

	Expectations	Explanation
1	Title of Module	<b>Active Participation and Youth Participation</b>
	Activity title	<b>Ladder of Participation</b>
2.	Description of the content	<p>The activity aims to make participants reflect on how they participate in the civic and democratic life of their communities through a game method. The "Ladder of Participation" is a model that classifies the degrees of participation of young people in decision-making processes, from the lowest level of manipulation and passivity to the highest level of partnership and an active role in decisions. The model includes levels, with each subsequent level representing greater influence and respect for the opinion of the young person.</p> <p>Levels of the "Ladder of Participation":</p> <ul style="list-style-type: none"> <li>- <b>Manipulation:</b> Youth are used as a means to achieve the goals of adults, with their wishes being irrelevant.</li> <li>- <b>Decoration:</b> Youth are included only as "decoration", with no real support for their opinions or ideas</li> <li>- <b>Informing:</b> Young people are informed about decisions already made by adults, without the possibility of influencing them.</li> <li>- <b>Consultation:</b> The opinion of young people is asked, but the final decision remains in the hands of adults</li> <li>- <b>Active participation:</b> Young people have an active role and their suggestions are taken into account in the decision-making process.</li> <li>- <b>Partnership:</b> Youth are equal partners in decision-making, with their ideas and perspectives highly valued.</li> </ul> <div data-bbox="571 1413 1433 1868" data-label="Diagram"> </div> <p>Duration 90 minutes</p>

3	Expected learning outcomes	<ul style="list-style-type: none"> <li>• Participants will gain knowledge of the concept of youth participation.</li> <li>• Participants will cultivate a sense of responsibility for one's own actions.</li> <li>• Participants will develop skills to cooperate, organise and take action together with others.</li> </ul>
4	Materials	<ul style="list-style-type: none"> <li>• Handout “the ladder of participation” (printed, drawn or to shown via projector)</li> <li>• paper</li> <li>• markers</li> <li>• pens</li> <li>• sticky notes</li> <li>• headers to hang on wall</li> <li>• Flipchart sheets to hang on the wall</li> <li>• Projector and laptop</li> </ul>
5	Preparation:	<p>The trainer(s) should prepare themselves on the topic of youth participation and on the ladder of participation, so as to be able to guide participants.</p> <p>They should also prepare 6 signs to hang on the wall: obstacles, enabling factors, control (x2), no control (x2).</p>
6	Description	<p>In this session, participants will be introduced to the concept of youth participation through the activity “On the ladder”.</p> <p><b>PART 1</b></p> <p>The first part of the activity aims at exploring participants’ understanding of the term “youth participation”.</p> <ul style="list-style-type: none"> <li>- The trainer(s) ask participants what they understand by the term “youth participation”.</li> <li>- They will then show or hand out the diagram of the ladder of participation. The trainer(s) will explain that this is one model for thinking about different ways of participating and briefly discuss the different levels.</li> <li>- The trainer(s) will divide the group into 8 small groups and assign one level of participation to each group, asking them to prepare a short 2-3 minutes role play to illustrate the level they have been allocated.</li> <li>- When the groups are ready, the trainer(s) will ask them to present their role plays in turn. Other participants can comment the different roleplays if they want.</li> </ul>

		<p><b>PART 2</b></p> <p>The second part of the activity aims at making participants reflect on how they participate in the civic and democratic life of their communities.</p> <ul style="list-style-type: none"> <li>- The trainer(s) will ask participants to find examples in their own lives for as many of the 8 levels as they can. Participants should work individually for 5 minutes, thinking about all aspects of their lives (home, school, work, family, friends, associations, etc).</li> <li>- After 5 minutes, the trainer(s) will form small groups (4-5 people) and ask participants to share their examples within the small group. Together, the groups should find “obstacles” and “enabling factors” for moving up the ladder. These should be noted on separate sticky notes.</li> <li>- While the groups are discussing, the trainer(s) hangs the prepared headings “obstacles” and “enabling factors” on the wall (apart from each other). They will then bring the groups into plenary and ask them to stick their papers on the wall under the headings.</li> <li>- The trainer(s) will then review the two lists with the participants, clarify any ambiguous statements and try to resolve any disagreements between participants about the positioning of the statements.</li> <li>- Finally, the trainer(s) will add the prepared “control” and “no control” headings up on the wall under each of the first headings and ask participants to sort each list into two sub-lists according to whether the statements are about things that they have (or could have) control over, or whether the statements refer to external factors that are out of their control.</li> <li>- After participants have repositioned the elements, the trainer(s) will review the positions of the paper in the four list and guide participants to the debriefing.</li> </ul>
7	Debriefing	<p>The debriefing can be led by the trainer(s), asking questions such as:</p> <ul style="list-style-type: none"> <li>- Did the activity help you think more clearly about the ways you participate in different areas of your life? What surprised you most?</li> <li>- Does it matter whether young people participate actively or not? Why?</li> <li>- Do you think low participation is a result mostly of internal</li> </ul>

