

Guide on Best Practices on Transnational Cooperation for Rural Youth Engagement



Rural Youth Parliament

Erasmus+ Project

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Introduction – Guide on best practices – Rural Youth

Rural Youth Parliament project aims to help young people coming especially from disadvantaged areas and communities to improve their skills, by participating more actively in the democratic life of the community, by enrolling in different community projects, by participating in youth exchanges, by participating in simulations of the Rural Youth Parliaments. But first, they have to be provided with soft skills, in order to be able to be part of the democratic life of the community. The aim of this interactive Guide, is to provide young people with important information regarding democracy, youth involvement in the community, examples of best practices, examples of different activities to be implemented and the actual situation of the participation of the young people in some areas of Romania, Finland and Lithuania. Also, besides the theoretical information, the Guide is meant to create a proper basis for activity learning and youth involvement, by providing interactive examples and targeted activities, that will facilitate the achievement of different soft skills: communication, debate, critical thinking, needs assessment, motivation, etc. Of course, the Guide is a tool that is firstly addressed to the youth workers, but it can be used by the target group as well, as it is free for download and accessible to everyone.

The first chapter present a general vision on democracy and the situation democracy worldwide, while focusing on active citizenship, the profile of an active citizen, examples of involvement, examples of young activist and examples of different projects for young people, that are meant to encourage youth participation in the democratic life.

The Guide is structured into 3 main chapters:

- Chapter 1 – Methods in working with young people
- Chapter 2 – Methods and instruments to motivate young people involvement in democratic life
- Chapter 3 – Needs analysis
- Chapter 4 – Inspiration for the future

Moreover, the chapter stresses on the importance of youth participation and the knowledge and skills they need to accumulate, in order to be active citizens.

Chapter number 1 is a more interactive and applied vision of the first chapter. While talking about youth work and its importance in the society nowadays, the chapter provides specific examples of tools to be used in order to get the young people more involved. These tools are easily to be applied in various domains and are very engaging. Furthermore, the chapter addresses the youth workers and their responsibility in shaping young, active citizens.

Chapter 2 represents a general picture of the real situation of 3 regions from Romania (western part of the Cluj County), Finland (Helsinki area) and Lithuania. The 3 regions represent the actual localization of the 3 partners of the project and the situation is based on the interpretation of a survey that was applied in May-June 2022. The target of this survey was composed of young people, aged 13 to 30 years old. The analysis represents a general view of the situation of young people in these regions, in terms of: local context, volunteering actions, voting situation, youth involvement, communication with local actors, voting initiative, etc.

The last chapter focuses on best practices from the 3 regions, in each country. These examples are meant to emphasize the importance of active citizenship and the youth initiative that can make a difference in the community. These local initiatives are examples of best practices from each region, and represent success stories that can emphasize the need for youth involvement. Also, these examples can serve not only as models, but resources for community involvement and very good ideas for the young people willing to be more active.

All in all, this Guide represents a great tool for youth workers, as it collects information, methods, example of activities and local best practices of youth involvement. The Guide is easily accessible and it can be found on the website of the project, youth forums and groups and it is free for download.

Methods in working with young people

Abstract

This part of the guide will present a variety of methods that help to work more smoothly with groups of young people, especially those living in rural areas. The presented methods will be easily applicable in various contexts, regardless of the youth's background, interests, and aims. This chapter also expands the general knowledge about contemporary trends, which are particularly useful for understanding the current generation. It is hoped that the proposed activities and methodology will be useful both for long-term youth workers and for anyone who wants to be useful to their community.

Key words: youth work, youth worker, young people, methodology



Introduction



According to the 2022 Eurobarometer, the involvement of young people in social activities is growing significantly in the countries of the European Union - as many as 58% of young people are active in their communities and participate in the activities of various organizations¹. This result is a great proof of systematic work with young people. Today's

world is full of opportunities that a young person can try if he/she only wants to. One of the principles of developing a civically active personality is the use of effective methods. A diversity of methods ensures that youth workers can choose the right ways to reach young people and push them towards positive change.

In recent years, national and European Union instruments (National Plans for the Development of Youth Policy 2011-2019², Strategy Europe 2020³) have emphasized the relevance of working with young people. Youth services involving youth workers, educators and social workers. The National Account for Youth Workers' Activities (2013) defines work with young people as activity of an educational nature, in their free time with young people or groups thereof, which takes into account their needs. It empowers young people to participate in social life, shape their own lives responsibly, and participate consciously and actively in social and professional life. Youth workers activities are aimed at the process of informal education of young people⁴.

¹ *New Eurobarometer survey shows growing youth engagement* | Erasmus+. (n.d.). Retrieved September 27, 2022, from <https://erasmus-plus.ec.europa.eu/news/new-eurobarometer-survey-shows-growing-youth-engagement>.

² *National youth policies*. (n.d.). Retrieved September 27, 2022, from <https://www.coe.int/en/web/youth/national-youth-policies>.

³ *EUROPE 2020*. (n.d.).

⁴ Alina Petrauskienė Assoc Rita Raudeliūnaitė, A. (2014). An Understanding of Social Workers about the Perspectives of Professional Practice with Children and Youth. In *International Journal of Humanities and Social Science* (Vol. 4, Issue 5).

The concept of youth work relates to the participation of young people in the association's activities, volunteer work or volunteer programs, young people's (self) learning and social support (career advice, self-help groups, etc.).

Dedication and youth culture, group formation, youth integration into clubs, youth interaction based on human education and holistic principles, caring for community spirit and friendship⁵.

In order for the young person to be able to achieve the set goals, to acquire the necessary knowledge and abilities, it is very important to show him the direction at the right time. The entire social environment must be ready to help and advise. Sometimes at the most unexpected time, a person can discover the answer to the question that concerns him, but all this requires a key - a method that is suitable for solving a specific problem. By unleashing the creativity and self-expression of young people, we give them the most important tool they can use throughout their lives.



I. Basis of the youth work

Activities typically associated with youth work span a wide variety of fields, ranging from culture and arts, crafts, the environment, cultural and historical heritage, sports, to aspects such as politics, civil rights, human rights and health, safety, or crime issues. Most of the time there are these kinds of activity categories: awareness raising and campaigns; information and advice; international

development and volunteerism; courses and activities learned through leisure time; project activities (self-organization); street work and outreach work⁶.

⁵ Ibidem

⁶ *Youth work essentials*. (n.d.). Retrieved September 13, 2022, from <https://www.coe.int/en/web/youth-portfolio/youth-work-essentials>.

Most of the time, the essential factors determining productive and meaningful work with young people are attitudes and methodology. When these two factors work together, significant results can be achieved. In general, the youth worker works in such a way that she/he:



- ✚ Maintains close contact with young people, become their friend and advisor.
- ✚ Is able to connect non-formal methods with formal education and social work.
- ✚ Allows young people to get to know life safely - make mistakes, gain experience, try different paths.
- ✚ Connects peers and allow them to connect with each other.
- ✚ Creates a space where the young person can act independently and have autonomy.
- ✚ Works in and with community members⁷.



The European Union's Youth Strategy (2010-2018) aimed to provide young people with more equal opportunities in education and the labor market, promoting citizenship and participation in society⁸. Importantly, youth work is seen as playing a key role in facilitating opportunities for young people to achieve these goals.

Youth work is evolving at the national level and is now an important part of the political agenda in most EU Member States. In fact, one of the growing trends is the growing importance of youth policies to the youth work sector. Federal state youth policy priorities strongly shape public support

⁷ *Co e youth work: a model for effective practice principles Guidance for Part-Time Workers and Volunteers Testing and Exploring Values and Beliefs Preparing Young People for Participation Promoting Acceptance and Understanding of Others.* (n.d.).


⁸ *EU Youth Strategy 2010-2018 | European Youth Portal.* (n.d.). Retrieved September 27, 2022, from https://youth.europa.eu/strategy/strategy-2010-2018_en.

for youth work⁹. First and foremost, politics has changed from a deficit model in which “youth” was the problem, to one that recognizes the value of youth as a resource and speaks more to inclusion, empowerment and participation.



What is youth work today?

15K views · 7 years ago

 EU-CoE youth partnership

Today, in Europe there are about 200 Million people between 13 and 30 living, loving, worrying, growing up, studying, working, ...

Available here: https://www.youtube.com/watch?v=w_dRh3grAik

II. Trends in youth work today



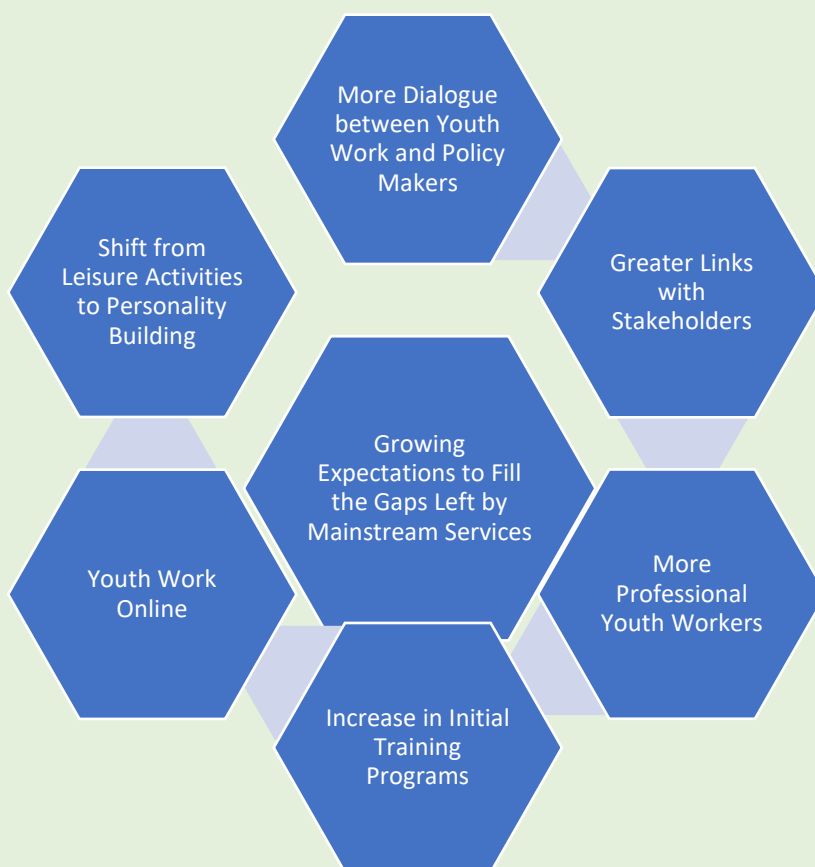
The world is changing. The needs and opportunities of today's youth are significantly different from those of fifty years ago. In order to speak the language of modern youth, it is necessary to know and understand current trends.

If we take a general look, we would notice the following main trends: digitization of all areas, the need to increase the level of competences of youth workers, the refinement of personal needs

⁹ *Working with young people: the value of youth work in the European Union.* (n.d.). Retrieved September 13, 2022, from www.ghkint.com.

and the desire to deepen awareness of this, the desire to be actively involved in global activities and cultural changes in society¹⁰.

Each of these trends contains many significant details and nuances that depend on the context. However, similar rules apply in all cases to move forward towards building closer communities, more professional youth workers and more independent young people.



Prepared according to Youth Service Methodology¹¹

¹⁰ *Four current trends related to youth work and innovation – European Academy on Youth Work.* (n.d.). Retrieved September 27, 2022, from <https://www.eayw.net/trends/>.

¹¹ *Youth Service Methodology Tanis Ann Cunnick Head Of Youth Work Strategy Branch Welsh Assembly Government CYP(3) AWE 02.* (n.d.).

III. Tools to be used

Before moving on to the application of specific methods, attention is drawn to several tools that would allow the successful implementation of the planned activities. Today's youth worker must be ready to use smart technologies and different tools. Not only because it makes the whole process easier, but also because it affects the youth. After all, the internet reduces the distinction between different cultures and countries, as well as between rural and urban areas.



Training toolkit for youth workers.

“The toolkit provides instructions on how to hold a workshop for young people on selected competences and presents theory and research-based facts on the work related to digital enhancement needs, as well as ready-to-use scenarios.”

Available here: https://digipathways.io/content/uploads/2019/11/Training_Toolkit_Skill_IT.pdf

Digital youth work.

“The Digital Youth Work Project aimed to build capacity to deliver digital youth work at local, national, regional and European levels.”

Available here: <https://www.digitalyouthwork.eu/>

Future trends in youth policy - #MoocYP webinar.

“The third webinar of the MOOC "Essentials of Youth Policy" was called " Future trends in youth policy: what's upcoming?" and featured Prof. Gary Pollock as our guest speaker. Gary explored current and upcoming issues which are relevant in young people lives and should be part of youth policy in the future.

Developing youth work innovation.

“It is intended for practitioners who are looking for innovative tools to use in their activities with young people, including digital youth work.”

Available here: <https://www.humak.fi/wp-content/uploads/2019/10/developing-youth-work-innovation-e-handbook-futurelabs.pdf>

IV. Methods to be implemented

1. Teamwork building activities

Musical chairs



The group must dance to the music around as many chairs as there are participants. Each time the music stops, the group must sit down on their chairs as quickly as possible. Some chairs are cleared when the music starts again. The group should end with all participants sitting on as few chairs as possible. If you can't sit in a chair, you can also play this game outdoors with your participants. The last person on the last chair is the winner.

The Human puzzle



Nine numbered pieces of paper are placed on the floor of a square. A digit from 1 to 9. Above it are his eight numbered glasses placed on corresponding pieces of paper. Move the glasses forward/backward/sideways only, one place at a time. Do this until the numbers are jumbled. The group must then solve the puzzle to return the correct glasses to the correct paper. Glasses can be exchanged with participants.

