

PARTICIPATORY DEMOCRACY: DESIGNING THE SOCIAL EUROPE OF THE FUTURE

Foundations for Futures
Europe (FFE) Project



PARTICIPATORY DEMOCRACY ONLINE SEMINAR TRAINERS' SCRIPT

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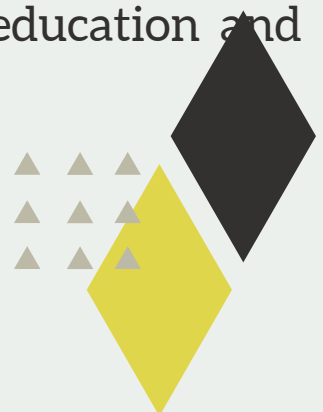
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Introduction

The Hellenic Antipoverty Network participates in the Foundations for Futures Europe (FFE) project, which responds to the call for promoting social commitment and solidarity. It seeks to engage citizens from different socio-economic, geographical, cultural backgrounds in dialogue on issues of common interest in the context of the rights and responsibilities of European citizenship. In partnership with Maynooth University in Ireland, Novi Sad University in Serbia and Pécs University in Hungary, the Antipoverty Network in Ireland and NGO Urkraft from Sweden, we create an online platform that aims to strengthen citizen participation in the cross-European dialogue and the shaping of the European Union's social policy for the future.

This particular course aimed to develop the capacity and competences of youth workers who work with young migrants, refugees as well as asylum seekers and other groups in order to foster inclusion in local communities and participatory democracy and it will be based on non-formal education and self paced learning.



Educational Approach and Programme

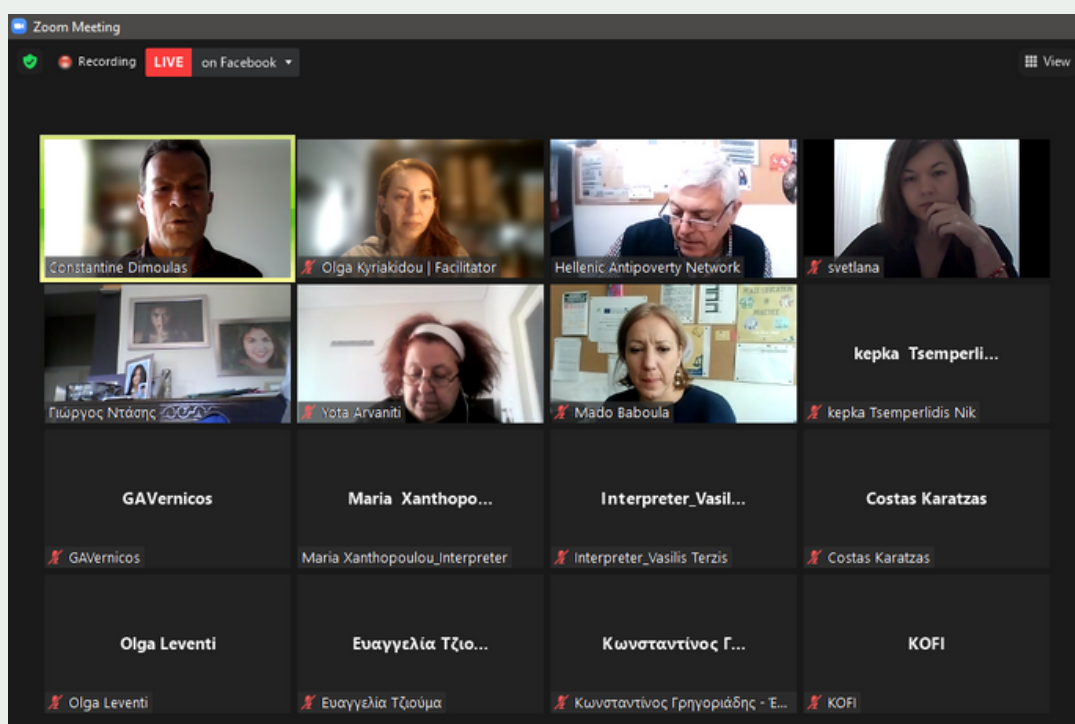
The course consisted of synchronous and asynchronous learning sessions. The asynchronous part intended to support individual learning, research and development, while the Zoom meet ups are designed to enable sharing and collective learning and development.