		<p>(psychological) factors, or mostly a result of external factors?</p> <p>- Do you feel like you could be participating at lower/higher “rung” than you do at the moment? If so, in which areas? What are the reasons for doing so, and what are the reasons against?</p>
8	Tips for the facilitator	<p>When introducing the ladder of participation, the trainer(s) should make it clear that the model is not meant to suggest that being at the “highest” level is always the best thing. In some situations, there is nothing inherently “wrong” with being merely consulted (or informed). However, the trainer(s) should stress that the bottom three rungs (manipulation, decoration and tokenism) are never acceptable and cannot be considered as “participation” due to minimal or no involvement and contribution.</p> <p>The trainer(s) can use these handouts for the session or create their own, as long as the same basic concepts are included (historical overview, EU institutions, Erasmus+).</p>
9	References/Further reading	Presentation on opportunities for active participation
10	Made by	Ecoworld Rhodopes Association - Bulgaria

	Expectations	Explanation
1	Title of Module 2	<b>Active Participation and Youth Participation</b>
	Activity Title	<b>BREAK Stand – Sit</b>
2	Content Description	The activity helps participants to re-focus on the activities again after the break. Duration may vary. As an energizer, the activity should not be longer than 15 minutes.
3	Results	In this module: Participants will be mobilized to participate in the next module
4	Materials	N/A
5	Preparation	A hall with chairs arranged, enough for all participants
6	Implementation	The participants sit in a circle on chairs. The trainer/facilitator(s) says a phrase and those for whom the statement is true stand up, those for whom it is false remain seated. For example: - I have a pet. - This is my first Erasmus+ training - I love bananas - I like being alone the most - I like working in a team After each phrase, the trainer/facilitator(s) can invite the participants to sit down again or if the topics are gradual, they can say “stay straight if.....”
7	Tips for the Facilitator	Can invite participants to suggest role plays

	<b>Expectations</b>	<b>Объяснение</b>
1	Title of Module 2	<b>Active Participation and Youth Participation</b>
	Activity	<b>Active Citizenship</b>
2	Description	<ul style="list-style-type: none"> <li>- Participants will gain knowledge of the concept of active citizenship, of its dimensions and its connection with social issues.</li> <li>- Participants will be encouraged to cooperate and be open-minded.</li> <li>- Participants will be able to consider some controversial aspects of a democratic society.</li> </ul> <p>Duration: 60 minutes (10 minutes presentation + 50 minutes for campaign)</p>
3	Results	<p>In this module:</p> <ul style="list-style-type: none"> <li>-Participants will gain knowledge about the concept of active citizenship, its dimensions and its relationship to social issues.</li> <li>- Participants will be encouraged to collaborate and be open-minded.</li> <li>- Participants will be able to examine some controversial aspects of a democratic society</li> <li>- Improves critical thinking and engagement: Interactive activities encourage deeper understanding and retention of concepts related to active citizenship and digital participation</li> <li>- Promotes teamwork and communication: Participants collaborate in discussions, improving their interpersonal skills</li> <li>- Provides practical understanding: The workshop helps participants understand the practical implications of active citizenship and digital participation</li> </ul>
4	Materials	Paper; pens; colours; “AGREE” and “DISAGREE” signs to hang on the wall; flipchart (or projector and laptop)
5	Preparation	<p>The trainer(s) should prepare themselves on the topic of participation and prepare a presentation or a in interactive quiz for participants.</p> <p>For the “ Active Citizenship ” activity, the trainer(s) should prepare two “AGREE” and “DISAGREE” signs and hang them on the opposite ends of a long wall.</p>
6	Description	<p>This session will introduce participants to the concept of active citizenship and its importance through a short presentation delivered by the trainer(s) using a flipchart and/or interactive quiz. The presentation will explore the different dimensions of participation and the ways in which citizens can actively engage in the civic and democratic life of their communities, whether at local, national or European level. It will also explore the links between high/low levels of participation and social issues.</p> <p>After the presentation, an interactive session will be implemented by adapting the “Election Campaign” activity to the training topic.</p>
	Implementation of the activity	1. Participants will hear a statement and will group in remote locations determined by the facilitator, according to their level of

