomes:	By the end of this module, the learner should be able to: - use in practice newly acquired writing/publishing skills, stronger advocacy skills and stronger mediation/listening skills - act and undertake activities, in person or in group, as an informal EU Youth Cultural Ambassador of the EU - protect and promote EU Values and Values of the New European Bauhaus - influence through several ways the EU Decision Making Process
Content:	Introduction UNIT 1. European Values 1.1 EU Values in the Treaty of Lisbon 1.2 The Values of the New European Bauhaus Food for thought questions UNIT 2. Ways for Youth to participate in the EU Decision Making Process 2.1 The EU Youth Portal Elections for the European Parliament and EU Member State Parliaments 2.2 Voting in the Parliamentary Elections and getting in touch with Members of the European Parliament and EU Member State Parliaments 2.3 Writing your ideas proposal and advocating your youth ideas for the EU 2.4. Forming a natural or legal youth organization 2.5. Conference on the Future of Europe and the New European Bauhaus 2.6. EU decision making and public consultations 2.7. EU Citizens' Initiative

	2.8. Erasmus+ and Creative Europe Programs and European Projects
	2.9. European Solidarity Corps
	Food for thought questions
	UNIT 3. Being EU Cultural Youth Ambassadors
	3.1 Being an EU Cultural Youth Ambassador and prepare (for) the Future
	3.2 Erasmus+ as a Soft Power Instrument
	3.3 Culture and Youth in the EU Diplomacy
	3.4. Being officially EU Ambassador
	Food for thought questions
	Case study
	Activities
	Further reading
	References
Allocated time:	8 hours
Hashtag of the Module	#EUROTHONEUAMBASSADOR

Introduction

This module shows through which channels and with which knowledge and skills European Youngsters can become EU Cultural Youth Ambassadors, using all the available opportunities and benefitting from a much more active and effective participation in the EU decision-making process. This Module will address these subjects by presenting all the features and the possibilities available to become in practice effective EU Cultural Youth Ambassadors, equipped with all necessary practical skills and required knowledge.

1. European Values

All official EU Ambassadors are professionally called upon to protect and promote the EU Values. Such protection and promotion of EU Values will thus also be at the heart of your personal proposals and ideas and of your further activities connected to those proposals and ideas as EU Cultural Youth Ambassadors. Which are those EU Values?

1.1 EU Values in the Treaty of Lisbon

The Treaty of Lisbon, regulating fundamentally the functioning of the EU, states explicitly that the European Union is founded on European Values, specifically on the Values of

*Human Dignity

All human beings bear inside a political, cultural, social, economic and environmental dignity that is not allowed to be violated.

*Freedom

You are free to think, belief and get informed and in respect for the human dignity of other human beings and of the rights of other EU Citizens you are free to speak, act, move, live and gather a group or found an organization and participate, personally or in group, in the EU political and cultural life and in the EU decision making from the outside or inside of the EU Institutions in which you can take up a function and in which you can get elected.

*Democracy

The People elect the Members of the Parliament that represents the people, holds the legislative power (the power to make laws) and can assign, control/check, instruct and if necessary depose and replace the executive power or government. This is how a representative or parliamentary democracy works: the political system understood by the European Commission under 'democracy'.

*Equality

All EU Citizens are equal in the eyes of European Law: we have all the same rights.

*Rule of Law

The EU Treaty has to be respected and the European Law and Regulations have stronger power than laws and regulations made at the national level of EU Member States. The EU Court of Justice guards over this.

*Human Rights

All human beings and EU Citizens have political, cultural, social, economic and environmental rights that are not allowed to be violated.

Of the foundational EU Values the European Commission is presenting the following most recent formulation and explanation. As a Cultural Youth EU Ambassador it is very important for you to know how the European Commission understands the EU Values as the European Commission is generally considered and respected as the 'Guardian of the EU Treaty'.

'The EU values are common to the EU countries in a society in which **inclusion, tolerance, justice, solidarity** and **non-discrimination** prevail. These values are an integral part of our European way of life:

Human dignity

Human dignity is inviolable. It must be respected, protected and constitutes the real basis of fundamental rights.

Freedom

Freedom of movement gives citizens the right to move and reside freely within the Union. Individual freedoms such as respect for private life, freedom of thought, religion, assembly, expression and information are protected by the EU Charter of Fundamental Rights.

