



OPEN TO CHANGE

Strategic partnerships in the youth field



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PARTNER COUNTRIES

Coordinator:

International Center for Education - ICE, Tg-Jiu – Romania

www.internationaleducenter.org

www.facebook.com/InternationalEduCenter.org

Partners:

1) Oriel - Via San Silvestro,3, City Dossobuono, Verona, Italy

www.orielassociation.com

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

*2) Asociacija Tavo Europa – Mozuriskiu Gatve 17-8, Vilnius,
Lithuania*

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

3) Nevsehir Il Milli Egitim Mudurlugu - Yeni Kayseri Caddesi Hükümet

Konağı Kat 2, Turkey

nevsehir.meb.gov.tr



PROJECT SUMMARY

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



PROJECT PURPOSE

The Open to Change project aimed to address insufficient opportunities for participation in the life of society among vulnerable young people by creating specific paths for enhancing awareness and behaviors of active citizenship and participation.

Project objectives



To review organizations youth participation programs, design and implement process changes, sharing practices, concepts and activities, resulting in more efficient and coherent educational programs in the field of youth participation, through the development of a research in the field of youth participation in the partner countries and development of one international seminar for 16 youth workers from the partner countries

To develop knowledge and competencies among 45 disadvantaged youth from the partner countries through their participation in one blended mobility organized in Romania and their involvement in the creation and implementation of community projects.

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RESEARCH ON YOUTH PARTICIPATION

The research aims to examine on one side young people perceptions about youth participation, determine what are their levels of involvement in different social-civic political activities, the barriers they perceive that affect their ability to participate and get involved in issues that affect them or their surrounding communities, what are the motivations for participation as well as the benefits. On the other side it aims to identify the insight views of the approaches and policy in youth participation in formal and informal systems by collecting relevant figures regarding approaches, barriers to youth participation, benefits, as well as practices, forms and instruments of youth participation in 4 countries: Romania, Italy, Lithuania and Turkey.

Research questions:

Q1. What are the situational contexts of the youth participation across the 4 countries?

Q2. What are the challenges encountered by organisations in engaging the youth and how did they manage and respond to these challenges?

Q3. What are the modes of fostering youth participation among different organizations?



RESEARCH ON YOUTH PARTICIPATION

The partner organizations applied two types of questionnaires: for young people (age range from 14 to 30 years old) and for organizations with different profiles (NGOs, Schools, public authorities involved in education). Partner organizations administrated 184 answers for young people and 53 answers from representatives of different organizations to assess situational conditions affecting youth participation as well as to collect relevant figures regarding different approaches, practices, forms and instruments of youth participation.



RESEARCH ON YOUTH PARTICIPATION

Results

- Young people from the four countries are selfmotivated to participate in political and civic activities;
- Perceived absence of information on issues they can contribute to and a lack of encouragement from public and private institutions to be actively involved in the society;
- Young people believe that most institutions are not able to support them or address their problems and needs, with the majority of respondents highlighting minimal levels of involvement;
- Perceived lack of training for crucial skills and competences, and financial support, especially for those from vulnerable groups;
- Barriers identified by the surveyed organizations are: resources within the organisations that often limit their potential, lack of interest from young people to participate, lack of know-how;
- Best practices for meaningful participation involve close collaboration with young people, allowing them to choose motivations and topics they would like to tackle;
- Recognisable lack of understanding and communication between institutions and young people that seemingly contributes to issues that both parties face regarding youth participation, active citizenship and social inclusion.

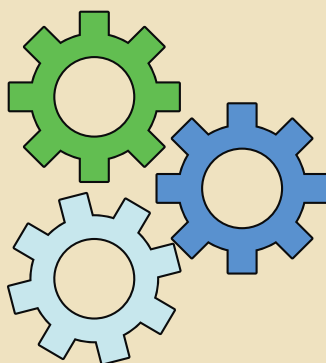


INTERNATIONAL SEMINAR

09th-14th June, 2021 Italia - Verona

***Practices and educational techniques for meaningful participation
of young people***

*The activity aimed to build up the competences and
expertise of 16 youth workers from the partner countries in
terms of creation of empowering environment for meaningful
participation of young people.*



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INTERNATIONAL SEMINAR

Subjects covered

- Participation methods in local communities in order to demonstrate the way of involvement of youth in the field of European opportunities;
- Discussing about the main findings and results from the research done in regards to the practices, forms, statistics and instruments of youth participation;
- Planning a training module for disadvantaged youngsters in active citizenship, democracy and participation.



