



THE SAILING MAP

Booklet 0

Navigating through the Booklets 1 to 5



Imprint

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INTRODUCTION

Five Booklets

The Competence Group Methods (CGM) has created a series of five booklets within Generation Europe – The Academy programme (GenE-A). This work was made possible by working together with the Competence Group Lobby (CGL) and the Task Force “Inclusion and Diversity”.

The general objective of the GenE-A programme is to build a better and sustainable world under the motto “Act local – connect European – think global”. The Competence Group Methods, as well as the Competence Group Lobby and the Task Force “Inclusion and Diversity” are groups of professionals within the network of Generation Europe – The Academy and working in the field of international youth work.

We know that a sustainable world will be only possible through the action of all stakeholders. Among them, empowered young active citizens play an important role.

The specific Objective of our network is to improve youth work structures and capabilities, particularly in Europe. How? Through the implementation of five operative Objectives that these booklets will help to realise:

- 1. To create and motivate a local group for civic education and European Activities (Booklet 1: GroupUp)**
- 2. To create long term and strategic youth work measures to support inclusive local youth work (Booklet 2: TogetherAbility)**
- 3. To support the well-being and mental health of young people in times of multiple crisis (Booklet 3: Sharing4Caring)**
- 4. To facilitate engagement of youth in participatory processes at the local level (Booklet 4: ReachOut)**
- 5. To connect young people with their local Community (Booklet 5: BeLonging)**

Together with the paper “Discussing Civic Education. Handout on Different Understandings of the Term and Common Solutions” and the publication of “Take Power – Handbook to Get Started With Advocacy and Lobbying”, these five booklets are the main products of the Competence Group Methods and Lobby in the framework of Generation Europe – The Academy. (See “Useful Links” for all publications.)

All the topics covered in the booklets are of importance and common interest to the entire network. The booklets will help to streamline the work of the network partners. They aim to be a support and a source of inspiration for youth work practitioners linked to our network, as well as for other actors engaged in the field of international youth work focusing on European non-formal civic education. The booklets should especially support the work of organisations in their local communities by introducing methods and describing best practices. In general, they help to structure the community of youth work, while focusing on the quality of its work and bringing innovation into it.

Booklet 0

In this booklet, you will get the overview and background of our efforts. It works as a sailing map to navigate from Booklet 1 to Booklet 5. It explains the strategy behind the publications of the Competence Group Methods and the Competence Group Lobby, from the concept to the project implementation and impact. By addressing the same important topics with different products, we can tailor the content specifically to the needs and perspectives of different target groups. In this way we improve the accessibility and impact of the material, making it a versatile and inclusive resource for a wider range of users.

STRATEGIC PLANNING



Figure 1: Strategic planning

Booklet O is structured in the following way:

- ▶ The first chapter recalls the philosophy, vision, mission and values of Generation Europe – The Academy.
 - ▶ In the second chapter, a diagnostic of the context and current reality of the world will help to understand what is needed now and here. Actually, the European Youth Work Agenda gives the current context in which our network should develop, by identifying issues of common concern to achieve social and environmental sustainability.
 - ▶ In the third chapter, we will indicate the operative objectives to be achieved, so that the programme as a whole has a real impact. To make them really operative, strategic objectives must be identified.
 - ▶ In the fourth chapter, we outline how the objectives connect at different levels, including the rationale and the strategy of the whole project.
- ▶ According to the strategic planning process (Figure 1), we also needed to identify the indicators in advance that we have to monitor during the project implementation and check at the end of the project that the strategic objectives are realised. And, of course, we need to check afterwards that the vision stated at the beginning is still valid and is still enlightening the direction to go with the measures defined in the booklets. An evaluation of the realisation of the specific objectives is therefore essential. This process extends beyond the purpose of this booklet, and therefore won't be covered here. However, it's crucial to emphasise that during the evaluation phase, such elements are essential. This involves verifying the implementation of actions and subsequently providing an assessment of the visions validity. This consideration is vital for every project.

This booklet may guide towards a unified direction, following a rational path designed to implement general and specific objectives. This involves pursuing strategic and operative objectives, aligning effectively with the challenges of our times.