7		<p>agreement with the statement.  Examples of statements:</p> <ul style="list-style-type: none"> <li>• There is no point in citizen participation in local politics.</li> <li>• It is the responsibility of citizens to control government policies for youth.</li> <li>• Not participating in elections affects everyone equally.</li> <li>• Attacks on art by climate activists are acceptable</li> </ul> <p>2. The trainer(s) will call 2 people - one from each group (agree/disagree) in the middle of the room and ask them to present their arguments (1 minute each).</p> <p>3. After both presentations, the trainer(s) will invite the other participants to stand behind the person they agree with the most.</p> <p>4. The trainer(s) will then give each group 10 minutes to prepare an argument presenting their opinion and choose a different speaker.</p> <p>5. After ten minutes, the trainer(s) will call the groups back together and invite the two new speakers to present their arguments (3 minutes each).</p> <p>After listening to the arguments, supporters of one or the other side can change their position and move on to the opposing group if the opposing side's arguments were convincing.</p> <p>6. The trainer(s) will then give each group another 5 minutes to process their arguments and choose a third speaker. Again, after the speeches, participants can change their position if they wish.</p> <p>7. The trainer(s) will then bring everyone together for the debriefing</p>
8	Debriefing	<p>The debriefing should encourage participants to reflect on the value of a pluralistic society, rather than devolving into a discussion of the statement/problem itself.</p> <p>To this end, the trainer(s) can guide participants by asking questions such as:</p> <ul style="list-style-type: none"> <li>• Did you change your mind during the discussion?</li> <li>• If yes, what were the arguments that convinced you?</li> <li>• If not, do you think it was worthwhile to talk about this issue? Is there anything that could convince you to change your views?</li> <li>• Do you think you were influenced by things other than the actual arguments that were put forward, for example peer pressure, emotional language or a sense of rivalry?</li> <li>• Why do you think people have different opinions? What should be done about this in a democratic society?</li> <li>• Should all opinions be tolerated in a democracy?</li> <li>• How did it feel to be represented in the discussions by someone else? How did it feel to be a spokesperson and to express the opinion of your supporters?</li> <li>• How does it feel to be represented in political life at local and national level? Or in organisations or associations (of participants)?</li> </ul>
9	Tips for the trener	<p>- Other topics than those suggested can be used as a basis for discussion. The important thing is to choose a statement that will be controversial in your group.</p> <p>Keep in mind that discussing one statement will take about 30 minutes, going through the different rounds of discussion. If you want to use more statements, you will need to allocate more time accordingly.</p> <p>The aim of the activity is not only to discuss the issues themselves,</p>

		<p>but also to practice communication and persuasion skills. Therefore, participants should be encouraged to think not only about the content and presentation of their own opinions, but also about the type or form of arguments that will be most convincing to people on the other side. In effect, they are trying to attract as many people as possible to their "party". The trainer(s) should encourage participants to use the time between "statements" to reflect on the opposition's position and to consider ways to weaken it.</p> <ul style="list-style-type: none"> <li>- Potential for unequal participation: Some participants may dominate discussions while others remain passive, especially in group settings. Ensure equal participation: Assign specific roles within group activities to distribute tasks more evenly.</li> <li>- Requires clear instructions: Trainers should ensure that participants clearly understand the activities and objectives to avoid confusion. Use a blended approach: Combine digital and non-digital resources to ensure accessibility and inclusion for all participants=</li> <li>- Allow time for reflection: Include brief discussions after each activity to reinforce learning and clarify doubts.</li> <li>- Time management challenges: Activities may last longer than expected, disrupting the schedule.</li> <li>- Dependence on external resources: The effectiveness of digital tools depends on access to technology and its reliability.</li> </ul>
10	Resources	<p>Active participation of youth_- Presentacion  <a href="https://rm.coe.int/civil-participation-in-decision-making-toolkit-/168075c1a5">7https://rm.coe.int/civil-participation-in-decision-making-toolkit-/168075c1a5</a>  <a href="https://www.coe.int/en/web/participatory-democracy/about-participatory-democracy">https://www.coe.int/en/web/participatory-democracy/about-participatory-democracy</a>  <a href="https://www.ohchr.org/en/equal-participation">https://www.ohchr.org/en/equal-participation</a></p>

