



EmpowerYouth Project

2019-2-ES02-KA205-013528



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HOW TO ENCOURAGE YOUTH PARTICIPATION
IN EUROPE THROUGH VOLUNTEERING,
ASSOCIATIONISM AND SOCIAL
ENTREPRENEURSHIP

Training manual for youth workers
and leaders

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INTRODUCTION

INTRODUCTION TO THE PROJECT

The right to Participation is recognized in the Universal Declaration of Human Rights, so that everyone has the right to participate and express their opinion regarding the government of their country. Therefore, in person or by representatives, it is a means to intervene in the social environment.

One of the forms of participation is Associationism through which various social functions are offered.

Along with this Fundamental Right, the EU Youth Strategy favours the participation of young people in democratic life, in addition to supporting social and civic commitment by ensuring that all young people have the necessary resources to participate in society.

Our EmpowerYouth project is based precisely on this, on empowering young Europeans, facilitating their participation in social systems, through the following actions:

- Training youth workers and leaders so that they in turn inform, motivate, train, accompany and advise young people to participate in Europe (through associations, personal projects, European programs, meetings, ...).
- Sharing our work in the project for everyone and, above all, young people, can benefit from it.
- Favouring the increase in the number of associations, activities and projects of European scope in the countries of the consortium.

We are especially targeting two social groups:

- On the one hand, youth workers and leaders so that, in turn, they can help young people in this area. In this sense, a training course will be given to a selected group.
- On the other hand, young people between 14 and 30 years old to involve them in the empowerment process that favours their participation through associationism.

To facilitate knowledge of both the project and the actions to be developed, informative sessions and workshops will be organized.

WHAT IS THE MANUAL FOR?

The Training Manual is a material used to teach youth workers and leaders how to guide young people to participate in European society through associationism. It includes sections related to social entrepreneurship to publicize the skills and competences that young people must develop in the empowerment process.

This manual is innovative since there are many youth participation guides, but no youth worker training manuals to teach them with these competencies, also compiling good practices in participating countries.

The Manual can be used directly by young people who want to create their associations, since it includes basic aspects on how to do it. It is also transferable to other groups that need to enhance their participation in civil society (emigrants, women from rural areas,...).

This manual is also available on the [project website](#) for free download.

INTRODUCTION TO THE PARTNERS

CONSEJOVEN - YOUTH COUNCIL OF CIUDAD REAL (SPAIN)

Consejo ven is the body for youth participation, defending their rights and interests, in the cultural, social and economic development of Ciudad Real.



It represents young people through youth associations before the different public administrations and collaborates with them in everything related to youth issues.

Its main objectives are to defend the interests of youth and promote youth participation and empowerment through youth associationism and social entrepreneurship.

Website: www.consejo ven.org

INNETICA (SPAIN)

INNETICA is a non-profit association (NGO) whose mission is to promote cooperation between entities across Europe to promote European values.



Its mission is to promote social innovation projects, in addition to developing educational projects and teaching activities.

INNETICA also works in the youth area through projects that promote their labour inclusion and non-discrimination based on sex, race or religion.

Website: www.innetica.org

ASSOCIACÃO JUVENIL DE DEÃO - AJD (PORTUGAL)

AJD aims to create and develop social, cultural, sports and artistic activities for young people, particularly in the area of free time, volunteering, cooperation and training, promoting and improving their access to information, their social integration, citizen participation and equality between men and women.



Regarding its scope of intervention, the association has been working mainly with children and young people in the rural areas of Viana do Castelo.

Website: <https://associacaodeao.wixsite.com/ajdeao>

ASOCIATIA CENTRUL DE COPII SI TINERET SFANTUL SEBASTIAN (ROMANIA)

Association Centrul de Copii si Tineret "St. Sebastian" is a youth NGO that works in the Central Region of Romania and carries out sustainable activities for children and young people in order to develop the socio-professional process.

The aim of the Association is to stimulate children and young people through their active participation in community life.



Website: www.centrul-sebastian.ro



SECTION 1

YOUTH PARTICIPATION

CONCEPT

In the last 20 years significant efforts have been made towards the development of youth policies, strategies and empowering young people, both on national and European level. Some of the main aims of these efforts are:

- To provide young people with the opportunity to express their views and feel taken into account in public policies, giving greater importance to the youth factor in policies such as employment and social integration, education, lifelong learning, mobility, the fight against racism and xenophobia;
- To introduce new ways of involving young people in public life, improving young people's information on European issues, encouraging volunteering and improving knowledge;
- To empower young people to face a number of current challenges, like education, employment, social inclusion and health, among others;
- To invest in youth by allocating more resources to developing areas of youth policy that affect young people in their daily lives;
- To increase the capacity of young people by promoting the potential that young people have for the renewal of society and the contribution to the values and objectives of the European Union; special attention will be paid to young people with fewer opportunities.

Generally, the level of development and implementation of youth

policies, strategies and youth work varies a lot, due to the different national context of the European countries. But still we could identify and talk about common notions. When talking about the concept of youth, we could take into account various aspects like age, interests and aspirations, ideals and goals, role within the community, influences, responsibilities they assume, etc. When talking about participation in general, we could refer to an action of involvement (subjective, through aspirations, attitudes, knowledge and beliefs) and individual integration (objective, through the dynamics of interaction processes), in relation to collective action.

Summing up, participation means “taking part”, the person decides to get involved, to intervene, to influence something, etc. When talking about youth participation specifically, we could say it is a process determined by the degree of involvement of young people and the possibility of making decisions and acting on specific issues.

The participation of young people must be understood not as mere listening, but as an active and proactive participation in the development of projects, where young people generate ideas and invite decision makers to participate and develop together, never losing the coordination role, space for participation and decision-making power.

This participation must be promoted at three levels: political, associative and civic. With regard to political participation, the aim is to increase the training, information and involvement of young people on democracy issues, in a political party, in the system of government and in the legislative system at a local, national, regional and global level; thus we can contribute to combating abstention and misinformation among young people and encouraging the involvement of young people in decision-making. At the level of associationism, being

part of a youth association makes it possible for young people to dynamize and undertake certain objectives as a group, with a common goal in mind.

Finally, encouraging civic participation through volunteering and activism serves as a bridge between new forms of participation (such as social media sites and other forums for dialogue), bringing their views and opinions into formal and political spaces for discussion.

Also, at this level of participation, the dialogue between youth and political decision makers should be fostered. In some countries a specific concept or definition for youth participation doesn't exist. Measures, if any, are directed towards the general population and focus on promoting public, civic and political participation only.

Often there are not any specific strategies or actions taken to facilitate young people's participation, to give them tools or to educate them on how to participate. In many cases neither youth, nor other relevant social actors like politicians, social workers, families, teachers have knowledge and understand the benefits of participation for the personal, social and professional development of the young people. Another challenge for youth participation is the lack or the insufficiency of youth organisations.

In the following parts of this Manual we will try to clarify the importance of youth participation, the types of youth participation and the conditions necessary to participate. We will also analyse the forms of youth participation and we will focus on the most common (volunteering, youth associations and social entrepreneurship).

WHY PARTICIPATION IS IMPORTANT

Through participation young people become agents of change in their communities, but also acquire new skills for changing and improving their own life.

It is important that young people exercise an active citizenship, so that they can participate democratically, recognize problems and reflect on them, activating them for social development and giving them tools for the development of skills acquired in the process of non-formal education.

More precisely, **youth participation is important because:**

- It **benefits the personal, social and professional growth of young people**. Participation facilitates the development of many competences (like abilities to communicate and socialize, work in teams, solve problems, deal with conflict situations, think critically and creatively, learn from their experiences and from other role-models, etc.);
- Youth participation also helps developing **values of respect** and **promotes inclusion**, helps young people feel part of the community, feel involved, empowered and not easily radicalised;
- It teaches young people how to **express themselves freely**, but also in a **constructive and organised way**, in order to **influence society**. Being part of an association or other type of youth organization could channel, amplify and transmit one's opinion together with the opinions of other members in order to have more impact;

- Participation **offers citizens the opportunity to take part and intervene in the social life of the community.** Participation of the public (youth included) is necessary and is oriented to responding to social needs, issues of employment, housing, education, culture, leisure, sport, etc. It is important that young people take active part in these processes in order to achieve measures that adequately respond to their needs;

- It is a **tool for developing solutions to specific problems** and **exerting the necessary pressure on the public authorities,** in order to obtain from them the appropriate responses to the problems, collective needs and interest. It is a **condition for social transformation;**

- Participation is a key factor for **building a democratic culture** where all people **have an active attitude** and **are able to influence and take part in decision-making** that affects their life and well-being as a society;

- It is a fundamental **right,** recognized by the Universal Declaration of Human Rights and by the Constitutional Acts of most countries;

- It is a **way to legitimize democracy.** Direct participation of citizens in public life is the way to have a true democratic society based on the participation, involvement and active attitude of all its members, where all people can and know how to take an active role in society by expressing opinions, making proposals and taking other actions to meet their needs and demands.

IN SHORT, WHY TO PARTICIPATE:

Participation is a right, but also a necessity for any person, because it teaches us things that are useful for our life and our work as well.

Social needs, employment, housing, education, culture, leisure, sports demand participation and through participation we can transform the reality of any social group. In order to do so, we have to organize ourselves and cooperate with each other, with different social agents and even institutions.

Participation is a commitment that requires stability and collective forms and most of the time, formalized participation. Furthermore, you participate because you want to develop yourself, in other words, you evolve as a person.

HOW TO ENCOURAGE PARTICIPATION

It is necessary to encourage the participation of young people at all levels and their dialogue with all entities, social agents and public administrations.

Building and encouraging participation should happen where young people feel more comfortable to explore new activities and learn from them. So the best starting point might be the neighbourhood, the town or city, the educational centres like schools or universities, youth and community centres, City Halls, etc.

Encouraging the participation of young people means providing them with the means to develop their creativity based on confidence, favouring self-management and co-management of projects and activities. Administrations must therefore act on the principle of subsidiarity with regard to civil society, with regard to organisations working for young people and with regard to youth organisations. And the principle of subsidiarity also affects the organisations, working with young people, themselves.

The problems or needs can be solved, and the objectives achieved with the resources of the young people themselves. They should be the ones to carry out the activities or projects on their own (self-management) or in collaboration with other agents (co-management).

Participation must be built, fundamentally, from the bottom up. Youth participation bodies such as the different Youth Councils –*representative bodies of the associations and youth, which we will see later*– will become more powerful when the involvement of young people in activities, projects, associations, educational and work centres is wider in scope and importance.

On the one hand, one of the characteristics of young people is their connection to the local. Fundamentally they feel part of their town or city, rather than the province, the region, the country, the continent or the globe. It could be a good idea to initiate participation through facilitating young people's involvement in meaningful activities based on their interests, not too far from their comfort zone.

On the other hand, it might be a good idea also to develop and use youth's curiosity and interest for the unknown, different and new and to build participation through youth activities with intercultural el-

ements at an international level.

Nowadays, in Europe many young people live in international and intercultural contexts, due to their families moving to another country or them studying abroad, etc. So, it is necessary to know well the profile of the young people whose participation and involvement we are trying to encourage.

Some **specific measures** we could use in our work in order **to encourage youth to participate**:

- **Presenting some of the possible forms of youth participation, showing the benefits of joining**, such as: developing their personal capacities, developing leadership and teamwork skills, transforming themselves in agents of change;
- **Helping and encouraging youth to have a voice in their communities**: to be part of the creation and development of ideas, to transform situations that affect them directly and indirectly, make them feel integrated into political and social decision-making. Including young people in all areas of institutional life, so that the youth perspective is not an area in itself, but is included transversally throughout the public sphere;
- **Showing youth that their actions have immediate consequences on their own lives and on the lives of the other citizens**. Therefore, public and private entities or organizations like schools, universities or clubs, that have contact with young people, must encourage youth participation to create new initiatives or join some of the existing forms of youth participation;
- **Recognizing that young people are already leaders in**

many areas of social life. It is important that young people that participate in any of these forms of youth participation disseminate their experience to their peer group, becoming an example and often a reference for them. In this way, more young people increase their interest in joining the different initiatives. Moreover, communicating publicly the positive contribution to young people generates social development;

- **Encouraging the participation and association of young people, based on co-management and self-management formulas in all areas:** housing, employment, training, leisure, culture, sport, health, politics, etc. The contribution should be mainly at the local level: the neighbourhood, town or city, the place where they study or work, the educational and work centres, the City Hall, youth entities and youth centres;

- **Disseminating information to young people from all walks of life,** in order to be able to consider all possible social settings that have a place in the same community, achieving integration between different social contexts, religions, race or origin.

On a strategic level, Youth Participation is usually supported by both public and non-governmental institutions from the earliest ages to adulthood. Young people who want to get involved in society can set up an association, or they can choose to collaborate with an already created NGO or a public institution.

Youth Strategies are often adopted with the aim to address national and local level participation, and public, civic and political participation. To know more details on the strategic objectives and lines of action in [Spain](#), [Portugal](#) and [Romania](#), click on the countries.

TO SUM THINGS UP, IT WOULD INCLUDE:

- Promoting the participation and association of young people, based on co-management and self-management formulas, and in all areas (housing, employment, training, leisure, culture, sport, health, etc.), both at the local level, in the neighbourhood, town or city, in educational and work centres and in intercultural contexts and international mobility projects;
- Incorporating the perspective of young people in all decision-making processes by public administrations, and especially at the municipal level;
- Communicating widely the positive contribution young people make to social development;
- Encouraging the participation (at all levels) of youth, in particular, of those in situations of exclusion or risk, for instance, the situation of young immigrants.

In order to build a good participation practice, all people, young and old, must learn to participate and we must all educate ourselves in participation. Participation formulas should be tried out, based on trust.

The development of youth-oriented services and youth participation at the local level can interact positively with the development of

comprehensive local or municipal youth plans, to complement the national strategies. Participation is learned by participating, but that alone is not enough. Both in the non-formal educational sphere and in the formal educational curriculum, participation education should be included as a fundamental tool for the development of young people.

Another important aspect for the development of the participation of any group is the access to information and, nowadays, the access to communication technologies, guaranteeing the participation of all young people in the information society.

WHY YOUNG PEOPLE DO NOT PARTICIPATE AND WHAT ARE THE EFFECTS OF THE LOW PARTICIPATION

There are many reasons that explain why young people do not want to participate in this kind of projects, but we can summarise them as follows:

- Most of the **population still lacks education for participation** because there are no effective systems that educate “in” and “for” participation. For instance, the lack of education for participation to start from primary school and not just in senior high school or later;
- **The market economic system promotes incentives that do not favour participation** but individualism and competitiveness. That’s why young people only want to participate if they get something in return;
- Most of **youth considers that participation serves little or does not solve anything**. Surveys have highlighted that young people, if they propose activities they should be carried out;

- **The lack of time and inequality of social classes.** Not all young people have the financial means to facilitate access to equal participation. Young people with limited financial possibilities work in their free time or study more in order to acquire in the near future another social and financial status. As an illustration, young adults need money in order to take care of another family member or for the means of transport, etc.

THE EFFECTS OF NON-PARTICIPATION ARE AS FOLLOWS:

- The insufficient active participation of youth in the social life of the community;
- The proposals and calls for participation do not seem catchy, or do not succeed in mobilizing the youth;
- Most seek individual solutions to their problems or expect “others” to solve them.

TYPES OF YOUTH PARTICIPATION

There are various criteria we could use to analyse the different types of youth participation. Here we have 2 of the most common ways to classify the types of youth participation: based on **who initiates, leads and manages the project**; and **what is the decision-making power of young people**.

Based on the criteria **who initiates, leads and manages the project**:

- **Nominated and informed young people:** The projects are initiated and managed by adults; young people are invited to take on specific roles or tasks in the project, but are aware of the influence they have on reality.
- **Young people consulted and informed:** The projects are initiated and managed by adults, but young people provide advice and make suggestions and are informed about how these suggestions contribute to the decisions or the final results.
- **Initiated by adults, shared decision-making:** Adult people start projects, but young people are invited to share the power of decision-making and responsibilities as equal partners.
- **Led and initiated by young people:** Projects or ideas are initiated and directed by young people; adults may be invited to provide the necessary support, but a project can continue without their intervention.
- **Shared decision making:** Projects or ideas are initiated by young people, who invite adults to be part of the decision-making process as partners.

Based on the criteria **what is the decision-making power of young people**:

- **Manipulation:** The power is concentrated in the decision-maker and the one who does the action is not well aware of the issue and may have difficulty in understanding what is proposed. It is not an appropriate method of participation. (Ex-

ample: attending a show, a concert, etc. as a form of participation).

- **Decoration:** Decision-making is done by the person in power. They are participatory showcase actions. *(Example: youth cards offered by each of the localities or regions, which do not have the objective of people participating directly, but rather have advantages or discounts).*
- **Symbolic participation:** Those who participate can express themselves, but decision-making is null. *(Example: sign petitions or manifests in favour of a cause).*
- **Information and consultation:** Those who participate know, they can discuss and understand the decision. *(Example: sectoral councils of the public administrations).*
- **Shared management:** The participants can exchange information, debate, make decisions and carry out the action. This would be the model of real and effective participation and the example is the one of associations.

CONDITIONS TO PARTICIPATE

1. MOTIVATION: WANTING TO PARTICIPATE

The motivations, interests and expectations, the reasons that drive participation, the needs and interests that you want to satisfy and what you hope to achieve with the practice of participation, are many and very diverse:

- Subjective or ideological interests;

- **Needs for socio-emotional satisfaction**, such as relationship, affection or security;.
- **The need to communicate and be part of a group**, to obtain results perceiving the usefulness of participation, need of personal growth and self-realization. Also what we usually call “commitment” is related to motivation. Thus, depending on the reasons that drive the person to act, we can differentiate three forms of commitment:
 - **Personal commitment:** The individual commits himself to something, predominantly, for reasons of personal benefit. This benefit does not have to be economic; it can be personal or social.
 - **Palliative social commitment:** The individual engages in palliative actions motivated by the most obvious consequences of social injustice, such as hunger, unemployment, drug addiction, disability, etc.
 - **Transforming social commitment:** The individual commits himself to an idea of direct social transformation, converting youth into the protagonist of their social context.

A good example would be the responsibility of associations to ensure that people’s motivations, interests and expectations evolve and develop throughout the participatory experience, towards transformative social commitment. This way, the actions of education in values are connected with the actions of education for participation. For example, educating in responsible consumption could be the origin

of responsible consumption behaviour, and of participation in punctual and individual actions of consumption. And this could lead to a more global approach, a habit of consumption. And in consequence - to the organisation of a concrete awareness action, together with other youngsters, or to the sale of fair-trade products. And in consequence - the incorporation of the young people into an association of fair trade or the establishment of a new association, whether or not it is a youth association.