Democracy

The functioning of the EU is founded on representative democracy. Being a European citizen also means enjoying political rights. Every adult EU citizen has the right to stand as a candidate and to vote in elections to the European Parliament. EU citizens have the right to stand as candidate and to vote in their country of residence, or in their country of origin.

Equality

Equality is about equal rights for all citizens before the law. The principle of equality between women and men underpins all European policies and is the basis for European integration. It applies in all areas. The principle of equal pay for equal work became part of the Treaty of Rome in 1957. Although inequalities still exist, the EU has made significant progress.

Rule of law

The EU is based on the rule of law. Everything the EU does is founded on treaties, voluntarily and democratically agreed by its EU countries. Law and justice are upheld by an independent judiciary. The EU countries gave final jurisdiction to the European Court of Justice which judgements have to be respected by all.

Human rights

Human rights are protected by the EU Charter of Fundamental Rights. These cover the right to be free from discrimination on the basis of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, the right to the protection of your personal data, and or the right to get access to justice.*

*<https://ec.europa.eu/component-library/eu/about/eu-values/>



Statue of Liberty in Paris

1.2 The Values of the New European Bauhaus

Sustainability Inclusion Esthetics

In full compliance with the EU Values stated in the Treaty of Lisbon, a recent Initiative of the European Commission has been launched: the New European Bauhaus. Through this Initiative the Values of Sustainability (climate/planet care), Inclusion (social care) and Esthetics (arts and culture) are standing centrally and together with Partners and Citizens from the EU and beyond the EU, the European Commission is exploring and designing ways in which these three Values can come and work together while making each of them stronger. So as EU Cultural Youth Ambassador you are invited and called upon to propose and promote ways in which the Values of sustainability, inclusion and esthetics can be combined and strengthened according to your personal ideas.

As EU Cultural Youth Ambassador it is also important for you to know that the historical Bauhaus Movement (Weimar Republic 1919-1933) to which the New European Bauhaus refers, considered the arts students inside their movement as the creative and intellectual equals of the professors and artists inside this Movement. https://europa.eu/new-european-bauhaus/index_en

Food for thought

- Which practical connections do you see between the EU Value of Equality stated in the Treaty of Lisbon and the New European Bauhaus Value of Inclusion?
- Which practical connections do you see between the EU Value of Human Dignity stated in the Treaty of Lisbon and the New European Bauhaus Value of Sustainability?
- Which practical connections do you see between the EU Value of Freedom stated in the Treaty of Lisbon and the New European Bauhaus Value of Esthetics?

2. Ways for Youth to participate in the EU Decision Making Process

In which ways can you as European Youngster participate in the EU Decision Making Process? In fact there are many complementary ways for you to do so, much more than you would have maybe expected. Here you can find a full overview of ways in which you can participate and undertake action as EU Cultural Youth Ambassador.

2.1 The European Youth Portal

The European Commission designed a special EU Youth Portal where you can find all initiatives, ways and channels through which you as European Youngster can participate in the EU life, activities and decision making.

https://europa.eu/youth/home_en

2.2 Voting in Parliamentary Elections and getting in touch with Members of the European Parliament and EU Member State Parliaments

As you could read above in the explanation on EU Values by the European Commission, the foundational EU Value of Democracy is understood by the European Commission to be Representative or Parliamentary. This political system is indeed strongly in place both at the level of the EU with the European Parliament and at the level of the EU Member States with the EU Member State Parliaments that play also a crucial role in the EU Decision making process since these Parliaments control the Ministers who form by each subject the Councils of the European Union. Voting in the elections for the European Parliament and for your respective EU Member State Parliament, constitutes in fact your main EU institutional way to impact the EU Decision making process. So make certainly use of this right and as EU Cultural Youth Ambassador you are most warmly invited to encourage others in the circle of your friends and family to do the same.

You can also contact directly the Member(s) of the EU Member State Parliament (MP) and Member(s) of the European Parliament (MEP) you voted for and who

got elected or otherwise MP(s) and MEP(s) you feel most connected with, and ask these MP(s) and MEP(s) if they can represent you in the specific Parliament by proposing and defending the personal idea you present to them while making yourself possibly known to them as one of their (potential) voters. This is exactly the practical way in which the political system of parliamentary or representative democracy is designed: guaranteeing all EU Citizens an equal and free way to impact the EU Decision Making Process.