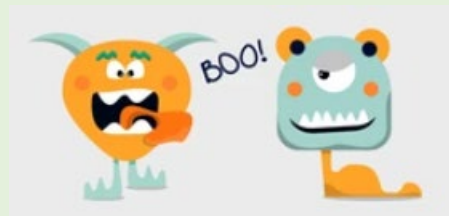
Electric fence



Before starting the game, blindfold one participant and tie the wrists of the other two participants. A 5-meter-high rope hangs there. It's an electric fence. All participants must cross the room. However, there are rules. Only fences can cross fences. In other words, don't go around the fence or go under it. All members need to get over this.

To leave someone behind is to starve them. Once a person crosses, they cannot cross to the other side. You are only allowed to cross once.

Boo the dragon

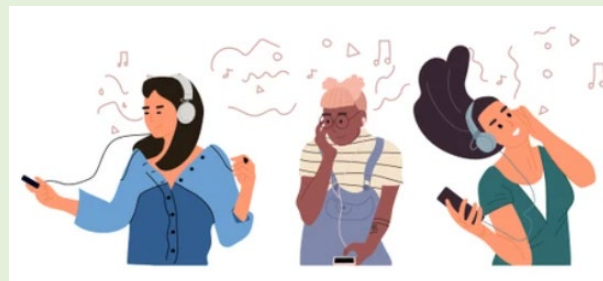


Divide the teenagers into teams of 6 to 7 people. A teenager plays a dragon and becomes a judge. In the game, teenagers live in a village that is being attacked by dragons and must fend off them. Each team represents a village. Blindfolded

villagers must be placed in order from largest to smallest. They can talk to each other and line up in ascending order of height as soon as possible. Once the task is completed, the villager must say "Boo!" to get rid of dragons. The team that completed the task and was the first to say "Boo!" Dragon wins the game.

2. Oral expression activities

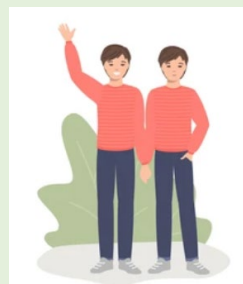
Sound barrier



sound. You should try to understand the question and the answer.

Divide the group into two teams. A team stands in the center of the room. They create a sound barrier by making as much noise as possible. The other team is divided into question-and-answer groups. They face each other across the wall of

Siamese team



The team becomes a Siamese team by joining arms. Now they are one. More importantly, they only have one simultaneous vote left for him. When someone wants to say something, everyone has to say the same thing at the same time.

Exchange



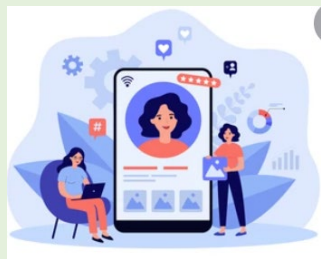
Each player gets an item. He tries to exchange it for someone else's object. He can tell the story of what it's used for... After trading, the player tries to find someone to trade with. They should tell stories they heard from previous owners and add something of their own. After a while, everyone sits down and talks about the subject.

Collab to create



Select the final product/project with multiple items that the team will work on. For example, you can ask your team to create a storybook for toddlers where each teenager has to write part of the story. Working toward common tasks/goals in individual components improves collaboration skills. Teens also learn the importance of productive communication.

Personal Presentation

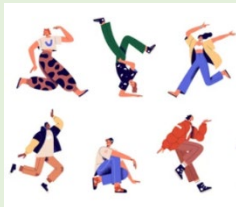


Team building is about building trust and openness among teammates. Expanding the social aspect of the group through the exchange of personal experiences and presentations not only allows people to get to know each other, but also promotes teamwork. , ask them to prepare presentations about three things that have shaped them as individuals.

You can also use simple pictures and words to visualize your presentation.

3. Non-verbal expression activities

Human movements (ministry of funny walking)



Each participant wanders freely trying to invent a special "walk". After a while they can chase someone and take over their own walks. The partner leaves again, but the follower keeps the gear copied from someone else.

Tension



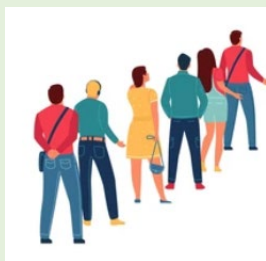
Players are divided into small groups. Each group gets some pictures from magazines. Based on these images, we have to try to put together a small performance. The song is played on a long white sheet. Players must start at one end and finish at the other end. In this way, tension is also visualized.

Time machine



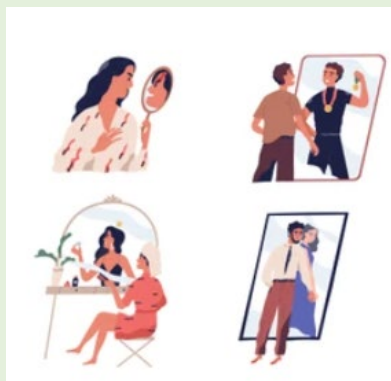
With this machine, you can go to different times and places. Players try to adapt to this era in their dress and behavior. Music allows you to create a certain atmosphere that is easier for you. Trying to play something makes it even more difficult.

Silent line-up



Competitors must line up in relation to certain characteristics. For example, you can tell all her teens to stand according to their shoe size. The competitor with the smallest shoe size goes first, and the competitor with the largest shoe size goes last. The twist here is that they have to be in a certain order without talking to each other.

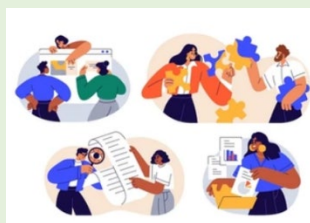
Mirrors



Mirror exercises are another warm-up program for actors that easily adapts to team building activities. It can be done in pairs or everyone can stand in a circle. A person leads by slowly moving arms, hands, head and body. Her partners and others in her circle try to imitate her exactly. The trick to this exercise is to follow the leader without hesitation. Everyone should try to time their actions as precisely as possible so that it can be difficult to tell who is leading and who is following. Leaders must be able to imitate their movements.

4. Behaviour-communication activities

Difficult communication



Groups are divided into groups of 3 or 4 people and have to build as many cubes as possible in the shortest possible time. However, each group lacks important but different materials (scissors, glue). This situation often leads to negotiations.

Communication train



Arrange the chairs in a row like a train. Participants are seated facing each other. The person sitting in front has a paper and a pencil. The man behind is shown a picture to draw on the back of the man in front. The second draws behind his third, the third behind his fourth, and so on until the man in front is reached.

Now he/she has to draw his back on paper. He then focuses on his three questions: Do you think feedback is important? Did you feel responsible for the group when you received and interpreted the messages?

Personality test



Each participant indicated to what extent (always, almost always, half the time, sometimes, never) they exhibited/did not exhibit the following characteristics: shy, friendly, lovable, intelligent, helpful, mean, industrious,

nervous, jealous, industrious, honest, sincere, shy, cheerful, loyal, etc. Others can write down their reactions.

Zombie escape



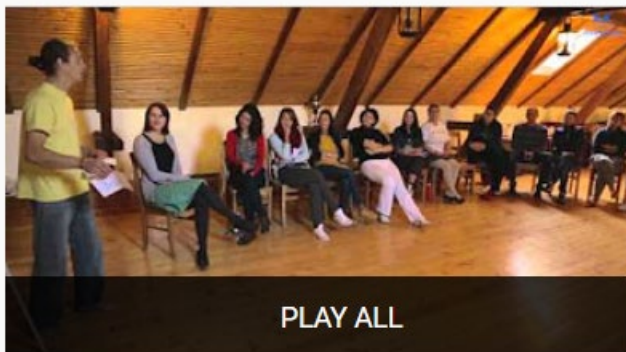
Assemble your team in a conference room or other open space and "lock" the door. In advance, select her

members of the team to play Zombie. Dead eyes, outstretched arms, muttering "braaaaiiiiiinnnssss". The advancing zombie is in the corner of the room where she/he is tied to a rope with a foot of slack. Every five minutes when the team starts exercising, she/he loosens one leg from the rope holding up the hungry zombies. Soon, the zombie will be able to reach the living team members, who will need to solve a series of puzzles or clues to find the hidden key that will unlock the door and allow them to escape before it's too late.

5. More methods to be discovered

The mentioned methods are valuable in that they are adaptable to the needs and capabilities of various youth groups. If you are looking for more good examples, it is worth checking out several YouTube channels that offer many more ways to engage and inspire young people in an attractive and understandable way.

26 non-formal methods presented in short online movies

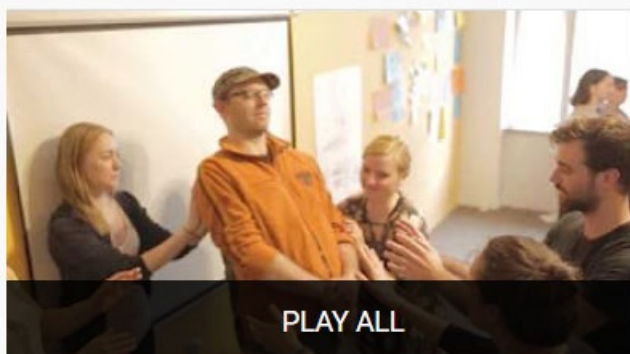


Non-formal Education Methods - from Passion in Action project

Available here:

https://www.youtube.com/playlist?list=PL3S9BpP_Ds33wPTApyDHHfvkZkkS1pM-7

IMPROVisational theater



IMPROVIsational theater

Available here:

https://www.youtube.com/playlist?list=PL3S9BpP_Ds30RYIcArbMNGAlbj922F_7F

V. Responsibilities of a youth worker



An important part of the youth worker's role is to work face to face with young people, but there are other roles that youth workers can generally play. These different roles require a wide range of skills, knowledge and confidence, and it is advisable to consider appropriate and relevant training for young workers working in groups. Training and support, whether paid or voluntary, can build young people's confidence and ability to cope with situations they face in groups¹². The right methodology is to help both the worker and the young person. Each youth worker, choosing a certain method or approach in a group, must feel responsible both to young people and to the community in which he/she works. Here is a quick reminder of what is expected of a youth worker. Prepared according to “A methodology for international youth work”¹³.

Assess the needs of young people to determine appropriate programs for health and fitness and address issues such as relationships, drugs, violence, smoking, bullying, and gangs.

Develop and maintain healthy relationships with young people based on trust and respect, and ensure a safe environment for young people to find their place in society and develop their identities.

Set boundaries and challenge behaviors that are out of place.

Be a strong communicator - being able to speak and listen verbally.

Have a basic knowledge of human psychology that can be applied to the work.

Be attentive to details and the smallest things.

¹² *The Role of the Youth Worker*. (n.d.). Retrieved September 27, 2022, from <http://www.youthworkessentials.org/up-running/the-role-of-the-youth-worker.aspx>.

¹³ Bosco Youth-Net, D. (n.d.). *A methodology for international youth work*. Retrieved September 13, 2022, from www.donboscoyouth.net.

Conclusion

The application of youthful, creative and effective methods in everyday work helps to respond to the needs of young people, empowering them to act and pursue their dreams. It is very important that both the youth worker and the young person feel each other and want to move towards new experiences together. The methods and tools presented in this chapter should provide insight into the diversity and benefits of prevailing trends.

Working with Young People QUIZ

Challenge yourself and take the quiz: <https://take.quiz-maker.com/QB5CRIJ5H>



Methods and instruments to motivate young people in democratic life

Abstract

Empowering young people should represent an important aspect of our society. Young people represent valuable human capital and we should invest in them. They do have a voice; they are open-minded and they are keen on innovation and building a brighter future for their generation. Therefore, young people should be provided with more skills, training, job possibilities, extra fundings, etc. that allow them to be more active in their communities.

However, the truth is that young people are not very motivated in participating in the decision-making processes and social life of the community mainly because they are not given enough attention and credit. Their knowledge of the problems affecting their lives in the community is quite broad, and that is the reason why their contribution could be valued as such.

Through this chapter, we will present a series of information that emphasize the need of young people getting involved in the society and we will analyse more deeply all the aspects of a democratic, open society.

Key words: *democracy, society, young people, involvement, active citizenship*



Introduction

What is democracy?

In the first part of the subchapter, we will discuss an essential domain in our society and that is the system of government. We will talk about democracy, the system of government adopted by every state in Europe. We will talk about its principles, etymology, history and importance in the political, economic and social area. Statistics and graphics will be used to offer a clearer point of view. Democracy is a system of government in which the power belongs to the people. The word is derived from the Greek *demokratia*, which was formed from the word *demos* (people) and the word *kratos* (power).¹⁴



What are the principles that must be respected in a healthy democracy?