IN ORDER FOR YOUNG PEOPLE TO BE DETERMINED TO PARTICIPATE, SOME SPECIFIC CONDITIONS ARE REQUIRED:

- An active youth sector with awareness of the value of participation;
- To have in mind the equality (the opinions of adults and young people have the same weight);
- The existence of a partnership between young people and adults;
- To have local needs identified;
- Knowledge of the context, identity, lifestyle of young people in a community; plan activities that are relevant for the young people, they should feel connected and identify with the cause;

- Receptivity to learn, also from their own mistakes;
- Representing the interests of disadvantaged young people;
- Willingness to participate or perform participatory work;
- Willingness to share power and control.

2. TRAINING: KNOWING HOW TO PARTICIPATE

It is not enough the willingness to engage, you also need to know how to participate, and it is important to have clear objectives, and be familiarized with the possible ways of involvement. Participation requires training that allows acquiring the knowledge and skills needed in order to communicate and interact with others and act simultaneously.

The training for participation is mainly related to values and competences acquired through formal and non-formal education, to issues like socialisation, socio-educational intervention as well. In formal education it is accomplished through key subjects such as participation education or other related topics.

Thus, we have:

- **The formal education:** This kind of education that generally takes place in school, with its key subjects.
- **The non-formal education:** It is often used interchangeably

bly with terms such as community education, adult education, lifelong education and second-chance education. It refers to a wide range of educational initiatives in the community, ranging from home-based learning to government schemes and community initiatives, social entities. It's the socio-educational intervention that takes place in various fields.

- **The informal education:** It is the learning which goes on outside of a formal learning environment; it is the daily learning from media, the family, peers, the self-managed experiences of the young people themselves, in a less perceptible way, but not for that reason less effective; in this case we are not talking about training in the strict sense.

KNOWING HOW TO PARTICIPATE INVOLVES CERTAIN COMPETENCES AND CONDITIONS SUCH AS:

- The ability to deal constructively with a conflict situation;
- Skills and competences in management and participation processes;
- A minimum level of education; a basic level is necessary to communicate properly between the participants and get their right and duties in order to participate;
- An understanding of what is a meaningful participation.

3. ORGANIZATION: BEING ABLE TO PARTICIPATE

If you want and know how to participate, you must also be able to do so. If the necessary channels and mechanisms do not exist, in society and in organizations, participation cannot materialize. In order to participate, structures are needed to facilitate communication, debate, decision-making and the way of acting.

A structure of participation must be coherent and based on criteria of internal democracy; this will facilitate the full development of the individual's commitment, and can be noticed especially in those groups that have not adopted the legal form of association.

IN THIS SENSE, SOME BASIC CONDITIONS IN ORDER TO BE ABLE TO PARTICIPATE ARE:

- To know that they have the right to participate;
- To have a legal framework;
- To have access to information and technology;
- Physical and emotional security;
- Financial resources and economical support to cover the expenses of the activities, allowing everybody to join the activities;
- Being able to choose the form of involvement and the most appropriate or interesting area;

- Access to participation for those who are not members of any structure;
- Including vulnerable groups in the activities, and encouraging their participation;
- Developing participation infrastructure;
- Creating policies favourable to participation.

FORMS OF YOUTH PARTICIPATION

Participation is not an exclusive intervention model of associations, but we must understand it as a mean to intervene and transform the social environment that surrounds us.

We can participate in different ways, which will be explained below.

1. VOLUNTEERING

Usually, it is a form of participation in which the volunteer has a social interest and takes action to benefit third parties.

2. SOCIAL MOVEMENTS

They are a form of direct participation, which contribute to channeling the collective action of citizens.

It is a model of participation that has spread widely in recent years,

especially among the youth group. As characteristics of social movements, we can affirm that:

- They add some values;
- They have the capacity to influence at the time of creating opinions;
- They propose new ways of designing organizational structures;
- They present a less organized or formal form of participation.

Examples of actions often carried out by social movements: **peer education** (*Ex. health promotion programs, awareness campaigns, etc.*); **discussion forums**; **sign petitions**; **boycotts of products**; **manifestations**.

3. ASSOCIATIONS

It is the most effective form of participation in terms of involvement, decision-making and action for which we are interested. We will write more about this form of participation throughout the guide, because it is the one that can transform society the most.

It is true that young people today participate less than in previous times in traditional participation structures, but this does not mean that they do not have concerns, but rather that they have other ways of participating, since according to studies at the European, national and regional levels, young people are willing to engage and influence decisions especially those that affect themselves, but we have to keep in mind that not everyone wants to take part in the same way, and

that is why it is necessary to invest in new tools and methodologies so that they have the opportunity to participate at all levels and with established guarantees.

Some good examples of activities and actions carried out in the frame of associations are:

- **Participation in different forms of non-formal education;**
- **Being active in an organization or a club and take responsibility for some areas of work;**
- **Engaging in youth exchanges that allow groups of young people from different countries to meet, live together and work on shared projects for short periods.** Youth exchanges can take place outside the school environment. On a youth exchange, young people can expect to participate in activities such as workshops, exercises, debates, role-plays, outdoor activities and more.

4. YOUTH REPRESENTATION BODIES

These bodies usually serve as the connection between young people and policy makers. They are platforms where young people and youth organisations can participate, express their opinions, needs, make demands, take decisions, etc. Then, these bodies are responsible to forward youth's opinions and demands to the relevant public authorities.

These representation bodies could take various forms based on the type of organisation, levels of decision-making power, territorial scope, amount of young people represented, type of participation, etc.

Here we will mention some of the most common forms of youth representation bodies:

- **YOUTH COUNCILS:** They are usually non-governmental organisations, often supported and recognised by the government as interlocutors between youth and the administration. Their main objectives are:

- To defend the interests of youth and promote youth participation and empowerment through the encouragement of youth associative movements and social entrepreneurship.

- To transfer the proposals, claims and complaints that arise to the Administration, to the social agents and to the media. All these are aimed at responding to the problems, concerns and aspirations of youth and improving their quality of life.

In most countries there are National Youth Councils, but it is also possible to have a more decentralised structure as well, as is the case in Spain, where regional and local youth councils exist. In the section related to success stories we provide more details on the work of the Youth Council of Ciudad Real (Spain) as a good practice in encouraging youth participation.

Here we provide the links to the websites of the youth councils we investigated for the purposes of this project:

- [National Youth Council of Spain](#) (EN, ES version).
- [National Youth Council of Portugal](#) (PT version).
- [National Youth Council of Romania](#) (EN, RO version).

- [Regional Youth Council of Extremadura \(Spain\)](#) (ES version).
- [Youth Council of the city of Valencia \(Spain\)](#) - link in Valencian + [What is the Youth Council of Valencia \(web of the Municipality of Valencia\)](#) - in ES.
- [Local Youth Council of Ciudad Real \(Spain\)](#) (ES version).
- [Municipal Youth Council of Viana do Castelo \(Portugal\)](#) (PT version).
- **ADVISORY COUNCILS, BOARDS, FEDERATIONS:** Besides the classical youth councils, other forms exist. Through them youth are consulted and/or represented. Some examples:
 - [National Federation of Youth Associations \(Portugal\)](#) (PT version).
 - Advisory Council on Youth (Portugal): Government body chaired by the responsible for youth policy and counting with representatives from diverse key actors from the youth sector (*federations, youth councils, student councils, scouts, etc.*)
 - Youth Consultative Councils (Romania).
 - [The Romanian Youth Forum](#).
 - [The Youth Council of Romania \(YCR\)](#).
 - [Bucharest Youth Foundation \(FTMB\)](#).

- [The National Network of Volunteer Centres in Romania \(RNCVR\).](#)

- **YOUTH PARLIAMENTS:** Usually consist of non-formal education activities aimed to reinforce knowledge and experience about democratic processes.

- **OTHER BODIES:** Such as university or school unions, unions of youth centres, higher education student unions, etc.

- **PUBLIC BODIES:** Such as Youth Ministries, Institutes, Agencies, City halls, County Councils, etc.

- **YOUTH PARTICIPATION IN REPRESENTATIVE DEMOCRACY:** Young people as voters and young people as political representatives. In terms of political participation the most common forms of participation are the affiliation with political parties and unions and taking part in elections (both to vote and to be elected).

IN A NUTSHELL: HOW TO PARTICIPATE

YOU CAN PARTICIPATE INDIVIDUALLY:

- In specific proposals made by associations, social movements;
- Through daily life, in making personal decisions.

AND IF YOU LIKE IT...

YOU CAN PARTICIPATE SOCIALLY:

- As a volunteer in a volunteer organization or with volunteers;
- In non-institutionalized and temporary groups, linked to a specific project.

AND IF YOU LIKE IT...

YOU CAN PARTICIPATE IN INSTITUTIONALIZED GROUPS, IN YOUTH ASSOCIATIONS THAT CARRY OUT THEIR ACTION IN A STABLE WAY.

If you have a passion for participating, nothing will be the same! You will live with passion for the rest of your life and you will always continue being part of associations, other organisations and social projects. It will simply change your mindset, how you interact and how you can influence and improve the world around you.

It is not about making participation an all-or-nothing question, but remember that it is also a responsibility, a right and sometimes, an urgent need.



SECTION 2

VOLUNTEERING

CONCEPT AND REGULATION

WHAT IS VOLUNTEERING?

Spain has a [Law 45/2015, of October 14](#), on volunteering. The concept of volunteering according to this official Law in its article 3.1, defines volunteering as the set of activities of general interest developed by natural persons, provided that they meet the following requirements:

- That they have solidary character.
- That its realization is free, without having its cause in a personal obligation or legal duty and it is assumed voluntarily.
- That they be carried out without any financial or material compensation, without prejudice to the payment of reimbursable expenses that the performance of the voluntary action causes the volunteers.
- That they are carried out through voluntary entities in accordance with specific programs and within or outside Spanish territory.

In Portugal, according to [Art. 2 of Portuguese Law no. 71/98, of 3 November](#), volunteering is a set of actions of social and community interest, carried out in a disinterested manner by people, within the scope of projects, programs and other forms of intervention at the service of individuals, families and the community, developed on a non-profit basis by public or private entities.

Romania has the [Law no. 78/2014](#), on volunteering and the amend-

ments made by [Law no. 175/2016](#). The Romanian government recognizes the social value of volunteering activities as an expression of active citizenship, of solidarity and social responsibility, and values as well professionally as an expression of personal and professional development, intercultural and linguistic development for the people performing these activities (Art. 2. - (1)). The concept of volunteering according to this official Law is in its articles 3 and 4.

WHAT DOES IT MEAN TO BE A VOLUNTEER?¹

The volunteer is the individual who, during his/her free time, in a disinterested and responsible manner, undertakes, according to his/her own aptitudes, voluntary actions, within the scope of a promoting organization.

Being a volunteer means:

- Making a commitment to the volunteering organization;
- Developing voluntary actions on behalf of individuals, families and the community;
- Committing, according to your skills and your free time.

WHAT IS A VOLUNTEERING ACTIVITY?²

Activities that result in the implementation of specific and concrete actions, without being integrated into global or long-term programmes, provided that they are carried out through a volunteering organization, are considered to be voluntary activities. Such consideration shall also be given to those carried out through information and communication technologies and which do not require the physical

¹ This is a general description of what it means to be a volunteer in Spain, Portugal and Romania.

² This is a general description of what is a volunteering activity in Spain, Portugal and Romania.

presence of volunteers in volunteering organisations.

WHICH ARE THE ACTIVITIES THAT ARE NOT CONSIDERED VOLUNTARY?³

Activities of general interest are those which contribute in each of the areas of volunteering activities. The following will not be considered as voluntary activities:

- Isolated or sporadic loans, whether periodic or not, provided outside volunteering organizations.
- Those executed for family, friendship or good-neighbourly reasons.
- Those carried out under an employment, official, commercial or other relationship in return for financial or material compensation.
- Scholarships with or without the provision of services or any other similar activity whose main objective is training.
- Non-professional practices in enterprises or business groups and external academic practices.

RIGHTS AND DUTIES OF VOLUNTEERS⁴

Volunteers have the following rights:

- To regularly receive, during the provision of their activity, information, guidance and support, as well as the material means necessary for the exercise of the functions entrusted to them.

³ This is a general description of what is not a volunteering activity in Spain, Portugal and Romania.

⁴ These are the general rights and duties of volunteers in Spain, Portugal and Romania.

- To receive at all times, on behalf of the volunteering entity, and adapted to their personal conditions, the necessary training for the proper development of the activities assigned to them.
- To be treated in conditions of equality, without discrimination, respecting their freedom, identity, dignity and other fundamental rights recognized in international conventions, treaties and in the Constitution.
- To actively participate in the organization in which they are inserted, collaborating in the elaboration, design, execution and evaluation of the programs or projects, in accordance with their statutes or norms of application and, to the extent that these allow, in the government and administration of the volunteer entity.
- To be covered, on behalf of the volunteering entity, of the risks of accident and disease derived directly from the exercise of voluntary action and civil liability in cases where sector legislation requires it, through insurance or another financial guarantee.
- To be reimbursed by the volunteer entity for the expenses incurred in the performance of their activities, in accordance with the provisions of the incorporation agreement and taking into account the scope of volunteer activities they carry out.
- To carry out their activity in accordance with the principle of universal accessibility adapted to the activity they accomplish.
- To obtain recognition from the volunteer entity, for the so-

cial value of its contribution and for the competences, aptitudes and skills acquired as a result of the exercise of its volunteer work (they have the right to request the host organization to release the volunteering certificate accompanied by the activity report).

- To have their personal data processed and protected in accordance with the provisions of the Law on Protection of Personal Data.
- To develop their activity in a favourable working environment with hygiene and safety conditions.

Volunteers have the following duties:

- To fulfil the commitments made to the voluntary organizations in which they are volunteering, as reflected in the incorporation agreement, while respecting the purposes and statutes of the organizations.
- To contribute to the general objective principles of volunteering - improving the quality of life and poverty reduction, sustainable development, health, prevention and managing the effects of disasters, social inclusion and at the same time the fight against social exclusion and discrimination.
- To keep the information received and known in due confidentiality in the course of their voluntary action.
- To reject any material or financial consideration they may receive.
- To respect the rights of the persons to whom the voluntary

action is addressed.

- To exercise due diligence and solidarity.
- To participate in the training activities planned by the volunteering organization for the activities and functions entrusted, as well as those that are required on a permanent basis to maintain the quality of the services provided.
- To follow the instructions of the volunteer organization relating to the implementation of assigned activities.
- To make appropriate use of the personal accreditation and badges of the volunteering organization.
- To respect and care for the material resources made available to them by the volunteering organization.
- To comply with the safety and health measures in place in the volunteering organization.
- To observe the rules on the protection and processing of personal data in accordance with the law.
- To collaborate with the professionals of the promoting organization, respecting their options and following their technical guidelines.
- Not to assume the role of representative of the promoting organization without the knowledge and prior authorization of the latter.
- To ensure the regularity of the exercise of voluntary work

in accordance with the programme agreed with the promoting organization.

In order to establish the relationship between the volunteers and the volunteering organization, a **volunteering contract or incorporation agreement** will be made in which the minimum contents by the two parties will be fulfilled:

- The set of rights and duties that correspond to both parties.
- The description of the volunteer's duties, activities and commitment time.
- The scheme of reimbursable expenses to be paid to volunteers, in accordance with the voluntary action to be developed.
- The training required for the performance of the duties assigned to volunteers and, where appropriate, the itinerary to be followed.
- The duration of the commitment, as well as the causes and forms of dissociation by both parties, which should respect to the maximum the rights of the people to whom the voluntary action is addressed and the better development of the volunteering programmes.
- The regime for resolving conflicts between volunteers and the volunteering organization.
- The change of affiliation to the volunteering programme or any other circumstance that modifies the initially agreed arrangements.

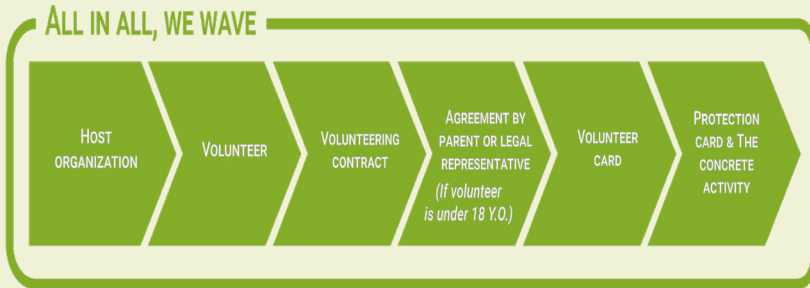
- The conditions of access to places where voluntary work is to be carried out, namely homes, hospitals and prisons.
- Periodic evaluation of the results of the voluntary work carried out.
- Coverage of the risks to which the volunteer is exposed and the damage that he/she may cause to third parties in the course of his activity, taking into account the applicable rules on civil liability.
- Identification as a participant in the programme to be developed and certification of his participation.

This incorporation agreement must be formalized in writing, in a duplicate copy, and must be accompanied by the clear Criminal Record Certificate.

Fields of intervention:

- Social services;
- Civil protection;
- Culture, education and sports;
- Leisure or free time;
- International cooperation;
- Health;
- Environment;
- Socio-labour insertion;

- Human rights;
- Other areas of intervention that are developed through volunteer work.



EUROPEAN VOLUNTEERING

EUROPEAN SOLIDARITY CORPS

In recent years, the European Commission has launched European Volunteering programmes, which are of great interest to young people. Since August 2018, the new European volunteering program is called [**European Solidarity Corps \(ESC\)**](#).

The European Solidarity Corps is an European funded programme to promote solidarity as a value, mainly through volunteering, and to encourage the participation of young people and organisations in accessible and high-quality solidarity activities as a means of contributing to the strengthening of cohesion, solidarity, democracy and citizenship in Europe, while addressing social challenges and strengthening communities, a common effort to promote social inclusion. It also contributes to European cooperation, which is important for young

people.

ESC IN SUMMARY HAS THE FOLLOWING CHARACTERISTICS:

- It is a non-formal learning experience.
- Volunteers learn by doing activities and tasks.
- Through these activities they improve or acquire skills for their personal, educational, professional, social and civic development, thus increasing their employability. Physical and emotional security.
- Volunteers carry out their activity in a country other than their country of residence or in their own country.
- It is carried out full time during a determined period for the benefit of the community.
- It is an unpaid and non-profit activity, but it has the expenses covered: travel (round trip), accommodation, meals, pocket money, health insurance and visa (if necessary).

In order to take part in European Solidarity Corps projects, organisations need to apply for funding to National Agencies, which are responsible for:

- Providing information on European Solidarity Corps projects.

- Selecting projects to be funded.
- Monitoring and evaluating European Solidarity Corps projects.
- Supporting applicants and participants.
- Working with other National Agencies and the EU.
- Promoting European Solidarity Corps projects.
- Sharing success stories and best practices.

EUROPEAN VOLUNTEER CENTRE

The European Volunteer Center (CEV) is a European Association of Volunteer Organisations (based in Brussels), which aims to be an active voice for Volunteering, in order to strengthen the conditions of its exercise, oriented towards its promotion.

CEV channels the priorities and collective concerns of its members to the Institutions of the European Union, acting as a forum for the promotion of exchange of policies, practices and information on Volunteering.

