FACT
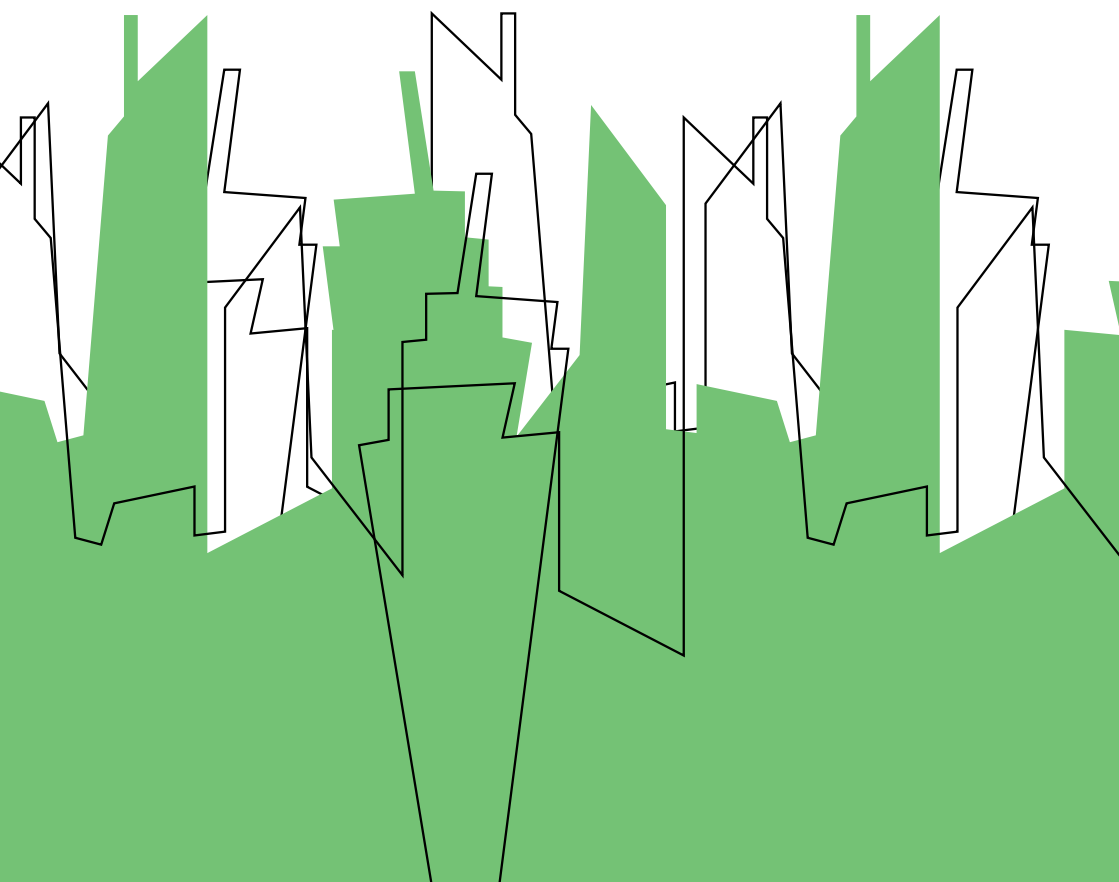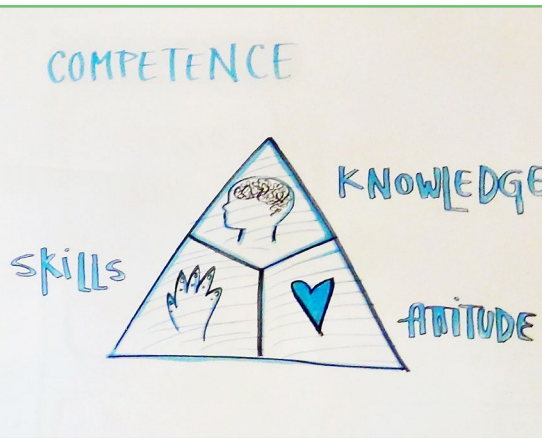
factory of active citizens

The training course called Factory of Active Citizenship (FACT) was created because of the following two reasons. Firstly the Federation of Children's and Youth Municipal Councils in Hungary has been working on the field of active citizenship and democratic participation for more than 15 years in national level. The work and practices what we have developed through the years in our opinion is worth to introduce to other organisations who are eager to work on the same field. Secondly we wanted to establish a space where different organisation can co-operate together by focusing on issues related to active citizenship.

Combining the two reasons it was obvious to apply for grants within the European Commission's Youth in Action Programme and organize an international training course for youth leaders and youth workers. During the training course we used

non-formal techniques and some elements from democracy education (case-studies). As it was really important to create a common understanding about what we mean by active citizenship the first part of the training course was only about introducing theories and using activities to help participants figure out in what sort of environment they are working, with whom they are working and what is their relation with active citizenship. At the second half we mainly focused on good practices and model which can be used by anyone in the future by adapting it to their own realities.