<https://www.europarl.europa.eu/portal/en>



European Parliament in Brussels

2.3 Writing your ideas proposal and advocating your youth ideas for the EU

And of course by writing a key note or article presenting the key elements of your personal ideas and proposals for the EU, and publishing this online (or on paper) through your personal or shared social media channels or through an official media channel, you can reach larger audiences quite easily. With such key note it is also more practical and easy for you to contact digitally public officials at local, regional, national and EU level for discussing and spreading your youth ideas further. Through your personal and shared social media channels you can as well continue to post shorter messages with key elements of your ideas to keep the attention on your ideas proposal. In the EU good ideas can be picked up quite easily at all levels, so try certainly your luck!

Your further strengthened advocacy and mediation skills will also greatly help you further with spreading your ideas and proposal as EU Cultural Youth Ambassador.

2.4 Forming a natural or legal Youth Organization

Also the creation of a natural Youth Organization (without legal statutes) or a legal one with official statutes can be a very interesting and practical tool and asset to support your messages and planned activities in line with your ideas as EU Cultural Youth Ambassador. Already a natural organization in which you gather like-minded youngsters, friends and/or family, can be very helpful to you in spreading your ideas and messages as EU Cultural Youth Ambassador and in reaching people and audiences you would otherwise not reach, for example by planning and having a real life or online event with your organization.

2.5 Conference on the Future of Europe and the New European Bauhaus

You can influence the EU Decision Making Process with your personal ideas and proposals also by participating in a forum, event or activity organized in the Framework of the Conference on the Future of Europe, launched on 9 May 2021 for collecting ideas of all EU Citizens and especially of young Europeans, or in the

Framework of the New European Bauhaus. On the here stated website of the Conference on the Future of Europe you can even post your personal idea for the European Union: get your written idea posted there and get in this way your important voice heard, shaping together with all other post writers and idea launchers the Future of our shared and beloved Europe!

<https://futureu.europa.eu/?locale=en>

https://europa.eu/new-european-bauhaus/index_en

2.6 EU decision making and public consultations

The European Commission has the right to launch a legislative initiative that has to be voted upon by both the European Parliament and the Council of the European Union. Before launching such legislative initiatives or at the completion of a specific EU Program and/or Initiative, the European Commission organizes in almost all cases a public consultation through which all EU Citizens and thus also you can bring in your direct advices and recommendations on a certain subject that is at the heart of the specific EU Initiative or Program. Feel certainly invited and free to get also involved in the EU Decision making in this direct way as well.

2.7 European Citizens' Initiative

If you and/or the members of your youth organization are able to collect 1 million signatures of EU Citizens in support of a certain idea and proposal that you would like to see become an official EU Policy, you and/or the members of your youth organization have indeed the official possibility of starting an official EU Policy deliberation process that can indeed result into an official EU Decision. This possibility and process is organized in the EU Citizens' Initiative. Did you know you had this opportunity as an EU Citizen? To find the required 1 million signatures you can also get in contact with the European Youth Forum that gathers and supports all the youth organizations in the EU, and use facilities offered in the EU Youth Portal. <https://europa.eu/citizens-initiative/en>

2.8 The Erasmus+ and Creative Europe Programs and European Projects

And in the newly published EU Programs of Erasmus+ for Education and Creative Europe for Culture, youth organizations are playing an increasingly important role as part of a consortium that could apply for an EU Project under one of these Programs. In the content design of the EU Project Proposal, for sure your youth organization and its partners can incorporate many personal ideas and proposals that can influence also further the EU Decision Making Process. Even as an engaged Participant in an EU Project of the Erasmus+ Program, like you here with the EUROTHON Project, or of Creative Europe you are influencing future EU Policy and Programs already for sure.

https://ec.europa.eu/programmes/erasmus-plus/node_en

<https://ec.europa.eu/culture/creative-europe>

2.9 The European Solidarity Corps

The European Solidarity Corps allows you to perform a task or work with a great social impact and importance, most likely in another EU Member State, while the EU provides your housing and feeding during this time of solidarity work. There is probably no better way to make your mark on the direct lives of other fellow EU Citizens and on EU Decision Making while you gain experiences that allow you to formulate at the first hand input, feedback and advices that are of the greatest importance and significance to the European Commission for the direct actions, further development and evaluation of this and related EU Programs.