- a) A political system for choosing and replacing the government through free and fair elections
- b) The active participation of the people, as citizens, in politics and civic life
- c) Protection of the human rights of all citizens
- d) A rule of law in which the laws and procedures apply equally to all citizens.¹⁵

¹⁴ Available at <https://www.britannica.com/topic/democracy>, accessed on the 28.08.2022

¹⁵ Available at <https://patimes.org/essentials-democracy/>, accessed on 10.09.2022

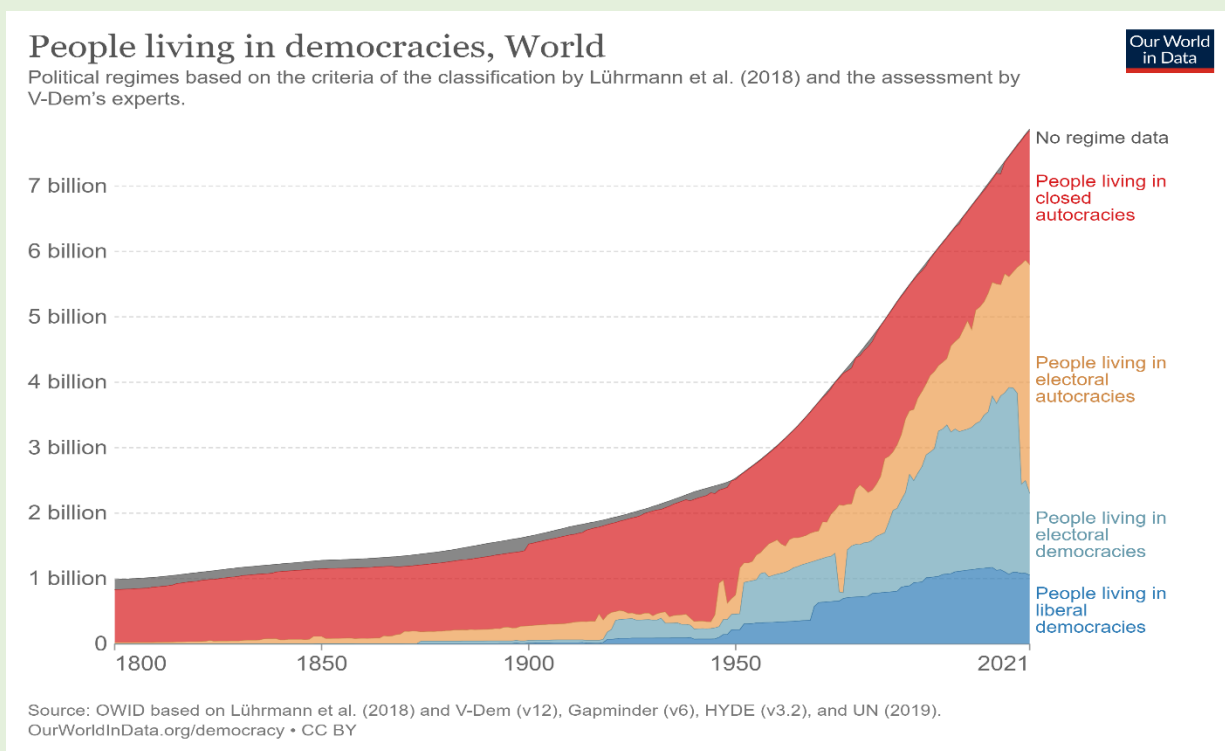
Democracy is the political system that helped the society evolve the most from a social and economic perspective. It is the system that allowed the individuals to live in the most prosperous and free age ever seen on earth. An essential aspect to bear in mind, because it's the key aspect that is to be discussed, is that it gives the young people the right to get involved in the society's problems. Not only to young people, but to all categories of citizens. All citizens have rights and obligations in a democratic society and they are protected by the law. All in all, democracy is the political system that offers equal rights to all its citizens and provides protection and well-being, with the help of different institutions.

The young generation is allowed to express its opinion about the way a community is administered and, in a civilized, informed and diplomatic manner, it should try to influence the decision makers to take actions that will benefit that community.



Democracy stands as the administrative foundation of Europe. The 20th century proved that any deviation from the principles of democracy can result in an unprecedented disaster. It's for the best for European society to stick to the founding rules of democracy.

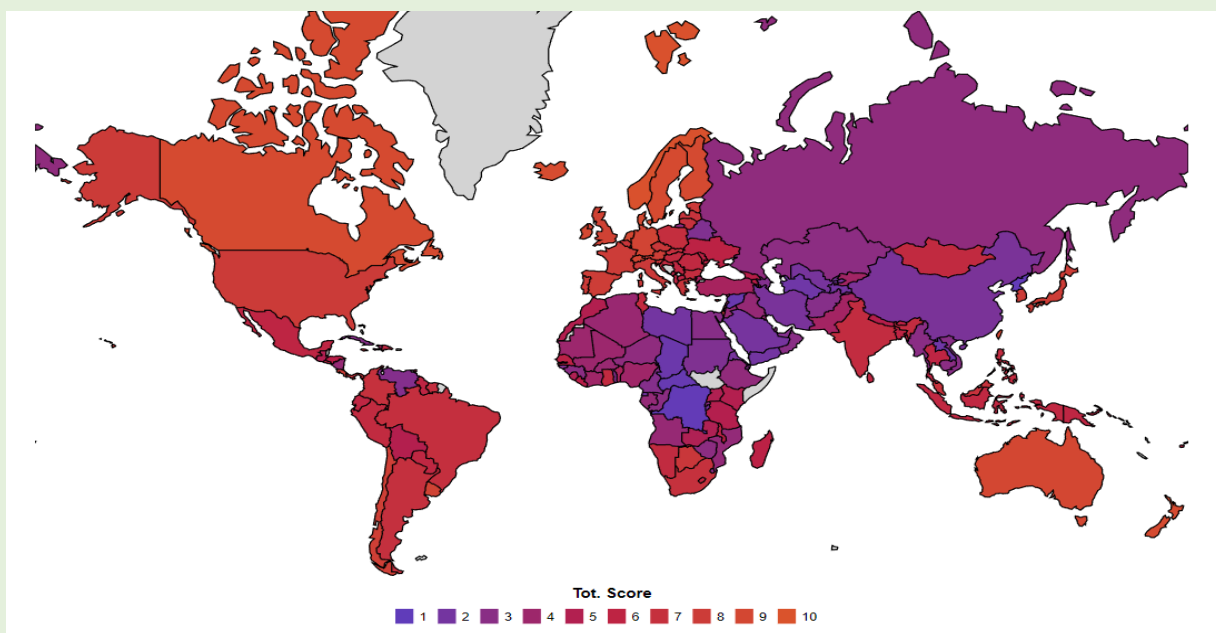
Europe represents one of the biggest democratic areas in the world. More than a third of the people who live in democratic countries, live in Europe (747.4 million out of 2.3 billion). In the graphic below, you can see how democracy evolved in the past centuries and how the political world changed.



(Available at https://ourworldindata.org/grapher/people-living-in-democracies?country=~OWID_WRL, accessed on the 28th.08.2022)

Democracy, nowadays, represents not only a political system, but a way of life for many people on the globe. Due to democracy, we can travel freely, we can live in other countries, we can make commercial exchanges, etc. all these rights are to be found in democratic societies. However, not

all over the world, democracy is the governing political system. There are other political systems, such as: authoritarian, theocracy, dictatorship, etc. as shown in the graphic below.



(Available at <https://worldpopulationreview.com/country-rankings/democracy-countries>, accessed on the 28th.08.2022)

Legend:

Blue=authoritarian

Red=democratic

The gradient fluctuates between these two poles.

In real numbers, the situation looks like this (in 2021): (Available at https://ourworldindata.org/grapher/people-living-in-democracies?country=~OWID_WRL, accessed on the 28th.08.2022)

2021

■ No regime data	28.25 million
■ People living in closed autocracies	2.05 billion
■ People living in electoral autocracies	3.50 billion
■ People living in electoral democracies	1.25 billion
■ People living in liberal democracies	1.05 billion
Total	7.87 billion

What is the profile of an active citizen?

In this subchapter we will talk about the characteristics of the people who are constantly active in the society. We will find out that, in order to develop a community, a few citizens are doing an impressive amount of work by achieving skills and results. We will talk about the qualities of an active citizen, about his skills and capabilities and why these are so important.

“An active citizen promotes the quality of life in a community through both political and non-political processes, developing a combination of knowledge, skills, values and motivation to work, to make a difference in the society.”¹⁶



¹⁶ Available at <https://www.euca.eu/activecitizenship>, accessed on the 28.08.2022

It is essential to emphasise the importance of these factors: *knowledge, skills, values and motivation to work*, because these factors are representing the core foundation of an efficient active citizen. It's also important to note that if you don't possess this element, it's not a problem. They can be achieved and learned.

a. Knowledge

- you will need to master a basic legal knowledge (eg. Law 544/2001, where and in what circumstances you can record a person)
- national and local administration rules (mayor's duties, commissioner's duty, the different types of bills/decisions that are taken from parliament level to local level)

a. Skills

- Public Speaking
- Negotiations – situations that require to negotiate the terms and conditions of a future council decision/law
- Self-Control – situations that require a calm and responsible conversation, despite the adverse context
- Public Pressure Methods – it will help you when you have to convince the administration to do the things they are supposed to do, but in a public and more rough manner

b. Values

- Respect for the others
- Verticality
- Diligence
- Humility
- Courage

c. Motivation to work

- The motivation to work will be inherent only if the goal is complying with your own values and if it's something that personally matters to you.



The Erasmus+ Programme in Europe has developed many projects for young people. Even the European Union has adopted the Youth Strategy 2019-2027¹⁷. This programme sets out a



framework for European cooperation in the youth field and its main principles are: engaging, connecting and empowering young people.¹⁸ On the Erasmus+ website we can find this clear explanation: *the EU Youth Strategy aims for a meaningful civic, economic, social, cultural and*

¹⁷ Available at <https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/youth-participation>, accessed on the 15.09.2022

¹⁸ *Ibidem*

political participation of young people. The Strategy fosters youth participation in democratic life, supports social and civic engagement and aims to ensure that all young people have the necessary resources to take part in society.¹⁹

This is a great help for the young people and represents an important asset for their development. Young people should be provided with the right resources and have to be

empowered, in order to be willing to be more active in society. They need to know their knowledge, competences and ideas are valuable to the society and people take into consideration their opinion.

Local authorities should be more aware of this and try to facilitate youth involvement in today's society. Young people should be provided with formal and non-formal learning opportunities and foster their abilities and competences, in order to develop a more open, digital and democratic society.

Therefore, in order to have more active citizens in the society, we need to provide the infrastructure (learning programmes, skills and competences) and the motivation for being more



¹⁹ *Ibidem*

active (better paid jobs, participation in the local councils, listening to their ideas, implementing their ideas, etc.). All these methods should represent an important aspect for each community, as they have to take care of all their citizens and try to get them involved and keep them active. Any democratic system relies on its citizens for acting and campaigning whenever their own rights are violated.

Romania is no exception in this matter of facts. Even though we haven't come very far from a totalitarian system, these many years of a democratic system have taught us that having a collective voice when the government abuses the community's lives is a viable option. Petitions are signed every day, and we have passed many periods of lively protests all along the country, involving a very vast majority of young people. And that is mainly because youth involvement is a valuable asset when taking into consideration the need for change and reforming old unrighteous socio-political habits.

I. Young people and their involvement in the democratic life

In the following subchapter we will discuss a very important aspect: the human capital. Maybe this quote seems too impersonal, but we will understand the young people represent an essential





capital for Europe. You will understand the fundamental roles the young generation have. There is not a clear way to determine between what ages a person can be called young. Although, for statistical purposes, the United Nations defines “youth” as those persons between the ages of 15 to 24 years.²⁰

When it comes to the young people’s involvement in the society, they have three main roles. These roles ought to be taken seriously in order to improve the quality of life in a community.

The roles are:

I. Observing what is going wrong in the community

- As a young person, who does not have a job in the public administration, your responsibility becomes to observe what can be improved.
- Also, it’s important to identify the aspects that need to be changed, that are too old, that require to be modernised.
- keep in mind that you should ask other people if they see the same problems or are only in your head. If only you see that, it’s very probable that it is not a real problem and you should focus on something else

²⁰ Available at <https://www.un.org/en/global-issues/youth>, accessed on the 29.08.2022

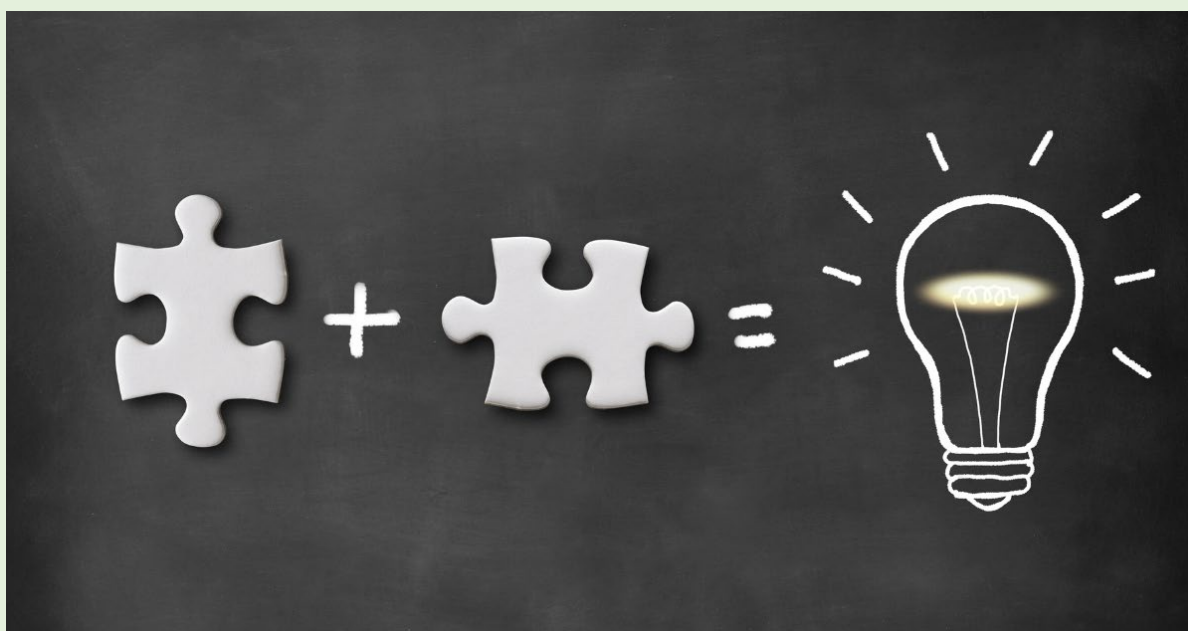
II. *Helping in the process of finding an efficient solution*

- After you identify a problem that is affecting a bigger number of people, you think about a solution.
- discuss with the people who are administering the community (mayor, commissioner, minister) and try to find an efficient solution.
- It's essential to find an efficient solution, because a change can have either a bad result, or a good one. Your goal should be to have the best results with the least energy and resources consumed, or the best results for the energy and resources consumed. Efficiency is key.
- the solution you find should not produce damage in other aspects of the society. Or if it does, find a way to repair the damage, or change the initial solution.