Synchronous learning -4 ZOOM meet ups.

In those meet ups we tried to connect, network, share and learn from others. We had guest speakers and we asked participants to share their own views and opinions.

Asynchronous learning:

In between the ZOOM meet ups participants received emails with resources, videos, articles and they have been guided through some tasks to explore how to empower their target groups so as to have a voice and speak up upon their needs.



Launching the course and getting to know each other

Getting to know each

- Round of Names
- Answering the following questions
 - What is my name? Where do I come from/live?
 - What is my connection to the topic?
 - What I do I like/do not like?

- **Presentation of the project objectives**

Organisers briefed the group on the background of the course (where the idea came from, who was involved in the project development etc.); Next, participants were invited to discuss the main objectives of the seminar and to discover how these link to their own personal goals

- **Presentation of the programme agenda**

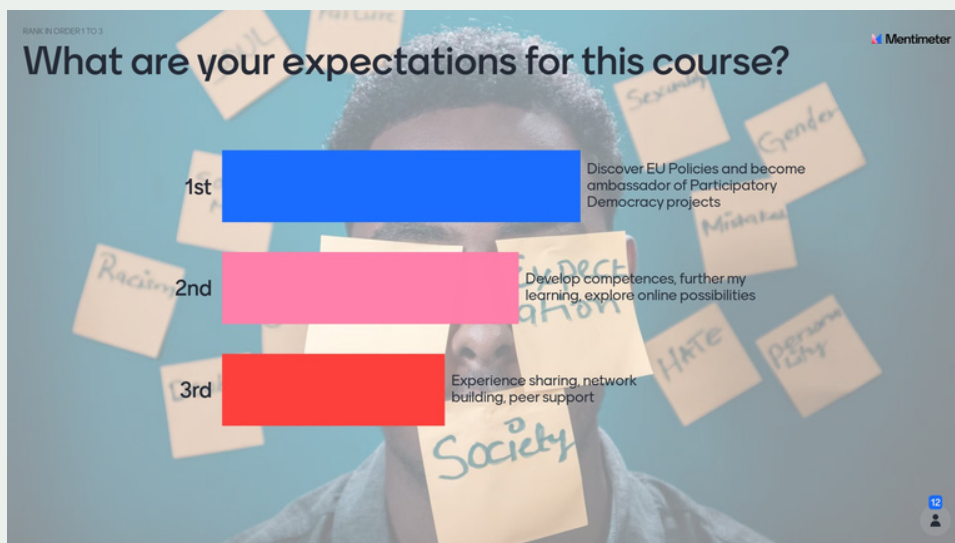
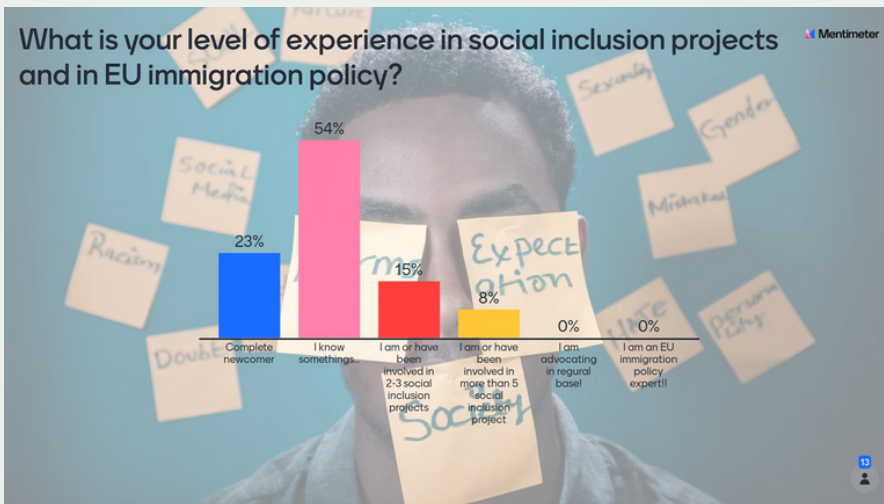
Here, all sessions were briefly described and the opportunities for participants own contributions were highlighted. Our aim was to deliver the meeting 'with' the group and not 'for' the group.