INTERNATIONAL SEMINAR

Results

- Enhanced cooperation on good practices in the field of youth participation
- New approaches on various topics of youth participation
- New educational activities created on the project topics

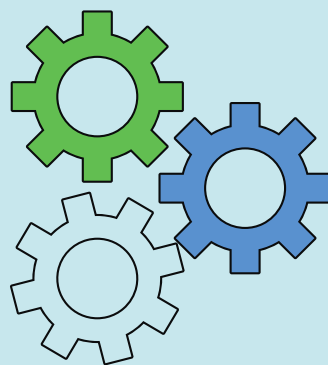




BLENDED MOBILITY OF YOUNG PEOPLE

4-19th March Romania - Targu Jiu , Romania

The activity aimed to address insufficient opportunities for participation in the life of society among vulnerable young people by creating specific paths for enhancing awareness and behaviors of active citizenship and participation.



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BLENDed MOBILITY OF YOUNG PEOPLE

Subjects covered

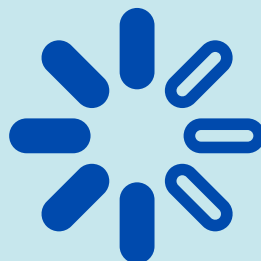
- Human rights and Global Themes
- Introduction in citizenship concepts
- Introduction in citizenship concepts linked with human rights
- Introduction in democracy concepts
- Presentations and understanding of youth policies in the partner countries
- Youngsters participation in society – barriers and opportunities
- Planning local community projects



BLENDED MOBILITY OF YOUNG PEOPLE

Results

- *Youngsters enabled to get involved in matters of interest for their lives and also their surrounding communities*
- *Developed awareness and understanding on active citizenship, democracy and participation*
- *Empowered young people to take control of their own lives and decisions that affect them*
- *Developed Action skills (recognizing and accepting differences, taking responsibility, participating in decisions, skills for advocacy and action)*





Youth participation

- Engage - when planning your activities it is important to work with the youngsters from the design to implementation and evaluation, listen to their issues, engage them in needs assessment, collect their opinions;
- Empower - consult them to see what are their weaknesses and greatest challenges, what do they need to know more, what are the skills they need and start building them;
- Connect - map out the community resources available, bring together young people, stakeholders, decision makers, build relationships, organize common consultation



Youth participation characteristics

- Regular and continuously
- Caring
- Setting goals
- Long term
- Competence building
- Self-motivated
- Voluntary
- Connected
- Transparent
- Respectful
- Accountable
- Youth-friendly
- Inclusive
- Acceptance
- Recognition

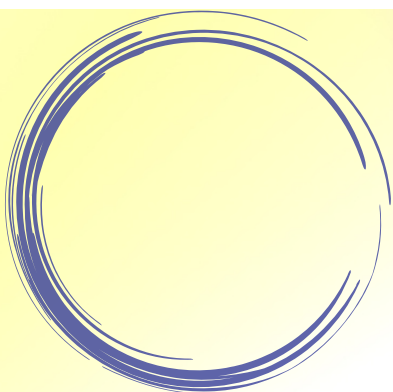
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EDUCATIONAL ACTIVITIES

Building skills and knowledge

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Setting the ground

Setting the ground during an activity can be considered as its engine, before you dive in the topics, every youth worker should focus on creating a warm climate, where participants can know each other and start building their relations. Here are some examples of such activities:

Game 1: Name game

Have each person introduce themselves by choosing an adjective that starts with the same first letter as their name. For example, Adventurous Allen or Clever Carol.

For fun: who will be late to one session, need to say everybody's names and adjectives.

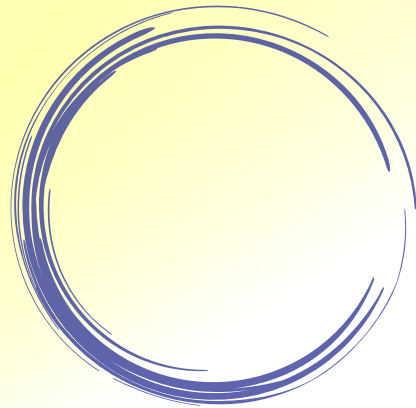
Game 2: Would you rather...

Go around the room and ask each person if they'd rather do X or Y. To keep things interesting, switch it up for every person. Here are a few ideas:

- *Would you rather be without Internet for a week, or without your phone?*
- *Would you rather be too hot or too cold?*
- *Would you rather go deep sea diving or bungee jumping?*

Game 3: Two truths and one lie

Have each person write three things about themselves - two of which are true and one of which is a lie. (Note: They can be said in any order.) Then have the group guess which one they think is the lie. Put them to write on a piece of paper and stick it on the back. Everybody checks what they think is the lie.



