

Red Book ODE

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Colofon

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Toolkit ODE

Our Democratic Europe (ODE) is an Erasmus+ project in which young people engage into their future. Through intercultural exchange and close interaction with decision makers this project empowers youngsters to find solutions for the current democratic challenges Europe faces. The project is initiated and managed by libraries in different European countries.

Partners in the project are Poland (Gdansk), The Netherlands (Middelburg), Belgium (Roeselaere) and Denmark (Holsterbro, Herning, Viborg, Horsens and Randers). More partners are welcome in the project!

The project took place from September 2016 up and till January 2018 and covered 2 school years.

In Belgium 1 youngster from vocational education and ?? youngsters from ?? followed this program.

In Poland ?? youngsters from vocational education and ?? youngsters from ?? followed this program.

In Denmark 70 youngsters from five different municipalities in Central Denmark Region participated in the project. Including on the one hand youngster from one high school class and youngsters from one elementary school (Seventh Grade) who followed the program as integral part of school teaching, and on the other hand youngsters, who decided to be a part of the program on free basis.

In the Netherlands 13 youngsters from three different high schools participated. They were in the fourth and fifth grade of the highest level we have in the Netherlands.

About this toolkit

In this toolkit we share the ins and outs of the youth participation project. This toolkit is a joined effort from the ODE project managers. The target group for this toolkit are:

Library project leaders

Teachers

Youth workers



About ODE

Background

Democracy is challenged in the whole of EU because of the pressure of new cultures and values coming into Europe and because of an increased distance between politicians and population. In Denmark, Holland and Belgium democratic challenges furthermore consists of a lack of political self-esteem amongst youngsters and a general lack of interest and participation in formal political processes. In Poland, (especially the city of Gdansk), a relatively new democracy is challenged by identify new ways of making the strong democratic heritage from the Solidarity movement relevant to young people and for them to create a solid foundation of their own of active participation in democracy. In all countries, we see many youngsters being left outside democracy with little or no influence on decisions effecting their own lives.

This is challenging the community and solidarity. It seems there is a need for a new democratic paradigm to respond to these challenges. A need to for the youngsters to bring forth a new democratic culture of their own, to find new platforms and methods to ensure that European democratic values as stated in the Paris declaration (adopted by European education ministers in March 2015) are being lived by the new generation of young Europeans. Furthermore decision makers need to find new methods to involve and engage the population and especially youngsters in finding future solutions to society's current challenges.

Issues and needs

The project is created due to the belief in the need to strengthening young people's capacity to understand, develop and engage in democracy is essential to ensure a future democratic Europe. Therefore, the core of this project is to empower youngsters across Europe to find solutions to the current democratic challenges in Europe. The project is carried out by using the inherent capacities of public libraries to establish a new meeting place and develop new co-creation methods for youngsters aged 14 - 19 years old and decision makers. The project is a part of the Aarhus 2017, European Capital of Culture, and will be strongly related to other Aarhus 2017 projects, rethinking the value of culture in democracy.

Using libraries as frameworks for democratic development

We believe public libraries can take an active part in working with these democratic challenges locally, nationally and on a European level. Public libraries have inherent capacities to do this, because in many European countries they are widely used by all layers of population, accepted by the public in general as a neutral and including meeting place and have a long tradition in cooperating with schools and other public institutions.



However, the traditional role of the public libraries requires rethinking to make relevance to youngsters in today's society. Public libraries need new methods and competences in order to transform the current passive library mind-set of 'making information available' into making the library a centre that promotes active participation in democratic life and creates a link between local and European issues. We believe that we will be able to do this by letting both youngsters and libraries work together, learn from and inspire each other across Europe.

Link to Structured Dialogue

This project is connected to the objectives of Structured Dialogue especially by supporting dialogue between youngsters and decision makers, and encouraging the active participation of youth in democratic life using the Europe 2020 topics as the core of discussion. This is done by a combination of regional and transnational seminars. Cooperation with schools, youth organizations and local/regional decision makers ensures the local impact of the project.

Through involvement in tasks forces that connects youngsters with the library and involves them in planning and carrying out regional and transnational seminars, the youngsters will achieve an improved knowledge and competence in organizing events. Furthermore, the connection to the libraries and the involvement of local/regional decision makers will make young people acquainted with important democratic institutions in their local and regional context and with democratic procedures and the importance of working with different opinions and methods. Specific effort will be carried out to involve youngsters with fewer opportunities, especially immigrants, in the project, in order for them to learn democratic values and be able to promote them towards other youngsters with the same challenges.

Objectives

The overall objectives for the project are:

- Enhance the democratic competences of youngsters 14-19 years old
- Make decision makers aware of the needs and thinking of youth
- Empower youngsters to find solutions to current local and European challenges
- Use the public library as a framework for creating a European public opinion – starting with the youth

Moreover the objectives of each project partner are:

Poland

The project meets the needs of the library in Gdansk to become a platform for people interested in democracy and their values. Librarians will become "democracy instructors" and they will expand their competences to become a tutor for future social activists, giving them opportunities and a foundation like seminars, meetings with decision makers. The library wants to be a place where one gets not only books about democracy but also showing them how democracy works in real life in developing society.

Netherlands

This project fits in the aims of ZB| Research Institute and Library of Zeeland by transforming the library into an organisation where people can meet each other. Where themes like EU, safety and issues as freedom and democracy are important in the overall agenda. The project shows that the library is important and can be used for other things than borrowing books. The library is the key to knowledge and information. The EU topics as climate change fits in our policy. This project also presents the building as a neutral open space, where different groups can meet.

Belgium

With this project, ARhus gives shape to two transformation processes that we defined in our strategic plan. First, ARhus wants to transform our library into a community, a structural platform for citizens where they can discuss, co-create etc. Second, the project underlines that the library has an added value for groups of users that are not necessarily borrowers. Especially in working with young people, it's a challenge for a library to find new ways to stay relevant to them. This process is called 'from borrower to user'. Working on the EU 2020 target 'Fighting poverty and social exclusion', ARhus will focus on entrepreneurship (entrepreneurial attitudes and skills), which aligns with the strategic priority of stimulating entrepreneurship. Finally, through this project ARhus gives 'body' to our three core values: ARhus is positioned as an open, neutral place, ARhus is welcoming all kinds of people (inclusion) and ARhus is stimulating citizenship.

Denmark

The project aims to expand the library's role as an important institution in sustaining and developing a vivid local democracy at the same time as enhancing the possibilities of Danish citizens to experience the challenges and reflections of citizens around Europe. The library should be an open gate to both the Danish and European society – making it easier for each citizen to participate. Through this project, the library expects to develop and learn new methods and new roles especially with focus on co-creation methods and the needs and thinking of youth. Furthermore the library expects the project to expand the international network enabling the library to start thinking and acting within a European context.

Main activities

The ODE program consists of three levels or stages of progressive and coherent learning based on collaborative and co-creating principles that involves young people in the democratic and decision-making process and ensures the meeting/dialogue with policy makers. A series of activities such as training courses, seminars, event making, study visits, meeting and dialogue with policy makers prepares the youngsters to participate in democratic processes and influence decision making. The progression is:

1) One year learning course established as local task forces (democracy club) of young people (14-19 years old) involving stake holders like NGOs, schools, local authorities, unions, medias, politicians etc.

2) A series of four regional seminars based on topics from the EU 2020. Each invites and involves fellow youngsters and decision makers to discussions and debate as well as to test methods for co-creation.

3) A series of four international meetings - one in each participating country, as a superstructure on the domestic regional seminars. This is where the various countries' task forces meet and work together and co-create content for a Red Book which will be handed over to the EU Commission at the end of the project in Bruxelles.

Topics

The project addresses four topics taken from EU2020 Strategy that supports the need of attention to: EU Citizenship, EU Awareness and Democracy, Reaching the policy level/dialogue with decision makers and Youth (participation, Youth work, Youth policy).

The educational content is based on:

- Event making and project management
- Rhetoric's and Communications
- Process facilitating
- Design Thinking
- Political culture and communications
- Democratic culture and decision making

The learning outcome provides:

- Tools for democracy involving and co-creation
- Competences in event management
- Awareness of democratic stakeholders
- Knowledge of democratic procedures, decision-making and the importance of working with different values, attitudes and methods
- International vision, language development, social and cultural understanding
- Knowledge of youth, culture and how democracy works in the European context
- Greater knowledge and understanding of the library as a platform, venue and opportunity for debate and experience



How to develop this project?

Practical? Who?

- Target group: youngsters

An important thing is a **homogenous age structure in the group**. We decided on 15-17. The combination of 14 and 18/19 year old doesn't work well. The differences in knowledge and social development influences the learning process too much. Diversity in the level of education however works stimulating in the group. The most important aspect in a successful group is the intrinsic motivation of youngsters involved.