In this booklet we summarized the theories and techniques what we have used and also included some ideas developed by participants about recommendations for youth workers, decision makers to start working on this field. Also another part will be dedicated for good examples and activities which related to democratic participation and active citizenship.

Our idea was to write briefly about all methods and techniques which we applied for during the training course for two reasons: to give a chance to anyone who participated to read them and use them possibly if they cannot remember for them properly and to inspire other readers and possibly encourage them to try them out.

1.1.
Armours – to figure out who I am

It was really important to us to give enough time for the participants to work on themselves, not to focus on other people, not even on their target group but more likely to work on to figure out who they are in the field of youth work.
As most of our participants were coming from the field, of practitioners we they usually forgot to spend enough time for themselves. For this we have used the technique what we call: Create your own armour. For this

each of the participant got a shape of an armour divided into four blocks. All of the parts are dedicated to one question but the participant should answer it from their view, based on their experiences without taking other people, their employers view into consideration

Our aim with the armour template was to map out that in which role, with which target group, with whom they co-operate and which environment are participants working with. The questions for participants divided by blocks:

First block:
Who I am? A youth worker? A teacher? A youngster? What does it mean for me? What do I do exactly?

Second block:
What is the target group I work with? Students? Local youth? Adults? Specify it! Why are they the target group exactly? How big is that group? What are their ages?

Third block:
Who I am co-operate with? Who do I work with? What is my relation with different institutions? Do they help to me? If yes, in which way?

Fourth block:
What kind of working environment do I have? What do people and youngsters think about my job? Do I work on my own or do I implement a work plan (for instance by local government's directions)

1.2.
Case study

It is quite important to realize what we mean under participation and how we participate in our community's life.

For this we used a case study in which the situation was quite simple: somehow voters (local youngsters) did not participate in the local youth council's election. There were several facts within the case study some of them were fake and some were quite realistic. In this kind of activity we can use as many facts as we want. The aim is to let participants to create their own scenario and their own solution for the problem. This activity is just for sensitizing participants or clarifying theories. In our case it was only about sensitizing as we have introduced two participation models: Roger Hart's ladder of participation and Henry Shier's pathways to participation which you can read about more online.

How we used it? Each participant gets 1 or 2 little piece of paper with facts somehow related to the situation. Facts can be anything concerned by the situation. Give 30-40 minutes to the group to discuss it together in order to come up with an idea for their own solution then evaluate together within 20 minutes. There is no right scenario or solution, the solution which they have developed logically can be accepted anyway.

TIP! You can use any kind of case study based on different topics (sustainable development, anti-racism and anti-discrimination etc), but please be aware to give enough facts with different characters in the story to let the participants to cooperate together.

1.3.
Factory of active citizens

The basis of the training course thanks to the initiative of local children's and youth municipal councils.

There's no space to detail every little things about these councils, but generally we summarized what is that and what they are doing.

The children's and youth municipal councils are age-group societies which established with the aim of advocating the interest of local youth who lives or studying there. Depending on the size of the settlements it consists of one or two deputy mayor and one mayor. The children's and youth municipal councils are leaded by the council which is elected by the youngsters democratically thus it is not leaded by the adults. Their aim is to acquire the responsibility for their cities about youth issues. It is important that the children's and youth municipal councils should be non-political thus it needs to stay independent from any parties.

The children's and youth municipal councils with its operating helps the protected interest of age group's life, organizing the connections within and between the age-groups. It represents the interest of its voters in any possible place and situation. The children's and youth municipal council's field of activity primarily focuses on the settlement, secondly it can be a bigger focus on the region, country and they can have different international relations. The children's and youth municipal councils are not Hungarian inventions, the first children's councils were established in 1992 based on a French model.

The children's and youth's municipal councils are created after the first successful general elections, its Ground Rules and Organizational and Operational Regulations will be accepted by the elected representatives on the first inaugural meeting. Before organizing the election its good if the initiators (e.g.: city council and their representatives, different groups of children and youngsters, teachers and educators etc.) try to orientate towards those who have children's and youth municipal councils for a while. It is possible to invite youngsters and adult helpers for a study visit in order to get to know their work, experiences, and successes. Once you like the things what they recommend and youngs-

ters want it too, you can only start to organize the first general elections.

The children's and youth municipal councils are elected secretly and directly by the youngsters who live or study in the town. During the election preparation meetings which are attended by the youngsters and adults as well it is necessary to discuss the age limits of who can be elected and who can elect, the borders of the voting areas (election districts) and the number of people in the council etc... in other words they need to write and accept the election regulations.

The preparation team do its job well if all of their decisions are temporarily made it only regulates the first general election. The elected council can modify the regulations because the rules refer to them and the appropriate forms can be defined only by them. It is important to release the election regulation in a same time with the calling for children's and youth municipal council election. In the same time with calling the election preparers need to form an election committee with youngsters who are not candidates. This temporary committee is responsible for managing all the things to do related to the elections, thus they create the list of the names who can vote, and organize the campaign meetings till the elections and announce the results. Surely different types of committees can be created, for instance: event planner, vote counting or other sub-committees.