1. VISION, MISSION, VALUES

1.1 Network for the Active Improvement of Youth Work

The Strategic Partnership “Network for the Active Improvement of Youth Work” (NAIYW) was implemented in the context of the network of Generation Europe – The Academy. The aims are:

- ▶ To connect local and European youth work by supporting local structures, through lobby work and methodical support.
- ▶ To be involved and contribute to the Bonn Process and make it feasible also among the partner organisations.

The NAIYW systematically builds on the results of the project “Network for Active European Citizenship” (2018–2020). The results were the Guidance Papers (2021) and the Generation Europe Method Box (2021), which have since been made available to the community of practice and youth policy decision-makers. (See the “Useful Links” that we have compiled for this booklet for both.)

The Guidance Papers identified the following shortcomings of youth work and in youth policy:

- ▶ A lack of structured and long-term youth work in the local communities and therefore a lack of networking in the European youth work.
- ▶ A lack of support from policy makers to the youth sector.
- ▶ A lack of support for the youth work organisations during the covid-19 pandemic on several levels (mental health, economic support, pedagogical level...).
- ▶ A lack of representation of the youth work sector on a local and international level.
- ▶ A lack of exchange, sharing of experience and best practices of lobbying for the youth sector (necessary for recognition of youth work and youth work organisations as well as for real improvement in the field).

For the Methodbox, tools were developed for youth work practitioners to tackle the following challenges in local and European activities in the field of non-formal education:

- ▶ A lack of appropriate tools and methods for value-based education in terms of Critical Youth Citizenship.
- ▶ A lack of understanding of participatory and inclusive pedagogical approaches by local youth workers.

All activities of the NAIYW are dedicated to address the above-mentioned needs and to develop new strategies on how to deal with them. To achieve the project's goals, professionals from the twelve partner organisations participating in the NAIYW worked together. All of them are also actively engaged in the network of Generation Europe – The Academy. Their efforts extended to working with associated partners within the GenE-A network. And they will disseminate project outcomes to the wider community of practice, including the fields of science and political and institutional levels.

NETWORK FOR ACTIVE EUROPEAN CITIZENSHIP 2018-20



The Method Box reacted to a lack of:

- ★ Tools and methods
- ★ Networking in European youth work
- ★ Support during and after the COVID19 pandemic



The Guidance Papers detected a lack of:

- ★ Networking in youth work
- ★ Support of policy makers
- ★ Representation of the youth work sector

**LET'S ADDRESS THESE NECESSITIES THROUGH A NEW PROJECT:
NETWORK FOR ACTIVE IMPROVEMENT OF YOUTH WORK (NAIYW)
2021-24**

Connect local & European Youth Work through sharing methods

Push the Bonn Process forward

HOW?

HOW?

LOBBY WORK

METHODIC SUPPORT

BY GETTING INVOLVED

INVOLVING THE NETWORK

Figure 2: "Network for Active European Citizenship" and "Network for the Active Improvement of Youth Work"

1.2 About Generation Europe – The Academy

Generation Europe – The Academy is an international network of 42 youth work organisations from 14 European countries promoting an active European civil society.

In our network, young people are active together, regardless of their cultural, financial or educational background. They work in trilateral partnerships and meet once a year for an international youth encounter. They also work together continuously in their local groups over a period of three years. They identify local problems and support each other in local projects to address them.

By this, young people are strengthened in their self-perception as committed Europeans and motivated to take active action in their local environment. The participants have the opportunity to shape all elements of the project. Participation is additionally strengthened through youth-oriented project management.

Moreover, in the network of Generation Europe – The Academy, a group of former participants of international youth encounters, the Ambassadors, are trained to become young professionals and multipliers for Critical Youth Citizenship and democratic participation. Together with experts, they develop a peer education concept

aimed at strengthening local youth work structures in Europe through regional and national partnerships.

The cooperation in the international network enables sustainable transfers of knowledge. The ongoing education and training of experts and organisations further professionalises international youth work. Through increased cooperation in European competence groups on the topics of peer education, inclusive and participatory methodology as well as advocacy and lobbying, youth work and civic education are not only thought of and developed locally, but also on a European level.

Results-oriented dialogue must not only be conducted by professionals and organisations, but must also involve young people. The dialogue between funding bodies, professionals and young people is actively encouraged.

Our network has grown during a time of big changes. We need to know our surroundings well to figure out which big goals we should aim for. The European Youth Work Agenda, started by the Council and representatives of the governments of the EU member states, pays attention to this situation and will help to place Generation Europe – The Academy in the current scenario. After that, we'll look at what's happening around us to decide on our big goals.