- Use a language they will understand, but don't talk down – meet them where they are and where you are
- Young people make extensive use of digital platforms to communicate and organize and live their lives, especially when it comes to social media.
- Identify their interest, motivation and expectation
- Have a friendly approach, treat them as equal human beings, be friendly, use humour
- Treat them as adults, do not patronize or talk down, empower them to express their opinions freely and treat them as equal contributors
- Give them responsibility, let them take on real tasks and problems to solve and let them handle it
- Show patience and understanding
- Give them space, but create the framework to play within
- **Encourage** them to express their opinions, ask them what they think and acknowledge their replies
- **Act on suggestions and ideas** where possible
- **Offer alternatives** rather than make adult solutions or set advice, show unconditional acceptance to young people
- **Simplify processes of youth engagement** in democratic participation and decision-making. E.g., increase the use of social media in reaching young people and provide dialogue and communication.
- **Clearer language in all public information and political communication**. Words and phrases must be used more suitable to youth as target group and on youth terms.
- **Offer training for youngster** to provide more impact during the projects.
- **Involve youngsters early in the project** and as far as possible to provide ownership, clarify and match expectation and opportunities. This means youth participation already in the project conception and initiation or at least in the project definition and planning.
- **Be concrete** - Libraries have often many different aims. Often on an abstract level. To reach these aims, it is necessary to be concrete and translate the abstractness into understandable needs in everyday life for young people.
- **Look for the real problem to solve**
- **Prepare for strategy change – when working with youngsters** Be prepared for additional work and plan in sufficient resources including staff capacity
- **Include** - Cooperation with young people needs to be inclusive
- **Listen up** - Cooperation with young people on an equal footing calls for libraries to listen and communicate differently



How to find your youngsters?

Belgium: Arhus contracted someone with feeling for the youth sector, himself being relatively young and active in youngster politics. They had a document on which youngsters could enter their preferences on several issues concerning politics and society. This document was distributed on different schools, varying in level of education.

The project leaders made the selection out of these application forms and continued in direct contact with the youngsters.

Netherlands: ZB approached the managing directors of several high schools in the province of Zeeland, varying from vocational education to high schools. After that team managers from the schools had a meeting with the project leaders from the library. Teachers were involved and came to the library with their students for an introduction of the project. After that schools selected students for the project. 1 school entered 2 students, 1 school 3 students, 1 school 8 students. Vocational education and a religious school didn't manage to enter students in the project despite numerous efforts on the library's behalf. After the selection the library was in direct contact with the youngsters.



Denmark: The Danish participation differs from the other countries by involving five municipalities/libraries which established a democracy club on individual terms due to local objectives and concerns.

In Herning the Democracy Club was established as a voluntary leisure activity and the members were recruited by public advertising and cooperation with local schools and institution, youth boards and political organizations. The Democracy Club consisted of 6-8 members.

In Viborg the Democracy Club was likewise established as a voluntary leisure activity with members recruited by public advertising and cooperation with local schools and institution, youth boards and political organizations. The Democracy Club consisted of 6-8 members. Members from Viborg have been represented on all International Seminars.

Holstebro

In Holstebro the Democracy Club was established in cooperation with the local high school Holstebro Gymnasium as an integrated part of the weekly learning course for a class on first grade (1.C Community Line). The participation in the regional activities was made voluntary however many students prioritized to participate in the regional activities.

Horsens

In Horsens the democracy was established in cooperation with the local elementary school Horsens Byskole as an integrated part of the learning course for 8th grade pupils (Community line) with around 6-8 participants. Pupils from Horsens have been represented at all international seminars.

Randers

Unfortunately Randers did not succeed to establish a permanent Democracy Club although the library attempted to set up different solutions through cooperation with local stakeholders like Randers Youth School, NGO and Youth Political Parties.

Poland: Youngsters were recruited through partnerships with partaken schools.

Youth certificate

At the end of the project each youngster receives an official Youth Certificate. It is an internationally recognized document they can use to add to their resume in pursuit of their future careers.

The promise of a Youth Certificate at the end of the project is an important stimulator in participation in the project.

- **External partners: !DROPS, Switch, University teacher**

Think about who you can involve in the project. Fly in expertise you don't have in your organisation and work together. The library functions as a facilitator, a director, whose main job is to convey knowledge to youngsters in unconventional ways. It all comes down to custom-made formats and approaches.

- **Internal partners and partnership**

The project has to be imbedded in the organisation and falls under the responsibility of a managing director and/or department head. They form the board and meet at the beginning and the end of the project...

The project needs a project leader and a project team. The project leaders from the participating countries form a project team and meet before each international seminar. The project leader in each country also has his or her own project team that helps with the administration and organisation of the events. An internship is also a possible addition to the project team.

Budget

You can look for additional funding for your project at Erasmus + European subsidies often work with co-financing (50/50). Make sure you have enough budget upon starting the project.

Decision makers/politicians

Political dialogue

In the meetings with decision makers the youngster get the opportunity to establish a dialogue, share opinions and knowledge across stages of life and present opinions, expectations and recommendations to improve decision and policy making amongst each other. The politician gains knowledge on the youth aspect by engaging and involving youth in his own democratic processes.

Co-creation and decision-making

The project underlines the importance of engaging young people in decision making and appreciate the effort. Especially by making use of collaborative approaches like co-creation and involving youngsters who are affected by the matter from the beginning of the process. It is not enough just listening to the demands and wishes of young people, it is vital making them part of the solution. Doing so might leads to outcomes better tailored to the concrete context, which increase ownership, acceptance and motivation. However, it also requires trust among all parties involved and cooperation on a level playing field. Also it requires transparency and concreteness in the decision process: Aim, roles, resources, responsibilities etc.

Ideally politicians are invested during the entire project. This way they can bond with the youngsters and operate as a mentor. They are present at all of the local and international seminars.



Local politicians are easier to tackle than national ones. Young and/or down to earth politicians inspire youngster more. However, the advantage of approaching different politicians closer to the upcoming event, is that you can perhaps choose someone more relevant for the topic. Either way, experiencing from the expertise of politicians is a very important aspect of the project.

Upon starting the project

One of the first things you do, is set the dates for all seminars during the project, both the regional and the international ones! You do this with the youngsters, the schools they go to and the politicians.

On starting the project you should also decide on the main themes per country. Themes that are relevant for the social issues in each country.

The international project leaders should decide on 1 joined PR-instrument to share the project development and all events with the world. Everyone should post their photos, films, etc. on it. One official webpage, Facebook page or whatever.

- Internal communication: youngsters

Think about how you approach and communicate with this target group. Ask them what they would prefer. We initially started with different ways, only to end up with one method close to the one the youngsters use themselves: Facebook or WhatsApp, instead of f.e. e-mail.

Use channels close to the youngsters to communicate on the project: WhatsApp or Facebook. E-mailing them doesn't work anymore.

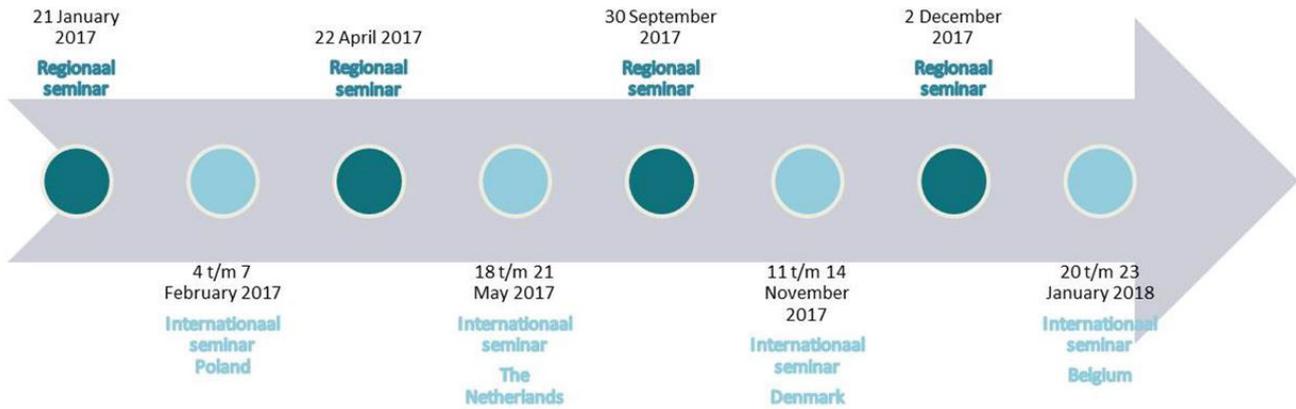
- External communication: inform stakeholders, media, regional press

The emphasis in external communication about ODE lies on the transfer of the information to external target groups. Think of parents, brothers and sisters, teachers, stakeholders from other companies, librarians, politicians and managers.