https://europa.eu/youth/solidarity_en

Food for thought

- What are the major strengths of parliamentary/representative democracy: the EU Value and main Political System by which our elections and institutions are organized, both at the level of the EU and of the EU Member States?
- Did one of the youth organizations you are member of, ever consider to participate as Partner in a Consortium applying for an EU Project? Do you have a good idea in mind that could be a suitable subject for such a Project?
- For which Solidarity Goal would you like to participate in the European Solidarity Corps?

3. Being EU Cultural Youth Ambassadors

What does it now exactly mean, being an EU Cultural Youth Ambassador?

3.1 Being an EU Cultural Youth Ambassador and prepare (for) the Future

Actually the circle of your co-students, (future) co-workers, friends and family could be an ideal first circle to try out in practice the skills and knowledge you gain through the EUROTHON Project and to present to your personal idea that supports and promotes further the EU Values and Values of the New European Bauhaus. Gradually you can expand the scope of your activities as EU Cultural Youth Ambassador from local to regional, national and European, and maybe even beyond the EU. Later in life you can continue to exercise these learned and developed practices of an EU Cultural Ambassador, in every personal and professional context. An EU Cultural Ambassador stays forever in mind and soul an EU Cultural Ambassador, regardless of the profession you will officially exercise. And maybe you will become one day an official EU Ambassador while having still the same passion for the EU in your soul and the same EU Values mission in your mind, enthusing many others with the same passion and mission shared by all the EU Cultural Ambassadors of following Generations.

3.2 Erasmus+ as a Soft Power Instrument

The EUROTHON Project in which you are participating, is a Project organized under the Erasmus+ Program of the European Commission. Recently, a first research ever was undertaken and published, demonstrating the great recognition and impact of this Erasmus+ Program around the World. (Ferreira-Pereira & Mourato Pinto, 2021) Therefore is the Erasmus+ Program explicitly indicated as a main Soft Power Instrument of the EU in international affairs. We let you fill in further what this status of the Erasmus+ Program makes of you as official Participant of an official Project under this Erasmus+ Program: a main soft power instrument of EU Foreign Policy.

3.3 Culture and Youth in the EU Diplomacy

On 8 June 2016 with the launch of 'A New Strategy to put Culture at the heart of EU International Relations' Culture was named 'the hidden gem' of EU Diplomacy*. It is fair to say that this gem is increasingly mentioned, shown and used to great success as a main asset of EU Diplomacy while the EU is acting on the stage of International Affairs also as a growing and increasingly powerful Geopolitical Actor, also by the explicit intention of the European Commission under President Ursula von der Leyen. At the same time is Cultural Diplomacy and its huge effectiveness increasingly recognized by all Actors of International Relations. The High Representative of the Union for Foreign Affairs and Security Policy presides over the European External Action Service with both links to the European Commission (the High Representative is Vice-President of the European Commission) and the Council of the European Union (the High Representative chairs the Foreign Affairs Council: the Council of the European Union that gathers the EU Member State Ministers of Foreign Affairs). This European External Action Service (EEAS) is offering like all EU Institutions also the possibility to European youngsters to gain experience as interns at the EEAS. Also for young professionals willing to start a career inside EU Diplomacy, EEAS is providing a specially designed career launch path.

https://eeas.europa.eu/headquarters/headquarters-homepage_en

https://eeas.europa.eu/headquarters/headquarters-homepage/100761/funded-traineeship-young-graduates-eu-delegation-sri-lanka-and-maldives-cooperation-section_en

* https://ec.europa.eu/commission/presscorner/detail/ga/IP_16_2074



Federica Mogherini as High Representative, one of the two leading initiators of the 'New Strategy to put Culture at the heart of EU International Relations'