2. THE CONTEXT

2.1 European Youth Work Agenda

The European Youth Work Agenda (EYWA) aims to boost youth work. Established in 2020 as a strategic framework, it intends to strengthen and further develop youth work practice and policies in Europe. It is addressed to the youth work community of practice in Europe, that means among others:

- ▶ youth workers and youth leaders,
- ▶ youth work managers,
- ▶ project organisers,
- ▶ accredited and independent youth work organisations,
- ▶ trainers,
- ▶ researchers,
- ▶ educators of youth workers,
- ▶ local communities and municipalities,
- ▶ National Agencies for Erasmus+ Youth and European Solidarity Corps,
- ▶ youth representations,
- ▶ young people,
- ▶ and policy-makers at all levels of governance,

who collaborate over an extended period, sharing ideas and strategies, determining solutions and building innovations. The EYWA is grounded on a political basis, characterised by co-ordinated collaboration of the community of practice, and supported by the funding programmes in the field of youth. Putting the agenda into practice is called the Bonn Process, named after the city where the 3rd European Youth Work Convention took place from 7 to 10 December 2020.

The Bonn Process is about growing youth work throughout Europe. To do this, it tackles several priority areas:

- ▶ expansion and extension of youth work programmes,
- ▶ quality development,
- ▶ proposing a common direction for the youth work community of practice,
- ▶ promotion and recognition,
- ▶ innovation and emerging challenges,
- ▶ policy frameworks,
- ▶ a strategic framework for youth work development.

The Bonn Process follows several principles, which can also be applied to community of Generation Europe – The Academy. The process is designed to be:

- ▶ **Self-empowering:** It is shaped by the youth work community of practice as active and responsible stakeholders within their respective areas of competence, mandate, role, and capacity.
- ▶ **Appreciative and needs-based:** It builds on existing practice, and new features are based on commonly identified needs.
- ▶ **Coordinated:** It is characterised by a coordinated approach of stakeholders at different levels and in different areas of youth work.
- ▶ **Pan-European:** As a European process it includes the member states of the EU and the Council of Europe.
- ▶ **At all levels and cross-level:** It includes engagement at all levels from the local to the European and between them.
- ▶ **Subsidiary:** The responsibility and roles of the relevant levels, for example the member states and the youth work organisations, is respected and complemented by support as well as impulses at European level.
- ▶ **Locally anchored:** It emphasises the local dimension as the core level of youth work provision, because it is crucial for the development of youth work.
- ▶ **Long-term and open:** It is designed as a long term process and characterised by an open approach for future developments.

THE BONN PROCESS

2020: THIRD EUROPEAN YOUTH CONVENTION

STRATEGIC FRAMEWORK TO DEVELOP AND EMPOWER YOUTH WORK

PRIORITY AREAS



Development of youth work offers



Common direction for the community of practice



Innovation and challenges



Promotion & recognition



Strategic and policy frameworks for youth work development

PRINCIPLES



Self-empowering



Locally anchored



Long-term and open



Appreciative and needs-based



Coordinated



Pan-European

Subsidiary

Figure 3: The Bonn Process

2.2 The Bonn Process and the Needs of Youth Work

The post-COVID era and the new uncertain geopolitical circumstances have led to more uncertainty and it is recognised that there is an urgent need for action. Youth work and young people are important elements of this action, as recognised in the Conclusions of the Council of Europe and of the representatives of the governments of the member states: “There is an urgent need for young people to be provided with quality citizenship education fostering democratic values and empowered with information and media literacy skills in order for them to be able to understand the political and societal contexts, recognise the threats of disinformation, polarisation and propaganda as well as to be fully and freely informed to make relevant choices and decisions” (2021/C 241/03, art.14).

Also considering this: “Young people make essential contributions to the further development of society. Decisions made today affect both their present and future lives. Young people are affected by issues that are cross-sectoral and relate to the whole political agenda, and therefore their engagement and involvement in finding responses to societal, environmental,

digital, economic, cultural and political challenges are essential in order to foster the democratic principle of representation. This should enable young people to take charge of their own lives, learn, have a voice in building resilient, cohesive, inclusive, climate-neutral, prosperous, fair and sustainable societies, and contribute to Europe’s recovery in the context of major crisis situations, such as the COVID-19 pandemic, as well as to the digital and green transitions” (2021/C 241/03, art. 17).