It is very important that you use the right means of communication to achieve the chosen goal. Resources you can use are for example ads, mailing, press releases, your company website, movies, leaflets and flyers.

Use communication consistently. Through external communication the target group stays up to date with your ODE project and what it has to offer to them of what they can learn about it. It is therefore important to keep the external communication up-to-date and to use it consistently.





Timeline

1. Put together a Taskforce. A Taskforce consists of 8 youngsters, 1 decision maker/politician, 1 project manager and 1 librarian/teacher.
2. Decide on the contact moments to prepare for and have events with the Taskforce.
3. Come up with the 4 sub-themes with the hosting Taskforce and give them context. Communicate them to the visiting Taskforces.
4. Come up with a preparation track, consisting of the regional seminar and for instance excursions, masterclasses and watching a film together. Co-create this program with the youngsters! You can invite more youngsters to the regional seminar.
5. Come up with a program for the international congress. Co-create this program with the youngsters!
6. The Project team consisting of the program managers of all 4 countries discuss the international program and communicate to their individual taskforces.
7. Etc.



Themes

- **International seminar Gdansk, Poland**
February 4-7, 2017
Theme: Employment and Education
- **International seminar Middelburg, Netherlands**
May 18-21, 2017
Theme: Climate change and sustainability
- **International seminar Herning, Denmark**
November 11-14, 2017 Theme: R&D and Innovation
- **International seminar Roeselare, Belgium**
January 20-23, 2018
Theme: Poverty and Social Exclusion

Belgium:

- ***Refugees***
- ***Social exclusion in education***
- ***Racism and discrimination***
- ***Policy on fighting poverty in your own country***

The Netherlands:

Our Democratic Europe

Climate change and a sustainable future

Climate change impacts nature and people. The climate is changing because temperature rises on earth. That's because more and more greenhouse gases such as CO₂ come into the air. Scientists agree that humans – beside nature herself - are largely responsible for global warming. Far-reaching impacts such as ocean acidification, heat waves, severe droughts, and floods are already endangering species and exacerbating poverty, hunger and the spread of disease.

Scientists believe that we are able to control the consequences if we manage to limit the temperature increase to 1.5 to 2 degrees. Climate must best be addressed in an international context . 196 World leaders therefore gathered at the climate summit in Paris in 2015 to discuss these issues. They have formulated binding agreements at the UN Climate Agreement. The agreement aims to limit global warming to well below 2 degrees Celsius, with a clear view of 1.5 degrees Celsius.

Which solutions do you see to prevent further climate change? How do we stay below 1.5 degrees temperature rise on earth? What advice would you give to the policy makers of the European Union?

On the basis of four topics we will explore the theme of climate change and our way to a sustainable future.



1. Energy, exit fossil fuels: let the sun shine

The global demand for energy in the coming decades will continue to increase. While the stocks of fossil fuels are getting scarcer and more difficult to exploit. The burning of fossil fuels - currently the most common sources of energy - contributes significantly to global warming and its climate change. It is important that commercial enterprises and citizens minimize this and switch to sustainable (renewable) energy sources such as solar, wind and geothermal energy.

2. Mobility, change the way we move: cleaner and smarter

After the energy sector the transportation sector emits the most greenhouse gases. Goods and passengers for example in the Netherlands together account for 24% of total CO2 emission. This excludes aviation and shipping, which are even more polluting. In the (near) future CO2 emission can be prevented by innovative ways of mobility, like electric cars, car sharing, better and faster public transport or take the (electric) bike more often as the Dutch's do.

3. Food, change the way we produce and consume: plantpower

The global demand for food and the production of animal products increases. Also in the cultivation of agricultural crops and keeping livestock large quantities of CO2 and methane are produced. These gases contribute significantly to global warming. At the same time food production is also suffering the negative effects of climate change such as severe drought, floods, storms or new pests and diseases. By the consumption of sustainable food the carrying capacity of the earth increased, and by choosing more sustainable and locally season produced food we exploit less from the available resources.

4. DIY: Go Green

What can you do about climate change? Every change (in behaviour) begins with consciousness and awareness regarding the problem. Awareness can be enhanced by understanding your own actions. For example with the 'footprint test' you discover your own impact of your personal life on our planet Earth.

What solutions do you see to prevent further climate change addressing the first three topics? And what can you do yourself? Perhaps also other topics needs to be addressed in this discussion? Feel free to explore, we like to hear from you.

Denmark:

Topic - Innovation

EU 2020 calls for innovation in the areas of business, products, services and social processes for the European Union to move forward and develop positively. Depending on which path the commission chooses according to Juncker's White Paper - cooperation and innovation across borders is required in different areas.

Looking to the creative and life/health areas, in which ways can Europe (especially the young) bring innovation about in areas such as fashion, art & design, serious gaming, media, vitality, sports, medical inventions, e-health?

Poland:

Topic Employment and Education

Subthemes: Vocational education, Role of hobbies in education, Religion in schools, Sex education

• **Taskforce**

Tip: Let youngsters sign a contract upon starting the project in which they sign for participating in the project, committing to be present at all meetings and providing a sleeping place for a host youngster during the international seminar. Have the contract co-signed by the parents, school/teachers and project leaders.

Lay down the rules concerning smoking and alcohol use in the participating countries and decide upon how to commit to them during the project.

Insist on a respectful attitude during your stay in host families, even if you meet with cultural differences. Be flexible and open to different experiences.

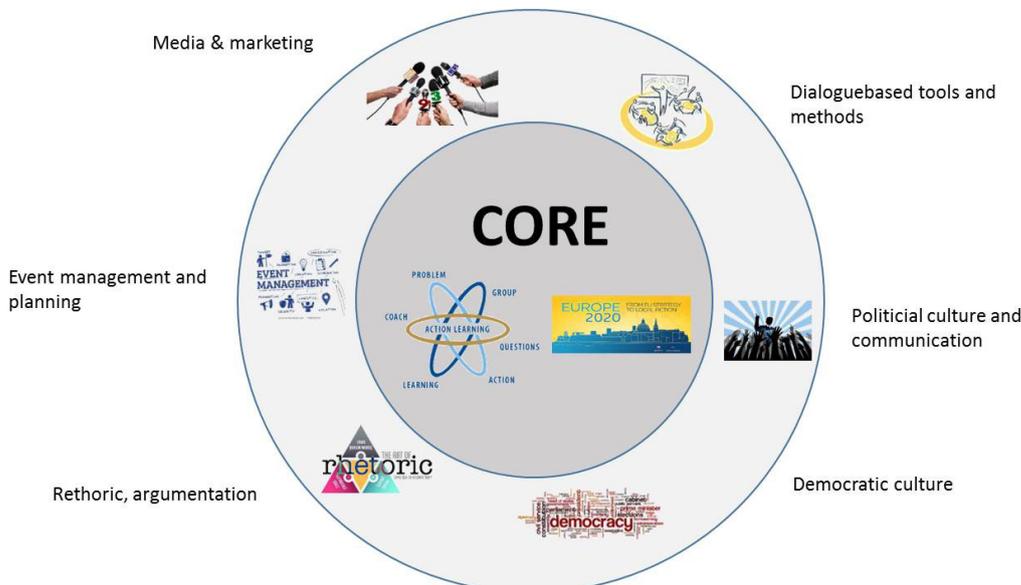
Stimulate mixing with the other countries by means of hosting and teambuilding activities.

TASK FORCE



• **Learning track**

During the project the youngsters learn how to moderate, formulate and present their thoughts and opinions on different matters, they learn how to organise events, how to communicate them to a broad audience. They learn while doing it, however you can also guide it a little bit more by using the methodology/teaching program the Netherlands developed for this purpose. You'll find more on this teaching program in this toolkit.



Preparing for the seminars

- **regional**
- **international**

The Taskforce is the 'event manager' of the seminars, both the regional ones and the international one. The role of the project manager is a directive and facilitating one.

Tip: Our experience has taught us that organising an event with this many, relatively inexperienced participants is a relatively time consuming process that requires a lot of directing from the project manager. He or she should definitely tap into one's own network. If you give the youngsters responsibility, they will take it. Just be very clear in what you expect from them. Time is of the essence. Make sure everyone shares the same expectations.

Before each international seminar the youngsters made a short film, introducing themselves as a Taskforce and sharing their thoughts upon the country topic. They had to come up with an idea for the film, a script and sometimes background images. The Dutch youngsters for instance filmed themselves while doing something to improve the environment. An peer youngster (internship) from the FilmLab of the library edited the images into a short film.

We find that all short films as introductions of the Taskforces upon starting the international seminars were of great value and should be a set element in the ODE program.