3.4 Being officially EU Ambassador

The EU can take an official position in foreign affairs when this position is approved by all EU Member States (represented by their President, Prime Minister or Minister of Foreign Affairs or EU Member State Ambassador or Representative of this Member State) since foreign policy is an 'intergovernmental competence' which means that each EU Member State can decide on its own the positions in foreign affairs the EU Member State will take. When all EU Member States agree with a specific position in foreign affairs, this position can also be defended, promoted and explained by the European External Action Service that has in almost all countries around the World an official EU Ambassador. This European External Action Service is officially presided by a High Representative of the Union for Foreign Affairs and Security Policy who can also only take such common positions in name of the EU when all EU Member States agree. When the EU Member States don't agree on a certain topic of foreign affairs the EU Member States can still take different positions on this topic,

represented by their President, Prime Minister, Minister of Foreign Affairs or EU Member State Ambassador or Representative. In certain cases of foreign affairs this can also be an interesting positioning of the EU in practice and in the reality of foreign affairs: you can probably imagine why as clever EU Cultural Youth Ambassador. Good luck with all the possibilities and opportunities that will surely come up during your life and enjoy the road along the way!

Food for thought questions

- **How would you present the EU as EU Cultural Youth Ambassador to your friends and family?**
- **How would you interact and cooperate with fellow EU Youth Cultural Ambassador?**
- **What are concrete benefits of youth and culture in EU Diplomacy and what could be concrete benefits of strengthened cultural diplomacy skills in your youth environment?**

Case Study

Title of the case study: The Young European Ambassadors

Description of the case study: The Young European Ambassadors Initiative (YEAs) creates a vibrant network of young people, between 16 and 26 years old and from Armenia, Azerbaijan, Belarus, Georgia, the Republic of Moldova, Ukraine, the EU Member States and the UK, who are raising awareness of the cooperation of the EU in the Region.

The Young European Ambassadors also help with developing youth policies and are working together for realizing a better future. This Initiative started already in June 2016 being part of the 'EU NEIGHBOURS east' Project under the Open Neighbourhood Program of the EU. Now in 2021 there are already hundreds of Young European Ambassadors in the six mentioned countries from the EU's eastern partnership, the 27 EU Member States and the UK which means that there are now already Young European Ambassadors from more than 30 different countries. The YEAs are volunteering students, young professionals and leaders who are undertaking more than hundreds of activities across the involved countries and also online. Through the Initiative the YEAs gain opportunities of volunteering, career building and young leadership. They are taking part in and contributing to EU Events like European Youth Forums; Expert trainings in which they gain first-hand and detailed knowledge about the EU from Experts in EU Affairs (EU Officials, Diplomats, Journalists, Leaders of Civil Society and Companies); YEA trainings in which they learn to transfer their gained knowledge to peers while keeping up the high level of knowledge quality; community events and online activities. Through the Initiative the YEAs find the opportunity to meet new people who are like-minded while coming from so many different countries, and to develop further their personal skills. The Initiative also offers to the YEAs the opportunity to travel through their countries and to interact and exchange ideas with many others from their countries about the European Union, about the partnership their specific country is having with the European Union and about all the opportunities that are connected to the partnership between the European Union and their specific country. While being active in their communities, the YEAs are having the chance of showing their friends, family and country through spoken and written (e-)word the society and world they would like to live in and about which they are dreaming. In this way the YEAs are having a strong impact on the people around them and so always gradually further on their fellow countrymen, on all their lives and finally on the future of their country.

<https://www.euneighbours.eu/en/east/stay-informed/cards/young-european-ambassadors-eu>

Activities

Writing a key note on your personal Project	
Format: (face to face, online, both)	Face to face 6 – 9 Participants
Learning objectives:	1. Learning how to write a key note, article or paper on a personal project that presents all your ideas on the subject in a concise way 2. Improving writing skills to make your point 3. Gaining flexibility in different writing styles
Description:	Step 1. The Facilitator gives a concise overview of EU Values and New European Bauhaus Values (15 minutes) Step 2. The Facilitator asks the participants to find a subject, idea or cause, in line and accordance with the presented EU Values and NEB Values, that the Participants would like to see realized in any kind of context, small or large. (10 minutes) Step 3. The Participants are invited to write a key note of 1 A4 page presenting their idea. (45 minutes) Step 4. Debriefing with debriefing questions answered by the participants mutually and for DQ 2 where needed by the Facilitator. (30 minutes)
Notes for the facilitator/trainer:	While the participants are writing you go around to help the participants to give them short but useful writing tips, especially there where needed.
Debriefing questions:	DQ1 With which practical problems were you confronted? DQ2 How can this or that specifically mentioned problem be resolved?
Material/equipment needed (if applicable)	Paper and writing tools
Allocated time:	100 minutes, with break not included
How can this activity be adapted in a different setting (online or face-to-face)?	Via video conferences, private and shared chat boxes.