III. *Putting (public) pressure on the administration in order to solve the problem*

- it must be noted that in an ideal scenario, where all things go as planned, you should not bother about implementing the third point.
- However, it has to be said that the administrations are not perfect and sometimes you will face doubts, apathy, laziness or direct rejections.
- it's your duty to put pressure on the people who are in charge, in order to do what is the best for a community/town/municipality/country.

- At the end, remember that these actions will have consequences when it comes to your relationship with the administration and should be used only in the cases where you used up all other approaches.



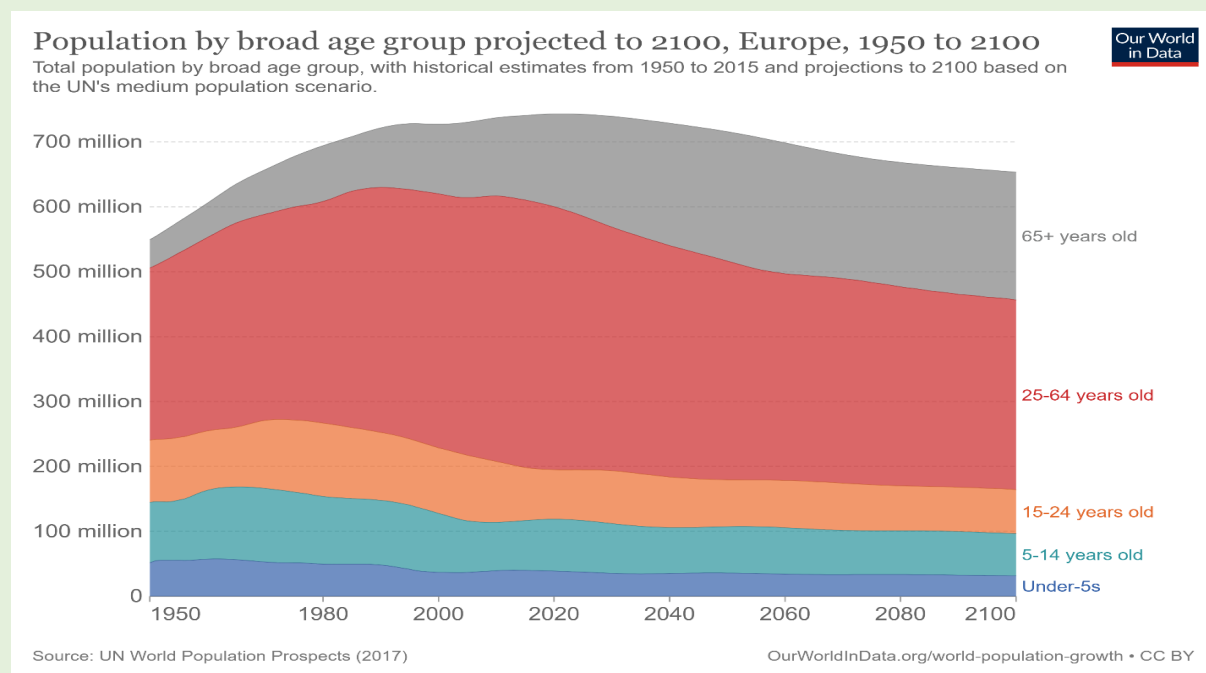
try to negotiate, to find out why the administration does not agree with your plan, what are the fears that stand between you, how could you solve them in a diplomatic manner.

- respect and diplomacy is the key

Europe has a great capital of young people. The Our World in Data statistics confirms a number that surpasses 76 million youths. It's very important to keep in mind that this resource represents one of the most important categories when it comes to future perspectives. It's the age group that can be the most easily educated, influenced and that will provide for the community for a very long period of time.²¹

Therefore, the investments in education, educational infrastructure, youth projects will always be a necessity and a good way to spend the money.

The quality of a project, the quality of the educational system always depends on the financial investments. Having a capital meant to be used in the development of a project will always be a great advantage.



²¹ Available at <https://ourworldindata.org/grapher/population-by-age-group-to-2100>, accessed on the 29.08.2022

2022

65+ years old	148.67 million
25-64 years old	399.95 million
15-24 years old	76.36 million
5-14 years old	80.24 million
Under-5s	38.21 million
Total	743.44 million

The young generation seems to be more and more willing to get involved, to be in the core of action. Although, they need the necessary tools for this: education, training, youth exchanges, consultations, information, etc. An active citizen has to be formed, has to be created. This is an important task for the local authorities and other institutions. These characteristics have to be taught while in school and accentuate the need for active citizenship. There are many democratic states, like Romania, that have low voting rates. People do not participate in the electoral process due to many factors: communist heritage (when voting was not an option), low level of trust in the authorities, lack of information, lack of transparency and lack of education. Even though many people tend to justify their low voting rate by saying that the candidates are not trustworthy, the reason behind this behaviour can't be resumed to only this. There is a lack of civic education in Romania and moreover a lack of practical education.

As a consequence, we emphasise the idea that proper education is necessary and specific programmes represent one of the main steps towards active citizenship. The Erasmus+ programme, through the projects that implements, tries to empower and engage young people through the following activities: workshops, debates, role-plays, simulations, use of digital tools, (e.g. digital democracy tools), awareness raising campaigns, trainings, meetings and other forms of online or offline interaction between young people and decision-makers, consultations, information and/or cultural events etc.

These are only a few examples of what can be done, in order to empower, encourage and get people more involved in the society. People need to be offered something, not only asked to do things, and these activities are a few valuable ideas, especially when it comes to young people.

II. How do we get them involved? How do we motivate them?

The majority of young people are not getting involved not because they don't want something to be changed or because they don't have the necessary skills or knowledge, but because they don't know that they have the capability, the right and the opportunity to do it.

- ❖ It's essential, in the first place, to make the idea of involvement more popular, more prevalent, more accessible. The NGOs that want to contribute to an ascending percentage of young people involved, should focus on popularizing this concept.
- ❖ In the second place, the young people should be encouraged and literally motivated to start their civic project. To identify a problem, to think about an efficient solution and to start the discussions with the administration.
- ❖ The third thing that should be kept in mind is helping the young people accumulate the necessary knowledge and skills (the ones from point II). This should be done in 3 training



sessions in/year. It's important not to suffocate the trainees with useless information. It's for the best to give them only the essential training they need to begin, because they will accumulate experience as the project is advancing.

- ❖ The fourth and the last point that has to be taken seriously is helping them with advice and suggestions along the way. During the project there might appear issues that were not taken into notice at the beginning and need to be solved. Proper advice is always welcomed and a small team of leaders should always be there to offer it.



The investments in education, infrastructure related to education, youth projects will always be a necessity and a good way to spend the money. The quality of a project, the quality of an educational system always depends on the financial investments. Having a capital meant to be used in the development of a project will always be a great advantage. A modern and advanced learning context will be more attractive for young people.

In terms of participation, the United Nation considers that youth participation represents progress. *“Participation is a fundamental right. It is one of the guiding principles of the Universal*

Declaration of Human Rights that has been reiterated in many other Conventions and Declarations. Through active participation, young people are empowered to play a vital role in their own development as well as in that of their communities, helping them to learn vital life-skills, develop knowledge on human rights and citizenship and to promote positive civic action.

To participate effectively, young people must be given the proper tools, such as information, education about and access to their civil rights.”²²

The United Nation represents an organism that provides programmes and projects that help young people improve their skills and achieve new ones.

There are many young figures that represent the life statement that the young generation matter and they have a powerful voice. They are active in different domains and are famous worldwide: Greta Thunberg (environment activist); Malala Yousafzai (female education activist); Marley Diaz (diverse representation activist), etc.



²² Available at <https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-participation.pdf>, accessed on 15.09.2022

Also, there are many programmes that are developed by the young people, for the young people: Youth Do it!²³; World Future Council²⁴; SALTO²⁵. All these projects and programmes are meant to raise awareness and develop a way of thinking for young people. They are taught that their voices matter, they are important to society and they represent the future.



Through these programmes, young people benefit from learning, teaching, training, exchanges and all sorts of activities that contribute to their own development and to the development of the society. Of course, these are only a few examples, best known examples, but there are many national, regional and local initiatives that are meant to help young people and get them involved

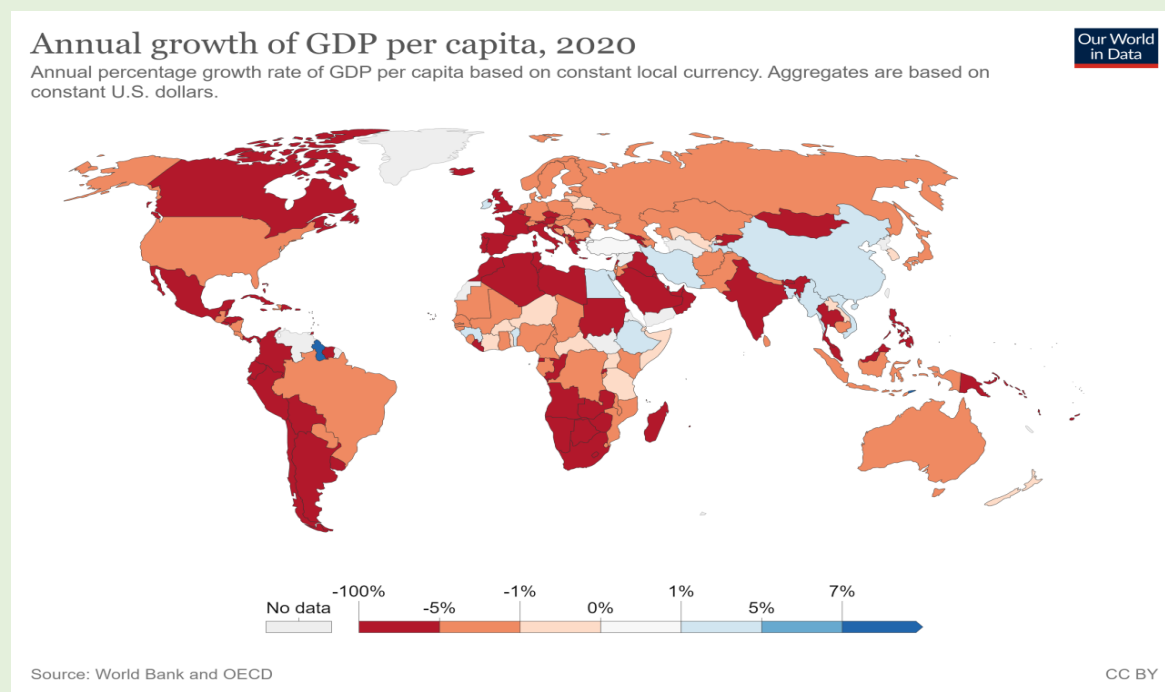
²³ Available at <https://www.youthdoit.org/themes/meaningful-youth-participation/>, accessed on 15.09.2022

²⁴ Available at https://www.worldfuturecouncil.org/rights-of-children/?gclid=Cj0KCCQjwmouZBhDSARIsALYcouqyeidsvrOXqcYFGDzxJYkhJ1LLx8VW9OBkQ3d5b72mLotedX_9XUkaAhOuEALw_wcB, accessed on 15.09.2022

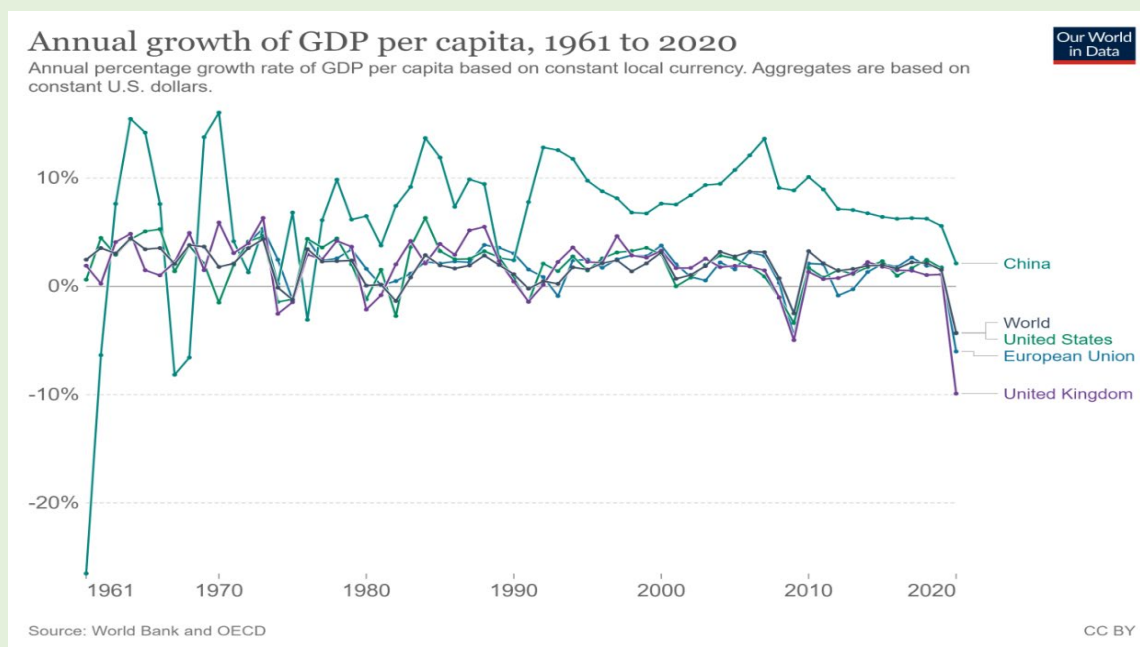
²⁵ Available at <https://participationpool.eu/toolkit/>, accessed on the 15.09.2022

in the life of the communities. And that is a goal meant to be perpetuated for the future, a dynamic that has to be kept alive in order to maintain a clear vision for the present and next generations.