Rights bingo

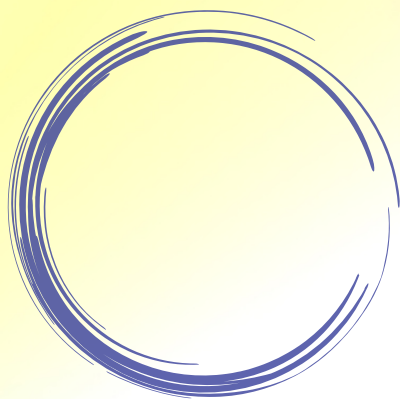
Objective: *To learn about universal human rights and their relevance for everyone everywhere
To develop listening and critical thinking skills
To encourage respect for other people and their opinions*

Preparation: *Participants will receive quiz sheets. Youngsters should find a partner and ask them one of the questions on the sheet. The key words of the answer should be noted down in the relevant box. The pairs then split and find others to pair up with.
The aim of the game is not only to get an answer in each box but also to get a different person to answer each question.
The person who gets an answer in every box first shouts: Bingo!
Ask people in turn to share the answers they received and list the key words on the flipchart.*

Methodology: *Energizers, Teambuilding games.*

Time: 40 minutes

Materials: *copy of the quiz sheet, pencil, flipchart paper and markers.*



Youth and their rights

Objective: *This exercise helps participants to develop their knowledge and understanding of their rights*

Preparation: *Write on a paper flipchart the words Human rights, have each person come and write a single word that comes in their minds when thinking about the two words. After you have collected all the answers invite the group to share their on definition on Human rights and identify the main human rights defined by the official documents.*
in the next step, give each person a note on which you wrote one right (eg. right to education, right to equality, etc) and ask each of them to mime it and the others to guess the right.
in groups of 2 persons, ask each one to discuss situations when they were confronted with a violation of the rights, in the forms of interviews, each group should prepare their own questions and then to take turns in asking/answering. At the end of the activity, the groups are required to discuss in plenary the results of the interviews and conclude on different violation situations that one can confront.

Methodology: *Group discussions, Brainstorming, Interactive presentations, Games.*

Time: 50 minutes

Materials: pens, paper



Act it out

Objective: *The purpose of the exercise is to come up with a dramatic representation of the general idea or concept of human rights that is understandable to people of different cultures, and who may speak different languages.*

Preparation: *Ask people to sit into small groups of 4 and 6 people, and give each group a large sheet of paper and a set of crayons / markers.*
Give to each group 10 minutes first to brainstorm all their ideas about human rights and then to identify two or three keys ideas that they would like bring most strongly in the mime.
Now, give groups 30 minutes to design and rehearse their mime. Explain that there must be a group effort and everyone should have a role in the production.

Methodology: *Group discussions, Brainstorming, Interactive presentations, Games.*

Time: 40 - 50 minutes

Materials: *large sheet of paper and a set of crayons / markers.*



Take a step forward

Objective: *To experience what it is like to be someone else*
To learn about social inequality
To experience empathy

Preparation: Prepare some role cards for each group where you should write some words about the person on the role card (eg. Marina has 19 years old and even though she wanted to go to medical school, now she is helping her grand parents in the farm). Ask each group to think about the role they received and imagine how the life of the person is/was and get in the shoes of that person and next to create a scenario opposite to the one suggested in the description (eg. in the given example, Marina seems to have dropped out her dream, in the opposite scenario she would have followed it). Give each group 20 minutes to imagine and put in scene the life of the person and present it in plenary.
Ask participants to define "inequality" (inequal and/or unjust distribution of resources and opportunities among members of a given society) in relation to the role card received. Ask them situations when they felt they were in the same situations presented.

Methodology: Group discussions, Team Work.

Time: 30 minutes

Materials: role cards, open space, relaxing music



Political systems

Objective: *To learn about different political systems*

To understand how different political systems influence youth access to opportunities

Preparation: *In this session, different political systems are introduced to the participants through a presentation and group discussions (democracies, monarchies, oligarchies, and authoritarian and totalitarian regimes). Split participants in groups and give each group one type of political system, asking them to draw on the main characteristics and present them in plenary. In the next stage, in order to understand better the concepts they have to think about similarities and differences between different political systems*

After they understand better the concepts and shared ideas, split them in teams and give them the task to choose one political system from those discussed previously and work on the identification of the main shortage in what concerns youth access to opportunities. Each group present their findings in plenary and they are discussed with everybody.