Speaking Advocacy Skills	
Format: (face to face, online, both)	Face to face with 6 – 9 participants
Learning objectives:	Learning how to advocate a specific cause in an effective way: 1. orally 2. in group 3. in person.
Description:	Step 1. The Facilitator asks the participants to find two subjects, ideas or causes, in line and accordance with the presented EU Values and NEB Values, that the Participants would like to see realized in any kind of context, small or large, and the participants are asked to write some good arguments promoting the two ideas. (20 minutes) Step 2. All Participants are invited to defend first orally 1 idea individually with a short pitch talk promoting this idea while the other participants can ask questions at the end of every pitch talk (30 minutes) Step 3. Participants are divided in groups of three who defend jointly 3 ideas with 1 idea coming from each of them while the other participants can ask questions at the end of every joint pitch talk (30 minutes) Step 4. Debriefing with debriefing questions answered by the participants mutually and for DQ2 where needed by the Facilitator. (20 minutes)
Notes for the facilitator/trainer:	While the participants are writing their ideas and arguments you go around to help the participants to give them short but useful tips, especially there where needed.
Debriefing questions:	DQ1 With which practical problems were you confronted? DQ2 How can this or that specifically mentioned problem be resolved?
Material/equipment needed (if applicable)	Paper and writing tools
Allocated time:	100 minutes, with break not included

How can this activity be adapted in a different setting (online or face-to-face)?	Via video conferences, private and shared chat boxes.
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Mediation Skills	
Format: (face to face, online, both)	Face to face with 9 participants
Learning objectives:	In this activity, including tryouts through role plays and mutual feedback, the participants learn how to mediate between two or more parties and to help finding a solution acceptable to all parties, by helping to find, visualize and address all the affectors/motivating reasons that are affecting those parties in a certain imagined conflict situation.
Description:	Step 1: The group of participants is divided in smaller groups of 3 persons each Step 2: Inside each smaller group the Facilitator assigns a mediator, the 2 other participants in this smaller group receive a prepared note that depicts a certain imagined conflict situation between these two other participants who will play the roles as described in the note. Step 3: The Mediator tries to find and/or propose a solution that is acceptable for the two conflicting parties after discussing all the affectors or motivating reasons that are in play according to the participants playing the conflicting parties. Step 4: This is repeated two more times in order to let all participants be one time the mediator: each mediation session takes 30 minutes, so 90 minutes in total for the 3 mediation tryouts together. Step 5: Debriefing with debriefing questions answered by the participants mutually and for DQ 2 where needed by the Facilitator. (10 minutes)
Notes for the facilitator/trainer:	You have to prepare in advance a number of notes describing each time a different imagined conflict situation with always two conflicting parties involved in the described conflict, as many notes as there are participants.
Debriefing questions:	DQ1 With which practical problems were you confronted?

	DQ2 How can this or that specifically mentioned problem be resolved?
Material/equipment needed (if applicable)	Paper and writing tools
Allocated time:	100 minutes, with break not included
How can this activity be adapted in a different setting (online or face-to-face)?	Via video conferences, private and shared chat boxes.

Further reading

Name	Type	Link
The Erasmus Project and Erasmus Peace Projects	Project articles and key notes (see PDF presented on the mentioned website)	www.new-renaissance.eu
The Young European Ambassadors	EU Project description	https://www.euneighbours.eu/en/east/stay-informed/cards/young-european-ambassadors-eu
The Climate Pact Ambassadors	Initiative of the European Commission	https://europa.eu/climate-pact/ambassadors/become-ambassador_en
‘Ambassadeurs’ of the Belgian National Orchestra	Profile outline of a Cultural Ambassador	https://www.nationalorchestra.be/en/ambassadeurs
The European Heritage Youth Ambassadors	Profile outline of a Cultural Youth Ambassador	https://www.europanostra.org/europa-nostra-and-esach-officialise-partnership-and-launch-the-european-heritage-youth-ambassadors-programme/

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