The situation in this period is a bit complicated. Although the world entered a recession period in the last year, education still remains and the young generation should still remain a priority for the governments and NGOs.



(Available at https://ourworldindata.org/grapher/gdp-per-capita-growth?region=Europe&country=CHN~OWID_WRL~European+Union~USA~GBR, accessed on the 29.08.2022)



(Available at https://ourworldindata.org/grapher/gdp-per-capita-growth?tab=chart®ion=Europe&country=CHN~OWID_WRL~European+Union~USA~GBR accessed on the 29.08.2022)

III. Methods and Instruments –short description

There should be taken into consideration the good practices of other projects that were successful in the community and added value to the young people and to the country/society/cities/schools.

We will talk specifically about a case that took place last year. They were aiming to obtain a bigger budget for education in five different counties in Romania. After two years, they managed to raise the budget by over 30 million euros. Those money were used for building new educational infrastructure, repairing the old one and for paying the scholarships for the exceptional graded students and for the ones who have social problems or a low income in their family.

This is a project that proves the efficiency of a group of young people who have a clear aim to do something practical for their fellow citizens and society. It proves that the knowledge and ways of acting were efficient and that they had good leaders that offered them every advice they needed.

Case reviews

1. Clean Schools – The Academic Society of Romania

During November 2019 and June 2021, The Academic Society of Romania (SAR), developed a project called “Clean Schools” (Scoli Curate)²⁶. The project aimed to raise the budget dedicated for education by 30 millions of euros.

The five counties that were taken into consideration for this project were: Bacau, Cluj, Mures, Timiș and Vâlcea. Specifically, “Scoli Curate” aimed to raise the number of local administrations that respect the students’ right to receive a scholarship and to raise the budget for investments in educational infrastructure.



²⁶ Available at <http://www.romaniacurata.ro/campanie-scoala-mea-nu-are-nimic-de-ascuns-impreuna-facem-publice-bugetele-scolilor/>, accessed on 26.09.2022

They managed, in 18 months, to:

- Raise the number of territorial administrative units that respect the students' right to receive a scholarship from 56 (12.06%) to 322 (69.39%) from a total of 464.
- Convince 110 territorial administrative units to allocate a budget for capital restorations and renovation. Before this project, there were 0 territorial administrative units that allocated any money for these purposes.
- Raise the total budget allocated for education in the five counties from approximately 410 million lei to 554 million lei (35.6% growth). That's a 144 million lei growth, around 30 million of euro.

2. Democracy Reloading: Training Module A – SALTO-YOUTH

Between 30 August – 3 September 2021, SALTO-YOUTH (that stands for Support, Advanced Learning and Training Opportunities for Youth. It works within the Erasmus+ Youth and the European Solidarity Corps programmes) has held a training course²⁷ that supports the Erasmus + agencies in designing and implementing activities based on the Online Toolkit for municipalities.

This course aimed to train trainers, experts, consultants & other multipliers to help municipalities in improving their work.

²⁷ Available at <https://www.salto-youth.net/tools/european-training-calendar/training/democracy-reloading-training-module-a.8869/>, accessed on the 26.09.2022

SALTO-YOUTH rightly believes that the involvement of youth people in developing youth policies in decision making is fundamental to increase the sense of belonging and active citizenship of young people to their communities. In order to address the needs and interests of young people and to engage them as actors of the solutions for their problems it's important to increase the level of their ownership of and responsibility for their own community. They consider that young people adequately informed, trained, empowered and entrusted will be the best actors to change and promoters of democracy, rule of law and equality.





The training course in question aimed to train adequate number of multipliers (trainers, consultants, experts) who would be able to support the implementation of the national activities in coherence with Europe Goes Local objectives and also help municipality officers (and their local allies) who work with youth policies, structures and programs engaging young people in municipal decision making by using the online Toolkit.

The module built by SALTO-YOUTH included three online activities and a training seminar in Italy. Also, the specific objectives of the training process were:

- to understand the content and the functions of the Democracy Reloading online Toolkit,
- to identify approaches how Democracy Reloading and Europe Goes Local tools can support municipality officers and youth participation in decision-making,
- to share and collect good practices how Erasmus + Youth projects can support municipalities in developing youth participation in decision-making,
- to contribute to the development of national plans in promoting and integrating the online Toolkit,

What is important to remember is that working with local and regional public authorities in planning, developing, maintaining and reforming democratic youth participation structures for

dialogue, co-decision and co-management is one scheme to remember from the SALTO-YOUTH initiative.



(Available at <https://ypl.bacr.org/youth-empowerment> on the 29.08.2022)

3. The Future of Democracy – the Role of Youth Workers and Youth Leaders – organised by SALTO-YOUTH and promoted by Erasmus+ in Romania²⁸

²⁸ Available at <https://www.salto-youth.net/tools/european-training-calendar/training/the-future-of-democracy-the-role-of-youth-workers-and-youth-leaders.5615/>, accessed on the 26.09.2022

The main objective of this course was to stimulate the democratic processes in working with young people by organising debates and workshops that will provide the participants a more thorough learning of the European dimension when the discussion about democracy, inclusion and communication is being put into question.



*As engaged trainers, youth workers/leaders and project managers working directly with young people, we have the power to make a change in our own community.*²⁹ This is the statement of the course's organisers, SALTO-YOUTH. They were also stressing the fact that we do not always follow some of the healthy principles of democracy because telling young people what to think or what to do in specific contexts may also be considered as a wrong model of democracy itself.

Those were the questions and the hypotheses brought up by Erasmus+ along with SALTO-YOUTH and we find that those are the problems that should come to our minds when training and preparing young people to be part of the decision-making process in their community and a healthy

²⁹ Available at <https://www.erasmusplus.ro/evenimente-det/vrs/IDev/740>, accessed on the 26.09.2022

democratic system. This is a matter of efficiency and promoting the right models of democracy as the European Commission formulates them.

The profile of the participant was the following:

- represents a non-governmental organisation
- is active in the youth field (it is a youth worker/leader, trainer, project manager);
- has experience in working with young people and in Erasmus+ projects;
- is motivated to integrate the knowledge and competences acquired within a future Erasmus+ project in the field of youth;
- is at least 18 years old;
- has advanced knowledge of English (writing, speaking)

Selection criteria:

- multiplication and information capacity,
- motivation and personal expectations;
- the intention to develop a future Erasmus+ project in the field of youth;
- geographical distribution;
- language skills

This course and project were meant to offer discussions and workshops with the aim to foster democratic processes in youth work in Europe as long as it also created awareness and discussion about the conflict between individual needs and the need of a collective, a society. It's important to remember that Erasmus+ has all the tools necessary to promote democracy and foster the creation of the new democratic projects on a local, national or European level and also the fact that Erasmus+ does not refrain from doing so through conferences, different events, seminars, courses, trainings and so on.

IV. Conclusion of the chapter

In conclusion, there are many programmes and projects that create opportunities for youth involvement. Young people should be offered not only the possibilities of getting involved in the social life of the community, but offered other substantial benefits: education, training, exchanges, and more importantly, access to information and to the decision-making processes. These represent the first valuable steps towards active citizenship. They provide the necessary tools not only for an active citizen, but for an educated and valuable citizen who acts in the name of a democratic, autonomous and libertarian society.

What we haven't stressed enough throughout this chapter is the fact that acting in a democratic society is not an individual or autonomous process in terms of taking a stand in making a difference in our communities. Our Erasmus+ project, Rural Youth Parliament has formulated this stance even through its title, the Parliament word itself suggests a group of people reunited under the same purposes and missions. Needless to say, that there are Parliaments everywhere around the Globe, assemblies of the representatives of a political nation or people, and that there are symbols of having a healthy democratic system.



The young people from LAG Napoca Porolissum territory, resonating with others from our partners', have named their NGO a Rural Youth Parliament being inspired by the power and the authority of these democratic gatherings. Having a Parliament in a rural area may be an overstatement, but it also demonstrates that these young people are ambitious, far-reaching and always dreaming for more.



More access to the decision-making processes in their communities, the respect and openness from the authorities, the support of their families, friends and neighbours. Right now, our rural parliament is working on finding open minds to join the initiative, but they are also working on identifying the problems affecting the young people surrounding them.

Some of the main aspects that concern young people living in rural areas is the fact that they need more opportunities of personal and professional development in the area, more extracurricular activities options, or a better road infrastructure for the ones who are commuting (even for hours) everyday just to attend a better high-school. Some of these young people are

studying and working at the same time, so their time left for being involved in the community is not that much.

Nevertheless, what we have admired from the start about these groups is the fact that they value community involvement from an early age and not just staying indifferent to the dynamics of their socio-political background. Acting and having a voice means so much more than accepting that this is the life you get without trying to change the systems that rather bring you down than provide you more possibilities and options.

It's essential to keep in mind that as a youth living in a democratic society that is also connected to the European Union means that you are being given all the rights to act upon your own future. Also, you are not alone. Having a rural parliament means that you are surrounded by people that have set the same goals for their future. Erasmus+ supports youth and the ideas, power, enthusiasm and need for change of young people everywhere. Being part of an Erasmus+ project is in itself a success and a step forward. Believing in the reality and the benefits of a healthy democracy is another statement to keep in mind and follow every day. The future is for those young people who dream, hope for more, and believe in the power of change.

Democracy QUIZ

Challenge yourself and take the quiz: <https://take.quiz-maker.com/QE3D6LTBV>

Needs assessment

Abstract

In this subchapter, we present the needs assessment of young people in Romania, Lithuania and Finland in relation to their experience of political and civic participation. The assessment is based on a survey carried out in the three partner countries. Based on the results of the survey and the desk research, ten primary needs and three supplementary needs were identified.

Key words: needs, volunteering, political engagement, civic engagement, survey



Introduction

The EU Youth Strategy for 2019-2027 aims to develop youth engagement in democratic life, support social and civic engagement, and guarantee that all young people can equally participate in society (“EU Youth Strategy | European Youth Portal,” n.d.). This has been somewhat successful as youth voter turnout in the 2019 EU parliamentary election was 42%, up from 28% in 2014 (European Parliament Liaison Office in the United Kingdom, 2019). This shows a marked increase in young people’s desire to participate in the political life of the European Union.

One of the 11 European Youth Goals, along with Connecting EU with Youth, Equality of All Genders, Inclusive Societies, Information & Constructive Dialogue, Mental Health & Wellbeing, Quality Employment for All, Quality Learning, Space and Participation for All, Sustainable Green Europe, and Youth Organisations & European Programmes, is Moving Rural Youth Forward (“EU Youth Strategy | European Youth Portal,” n.d.). This project focuses on this particular goal and aims to improve political and social engagement among the rural youth in their communities.

The previous chapter discusses best practices that have already been implemented as well as the most recent methods developed for working with young people. This chapter focuses on the needs assessment.

The goal of the needs assessment chapter is to determine the gaps in the current situation regarding young people's participation in the political and civic life of their communities. This is the first step in developing an effective training program to address these gaps.



Methodology



The needs assessment chapter is based on the data provided by the three project partners: Tavo Europa from Lithuania, LAG Napoca Porolissum from Romania, and Learning for Integration ry from Finland. The needs assessment is based on a survey conducted in the three partner countries. The survey's structure and

questions were designed by the Finnish partner with comments by the Lithuanian and Romanian partners. The survey consisted of 12 questions (the original survey can be found in the Appendix I). The Lithuanian and Romanian partner translated the survey into national languages, Finland kept the survey in English. The survey, as a Google form, was distributed to young people (aged 13 to 30) in Finland, Romania and Lithuania during the summer of 2022. The goal was to collect responses from 30 young people. However, the rate of responses varied dramatically between countries. The Lithuanian partner collected 83 answers, the Romanian partner collected 34 answers, and the Finnish partner collected 12 answers. The difference in the response rate originates from the different relationship with youth organizations, the number of organizations reached, and the different work environments during summer. However, as the analysis of the data shows, despite the different response rates, the results are consistent across all three countries which allows us to draw conclusions regarding the needs.

Results

In all three cases, the majority of the respondents identified as women.

According to (UN Women 2021), women have less access to direct political power and less engagement in the decision making process than men. Consequently, it is important to consider the gendered aspect of engagement in political, social, and civic life.

The majority of the respondents from Romania were between 13 and 15 years old, the majority of



respondents from Lithuania were between the ages of 19 and 21, while Finland's respondents were between 28 and 30. This skews the results, as these age groups represent three distinct stages of life. In addition, as in all three countries the voting age in local and national elections is set at 18 or above, and depending on the country, the age of standing for office is even higher, the ability to participate in political life of the respondents from Romania is already curtailed by the age restrictions. However, the similarity of the results across three countries suggests that the needs of these three groups are not that different, while at the same time highlighting the need to provide better forms of engagement for those excluded from elections by their age.



The survey results allow us to identify the top issues that young people want to tackle on the local level (respondents could choose multiple answers). In all three partner countries, protecting the environment was among the three top issues. This is in line with recent reports (European Youth Portal 2021) young people in Europe are becoming more and more concerned with the impact of the climate crisis on their lives and their futures. What is notable, is that respondents consider environmental protection to be an issue that should be addressed on the local level. This suggests the need for the decision-makers to incorporate environmental issues in their discussion agendas with local youths.



The respondents from all three partner countries identified education and training as one of the top three issues. This aligns with their life stages as many of them would be in education and/or preparing to pursue further training. This emphasis on education is notable as it is something where young people can and should have more input, and consequently communication with decision-makers in this area is particularly important.



In Lithuania and Romania, the third top issue for young people was health and well-being. Two very important factors could affect this. Firstly, young people have been reporting much higher levels of anxiety, depression, and other health issues (“A Worsening Mental Health Situation for Europe’s Children” 2021). Second, this development can be understood in the context of COVID-19 pandemic and its aftermath (Sándor et al. 2021). Consequently, it is important to give young people avenues to address their concerns regarding health and well-being.