After the elections inaugural meeting needs to be organized. The freshly elected council get together first time. Depending on the needs and interest of youth, different positions can be elected: deputy mayors, keeper, officers and committees.

At the first meeting they work out their Ground Rules, Organizational and Operational Regulations and Election Regulations, work plan and budget together leaded by the youth mayor. During the upcoming elections these regulations are not needed to be recreated but of course it is better to include rules in it about who can initiate changes in that, and who can modify it. They also need to find an adult who would help their work (youth worker/animator) and they also need to agree with the city council about how they will work.

Unfortunately the children's and youth municipal councils are mixed in lot cases and the worst case if it is identified with the school student councils however the competence and the mandate of children's and youth council not only apply for one institution like school student councils but for the whole town, city and the youngsters who live there. The school student councils only focus on the students in their schools but there are other youngsters who for some reason do not study, do not work or they simply study in a different city.

In Hungary there is no legislation according to this organizational form that is the reason why the palette of children's and youth municipal councils are so diverse and varied. Thanks to this they operate in the situation they created by considering their own and local needs.

1.4.
Fashion show of active youth

The aim of this activity first of all to collect what we think or know about active young people and also to make it clear how different experiences we have according the topic.

Give some tools (sheets of flipchart paper, markers, post-its and any kind of tools which help them to express themselves in a creative way) and instructions to the participants. Make groups of 4-5 participants and their task is to create a role model of an active youth according their professional (+national, local) experiences. Give them 30 minutes to share their views and collect as many words as they can which describe the role model. After they've discussed ask them to choose one participant of each group. The chosen participant would be dressed as a role model and would be introduced by the group. For the second task give them 15 minutes. While they are working on the task, make a catwalk in the room by making two lines of seats and fix the poster of a fashion show at one end of the line, and make a backstage for the models. Ask the models to stay at the backstage, put some music on and let the first group to start the introduction of the model, while he/she is running off at the catwalk.

After the fashion show you can start to reflect on what you have seen together. Some questions you can ask them:

Do we know these young people?
Do they exist?
Where can we meet them?
How can we support them?
How/why have they become active?

The fashion show can be used for energizers as well. Choose some fancy music, change the lights if it's possible and one by one everybody can make a run on the catwalk while the rests are adoringly waving and applaud.

During the fashion show its worth to make some visible notes about the introduction of the models this can help the reflection as well. Recording the run off the models can be worth too for further examination, reflection.

1.5.
The way I work

The aim of the next activity is to share working methods (within youth work) and to understand the different areas of youth work.

Needed materials: seats, string, sign of start and dream line.

Before starting the activity make challenge path by seats. Indicate where the starting point is and where the finish is. The path should finish with a tight-rope or string at the height of 1, 2 m – and be named as "dream" what people usually want to reach.
Make trios, and ask them to decide who would be the youngster among them, and the others would be the youth workers. Give around 15 minutes to share their view about youth work and the supporting methods of it, and how they will go through on the path without speaking.

After they have discussed ask them trio by trio to walk through the path. When each group have walked through the path, sit back to circle and start the reflection.

Questions you can use during the reflection:

What kind of methods did we recognize at the small acts?
Which one of them is the closest to our own reality?
Which were the most important moments and movements of the acts?
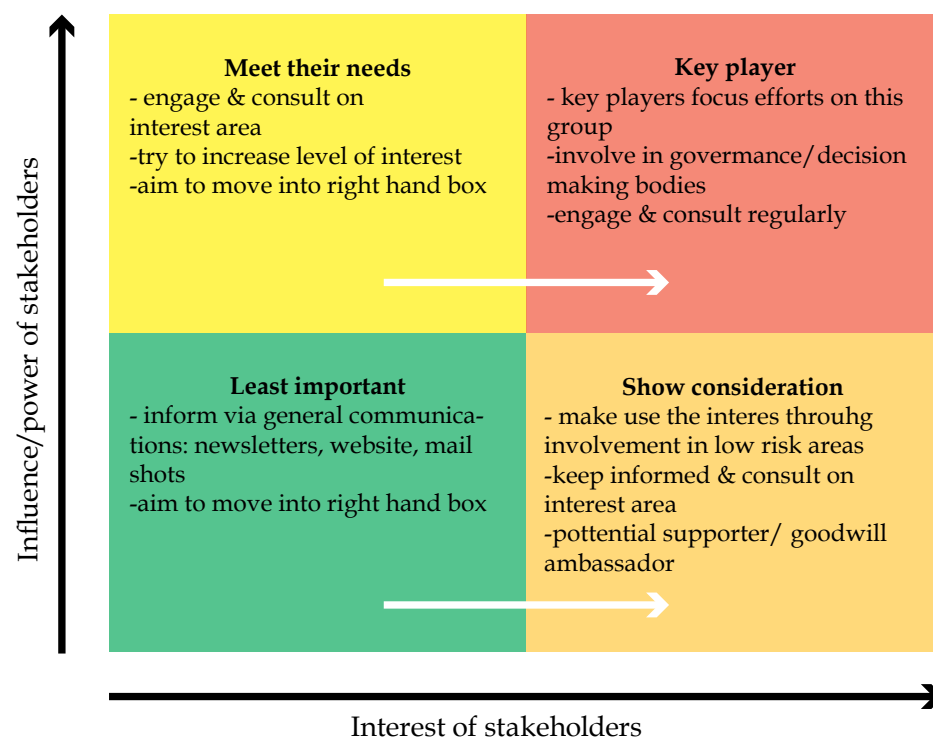*How do we choose our methods?*