Another element of the program for the international seminars were the country presentations. These were the official presentations, given by the youngsters as a team, before the entire group. They used PowerPoints etc. which they prepared and entered beforehand. Time was very strict, 8-10 minutes for a complete presentation. So practising the presentation in advance is also a requirement. The Dutch youngster for instance used the schedule: 1,5-2-2-2-1,5 (intro, topics, conclusion).

The objective of the country presentations was the country theme and it's sub-themes. How is the situation and how are things arranged in your country?

After the youngsters the decision makers/politician were also given 6-8 minutes for a similar presentation from their point of view. They went deeper into legislation matters on the sub-themes.

It is very important that everyone has prepared themselves properly, because otherwise the presentations can drag out and the entire component can become boring. All participants however agree that it is an important part in the program, because the result is that everyone has the same information upon starting the discussions. Making the connection with those discussions in the WorldCafe sessions is very important.

Regional Seminar

The general program of the regional seminars consisted of inspirational talks in the morning and a world cafe in the afternoon.

The goal of the regional seminar is exploring the themes and harvesting ideas. Broaden and activate knowledge.

We invited several experts to give a guest lecture, with a maximum of 20 minutes. Most of the time the experts also joined the youngsters in de world cafe session. This way the knowledge they had, was used in the most optimal way. All experts really loved working with our enthusiastic youngsters. A point of attention for the project managers was to see to it that the youngster were in charge of the discussions, not the experts or decision makers, teachers in some cases. Youngsters find it very important to be able to ventilate their own opinions, with steering adults. Therefore politicians only reflect upon the conversation and serve as a source of information for the youngsters.

World Cafe Method

Drawing on seven integrated design principles, the World Café methodology is a simple, effective, and flexible format for hosting large group dialogue. World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event's unique invitation, design, and question choice, but the following five components comprise the basic model:

- 1) *Setting*: Create a "special" environment, most often modeled after a café, i.e. small round tables covered with a checkered or white linen tablecloth, butcher block paper, colored pens, a vase of flowers, and optional "talking stick" item. There should be four chairs at each table (optimally) – and no more than five.
- 2) *Welcome and Introduction*: The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease.
- 3) *Small Group Rounds*: The process begins with the first of three or more twenty minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.
- 4) *Questions*: each round is prefaced with a **question** specially crafted for the specific context and desired purpose of the World Café. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.
- 5) *Harvest*: After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recording in the front of the room.



The basic process is simple and simple to learn, but complexities and nuances of context, numbers, question crafting and purpose can make it optimal to bring in an experienced host to help. In addition, there are many resources available for new World Cafe hosts, including a free [hosting tool kit](#), an [online community of practice](#), and [World Cafe Signature Learning Programs](#).

As mentioned the Danish participation differs from the other countries by involving five municipalities/libraries with each a democracy club of its own. This led to another approach for the facilitation of regional seminars. Instead of open participation, Denmark used the regional seminars to gather youngsters from each municipality aiming at collecting and sharing the outcome of the local learning courses on the five topics as a foundation for common dialogue and debating as well as preparing the delegated task forces for the international seminars coming by formulating national mandates. Each seminar included structure dialogue with decision makers exclusively invited playing the roles as speakers, workshop participants and coaches for the youngsters aiming at finding useful paths for future goals and getting tools to operate and navigate in the political gameplay with certain rules, culture, manners and tactics. Moreover, each seminar followed (more or less) the 4D-process as a positive, strength-based change approach to problem solving and to create proactive dialogues and frameworks for concrete actions based on the participants resources, needs, goals and ideas. The 4D-process hails from the Appreciative Inquiry method following four stages: Discover - Dream - Design - Deliver. The process customized to each individual topic and program.

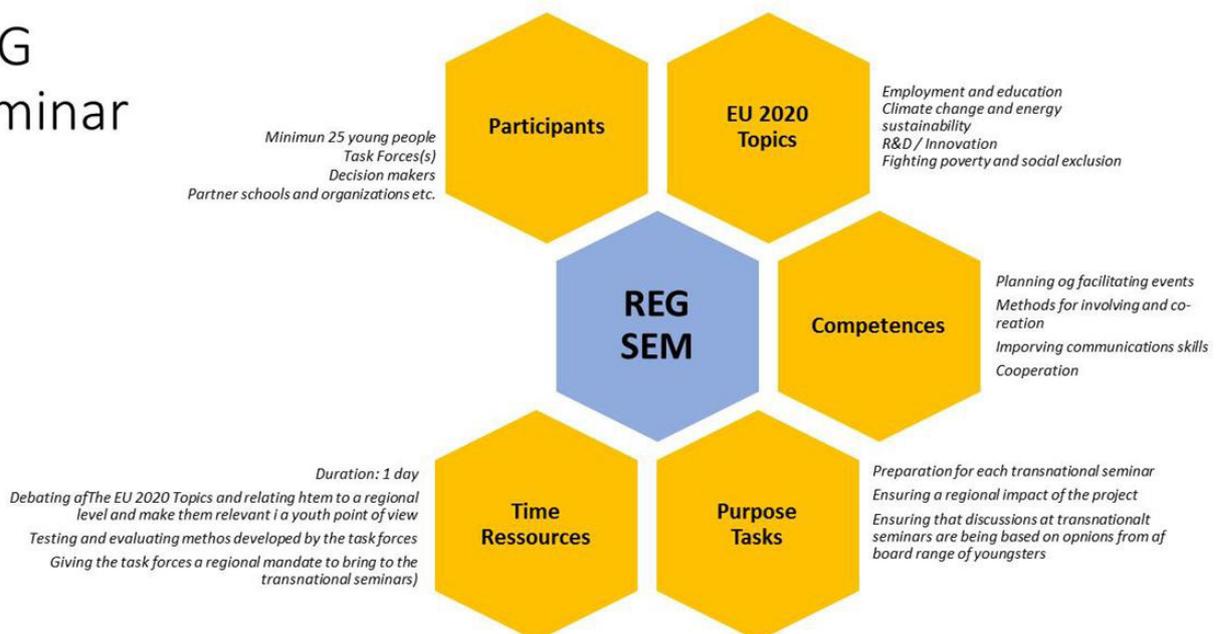
The first regional seminar was created as a kick off for the project gathering youngsters from different municipalities to offer a common starting point. The second regional seminar was a workshop aiming at preparing the common participation in the event "Kulturmødet Mors 2017" August 2017 – a largescale cultural and democratic festival with participation of decision makers of all levels. The third seminar aimed at preparing the International seminar in Denmark in November and was arranged by the youngsters i Holstebro. The fourth seminar was created as an open event for external youngsters.

Tips

It could be interesting to visit a masterclass with your taskforce. Make sure that the experience matches the level of the youngsters. We found that an excursion to a big national event worked very inspiring. The youngsters were able to meet experts we wouldn't have been able to get to our own event.

A skype session with taskforces from other countries could be nice, but make really sure you have a good connection, otherwise it won't work.

REG seminar



International seminar

The international meeting represent the last stage of the ODE learning program - as a superstructure on the domestic regional seminars and local learning courses. Each partner country hosts a meeting – international seminar – with its own topic priority taken from the Europe 2020 Strategy.

- **International seminar Gdansk, Poland**
February 4-7, 2017
Theme: Employment and Education
- **International seminar Middelburg, Netherlands**
May 18-21, 2017
Theme: Climate change and sustainability
- **International seminar Herning, Denmark**
November 11-14, 2017 Theme: R&D and Innovation
- **International seminar Roeselare, Belgium**
January 20-23, 2018
Theme: Poverty and Social Exclusion

Preparation

- Make sleeping arrangements for the youngsters!!!

For the cultural exchange this is the most important part, which unfortunately also has proven to be the most strenuous part.

- Have a parents meeting with practical information before each international seminar

During

Program set up:

- Teambuilding activities during welcome + hand out goody bag at arrival + keychain with name tag
- Part 1 Content (taskforce intro film + country presentations)
- Part 2 Processing content (world cafe)
- Part 3 Action
- Program for the day + cultural evening program
- Use creative methodologies in addition to your standard program
- Make arrangements for transportation from and to the airport + all stops in between
- Fancy Oscar Night for the conclusion of the seminar
- Lunch package as good-by present? Group picture moment.

