



Training program for Youth Workers

Raising awareness in Youth Work about EU



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Objectives of the program

To equip 30 youth workers with the knowledge, skills, and competencies necessary to effectively engage young people in EU awareness using non-formal education methods. The training program aims to foster youth workers' leadership, communication, and facilitation abilities, while promoting active citizenship and participation in EU-related opportunities.

Duration

The duration of this program is for 1 day of training, around 6 hours. It can be flexible and be divided into 2 or 3 sessions.

The training flow is organized in 3 main units that could be implemented separately or in a combined manner.

Target Group

This training curriculum provides trainers with a structured flow for a one-day (6 hours) session aimed at youth workers. It is designed to enhance their knowledge and awareness of European Union topics and to engage young people in these subjects. This curriculum should be used in conjunction with the Handbook developed as part of the CitigenZ project. The Handbook includes a variety of activities that youth workers can mix and match to create tailored learning pathways, depending on the time available, the group, and the objectives for the young participants.

Training Flow

| Units | Contents | Duration |
|--|--|----------|
| Unit A: The Role of Youth Workers in Raising Awareness of EU Topics | <ul style="list-style-type: none"> • Role and Responsibilities of a Youth Worker in EU Awareness, understanding the youth worker's role in fostering knowledge and critical thinking of EU policies, rights, and opportunities. • Techniques for engaging youth in topics like European citizenship, voting rights, and youth participation. • Essential Competencies for EU Youth Work, developing communication, leadership, and EU knowledge to facilitate discussions on EU topics. • Reflecting on personal qualities like empathy, patience, and creativity to inspire young people. | 2h |
| Unit B: Exploring European Citizenship, Identity, and Youth Participation | <ul style="list-style-type: none"> • Exploring what it means to be a European citizen, reflecting on personal and collective identity within the EU, examining the rights, responsibilities, and privileges. • EU Perspectives such as European identity, voting age, compulsory voting, and the democratic nature of the EU. • Overview of the EU Youth Strategy and Youth Goals, focusing on how these policies aim to empower young people and ensure their participation in the future of Europe. • Connecting youth work with EU strategies to foster a sense of active citizenship and participation among young people. | 2h |
| Unit C: Understanding European Institutions | <ul style="list-style-type: none"> • Introduction to European Institutions, European Parliament, European Commission, and European Council and their roles. • Managing Risks in EU Debates: Techniques to handle debates on controversial EU topics like migration and rule of law, ensuring inclusivity and factual discourse. | 2h |

Learning Objectives of the Training

Comprehensive Overview of the EU

- Gain a comprehensive understanding of the EU's origin, development, and purpose.
- Identify and understand the roles of different EU institutions.

Connecting Young People with the EU

- Develop strategies to effectively connect young people with the EU and its institutions.
- Understand the significance of youth engagement in EU-related topics.
- Highlight everyday examples of the EU's presence, such as flags and food labels.
- Explore and implement methods to gamify EU-related content to enhance engagement.

Develop Facilitation Skills

- Learn and apply effective facilitation techniques for discussing EU topics.
- Develop techniques to motivate participants and foster a positive learning environment.
- Identify potential risks and challenges when discussing EU topics and develop strategies to address them.
- Challenge youth workers to develop creative and enjoyable ways to teach about the EU.

Training for Youth Workers

Duration

6 hours

Group Size

6-20 participants

Target Group

Youth Workers

Expected Outcomes

By the end of the training, participants should feel confident in their ability to connect with young people on EU topics, using interactive and inclusive methods that make these topics engaging, accessible, and relevant to their daily lives.

UNIT A: The Role of Youth Workers in Raising Awareness of EU Topics

- Role and Responsibilities of a Youth Worker in EU Awareness, understanding the youth worker's role in promoting EU policies, rights, and opportunities.
- Techniques for engaging youth in topics like European citizenship, voting rights, and youth participation.
- Essential Competencies for EU Youth Work, developing communication, leadership, and EU knowledge to facilitate discussions on EU topics.
- Reflecting on personal qualities like empathy, patience, and creativity to inspire young people.