1.6.
Stakeholders analyse

Our aim was to introduce the definition of stakeholders and to raise the awareness of the importance of involvement of different sectors.
For this activity you would definitely need to check out the model of stakeholders (provided below), and you will need markers and sheets of flipcharts for explaining it.
Instructions:
Introduce the model of stakeholders within 30 minutes and be really listener for questions as further clarification perhaps will be needed.

Meet their needs
- engage & consult on interest area
-try to increase level of interest
-aim to move into right hand box

Key player
- key players focus efforts on this group
-involve in govermance/decision making bodies
-engage & consult regularly

Least important
- inform via general communications: newsletters, website, mail shots
-aim to move into right hand box

Show consideration
- make use the interes throuhg involvement in low risk areas
-keep informed & consult on interest area
-pottential supporter/ goodwill ambassador

Influence/power of stakeholders

Interest of stakeholders

Source: www.stakeholdermap.com

Open a discussion about it. Who are the stakeholders of our local youth work? What do we know about them? Do we work with them? Can we reach them? They can even find their own stakeholders from their background!

This model is really important for a long lasting activity which will be detailed later in this paper.

1.7.
Egan's wheel

One of the most interesting method what our participant had a chance to get to know was a really field trip oriented task. We all living in a community, however we might do not really think about it. It can be smaller or bigger communities in different settlements, but something which localize us and our living area too. It is really important to check out how satisfied we are with the place where we live, to figure out what we miss or what needs to be developed in order to make our place more friendly and inclusive to help to sustain the circumstances to live there in the future as well.

This technique obviously can be useful in community development processes where it is tried to seek and involve as much local people as they can. In a training course you cannot work with that in this way but you can use it as a technique in a training to present as a good tool (as we did). Giving enough time is also recommended.

For this activity you will need the Eagen's wheel shape which you can find here, some paper, pen, if you want to
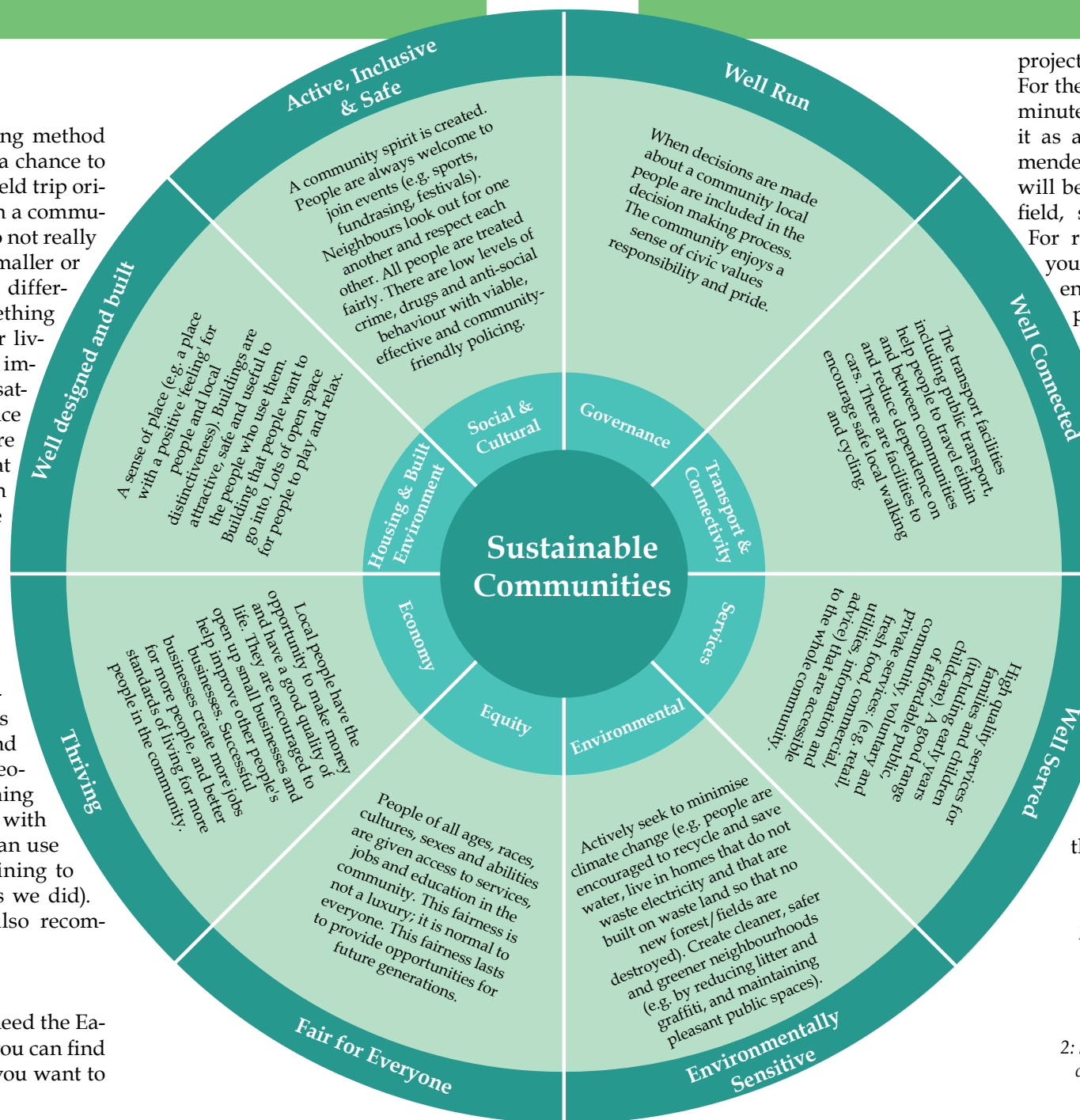
project it, get the equipments for it. For the introduction you will need 20 minutes for the method. If you plan it as a rapid workshop (not recommended) please mind that your group will be not able to do research on all field, so make some compromises. For reflection depending the time you gave for research plan, give enough time to discuss their experiences as well.