Methodology: *Group Discussions, Presentations, Team Work.*

Time: *40 minutes*

Materials: *flipchart, pens*



Participation

Objective: *To learn about different types of participation
To identify barriers to youth participation*

Preparation: *Write the word "participation" on a flipchart and ask each person to come and write the first word that comes in their mind when thinking about participation. Discuss the results in plenary and agree on a common definition.*
In the next step, split the participants in teams and give each group one of the following: political participation, social participation and civic participation, asking them to work together to identify main characteristics and to present and discuss their findings in plenary. In the next round, the same teams will work on the barriers the youth face.

Methodology: *Group Discussions, Interactive Activities, Teamwork.*

Time: 40 minutes

Materials: *Pen, markers, paper*



Youth and policies

Objective: *To learn about youth policies
To exercise elaboration of national youth policies*

Preparation: *Write the word "policy" on a flipchart and ask youngsters to give some ideas about what they think the word means. Ask them to provide some examples of policies in their country. Engage them in a group discussion to identify what would be the steps that decision makers take in the process of elaboration of a policy. Another variation of this step would be to organize an expert talk with policy makers.*

In the next stage, split the youngsters in team and have them work in groups and create a national youth policy. Give each group 30 minutes to elaborate the main points of their policy and present them in plenary. Take your activity further and support youngsters to contact decision makers to promote and disseminate their works.

Methodology: *Group Discussions, Interactive Activities, Teamwork.*

Time: 1,5 hours

Materials: *Pen, markers, paper*



Cafe conversations

Objective: *To discuss different social issues faced by young people such as: education, discrimination, health, democracy, human security, poverty, peace, violence, etc*

Preparation: *The activity will be implemented in the local community. Have your main beneficiaries plan a public event in which they should meet with other youngsters, local authorities representatives, other professionals involved in youth education and discuss the main issues young people face in the community. Prepare the event: choose the location according to the number of the participants, a coffee place would be nice, set the number of participants, established the subjects to be discussed and the facilitators for each subjects, promote the event, send invitations, etc. The idea is to have more working tables, each with one subject to be discussed by people from different backgrounds in the first round of discussions and in the second round to discuss effective strategies, politics to address the issues. Disseminate the results of the activity.*

Methodology: Energizers, Teambuilding games.

Time: 45 minutes

Materials: flipchart paper, markers, coffee and cookies



Planning local community projects

Objective: *To learn how to write a project
To assess community needs
To develop action skills*

Preparation: *Present the youngsters the step by step process in writing a community project. Different variations of the activity, the groups can be required to go in the community and analyse issues, discuss with community members on the street, connect the activity with the previous one "cafe conversations" and write a project for one of the social issues discussed.
Split them in teams and ask them to write a project following the presented steps. Each group will present their projects and receive suggestions from the others for improvement.
The next stages will be the actual implementation of the project along with the evaluation of their work.*

Methodology: *Discussions, Energizers, Games.*

Time: *The activity can be extended on more days*

Materials: *Papers, Pens.*

Steps to create a community project

1

Assess your community - What are the issues in your area? Who are the groups facing those issues? Talk with people, engage with authorities, research the history of the issue, what has been done by now to solve the issue?

2

What's your super power? What are your abilities and skills? Do you have any talent? How about your colleagues? What are your resources or what type of resources would you be able to attract?

3

Choose your project - make a list of ideas starting from the first step and rank them according to the importance and your abilities

4

Make a plan - think about the practicalities of the project: what do you want to accomplish, establish your goals, what resources do you need, who are your beneficiaries, who can help and support your project?

Steps to create a community project

5

Make a budget - What money do you need? What for? How can you raise money for your action? Are there any cost-free resources available in your community?

6

Create your calendar - list all your activities and set delivery dates for each, monitor your progress through the calendar

7

Promote and publish your action - create a marketing campaign: flyers, posters, make announcements, send invitations to interested bodies, engage in social media

8

Implement your planned activities

9

Evaluate - should be an on going process to make sure your activities are developed according to the planning, make adjustments if necessary, evaluate your results and make suggestions of improvements for further similar activities



CELEBRATE SUCCESS! SHARE YOUR WORK!

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YOUTH COMMUNITY PROJECTS

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LOCAL ACTIVITIES FROM TURKEY

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NEXT



On the 9th of June 2022, the "NEXT" project was implemented with 10 young people and 6 youth workers from Nevşehir Milli Eğitim Müdürlüğü.



What do you think of youth camp survivor activity?
Impressive! What do you think about the "next" activity?



Sincere
great!