In Finland, one of the three top issues identified by the research participants was unemployment. This can be the result of the fact that research participants in Finland skewed older and therefore were at the stage of their lives where they were transitioning from education to full-time work. In addition, Finland has one of the highest rates of youth unemployment of all the OECD countries (OECD 2019). In addition to the issues caused by the COVID-19 pandemic in the areas of employment on which young people have relied (Yle 2020), it is clear that young people need to have the ability to engage with these issues on their local level.



The young people reported being fairly well-informed. The majority of respondents in all three partner countries stated that they follow the news closely all the time. They were also well aware of events and developments in their local communities. However, the respondents were less unified in their knowledge regarding the running of the local government. While the majority of respondents in Finland and Romania were fairly confident that they knew how their local governments were run, Lithuanian respondents were more divided. This suggests that while young people may know what is going on in their communities, they do not necessarily know how it all comes together and how it is run. This knowledge gap can be filled through education.

While the respondents in Lithuania and Finland felt like their interests were well represented by local authorities, the Romanian respondents were a lot more ambivalent about it. This suggests that knowledge of the activities of the local governments does not always translate into a sense of being served by it. This opens another area of work for our project to empower young people to be better served by their local governments.

In all three countries, the young respondents were fairly knowledgeable about where they can turn for information about health and well-being, education, and job and volunteering opportunities.

However, while young people in Lithuania and Romania felt that they knew where to get information about their rights, young people in Finland were less confident that they had this information. Young people in Finland need to be provided with better information about their rights.

Participation in political life was greatly affected by age in all three partner countries. In Lithuania, Finland, and Romania national elections are open to all citizens above the age of 18. However, there has been discussion of lowering the voting age in Romania (“Vârsta de Vot, Redusă La 16 Ani La Alegerile Locale Și Europarlamentare. Senatul a Adoptat Tacit Proiectul de Lege” 2022) and Finland (Yle 2019). Age of candidacy varies from country to country and from post to post. In Finland, the age of candidacy is 18. In Lithuania and Romania the age of candidacy for president is 40. In Lithuania the age of candidacy for parliament is 25, and in Romania the age of candidacy for the upper house is 33, while for the lower house is 23.



Since participation in elections is age restricted, most of the respondents from Romania, who were under 18, have never voted nor ran in elections. The majority of respondents in Lithuania and Finland were above 18, which resulted in the majority reporting that they voted regularly. This shows that voting is directly related to age.

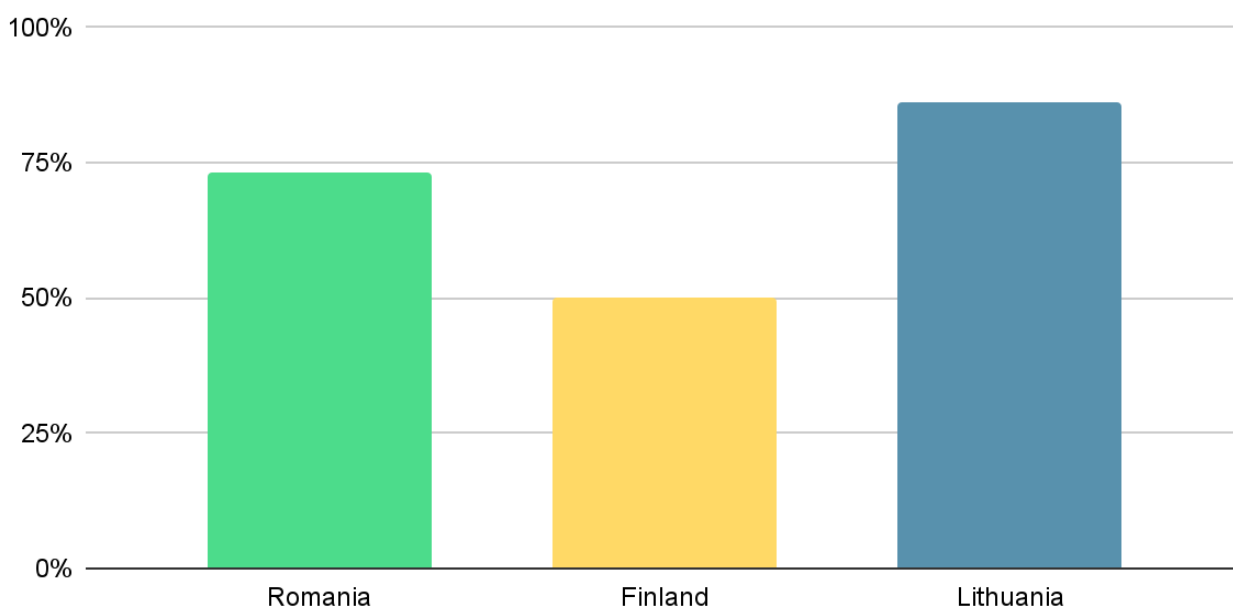
However, other forms of participation in politics were very rare, regardless of the country or the age group. The respondents did not generally run for office; taken part in a public consultation; started or joined a political group; contributed their own article, opinion piece, picture, or video for a political campaign, candidate or social issue; contacted a political campaign, candidate, or social organization to express their opinion on the issues; commented on a news story or blog about a political campaign, candidate, or social issue; raised or donated money for a candidate, political cause or social cause; signed a petition; or participated in a march or a demonstration.

This suggests that while the young people may feel well informed about the issues, they clearly did not participate in other forms of political activities apart from voting, when eligible. The respondents were not asked for the reasons for not participating more actively in politics, however, the results still highlight a clear need to both inform the young people of various forms of political activity they can engage in and encourage them to take part in these forms of political activity. It is also important to follow up on these results and to gauge why young people are not participating in politics.



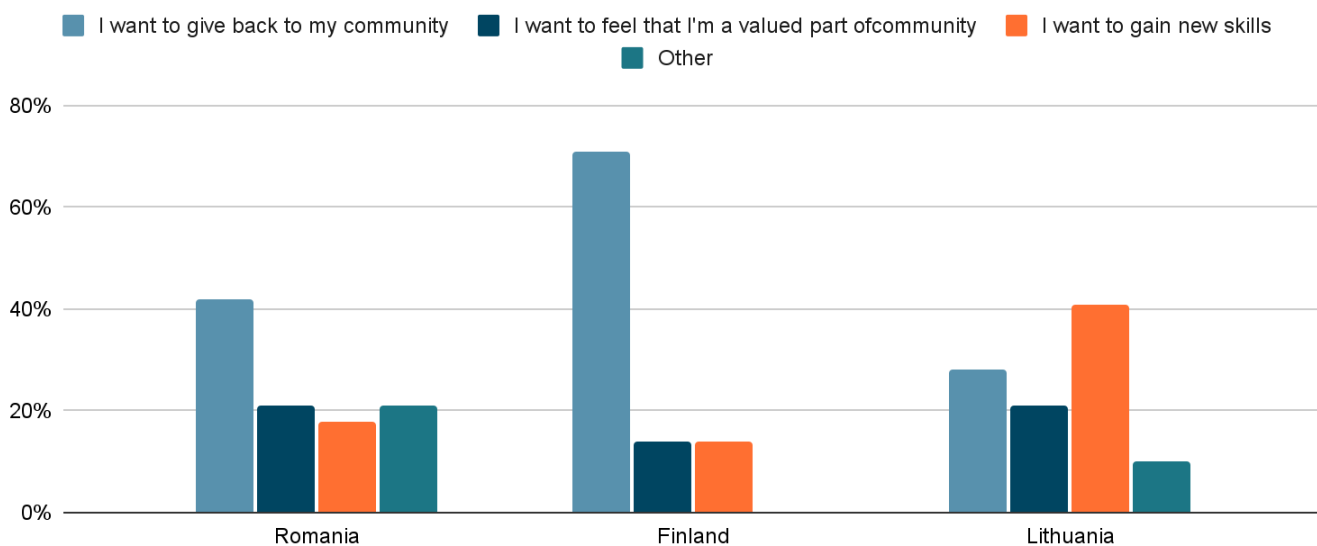
On the other hand, in all three partner countries, the majority of young people have participated in volunteering or community service.

The percentage of respondents in each country who participated in community service or volunteering activities



The majority of young people participate in these activities once in a while. The reasons for volunteering varied. When given only one option to choose from, the majority of the respondents in Finland and Romania stated that they volunteered to give back to their community, while the majority of the respondents in Lithuania have stated that they volunteered to gain new skills.

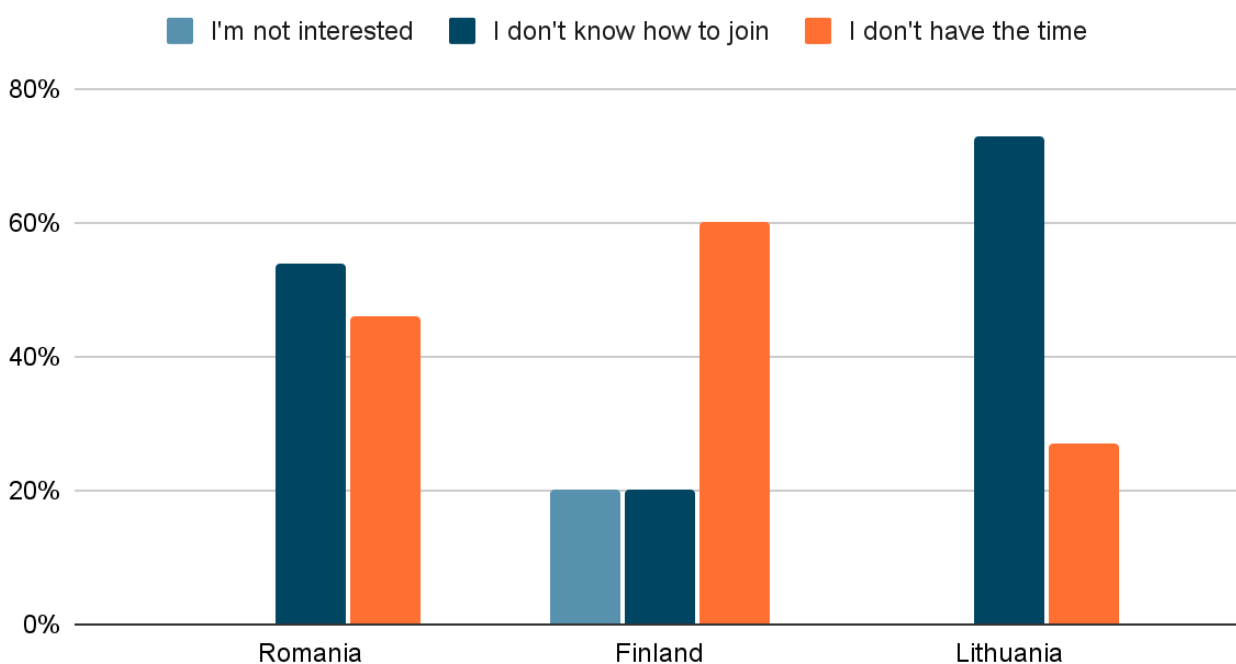
The reasons the respondents decided to volunteer



These results are consistent with previous research, that suggests that young people volunteer due to a complex mix of motivation that combine both altruism and career goals (Smith et al., 2010). The results of this survey suggest that there is a clear need to give young people reasons to volunteer. The way to encourage young people to participate in these activities is to make it clear to them how their participation helps the community and what skills they would gain through participation. This project can help young people to gain knowledge of the concrete impacts and consequences of their volunteering.

Not all young people volunteered. For those who did not volunteer, the major reasons given in all three partner countries for non-participation were that the respondents did not know how to join or they did not have the time. Though in Finland, some were not interested in volunteering.

The reasons participants did not volunteer



Both of these indicate particular needs. Both information and clear participation channels need to be readily available to the young people. In addition, the lack of time in young people's lives needs to be addressed to help them create the possibilities of participating in these activities. This project will help to establish what this lack of time means and how to address it. Furthermore, it is important to organize community projects in such a way that there is more flexibility in how much time young people need to dedicate to them.

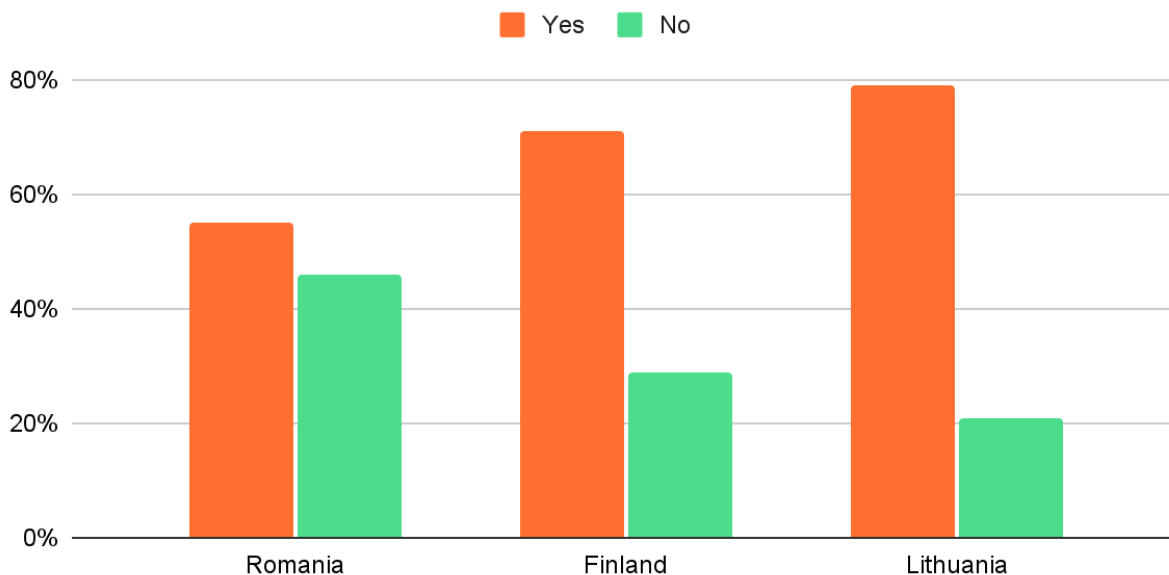
The majority of the respondents from all three partner countries thought about and discussed their experience of volunteering with others. This suggests that the respondents did not simply



participate in community service or volunteering, but actively reflected on them and engaged in discussion about them, developing their civic consciousness.