CEV organizes conferences, seminars, workshops, and other activities, and its members, who are networked, are national and regional Volunteer Centres and Organisations, whose main objectives are the development and promotion of Volunteering. This Centre has no individual members.

EU AID VOLUNTEERS

The EU Aid Volunteers brings volunteers and organisations togeth-

er from different countries, providing practical support to humanitarian aid projects and contributing to strengthening local capacity and resilience of disaster-affected communities.

Participants in the EU Aid Volunteers initiative must be over 18 years of age and citizens of an EU Member State or a long-term resident in the EU. Volunteers receive accommodation and travel expenses, insurance, ongoing learning and development, a monthly allowance, and a resettlement allowance to help with expenses of returning home.

ROTARY CLUB

The Rotary Club is an international organization and service club whose purpose is to bring together business, professional, and university leaders to provide humanitarian service in their communities, promote high ethical standards in all vocations, and help build goodwill and peace in the world.

Rotary is made up of Rotary clubs in more than 200 countries and geographical areas that carry out projects to address today's challenges, such as illiteracy, disease, poverty and hunger, lack of clean water, and environmental degradation, while promoting high ethical standards in their fields.

NATIONAL AGENCIES IN SPAIN, PORTUGAL AND ROMANIA

Agencia Nacional Española (ANE) is the national agency in Spain. ANE manages youth, education, training, sports programs in Erasmus + and European Solidarity Corps projects. ANE is integrated into the

Youth Institute (INJUVE), and the autonomous communities and the Youth Council of Spain collaborate in it.

Agencia Națională pentru Programe Comunitare în Domeniul Educației și Formării Profesionale (ANPCDEFP) is the national agency in Romania that manages the EU volunteering programs, such as ERASMUS+ programs, European Solidarity Corps projects (additionally is the operator of the Educational Programs), Scholarships, Apprenticeships and Youth Entrepreneurship 2014-2021 programs funded through the EEA mechanism.

Agência Nacional Erasmus+ Juventude em Ação is the national agency in Portugal. It is the mission structure that intends to ensure the management of the Erasmus+ Programme in the fields of youth and sport, as well as to ensure the management and implementation of the activities still in force of the Youth in Action Programme. This Agency also has the responsibility of managing the European Solidarity Corps Programme.

WHERE CAN I VOLUNTEER?

Volunteering must be carried out in legally constituted organizations with their own legal entity, be non-profit-making and develop programmes within the framework of activities of general interest.

There are some organizations that have headquarters / branches in almost all European countries:

- **RED CROSS:** Is an international humanitarian movement, that has approximately 97 million volunteers, members and staff worldwide. It is an organisation that acts in many fields such as humanitarian aid, civil protection, development cooper-

ation, migration and asylum, social services, poverty and social exclusion. This organization:

- Acts so that people can overcome acute or chronic situations that endanger their lives, act with people who are at risk of poverty and exclusion so that they have the opportunities and resources necessary to participate in economic, social and cultural life, enjoying a standard of living and well-being that is considered normal in the society in which they live.
- Acts to promote equal opportunities and, in this way, those who are in disadvantageous situations can access the labour market on equal terms.
- Acts with people to help them improve their health management.
- Acts with people to promote equal opportunities, active participation and contribute to the fight against discrimination.
- Acts in the environment as a global factor, of social inclusion and improvement of the quality of life of the most vulnerable groups.
- Acts to transfer solidarity commitment to the most vulnerable populations in other countries by offering emergency humanitarian aid, disaster preparedness and mitigation, cooperation development, cooperation and technical assistance and empower specialized centres.

- **CARITAS:** Is a confederation of over 160 members who are working in almost every country of the world. Inspired by the Catholic faith, Caritas is the helping hand of the Church – reaching out to the poor, vulnerable and excluded, regardless of race or religion, to build a world based on justice and fraternal love. Caritas believes in solidarity, social and economic justice and peace and proactively incorporates these principles in its work.
- **AIESEC:** Is a global, non-governmental, independent student association, run by students or recent graduates of a higher education institution. AIESEC is an organisation that provides its service in 127 countries and the main areas of interest are in world issues, leadership and management. AIESEC does not discriminate on the basis of ethnicity, gender, sexual orientation, religion or national/social origin.

WHERE CAN I VOLUNTEER IN SPAIN?

- **MOVIMIENTO POR LA PAZ:** Is a NGO (non-governmental organization) for Development, Social Action and Humanitarian Aid. Movimiento Por La Paz (The Movement for Peace) has as its objectives the defence of Human Rights , the prevention of violence , education for Peace , support for migrants and awareness and social mobilization.
- **MANOS UNIDAS:** Is a NGO that works to support the people of the South in their development and in raising awareness among the Spanish population. Inspired by the Gospel and the Social Doctrine of the Church, the organisation promotes two lines of work: Awareness and Development cooperation.

- **FUNDACIÓN SECRETARIADO GITANO:** Is an intercultural, social, non-profit organisation that provides services for the development of the Roma community in Spain and in Europe. The organisation's mission is to promote the access of Roma people to rights, services, goods and social resources on an equal threshold with the rest of the citizenry

- **FUNDACIÓN POR LA JUSTICIA:** Is a non-profit organization, whose objective is to promote and defend Human Rights, both locally and internationally. This organization defends social justice by training and sensitizing society on Human Rights and justice, creating opportunities for the most vulnerable and building means for a fair society.

- **ASOCIACIÓN AIDA:** Is a NGO whose mission is to promote the integral development of people and the improvement of their living conditions of the most disadvantaged communities, always seeking to contribute in the most effective and efficient way as possible by taking action against poverty. The main idea of this association is to help, exchange and develop. One of their tasks is to have a special emphasis on the equality of men and women and environmental sustainability.

- **FESBAL:** The Spanish Federation of Food Banks is a NGO, apolitical and non-denominational founded in 1996 that works to fight hunger and poverty through the reduction of food waste in society. FESBAL is made up of 54 Associated Food Banks throughout Spain and is a member of the European Federation of Food Banks (FEBA).

- **DOWN ESPAÑA:** Is a non-profit association whose purpose

is that all people with Down syndrome develop the life projects that they decide and they can be full-fledged active citizens.

- Other organisations where you can participate in Spain: [Volunteering opportunities database](#).

WHERE CAN I VOLUNTEER IN PORTUGAL?

- [PORTUGUESE CONFEDERATION OF VOLUNTEERING \(CPV\)](#): It was established on January 19, 2007. It represents volunteers from Portugal and their organisations, whatever their field of activity, and contributes to the defence of their rights and interests. Their objectives are: to represent volunteering in Portugal; to preserve and update the identity of volunteering; to cooperate with federated organizations; to act in the cooperation among volunteer organizations and between them and other entities; to intensify the role of volunteering in Portuguese society; to collect, treat and disseminate information about volunteering; to promote studies on volunteering; to carry out periodic evaluations of the situation and the role of volunteering.

- [BANCO ALIMENTAR CONTRA A FOME](#): Food banks are Private Social Solidarity Institutions that fight against food waste by directing it for free distribution to people in need. In Portugal, the active food banks collect and distribute several tens of thousands of tons of products and support the action of over 2,360 institutions throughout the year. In turn, they distribute cooked meals and baskets of food to people in need, already covering the total distribution of more than 390,000 people.

- **FUNDAÇÃO AMA:** This organisation is working with children and young people with Autism Spectrum Disorder. The activities that AMA develops are streamlined during the Christmas, Easter and Summer holidays. Each volunteer / monitor is responsible for a child during the activity period.

- **FAMILY SERVICE OFFICE (GAF):** The main activities of the organisation are supporting Administrative Services, performing minor repairs and maintenance actions, intervening in recreational context, fundraising, gender equality campaigns, teaching support, supporting in the warehouse and Social Wardrobe.

- **LEAGUE OF FRIENDS OF VIANA DO CASTELO HOSPITAL:** This organization is providing support to the most dependent patients admitted to the hospital, namely, at the time of the meal. Also, this organization gives assistance, provision of information and referral of patients to the hospital. In addition, it helps with distribution of breakfast to users of the Blood Collection Service for Analysis.

- **VIANA DO CASTELO CITY HALL (CASA DOS NICHOS):** This organization is working with development of projects related to museology and museography. Also, it collaborates in:

- The creation, implementation and monitoring of playful-pedagogical activities (plastic expression, dramatic expression, experimental archaeology, hiking);
- Actions and projects related to communication and cultural marketing;
- The promotion and dissemination of Casa dos Nichos

(creation of posters, flyers, brochures and other graphic material);

- The construction of models, dioramas, replicas, 3D recreations and virtual visits;
- Receiving and directing visitors to Casa dos Nichos.

- **ALTO MINHO CULTURAL CENTRE (CCAM):** The main activity is collaboration in promoting cultural and recreational activities. To support its regular activity, the CCAM relies on the voluntary work of several people, which includes the members of its Social Bodies.

- **HOPE! (SOCIAL RESPONSES):** Is a non-profit and social solidarity organization, created to develop comprehensive and inclusive responses to emerging social problems, intervening in the global health and social inclusion of people. Also, it develops an integrated and specific response to the persons with dementia, in order to maximize their quality of life, autonomy and independence in their own home, for as long as possible and in safety, minimizing the physical and psychological impact on the family and caregiver. This organization is collaborating to promote such projects as “Café Memória” and “Caregivers + near”.

- **SOS NEIGHBOR:** It is a project whose objective is to signal elderly people, older than 65 years old and patients at risk (*such as hypertensive, people with cardiac and cardio-respiratory problems, diabetics, immunosuppressed and autoimmune people, among others*) of each region and to create a distribution network, through volunteers who register online.

SOS Vizinho intends, in this way, to bring to these people the essential goods (*food, medicines, etc.*) they need, preventing them from leaving their homes.

- **CASA:** Aims to carry out social solidarity actions, in particular to provide support, food and housing to homeless people, children, adolescents and the socially disadvantaged, victims of violence or mistreatment.

- **RE-FOOD:** Was founded in 2009 by Hunter Halder, a North American immigrant living in Lisbon who decided to collect the surplus food from some restaurants in Lisbon and distribute it to 50 people in need. By 2016 the Re-food had already served ~46,000 meals to over 2,500 people with the help of an impressive team of 4000 volunteers.

- **GRUPO DE ACÇÃO SOCIAL (G.A.S.) PORTO:** Is an association founded in 2002 by five university students from Porto. Today it already has a group of 400 volunteers who work with various groups such as children and adolescents, the elderly, ex-drug addicts and the homeless. The aim is professional empowerment and true social inclusion of individuals and in this sense, they work with other institutions in the city to suppress their needs.

- Other organisations where you can participate in Portugal: [Portugal Voluntario](#), [Bolsa do Voluntariado](#), [Confederação Portuguesa do Voluntariado](#), [Portal da Juventude \(Voluntariado\)](#), [Voluntariado](#) and [Portal da Juventude \(Projectos em Destaque\)](#).

WHERE CAN I VOLUNTEER IN ROMANIA?

- **VOLUM FEDERATION:** The members of the federation are the organizations that work with volunteers, volunteer centres and / or volunteer resource centres, decentralized public institutions that work with volunteers, research and education institutions with interest and projects in the field of volunteering.
- **YOUTH COUNCIL OF ROMANIA (YCR):** Represents the young people from Romania at national and international level. The purpose of the Youth Council of Romania is to defend and promote the rights of the young Romanian people in the country and abroad, in order to increase their active participation in the life of the communities they belong to.
- **CENTRUL DE COPII SI TINERET SFANTUL SEBASTIAN:** Saint Sebastian Children's and Youth Centre Association involves young people in three representative projects for the organization: promoting volunteering, youth meetings, summer camps.
- **ORIZONT LOCAL CENTER BRASOV:** Scouts complete the education received at school and in the family, developing self-knowledge and the desire to know, to explore and to discover.
- **BRASOV COMMUNITY FOUNDATION:** Is an organization that develops philanthropy and community initiative in Brasov county by providing funding to local projects in various fields such as: education, social, environmental protection, culture, animal protection, urban revitalization, etc.

- **DIRECTORATE OF SOCIAL ASSISTANCE BRASOV:** Is a public institution specialized in supervising and providing social assistance and social services, with legal personality. It was established under the Local Council of Brasov, in order to ensure the application of social policies in the field of child protection, family, the elderly, people with disabilities, as well as other people, groups or communities in social need.

- **THE SOCIAL SERVICES ASSOCIATION SCUT BRASOV (SCUT):** Is a non-governmental organization founded in 2000 in response to the needs of people with mental health problems. Over time, the association has expanded its reach, using the experience gained and meeting the needs of the community.

- **HOSPICE HOUSE OF HOPE BRASOV:** Is a non-profit organization, established in 1992 in Brasov. This year the concept of palliative care was introduced in Romania, replicating the model of humanitarian foundations in the UK. A member of the Hospices of Hope family, Hospice Casa Sperantei is currently the largest organization in the country offering free specialized services of this type.

- **EVEN GREENER ASSOCIATION BRASOV:** Is an environmental association founded in 2017 that wants to get involved in educating the population on how we can work together to create a better society for everyone.

- **FOUNDATION FOR SOCIAL ASSISTANCE AND YOUTH (FAST):** Is aiming to help marginalized children, youth and families through educational, vocational and community development projects, in Săcele, Zizin and Târlungeni.

- **COMMUNITY AID NETWORK ASSOCIATION (CAN):** The mission of the CAN Network is to facilitate the development of a communication and collaboration network that supports the activity of non-governmental organizations from Brasov county, respectively associations and foundations involved in projects of assistance and social protection, education, community development and health.
- Other organisations where you can participate in Romania: **Volunteering Opportunities Database.**



SECTION 3

ASSOCIATIONS AND SOCIAL
ENTREPRENEURSHIP

CONNECTION BETWEEN ASSOCIATIONS AND ENTREPRENEURSHIP

Before making a definition of association, we need to ask ourselves: What is the connection between associations and entrepreneurship? Or how having an association can help us to develop a future project?

An association is like a source of knowledge and experience, because as we will see below, it provides some knowledge that will serve us in our personal and working life.

Having a responsibility to take on, a group of people you are going to **coordinate and a set of projects you have to manage will help you develop and achieve your goals successfully.**

People who create an association, normally, have the **ability to lead.**

Another reason to choose an association is to have the opportunity to be able to **develop your new ideas with financial support** from local, provincial, regional and even European administrations, since they continuously support projects of associations. This offers you a great long-term advantage, because it does not only teach you how to create a sustainability plan, but also how you can implement it, how to manage a crisis and how you can get the best performance from the things you have at the moment. Some social entrepreneurs previously created an association as a practice of their future company.

Another great advantage is that when you have to work with many projects, you will be able to **expand your list of connections** in various areas such as services, production, local authorities and many other areas. And all this will serve you for your entire professional life.

Perhaps, the most important benefit of having an association, before you become an entrepreneur, is the skill that makes young entrepreneurs succeed and this is **teamwork**. Working with other people, you learn from listening to other ideas and this will help you to be able to implement them to achieve success.

In addition, you will be able to **organize the human resources** with which you count and see the possibilities of having volunteers, hired workers, collaborators for your activities, etc.

Thanks to the fact that you are going to work with funding, you are going to **learn in a short time how to manage and administer a project and an organization**.

Associations have **legal obligations**, they have to keep their legalized books, their own accounting and taxation just as a company has to do.

We are talking about **tax obligations**, which are common in the operation of an entity. For example, in Spain it is necessary to have our own Tax Identification Code (CIF) in order to be able to invoice and be billed, to register in the Economic Activities Tax (IAE) to make withholding taxes from personal income tax (IRPF), Value Added Tax (VAT), declaration of transactions with third parties. In different countries these tax obligations may vary.

We also talk about **accounting obligations** such as keeping accounts that reflect the entity's true equity, which can be done for small associations with a simple model and for larger ones with the double-entry model and always all adjusted to the Spanish general accounting plan - this is the basic accounting standard that exists in

Spain.

Now we are going to see what an association is and how to make a new organization, in different countries.

HOW TO CREATE A YOUTH ORGANIZATION

SPAIN

According to general Spanish legislation, an association is a legal person that is constituted by agreement of three or more legally constituted natural or legal persons, who commit themselves to put together knowledge, means and activities to achieve lawful, common purposes, of general or particular interest, and that are established with the statutes that govern its operation.

The right of association is recognized in the Spanish Constitution and this right was further developed in The Organic Law 1/2002, of 22 March, regulating the right of association, in which it specifies to us the **minimum contents** that are necessary in order to create the same, that is, what the statutes of the association must specify.

The denomination, address, aims and activities of the association, conditions of admission, withdrawal, sanction etc, rights and obligations of associates, criteria that guarantee the democratic functioning of the association, initial patrimony and the economic resources that may be used, administration, accounting and documentation regime, as well as the closing date of the associative year, causes of dissolution and destination of the patrimony.

According to regional regulations in Castilla-La Mancha, youth organizations have specific regulations in [Decree 155/1997](#), which

monitors the registration of youth entities in Castilla-La Mancha, and defines a Youth Association as a group of people older than 14 and under 30, with common purposes, having the aims of promoting, information, training, social integration and entertainment of young people, who lack profit-making aims. They may also include young people of other ages not covered by this limit, provided that they do not hold managerial positions.

According to the national regulation Decree 397/1988, it regulates the registration of youth entities at national level, and includes modifications degree 949/2015.

Now that we have understood the concept of associations and the rules governing them, both at national and regional level, we are going to specify a little more about youth organizations in Spain.

WHAT IS A YOUTH ENTITY?:

It is a grouping of at least 3 natural persons with lawful purposes, democratic internal organization and functioning, and without profit-making aims (i.e. non-profit organisation). Its members are young people, or its goals are aimed at the programming and implementation of activities aimed at young people.

WHAT DOES IT MEAN TO BE NON-PROFIT?:

It means that the profits or economic surpluses cannot be distributed among the partners. However, you can:

- Have economic surpluses to carry out Economic Activities, as long as their amount is entirely devoted to the execution and fulfilment of the purposes.

- Hire employees in the Association or to engage in sporadic collaborations or to carry out temporary activities involving a specific qualification of the personnel who provide or carry them out, all according to labour and tax laws.

WHAT TYPES OF YOUTH ENTITIES ARE?:

- **YOUTH ASSOCIATIONS:** These are the ones made up of young people over 14 and under 30. Young people of other ages not included in this range can participate, as long as they do not occupy managerial positions in it.

Their purposes are oriented to the promotion, information, training, social integration and entertainment of young people, that are non-profit.

- **YOUTH SECTIONS:** These are the ones formed with members from other non-youth associations, which are young people in the age range established for Youth Associations, and with autonomy for specifically youth affairs.

- **ENTITIES THAT PROVIDE SERVICES TO YOUTH (EPSY):** These are associations, which regardless of the age of the members, include among their objectives with exclusive or preferential character”, the programming and implementation of activities for youth.