After you introduced the Egan's wheel make small groups and choose 1 or 2 categories of the wheel for each of them. Ask them to go out to the village/town/city and observe it according their category. They can do pictures, ask locals, make report and collect impressions about anything which they find interesting. Then try to make an action plan, how the city should be developed in these categories to be more sustainable. Share the results in plenary and try to reflect on each parts also on the whole process.

Based on Sir John Egan's theory about sustainable communities.

Links:
1: http://www.ascskills.org.uk/
2: http://www.citized.info/pdf/commarticles/C%20MAKING%20PLACES.pdf

Active, Inclusive & Safe
A community spirit is created. People are always welcome to join events (e.g. sports, fundrasing, festivals). Neighbours look out for one another and respect each other. All people are treated fairly. There are low levels of crime, drugs and anti-social behaviour with viable, effective and community-friendly policing.

Well designed and built
A sense of place (e.g. a place with a positive 'feeling' for people and local distinctiveness). Buildings are attractive, safe and useful to the people who use them. Building that people want to go into. Lots of open space for people to play and relax.

Well Run
When decisions are made about a community local people are included in the decision making process. The community enjoys a sense of civic values responsibility and pride.

Well Connected
The transport facilities including public transport, help people to travel within and between communities and reduce dependence on cars. There are facilities to encourage safe local walking and cycling.

Thriving
Local people have the opportunity to make money and have a good quality of life. They are encouraged to open up small businesses and help improve other people's businesses. Successful businesses create more jobs for more people, and better standards of living for more people in the community.

Fair for Everyone
People of all ages, races, cultures, sexes and abilities are given access to services, jobs and education in the community. This fairness is not a luxury; it is normal to everyone. This fairness lasts to provide opportunities for future generations.

Environmentally Sensitive
Actively seek to minimise climate change (e.g. people are encouraged to recycle and save water, live in homes that do not waste electricity and that are built on waste land so that no new forest/ fields are destroyed). Create cleaner, safer and greener neighbourhoods (e.g. by reducing litter and graffiti, and maintaining pleasant public spaces).

Well Served
High quality services for families (including services for childcare) early years of afford) A good range of affordable public, private services: (e.g. retail, commercial, utilities, informational, advice) that are accessible to the whole community.

Sustainable Communities

Social & Cultural — Governance — Transport & Connectivity — Housing & Built Environment — Economy — Services — Equity — Environmental

1.8.
Simulation

After spending many times on describing and explaining new techniques and methods according to active participation and citizenship, we thought it would be great somehow to give the floor to our participants only! Thus, we created the section in our education plan for simulation. Main idea was to let participants to think about what they can learn from all those new things which we have shown

them and how they can use it or what they could take from that. Also as this TC was really fulfilled with lots of things which might be really hard to understand easily. It was a time for healing out their feelings and impressions for this. We asked them to work in a national group and use their own language, but make notes and fulfil the small task in English. This activity was planned for long, lasting through 4 days with one "day off" and each simulation phase lasted 110 minutes but the last 30 minutes was to summarize and wrap up together.