Learning objectives

- Identify the role and responsibilities of a youth worker and facilitator in raising awareness of EU topics and engaging young people with European issues.
- Explore the essential competencies and skills required for effective youth work in the context of EU awareness, including communication, leadership, and EU knowledge.
- Reflect on the personal qualities and approaches that contribute to empowering young people to actively engage with the European Union through non-formal education.

| Duration | Methodology | Material |
|----------|---|--|
| 10' | <ul style="list-style-type: none"> Welcome and presentation of CitigenZ project | - |
| 15' | <p>Get to know each other: Web of Connections</p> <ul style="list-style-type: none"> Participants form a circle. A ball of yarn is given to one of the participants, and they are asked to say their name, the organization they represent plus their role, and something they enjoy. Once finished, the participant should hold the end of the yarn and throw the ball to another person, who will introduce themselves and pass the ball again. This process continues until everyone has introduced themselves, creating a "web." When the last person receives the ball and introduces themselves, they should return it to the person who passed it to them and introduce that person. (Ideally, the idea is for the person to introduce the one who passed them the ball, connecting to something that was previously shared.) | Ball of yarn |
| 40' | <p>Youth Worker/facilitator Profile for Raising EU Awareness</p> <p>1. Group Work Setup</p> <ul style="list-style-type: none"> Divide participants into small groups (3-5 people). Each group receives a flip-chart sheet with the silhouette of a youth worker or facilitator responsible for working with young people to raise awareness about EU topics. Provide groups with colored markers and sticky notes for added creativity. <p>2. Brainstorming Competencies and Qualities (10 min)</p> <ul style="list-style-type: none"> Each group discusses and identifies the key competencies, qualities, and skills a youth worker should have in the context of raising awareness of EU issues. <p>Notes:</p> <ul style="list-style-type: none"> Encourage groups to think about real-life situations or examples where these qualities are essential. Allow participants to write or draw their ideas directly on the silhouette or on sticky notes to place on different parts of the figure (e.g., "knowledge of EU" near the head, "empathy" near the heart). This adds a more dynamic and fun aspect to the task. | <p><u>Profile of Youth Worker</u> Markers. Pos-its of different colours.</p> |

3. Group Presentations (10min):

- Each group presents their "ideal youth worker" silhouette, explaining the competencies, qualities, and skills they considered essential (5 minutes per group).
- Encourage them to give specific examples, such as "a youth worker who organizes workshops to demystify the EU decision-making process using interactive role-playing games."

4. Debriefing (10 m):

- How was the process of creating the youth worker profile? Did you find it easy or challenging to identify the skills needed for EU-related youth work?
- Which competencies stood out? Why are these critical for raising awareness of EU topics among young people?
- The role of leadership – In what ways do you think leadership is relevant for youth workers working on EU issues? How does it impact young people's engagement with the EU?
- EU-Specific Competencies – What EU-specific knowledge or skills do you think are essential for youth workers in this context? How can these skills influence young people's understanding of the EU?

Ideal Youth Worker Profile Presentation (10m):

- The facilitator presents a synthesized "ideal profile" of a youth worker who is effective at raising EU awareness, combining the most common points from the group discussions and Highlighting specific skills and competences such as :
 - EU Literacy: Understanding EU institutions, policies, and youth programs.
 - Innovative Engagement: Using creative methods to connect youth with EU topics.
 - Advocacy and Leadership: Supporting youth in acting, engaging in EU processes, and becoming active European citizens.

At this stage, it is important to highlight that discussing the EU can be done with any audience, regardless of their prior knowledge. You don't need to be an expert to facilitate activities related to Europe. It is important to complement and connect also with the general profile of a Facilitator/Youth Worker.

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| | <p>Explore fears and expectations</p> <p>Ask the participants what they feel about it? And how do they see themselves in this role of youth workers/facilitators? Which are their fears and expectations?</p> <p>After this reflection, the facilitation team should connect the participants' thoughts/feelings to the training program and the planned activities.</p> | |
| 35' | <p>EU Energizer Challenge</p> <ol style="list-style-type: none"> 1. Divide the participants into pairs and ask them to prepare an easy/fun energizer (5`) which could mix connecting with one another as well as with the EU. They should imagine that their target group are young people with low knowledge and interest about the EU. 2. The pairs will have 10 minutes to prepare for the activity 3. Implementation of the activity (20min) <p>The participants will implement it with the group so they can realize that you don't need to be an expert to talk about Europe and share their impressions about this first facilitation experience about the EU.</p> | - |
| 10' | <p>Presentation of the Training Program</p> | |

Additional Resources

Profile and competencies of a youth worker/facilitator for raising EU awareness

[Profile of Youth Worker](#)

UNIT B: Exploring European Citizenship, Identity, and Youth Participation

- Exploring what it means to be a European citizen, reflecting on personal and collective identity within the EU, examining the rights, responsibilities, and privileges.
- EU Perspectives such as European identity, voting age, compulsory voting, and the democratic nature of the EU.
- Overview of the EU Youth Strategy and Youth Goals, focusing on how these policies aim to empower young people and ensure their participation in the future of Europe.
- Connecting youth work with EU strategies to foster a sense of active citizenship and participation among young people.