Now that we have understood the concept of associations, let's see how to make a new organization in Spain. So, in order to create a **youth entity**, we have to follow these steps:

- **STEP 1:** First of all, you must be at least three natural persons, who meet in a constituent assembly, drawing up a Founding Act and approving the Statutes by which the Association or Entity is to be governed.
- **STEP 2:** After this **constituent assembly**, we must register our youth organization in the general register of associations and in the register of youth organizations in Castilla-La Mancha, or at National level.

Associations have the right to be registered in the competent Register of Associations, for the sole purpose of publicity, but it must be made clear that it is advisable to register, according to the Law, for matters of responsibility: *"Without prejudice to the responsibility of the association itself, the promoters of unregistered associations shall be jointly liable for their obligations towards third parties"*, and *"The consequence of registration shall be the separation between the assets of the association and the assets of the members"*.

If you are a National youth association, you must register in the register of associations of the Ministry of Interior.

However, if you are a local, provincial or regional association, your application for registration must be addressed to the General Register of Associations of the Provincial Directorate of Finance and Public Administrations, according to the [official application form S673](#) established.

This request must be accompanied by the Foundation Act ([Model of the founding act](#)), the approved Statutes ([Youth Association Model / EPSJ Model](#)) and the Registration fees, which are a proof of payment of the fee to the bank account of the Provincial Delegation of the Board of Communities (Regional Government) of Castilla-La Mancha, (regarding [form S673](#)).

All these documents must be presented at the register of associations that corresponds to our province (in the case of Ciudad Real at Calle Paloma, 9), in three copies and signed in original by all the board of directors' members, in the case of the founding act and statutes. In the case of the application, it must only be signed by the president or the legal representative.

After one or two months, the registry returns them to us with all the documentation sealed and with a registration number for our association. This will be done by both the general registry of associations and the specific registry of youth associations.

And only then we can start working as an association.

It is important to know that, due to the registries in Castilla-La Mancha being in coordination with each other, we will only have to present the application form in the General Registry and they will automatically send it to the other specific registries, so in the case of youth entities, it is not necessary to make any other request for the registry of youth organisation.

- **STEP 3:** Registration in the treasury to obtain our CIF (tax identification code to be able to invoice and to be invoiced).
- **STEP 4:** Create a bank account of our association to be able to carry out our financial procedures, receive subsidies and payments, etc.
- **STEP 5:** Register in the register of associations of our town, to be able to receive aid from our town hall, in the case of Ciudad Real [municipal register](#).
- **STEP 6:** It is also necessary to elaborate an Annual Work Plan of our association, to have all the activities planned in advance for the current year. They will also ask this for any type of grant call that we may apply for.
- **STEP 7:** It is important to take into account that according to the **Associations Law** we must keep management books for the operation of the association. These are: members book, minutes book, inventory book and accounting book.

It is also important to be well advised and for that we recommend the “Advisory Service to Youth Entities” that is available at the Youth Council of Ciudad Real (Consejo de Ciudad Real). About this type of initiatives, we will write in the next part of the guide, in the part about GOOD PRACTICES AND SUCCESS STORIES.

Incentives for youth entrepreneurship in Spain

1. One-time payment for unemployment

Its main requirement is to be in a recognized unemployment situation, to have at least 3 months of benefit to be received, not to have started the activity before having requested payment and to register as a self-employed person, among other requirements. It is a state measure that can be consulted at [SEPE](#).

2. Regional, provincial and municipal aids

The various autonomous, provincial and municipal governments, in the exercise of their autonomy, publish various aid to entrepreneurship. To be able to access the specific content of each one of them, nothing better than to consult the [search engine of the SME Portal of the Ministry of Industry, Commerce and Tourism](#).

Within the Directorate General for Industry and Small and Medium-sized Enterprises, there is a [Dynamic Guide for Aid and Incentives for business creation](#). The Guide is structured by Autonomous Communities (regions) and productive sectors. Aid that affects the Euro-

pean and national geographic area is also considered, with an open application period.

There is also the [Youth Entrepreneurship Challenge](#). It is a Training Itinerary of Youth Entrepreneurship to promote the development of entrepreneurial skills among the youngest. It is a requirement to be a beneficiary of the Youth Guarantee program.

As well, there's also the [Association of Young Entrepreneurs \(aka. AJE\)](#), an entity that helps young people who want to undertake their enterprise and supports them in their first steps. It exists at the national and regional levels.

3. Help for young entrepreneurs

Subsidies for people under 40 years of age, which are two types: ENISA line and Innovation aid for technology-based companies. While the first one is for people under 40 years of age with an innovative entrepreneurship project, the other one is related to tax reduction, Neotec Program and Innvierte Program.

Another interesting option is the awards and competitions for entrepreneurs that are held annually nationally and internationally. Thus, we can find, among others: Entrepreneur XXI Awards (sponsored by CaixaBank), Everis Spain Awards (sponsored by the Everis Foundation), Entrepreneurs Fund (of the Repsol Foundation) and BBVA Open Talent.

4. Help for women entrepreneurs

More than a third of entrepreneurs in Spain are women. And, for them, the Institute for Women, together with the Ministry of Equality,

propose various actions, such as:

- **Flat rate:** For women entrepreneurs under 30 years of age, 30% discounts are offered on Social Security payments.
- **Microcredits:** Up to 25,000 euros are guarantees.
- **Aid from the Women's Institute:** "Rural Woman Challenge" Program, Innovatia 8.3 Program and Business Support Program for Women.

5. Aid to the entrepreneur of the EU

Among other helps, entrepreneurs can find Horizon 2020, which is to modernize businesses, and COSME program, which is to strengthen the competitiveness of entrepreneurs.

6. Help for disabled entrepreneurs

From both the Public Administration and the ONCE Foundation.

PORTUGAL

According to the Portuguese Constitution being part of an association is an inalienable right of all Portuguese. Being part of a youth association makes it possible for young people to promote and undertake certain objectives as a group, with a view to a common goal.

[Law no. 57/2019](#) establishes the legal regime of a youth association. According to it, youth associations are considered to be those with more than 80% of the associates aged 30 or under, and the executive body is composed of 80% of young people aged 30 or below and led by a young person aged 30 or below.

These associations can be registered in the national register of youth associations and with this status they have the possibility of accessing financial, technical, training and logistical support. You can also integrate the National Network of Youth Associations in Portugal - FNAJ and have access to legal support, accounting, tax, training, projects, access to resource centres, discounts on services, in addition to the possibility of sharing good practices and exchanging experiences.

There are more than 1500 youth associations in Portugal that promote important values for the welfare of society such as justice, solidarity, dedication, responsibility, cooperation, social awareness, tolerance and respect.

Granting public recognition to young people and enhancing their effective participation, youth associations contribute to guaranteeing citizenship rights, reinforcing the democratic component of society and handling a full vision of the rights and duties of citizens and covering ideas and transformative movements.

Currently there are **two ways of setting-up an association** in Portugal:

- At the [Institute of Registries and Notary](#) making a Public Deed;
- Through [Associação na Hora \(Association On the Spot\)](#): The Portuguese government has created a set of simplified policies, which includes the Associação na Hora service, which allows the creation of an association in a simple way.

The substantial difference between one and the other is that in the first one, young people can create their own statutes and then they must go to the Notary Office with a set of documentation to make their public deed. On the latter the form of the statutes is already predefined and young people just have to sign it.

These are the steps to **constitute an association through the counter**:

- **STEP 1 - Constitute a working group**: They start by setting up a working group.
- **STEP 2 - Choose a name for the association**: They can choose a name for the Association through the list of pre-approved names or by consulting the list provided at the Associação na Hora service counter. If they already have a pre-approved name for the association, then must apply for a certificate of admissibility from the National Register of Legal Entities.
- **STEP 3 - Opt for a model statutes**: It is necessary to

choose between the 4 models previously approved and available on the Associação na Hora website.

- **STEP 4 - Constitute the association at any desk of Associação na Hora:** The elements that will constitute the association with the following documents must be present (minimum 2 people): Identification documents (citizen card, identity card, passport, driving licence or residence permit).

- **STEP 5 - Choose the accounting regime:** They may opt for a simplified accounting system (cash system) or an organised accounting system. If you choose an organized accounting system you will have to appoint a Chartered Accountant or choose one of the TOC's available, or also submit the declaration at the beginning of the activity in the service of the "Associação na Hora" or the Finance Department.

If you wish to access the Support Programs provided by the Portuguese Institute of Sports and Youth (IPDJ) you must register your association in the National Register of Youth Associations (RNAJ).

These are the following steps to **register your association in RNAJ**:

- **STEP 1:** In order to apply for registration of your association in the RNAJ, the organization will have to meet the following requirements:
 - Have more than 75% of young members aged 30 years old or below;
 - Have at least 75% of young people aged 30 or below in the Executive Body;

- Fill in the registration form.
- **STEP 2:** The registration at RNAJ is done by filling in the registration form available at www.juventude.gov.pt. In case online registration is not possible, please contact the IPDJ's Deconcentrated Services in the association's headquarters area.
- **STEP 3:** After completing the registration form online, you must send the following documents to the IPDJ's Deconcentrated Services, in the area of your Association's headquarters:
 - Copy of the approved Act of Constitution;
 - Copy of the Articles of Association published in the Official Gazette and/or copy of amendments;
 - Copy of the Taxpayer Card of the Entity;
 - Copy of the Minutes of the election and inauguration of the Social Bodies;
 - Copy of the Taxpayer Card of all members of the Executive Body;
 - Copy of the Identity Card of all members of the Executive Body.

Incentives for youth entrepreneurship in Portugal

1. FINICIA

Organized by [Institute of Support to Small and Medium Enterprises and Innovation, I.P. \(IAPMEI\)](#) and Ministry of Economy and Innovation (MEI), it's an initiative for entrepreneurs and start-up SMEs (Priority

I: Existing or start-up SMEs; Priority II: Enterprises/start-ups and micro-enterprises; Priority III: Small enterprises, with locally relevant activity).

Its objective is to facilitate access to financing solutions and technical assistance in the creation of companies, or supporting companies in the early stages of their life cycle, with differentiating business projects, close to the market or with potential for economic valorisation.

2. Programs to Support Entrepreneurship and the Creation of Own Employment

Organized by [Instituto do Emprego e da Formação Profissional, I.P. \(IEFP\)](#) and Ministry of Labour and Social Solidarity (MTSS), it's an initiative for young people looking for their first job, aged between 18 and 35, with a minimum of secondary education, unemployed, those who have never worked as self-employed or employed.

Its objective is to support business creation projects that create jobs and contribute to the dynamization of local economies, through investment credit, with guarantees and interest rate subsidies.

3. The Young Farmer's Installation

Organized by [Rural Development Program \(ProDeR\)](#) and Ministry of Agriculture, Rural Development and Fisheries (MADRP), it's an initiative for young people aged between 18 and 40, with the 9th grade of schooling, in the form of a first setting-up as farmers and in the legal form of a legal person.

Its objective is to facilitate the implementation of new initiatives

by young farmers and their appropriate training and professional qualifications, and to promote the development and adaptation of young farmers' holdings.

4. Invest in Youth

Organized by [Institute for Employment and Vocational Training \(IEFP\)](#) and integrated into the Youth Guarantee Program, it's an initiative for young people aged between 18 to 30, registered as unemployed, with projects and business ideas and appropriate training for their implementation.

Through [Invest in Youth \(Investe Jovem\)](#), financial and technical support is given to young candidates who present investment projects and job creation, also contributing to fostering regional and local development and growth. All decision-making processes, processing of financial support, management of reimbursements and monitoring of initiative activity are the responsibility of the IEFP.

5. Business Perception and Management Network

Integrated into the Youth Guarantee Program, [Business Perception and Management Network \(RPGN\)](#) is a model of broad support for youth entrepreneurship, from the gestation of an idea to the constitution of a sustainable initiative, of associative or business nature. It provides all the young people selected with training workshops and financial support grants to support the development of projects.

The RPGN is aimed at young people aged between 16 and 30 who are unemployed or who are applying for a first job and who live in the municipalities covered by the NUT II of the North, Centre and Alentejo.

Youth enterprises, other enterprises or other entities may register with the RPGN, and apply for business opportunities in RFN.

ROMANIA

From a legal point of view, a non-governmental organization in Romania can have 3 legal forms: Association, Foundation or Federation:

An association, in general, it is represented by a convention in which several people permanently provide material resources, knowledge, energy, workforce, and their main contribution is supporting the activities of local, regional or international communities.

[Order no. 26/2000](#) presents the associations as organizations formed by at least three people (minimum 18 years old) that contribute with different material or intellectual resources for the accomplishment of some activities of general interest, but also of some activities carried out in personal, non-patrimonial interest of their members.

Non-governmental youth organizations are legal persons of private law and without patrimonial purpose, which operate under the conditions of [Government Ordinance no. 26/2000](#) on associations and foundations, approved with amendments and completions by [Law no. 246/2005](#), and which cumulatively meet the following criteria:

- The purpose provided in the statute directly concerns the field of youth, and for its achievement most of the assumed objectives are addressed to young people;
- At least two thirds of the total number of members are young people.

Below, we will explain the necessary steps for establishing an Association and the activities you need to undertake in order to obtain the necessary documents:

- **STEP 1 - Reservation of the Association's Name:** The first step you need to take in order to set up an Association is to obtain The Proof of the Availability of the Name. It takes about 5 days, and it is obtained from the general registry of the Ministry of Justice. It is valid for 6 months and the cost is 36 lei, and 18 lei for extension (if applicable). This is obtained by drawing up an application and submitting it to the General Registry of the Ministry of Justice.

The application form can be downloaded here: <http://www.just.ro/en/transparenta-decizială/formulare/>.

- **STEP 2 - Establishment of the Headquarters:** By law, any Association is required to have a [registered office](#). The property can be a house or an apartment, either personal or rented.

- **STEP 3 - Establishment of the Statute and of the Constitutive Act:** The [statute](#) defines the purpose and objectives, patrimony, headquarters, members' rights, etc.

The [Constitutive Act](#) enshrines the decision of the founders to establish the Association and appoint the Executive Council, and consists of the following chapters: Name of the Entity and Founding Members, Legal form, Duration and Location, Purpose of the Association, The patrimony, Composition of the Governing Bodies and of the General Assembly, Signatures of the Founding Members.

After preparing the documents, they must be authenticated and legalized by a Notary or Lawyer (*Tip: Ask for 5-6 copies of each*).

- **STEP 4 - Establishment of the Patrimony:** For an association, the patrimony is 200 lei (around 40€) and must be deposited at a bank through a bank deposit.

- **STEP 5 - Obtaining the Fiscal Record by the Founders / Associates:** At this stage the founders are forced to obtain a personal tax record. The criminal record is free of charge, and it is valid for a maximum of 30 days after its release by ANAF. The fiscal record is issued by the Ministry of Finance through the Public Finance Administration to which the applicant's dwelling belongs and the [504 form](#) provided by them must be filled in, submitting on-line or on the spot.

- **STEP 6 - Submission of the establishment file:** After all the documents have been obtained and the patrimony has been deposited in a bank, proof of the deposit is added to the final file of establishment, which must be submitted to the court, where proof of payment of the stamp duty (about 20 lei) must be added. Additionally, you write a standard request addressed to the President of the Court within whose headquarters it is located, in which you request "granting legal personality and registration of the Association in the register of legal persons without patrimonial purpose"; also it's necessary paying a stamp duty of 100 lei.

You will receive a registration number immediately after submitting the file. In 2 days you can find out, with the help of this registration number, on the portal.just.ro website, the date to appear at the court, in front of the court and a court panel. It is good to be there to be able to answer the judge's various questions. If the judge's decision is favourable, you will receive

by mail, or at the registered office, a copy of the court decision to register the association in the Register of Associations and Foundations.

All in all, the submission file must contain the following documents: Identity card copies of the founding members, articles of association, statute, documents proving the headquarters and the initial patrimony; proof of the availability of the name issued by the Ministry of Justice and those fiscal records of the founders / associates, the receipt attesting the payment of a stamp tax/duty.

- **STEP 7 - Issuance of the copy of the civil decision and registration in the register of Associations and Foundations:**

Approximately 2 weeks after the judicial dictum (the deadline for writing out in the Court register) you must submit an application for the issuance of the Civil Decision (the court decision declared in the public hearing of the judge) and the Certificate of registration in the Register of Associations and Foundations, located at the Registry.

It is important to request at least 4 authenticated copies of each. The cost per copy is paid at CEC (a local national bank) or at the cashier's office of the Court.

- **STEP 8 - Obtaining the Fiscal Registration Certificate:** It is the moment when you have to obtain the fiscal registration certificate (fiscal code) from NAFA (National Agency for Fiscal Administration of Romania, in Romania it is called ANAF).

The file for obtaining the CIF must include the following

documents:

- Statute (copy);
- Articles of Incorporation (copy);
- Judicial conclusion (copy);
- Certificate of registration in the Register of Associations and Foundations (copy);
- Fiscal stamp that costs 3 lei (less than 1€);
- 2 completed Forms Code 010 (you get them from the fiscal inspector at NAFA, The National Agency for Fiscal Administration-ANAF in Romania).

The TIF (the tax identification code, in Romania it is called CIF) is issued in a maximum of 10 days.

- **STEP 9 - Realization of the stamp:** In order to obtain the stamp, you must present the Fiscal Code and a copy of the identity document (IC) at any stamp shop. The cost for 2 stamps, a larger one and a pocket stamp is about 100 lei, 20 euros approximate and they are obtained in a maximum of 1 hour, depending on the store. The next step is to buy a receipt-book and an invoice-book.

- **STEP 10 - Creating a bank account and an invoice program:** This is the last step you need to take to create all the legal documents. In order to create your bank account, you must go to the bank where you created the patrimony with the following documents:

- Statute;
- Articles of Incorporation;
- Judicial conclusion;
- Fiscal Registration Certificate.

The bank account is created instantly, the stamp being necessary and the presence of all the founding members (or a power of attorney / GMS decision).

If you follow all the above-mentioned steps, it means that you have a legally constituted Association and you can carry out the activity for which you were established. We recommend contracting an accounting company with experience in Association management, to manage the taxes, the financial reports and all the other accounting documents.

Incentives for youth entrepreneurship in Romania

Beside small subsidies for employing young graduates offered to employers according to the [law on employment and unemployment](#), most of the measures specific to the Romanian employment policy are not directly and exclusively targeting young people. However, starting in 2009, the National Employment Agency implemented a large number of projects funded by the European Social Fund, streamlining youth in employment policies.

All these measures to develop youth entrepreneurship have been included in the [Youth Guarantee national scheme](#) and in some cases allocation and subsidies have been raised as a result of this focus on young people. But European Funds remain the most important fund-

ing and incentives source for the continuity of youth employment and entrepreneurship policies.