The Bonn process is designed to help deepening the involvement of young people and youth work. “Non-formal and informal learning play a key role, for example in civic matters and participation; are embedded in the European Youth Work Agenda; and aim to strengthen and develop cooperation between the various actors involved in youth work in multiple areas, in line with the ‘Bonn Process’ and the implementation of a strategic framework for youth work development” (2021/C 241/03, art. 16).

How can the Bonn Process help?

The Final Declaration of the 3rd European Youth Work Convention opens some doors and gives some directions:

“(…) in order to move forward we need to strengthen the connections within and between all levels of the community of practice. We need to close the gaps and more than ever engage in sharing views, co-creating, taking collaborative action, and both learn and unlearn in order to accommodate the new and the unexpected. This Declaration puts ‘flesh on the bones’ of the European Youth Work Agenda. The Bonn process is our common effort to make it become real. So, let’s put it into action. It is no less than the young people of Europe demand and deserve” (Final Declaration of the 3rd European Youth Work Convention, 2020, p. 19).

The European Youth Work Agenda (EYWA) and in particular the Bonn Process, take full account of the quality of youth work. Youth work is to be encouraged, promoted and consolidated as a crucial momentum for the construction of the future Europe.

Within this framework, our strategic partnership “Network for the Active Improvement of Youth Work” (NAIYW) can provide long-term tools to maintain and ensure the quality of youth work at local, national and European level. The aim is to fulfil the needs that have already been identified in the previous phases of our network as well as the new requirements that have emerged in times of the pandemic and beyond, which are in line with the recommendations of the Bonn Process.



3. OPERATIVE AND STRATEGIC OBJECTIVES

3.1 Operative Objectives

To help the youth to play its crucial role, and to implement the specific objectives of Generation Europe – The Academy, we identified five operative objectives:

1. To create and motivate local groups for civic education and European activities.
2. To create long term and strategic youth work measures to support inclusive local youth work that is connected with the European Youth Work Agenda.
3. To support the well-being of young people in uncertain times.
4. To facilitate engagement of young people in participatory processes on the local level.
5. To connect young people with their local community.

The booklets are designed to be a tool to work towards their realisation. However, if we want these objectives to be fully operative, we need to set strategic objectives, to

give them density and effectiveness. Basically, it's about diversity, more integration and real participation.

The NAIYW also stresses the role of the youth work in democratic societies and the necessity to contribute to the international dialogue on non-formal civic education, because democratic processes and civic education are also at stake. In doing so, we are continuing the work previously carried out in our network: "Together, we will work for more European youth work, more inclusion and a democratic Europe in the coming years" (Methodbox, 2021, p. 8).

The strategic objectives are therefore as follows:

- ▶ To increase diversity.
- ▶ To increase inclusion.
- ▶ To increase participation in democratic life.
- ▶ To share and discuss a common understanding of civic education in the network of Generation Europe – The Academy.

Their realisation is an essential requirement for achieving the operational objectives.

3.2 Conceptual Approach to these Objectives¹

Diversity, inclusion and participation go together, but it is important to have a conceptual approach of each, separately.

Diversity is about:

- ▶ Recognising cultural backgrounds, identities, gender status and sexual orientation, and all the spectrum of abilities.
- ▶ Recognising human differences as human enrichment and the value of diversity in general.

- ▶ Acknowledging social and economic differences, and thus reflecting on privilege and oppression in relation to individual, identity, social, economic and academic backgrounds as well as ethnic, gender, sexual, generational, neurological and physical abilities.
- ▶ Self-reflection on privilege and discrimination and thus on the ability to create concepts for racism-free spaces.
- ▶ Accepting that the different perspectives resulting from this diversity are always taken into account.
- ▶ Creating a more diverse network, opening up for new partners and stakeholders.

1 The writers examined how the terms of inclusion, diversity, participation in democratic life and civic education were used in the documents produced within the Generation Europe network in the past years, for example in the Guidance Papers and the Methodbox.

They also had a look at the Final Declaration of the 3rd European Youth Work Convention and the EU Youth Strategy 2019–2027, since they are the basis of the Bonn Process, and added some of their own inputs when in line with the GenE–A approach.