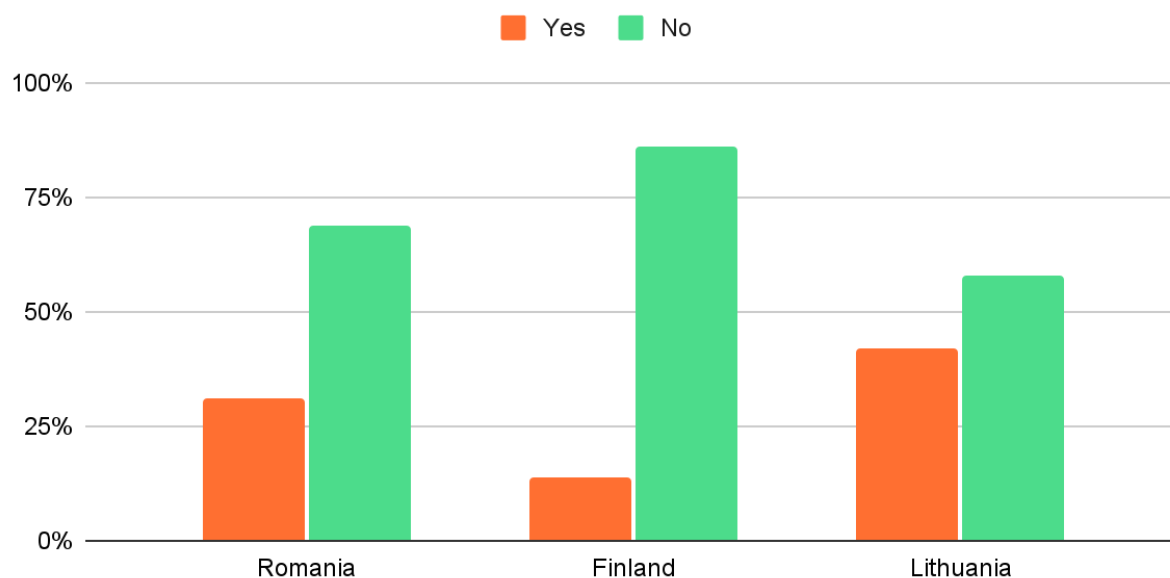
In both Lithuania and Finland, a clear majority of young people felt that their volunteering helped them understand the causes and solutions of social problems. The respondents in Romania were a little more ambivalent about it, though the majority still agreed that they gained a better understanding of these issues. This suggests that there is a need to help young people to transform their experience of volunteering into a sense of new perspectives, social awareness, and empathy.

The respondents who felt that they learnt about possible causes of/solutions to social problems through volunteering



On the other hand, in all three countries the clear majority of the respondents did not have an opportunity to discuss the knowledge they have gained through volunteering with decision-makers.

The percentage of respondents who felt they had an opportunity to talk to the decision makers in the community



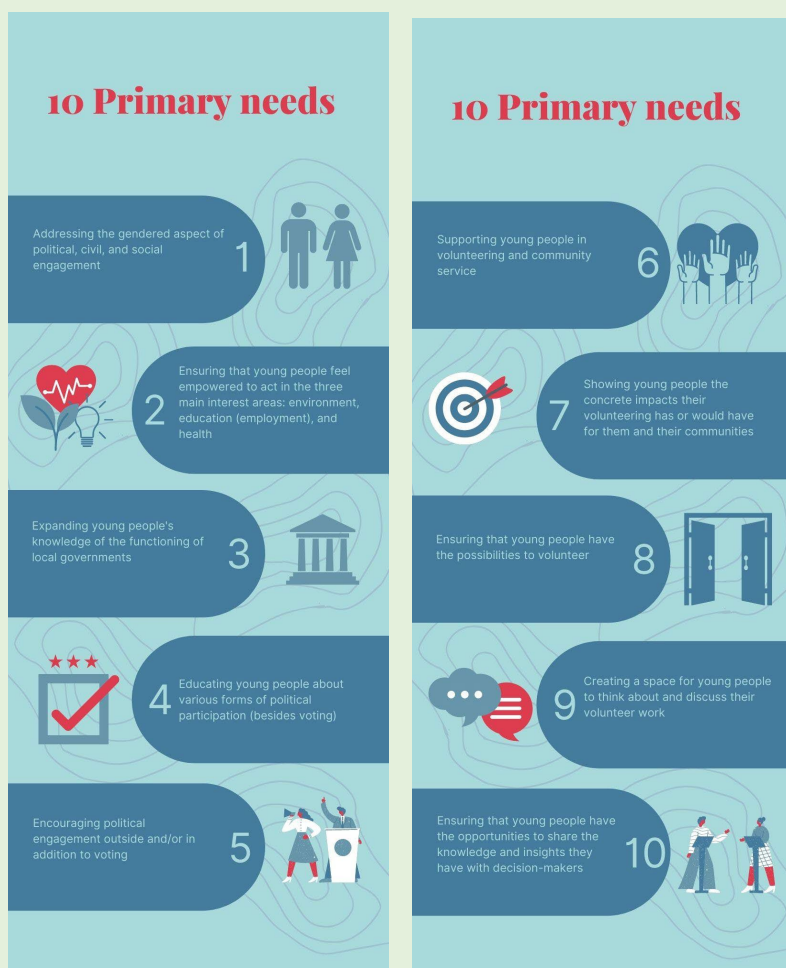
This indicates a very clear and pressing need to connect decision-makers with young people and create a space where young people feel that they can share their perspectives and ideas and be heard by decision-makers.

Needs identified

Primary needs:

- Addressing the gendered aspect of political, civil, and social engagement
- Ensuring that young people feel empowered to act in the three main interest areas: environment, education (employment), and health
- Expanding young people's knowledge of the functioning of local governments
- Educating young people about various forms of political participation (besides voting)
- Encouraging political engagement outside and/or in addition to voting
- Supporting young people in volunteering and community service
- Showing young people the concrete impacts their volunteering has or would have for them and their communities

- Ensuring that young people have the possibilities to volunteer
- Creating a space for young people to think about and discuss their volunteer work
- Ensuring that young people have the opportunities to share the knowledge and insights they have with decision-makers



Supplementary needs:

- Ensuring that young people can engage politically and socially regardless of their age
- Ensuring that young people feel that their interests are addressed by local authorities
- Ensuring that young people can get information about all the areas of their lives, but particularly their rights

Conclusions

By analyzing the survey data from the three partner countries, we established the primary needs in order to develop clear aims, adequate strategies, and training programs for the project. We have divided the needs into ten primary needs and three supplementary needs.

The needs will be addressed through the training and work of the current project.

The survey analysis for individual partner countries can be found in Appendix II, Appendix III and Appendix IV.

Needs Assessment QUIZ

Take the quiz and challenge yourself: <https://take.quiz-maker.com/QBSFPYRNY>

Inspiration for the Future - Examples of Best Practices from Romania, Lithuania, Finland

I. Romania

Desk research – Best practices – LAG Napoca Porolissum

1. Introduction

Young people in Romania face different challenges in accenting new involvement opportunities. Due to our communist legacy, we have a great power distance (according to Geert Hofstede's cultural dimensions). Therefore, the relationship between young people in Romania and the authorities is very formal, and it is very difficult for young people to get involved in the local life of their communities. Moreover, as we experience a very young democracy in Romania, we still don't know and don't have the proper methods of getting young people involved in civic actions. According to a study conducted by the Friedrich Ebert Foundation 80% of the young people in Romania have never participated in volunteering actions nor civil mobilization and 55,4% are not at all interested in politics, at a local level. This study was conducted in 2021.

On the other hand, there are many initiatives of different organizations and association that aim to facilitate the access of young people in the democratic life of the communities and equip them with the necessary skills to accomplish that. There are different initiatives at local levels, that implement projects for young people and facilitate a common space for interactions, such as: pupils' councils; students organizations; youth NGO's, etc.

2. Local project/initiatives:

- *NapoMUN*
- *Civic youth involvement accelerator*
- *Youth federation from Cluj*

- *Com'ON Cluj-Napoca*

3. Dissemination of the projects

- **Facebook:**

<https://www.facebook.com/NAPOMUN>

<https://www.facebook.com/AcceleratorulDeImplicareCivica/>

<https://www.facebook.com/FTCluj/>

<https://www.facebook.com/comoncluj/>

- **Websites:**

<https://www.comoncluj.ro/>

<https://ftcluj.ro/>

- **Instagram, newspaper articles, etc.**



4. Goals of the projects

- **NapoMUN:** an academic simulation of the United Nation, a Model United Nations (MUN) that helps participants develop better skills in communication, conflict management, public speaking, multilateral diplomacy, cultural awareness, etc.
- **Youth federation from Cluj:** a structure that reunited different youth organizations from Cluj area, in order to support youth and students' communities in Cluj County.
- **Com'ON Cluj-Napoca:** represents a participative process for young people, where they can write group initiatives, in order to improve the local community life. The initiatives are posted online on a platform, voted and the best 35 are funded by the Local Council and Cluj-Napoca Municipality.

- **Civic youth involvement accelerator:** its main goal is to facilitate youth involvement in Romania, by transforming 24 young people (age 15-26 years old) from small urban area and rural areas, in order to become vectors of local change.

5. Outcomes of the projects/initiatives

- **NapoMUN:** better skilled young people in communication, conflict management, public speaking, multilateral diplomacy, cultural awareness, etc.
- **Youth federation from Cluj:** communication platforms for young people in the Cluj area, workshops for young people (ex: Fall youth school for the community – oriented towards democracy and critical thinking), The Lab – social innovation lab (NewGenerationSkills – the goal create innovative workshops for youth cooperation)
- **Com'ON Cluj-Napoca:** 35 funded projects for the local community.
- **Civic youth involvement accelerator:** 24 young people (age 15-26 years old) from small urban area and rural areas to become vectors for change

6. Formal activities of young people in Cluj area

As shown above, young people in the Cluj area participate in all kinds of activities, depending on the individual profile of each person. The formal activities are: debates, simulation of different political entities, political campaigns, political parties, etc. Although numbers are not very encouraging, the tendency is to have a more active involvement in this area. There are some organizations in the Cluj area (most of them students' organization) that are more activities in formal activities: NapoMUN, ELSA (European law students association), AIESEC, UN Youth Romania, ESN, etc. Of course, there are many other organizations that invite young people to get involved in different kind of activities, in order to encourage their participation in a democratic life.



7. Informal activities of young people in Cluj area

There are many associations that offer young people the opportunity to be active and better prepared for the life of the community. There is an association in the LAG Napoca Porolissum area, that offers different opportunities for the local community and young people especially: ASI Răchițele. They organize fundraisings for different causes, organize local folk festivals, local fairs and environment protection campaigns.

Rural Youth Parliament in the LAG Napoca Porolissum area is an organization that tries to contribute to the improvement of young peoples' life in the area. It constantly researches the real needs of young people and tries to facilitate best practices exchanges, youth exchanges and projects that would help young people lead a better life, in the rural area.

8. Interest of young people in the Cluj area

Young people in this area tend to be more willing to participate in the social and political life of the community, than in the other parts of the country. This is because the Cluj area offers many more opportunities for this, therefore they are more familiar to their role in the life of the community. Most of the young people have a tendency to be proactive in the business area, well-being of the community, political issues, environment protection, human rights, arts, etc. they manifest their interests via social media in general (Facebook, Instagram) and face to face interactions. There are open meetings organized by the municipality representatives, so they can join, online debate platforms, etc.



9. Conclusion

All in all, young people in the Cluj area are more involved and more aware of their role in the life of the community, than in other parts of Romania. But unfortunately, they do not consider it important or valuable enough to participate in many actions, especially in the decision-making

process. This is due to the communist legacy, lack of experience, lack of opportunities and lack of skills. The Erasmus+ project Rural Youth Parliament represents an answer to all the issues mentioned above, as it aims to facilitate the involvement of young people in the active life of the community, especially of the young people in rural areas of Cluj County. In the past few years, there were development many opportunities for young people such as projects, initiatives, associations and so on because it is important to address the needs of young people and capitalize on their potential.



II. Lithuania

Desk research for Rural Youth Parliament by Tavo Europa

According to Eurobarometer data published in 2021, more than half (63%) of Lithuanian youth who participated in the survey believe that they have no influence on decision-making, law and politics in the European Union. It is important to note that this does not in any way mean that young people are not interested in politics or indifference to opportunities to participate in political life. The data from the same survey show that Lithuanians tend to discuss political and social issues with other people - they do so regularly or occasionally, respectively, 20 and 67%. Among other things, the main way of dialog with decision-makers is the election, which is perceived as the most effective tool by even 44% of the respondents. It is clear that this is not enough to develop youth activism in politics. One of the most sensitive issues in order to raise the awareness of young people could be the availability of reliable information. According to Eurobarometer data, as many as 84% of surveyed young people in Lithuania consider Facebook to be the main source of information. This correlates with the researchers' conclusions that youth organizations and their leaders in Lithuania experience communication difficulties - both in spreading the word about their activities to potential members and in building strong relationships with decision makers. In addition, compared to other OECD countries, trust in government institutions in Lithuania is significantly below the average; for example, only 23 percent of the population trust the work of the parliament, and 41 percent trust the government in general.