The main top-level governmental authority responsible for youth employment and entrepreneurship are:

- The [Ministry of Labour and Social Justice](#), responsible for policy design, monitoring and evaluation on youth employment;
- The [National Employment Agency \(NEA\)](#), responsible for the implementation of most of the employment policies. The National Employment Agency operates under the Ministry of Labour and Social Justice and has county offices and local offices responsible for the direct provision of services to unemployed persons, including youth;
- The [Ministry for the Business, Commerce and Entrepreneurship Environment](#), responsible for policy design, implementation, monitoring and evaluation on youth entrepreneurship. Local offices for SMEs are implementing the youth entrepreneurship programmes of the MBCEE in direct relationship with the young entrepreneurs.

In Romania we have in each county's residence the [Chamber of Commerce and Industry](#), which is supporting young people offering free consultancy related to non-reimbursable financing projects such as Governmental or European Funds in order to develop a business at national level.

[Social entrepreneurship](#) aims to build a business with a positive social impact, such as providing opportunities for disadvantaged people or improving living conditions. Therefore, the social start up is ori-

ented towards solving social problems and puts the reinvestment of profit in the foreground. In recent years, social entrepreneurship has attracted the attention of the business community and associations.

In Romania, the social economy includes various forms of organization, such as: cooperatives, mutual societies, associations, foundations, etc. Regarding the legal framework, in 2015, the Romanian Parliament adopted [Law no. 219/2015](#) on the social economy –whose mechanisms and methodologies have been implemented since 2016– with the aim of regulating the social economy and establishing measures to promote and support it. The law aims to establish the conditions for certification by public authorities of social enterprises and social insertion enterprises. The ministry responsible for implementing this law is the Ministry of Labour.

The [Agency for Regional Development Centre](#) (it has an office in each and every Development Region of Romania) has the role of contributing to sustainable and equitable development of the Romanian Regions by eliminating disparities and imbalances between the areas of the region, for the benefit of its inhabitants. For our Region where we carry out our activity we have the ADR Centre with the office in Alba Iulia city.

More information on how to finance social entrepreneurship: <http://www.startups.ro/antreprenoriat-social> or <https://ec.europa.eu/social/main.jsp?langId=ro&catId=1084>.

GOOD PRACTICES

YOUTH PARTICIPATION AND ASSOCIATIONS
PROGRAM

YOUTH PARTICIPATION WORKSHOPS



YOUTH PARTICIPATION AND ASSOCIATIONS PROGRAM

BRIEF DESCRIPTION

This programme, developed by Consejoven Ciudad Real, consists of various services and activities with the main aim to encourage the participation of young people and the development of their competences through volunteering, the creation of their youth associations and providing them with relevant support and information.

Through this programme Consejoven organisation supports youth associations by giving visibility to their work and their activities.

The programme is developed on an annual basis with the financial support of the local, provincial and regional public authorities. Consejoven Ciudad Real has been carrying out this programme for more than 20 years.

At the beginning, the programme started including only the advisory service for young people and associations and through the years new activities and projects were added to it. Here is the description of the programme with the majority of the services, activities and projects it includes nowadays. Youth workers and any organisations working in the youth field could easily use and adapt all or only some parts of the programme according to their needs, context, resources, etc.

TARGET GROUP

- Young people from Ciudad Real aged between 12 to 30 years old, both individually and in groups.
- Formal and informal youth associations in the province

of Ciudad Real, that need the advisory service in order to start, manage or reactivate their activity and wish to form part of the network of associations represented by our organisation the Youth Council (Consejo) of Ciudad Real.

GENERAL OBJECTIVE

Promote the participation of young people, highlight the value and strengthen the work that associations carry out in this regard.

SPECIFIC OBJECTIVES

- Encourage youth participation and volunteering in the city of Ciudad Real.
- Support the creation of youth associations, as a form of social entrepreneurship.
- Provide specialized information and advice to youth associations in the province of Ciudad Real.
- Support youth associations by providing material resources for the development of their activities.
- Train the members of the youth associations to help them better manage their organisations and activities.
- Create shared advisory spaces for associations seeking answers to the same problems.
- Give visibility of the associations and their activities.

ACTIVITIES DEVELOPED

1. ADVISORY SERVICE FOR ASSOCIATIONS AND YOUNG PEOPLE

1.1. Consultations

Advising any young person in the province, on the necessary procedures at the time of creating an association and how to start functioning: registration, taxation, aid...

Addressing any issue that concerns any association, related to its management, at the same time collecting demands and suggestions that can be implemented to improve the quality of service.

1.2. Advisory and training workshops

Theoretical and practical, seeking to help associations, evaluate their operation and organization based on the strengths and weaknesses in their management.

Advisory workshops that Consejoven organisation carry:

- Associative management in general;
- Creation of entities;
- Aid and funding;
- Human resources;
- Communication of associations;
- Administration and economics;

- Legislation and taxation.

2. OTHER ADDITIONAL ACTIVITIES

These are activities and services that we developed additionally during the years and nowadays they are part of the regular work in our programme in support of young people and associations.

2.1. Management of the bank of materials for youth organisations

The materials managed are the one that have been acquired at the suggestion of the associations.

These resources are of great convenience for the better development and operation of the activities the associations carry out throughout the year, and can be requested free of charge by filling in an application form.

Consejoen is responsible for managing the lending of materials such as projectors, speakers, screens, white boards, tents for stands, tables, sound equipment.

2.2. Catalogue of youth entities

There is a catalogue in which all the youth entities that want to promote themselves can do so through this channel, therefore they fill out a form with their name, objectives and activities that they carry out and attach the logo of their entity.

Consejoen is responsible for preparing the catalogue in digital and printed format.

2.3. Youth Work Awards

Every year Consejoven presents this call in which the associations can present their projects, which they have carried out the previous year, for evaluation by a professional jury made up of representatives of Consejoven and the different public administrations (city council and province authorities of Ciudad Real).

Three prizes are given to the best projects, with an amount of 300 euros for the first and 150 for the second and third prize, in addition to the social recognition that the prize has for the winning organisation, and also a gala is held for awarding them.

2.4. Encuentro Joven (Annual festival of youth associations in Ciudad Real)

The Encuentro Joven is a youth event that Consejoven organizes annually for the last 11 consecutive years. It consists of a festival where a large number of the youth organisations, members of Consejoven and other entities of our city participate.

Usually this event attracts more than 30-40 participating associations each year that set up their information stands to promote their activities, get to know each other, create possible collaborations and get more visibility. They also carry out various shows, workshops, performances, concerts, etc.

2.5. Youth participation workshops

Consejoven carries out youth participation workshops at the high schools in the city of Ciudad Real, as part of its regular activities and services.

The workshops are held by the team of Consejoven, youth workers, local and European volunteers. You can find more information about this in the next good practice.

2.6. “WeShare” youth exchange with under-age young people

The youth exchange “WeShare - Cultures, Values, Talents, Rights”, organized by Consejoven and a group of young people from various high schools in Ciudad Real and financed by the Erasmus+ program is another successful activity that was developed as a result of our youth participation workshops and the advisory programme in general.

2.7. Surveys of youth habits and interests of the youth

These surveys are aimed at getting to know the habits and interests of the youth of Ciudad Real. They are carried out in the city’s high schools and also in the Youth Centre.

Thus, we want to know what young people like to do in their leisure time and ask them for suggestions so that we can pass them on to the city council and fulfil them as much as possible.

2.8. European volunteering projects (European Solidarity Corps)

Consejoven receives young volunteers from various European countries and they support all the activities of our organisation and collaborate with the rest of the local youth associations.

The volunteers also support the communication, the organisation of events, youth participation workshops, youth exchanges, the pro-

motion of European mobilities among the local youth and many others.

The young volunteers have the chance to develop a great variety of competences, taking part in all our projects, at the same time contributing with their ideas, creativity and solidary spirit, sharing their culture and supporting local youth in improving their youth participation capacities.

Consejo Joven also sends young people to other volunteering projects and youth exchanges abroad.

METHODOLOGIES USED

1. ADVISORY SERVICE (CONSULTATIONS AND WORKSHOPS)

Direct attention

- Workshops and talks for users: Specific workshops are held throughout the year to create and manage associations in different places, such as the Espacio Joven (Local Youth Centre), the different Youth Centres in the province of Ciudad Real, the University and the various high schools. In addition, we offer counselling and guidance for youth associations and interested groups, normally by prior appointments.
- The Consejo Joven organisation provides phone consultations as well.
- Users may also make queries via social networks.

Indirect information

- Sending information to associations on a regular basis, by e-mail and via a Facebook group. Consejoven provides specific information of interest to associations, as well as channels and disseminates information among associations.
- Permanent update of the Consejoven's website with useful content for associations and young people related to participation, associationism and youth volunteering.

Now let's explain a little more about what the workshops consist of and its general methodology.

Theoretical-practical workshop focused on the creation or management of youth organizations and what the members of the association have to do to deal effectively with the necessary bureaucratic procedures, which is initially the hardest for young people.

In the workshop, there are explained through a PowerPoint presentation, all the sections that we have in the contents, using examples and documentation prepared specifically for this course and using official documentation.

At the beginning of the workshop there is a group dynamic activity of introducing yourself, sharing expectations and interests.

The creation of association workshops also helps the participants to prepare their own statutes, founding acts and registration forms. Besides, Consejoven organisation shares with them the different forms necessary for the associations, as well as providing these forms in digital format for their convenience.

In the various workshops on managing an association (accounting, applying for funds, preparing annual reports, etc) our organisation shares with the members of the associations various forms that were developed by ourselves, the different documents they need for the management of the association, depending on the topic of the workshop.

Consejoen organises around 6 workshops a year, at specific times when information is most needed for associations, such as when they have to carry out activity reports, tax and accounting reports, before applying for new grants for their projects, managing their communication and visibility, etc.

Each workshop normally lasts around 4 hours. Few weeks before each workshop our organisation informs our network of associations about the date and usually asks them to inform us if they are going to participate by sending us a message or filling a short inscription form online, so that it's possible to plan an adequate space and activities for the workshop based on the number of participants.

2. OTHER METHODOLOGIES THAT MIGHT BE OF USE

2.1. “WeShare” youth exchange with under-age young people

Consejoen has managed to encourage and motivate young people, through our youth participation workshops in high schools, to start and participate in the development of their own project to meet their needs and interests.

In the autumn of 2018, after a series of participation workshops, our organisation decided to support interested young people to carry

out their idea and present the project on behalf of Consejoven in collaboration with partners from Bulgaria and Latvia, that we knew from previous projects and who also work with young people with similar concerns and with limited European opportunities due to their age.

With the support of the Consejoven team, the group of youngsters was actively involved for several months in the development of the project idea and application form.

Then, during the preparation phase and in collaboration with the groups of youngsters from the rest of the countries, they were in charge of preparing the activities they carried out during the exchange at the beginning of September 2019.

After the mobility, the participants themselves prepared materials for visibility and dissemination of the results of the project - presentations, videos - and presented them to their classmates in their high schools, this way promoting both European opportunities and youth participation.

2.2. Encuentro Joven (Annual Festival of Youth Associations in Ciudad Real)

It is an event that Consejoven organised in collaboration with the associations of Ciudad Real and needs a previous preparation and promotion that consists of:

- Sending an email and advertising on social networks to notify associations about the event thus inviting them to register for it. They register through a form, where they tell us at least the name of the entity, the activities they are going to carry out (stand, workshop, performance, game, etc) and send us the

logo of their entity.

- After the registration is complete, a new email is sent to all the associations that have signed up, to organize a meeting where all associations could discuss the program of the event (previously we prepare it using the instructions of each association).
- Preparing the material for dissemination (posters, flyers, videos, etc) and starting sharing it in our town and on social networks with associations and with citizens.

The day of the festival usually consists of:

- The event takes place in a city park with the activities that we have included in the programme.
- In the morning members of Consejoven and the participating associations gather to install all the tents, tables and to complete other logistical tasks.
- In the afternoon, around 7:00 PM, the participants gather to prepare their stands and activities.
- The event starts for the general public around 8:00 PM.
- Every two associations share a tent, to make it easier for them to get to know each other.
- During the event, the associations offer participants access to their workshops and various activities that they have prepared for the festival.

- Consejoven offers each association the opportunity to present their entity in public during the festival talking about the objective and the activities they carry out.
- Usually at 10:00 PM there is a concert, where young people and local artists sing.
- At 3:00 AM the concerts end and we have the closing of the Encuentro Joven festival.

The Encuentro Joven festival can also be done online, like it was exceptionally done this year due to the Covid-19 situation, with videos of associations presenting themselves and their activities, carrying out workshops, concerts, performances, etc.

FINAL RESULTS

With the Youth Participation and Associations Programme Consejoven have managed to promote the participation of young people, highlight the value and strengthen the work of the associations.

Specific results:

- Youth participation and volunteering in the town of Ciudad Real is stronger, more active.
- There is a greater number of associations being created in our town, as a form of social implication and entrepreneurship.
- Youth associations in the province of Ciudad Real have more information and count on our service for specialised advice.

- Youth associations have more material resources for the development of their activities.
- Young people are better prepared for the management of their associations and activities.
- Youth Associations are more visible and reach a wider audience, thanks to promotion we have on our social networks, or multiplier events like the Encuentro Joven festival and among the network of associations that Consejoven coordinates.

IMPACTS

One of the main impacts is the development of non-formal learning since it's known that associations are schools of citizenship, in which young people acquire civic competences, democratic values, they find socialization spaces, they develop their personal autonomy and foster the social entrepreneurship that can be very important for their professional future.

Furthermore, young people are better prepared, with more competences in order to develop their own projects and ideas so as to have a real and effective participation in their communities.

Thanks to this program, the creation of youth entities and youth councils has been reinforced and as a result, the young people themselves are the ones to develop interesting activities for other young people and to support and collaborate with the administrations in social, educational, inclusion projects, etc.

The role of young people as active members of society is more visible and recognised. This program demonstrates that active youth

exists and that young people are involved, valuable and responsible members of society and that they have great capacity to participate in civic life and contribute to solving social challenges. Thus, our organisation keeps on breaking the stereotype of youth as a problematic group, with few capacities, and we demonstrate that young people, in addition to being “the future,” are the present that contributes to nowadays society.

The local youth, that participates in Consejoen’s international projects and collaborate with our European Solidarity Corps volunteers, has stronger motivation to continue being involved in European and local projects, to improve their foreign language skills, they are now much more curious and open to other cultures and much capable to appreciate diversity in general. In addition, through such projects, youth acquires the values of solidarity and tolerance and greatly improves their sense of being European citizens.

In terms of international work, a very important impact was achieved through the WeShare Youth Exchange, where our organisation worked with the target group of under 18 year olds. There are not many international opportunities for this age group and as a result this was a very new and eye-opening experience for all the participants. They greatly appreciated and enjoyed the exchange, while discovering a whole new world of ideas, cultures, values and ended with many new goals and dreams for their future. All these young people now have stronger motivation to be involved in other youth projects on a more regular basis, have greatly developed their sense of initiative and thanks to this experience are better prepared to perceive new opportunities and even create them.

As for the impact on Consejoen, after this first youth exchange,

our organisation has discovered that it is a very interesting tool for promoting participation, active attitude and involving young people in a project not only as participants, but as well as organizers in all phases for almost a year.

YOUTH PARTICIPATION WORKSHOPS

BRIEF DESCRIPTION

Consejo de Ciudad Real carries out youth participation workshops at the high schools in the city of Ciudad Real, as part of its regular activities and services. The workshops are held by the team of Consejo de Ciudad Real - youth workers, local and European volunteers.

TARGET GROUP

The target group are the students aged between 12 to 18 years old.

GENERAL OBJECTIVE

Involve young people in activities that develop their active attitude, encourage participation and improve their quality of life through alternative free time activities.

SPECIFIC OBJECTIVES

- Motivate young people to get involved and take part in non-formal education activities that help them develop their competences and improve their habits.
- Provide youth with information of interest.
- Let young people know about our organisation and the services they can take advantage of.
- Carry a survey and collect the proposals, suggestions, needs and interests of young people.

- Promote the currently available activities: in the youth centre, activities organised by the multiple youth associations in our city, youth exchanges, sport clubs, becoming a member and collaborating with a youth association or even creating one, etc.

ACTIVITIES DEVELOPED

Youth participation workshops in various high schools of Ciudad Real. Consejoven mainly gets to work with students aged between 15 to 17 years old, because it is easier to fit our workshops in their school schedule.

Each activity consists of visiting a class during one school hour, following a previous arrangement with the schools. Sometimes the schools gather 2-3 classes together and the workshop is carried simultaneously for a bigger group of students.

METHODOLOGIES USED

To get the attention of young people and break the dynamic of formal education, our organisation uses non-formal, more enjoyable and participatory methods and avoids classic presentations. Consejoven tries to create a positive, open and easy-going environment.

The content of the workshops is adapted according to the age of the participants, the season and the current activities on offer, among other factors, but generally they consist of the following:

- Introduction of Consejoven, what it is, what it does, where to find it.
- Information on youth opportunities and activities of inter-

est.

- Information on youth opportunities at European level with the Erasmus+ Youth and European Solidarity Corps programmes.
- Promotion of the European Youth Card and the Municipal Youth Card.
- Collect and study the proposals and needs of the students of our town.

If you want to know more about the methodology of these workshops, it is explained in detail in the section of ***“Successful Methodologies”***.

FINAL RESULTS

Specific examples of the results of the participation workshops that were carried out in the last two years are:

- Creation of the youth association of the Alarcos High School by a group of young people from the school: This association, with the participation of the students themselves and in collaboration with our team, has been developing activities for the school holidays for two years, allowing members of the association to learn to organize their own activities and turn into reality their ideas, in addition to improving skills such as teamwork, planning, coordination and a sense of responsibility among many other benefits.
- Organization of an Erasmus+ youth exchange: The idea of the exchange came from students from various high schools,

who contacted Consejoven after the participation workshops. A group was formed and, with the support of our team, took part in all the planning, preparation, execution and promotion phases of the project, which we consider a very good way to develop youth participation skills due to carrying out their own activities and not just signing up for activities as users.

- Photography workshops: It was one of the demands expressed by the students during the workshops in the fall of 2018. In the spring of 2019 one of Consejoven volunteers created a local project “Club de Fotografía FotoJoven” and the interested students were able to participate in a series of workshops learning and practicing photography once a week for several months.

- As for other needs identified during the workshops, that cannot be satisfied within Consejoven, our organisation is transmitting them to the youth department of the city council, to the youth centre and to our network of associations, so that they could develop the appropriate proposals according to their possibilities.

IMPACTS

Young people that are more aware of the possibility to take active part in activities and projects out of their formal education routine. Raised awareness of the youth activities existing in the city.

Knowledge of the Consejoven service and of the possibility to get in touch with our organisation and propose a topic or a project they are interested in, so that Consejoven could support them in its devel-

opment.

Young people get to know the European programs that support the learning mobilities of youth in the field of non-formal education, like volunteering (ESC) or youth exchanges (Erasmus+ Youth).

Each year we carry between 10 to 15 workshops. Consejoven usually does them in autumn after the start of the school year, because high schools have more availability to fit our workshops in their schedule during this period. But these workshops can be done in any period of the school year, according to your convenience.