Learning objectives

- Critically reflect on personal views of European identity and citizenship, using the interactive to position oneself on issues such as the role of the EU, democracy, and civic engagement.
- Understand the key aspects of the EU Youth Strategy and Youth Goals, including how they align with the needs and aspirations of young people in Europe, and explore ways to connect these goals to youth work practices.
- Develop an informed perspective on the EU's role in everyday life, encouraging youth workers to facilitate discussions on how the EU impacts young people and how to engage them in EU-related topics and decision-making processes.
- Understand how to effectively facilitate activities with young people about the EU Youth Strategy and Youth Goals, promoting youth participation and active citizenship, and to engage young people with EU topics in meaningful ways.

| Duration | Methodology | Material |
|----------|---|--------------|
| 10' | <ul style="list-style-type: none"> Welcome and presentation of the objectives of the session | - |
| 45' | <p>Moving Debate about the EU (30min)</p> <ul style="list-style-type: none"> Participants form a circle. A ball of yarn is given to one of the participants, and they are asked to say their name, the organization they represent plus their role, and something they enjoy. Once finished, the participant should hold the end of the yarn and throw the ball to another person, who will introduce themselves and pass the ball again. This process continues until everyone has introduced themselves, creating a "web." When the last person receives the ball and introduces themselves, they should return it to the person who passed it to them and introduce that person. (Ideally, the idea is for the person to introduce the one who passed them the ball, connecting to something that was previously shared.) | Ball of yarn |
| 40' | <p>Youth Worker/facilitator Profile for Raising EU Awareness</p> <p>Moving Debate about the EU (30min)</p> <ol style="list-style-type: none"> The young participants are invited to stand up and gather at the centre of the room. Explain that this is going to be a 'moving' debate, which means they are going to position themselves physically according to their opinion. After each question you ask, or each statement you make, they will move to the right if they agree, to the left if they don't. Ask as many questions as you want, depending on the time you have and the topics you want to explore: <ul style="list-style-type: none"> Do you feel European? Do you believe the voting age should be lowered to 16? (*Voting age in the EU: 16 in Austria: 17 in Greece. For some countries, the voting age depends on the type of elections (national or EU): Germany/Belgium, Estonia, Hungary. Other EU countries: 18). Should voting be compulsory? (*Voting is compulsory in 4 EU countries: Belgium, Luxembourg, Greece, Bulgaria) Should a semester to another European country be compulsory in every student's pathway? Can you feel the impact of Europe in your daily life? Do you need to get involved in politics to convey your vision? Do we need a European army? Do you think the EU is democratic? | - |

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| | <p>Debriefing</p> <p>The facilitator should guide the youth workers in the reflection process about the activity using questions like:</p> <ul style="list-style-type: none"> . What's the point of moving, involving the body in the debate? (body/mind interactions and moving around helps reflecting, visualizing the participants' opinion and group majority); . Do you know any other debate non-formal methods that can do the job? (e.g. fishbowl, take a step etc) What are the pros and cons for each? | - |
| | <p>EU Youth Strategy and Youth Goals</p> <p>1.Introduction to the EU Youth Strategy and Youth Goals (5 minutes): Begin by giving a brief overview of the EU Youth Strategy (2019-2027) and its 11 Youth Goals. Emphasize how these goals were co-created with young people across Europe and aim to empower them by addressing key challenges. Highlight the role of youth workers as facilitators in helping young people engage with these goals. Frame the activity around how youth workers can translate these goals into interactive activities that resonate with young people.</p> <p>2. Role Assignment and Goal Selection (10 minutes): Divide participants into small groups of 3-4 people. Each group will choose one or two EU Youth Goals. Put in group tables some QRcodes that go to the learning boxes connected with Youth Goals and invite the participants to explore them. Each group will prepare a youth facilitation activity based on the goals chosen by them, keeping in mind the needs and interests of the young people they work with (e.g., age group, educational background, locality).</p> <p>3. Group Preparation: Designing a Facilitation Activity (15 minutes) Each group will take 10 minutes to: Develop a youth-friendly activity that they can use to introduce the EU Youth Goals to young people. This could be a workshop, game, debate, or creative exercise. The activity should be interactive and designed to engage young people in a discussion about the relevance of the EU and its Youth Goals in their lives.</p> <p>Groups should think about how to adapt the activity to different youth contexts (urban, rural, marginalized youth) and how to make the goals relatable.</p> | |