Tip 1: Make sure you include warm meals in the program

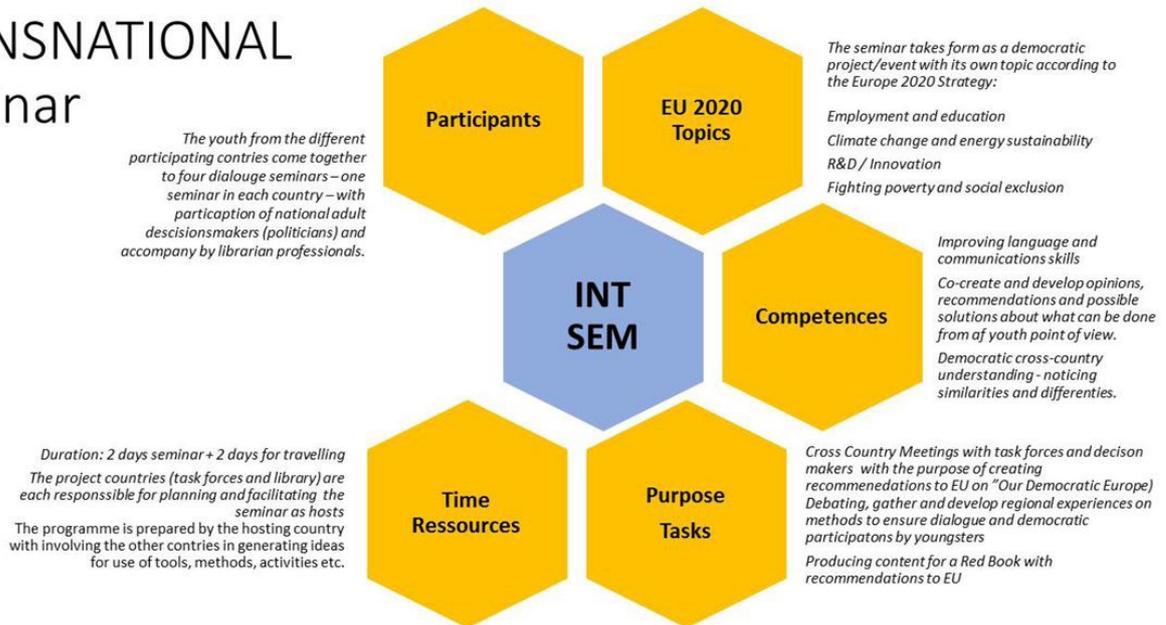
Tip 2: The youngsters are the hosts, make sure they take this seriously and that the guests are welcomed into their homes.



After

Evaluate with a parties involved

TRANSNATIONAL seminar



Methodology

• **Developing Democratic and Intercultural dialogue**

In the project, young people got the opportunity to network, communicate and cooperate with fellow youngsters from other European countries, achieve social and cultural insight and of which intercultural understanding and tolerance, strengthen both democratic and communication skills.

Primarily the international activities within intercultural exchange were opportunities to learn and know other countries from the inside and make new friends. It seems that many of these friendships are still lasting through connections and communications on social medias. In fact a major part of these relations were made already before the youngsters even met physically at the international seminars because of natural interest, curiosity and engagement in each other. Likewise, the international seminar were opportunities to get training in collaboration and co-creation with other cultures as at basic democratic skill.

Outside the formal learning environment, another positive dynamic comes into existence amongst the youngsters. This non-formal way of learning has proven itself again in this ODE project.

• **Developing Language skills as democratic competence**

The project has been a great opportunity to improve language skills (English) – and hereby strengthen the ability for democratic participation. Mainly when it came to the ones who participated in the international activities. However the learning programs in each partner country had integrated materials in English. Likewise the communication on social media e.g. Facebook was in English. All in all both youngsters and project members seem to have improved their language skills by visiting and communicating with colleagues in other countries.

• **Political dialogue**

In the meetings with decision makers the youngsters get the opportunity to establish a dialogue, share opinions and knowledge across stages of life and present opinions, expectations and recommendations to improve decision and policy making amongst each other. The politician gains knowledge on the youth aspect by engaging and involving youth in his own democratic processes.

• **Co-creation and decision-making**

The project underlines the importance of engaging young people in decision making and appreciate the effort. Especially by making use of collaborative approaches like co-creation and involving youngsters who are affected by the matter from the beginning of the process. It is not enough just listening to the demands and wishes of young people, it is vital making them part of the solution. Doing so might lead to outcomes better tailored to the concrete context, which increase ownership, acceptance and motivation. However, it also requires trust among all parties involved and cooperation on a level playing field. Also it requires transparency and concreteness in the decision process: Aim, roles, resources, responsibilities etc.



● **Active citizenship and participation in democratic life**

The project has in many cases added value for individual participants as well as the community. For individuals, they had impact by finding out what they would fight for. For the community, especially in small communities where there are few opportunities, it increased their democratic awareness and enhanced active citizenship.

In the Netherlands we set up a special teaching program for the youngsters. Dr. Anya Luscombe of University College Roosevelt taught them in a couple of meetings about:

- Dialogue based tools and methods
- Rhetoric, argumentation
- Preparation presentations + world café moderation + presenting an event

Tips and tricks from the teaching program

Conversations

- Ask open questions
- Be an active listener, don't just focus on your own next point
- Show your interest in your body language, including eye contact and posture
- Be genuine
- If several people are involved in the conversation, be sure not to focus only on the speaker
- Don't be defensive, but ask people 'why' and 'how' questions to explain
- Focus on solutions, ways forward and consensus

Summarizing

- Take notes, including visual images or mindmaps
- Compare notes
- Distill to one sentence
- What's the essential message?
- Leave out the examples

Recommendation reports

- Outline the problem or situation
- Background information
- Criteria – outline how you evaluate various options, i.e. what is needed
- Overview of options – assess advantages and disadvantages
- Outline proposed solutions

Rhetoric and argumentation

The art of convincing and the importance of dialogue

"Rhetoric = art or discipline that deals with the use of discourse, either spoken or written, to INFORM or PERSUADE or MOTIVATE an audience." (Corbett & Connors 1991)

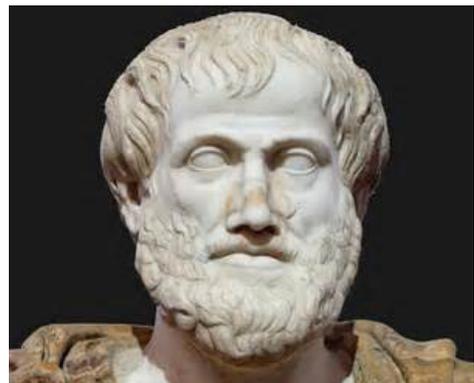
DISSOI LOGOI

The five canons of classic rhetoric are:

Inventio dispositio elocutiomemoria actio

Aristoteles said three kinds of arguments will convince someone:

Logos
Ethos
Pathos



- Think critically
- Ask questions
- Be open to different opinions
- Respect
- Talk to each other
- Don't avoid the debate
- Use good arguments

“I learned more in a couple of days than in a whole year at school!”

According to scientists Dutch youngsters know little about equal rights, a democratic society and living peacefully together. Lucky for them there is a project called Our Democratic Europe!

The problem the scientists stated is that schools do not have the means and opportunity to pay attention to these important issues. Teachers don't have the knowledge and or the time to address it in class.

Libraries play a very important role. They can provide custom-made formats and operate as mediators in getting the knowledge across to the youngsters.

Methods and approaches

The international seminars make use of creative approaches, which enables the youngsters to be innovative in handling challenges and find solutions suitable for the dialogue and engagement of fellow youngsters and in the meeting with decision makers.

Storytelling

One can say a key approach in ODE is storytelling, which as a great narrative tool for making impact. The approach is used in many ways during the project. On the one hand storytelling allows the youngsters to write stories, tell stories, share stories, co-create stories and live the stories. It can be in spoken words or reading, however using images, music, movies and theatre can by advantage be used to express messages that can be hard to communicate. In this case, storytelling provides a new common language. Moreover, creativity forces us to stop up and listen, and play together instead of fighting and arguing. On the other hand, storytelling provides a framework for dialogue that involves and creates interaction between the storyteller and the audience. Telling stories also creates a connection between different cultures and people who on paper are not alike.

Design thinking

Design thinking is another method or approach used in the project. It mainly combines telling stories and being creative in problem solving. Design Thinking makes the youngster capable of creating ideas, design solutions, make impact on the basis inspiration of others perspectives, and needs. Design thinking is a great democratic tool due to the enforcement of integrating opinions and reflection in the dialogue although those might differ from your own opinion. It enables one to uncover, appreciate and respect differences and lays the foundation for good dialogues. An example is when the youngsters at the international seminar in Denmark made movies at the Animation Workshop Viborg addressed the participating decision makers based on interviews with them.

Time travel

Another approach to unfold ideas, thoughts and opinions and provide dialogues aiming at telling stories in the project is Time travel or travelling in time: It could be like Meditation on Future Life & Society combined with use of back casting as a tool to time travel and explore future environments like we did at the first international seminar in Gdansk. Placing yourself in the goal and experience the success and impact before you start travelling and getting into action can sometimes be effect full in designing the steps to get to the destination.