Each workshop is done before a class of 25-30 students, sometimes we do it in front of 2-3 classes together. Each year we reach at least 250-300 students with these workshops.

GOOD PRACTICES

YOUTH ASSOCIATIONISM. CITIZENSHIP AND
VOLUNTEER SCHOOL

IMPACT+: THE IMPORTANCE OF
INTERNATIONAL WORK WITH YOUNG
PEOPLE



YOUTH ASSOCIATIONISM. CITIZENSHIP AND VOLUNTEER SCHOOL

BRIEF DESCRIPTION

The Campaign “Youth Associationism: School of Citizenship and Volunteering”, organized by FNAJ (National Federation of Youth Associations), aims to raise awareness for greater participation of young people in their communities, enhancing the emergence of new youth associations.

This project is a national campaign for all youths, subdivided into a tour by municipalities and a tour by schools. The Municipality Circuit is developed in an innovative concept of “Youth Stage” where, besides the awareness character, young people and local youth associations can present their talent to the whole community. In turn, the Schools Circuit presents itself as a pilot project, taking the form of a competition called “Let’s Create a Youth Association”.

Considering the National Strategy of Education for Citizenship and the Profile of Students Leaving Compulsory School, the Contest “Let’s Create a Youth Association” is directly related to the development of the National Campaign to promote associationism in schools.

It appears as a stimulus to young people in the promotion of citizenship so that they can participate democratically, recognize problems and reflect on them, activating them for social development and giving them tools for the development of skills acquired in the process of non-formal education.

TARGET GROUP

Young students between 9th and 12th grade (aged between 15 to 18 years old).

GENERAL OBJECTIVE

To highlight the concept of associationism as a Citizenship School, actively developing the training and empowerment of young people. In this way, promoting actions based on the ideas of young people that result in the creation of a youth association as a space for experimentation and practising talent and youth initiative.

SPECIFIC OBJECTIVES⁵

- Promote youth associationism and non-formal education as a form of empowerment and development of skills, also promoting citizenship as a capacity for building social and political processes.
- Motivate young people to solve social development problems, training them for social intervention and developing their capacity for participation, initiative and entrepreneurship.
- Stimulate processes of empowerment of young people and develop altruism and volunteerism.
- Develop the capacity of adaptability and resilience of young people and stimulating creative thinking.
- Encourage and value the active participation of young people in their communities/society, promoting democracy and respect for human and cultural diversity and action in accordance

⁵ These are coherent with FNAJ's mission and designed to consolidate the position of youth associationism as a school of empowerment, training and affirmation of youth citizenship.

with the principles of human rights.

- Promote youth initiatives in collective processes and stimulate the creation of youth associations.

ACTIVITIES DEVELOPED

The project started making students aware of the participation processes, namely associativism, and orientation for the creation of a project of a youth association, being these actions carried out in the Infobus of Citizenship - an itinerant van that was a space to stimulate creativity and entrepreneurship with panels, videos and games. FNAJ was present in 33 public schools of regular or professional education, having covered all the districts of mainland Portugal and the island of Madeira.

Afterwards, the young people signed up voluntarily to participate in the competition “Let’s Create a Youth Association”. They enrolled in the project, in groups of 3 to 5 young people. Each group developed a Youth Association project to respond to a social problem, working with a facilitator specialized in guiding their projects, promoting the development of skills in the process.

The contest took on 3 phases: election of the best school project, election of the best regional project and election of the best national project.

In the first phase the election was made among peers, in the second it was made by a jury and in the third phase the five best projects were selected among peers, by youth associative leaders that voted the winner.

The winners at regional level participated in a 4-day boot camp (Citizenship and Volunteering Route). This was carried out through a national level road trip, with visits to youth associations, government and youth institutions, promoting contact and exchange of experiences.

The finalist groups also participated in the Act Forum + (national youth forum), having the opportunity to interact with youth associations and their leaders and participate in the development of youth policies.

METHODOLOGIES USED

The methodology was based on non-formal education, being flexible in order to be easily adapted to the needs of young people and therefore promoting a more effective development of their skills. By having an interdisciplinary component, it also caused a great impact on the construction of a pedagogical process, encouraging participation and intervention.

The awareness sessions were based on addressing various topics, debate, group dynamics and testimonies of good practices by young volunteers. Infobus is a space to stimulate creativity where learning was achieved in a non-formal and flexible way, addressing the needs of each young person using the information available in this space for debate.

The orientation sessions for the participants of the competition were held with a specialized facilitator to develop their ideas in a creative way and also related to social development. In addition to the 6-hour face-to-face session, the participants were encouraged to in-

teract with the facilitator in a non-face-to-face manner (calls, chats, SMS, emails) to help develop their projects.

The entire election procedure of the best project was developed in a democratic process, replicating even a real election process in its first phase.

The Bootcamp focused on team building dynamics, stimulating the critical sense of young people to develop a consolidated work, promoting project management and planning, voluntary learning and team leadership.

FINAL RESULTS

The awareness sessions reached 3300 young people directly and the orientation sessions reached 196 young people, who participated in the competition and created youth association projects.

The young people who participated in the whole process (196 youths) were evaluated before and after the intervention in problem-solving, resilience, communication and creative thinking skills, revealing an improvement in all their acquired skills in this project based on non-formal education and youth associationism as a space for action and development.

IMPACTS

The Campaign was an impulse to young people to participate actively and democratically, to recognize problems and reflect on them, activating them for social development and giving them tools for the development of skills acquired in the process of non-formal education.

With the promotion of citizenship as empowerment for social and political processes, young people were empowered to solve conflicts through solidarity for sustainability and they were able to develop their potential for intervention, initiative and innovation.

Young people developed tools for the realization of project ideas, continuing the active participation and initiative of young people and the development of skills through non-formal education, promoting the development of adequate responses to their realities and their communities, also causing a multiplying effect of the project objectives.

With this, young people became more proactive, also reinforcing their participation and increasing the sense of strategy focused on achieving results with a strong impact on youth.

IMPACT+. THE IMPORTANCE OF INTERNATIONAL WORK WITH YOUTH PEOPLE

BRIEF DESCRIPTION

ImpACT+ was a research programme developed by Asociatia Young Initiative (Romania), EuroImpulse (Spain), Talk About Youth Project (Ireland), Youth Association of Vila Fonche (Portugal), Atviras Jaunimo Centras (Lithuania), Stichting The Youth Company (Netherlands) and Social Service Research Group of the University of Applied Sciences of Saxonia (Netherlands), in which young people were supported to carry out qualitative research.

Between 2015 and 2017, 6 non-formal learning programmes were carried out: “Big questions I and II, Lead the Change I and II and Stay Human I and II”, each were programs of multiple activities. All of these programmes had training courses, youth exchanges, planning visits and evaluation meetings.

ImpACT+ was a research project that aimed to realize the impact these six programs had on young people, group leaders, youth workers and partner organizations (all of them participated in the 6 programs mentioned before and also in ImpACT+ project).

An international team of young researchers from Romania, Spain, Portugal, the Netherlands, Lithuania and Ireland conducted research to find out if international youth work using non-formal education has an impact on the personal and professional development of youth workers, youth organizations, and their communities.

TARGET GROUP

Youths, youth workers, staff members of youth organizations.

GENERAL OBJECTIVE

Research to find out if the six programs developed between 2015 and 2017 with partners from Romania, Spain, Ireland, Portugal, Lithuania and Netherlands based on using non-formal education has an impact on the personal and professional development of young people, youth work organizations, and the communities where they operate.

SPECIFIC OBJECTIVES

- Collect information on the impact of non-formal education programmes, and teach young people how to conduct research. Transforming young people and youth workers into the research topic but also the researchers themselves.
- Increase learning for young people and youth workers.
- Increase the dissemination of learning in local communities.
- Engage young people and youth workers in long-term commitments.
- Strategically build the participation and involvement of young people and youth workers, developing programmes based on shared decision-making and ownership by young people and adults.
- Increase the quality and scope of international youth work

activities, contributing consistently to the work of young people, youth workers, youth work organisations and their local communities.

- Reach more stakeholders and gain more support, knowledge, recognition in the field of international youth work among interested actors and politicians.

ACTIVITIES DEVELOPED

- Participatory research with young people: 3 international training courses are directly linked to ImpACT+ and they have been attended by the research team.

The first training course was the starting point for the research team and together we decided the methodology to use throughout the project to study the impact that the 6 multi-activity projects ("Big questions I and II, Lead the Change I and II and Stay Human I and II") have had on participants, leaders, youth workers, organizations and local communities;

The second training course: after implementing the methodology (semi-structured interview) they met in Dublin and learned how to analyse the results and how to categorize the information collected;

The third training course: collecting the results and preparing them to share with the project managers.

Briefly, they have participated in 3 international training courses, and after that they had intermediated research periods and data collection in the local realities of the young research-

ers. Then a report was made on how participatory research with young people was developed, the methodologies used and the conclusions of the research.

- The meetings of international project management teams consisted of one young person and one senior project manager per participating organization.

This international team had 4 meetings in order to manage the ImpACT+ project in general and to deliver the recommendations to the interested parties and the youth organisations.

- Each working organisation carried out multiple dissemination events of the ImpACT+ project and the set of recommendations was presented at local, national and European level.

METHODOLOGIES USED

The survey conducted was very practical, a “hands-on” investigation. The young researchers themselves have implemented almost all phases of the analysis. They got to work as soon as the research sketches had been defined and made their own decisions about the methods of collecting data analysis.

This process was accomplished using the general knowledge, experience and guidance of the lead investigator. However, the young researchers did not make any literary analysis of the concepts investigated. The absence of a literary analysis resulted in a definition of the main concept /“impact”, a concept elaborated by the participants themselves. Through exchanges of ideas and discussions, the young researchers formulated their “impact” interpretation in such a way that it was possible to have a common understanding of what was

approached while doing the investigation.

A research question has been defined by young people. Semi-structured interviews were used as data collection tools and a list of topics for the interviews was created with the help of some basic documents on “how to do” interviews. The interview topics were related to the creatives and what they represent, the process of making the creative, the possible impact that the programs had on respondents according to their expectations, memorable moments and acquired skills.

During the second training course, it was decided that they would use a questionnaire to understand the impact on youth organizations and their local communities.

Along the third training course they did some data analysis. To begin with the conclusions, the young researchers were divided into small groups. Each team worked with the grouped citations from one of the categories. Using the same set of guiding questions, the groups made a list of topics within each category. It was the researchers own responsibility to decide what was or was not relevant, using their own experiences as a reference.

FINAL RESULTS

1. High level of motivation and expectation

The motivations that led the young people to participate in the program were diverse: working on their personal and professional growth, desire to develop group work attitudes, build leadership attitudes, improve their learning processes, learn more about the chosen topic, motivation to get to know new places and work with people from different cultures, among others. For most of the participants these

expectations were exceeded.

2. Non-formal work method

A safe, motivating and non-competitive environment encourages the youths to experiment with speaking and learning, testing and making mistakes in a safe space.

Self-organized workshops on different topics were considered by participants as the most appropriate education method to address complicated issues.

The way the projects were organized helped to create a strong sense of freedom and responsibility among the youths, they were the creators of the activities and programmes themselves.

The members felt comfortable sharing their opinions in a non-formal context, and some discovered in non-formal education another way of learning and working.

At the end of each programme there was an evaluation session, which was a key moment for the youth workers and young people to come together and evaluate their personal learning through the activities.

3. Moving perspective

The participants regularly mentioned that they learned from the experiences, perspectives and cultural exchanges among the other members that took part in the activities organized.

The stories and realities lived by people from other cultures made the youths more aware of the similarities between the several coun-

tries and cultures, and also, they became more tolerant to diversity in the face of various attitudes and behaviours. Through different experiences, they became open-minded willing to lose the fear of travelling and meeting new people.

Taking part in the programs opened new horizons for the young people, some decided to move their area of study, others changed their jobs and others became more critical about values and started to volunteer.

4. Understanding ourselves and other

Getting out of their own environment and relating to people from different backgrounds makes youths more aware of their own entity.

Working on specific topics during the activities helped participants learn more about themselves, the capabilities they possess and also helped them work on their own personal strengths and weaknesses.

The multicultural environment helped them to deal with differences and discover shared similarities, becoming more open, empathetic, flexible, able to do active listening, more flexible and easier to adapt and less prejudiced.

5. Strengthening of leadership attitudes

The experience encouraged young people to become more proactive.

Through the programs young people acquired tools to be able to make changes in their personal life and/or in the environment where they live. Participants took pride in doing things they thought they would not be able to do or that they had never experienced before.

The desire to be directly involved in their communities and contribute in a positive way was mentioned by a large number of participants.

Thus, they were motivated to continue being involved and they have gained confidence and independence.

The structure of the programs offered the possibility to grow and take a more active role as a team leader in the following activities.

6. Knowledge and skills

Youth exchanges created a safe space for participants to speak in public in front of large groups of people, and to combat their fear of being exposed.

During the exchanges, information was transmitted using non-formal education. The youths involved mentioned that the methods made it easier to obtain and process the information given. During the exchanges, knowledge was acquired about specific topics: the rights of the LGTB+ community, the non-formal education, how to combat hate speech, migrants' and children's rights, among others.

Teenagers worked on specific skills such as communication skills, teamwork, how to define objectives and how to work in teams in order to achieve them, they learned to work with people from different backgrounds, developed leadership attitudes, improved their communication skills by being exposed to different languages and became more aware of the use of the language.

7. A greater sense of well-being

The open space created by the programmes allowed participants to connect with each other. The youths mentioned that the friends

they made during the activities are one of the most important things they took away from the exchanges.

Youths mentioned that they experienced different types of emotions related to people and experiences. This also includes frustration, nervousness and restlessness. They also mentioned that they experienced unique moments when they overcame their differences and became an international group, discovering their similarities.

IMPACTS

1. Conclusion of the young people⁶

Participating in international projects means for many people going outside their comfort zone. On a personal level people recognize that after the project they felt more comfortable and gained more perspective to deal with the challenges. Due to new friendships and the international atmosphere of the activities, youths felt more motivated and encouraged to join new projects and to be more involved locally by disseminating knowledge and offering volunteer services.

Also, the young people gained communication attitudes, knowledge, and improved their English.

2. Conclusion of the youth workers⁷

By playing supportive and guiding roles in international youth projects, youth workers improved their leadership, communication, and thinking skills.

Gaining experience with non-formal education and working with international partners, youth workers learned how to bring these skills

⁶ 450 youths participated in this activity.

⁷ 110 youths workers participated in this activity.

and topics back to their organizations and communities.

In conclusion, gaining experience in an international environment makes youth workers more qualified and informed on different topics, which increases their motivation and confidence and leads them to grow to accept new challenges in their careers.

3. Conclusion of the youth organizations⁸

In the context of the organizations the impact was mostly around visibility and recognition. Thanks to the possibility of participating in non-formal educational activities that were developed in different countries many local youths were attracted. They also had the opportunity to expand their local and international network.

Youth organizations implemented new methodologies in their work combining formal and non-formal education and peer education. This was recognized as an enrichment of their services.

4. Conclusion from the local communities

The impact can be seen on several levels:

- Involvement of young people in the organisation and promotion of new projects in the EU. These projects resulted in a greater openness of the local community to the topics worked on during the programme.
- Positive impacts on collaboration between organisations and the creation of networks from which the community benefits.
- The non-formal and formal methods increase awareness

⁸ 60 staff members participated in this activity.

of the importance of peer education.

GOOD PRACTICES

SUMMER CAMPS

NATIONAL VOLUNTEER WEEK



SUMMER CAMPS

BRIEF DESCRIPTION

For young people it is essential how they spend their free time and especially when we are referring to their summer holidays, a generous time for the consolidation of the knowledge gained at school.

In the camp they had the possibility of accumulating life experiences and the chance of developing anti-discriminatory, assertive behaviour, all in a pleasant, elegant and relaxed atmosphere through non-formal education.

The camp met the needs of young people to recreate and escape from everyday life. It offered moments of entertainment and relaxation but also of self-knowledge, reflection and introspection.

Within this camp they could directly assimilate and practice values that were found at the behavioural level in virtues (thus developing a habitual and firm disposition to do the good and avoiding what is wrong).

The camp program was designed in such a way that, starting from the endowments of the young people and respecting the staging of the personal evolution, they could develop personally in a harmonious way.

The Summer Camps project was organized by Centrul de Copii și Tineret Sfântul Sebastian Association in partnership with the Romanian Orthodox Church. This project can be developed with other partners or organizations having similar or different values.

TARGET GROUP

Young people aged between 8 to 30 years old. All activities were designed according to the age specifics of the registered participants.

GENERAL OBJECTIVE

Mobilize young participants to develop a reflective attitude towards the world and life with the aim to promote their active involvement and participation in the life of the communities they belong to.

SPECIFIC OBJECTIVES

- Stimulating and multiplying the initiatives of young people in the development of community life, ensuring equal opportunities for personal development.
- Transforming non-formal education into a source of personal development.
- Stimulating dialogue between people.
- Development of team spirit.
- Increasing the motivation regarding the active participation of young people in the life of the community.
- Stimulating social involvement through volunteering.
- Creating opportunities to value the free time for young people.
- Identify and overcome obstacles faced by different groups of young people who want to participate in the dialogue.

ACTIVITIES DEVELOPED

The camp program was generally designed for seven days. The first day was dedicated to the voyage, accommodation, the camp and the program presentation and the introduction of the coordination team. The last day was dedicated to feedback activities and the way home. Every day in the camp had a well-established program according to a certain theme.

In the first two days, get-to-know activities and team building activities were carried out, later the theme of the camp was developed through several activities. One day was dedicated to hiking and the last two days of the camp were dedicated to sports activities.

Discussion workshops were organized on various topics of interest depending on the age category; numerous camp games, a variety of communication, self-knowledge and self-confidence games were developed.

An ordinary day of the camp began with having breakfast, followed by scheduled activities, a four-hour workshop session (with a two-hour break), lunch and time for rest. The day continued with another four hour thematic workshops, also with a break between them. In the evening, dinner was served and then the evening activities at the end of the day took place. Every evening there were included in the program specific thematic activities (such as the Board Games night, karaoke, dance night, movie night, etc.).

The daily program as an example can be consulted for specific details at www.taberenationale.ro, while examples of non-formal activities can be found at <http://www.nonformalii.ro/>.

No. activity	Name of the activity	Develop - ment period	Way of realization
A1	Preparation period	January-June	Promoting the camps, registering the participants. The last preparations for the success of the project were made.
A2	Implementation period	July-August	Implementation of activities.
A3	Project evaluation	September-October	Evaluation and centralization of the feedback of the participants but also of the coordinators. Preparation of the narrative and financial report of the project.

METHODOLOGIES USED

- **Stimulating dialogue between young people:** Thematic workshops, get-to-know-you activities specific to non-formal education.