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| | <p>4. Youth Workers as Facilitators (15 minutes)</p> <p>Group Presentations:</p> <p>Each group will have 4-5 minutes to:</p> <p>Present their activity as if they were facilitating it with young people.</p> <p>Explain how the activity will introduce the Youth Goals to young participants and encourage them to engage with EU-related topics.</p> <p>Highlight how they plan to adapt the activity to suit different groups of young people (e.g., formal vs. non-formal settings, diverse cultural backgrounds).</p> <p>5. Feedback and Discussion (5 minutes):</p> <p>After each presentation, other groups offer feedback and suggestions for improvement.</p> <p>6. Debriefing (5 minutes):</p> <p>What challenges might youth workers face when facilitating activities about the EU and the Youth Goals with young people?</p> <p>How can youth workers make abstract EU topics more engaging for young people?</p> <p>What are the best ways to motivate young people to participate in discussions about their role as EU citizens?</p> <p>Encourage youth workers to share their thoughts on how they plan to keep young people engaged and ensure that the activities lead to deeper understanding and participation.</p> | |
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Additional Resources

Youth Goals

Learning Boxes connected with Youth Goals:

Youth Goal 2: LGBT & discrimination

Youth Goal 3: Representativity in the EU

Youth Goal 4: Rights and voice of EU citizens

Youth Goal 9: Rights & voice - Democracy / Free movement of people

Youth Goal 11: EU is youth - EU programs for youth

UNIT C: Understanding EU Institutions

- Introduction to European Institutions: the European Parliament, the European Commission, the Council of the EU (also called Council of Ministers) and the European Council and their roles.
- Analyze the Handbook activities for Youth Workers to engage and engage young people with EU topics.
- Reflect on the usefulness of different methodologies with young people, regarding their interests and knowledge.

Learning objectives

- Participants will gain a comprehensive understanding of the European Parliament, European Commission, and European Council, including their roles and responsibilities in maintaining democratic governance within the EU.
- Participants will critically analyze the Handbook activities designed for Youth Workers, identifying effective strategies and tools to engage young people with EU topics.
- Participants will reflect on the usefulness of different methodologies for engaging young people, considering their interests and knowledge levels to select the most appropriate and impactful approaches.

| Duration | Methodology | Material |
|----------|---|---|
| 10' | <ul style="list-style-type: none"> Welcome and presentation of the topics of the session | - |
| 40' | <p>EU Silent Puzzle</p> <p>Preparations</p> <ul style="list-style-type: none"> - Print the set of puzzles (Annexed) as many times as needed: each set is planned for 6 participants. - Cut and mix the pieces of all the puzzles and distribute the pieces into 5 different envelopes. - Split your participants in groups of 6 each. - Ask each group to elect a facilitator among them: that participant will simply lead the others through the instructions. - Distribute the envelopes with puzzles to each group, as well as the following instructions to each facilitator ... and time to play! <p>Instructions</p> <p>One member of the group is the “moderator/facilitator” and they have to observe and explain the activity to the participants. “Facilitator’s Instructions” can be printed from the annexes to help them with this task.</p> <p>Each of the other five participants gets an envelope with puzzle pieces of five infographics about the EU institutions randomly mixed. They must match the responsibilities to the correct institutions. The facilitator gives the following instructions step by step (also annexed as a printable “Participants’ Instructions” sheet):</p> <p>Step 1 (15 to 20 min) Silent Puzzles Instructions</p> <ul style="list-style-type: none"> - You are not allowed to speak. - You are not allowed to help each other or gesture. - You may place your pieces in the middle. - You may take pieces from the middle. - You may not take or add pieces to someone else’s puzzle. - The activity is finished as soon as everybody has a complete set in front of them. <p>Step 2 (15min) Debriefing Questions</p> <p>In each group or through a plenary session gathering all groups, discuss the following questions:</p> <ol style="list-style-type: none"> 1. Did you know the functions of the institution you were assigned to? 2. What did you notice about their functions? | <p>Activity 9: EU Institutions Silent Puzzle (page 32 of the Handbook) Annexes Activity 9</p> |