It was great

I ♥ it

Gorgeous...



Amazing!

5 ★

Fantastic



Perfect

Good
😊

Great
Thanks



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Objectives:

- *Help young people to get into labour market*
- *Help youth to find the most suitable job for them*
- *Financial management training*

NEXT consisted of workshops organized by youth in the local community.

They organized interactive sessions with the aim of helping young people integrate into the labor market.

In the first part of the activity, the participants learned how to write a CV and a cover letter, after which they were divided into teams. Three of the participants played the role of managers of a company, while the rest were in the shoes of potential employees.

Through this activity, the groups, both employees and managers, had the opportunity to see how the process of obtaining a job works in reality.

The second part of the workshop consisted on brainstorming based on financial management strategies. Each participants came with ideas on how to use the money earned in a responsible way.

LOCAL ACTIVITIES FROM TURKEY

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On the 8th of June 2022, the “Youth Camp Survivor” project was implemented with 8 young people and 6 youth workers from Nevşehir Milli Eğitim Müdürlüğü.



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Objectives:

- *To develop teamwork among young people*
- *To improve communication skills*
- *To promote green practices*

Within the Survivor camp, workshops on ecology were organized, with the objective of increasing the level of awareness among young people about the degree of pollution of the planet.

At the same time, the young people were disconnected from technology, so their experience was a challenge.

A cleaning session of the area was organized, and the young people had the chance to contribute to the well-being of nature.



Educational Inequality

Volunteers from the International Center for Education have organized a campaign to raise awareness of the difficulties faced by children in rural areas or poor families when it comes to education.

It highlights the difference between privileged children, who live in the city and have material assets and children who are geographically and/or financially disadvantaged when it comes to education.

Kids Club

Volunteers from the International Center for Education implemented activities based on non-formal education for local kids. They focused on personal development. They played a few games, did art and crafts sessions.



Stop Smoking

Volunteers from the International Center for Education organized an anti-smoking campaign in the central park of Targu - Jiu, with which they aimed to raise awareness among young people about the harmful effects of tobacco use.



Objectives:

- *To train kids in self development topics*
- *To improve communication skills*
- *To promote team work and collaboration*

EDUCATIONAL INEQUALITY



Objectives:

- *To raise awareness regarding the differences between children in education*
- *To develop knowledge for helping the kids with fewer opportunities to prevent early school leaving*
- *To promote team work and collaboration*

STOP SMOKING



Objectives:

- *To raise awareness regarding the dangerous effects of smoking*
- *To promote anti-smoking activities*

LOCAL ACTIVITIES FROM ITALIA

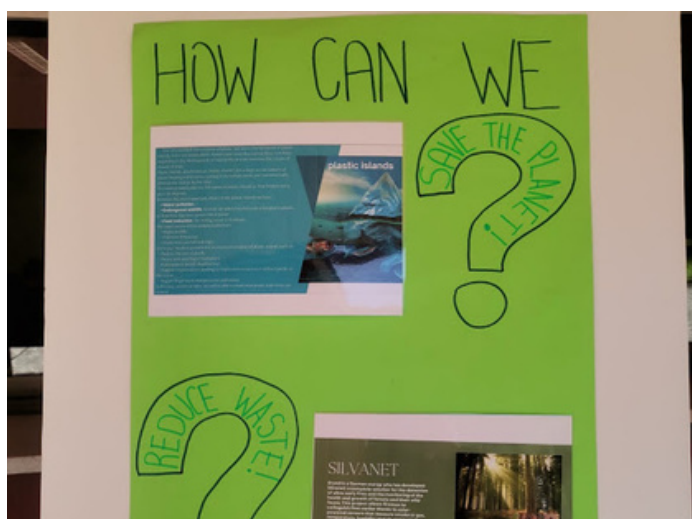
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OBJECTIVES:

- *Promoting green practices among youth.*
- *Improve knowledges regarding global warming and ways to combat it*
- *Learning how to act better for our planet.*

Volunteers from Oriel, which took part in C2, implemented activities based on non-formal education for local youngsters. They focused on global warming, fighting against smoking, creating a youth center, youth for peace. They played organized workshops, play some games together and discussed the topics they presented.



LOCAL ACTIVITIES FROM LITHUANIA

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OBJECTIVES:

- To promote team work among youth
- To develop movement skills
- To learn how to work in teams

Volunteers from Tavo, which took part in C2, implemented activities based on non-formal education for local youngsters. They played organized workshops to promote the sport as a way of living among young people.



Open to Change



Erasmus+



The project has been funded with support from the European Commission.
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