- **Development of the Christian-religious spirit:** Personal development workshops.
- **Development of the team spirit:** Various team games in which teamwork is stimulated.
- **Stimulating personal development through non-formal activities:** Non-formal indoor and outdoor activities (such as Abigale, Towers, etc.).
- **Overcoming the obstacles faced by the different groups of young people who will participate:** Interacting with the whole group especially through daily communication and socialization activities.
- **Non-formal education accessible to all:** Practicing animation activities with different degrees of complexity, discussions and various debates.
- **Equal opportunities:** The workshops promote equal opportunities regardless of gender, education and economic influence.
- **Volunteering as an alternative to free time:** Powerpoint presentation of various volunteer activities and areas available for involvement. Free discussions.

FINAL RESULTS

This project supported young people to have a “different” holiday, coming as an award for their work, encouraging and rewarding their work and devotion.

Through this project it was suggested a healthy lifestyle for young people in the 21st century, through active involvement in the life of their community. As a consequence, a high percentage of young people could set new career goals and they became actively involved in society. The openness to non-formal and extracurricular activities carried out in their own schools could be emphasized although initially these activities were perceived with scepticism.

To sum up, each young participant outlined the professional objectives for the next study period.

IMPACTS

- Between 100 and 300 young direct beneficiaries of the project.
- The number of volunteers of all ages would increase from year to year. Usually 50% of young people would be directly involved in volunteer projects in the localities of origin.
- 2 press releases.
- 2000 indirect beneficiaries

Introduction to the world of non-formal activities, bringing a plus to personal education as well as the dissemination of activities in the circle of friends.

Following the camp where various activities and volunteering pro-

jects were presented, the young people showed interest in getting involved in various local organizations which may contribute to solving community problems by developing or improving certain personal skills of young people.

NATIONAL VOLUNTEER WEEK

BRIEF DESCRIPTION

National Volunteer Week is an annual national event designed to mobilize as many organizations and volunteers as possible, to celebrate volunteering together, to attract community support and to publicly recognize the work of volunteers.

In other words, National Volunteer Week is:

- A synchronized mobilization of organizations that involve volunteers and thus become a common voice.
- An opportunity for those who want, but do not know how to get involved, to try out volunteering.
- A demonstration and a source of inspiration regarding social power, mutual collaboration for a positive change in the community.
- A growing annual event that draws the attention of the community and the media to the good deeds around us.

Romania celebrated National Volunteer Week for the first time in 2002, featuring the visibility created in the previous year by the International Year of Volunteering. In 2011, National Volunteer Week celebrated its tenth edition, which coincided with the European Year of Volunteering.

National Volunteer Week is an initiative of the association Pro Vobis - National Resource Centre for Volunteering (then the National Volunteer Centre Pro Vobis) which thus became the coordinator of SNV

at the national level.

TARGET GROUP

All those who can have a role in the community development. The basis of all National Volunteering Week actions are the volunteers – those already active and potential ones— mobilized by the entities to which they are affiliated:

- Civil society organizations.
- Public institutions.
- Educational units.
- Local authorities.
- Socially responsible companies, which are always involved with a non-profit organization or institution.
- Initiative groups (informal).

Pro Vobis collaborates within National Volunteer Week only with legal entities and organized groups, which can join the event by becoming local partners

GENERAL OBJECTIVE

Mobilize as many organizations and volunteers as possible, to celebrate volunteering together, to attract community support and to publicly recognize the work of volunteers.

SPECIFIC OBJECTIVES

- Demonstrating that volunteering can be a way to improve or even solve the problems we notice around us.
- Developing new opportunities for involvement in society, contributing to solving specific problems.
- Promoting non-formal education activities.
- Developing the communication and organization skills for both the organizations and the people involved.
- Developing of new skills such as public speaking, team-work.
- Developing creative, educational and thematic workshops.
- Implementing environmentally friendly actions.
- Organizing fundraising shows, fairs, information campaigns, debates and exhibitions.

ACTIVITIES DEVELOPED

- Development of [volunteering activities](#) (regardless of the field of activity: cultural, educational, etc.).
- Landscaping activities by planting shrubs and flowers.
- Actions for cleaning parks and streets in villages and towns.
- Language classes.

- Dancing classes.
- Organizing creative workshops.
- Organizing hours of playtime for children from social centres.
- The hairstyling of the beneficiaries of a day care centre for elderly people.
- Sports competitions and promoting a healthy lifestyle.
- Offering food packages and shows for seniors in care centres.
- Organizing socializing visits and artistic programs for institutionalized children and elderly people.
- Social projects such as activities at children's homes, day centres, old people's homes, donations of food, clothes or school supplies, etc.

METHODOLOGIES USED

National Volunteer Week is a very open opportunity to any methodology that respects the concept of the event. The local partners choose their own methodology, to represent them as an organization as well as a volunteer concept.

Here are some examples:

- **Promoting volunteering:** Thematic workshops, seminars, conferences, workshops, etc.

- **Stimulating dialogue between young people:** Thematic workshops, get-to-know-you activities specific to non-formal education.
- **Stimulating participation development through non-formal activities:** Non-formal indoor and outdoor activities.
- **Non-formal education accessible to all:** Organizing animation activities with different degrees of complexity, discussions and various debates.
- **Equal opportunities:** The workshops promote equal opportunities regardless of gender, education and economic influence.
- **Volunteering as an alternative to free time:** Different presentations of various volunteer activities and areas available for involvement, as well as free discussions.
- **Recognition of the merits of active volunteers in the community:** Volunteer Gala or various events to recognize the merits of volunteers.

FINAL RESULTS

More than 20,000 people benefited from the activities organized by the volunteer teams that mobilized in 2019 and would continue to be involved in the long-term programs of local partners.

Participants in the events had the opportunity to interact with volunteers and get acquainted with their work, enjoyed the activities planned especially for the general public or directly benefited from the involvement of volunteers.

From landscaping activities such as planting shrubs and flowers, to cleaning parks and streets in villages and towns, from English language classes or dancing classes, to creative workshops and designing playgrounds for children in social centres, from hairstyling the beneficiaries of a day centre for the elderly, to sports competitions and promoting a healthy lifestyle, from offering food packages and shows for seniors in care centres to organizing socializing visits and art programs for children and institutionalized seniors, volunteers chose to channel their energy into their community and show everyone that volunteering can be a way to improve or even solve the problems we notice around us and that we must not remain indifferent.

Testimony are the images and stories collected during the week, available on the page www.facebook.com/saptamanaSNV, specifically on www.saptamanavoluntariatului.ro.

IMPACTS

The number of volunteers of all ages differs from year to year. Between May 13 and 20, 2019, over 6,000 volunteers from all over the country celebrated the 18th edition of the National Volunteer Week! From Cluj-Napoca to Bucharest, Braşov, Craiova, Constanţa, Petroşani and even the Republic of Moldova, over 250 activities brought together volunteers of all ages and from all backgrounds (social institutions, NGOs, corporate environment).

SUCCESSFUL METHODOLOGY

YOUTH PARTICIPATION WORKSHOPS

Developed and implemented by
CONSEJOVEN CIUDAD REAL



To get the attention of young people and break the dynamic of formal education, we try to use non-formal, more enjoyable and participatory methods and avoid classic presentations. We try to create a positive, open and easy-going environment.

The content of the workshops is adapted according to the age of the participants, the season and the current activities on offer, among other factors, but generally they consist of the following:

ICEBRAKERS

Depending on the time we have and the size of the group we use various methods to achieve attention and interest of the students and stimulate an active, participative attitude during the workshop. If we have time and space, we might do some games to energize the group, make them move, speak, pay attention, etc.

Otherwise, if it is difficult to arrange the classroom space and we don't have much time we usually ask a series of questions (easy but relevant to the group) to provoke them to speak, to take an active part by expressing themselves, asking questions, etc.

Another trick is to have one of our European volunteers start the workshop by greeting in his/her native language or in English/French in order to surprise and entertain the group a little. Then we ask the group if they understand and we could continue the workshop in this language.

We also do this because a lot of the local youths have low level or insecurity when speaking in a foreign language and it is a serious barrier that stops them from taking part in international youth mobilities.

INTRODUCTION OF OUR ORGANISATION CONSEJOVEN

We rarely do power-point presentations, but we bring printed posters with pictures of the Youth Centre where we are located and a poster with our social media channels. Besides, we promote our Instagram account in high schools since this is the channel most of the young people use.

We explain who we are and what we do, always mentioning that we promote youth participation and volunteering and support young people in the processes of creating and managing their own youth associations.

We offer a small brochure containing a short summary of our main lines of work and our contact details. We also explain a bit what is youth participation and that one of our tasks during this workshop is to get the proposals, interests and needs of young people, so that we could try to develop and offer adequate activities or to transmit these proposals to other relevant actors like the public authorities and other associations working with youths.

Furthermore, we also present other possible ways to participate. We explain that there are many associations in our town that are formed by young people and/or work with youths. If anyone is interested, they could join them or even create their own associations with other like-minded youths, designing and carrying out activities relevant to their likes and interests.

To know the youth organisations that exist in our city and province we give the participants of the workshop the Catalogue of Youth Associations, created by us and containing around 70 organisations. Here

you can access the online version of this [Catalogue \(only available in Spanish\)](#).

INFORMATION ON YOUTH OPPORTUNITIES AND ACTIVITIES OF INTEREST CURRENTLY AVAILABLE AT THE YOUTH CENTRE OR OTHER PLACES IN THE CITY

After we make it clear that young people can propose and even create and carry their own activities, we proceed to sharing with the group the local youth opportunities, activities, etc.

In our town there is a calendar of youth activities compiled by the Youth Centre every trimester. It is called the Youth Agenda and consists of activities organised and carried by and in the local Youth Centre, as well as activities, events, youth trips, etc organised by other associations, by Consejoven that could take place either in the Youth Centre or elsewhere. Most of the activities in the Youth Agenda are free and only some might have a very small fee, since they are often supported financially by the public administration.

Also, since Consejoven is a network of youth associations and is one of the most popular actors in the youth field in our town, many youth associations, other NGOs, public bodies, etc, send us information of the activities, events, trainings, competitions, etc where young people could take part. We promote these opportunities both during the participation workshops in high schools, as well as on our social networks.

This is a good moment that we use to mention that new opportunities arise often and young people could follow our social media channels if they want to be informed when there is something new

available that might be of their interest.

INFORMATION ON YOUTH OPPORTUNITIES AT EUROPEAN LEVEL UNDER THE ERASMUS+ YOUTH AND EUROPEAN SOLIDARITY CORPS PROGRAMMES

In this part, our European volunteers not only take part in explaining the information, but also set an example, inspire and share their experiences by encouraging students to take advantage of the opportunities that exist at European level.

We mainly promote non-formal education opportunities like youth exchanges and volunteering because on the one hand, our work is oriented towards NFE. On the other hand, because young people already know and/or have sources of information related to formal education possibilities, but they know almost nothing about the opportunities in the NFE field.

Young people often know nothing about the “learning by doing” concept used in youth exchanges and volunteering projects, but it is something that is very interesting for them since they are very open to activities like summer camps for example, where they actually do things that are different from being in a classroom, while learning and gaining valuable yet entertaining experience.

Here we explain briefly the possibility to organise their own youth exchange with youngsters their age from other countries, on a topic they choose, where they will have the opportunity to share and know their cultures, know each other, carry out activities of their interest, experience and learn new things, travel, etc. We show some pictures or if there is enough time put a short video from some previous youth

exchanges so they can get a more visual idea of how it could be. We invite the youngsters interested in organising and taking part in a youth exchange to contact us, so that we could talk more and start working on it.

Volunteering with the European Solidarity Corps is a less attractive option for this age group since they can only take part when they are 18 years old and most of the participants in our workshops are minors. So, we present this option only briefly and invite them to contact us to know more if and only when they are interested. For all the European mobility opportunities we promote we give flyers designed by us that contain short summary of the information and our contact details.

PROMOTION OF THE EUROPEAN YOUTH CARD AND THE MUNICIPAL YOUTH CARD AND THE VARIOUS ADVANTAGES THEY OFFER AT LOCAL, REGIONAL AND EUROPEAN LEVEL

We bring flyers and posters with this information. We also facilitate the process of obtaining both cards, providing application forms and processing applications with the authorities responsible for their issuance.

That way young people don't have to go to an office to get their card, and they do it directly at their school with our intermediation. In few weeks they receive their European Youth Card by mail at their home address. As for the Municipal Youth Card, they need to bring the application and a picture to the Youth Centre in order to get their card done on the spot.

This is a good incentive to make them visit and know the youth centre, which otherwise they tend to ignore.

COLLECTION AND STUDY OF THE PROPOSALS AND NEEDS OF THE STUDENTS OF OUR CITY THROUGH GROUP GAMES, SURVEYS AND OTHER PARTICIPATORY METHODS

The objective is to know the interests and needs in order to be able to offer suitable youth activities or transmit them to local authorities and other entities so that they can complement and adapt their services and proposals for youth activities.

Depending on time, group size and other factors we use different methods to get to know young people's interests and needs and collect their proposals. Here we explain the ones we use most often.

These are the activities we usually do at the end of the workshop when youngsters get a general idea of participation, how it works and general framework of the possibilities. We normally choose and use just one of the methods in one workshop, but combinations are also possible.

THE PROPOSALS PIZZA

It consists of a big sheet of paper where we have drawn a circle divided into pieces like a pizza. Each piece of the pizza represents a certain topic.

We try to organise the proposals into groups/topics so that young people have some guidelines and come up with ideas more easily (at first many youngsters don't know what to say if asked what they want, but when given some topics it gives them context and consequently

ideas start to come out).

We normally divide our pizza into 4 very general topics (we could do it with many and more specific topics but this way it might influence the final result too much). Usually the general topics are: 1. Free time/ Culture, 2. Youth Activities, 3. Facilities (for activities around town, in schools, youth centres, etc) and the 4th topic is free (for proposals that don't fit any of the other three topics).

We give post-it notes to all the students in the classroom and ask them to write down their proposals and stick them to the pizza. You could use 4 colour post-it for each topic. We ask the students to write proposals related to different topics on separate post-it, so that they can put each proposal in its adequate piece of the pizza.

Keep in mind that in this method, as well as in the next ones, students write down some real ideas and proposals, but also many jokes and nonsense come out as well. Don't get discouraged, it is normal. You will get at least some good ideas for future activities and projects for and with young people and this information will help you know your target group a lot better.

In the "facilities" topic we usually collect proposals for sport and other facilities that the youngsters demand and we forward these proposals to the municipal authorities so that they try and incorporate them in their agenda.

SURVEYS

In this method we use questionnaires to study and analyse the needs and interests of young people. The questionnaires are previously designed by our team and the questions are designed keeping in

mind the target group's profile and the goal of the survey.

The questions could be very general or very specific or a mix of both depending on the information that we need. It is important that the questions are easy to understand and don't require long answers (just a few words or choosing from some predefined options, maybe with space for some additional comments). Remember that youngsters don't like writing too much and often have difficulty formulating and writing down their opinions and ideas. So it might be a good idea to prepare most of your questions in the form of a list to choose from and use less open-ended questions.

Also make sure that you don't have too many questions or pages. 5-10 questions on one page is more or less the limit. If you make it longer, the youngsters filling it will surely get bored and will not answer or they will fill in something meaningless without reading or thinking it through. The survey shouldn't take more than few minutes to fill in.

These surveys might also be used in different contexts besides the youth participation workshops. For example, we have a very good relationship with youth leaders/animators and people in various NGOs who work or have extensive contacts with groups of young people, so we ask them to pass the survey to their youngsters to fill it.

The survey might also be published in social media in the form of a full questionnaire or by posting questions one by one and collecting answers in the comments or in other possible ways according to the social media platform characteristics.

THE PROPOSAL BOX

The Proposal Box is probably the fastest method amongst these

three. We use a medium size box (we decorate it a bit, put a name on it, make it look special) and ask the participants to write down their proposals on a piece of paper and just put them in. It could be used during workshops and any other group sessions, but we have also successfully used it on our info stands during various school events, youth festivals, etc.

It is necessary to explain what kind of proposals we are gathering, explain briefly that we want to know the needs, interests, specific activities that youth want to carry but are currently not on offer in our town, etc. You might also write/print a question or 2-3 questions on a piece of paper and stick it on the front of the box as a guideline and as specific questions that you need to have answered for the purposes of your survey. Once again, make sure these questions are short, easy to read and understand, catchy and visually attractive.

If you are doing the Proposal Box during an event where many people pass by your stand, you might stimulate them to answer your questions and write their proposals by accompanying this activity with some contest. At the end of the activity you draw one or few of the participants and give them some small gifts or prizes.

If you want to study the interests and get proposals from a large number of students but can't carry participation workshops in all the schools in your area, it might be a proper idea to talk to the school and put your stand there during some of the breaks.

In this case it would be a good idea to put your box and clearly and visually announce the contest as well. You explain to the students passing by what you are doing and what they might win if they spend 1-or 2- minutes writing and submitting their ideas. In case it is not

possible to put a stand where you are present, another less interactive and less personal way might be just putting the box and a poster explaining what you are asking for and the small prize you are giving to the few lucky ones who submit their proposals.

Of course, in any case you are giving some prize at the end, the participants must also write down their names and contact details, so you could get in touch (might be just email, phone, first name if they wish, but make sure you don't collect too much personal data, since people generally don't like giving their information away, and besides, you don't want to be liable for processing it).

As a result of our youth participation workshops, based on the interest and inquiries from the participants, we have carried out other workshops and activities:

- For example, in one high school we accompanied the students in the creation and management of their own youth association, by carrying out a series of workshops with the group of interested students. At the beginning we had one meeting/workshop per week while we were working together on formulating the goals and topics of the association, choosing members and representatives, doing paperwork, etc. Later we supported the members of the association in organising various games and activities during the school festivals around Christmas and close to the school year's end.
- Another group of youngsters wanted to organise and take part in a youth exchange but of course they didn't know and

couldn't do it by themselves. So we supported them by having weekly workshops and meetings for a few months in order to prepare the project. When the project was approved, we continued working with the group on the preparation of activities for the exchange and also included in this process the participants from other countries.

- Another activity we created based on the proposals collected during the youth participation workshops in high schools was a photography club that consisted of around 10 workshops where the youngsters, in a practical way, learned the basics of photography and carried some outdoors photo sessions and photo walks. The club's activities ended with a photo contest and exposition of the pictures taken by the participants.

SUCCESSFUL METHODOLOGY

WORKING GROUP SESSIONS: YOUTH
EXCHANGE PROJECT

Developed and implemented by
ASSOCIAÇÃO JUVENIL DE DEÃO (AJD)



In this part, we will share a structure of work done with young people building an application for a youth exchange.

These dynamics can be used both online and in real life. In our case, due to the limitations generated by the quarantine by COVID-19, the sessions were carried out online.

The duration of these should be adapted according to the time that the participants of the group have, our meeting was around 1 hour and 30 minutes. We suggest having a little flexibility in the first meeting regarding punctuality but then starting at the scheduled time to respect punctual people.

Regarding the dynamics of non-formal education, you will find suggestions in each session. We recommend that, as far as possible, you try to create a connection between the dynamic and the topic to be worked on.