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| | <p>3. Do you feel that you know the functions of the EU institutions? Before this game did you feel that you had good knowledge of the EU institutions and their functions?</p> <p>4. From where did you gain your knowledge of the EU institutions and their functions?</p> <p>5. Do you feel that the issues that concern you in everyday life are reflected in the institutions that you just created?</p> <p>6. Is there a social issue that you feel is not addressed by any of the institutions of the EU?</p> | - |
| 10' | After the debriefing of the exercise, use one of the videos to sum up the role of the different EU Institutions, from the additional resources section. | video |
| 30' | <p>Let's discover the Handbook activities</p> <p>Preparation The facilitator selects 6 out of the 11 activities from the Handbook for Youth Workers, choosing from 2 different learning pathways out of the 4 available:</p> <p>General overview of the EU</p> <ul style="list-style-type: none"> • Stitching Europe Together (Activity 3) • Moving Debate (Activity 6) • EU clues (Activity 11) <p>Functioning of the EU</p> <ul style="list-style-type: none"> • EU Word Storm (Activity 1) • Questions for a Super European (Activity 7) • Small YourEP Simulation (Activity 10) <p>Identity and interculturalism</p> <ul style="list-style-type: none"> • Stitching Europe Together (Activity 3) • Who are you? (Activity 2) • Take a Step Roleplay on EU Citizenship (Activity 8) <p>Compromise and values</p> <ul style="list-style-type: none"> • EU Word Storm (Activity 1) • The New Planet (Activity 5) • Mermaids' Quotas (Activity 4) <p>The activities chosen should have different levels of difficulty from Introductory, to Intermediate and Advanced. The facilitator prints the activities chosen in different pieces of paper.</p> <p>Ranking the activities (10 min) Ask participants to rank the 6 activities as a group by level of difficulty. In the case of a bigger group, they can be divided into different groups.</p> | |

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| | <p>Organizing a training program (10 min) After ranking the activities, participants are asked to select 3 of them to organize a training program for their target audience, providing an explanation for why they chose to organize the activities in this way</p> <p>Debriefing (10 min) After this ranking phase, the facilitator will discuss with the group the criteria used to rank the activities and to organize their training program. At this stage it is important to emphasize the importance of selecting activities based on the participants' knowledge and interests.</p> | - |
| 10' | Presenting the learning platform as a interactive tool to use with youngsters and reflect about the potential of gamification | link Learning platform |
| 10' | <p>Looking forward: next steps 5 min Let the participants explore individually the handbook in more detail and answer the questions: - Where does it fit in my work? How can it be useful for me? - Where and when can I use such activities in the next few weeks/months?</p> <p>5 min Divide the participants in small groups and ask them to share their thoughts and reflections.</p> | |
| 15' | <p>Evaluation:</p> <ul style="list-style-type: none"> • The facilitator will challenge the participants: • "In a word: what do I take with me from this training" <p>The words will be written on small pieces of paper and then will be shared on a collective white board.</p> <ul style="list-style-type: none"> • Filling out the <u>Evaluation form</u> | |

Additional Resources

Learning Boxes to know more:

- EU elections of the MEPS
- European Council
- European Commission
- European Parliament
- EU Council 2024 European elections results

Videos about EU Institutions:

- <https://www.youtube.com/watch?v=BdumuKmTKt4>
- <https://www.youtube.com/watch?v=QuSFuH6ewDk>

PROJECT

EU CitigenZ is an Erasmus+ Partnership for cooperation (nr. 2023-1-FR02-KA220-YOU-000153878) aimed at fostering a sense of belonging to the EU among the young people of Generation Z. To achieve that goal, the partners created EU awareness-raising content aimed at young “Zoomers” through online campaigns, an online platform compiling “Learning boxes” on 50 EU topics, a handbook dedicated at youth workers wishing to raise awareness about the EU with their participants, and trained both youth workers and young people directly. More information on www.citigenz.eu

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