Event making

Combined with actions and the use of tools from arts and the cultural field storytelling allows the participants the space to examine the given subject through different cross-cutting lenses and offers the participants the space to tackle transversal questions in relation to the topics. A useful tool for telling stories is democracy in action. Event making in combination with storytelling is a major method to build stories in the ODE Tool Box. The ODE project demonstrates on many levels the importance of making action, and that you can actually make a change when you want to follow desires. Through simple actions, you can transform abstract thinking into concrete communication and make a difference of great importance. A great tool in telling stories is Event Making. For instance creating gorilla events on Climate Change in the city center of Middelburg with only a few Euros in your pocket and getting public attention and dialogue by writing quotes on the shopping streets. Likewise, creating an outdoor restaurant offering home-made dishes made out of wasted food at national cultural and democratic festival, the Cultural Meeting in Nykøbing Mors in aim of debating food waste and sustainable living.

Translation

Translation is also a key approach used in the ODE project. One perspective in the ODE Program line is to make decision makers aware of the needs and thinking of youth, and establish structured dialogues between youngsters and decision makers. However, politics and youth often talk two different languages. The decision makers play a vital role in the translation process. As experienced, professionals and grown up's decision makers can support youngsters in matters like - Where do I fit in? What does this agenda means? Why should I bother? By meeting up with the youngsters on their terms, in eye-to-eye level, showing interest and engagement, being a part of the dialogue and most importantly: listen to what the youngsters have to say; decision makers can be a vital part of the translation process. Not only by giving the answers, but largely by appreciative, inquiring and asking questions. This creates a connection with the youngsters and provides great elements for the dialogue on equal terms as well as the translation process as such. For instance, the ODE project shows, that decision makers can be excellent coaches and mentors for youngsters when it comes to transform political agendas and the way of thinking into a daily life language - for instance the four topics in the ODE program line taken from the EUROPE 020 Strategy. As a matter of fact, simply the presence of a decision maker in the same room with youngsters must not be underestimated.

Cultural exchange

Obviously, Cultural exchange is a natural method in the project. Upon encountering a group of mixed nationalities, the youngsters get insights in both social and cultural differences but also what is similar and what they have in common. Facing fellow youngsters from other countries, cultures and social classes, the participating youngsters reflect on themselves and their way of living - through dialogue, action and collaboration. In this case, ODE prioritizes in the planning of the international seminars to integrate social and cultural activities within the program. Such activities are great tools in demonstrating national cultures and gives insights on personal levels. For instance, a historical city walk in Gdansk, water sports and BB at the beach in Middelburg or just the taste of a traditional Danish Cake Man.

Luggage for life

A final approach in ODE is to give the participant empowerment and a lifelong experience. By travelling to new destinations, facing unknown environments and meeting up with fellow youngster, the young participants show the courage to leave the known and safeness of the home front - and cross borders in hope to find friendship, inspiration and knowledge in the aim of creating identity as individuals as well as Europeans. Through the meetings with other cultures, ways of thinking, languages, generations, professionals, fellow youngsters - but of most importance: a personal baggage to life made by the meeting with themselves in the new perspectives and reflections. They might hand over a Red Book with project recommendations to the EU Commission at the final seminar in January in Belgium, however in the end the Red Suitcase will belong to themselves as a luggage for future participation in Our Democratic Europe.

RED BOOK

Our youth Our response

YOUTH RECOMMENDATIONS

Intercultural exchange between European youngsters and the structured dialogue with decision makers are vital instruments within the framework of ODE to involve young people in democratic processes and decision making. By using these tools, the project demonstrates a concrete and useful outcome. This outcome is primarily based on the results achieved by the four international seminars where youth representatives together with decision makers from partner countries have gathered to discuss and co-create solutions on "Europe 2020 Strategy" aiming the engagement, enhancement and empowerment of young people for inclusion, participation and influence in the democratic life in Europe.

The work has turned into a Red Book containing recommendations and approaches on future perspectives based on four topics from Europe 2020 Strategy. However, instead of publishing a traditional paper, the project present the results in the framework of a suitcase – a red suitcase.

The Red Suitcase (project logo) symbolizes the project on many levels. Besides being a collection of the outcome of the project, the suitcase symbolizes the journey the youngsters are taking as participants, as individuals and as a team, throughout the project. A journey where the luggage is expanding with new thoughts, ideas, actions, skills and friendships.

The symbol shows that you may have to travel in the outside world to explore. On a journey, you will have to pack something to take with you, maybe to share with new friends – and by returning your baggage will be different – new items will be added, and things you brought with you may be left behind. .. As the famous Danish authors H.C. Andersen express writes:

*To move, to breathe, to fly, to float,
To gain all while you give,
To roam the roads of lands remote,
To travel is to live."*

(H.C. Andersens, The Fairy Tale of My Life: An Autobiography)



ODE youth recommendations

The recommendations on the topic Employment and Education were co-created at the 1st International ODE Seminar Gdansk, Poland, February 4-7, 2017

The outcome was a result of story telling by travelling in time. Tools like Meditation on Future Life & Society combined with the use of the back casting method to time travel and explore future environments. Placing yourself in the goal and experience the success and impact before you start travelling and getting to action has its full effect in designing the steps to get to the destination. First the youngster created the future vision on topic (2030) and worked backwards to present time to co-create recommendations for the ODE target groups: Decision Makers (addressed for EU), fellow youngsters and libraries.

Group 1

Vision 2030

- Equality (skin colour, LGBT, immigrants, gender)
- Critical people – through good education
- Less nationalistic, more global
- Progressive governments
- Don't judge people from their backgrounds (equal chances for education)
- Trust each other – less fear
- Less religious influence

Recommendations

EU	Youngsters	Library
Gay marriage should be legal – everywhere in Europe (LGBT)	We want to postpone the decision about our future careers	More (international) projects
Youngsters have to learn at school about adult life (paying taxes, healthcare and insurance)	Raising more awareness, especially in school and at home, for disabilities bullying and all kinds of differences	Free wifi in every library so people come to it (for example for educational reasons)
Everyone should get the chance to get at to know different jobs in your early puberty		The less wealthy people who have a talent could go here and practice their talent for free
A general minimum wage in Europe	Active in politics (aware of problems)	
More exchange programs and more transparent		More exchange programs and more transparent



Group 2

Vision 2030

- High quality of language education in every country
- Ability to get certificates at school
- LGBT is accepted
- All degree in Europe are equal – every job should be accepted
- World peace
- Good balance between knowledge and skills
- Students have to choose their school direction later than today
- Start earlier with a 2nd language
- Dialogue between youngsters and decision makers – many international or national projects, meetings
- A more serious influence from youngsters in national problems
- A wide range of extracurricular activities, creative tasks, trips, students exchange projects
- More responsibility on the student
- No more discrimination, stay open minded and free
- Media supports education (subtitles for TV programs)
- Flexible workhours
- Equal bathrooms in public spaces
- Equal possibilities for students in Europe
- Freedom of speech all over the world
- Appropriate technology supporting business – the hardest, less paid jobs are done by machines, people just control them

Recommendations

EU	Youngsters	Library
Stronger collaboration and support	Think less about yourself, be more open, take responsibility for your actions, connect with people	Organize events like: debates, meetings with interesting people
More equal rules and regulations	Learn languages at a young age	Take part in international programs
The same value of university degrees from different countries universities, similar job policy	Take part in projects, student exchange	Collaborate with institutions abroad: exchange programs for students
Teenage European Parliament/council	Don't be afraid to show your opinion	Organize extracurricular activities, classes for students: language courses, subjects courses, music classes
European school system: the same structure, years of schooling, donations (so as not only students in Denmark will have Grants)	Collaborate, talk and dispute with others	Study time
High level of language education from young age	Don't wait for the future to come – create it	Meeting between students: University students meet high-school students (advice, stories about how studying their subject is like)
Free universities (lower fees)	Do creative thinking – find things you enjoy	

The same possibilities for EU citizen to find a job in different countries	Be more involved in what is happening around you, read, listen, explore	
Equal mother-leave	Ask for help, ask questions, learn from others, respect others	
Investing in a youth sector of economy: IT, technology, social media	Travel	
More information about European history at school (European level of history)	Stop complaining – start doing!	
EU media (streaming): TV channel which will provide common knowledge about what is happening right now and can make the sense of unity	Believe in yourself and others	
Exchanges in every school	Take risk	
	Be positive	
	Find your own path	

Group 3

Vision 2030

- World wide language
- More integrated EU
- Elastic working hours
- More freedom and less judging
- Less unemployment rate
- Global acceptance of sexuality and gender
- Higher educated people

Recommendations

EU	Youngsters	Library
More socially, engaging projects	Free 1 month interrail ticket for every 18-years old EU Citizen	Cafés in libraries attract people
Common curriculum in school, supplemented by national level curriculum	More accessible extra courses	Take students to library
Possibility to go to boarding school abroad	Political groups	More books in other languages
	More education about politics	Tutoring