· ·

There were three phases of the simulation:

A: Set up your own organization and design it
B: Map out your stakeholders and work on a briefing paper
C: Summarize your goals and plan an activity for the target group

Briefly we will explain what the task was in each phase of the simulation activity.

A: Set up your own organization and design it

After talking a day about who is our target group, who we are as youth workers and in which environment we work it was quite in time to ask participants to think about their own perfect working environment and related target group, values etc. The national groups had to figure out and

then set up an ideal organisation in which they would work and which is somehow connected with youth work.

It was the base of the simulation as they have discussed their own values, main focus on problems which they plan to deal with, working environment etc.

B: Map out your stakeholders and work on a briefing paper

The second task was based on the stakeholder analysis. We asked them to figure out who they are in contact and what they want, but also what they can give for them for their cooperation as well.

We gave them a different approach as well where in the centre can be the organisation itself, and the closer stakeholders are the ones who affect the most and the farthest the ones who may not be in direct contact but somehow the organisation itself and its operation affect it (sometimes media is there).

The national teams had the following task:
• make your own organization's stakeholder's map
• name the stakeholders
• what would you ask from the stakeholders?
• what could you offer to them?
• how could you reach them?
• write a briefing letter to them

A briefing paper which is mainly about briefly introducing our organisation for someone who we would like to collaborate. For this we had given some example.

Briefing paper is a document which organisations can send to the most important stakeholders according to their organisation. Purpose: The intention of the briefing paper is to generate consideration and provide recommendations to the stakeholder about the following aspects of the proposed organization: organizational structure, leadership and culture, values, vision-mission.

More information about the aspects can be found in the following book if you wish: Coulshed, V., Mullender, with D. N. Jones and N Thompson. 2006. Management in social work. 3rd ed Basingstoke : Palgrave Macmillan, 2006.

C: Summarize your goals and plan an activity for the target group

A question can come to your mind that why we step forward a lot missing out some earlier steps (structural planning etc) but! First of all the whole program was fulfilled with loads of good techniques, methods etc. Secondly our aim was not really focusing on management side and thirdly we tried to get out the most impressive results of the work what national groups can do.

We asked participants to think about what they have planned and imagined how their organisation will be look like, with whom they will cooperate etc. And we asked to plan an innovative activity which would involve their target group and would focus on the main problem which they are facing with during their work. Groups have created amazing project ideas which they can use for future projects.

1.9.
Final evaluation

During the TC we seek for continuous evaluation to ensure the well-being of the participants but also to improve on things which are necessary. Usual techniques (small groups daily, summarizing with trainers the experiences, mid-term evaluation and final evaluation) have been used, but espe-

cially because of its creative approach we have detailed the final evaluation.

The aim was to evaluate the learning process, to use different tools reflecting on different communication styles and to support recognition of own learning process in order to help participants to realize in which competences they have been developed.

Wide range of materials would be needed to use in a creative way: used & not needed flipcharts, markers, postcards, map of the evaluation process, 4 guidelines, Post-it

Instructions:
Place the five different stages of evaluation, use in and out door places as well, and draw a map of it. Make 4 small groups, and give each of them a list in which stage do they have to start the trip. For this you would have 10 minutes. Each stage would need 15 minutes at least to evaluate.

Introduce of each stages:
Pizza: Draw a pizza on a flipchart and name each slices according which topic, category you want to have feedback. Ask the participants to draw toppings to the pizza. The toppings closer to the middle means they more satisfied and the distant means less satisfied.

Pictures: Collect plenty of postcards (depending on the number of participants, you would need like more than 100 pieces with different content),
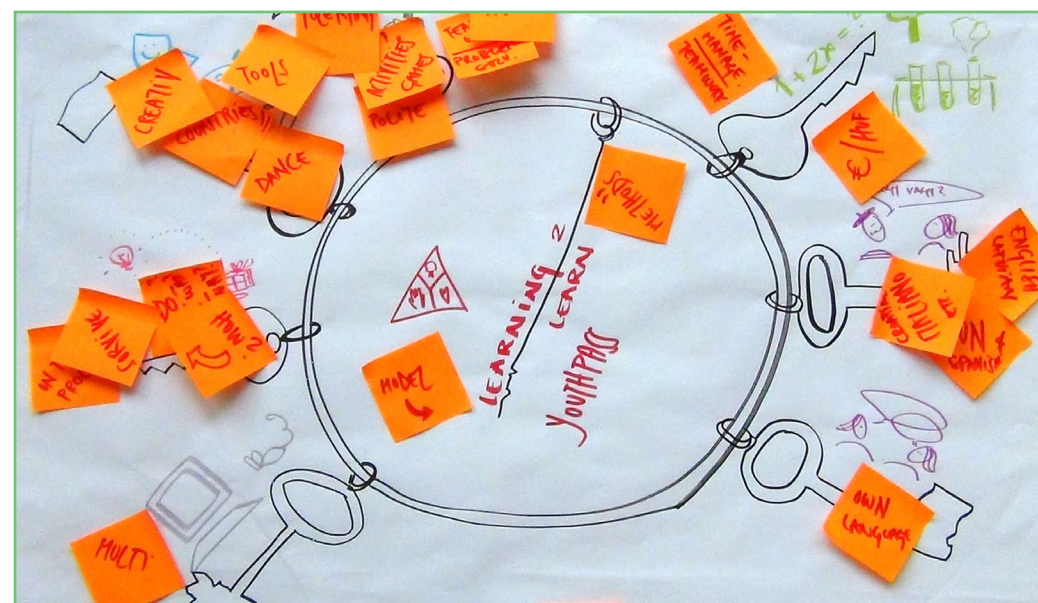
pictures. Put them on the floor, and ask participants to choose one which more likely express their thoughts, feelings about the training. If everybody picked one, ask them to introduce the picture and their reasons in plenary. (For this activity you need to have a facilitator).