Inclusion is about:

- ▶ Encouragement to see diversity as a strength and not a weakness.
- ▶ Reflecting the structural or design deficiencies in order to build a fair environment for all, especially for youngsters with fewer opportunities to develop personal and a social growth, to ensure:
 - that everyone has the same opportunities, particularly in terms of learning/education and access to youth work and the labour market in general.
 - safe spaces where everybody can express themselves and take active roles in decision making processes within their local realities and communities.
 - that everybody can take part in youth actions and has their say, to influence at the end of the day the shaping of the evolving Europe.
 - that everyone has access to empowering resources and processes.

- ▶ Involving all professional actors at different levels (educators, youth workers, psychologists, sociologists), volunteers and stakeholders involved in the development of youth policies and sustainable development strategies in general.

So, it is about enlarging the participation of all the youngsters and deepening their participation in terms of reach and impact of the participation process, as well as, to some extent, including all the stakeholders.

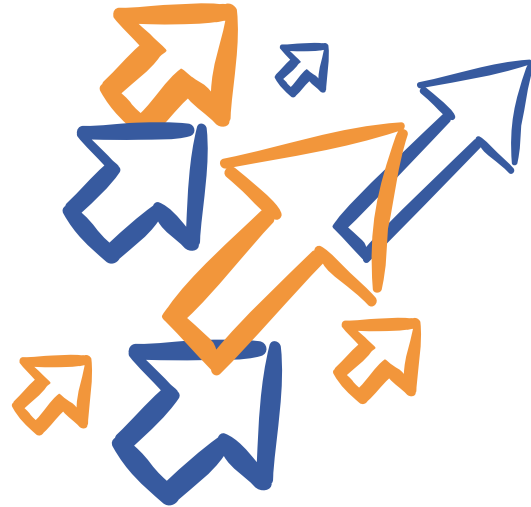
Participation in democratic life is about:

- ▶ accepting diversity and struggling for inclusion and participation, while finding a place for everyone in the society (self-acceptance) and working together ethically to solve societal problems (sustainable development), so it is about:
 - Focussing on values related to social development, such as participation and democratic citizenship, solidarity and social justice.
 - Strengthening access to young people's rights.
 - Fostering youth participation in democratic life – to be rooted in all youth work programmes.

- ▶ inventing and improving participatory methodology for youth as well as for diverse target groups, among youth and outside.

Civic education is about:

- ▶ Empowering diverse youths to take action and become active European citizens, i.e creating a learning environment, where young people will be informed about the ways of active participation, be enabled to build their opinions and be empowered to respond to the challenges of society as active citizens;
- ▶ supporting the motivation and engagements of local groups in civic education and in the participatory process, making the local youth work inclusive and connected with European values and activities, creating long term and strategic structures for youth work and
- ▶ promoting non-formal European civic education activities and their value for supporting democratic culture on local, national and European level.



4. RATIONALE AND STRATEGY

4.1 The Rationale Structuring the Action

From all the above-mentioned analysis and following the scheme for strategic planning (figure 1), we could then formulate the rationale which structures the whole process and the strategy which lies behind the actions. By achieving the strategic objectives during and by realising the operational objectives, young people will grow in capacities, skills and structures and be a real force for change. For this purpose, tools have been developed for the community of practice who will work directly and together with the youngsters:

- ▶ The Collection of five Booklets,
- ▶ Discussing Civic Education – Handout on Different Understandings of the Term and Common Solutions
- ▶ Take Power – Handbook to Get Started With Advocacy and Lobbying
- ▶ The Guide to Activism

4.2. The Strategy Behind the Actions

A strategy is like a roadmap we create before starting something important. It tells us how we'll reach our big goals and why we're doing it. Our plan, along with the youths involved in the GenE-A programme, is to turn our activities into a powerful force that truly makes a meaningful impact and brings positive transformations.

Below you will find our strategy statement:

As part of the community of practice, together with youngsters, we will promote, experiment with and implement more diversity, more inclusion and more participation in democratic life, so that an effective civic education can be developed, worked out and implemented:

- ▶ while/by forming, motivating, maintaining and consolidating the local groups. (Booklet 1),

- ▶ while/by creating long term and strategic youth work measures to support inclusive local youth work (Booklet 2),
- ▶ while/by taking always into account the possible cases of well-being and other cases of exclusion (Booklet 3),
- ▶ while/by engaging youngsters in transforming participatory processes which have a real impact at local and global levels (Booklet 4),
- ▶ while/by getting the youngsters fully involved with their local community (booklet 5),

so that the capacities, capabilities and structures of youths are powered and the youths can play the major role which the new actual context assigns to them, in order to carry out their mission to build a better world.