Group 4

Vision 2030

- No Judging
- Free choice of gender roles
- Enabling the choice
- Human right in every country
- Open minded society
- Fighting air pollution and global warming
- Open borders – freedom of movement
- 1) country manage their major issues 2) Help is given to countries in need (fairness)
- Gap between rich and poor is closing
- Working for society rather than for money (people still get paid, but is not the focus)
- Flexibility, balance, equality
- Healthier society leads to more general knowledge leads to more understanding leads to respect

Recommendations

EU	Youngsters	Library
Different system of wages for politicians (a base wage + bonuses for achievements)	Raised awareness of the EU Parliament (workshop, presentations, projects etc.)	Changed image
Open borders and free trade	Voluntary work for youngsters (raised awareness of possible options)	More adjusted to young people's needs
Higher education, diplomas should be free and be respected	Participation in solving current issues (raising awareness)	More promotion
Unified educational system	Fighting Taboos	New technologies vs stereotypical image of libraries
Evolution rather than revolution (stabilization, experiments, no rapid changes)	Be more responsible about your career choices, gather information yourself, don't wait for people to tell you what to do	Engage more (in social, political and economic issues)
Police should focus on bigger issues rather than petty crime	Your actions influence your future	Should include: places to talk, board games, music instruments, places to listen to music, playgrounds for kids (parents can relax)
Strengthening the European Union through collaboration (e.g. Unified policy against terrorism)		
Work centers for immigrants (languages/education)		
Mediations from UN to solve the problem in the Middle East and stop immigrant crisis		
Spread of immigrants through the country		

<p>Introducing a unified EU system of sexual education (in middle school, professional approach, raising self-awareness, focusing in physical health and family training among other things)</p>		
<p>Unified policy against corruption and consisting of providing legal framework and rights, financial information – policies against racism in the workplace</p>		

- **The recommendations on the topic Climate change and sustainability were co-created at the 2nd International ODE Seminar in Middelburg, Netherlands May 18-21, 2017**

Recommendations for EU by Taskforces Our Democratic Europe

DIY: Go Green




It's actually very simple:

"The biggest threat to our planet is the belief that someone else will save it."

So, we actually believe that 'it all starts with you.'

How to go green:

- Recycle. ♻️
- Go to thriftshops, not everything you buy ought to be new.
- Don't care about money if it won't be to any use because of the global dangers of global warming, otherwise, put it to good use! #TreesInOurWorld
- Love our planet and not your wallet.

Recommendations for EU by Taskforces Our Democratic Europe

Energy, exit fossil fuels: let the sun shine




- Take action to make the transition from fossil fuels to sustainable energy
- Build 100 Tesla factories
- Build a big solar park in the Sahara desert
- Set goals (eg; Denmark 2050)
- Build more wind mills at sea
- Find a solution to nuclear energy (make sure social factors do not stop you)
- Search for alternative methods (eg. algae)
- Don't drill at the expense of nature and inhabitants
- Introduce carbon taxes
- Find new jobs in the 'renewable energy' sector (eg. producing)
- Find long-term solutions.

Support each other! ;)



Recommendations for EU by Taskforces Our Democratic Europe



**Food,
change the way we produce and consume**

- We should give food to charities and homeless people
- We should buy food from local stores
- Don't repack food that is already packed
- Don't throw leftovers away
- Don't buy any more food than you need
- Try to make your own vegetables garden
- Have a 'veggie-day' at least once a week
- Give a discount on food that is close to/on the expiring date, but is still safe

EUROPEAN COMMISSION

Recommendations for EU by Taskforces Our Democratic Europe



**Mobility, change the way we move:
cleaner and smarter**

- Reduce CO₂ with the help of influential people.
- EU should give countries money to invest in (the research of) Solutions.
- We have to be more local → less longdistance travelling
- Collaboration between public transport should be better
- Eco-friendly public transport (and make it more attractive)
- Better qualities of the road
- Working together (carpooling)
- Use Trial and Error, Reward and Punish

EUROPEAN COMMISSION

- **The recommendations on the topic Innovation were co-created at the 3rd International ODE Seminar in Herring, Denmark November 11-14, 2017**

The outcome of the seminar is expressed in short movies created on a workshop based on Design Thinking as method and support by professionals from the Animation Workshop Viborg. Each movie expresses a group of youngsters work and recommendations on the topic Innovation addressed to decision makers. Throughout the workshop, the groups presented and shared individual opinions on the topic and on this basis created a common challenge. This challenge was discussed with the participating decision makers using customer interview as method. The outcome of the dialogue was used to formulate a storyboard with build in recommendations. The movies were presented at the end of the seminar for decision makers with feedback to the youngsters on the products and effort.

Group 1: Supporting creativity in the school system

How can we prepare youngsters for the future?

The education system needs to support developing creative skills even more and in new ways:

Facts no. 1: Humans only use 1,5 pct. for their creativity. Fact no. 2: Believe in yourself to be more creative. Fact no. 3: A new school subject could be creativity aiming children to become more creative.

Group 2: Fighting fast fashion culture

Fast fashion makes you crazy and might lead to stress, anxiety, claustrophobia, loneliness

Wearing clothing 50 times instead of 5 (fast fashion) reduces carbon emission by 400 pct. Per item,

Fast fashion is not free, somewhere someone is paying. It could be you.

Group 3: Supporting creativity and innovation in school system

Creativity is thinking new things. Innovation is doing new things.

Group 4: Understanding technology and creating public facilities to engage people in culture and real life

Simple things like reading a book has become a problem in our society because of social media, which leads to distraction, and as a result, there is a huge innovation gap in the problem of depression of young people.

The movie address the question: When was the last time you left your home without your phone? The movie illustrates, that it is hard to tell, most of us is bringing our phone with us constantly.

One of the solutions could be creating facilities for people in all ages to meet and engage in culture.

For instance, libraries could be developed to such a place – as a public living room with free access.

Another solution is creating an app which shut down your phone when you are together with your friends and socialize.

Otherwise create social animators who help local communities to work with achieving a common goal – they offer legal advice and help obtaining funding from the government.

The point is not to demonize the technology but to understand all the advantages and disadvantage that it brings. We should work together on engage people in culture and art to create happier societies.

Group 5: Investment in innovation on global challenges and youth engagement

Climate change is something everyone has heard of. It is a fact the climate is changing and thanks to human. The situation will cause problems in the future – we have to act now. Let young people work with professional scientists. Suggestions for future solutions could be for instance a smog cleaner (smog cleaning tower) – reducing smog in cities and cleaning the air.

Group 6: Supporting real life matters and less cyber living

Be aware of the risk that technology changes the focus on real life matters.

Group 7: Supporting idea making and youth creativity

One single message in a bottle can be spread to thousands of stories, people and places.

Group 8: Investment in health care innovation

Build up as story about the famous Dutch painter Vincent van Gogh gets a new ear by help of a 3D printer, the movie express how we by advantage can use technology to improve health care.

Group 9: Using the library to create European coherence

The movie address the question: How can we support European coherence when it comes to supporting democracy, citizenship, society development? A recommendation is strengthening the possibilities for using the library as framework to handle the challenge. Like we do in the project ODE.



- **The recommendations on the topic Poverty and Social Exclusion were co-created at the 4th International ODE Seminar in Roeselare, Belgium January 20-23, 2018**

On the first day, the participating youngsters and accompanying decision makers started by giving insights, sharing knowledge and exchanging ideas on national conditions. First, by showing premade movies from each country presenting the delegated participants and personal reflections on the topic. Afterwards by giving country presentations. Before dinner, the participants interacted in a gameplay illustrating differences between poor and rich by been giving envelopes containing different amounts of money to be used for buying seats and dishes at dinner tables of various prices and level of exclusiveness.

On the second day, youngsters from the Belgian ODE Task Force invited everyone for a world café (or knowledge café). The world café was used as conversational and co-creating process during the seminar, in which groups of youngsters discussed four subtopics on the topic at several tables. The conclusions were presented at the end of the workshop. Presented as recommendations for EU, youngsters and libraries (addressed for the ODE objectives).