River of experiences: Pluck plenty of A4 size pieces from used flipchart papers. Ask the participants to create the river of experiences via writing down their most important learning moments on the paper and put it down on the floor according the time of this learning. E.g.: A new name game which learned on the first day has to be at the beginning of the river.

Youthpass and competences: Draw the 8 key competences, ask participants to take one in each round. Then try to find out which competence is on the paper. After they've found out, collect what learning experiences belong to that competence. At this stage the facilitator can introduce the Youthpass as well.

II. Outcomes of the group works

We all have been amazed many times what results can come out from different tasks so we have decided to save space for two important things coming from participants and also to include some pictures from our Gallery of Active Citizens.

First thing which participants have collected are the good practices and other activities which they would recommend for anyone to use. As lots of the techniques were recommended by the team too we only have put the ones which we didn't mention yet.

ISLAND ICE BREAKER GAME

Recommendation:
We think that this game is good to practice team building, also, for improving life skills, it can help us to increase activeness in every person, and it is funny to get young people engaged.

Aims:
• work together like a group
• think out of box
• to make friendships
• to learn how to help others who have a problem
• to increase problem solving ability

Tools:
• Scarves
• paper for the islands (5-6 pieces, size of A4)
• area to play, place to represent the sea and land
• 2 people as sharks

Size of the group:
• minimum 5 participant

Time:
• 10 minutes for instructions
• 5 minutes for the group to build a strategy
• 20 minutes for the group to cross the sea
• + reflection time

Instructions:
• In this game we have two parts of land, in between there is the sea with two sharks
• Players can cross the sea by stepping on the islands they have, but they have to take care of the islands because when no one stands on an island, sharks can take them away
• Two of them are blind and the players need to help each other to cross the sea
• Players get 5 minutes to build a strategy, then they can't talk to each other anymore

PERFECT CIRCLE

Tools:
• Seats
• paper crowns with different signs (circle, square, triangle)

Instructions:
• Participants are sitting in a circle – facilitators are not in the circle! - each of them get a crown
• Then the group receive the task "Make a perfect circle"

Solution:
• They need to keep trying, as long as they don't involve the facilitators into the group or all together state the circle what they formed is the perfect circle

Messages:
• The perfect circle is not existing
• Questioning perfectness
• Questioning the place and the role of the facilitators

Editor's view:
The activity is really the one which can be used to reflect on group-dynamics and the life of the group. The main hidden message is to realize what a group means for any of us. The activity can clarify the roles in the group and give a summary about how the people act in the group. It can be used with very new groups around in the middle of the process or with groups who used to work together for long at the very beginning of the training too.
The second team were working on different recommendations according to the topic for youngsters, youth workers but also for decision makers in order to improve the level of involvement in actions related to active citizenship.
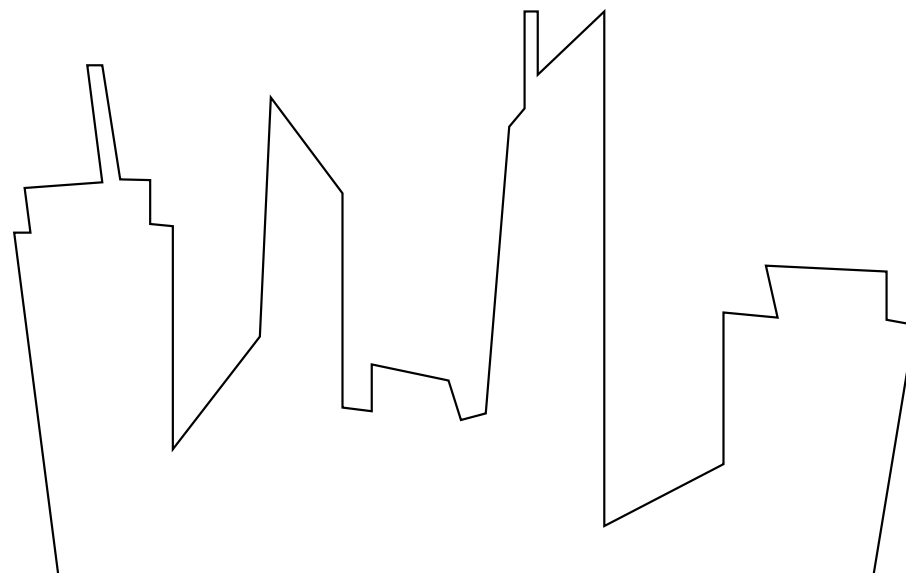
Recommendations for youngsters, youth workers and decision makers.