4.3. Justification

To ensure alignment between the booklets and the strategy, a dedicated workshop took place within the Competence Group Methods. This session generated insights on two levels: a detailed examination of each individual booklet and a broader evaluation of the entire booklets collection.

Each brochure is intended to promote the following strategic objectives:

Booklet 1 – GroupUp: Creating organised spaces for democratic processes allows individuals to acquire information and experiences, fostering responsibility and engagement. A structure rooted in democratic values and a safe environment encourages inclusion and a positive attitude toward diversity. Access to knowledge and practical experiences on specific topics enhance awareness, self-identification, and ultimately improves commitment and participation.



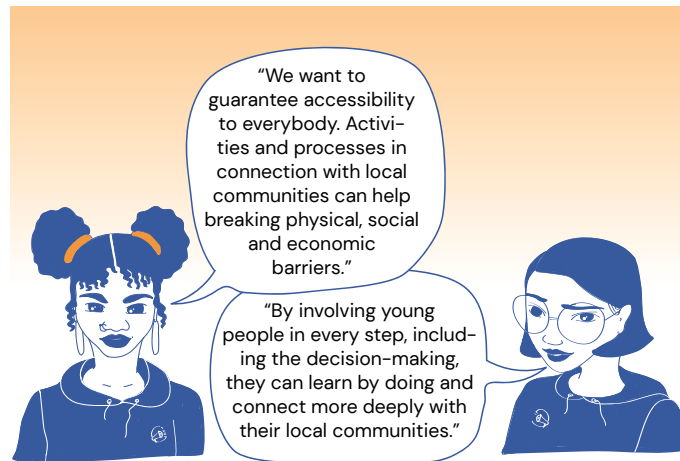
Booklet 2 – TogetherAbility: Implementation and further development of a needs assessment, orientated towards the individual, that treats diversity as a resource. To understand individual abilities and needs as well to understand oneself can be helpful to define achievable objectives both on the individual and group level, and to find the appropriate tools and resources to meet the different needs. In the long term, this will lead to a greater diversity of people having permanent access to youth work, as well as their genuine involvement and participation.

Booklet 3 – Sharing4Caring: Promoting awareness for well-being, addressing social exclusion, and providing coping strategies. Adapting project environments and providing appropriate tools for those with mental health issues that enhance inclusion, fostering mutual understanding and respect in group dynamics and activities.



Booklet 4 – ReachOut: Achieving effective results requires careful preparation, strategic planning, adaptability and assessment of the team’s and participants’ capabilities. A solid understanding of local dynamics, youth demographics and stakeholders helps to establish a well-managed, long-term structured process. Adapting methods to the local context is crucial for real impact at the local level and for greater resonance with young people.

Booklet 5 – BeLoving: Making things public through monitored spaces, connecting with the community, involving everyone at every step, and seeing diversity as a strength. Working with the local community, including stakeholders, using activities like games and sociograms to help everyone in learning by doing. In the planning phase of local projects, it’s crucial to include young people in decision-making from the beginning to the end, to keep them engaged in community work for the long term.



4.4. The Set of Booklets

As you can see, each booklet promotes and facilitates the achievement of strategic objectives. They are intended to provide the Community of Practice with valuable tools to empower local groups and make the participants a strong agent of change, as envisioned in the Bonn Process. Indeed, each of the five booklets show roads to walk along to implement operative objectives, from the formation of the local groups at the local level through the elaboration of measures to support their work, while not leaving anybody out of the process, up to the engagement of youngsters in transformative participatory processes which have an impact on the local and global levels and, as a matter of fact, repercussions in the local community work.

At the same time, by using the five Booklets together, the youth workers together with the young people will be in position to promote their strategic objectives, for example more diversity, more inclusion, more participation in democratic processes, and contribute to a formal and systemic development of civic education.



They will embrace the diversity within their community, expanding beyond traditional boundaries when selecting participants for the activities. This includes addressing digital disparities increased by the pandemic. By organising future activities, they aim to integrate diversity into the vision of a more sustainable and inclusive world.