The activities helped to visualise the bigger picture of the project, leaving participants excited about the next weeks.

Expectations, Motivation & Contribution

Participants were invited firstly to join in a menti quiz so as to explore their own learning goals and motivation. Trainer shared screen and comments according to the findings (eg. linking to our course content, looking at the input that stands out etc).

As a second step participants were divided in working groups (beakout rooms) where they could discuss their possible contribution to the course. They shared their working background, their experience, their thoughts. Notes were taken on a Jamboard. When back in the main room one of the participants from each group briefly explained the outcomes.



LEARNING OUTCOMES

The activity allowed for deeper reflection and exploration of the reasons participants join the mobility, so that all together set off our joint learning journey.

The EU I dreamed! PART I EXPERIENCES

Participants were introduced to the topic with a video and explored stories of young people and children who left their country. The aim was to have a better understanding of the stories, realities and needs of young migrants, refugees and asylum seekers, before diving into the topic.

Here is the video that was used as an introduction:

<https://www.youtube.com/watch?v=L24Ed4ndVBs>

After watching the video participants were divided into different working groups and they were given the time to share and to reflect upon their own experiences or/and views when working with your target groups.

When sharing and reflecting they were asked to think about:

- What is similar or different to the stories that you watched and realities you might know or have heard from young migrants, refugees, asylum seekers in your experience?
- Why do people flee from their countries, communities, homes? What is THAT THEY DREAM to find in the countries of the EU that are heading to?
- What do you know or not know about the needs of these young people?

All the results of the working groups they were gathered in Jamboards. Click on this [link](#) to access the Jamboard pages.

The image displays four Jamboard pages, one for each group. Each page is structured as follows:

- GROUP 1:**
 - Similarities and differences:** "Accepting by my rules and only!"
 - Needs of these target groups?** Safety, refuge; Job and better working conditions; Better education.
 - The EU I dreamed of...:** Language barrier; They expected something different from their country.
- GROUP 2:**
 - Similarities and differences:** "They come from places where conflict ends or where they are facing persecution due to various reasons."; "Gender, Age, Sexual Orientation, Religion, Race, Political Ideology, Profession, Social Class, Economic Situation, other particular needs."; "Period of Arrival, Way of Migration, Journey, Accommodation, Language, Country, Country of Origin, Asylum Status, Vulnerable Cases."
 - Needs of these target groups?** Empathy, Respect, Acceptance, Openness to understanding more about the needs, Multicultural needs, Dignity, Self-Reliance; "Basic Needs: Accommodation, Nutrition, Education, Livelihood, Education, Employment, Access to Services and Healthcare, Valid Identification, Legal Assistance, Free Communication, Fast Aid, Recovery"; "Protection, Emotional Needs, Accessibility, Family Reunification."
 - The EU I dreamed of...:** "Safe, Quality, Affordable, Support, Justice, Necessary resources, Opportunities, Development, Healthcare, Rights, Obligations"; "No racism and acceptance of all cultures & religions"; "Quality & Equity for education, health, justice, etc."; "Did not dream of so much, because, processes and bureaucracy in order to be accepted as migrant and receive asylum"; "Relationships, Connections, Participation"; "Guarantee of Human Rights"; "Open community, education, training, a welcoming and safe environment."
- GROUP 3:**
 - Similarities and differences:** "Quantity - comparison, quality - comparison, Accessibility"; "Intensity: In coming, time, resources, support, etc. and when they are in the EU, what are their needs, support, etc. (refugees, etc.)"
 - Needs of these target groups?** "Ανάγκη για ασφάλεια, δικαιοσύνη, εργασία, υγεία, εκπαίδευση, κοινωνική αλληλεγγύη, πρόσβαση σε υπηρεσίες, ασφάλεια οικονομική, ασφάλεια σε κοινωνία, αλληλεγγύη."
 - The EU I dreamed of...:** "Ένα καλύτερο μέσο προσέγγισης σε άτομα με διαφορετικές ανάγκες, όπως οι άνθρωποι με αναπηρίες, οι ηλικιωμένοι, οι γυναίκες, οι ομοφυλόφιλοι, οι μετανάστες, οι πρόσφυγες, οι αιτούντες άσυλο, οι ανήλικοι, οι ηλικιωμένοι, οι ασθενείς, οι άτομα με αναπηρίες, οι άνθρωποι με διαφορετικές ανάγκες, οι άνθρωποι με διαφορετικές ανάγκες."
- GROUP 4:**
 - Similarities and differences:** (Empty)
 - Needs of these target groups?** (Empty)
 - The EU I dreamed of...:** (Empty)