Throughout the sessions, we will also suggest platforms such as Menti, Canvas, Voxvote. Some are more intuitive than others, but we recommend using digital tools because we believe they can be an interesting contribution, not only to carry out this work but for youths to use in their daily lives.

We suggest creating a collaborative document where all the work of each of the meetings can be collected, for that, google docs can be used. This document will be important to consult at the moment to fill the application (in this case for a youth exchange) in the Erasmus+ platform. It can also be used for the youths as a reference if they need/want to write projects for the university/work/associations.

Finally, when we assign tasks, we give youths the time they need to

perform them in more than one session if needed and in a non-mandatory method, since forcing them could result in the abandoning of those who do not have much time available.

We hope that this guide will be helpful to you. For suggestions or comments, you can write to us at assocjuvenileao@gmail.com.

1ST SESSION

PRESENTATION OF THE PARTICIPANTS

If possible, dedicate the first session to get to know the participants using non-formal education dynamics.

It is important to dedicate an entire meeting to this type of activity because if the youth group is formed of persons that don't know each other, they must first feel secure and willing to express their ideas and opinions before starting to work.

The dynamics of non-formal education help group members to integrate and feel free to express themselves. These dynamics help to create a solid group and generate a sense of belonging among participants, which will help us to maintain the number of members until the end of the sessions.

EXAMPLE OF DYNAMICS WITH A LOGICAL ORDER

- **Names:** Each participant must complete the sentence: *My name is... Francesca, F for friendly!*
- **Memory:** In a circle, each person must introduce themselves, say their name and perform some random gesture. Sounds simple, doesn't it?

Yes, it is, if you are the first. As the participants introduce themselves, they have to repeat all the names before them and their gestures. All of this in the right order and without being able to imitate anybody's movement already interpreted. When it is the last collaborator's turn, he must remember the names and what each one did. Of course, if the group is very large, a little help may be welcome.

The proposal of the dynamic is that each participant has a notion of the whole group and sees that each member of the team matters.

- **Link:** Write 3 sentences. One of them should be false and the other two true. The group should try to guess which is the false sentence.
- **Favourite music:** In pairs. Each participant should choose a song with which he/she identifies and allow the colleague to hear it. From the music, the colleague should point out two or three characteristics of the person. Large group presentation.
- **Matchbox:** The person who is going to perform takes a match from the box and lights it. If the match goes out in the middle of the speech, the participant should be interrupted, and finish his presentation only at the end of the first round.

The dynamic is good for exercising communication skills and learning to deal with the pressure of formulating an idea, knowing the speech can be interrupted at any time.

- **Group history:** Together, the group will create a history starting from the characteristics of each one, the gestures of

each one, the songs, the true and false sentences, etc.

One person will be designated to record the responses. In the end, the Group team's history will be the result.

After the presentation dynamics, it is important to explain what is the aim in the sessions of this working group and the work that is intended to develop; if you need to define a theme, we suggest one to share the personal interest of all the group members.

In this dynamic, each participant will write a post-it about the themes that are more interesting for them. After writing, each one shares what they wrote and adds details to what was written.

2ND SESSION

PERSONAL KNOWLEDGE DYNAMICS AND ICE-BREAKING

Each one will complete the following sentence: *"If I were an animal, I would be..."* Each one will have two minutes to think and to research an image of that animal. At the moment of sharing, each one will do the screen sharing, to show the chosen image. Each one will have to explain why he/she chose the animal: similar characteristics, jokes, ways of locomotion, etc.

THEORICAL FRAMEWORK

In this part, we suggest to check the guidelines of the Program/ Project that you want to apply. We suggest the use of <https://www.menti.com> to create word clouds and check in real-time the knowledge/opinion of the participants.

EXAMPLE:

Analysis of the General Guide of the Erasmus+ programme JA 2020: Exploration of materials to be consulted when choosing the topic: programme guide, European guidelines.

Using www.menti.com we can share in real-time the opinion/information that each participant has about the selected topic.

ROOM FOR DOUBT

After researching the topics that they probably knew little about, it is intended that they remove doubts that still arise.

EXPLORATION OF SUBCATEGORIES WITHIN EACH THEME

The group leader should organize the information given in session 1 during the dynamic: “What themes interest me” and create categories and subcategories with the information given.

Later, they should share a google doc. with that information and each one has to read it and check if they agree with the categories created.

The next step to define the topic is to create an online anonymous poll. To do that we recommend the platform www.voxvote.com:

- **Online voting (through Voxvote):** From 1 to 10 will have to rank from 1 what you like most, to 10 what you like least, among the possible themes proposed before by each participant.

The link will be shared in the “chat” and a password will be given, so everyone can vote; after the previous task, the moderator’s screen will be shared to check which was the most chosen theme.

- **Doing research:** Now that the theme is chosen, we assign homework to the participants. We suggest researching the topic before the next session.

3RD SESSION

At the beginning of the session, we will perform the icebreaker dynamic “I see”. The same consists of choosing a coloured object in one of the participants or in the environment that surrounds them and after pronouncing the sentence: I see a wonderful thing, in colour: xxx then the rest of the participants will try to guess which is the object. The person that guesses is the next to choose a colour and continue the activity.

At this moment we will split the big group to create small working groups. In each small group, there will be a monitor that will moderate the session management, (send the link to join the working group and ask questions if necessary).

We highly recommend creating the groups and generating the links to enter the session in advance. If you need a platform free of cost, we recommend the use of Google Meet for this activity.

EXAMPLE:

Three working groups will be formed.

Then each group will have to select an element to record the answers to the following questions:

1. What concerns do I and my friends have about this topic?
2. What is the current status of this topic?
3. What the news/literature/statistical data say about this subject?

4TH SESSION

We start this session with a dynamic called *"Isn't that crazy energizer"*.

This dynamic icebreaker is amazing for getting people talking and collaboratively creating a story (usually a funny one). It fosters engagement and everyone's participation.

Steps to follow: Identify the order in which the communication will flow (e.g. clockwise). One person starts by saying *"isn't that crazy?"*. After that the next person has to continue the story by adding 3 words, then the next and so forth until the story ends.

EXAMPLE:

"Isn't that crazy?"; "That birds fly"; "But I know"; "a flying cat"; "That has superpowers"; "And laser eyes"; "Freezes mobile apps"; "but not ours"; "Because of kryptonite".

Now there will be a moment to exchange the work done during the last session in the small groups.

One person from each group will present the group's point of view on the questions worked on.

5TH SESSION

We start this session with a dynamic icebreaker in which each participant will have to choose an object that represents a personal goal to achieve in the short, medium or long term. Each one will present their object, the aim and the relation between the aim and object.

In this session, the participants will analyse the information collected about the thematic chosen for the project. In our case, it was *"The First Job"*.

Now the big group will divide into small groups again (you can mix the participants of the small groups) and will fill a SWOT analysis board using the information collected in the past sessions.

To fill in the SWOT analysis we recommend to use CANVA tool, which can be found here: https://www.canva.com/pt_pt/graficos/

[analyse-swot/](#).

After filling the SWOT analysis, we will suggest to the participants a homework: start thinking about possible objectives for the activity. In our case after realising the SWOT about The First Job, the youths should start thinking about the objectives during the Youth Exchange.

6TH SESSION

Following the previous session, the dynamic icebreaker of this session proposes that again. Divided into small groups, the teams raise the greatest number of behavioural similarities and tastes among their members.

The team that manages to gather the most convergent points is the winner. The objective here, besides clearly seeking to find common characteristics among the participants, is to foster healthy competition among the groups. The idea is to show that together, by sharing affinities, they can go further.

The work done during the Icebreaker of the fifth session will be taken up again, to talk about the objectives and explore the use of the appropriate language when writing them: use of the Infinitive (e.g.: to improve, provide, promote, sensitize, acquire, raise awareness, etc.).

Then, separated into two groups, participants should discuss the objectives of the exchange by taking up the homework given in the 5th session, (start thinking about possible objectives for the activity). Each participant will share with his/her group the objectives he/she thought of and they should choose 2 per group.

They will also be asked to think about 3 possible partner countries

and to explain why they chose them.

After that, it's time for the teams to share and present in the big group the work done in the small groups. And, then, the next step to follow consists on thinking about activities that will allow achieving the defined objectives.

7TH SESSION

We start this session with a dynamic icebreaker where the young people will be organized in groups of 3 members, meeting through Messenger, WhatsApp or other chat that they find easier to access. They will share the answer to the following question: What activities do I enjoy doing in my free time?

The answer should include: Name of the activities, the reason why you like the activity, how often you do it and some activities (cultural, sports, leisure, etc.) that you have not experienced yet and it should also be mentioned that you would like to do soon.

Each participant will introduce another participant in the large group with whom they worked in the small group.

In the large group, the monitor will explain how the activity table structure looks like and will show an example. This moment is very important so that young people who have never participated in this kind of program can imagine possible activities.

We will also have a group debate about the duration of the exchange and the possible dates for it will have to be chosen.

Then we will separate the group into small working groups. The monitor will distribute some objectives (the objectives defined during

the 6th session).

Each group should think about activities to achieve these objectives. The idea is to gather a set of activities that respond to the selected objectives, so they can later be written down in the application form.

EXAMPLE:

Group 1: Developing technical and creative skills for the elaboration of a professional curriculum; Awareness for European citizenship and sustainable growth.

Group 2: Learn about available European strategies, tools, websites and platforms to support young people in finding their first job; Promote interculturality, inter-religious dialogue, freedom, tolerance and respect for human rights in youth and communities.

EXAMPLE:

Group 3: Knowing recruitment methodologies; Acquiring and/or strengthening the language skills of participants;

Group 4: Develop in young people greater knowledge of the labour market; Learn ways of valuing the curriculum through different life experiences.

8TH SESSION

We start this session with a dynamic icebreaker called “*Dream job*”. Looking for a caregiver for a paradise island in the Caribbean, the job description includes to take a tour of the island twice a day to check if everything is okay. \$ 5000 a month. One week vacation every two months.

The job is ideal, but there are many candidates. You’ve already passed the first selection, now you’re in front of the interviewers and they ask why you should be chosen and not the other candidates.

Every participant should take a short interview where he/she tries to get the job, one by one the participants share their answer with the group.

After the group does a little debate and chooses the most creative answers, shares opinions/advice about how to reply to these “trick questions” usually made in the interviews.

- The same small groups of the last session will present their work with the rest of the groups.
- We will separate the big group in 2 groups and both groups will work on which evaluation methodologies can be applied during the exchange.
- After that we will share the work in the big group.

9TH SESSION

We start this session with a dynamic icebreaker in which the group is organized in pairs and you will have to think of a name that characterizes your pair. In other words, they have to invent a fictitious name for their pair taking into account their characteristics.

To select a name for the activity, in this case, a Youth Exchange, we suggest to do a Brainstorm + Word association: Each participant has to make a list of 6 words related to the topic of the exchange. You have about 5 minutes to think and then present.

From the previous words, we will try, in small groups, to think of 3 possible names for the Exchange, then return to the initial group and share the work done.

10TH SESSION

It is important to take a moment to make a final evaluation. Doing an evaluation helps us understand whether we have achieved our goals, whether the young people liked the energizers, and it is important to include a space for suggestions, as group members will be able to make valuable contributions for future working sessions.

We suggest two activities to make the evaluation:

- **Questionnaire:** This can be done by completing an online questionnaire anonymously so as not to condition the answers.

If the activity is developed online, we suggest the use of Google forms and not to make it too long.

EXAMPLE:

- Which activity did you like the most and why?
- Which activity did you least like and why?
- Would you participate in this type of activity again?
- What activity do you suggest?

- **Knowledge thermometer:** Should be done to test the participants' knowledge on the subject to be worked on / methodologies used / feelings, before starting the first working session and in the last working session.

This document will allow us to compare whether the group members have increased their knowledge on the topic during the working sessions.

Participants should fill in different categories according to what they know about the theme and how they feel about it.

	0	1	2	3	4	5	6	7	8	9	10
Organizing my ideas											
Time management											
Ability to search for information											
Self-knowledge											
Express my ideas											
Self-confidence											
Willingness to share my ideas											
Ability to encourage others to participate											
Being empathetic											
Group work											
Know how to deal with differences/divergences											
Knowledge of the group											

	0	1	2	3	4	5	6	7	8	9	10
Creativity											
Digital skills											
Writing skills											
Know how to listen											
Erasmus+ Youth Programme											
Structure of an application											
Program Guide											

SUCCESSFUL METHODOLOGY

YOUTH MEETINGS

Developed and implemented by
ASOCIATIA CENTRUL DE COPII ȘI TINERET
SFÂNTUL SEBASTIAN



Centrul de Copii și Tineret Sfântul Sebastian Association regularly organizes youth meetings with various NGOs and state institutions, with high school students on various topics.

The theme of the youth meeting is chosen by the members of the organization taking into account the development and needs of young people. After designing the poster, promoting and communicating the event (both online and offline), young people have two months to register for free at the event (we could say that this stage is part of the project's management, the first stage of the event preparation).

The number of participants differs from meeting to meeting. Some youth meetings have as a target group only 50 to 100 young people from a high school, others more than 100 or 200 young people from several high schools or even larger meetings of 500 to 1000 participants from a metropolitan area.

The meeting agenda:

- **10.00-10.15:** Registration of the participants (check-in).
- **10.15-10.30:** The plenary opening of the event (with all participants), presentation of the organizers and partners, presentation of the coordinators for the discussion workshops, presentation of the meeting guest.
- **10.30-11.30:** Guest lecture on the chosen topic of the meeting.
- **11.30-11.45:** Division/separation of young people into groups of activities (maximum 25 per group), using different non-formal methods, to mix the young participants encourag-

ing them to relate, connect and interact with other young people, not only with those with whom they have come.

- **11.45-13.45:** Discussion workshops, generally on the topic presented in plenary, but other thematic debates such as: Developing your identity, Assertiveness, Career/major decision making, interpretation of [Holland Code or Myers-Briggs](#), Values, Time Management, Depression, Alcohol and Drugs, can be organised.

- **13.45-14.00:** Conclusions presented in the Plenary Meeting.

When there are larger meetings after the lecture, there is usually a lunch break (buffet) and at the end, after the conclusions, various artistic moments are prepared (folk dances, different contemporary dances, traditional or international songs).

Through this kind of meetings, we want to create ways and places where young people can meet, get to know and dialogue on current issues, or, in other words, to create meeting spaces and events in which ideas, realities, attitudes and life problems can be discussed, in the direction of solutions for a more responsible and active youth.

Discussion workshop held 11.45-13.45:

- The meeting starts with an ice breaking game: The Name

Game. The participants sit in a circle. One person begins by using an adjective starting with the same letter as their first name, followed by their first name. The next person following has to repeat the first person's adjective and name and then add their own. It goes around the circle and the last person has to repeat all the other names in order and end with their own.

- Subsequently, those presented in the plenary conference will be debated, the debate being a form of organizing the confrontation of the arguments regarding the presented subject. The debate is held to confront some ideas for learning. There may be agreement or disagreement on the part of a statement, but there are points of view on the statement that overlap / intersect.

- If the energy of the group decreases there will be an energy game: Howdy Howdy. Participants sit in a circle. One person walks around the outside of the circle and taps someone on the shoulder. That person walks the opposite way around the circle, until the two people meet. They greet each other three times by name, in their own language. The two people then race back, continuing in opposite directions around the circle, to take the empty place. Whoever loses walks around the outside of the circle again and the game continues until everyone has had a turn.

- The debate continues, writing the group's conclusions on a flipchart. At the end, a feedback questionnaire is made from the participants as well as an informal feedback activity is held.



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APPENDIX

SURVEY ON THE INTERESTS AND CONCERNS OF YOUNG PEOPLE FROM 12 TO 17 YEARS OLD IN CIUDAD REAL, SPAIN

This survey is designed for the target group of 12 to 17 year olds from Ciudad Real (Spain). The questions are adapted to the group profile and make mention of activities that are normally offered or could be offered by the Espacio Joven municipal youth center, by our entity Consejoven Ciudad Real or by other associations. In many of the questions we propose predetermined answers, since young people of this age find it difficult to answer open-end questions.

For other target groups, such as the youth group aged 18 to 30, we adapted the survey, opting for questions more relevant to their profile, with more open-end responses and fewer predetermined options.

This survey is just an example and should be adapted to the profile of the target group and your local realities.

YOUR OPINION IS IMPORTANT!

With this form we want to know your habits and opinions of what you do or would like to do in your leisure time in Ciudad Real.

Filling out this survey will only take a few minutes.

1. Gender:

- ☐ Female
- ☐ Male
- ☐ Other

2. Age:

3. Where do you spend your free time away from home?:

4. What do you like to do in your free time?:

- ☐ Going to the cinema
- ☐ Playing sports
- ☐ Listening to music
- ☐ Going out with your friends
- ☐ Reading

- ☐ Staying at home
- ☐ Playing video games
- ☐ Cooking
- ☐ Playing an instrument
- ☐ Watching television
- ☐ Learning languages
- ☐ Other: _____

5. *Do you know what is done in the youth centre Espacio Joven?:*

- ☐ Yes
- ☐ No

6. *If yes, what else do you like about what is done there?:*

7. *What activities would you like to do in the youth centre Espacio Joven? (Karaoke, watching movies, etc.):*

8. *When do you have more free time?:*

- ☐ In the afternoon
- ☐ At night
- ☐ During the week

- ☐ On the weekend
- ☐ I have no free time except during the holidays

9. ***What subjects attract you? (Choose a maximum of three):***

- ☐ Environment and ecology
- ☐ Sports
- ☐ Audiovisual and cinema
- ☐ Music
- ☐ Plastic art
- ☐ Travel
- ☐ New technologies
- ☐ Volunteering
- ☐ Languages
- ☐ Other: _____

10. ***In which workshop would you like to participate?:***

- ☐ Photography
- ☐ Theater
- ☐ Cooking
- ☐ Sexual education
- ☐ Origami

- ☐ Drawing
- ☐ Japanese culture
- ☐ Creative writing
- ☐ Storytelling
- ☐ Computer science
- ☐ Soft combat
- ☐ Graphics
- ☐ Other: _____

11. *Would you like to participate in a summer camp?:*

- ☐ Yes
- ☐ No

12. *If yes, on what theme?:*

13. *Would you like to take a day trip?:*

- ☐ Yes
- ☐ No

14. *If yes, where?:*

15. *Would you like a dance club light for young people?:*

☐ Yes

☐ No

16. *What concert for young people would you like to come to Ciudad Real?:*

17. *Are you happy with the youth activities offered in Ciudad Real?:*

☐ Yes

☐ No

18. *Do you have any suggestions to improve them?:*

The right to Participation is recognized in the Universal Declaration of Human Rights, and the EU Youth Strategy ensures that all young people have the necessary resources to participate in society.

EmpowerYouth Project is based precisely on this, on empowering young Europeans, facilitating their participation in social systems.

With this training manual, youth workers and leaders will be able to guide young people to participate in European society through volunteering, associationism and social entrepreneurship.



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