In general, according to the researchers, young people's interest in politics could be most effectively promoted through trust in government, the use of mass media, and discussions in a close social tie. Youth organizations and initiatives operating in Lithuania are trying to fill these gaps.

1. Initiative

Lithuanian Pupil's Parliament (LMP), <https://www.moksleiviai.lt/>

Activities and outcomes

Lithuanian Pupil's Parliament (LMP) was established since 1999 and it had been active for seven terms. It is registered as NGO and consists of 95 secondary school students from all over Lithuania. To become member of this parliament a school students must participate in democratic elections, which have two stages. The first stage takes place at the secondary school, the second - in the municipality. The number of members elected in each municipality depend on the size of the municipality.



Lithuanian Pupil's Parliament consists of 6 committees: Human Rights, Culture, Health, Foreign Affairs, Education and Social Affairs. All individual members can choose which committee they want to work at according to their skills and competences. Each committee has a chair who is responsible for coordinating in the work carried out by the committee. All members also belong to their regional group.

These groups cover 10 regions (Vilnius, Kaunas, Klaipėda, Panevėžys, Utena, Alytus, Šiauliai, Tauragė, Marijampolė). Region group members ensure communication between all members and encourage youth of their region to get involved in the civic activities.



Each

region also has a chair that belongs to the Board. LMP Board consists of the chairman and two deputies, the regional presidents. LMP also has three working groups: Public Relations, Psychoactive substance use prevention and control and Child Welfare Working Group. These Groups examine specific issues and areas are not as extensive as the committees. The work of the LMP is overseen by the Ethics and Procedures Commission. Lithuanian Pupil's Parliament represents students' interests; initiates draft laws, amendments and submit them to the Seimas; respond to public issues; adopts resolutions; cooperates with other organizations and institutions in Lithuania and abroad; reports to city and municipality school students. The LMP is supported by the Lithuanian Parliament, the Ministry of Education, the Central Election Commission and the European Law Students' Association Lithuanian National Group (ELSA-Lithuania).

2. Initiative

Lithuanian Youth Council, <https://lijot.lt/> <https://www.facebook.com/LiJOTorg/>

Activities and outcomes

Lithuanian Youth Council is the largest NGO in Lithuania, which unifies national youth organizations and municipality youth organization councils. Currently, LiJOT covers 72 non-governmental youth and youth organizations under one umbrella, which is thousands of young Lithuanian people.

The purposes of Lithuanian Youth Councils' activity are the cognition of interests and legitimate representation that are based on mature democracy principles.

LiJOT is an active member of the largest non-governmental youth organization in Europe - the European Youth Forum. This organization aims to protect the interests of European youth and encourage them to participate more actively in society. At the European Youth Forum, together with other national pan-European youth groups, LiJOT represents the interests of tens of millions of young people across the continent. The consolidated opinion and interests of LiJOT's members define the organization's activity directions and priorities. The work of LiJOT President, Board, Bureau and Control Commission is guided by LiJOT's members' common interests.



In 2019-2023, LiJOT focuses its activities on: knowledge-based representation of youth and youth organizations and youth policy formation, strengthening of membership and internal cooperation, development of LiJOT and increasing the power of youth.

3. Initiative

“I care”, <https://www.lmnsc.lt/iniciatyva-man-rupi/>
<https://www.facebook.com/profile.php?id=100038813269427>

Activities and outcomes

The initiative "I care" is designed to strengthen students' active citizenship and democratic values, it is organized by the Lithuanian Center for Non-formal Education of Students. The aim of the initiative is to encourage everyone to participate in social and/or civic activities. The main tasks are to develop a civic and responsible attitude towards one's living environment and to develop the participants' forms of self-expression and social skills.

Participants are invited to undertake civic and/or social initiatives, which they implement and present. The topics can be diverse, covering different social and civic spheres: solving social problems, educational campaigns for community members, organizing voluntary activities, promoting employment, managing the environment, strengthening communication with local institutions, and the like. Participants can choose the desired forms of expression, and the best ones are awarded.

4. Initiative

“Learn Before You Vote”, <https://www.zinaukarenku.lt/>

<https://www.facebook.com/zinaukarenku/>

Activities and outcomes

This is a Lithuanian youth initiative that aims to ensure transparent politics and an informed voter's choice. This idea arose among the participants of the Educational European Parliament (MEP), which has been running for a decade, mobilizing active young people aged 16-29 and encouraging them to act in public life.



The participants of the initiative - high school students, young people studying in higher schools and working in various organizations and companies, convinced that there is a lack of direct communication and cooperation tools between society and the government in Lithuania, created a policy monitoring platform that aims to strengthen the accountability of politicians and their dialogue with citizens. Regardless of their personal views and beliefs, all volunteers of the initiative sign declarations of impartiality, by which they undertake to be impartial and not promote any political party or specific candidate while conducting the initiative's activities (i.e. organizing debates, meetings with politicians and administering the online platform).

In general, it is an impartial policy monitoring network in which young people from various Lithuanian cities and towns participate. The members strive to make Lithuanian politicians

accountable to the voters, therefore they encourage citizens to consciously participate in public life not only before the elections, but also after them.

Policy monitoring has been carried out since 2014. Appearances and populist promises are believed to be inadequate criteria for choice, so the initiative helps voters find arguments and fact-checks to help them decide who to vote for.

Other goals are to encourage people to learn more about politics. Informal educational sessions and trainings are held for schools, organizations and anyone who wants to discuss what candidates are perfect or why everyone's vote matters. At the same time, the dialogue with politicians is strengthened. Before the elections, debates between the candidates are organized, and after the elections, public discussions with the elected politicians and their reports to the voters are organized. Ultimately, it's the monitoring of politicians. For the first time in Lithuania, the monitoring of mayors' activities is being started - everyone is invited to remember the promises made before the elections and follow their implementation.

III. Finland

Desk research – Best practices – LFI, Finland

Introduction

Finland is an unitary parliamentary republic that gained its independence in 1917. It is a parliamentary representative democracy with limited options for direct democracy. The president is elected every six years, and the parliament members and local municipal governments are elected every four years. Every citizen over the age of 18 can vote in presidential and parliamentary elections, and every resident over the age of 18 can vote in local municipal elections. Direct democracy is primarily practiced through the use of petitions that can be presented to the government by at least 50 000 citizens who are eligible to vote. In general, there is a high level of adults participating in various associations. However, youth participation in associations is comparatively low. Young people in Finland (ages 15 to 30) can participate in political youth organizations, which are complementary to the established political parties.

In the Finnish context, youth participation is usually understood in terms of involvement in planning and decision-making process, particularly at the local level. However, this does not exclude the idea of participation as learning, belonging and co-existing. Despite concerted government efforts to improve youth participation, research suggests that there is still need to improve youth influence on public decision making and involving more diverse groups of marginalized youth.



For example, the majority of young people in Finland (77%) feel that they have little influence on decision-making and legislation of the EU as a whole. Voting in local, national and EU elections is seen as somewhat important by the Finnish youth, yet creating and signing petitions are seen as

the most important way of participating in the political and civil life. This may suggest that young people are interested in direct democracy as a more effective and appealing tool of participating in the decision-making process.

Young people in Finland prefer to rely on news websites for their main source of information on political and social issues (48%). When asked what source they would trust to give them the most accurate information about issues facing Europe, the majority (37%) said they would trust the national media. Among the young people who preferred social media for their primary source of information, Facebook was the most popular (46%). This suggests that training young people in media literacy is incredibly important.

Imitative 1 - Youth Councils

In Finland, youth participation is enforced through the Youth Act. In 2015, the Local Government Act instituted youth councils. According to the act, every municipality in Finland is required to have a youth council or a similar participatory body for young people (13-20 years old). In some municipalities, the council members are elected, while in others, all young people living in the municipality can participate in the council. In many municipalities, youth council members are represented in the municipal council and/or on committees created by the municipal council.

The role of the youth council is to give young people the opportunity to influence the decision-making process regarding residents' well-being, health, studying, environment, living standards, public transport, and any other matters that the youth council considers important. The youth councils have a budget that they use to organize events in their municipality.

The 2007 Evaluation of Basic Services was supported by a pilot project in 2008 entitled Assessment of Youth Impact Opportunities. The goal was to measure the outcomes of the youth councils. The results of the assessment showed that the young people appreciated having an opportunity to directly discuss issues with decision makers and that young people had a very high level of understanding which channels to use to communicate with the authorities and influence the decision making process. The young people felt that they were being heard, had influence, and that decision-makers considered them competent and respected partners in the process.



Initiative 2 - Participating Pupil – Co-active School

Report: <https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/79986/opm19.pdf?sequence=1>

"Participating Pupil – Co-active School" was a national school democracy development project between 2005 and 2007 founded by the Ministry of Education. The initiative had 240 participants from 90 municipalities and all teacher training colleges were given 18 months of in-service training. The project was aimed at combating low voting rates among young people and developing a stronger sense of community and welfare in schools.

The project instituted student associations in schools. These associations consisted of elected student representatives and were organized to liaison with school administration. The goal was to encourage students to take a more active role in the curriculum development, administration, and activities of the school. The student association engaged directly with the school administration.

Initiative 3 - Vaikuta!

Website: <http://www.nuortensuomi.fi/vaikuta-teemapaiva/>

Vaikuta! (*trans.* "Make an impact!") is an Erasmus+ project, spearheaded by Nuorten Suomi. The project took place between 2017 and 2018. It consisted of theme days organized at schools around Finland. During the theme days, children from the same age group were brought together to play interactive games that encouraged them to think about how to influence big and small issues at school and in their wider communities. The gamification of the process encouraged students to

discuss things with others, think critically about the issues and direct their requests to the right decision makers. The games were tailored to suit the age groups. The students discussed recreational spaces that their municipalities offered to young people or the possibility of using social media to contact school administrators. Local politicians attended the theme days. Students could directly address decision-makers, and the decision makers could hear what young people consider important and relevant to their lives.

Post-project survey of the students showed that 60% of young people reported that the event influenced their thinking about issues and more than 50% reported that they learnt something new. The majority reported that they felt that their voices were heard.

The project was scalable, with smaller evening events taking place at civil centers and the possibility of games being implemented remotely via Zoom.



Initiative 4 - Nuortenideat.fi

Website: <https://www.nuortenideat.fi/fi/>

Nuortenideat.fi (*trans* Ideas of young people.fi) is an online channel, launched in 2015, that allows young people, regardless of their age, to create and submit petitions related to issues that concern municipality's activities. This channel was developed in cooperation with the young people, which allowed for a lot of their input. The platform was developed as part of a wider initiative that allows municipalities, non-governmental organizations, associations, schools, young people and influence groups to use it as part of their work. The service is low-threshold and utilizes a channel familiar to young people (the internet). Young people can share ideas about how to develop their environment, discuss and comment on ideas, follow certain topics, respond to questions published by organizations or other young people and follow up on the ways in which their ideas are being implemented. In addition, it is also an educational tool that aims to develop young people as active citizens. The platform is also used to teach young people to write petitions, as petitions are an important form of direct democracy available to Finnish citizens.

Initiative 5 - Metsissä ja maailmalla (*trans*. In the Forests and Foreign Lands)

Website: <https://www.oph.fi/fi/uutiset/2021/metsissa-ja-maailmalla-auttoi-nakemaan-lahelle>

This initiative was undertaken in Tervakoski Secondary School (with about 250 students), the Janakkala municipality. The goal was to offer students an opportunity to use their knowledge of the local environment to grow their competences. The project involved both teacher training and student participation. The project took place between 2017 and 2019. The focus was on different learning environments where students created different video projects, helped elderly people with Information and Communication technology, visited care homes, planned pupil-led activities for primary school children, etc. The initiative also included physical activity such as hiking and using mobile technology outdoors. This was further expanded by including an element of cultural awareness and themes of globalization during a study visit to London. Students participated in the project reported a positive experience and increase in motivation, self-esteem, and social skills.

Conclusion

The desk research suggests that the best practices in Finland combine the use of channels familiar to students, blending education and action, and, crucially, providing a direct channel for young people to either connect with decision makers or make decisions themselves.



Conclusions of the Guide

As seen in the chapters above, the Guide on best practices represents an important tool for youth workers and it provides essential information for young people in different communities. Young people are a valuable resource of every community and sometimes, they just an input in order to make them more active. Through this Erasmus+ project, we are trying to encourage young people to be more active, but also to gain the specific knowledge for this. This Guide is a first step in proving knowledge, practical examples and local examples of involvement. All the information in the document is the intellectual property of the partners of the project and represent a practical tool for youth workers, but it can be used by young people as well, as a starting point for achieving a practical knowledge about democratic involvement in the society.

The Guide is mainly addressed to youth workers, but it can be used by other organisations and members of the community, as well. We expect the Guide will be used by different youth NGO's, people working with youths, schools and maybe universities. We expect a number of 100 downloads and clicks, 1000 views, 3000 in reach and 30 engagements.

The Guide can be also used as training/teaching material, even though we do not offer any academic or scientific material, but rather a local compendium of examples, information and practices. The Guide will have an impact on the organisations and people working with youths and it will provide a starting point for further activities.

As the Guide is an interactive tool, we consider it would be very easily used by other organisations, therefore we think it has great transferability potential. It can be used as a tool for learning active citizenship, a tool for understanding democracy, a tool for working with young people, a tool for civic engagement, a tool for learning and fostering soft skills. The main purpose of the Guide is to work as a tool, in various domains, and to serve its purpose: to be easily accessible, to be transferable and to be interactive. Therefore, we consider there are a lot of entities and domains that can find some sort of valuable information, or youth working methods in our Guide.

Contact:

LAG Napoca Porolissum

Address: Street A, bl. 11, apartment 1, ground floor, Gilau, Romania

Website: www.napocaporolissum.ro

Telephone: +40 740 061 839

Email: contact@napocaporolissum.ro



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