	Expectations	Explanation
1	Title of Module 2	<b>Active participation of youth</b>
	Activity	<b>Digital participation</b>
2	Content Description	<p>This session will focus on exploring the digital dimension of youth participation, the ways in which it takes place and methods to encourage it.</p> <p>Duration 45 minutes.</p>
3	Learning Outcomes:	<ul style="list-style-type: none"> <li>- Participants will understand the importance of digital participation in campaigns</li> <li>- Participants will gain knowledge about the concept of digital participation.</li> <li>- Participants will reflect on the positive and negative aspect of using digital instruments to engage in participatory activities.</li> </ul>
4	Materials:	<ul style="list-style-type: none"> <li>• Paper</li> <li>• pens</li> <li>• sticky notes</li> <li>• laptop</li> <li>• projector</li> <li>• computers/phones for each participant</li> <li>• WiFi</li> </ul>
5	Preparation:	The trainer(s) should be prepared to discuss the possibilities of digital campaigns. They should also prepare digital pages (or a similar tool) for sharing the participants' developments.
6.	Implementation	<p>This session will focus on exploring the digital dimension of youth participation, the ways in which it takes place and the methods to encourage it.</p> <p>The trainer(s) will give a short face-to-face presentation on digital participation, discussing with participants about the benefits and possible disadvantages of digital participation. Participants should be actively involved in the presentation, for example by giving brainstorming together a definition of digital participation. <i>When is digital participation? Why does it matter?</i></p> <p>They will then form buzz groups and ask each group to discuss the topic among themselves, trying to find at least one positive and one negative aspect of digital participation. <i>The trainer should let them discuss for no more than 10 minutes, walking among groups to provide inputs that could stimulate the discussion.</i></p> <p>The small groups answers on the pros and cons of digital participation will be collected and two different word clouds will be created, that will then serve as basis for a group discussion during</p>

		which participants will discuss the issue by sharing their experiences on participation and digital participation.
7	Debriefing	<p>The debriefing can start directly from the discussion during the implementation of the activity and should focus on exploring the participants' perceptions of digital participation. Questions that could be used are:</p> <ul style="list-style-type: none"> <li>- Has your way of participating changed compared to before COVID-19?</li> <li>- How do you think about participating in youth activities - more through online or offline activities? And why?</li> <li>- Does digital participation mean that more or fewer people can participate and why? And what about young people?</li> </ul> <p>The last question could help to discuss the sub-themes of inclusion and diversity within the main topic of youth participation, making participants think about the participation and digital participation of minority and/or discriminated groups.</p>
8	Tips for the facilitator	<ul style="list-style-type: none"> <li>- Time management challenges: Activities can take longer than expected, disrupting the schedule.</li> <li>- Dependence on external resources: The effectiveness of digital tools depends on access to technology and its reliability.</li> </ul>
9.	Resources	<a href="https://participationpool.eu/resource-category/digital-participation/">https://participationpool.eu/resource-category/digital-participation/</a>



# NONFORMAL

Non-formal education for functional literacy of the Youth



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## YOUTH PARTICIPATION

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## CIVIC PARTICIPATION

Citizen participation in decision-making processes in public affairs

Policies are an essential dimension in the relationship between rulers and citizens.

It refers to the understanding that citizens have the right to permanent and an independent participant in policy making.

A fundamental right of every European citizen is the right to good administration and good governance.

## CIVIC PARTICIPATION

Stakeholders in the process may include:

- central, regional and local government bodies;
- civil society structures
- social partners,
- workers' organizations and employers' organizations,
- non-profit organizations,
- communities and informal groups of citizens

# Citizens and government

## Types of interaction

With regard to public administration, citizens are in the position of:

- consumers and customers, using public services,
- or are a partner of the administration.

Civic participation is realized with the assumption of responsibility by state institutions.

# Level of participation of civil society organizations in decision-making

Civil society participation processes can be implemented at three levels:

- policies and legislation,
- plans
- programs and projects.

Civil society organizations can participate at different stages of the policy formulation process.

Their participation is most intense at the very beginning of the process, when needs are being studied and the effectiveness of existing policies is being analyzed.

## Formal and informal citizen participation

Civic participation processes can be

- mandatory , i.e. required by law
- optional – initiated at the will of the state and local administration.

In mandatory (formal) processes, legal norms establish who can participate, how far the rights of participation extend, what the structure of the process is, and what is done with the conclusions .

## Types and forms of civic participation

The three main forms of participation:

1 ) informing citizens ;

2) consulting with citizens ;

3) joint decision-making can also be seen as three stages of the civic participation process.

# Principles of effective information

Applying a differentiated approach to the specifics of the groups for which it is intended

- Using more than one information channel .
- Accessible language.
- Precedes decision making
- Actively encourages citizens to share their opinions and provides feedback to them.

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# Information forms

Most popular forms of information are :

- information meetings with citizens,
- civil panels,
- newsletters ,
- web pages,
- media materials and others .
- meetings in the municipal administration

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# Consultation as a form of civic participation

This is a process in which citizens, lobbyists and representatives of general interest groups can comment on official proposals and contribute ideas and suggestions.

The purpose of the process is to obtain information about the reactions of interested parties to proposals, plans, decisions, so that they can be taken into account in the final decision-making stage of management.

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## Consultation forms

The most popular forms of consultation between institutions and citizens are:

- expert/working meetings,
- round tables,
- public discussions,
- opinion polls,
- civil panels,
- civil jury,
- comment/feedback forms.

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# CONCLUSION

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