The observation that we are diverse will naturally advocate for an inclusive process. A special attention will be given to:

- ▶ the deconstruction of stigmas,
- ▶ the strengthening of the skills, abilities and know-how of the youngsters,
- ▶ the creation of safe spaces (physical and social), where it is easy to participate in the project dynamics for all.

At the same time, in order to include those with less abilities, it will be necessary to adapt the environment and the circumstances of the project to them whenever possible, as well as to provide tools to manage their special needs in an inclusive way.

Lobby and advocacy work towards all the stakeholders shall be done to make them understand the different modes of building sustainability. Developing the feeling of belonging among all the youngsters will be the shortest way to inclusion.

Engaging in democratic processes involves creating opportunities to understand and practise them actively. In the preparation phase of local projects, including formulation, planning, execution, and evaluation, it is crucial to involve young people in decision-making from the beginning to the end. Collaborating with the local community through interactive methods like simulations and games facilitates mutual learning, allowing everyone to check and understand the standards of a democratic system together.

5. CONCLUSION: SQUARING THE CIRCLE

By guaranteeing the implementation of the strategic objectives, while and by realising the operative objectives, the booklets are making the specific objectives reachable, for example to improve youth work structures, capabilities and capacities. The whole process from diversity to civic education strengthens the youth potential (capacities), makes the youngsters grow in values and know-how (capabilities) and leads to creating appropriate tools, mechanisms, organisation, resources (structures), which correspond to a cultural reality in movement to promote change.

By this, the course of the road has been traced from the needs of the youth, in order to turn their needs into a transformative force.

Many young people are still not reached by offers of international youth work and when they are, they are not aware of the potential and the impact they may be able to achieve. In the GenE-A programme, participants can shape all elements of the activities. Participation is additionally strengthened through youth-oriented project management.

Youth workers accompany the young people in the local groups and pass on their knowledge to them, who can also reach young people outside the network. From this perspective, a powerful tool to foster a dynamic and to empower the environment for youth, as well as to measure the levels of participation is the Ladder of Participation (see Booklet 4 – ReachOut, 2024, p.8), a model that outlines various degrees of youth engagement in transformative processes.

Through increased cooperation in European competence groups on the topics of peer education, inclusive and participatory methodology, as well as advocacy and

lobbying, youth work and civic education are not only thought of and developed locally, but also on a European level, with a global perspective.

Once youths recognise their power and the necessary elements for transformation are in place, they can truly impact the world. They are the change!

By making the specific objectives reachable, the general objective of Generation Europe – The Academy becomes visible on the horizon, like a lighthouse in the darkness, which has been guiding the traveller all along the way since the beginning.

We hope that this booklet helped the reader to understand the role and function of the other booklets, by identifying the strategy behind them, which makes the booklets be consistent among themselves and within the project and, as a matter of fact, makes them enhance and validate the achievement of the specific and general objectives of Generation Europe – The Academy.

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GLOSSARY

Local Group: A group of young people organised at a local partner organisation in the network of Generation Europe – The Academy.

Partnership: International group consisting of three local partner organisations, that signed a partnership agreement, and their local groups.

Project manager: A person who is responsible for the general management of the matters concerning Generation Europe – The Academy at the local partner organisation: planning, implementation, accounting and reporting. He*she has decision making competences in his*her organisation.

Youth leader: A professional working in the field of non-formal education, that takes responsibility for the local group and/or the youth encounter.

Ambassadors: Former participants of international youth encounters, that are very active and interested. They are trained to take responsibilities on all levels of Generation Europe – The Academy. They become

mentors in their local groups, a link between the youth leaders and the local youth, and also important advocates for the needs of young people in Europe.

Participants: Young people who are taking part in the local group and/or in the youth encounter. (In some cases the local group is really big and only parts of the local group will also join the youth encounter.)

Activity: Umbrella term for workshops, excursions, games, informal moments, free time activities and so on.

Method: Pedagogical concept of an activity, that also defines its aim. It also has different parts like introduction, implementation, reflection.

Method Sheet: The form where all the information needed for carrying out an activity is explained.

Facilitator: A person that has different roles/tasks at an event or activity, like moderating, presenting, visualising. A facilitator can also be a project manager, youth leader, ambassador, participant or an invited expert.

USEFUL LINKS

We have collected links to useful resources regarding the content of this booklet. Go to

<https://generationeurope.org/booklets>

or scan the following QR code:



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