Group: 1

Sub topic:		
Recommendations		
EU	Youngsters	Libraries
Provide better conditions for refugees in Europe. Every country should accept refugees	Should organize activities for refugee youngsters and national youngsters	Organize activities between refugees and local i.e.g. cooking for each other
Refugees should be spread across Europe by appointing and not by choos-ing themselves. On national levels refugees should be spread between cities to avoid centralizing.	Let them integrate in normal sport clubs and youth movements	Help to learn the language by book recommendations
Stimulate psych. help to stop trauma		
Stop ghetto's, live in mixed neighborhood		
Offices to help to find jobs, anonymous solicitation		
Don't look at refugees as numbers		
Don't evict them after five years		
Language is important		
Prepare more easy jobs for people who don't know the language		
Education: learn about refugees, other cultures and religions – refugees vice versa		
Signs (like in shops) should be in an international language		
Check if refugees behave well, if not be strict		
Burka should be illegal		

Group: 2

Sub topic: Social exclusion and education		
Recommendations		
EU	Youngsters	Libraries
<p>Local government should receive extra money from EU for awareness campaigns</p> <p>Open borders for EU students and support exchange programs and make them less expensive</p> <p>Stimulate similar school system in EU to secure you are not delayed in your educational program as well as securing the same level and quality of your education</p>	<p>Create group feeling in school – focus on team building, bonding activities in class like fundraisers, bullying is not OK</p> <p>Teachers should invite for dialogue between the one being bullied and the one who does and also include parents for a constructive conversation</p>	<p>Create a chill zone in the library – everyone is welcome if they behave properly – not only for studying</p> <p>Organize group studying in the library with the help of teachers and specialists on topics</p> <p>Establish partnerships with schools</p>

Group: 3

Sub topic: Racism and Discrimination		
Recommendations		
EU	Youngsters	Libraries
<p>Organize more campaigns to raise awareness and stimulate equality</p> <p>Prioritize international youth projects and cultural exchange i.e.g. like ODE</p> <p>Lay pressure on the media to be more positive in the approach on discrimination – don't blow negative things up</p>	<p>Stand up for each other</p> <p>Let go of old thinking – form your own opinion and do not take over others</p> <p>One weekly hour at school should be spend on talking about incidents in recent news</p>	<p>Organize exhibitions about other cultures</p> <p>Promote books about equality</p> <p>Arrange meetings to inform and to change views</p> <p>Let refugees tell their story at the library</p>

Group: 4

Sub topic: Fighting poverty		
Recommendations		
EU	Youngsters	Libraries
<p>More control on how people spend their money</p> <p>Support poor people by giving special prices (invisible)– variable price setting after financial possibilities</p> <p>Support poor people to let their children take part in more social activities by reducing the prices</p>	<p>One weekly hour at school about how to spend money</p> <p>Support recycling and give old stuff to poor people</p>	<p>Host meetings to discuss money spending with others</p> <p>Encourage people to start with an easy job – more confidence to get a real job</p>



General information

- **Programme** Erasmus+
- **Grant Agreement No.** 2016-2-DK01-KA347-022381
- **Project title** Our Democratic Europe
- **Project acronym** ODE
- **Programme** Erasmus+
- **Key action** Support for policy reform
- **Action** Stakeholder dialogue and policy promotion
- **Action type** Key action 3: Dialogue between young people and policy makers
- **Call** 2016
- **Round** Round 2
- **Project start date** 01-08-2016
- **Project end date** 28-02-2018
- **Project duration** 19 months (total)
- **Applicant org.** Coordinator: Herning Bibliotekerne, Østergade 8, 7400 Herning, Denmark, PIC: 939264290
- **Beneficiary org.** Herning Bibliotekerne
- **Partner organizations**

Country	Library organisation	City	Legal representative	Project managers
Denmark	Herning Bibliotekerne	Herning	Director Mrs. Pernille Schaltz	
	Mikkel Hartvig Haaning			
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Attachments

PROGRAM WORKSHOP ACTIONS AND RECOMMENDATIONS DAY 2 INTERNATIONAL SEMINAR MIDDELBURG (20 MAY 2017)

9h30 – 12h00

Plenary

0. 9h30 – 9h40 ENERGIZER by Taskforce The Netherlands (10 min.)

- Dancing around the chairs to divide the groups

0. 9h40 – 9h55 INSPIRATIONAL TALK by IMKE (15 min.)

- What did Imke do already with the youngsters □ examples, ...?

1. 9h55 – 10h10 VISUALISATION by Hendrikje (15 min.)

- Sit comfortable. Breathe in and out and think about the worst world for you to live in. How would it be? How would the environment look like? ? What are you eating? What is your transport? Where are you living? ...
- Now, imagine the perfect world. How does it look like? How does the environment look like? What are you eating? What is your transport? Where are you living? ...
- Take a paper and a pen and write down some notes about your worst and best world.

Spreading in the small groups

2. 10h15 – 10h30 THINKING ABOUT IDEAS TOGETHER (15 min.)

- Sit together with 2 or 3 people of your group. You can interview each other about their perfect/worst world. How do they look for each other? What is needed to create your perfect world? Write down at least 3 aspects of what is needed to create the perfect world of your partner. □ THESE ARE THE NEEDS
- Based on the 3 needs you get 1 minute per need to brainstorm on how to get solutions for that need. Try to think about at least 4 – 6 solutions for each need. □ THESE ARE THE SOLUTIONS
- F.Ex. : In my perfect world I need everybody to take the public transport. // Solution: better hours for the trains and more comfortable trains

3. 10h30 – 10h45 PITCH SOLUTIONS AND CHOOSE (15 min.)

- Now, you have 3 needs with each time 4 – 6 solutions on your paper. Pitch the 5 best solutions (doesn't matter for which need they stand).
- Each member of the group can pitch 5 of the best solutions.
- Which solutions do you think as a group is the best one? You can vote about it.



4. 10h45 – 11h15 PROTOTYPING (30 min.)

- The more visual you make your solution, the better!
- Draw, build, ... your solution into a paper/visual prototype. Make the solution as clear as possible so you can pitch it to the whole group later on. How does it look like? Who is involved? ...
- F ex.: an ecological travel office ☐ how does that look like? Which trips do you offer? Why is it ecological? ...

5. 11h15 -11h25 PITCHTIME (10 min.)

- Prepare the pitch of your solution for the whole group

Plenary

6. 11h30 – 12h00 PLENARY PITCH (30 min.)

- All groups pitch their solutions to the others.

12h00 – 12h45

Lunch

12h45 – 15h30

In groups

7. 12h45 – 14h15 ACTION TIME (1h 30 min.)

- The group has 1 hour and a half to make their prototype into an action. If it is not possible to do the entire action, they can also choose a part of it. F.ex.: ecological travel agency ☐ ask people in the street what they think about it (user testing)

8. 14h15 – 14h30 BREAK WITH A DRINK (15 min.)

Plenary

9. 14h30 – 15h30 RECCOMENDATIONS & CLOSURE (1 HOUR)

- The Dutch youngsters will have written reccomendations during the day. We will go through them and see if we need to add things.
- Closure of the day by Dutch Taskforce and Dick



Our Democratic Europe

Describing our action Group 4 – Penguin

So, what have we done? We started thinking about a perfect world and we all agreed there should be a lot of green in it. That's how we 'made up' urban gardens. We started making this urban garden with clay and paper.

When it was time for us to decide what to do to achieve our goal 'more green', we thought it to be a good plan to give people some pots and seeds with it, so they'd be able to make our world greener. A lot of people rejected us, they didn't want to talk to us, but some were interested and actually trying to make our world a better place. We told those who were interested about climate change and our goal for the future. We've some nice people and even people of whom you'd think not be interested, actually were! How nice!

Seeing all the ODE participants making their stand was really nice to see too. Some of us even worked together outside of our own group in order for them to talk to as many people as possible, without bothering them of course.

At the end, we were very content that we had given away all the pots and seeds. When I look back on it now, I think we could have done some things a bit better, for instance us talking to people just being polite while they actually didn't really care. It may not be that waste of time, but still, they probably aren't going to something with us. If they do something, that'd be great!

To summarise everything, we informed people about global warming, climate change and sustainability. We gave them the means for a better end.

GO GREEN: BUY LOCAL!

The idea

We discussed multiple problems when it comes to our influence on the environment in everyday life. At last, we decided to focus on the difference between local food and exported food. We researched facts about exported products and we actually were shocked by the amount of carbon dioxide pollution it takes to get our fruits from countries like Spain and Egypt. We wrote down a few confronting facts and got the idea to go to the centre of the city to let people taste exported fruits as well as local fruits. This way, we would draw attention to climate change and also make people aware of their everyday purchases.

The activity

So, we went to a supermarket and bought local raspberries and apples, and exported raspberries and apples. We also vlogged our experience. This vlog can be found online on Facebook on the Our Democratic Europe Facebook page. We asked random people on the streets to taste the fruits. After they tasted, we confronted them with our facts. We also asked everyone whether they already bought local or if they grew their own garden. If the last thing was the case, we would give them a bag of seeds as a reward.

The results

Nine out of ten people liked the local fruits way better compared to the exported fruits. Overall, everyone reacted really well to our action and I think many people enjoyed the experiment we had prepared for them. Of course, it's not a big change we made. But everything starts small, and this sure is a good start!