1. **Relevant training for the YOUNGSTERS:**
- international training course
- non-formal education
- specialists / experts / tutors

2. **Promotion to all making the opportunities inclusive**
- use of modern technologies
- start at a local level

3. Build a network of international ACTIVE CITIZENS
- connect people with common interest
- increase co-operation
- makes travel more fruitful

4. **Make sure there are the relevant stakeholders and that they are active**
- keep motivation high
- mutual understanding
- regular updates and feedback
- never forget about people behind the task
- be aware of group dynamics, work styles – not only the task

5. **Make sure there is the correct support structure and resources available**
- venue, people, insurances, cash, sponsors, risk assessment

- to connect the right people
- to know, where to get resources, advice, support, specialist

6. **Set clear vision, mission and outcomes for the organisation**
- from the very beginning agree common goals
- respect difference

7. **Continuous evaluation and assessments of NEEDS**
- to check that we deliver is what YOUNG people need
- be flexible – adapt according to needs

8. **Agreements with local / national governments stating their support + what we offer**
- everyone is informed

9. **Continually offer new experiences and opportunities to broaden the mind of young people and workers**
- raise level of tolerance
- promote difference and acceptance

10. **USE a variety of methods to keep young people motivated**
- use competitions, prizes, international visits

Acknowledgements

> If you don't do anything wrong, it's far not enough.
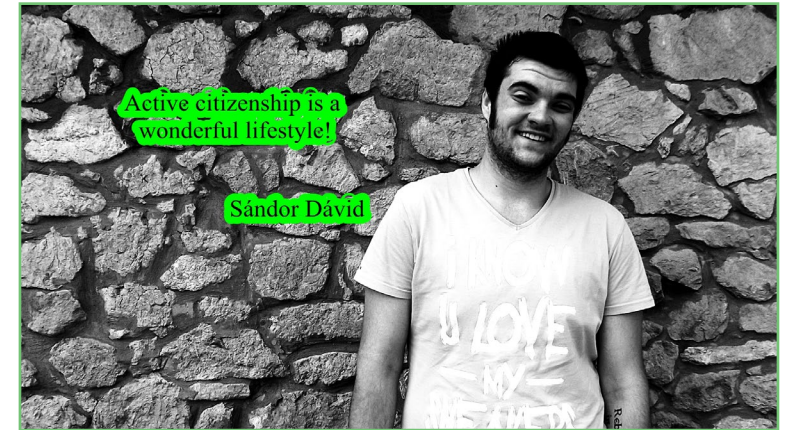>
> Varga Dóra

> To me it means getting involved in society and trying to improve it.
>
> Javier Morales

> I believe that by encouraging active citizens, the future possibilities are endless.
>
> Julie O'connor

> Active citizenship is a wonderful lifestyle!
>
> Sándor Dávid

> Encouraging active citizenship in young people can result in a stronger, safer community for all.
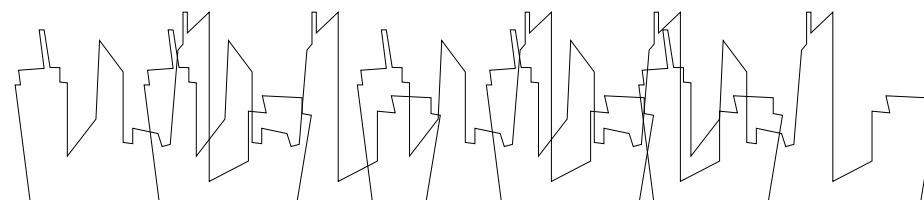>
> Christopher Marsden

> Getting to know more cultures, experiences and people.
>
> Macarena Cisneros

To engage and support young people with their learning + knowledge of being an active citizen.

Leoni Million

Good things are in a running train, you have to move to reach them.

Ricardo Sancho

Let's do together more for tolerance, be active and curious, and co-operate together for the community.

Kékesi Ágnes

Federation of Children's and Youth Municipal Councils (FCYMC) was founded in 1996 with the aim of coordinating all local child and youth municipal councils (LCYM) existing in Hungarian cities and villages. The main purpose of the association is to represent the interests of all local youth municipal councils, to give professional advice and to organise meetings and trainings for newly founded LCYM's. Our members are children, teenagers and their helpers who are usually young adults. They are all very active and enthusiastic, ready to help and volunteer in all fields of our activities. Therefore FCYMC is a national umbrella organisation which active in the field of democracy and civic education, active citizenship, youth participation.

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