The EU I dreamed! PART II

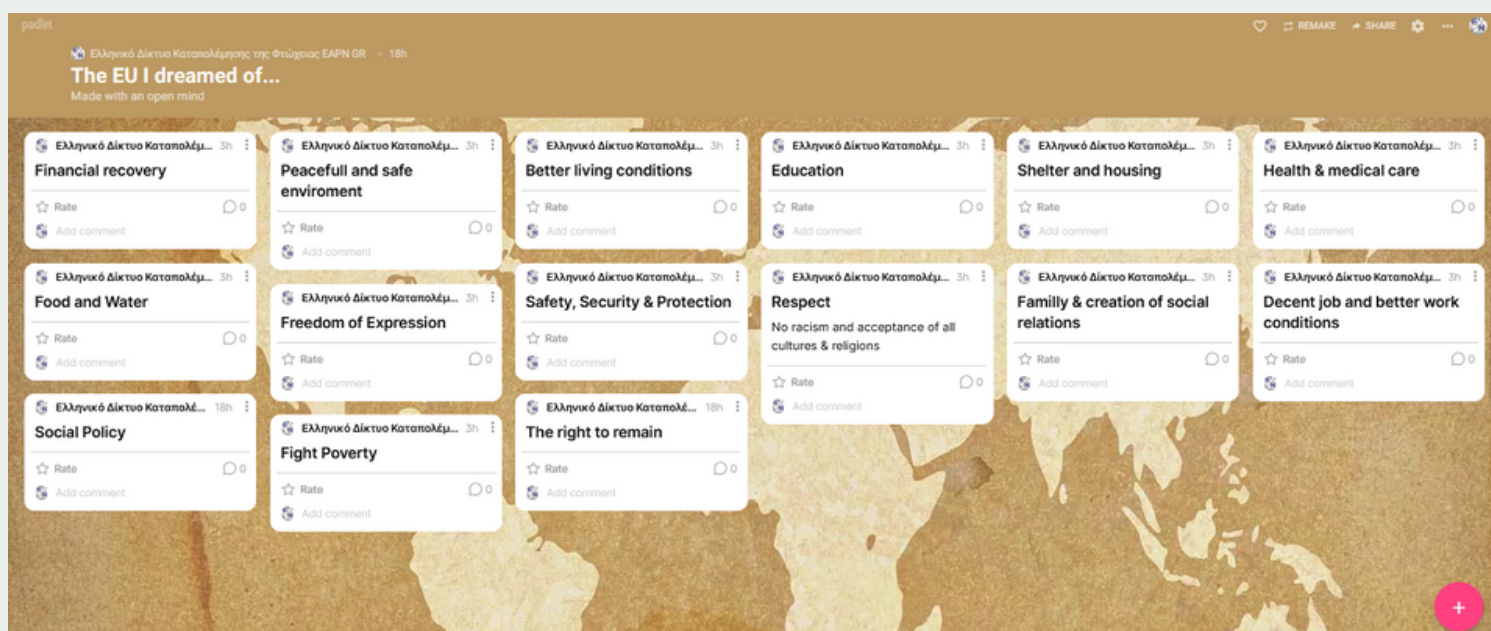
Clustering

During the break the trainer cluster the main topics/issues that participants wrote down while in their working groups during the brainstorming and ideation.

Once back, participants had the opportunity to see them all together and they were asked to rate them according to what they find most relevant/interesting in this particular workshop to tackle the next days.

Here are the outcomes of their views:

[THE EU I DREAMED PADLET BOARD](#)



In between the two meetings resources sent to support participants to their next steps. A quiz was also sent prior to the 2nd meeting to give participants the opportunity to further explore Europe.

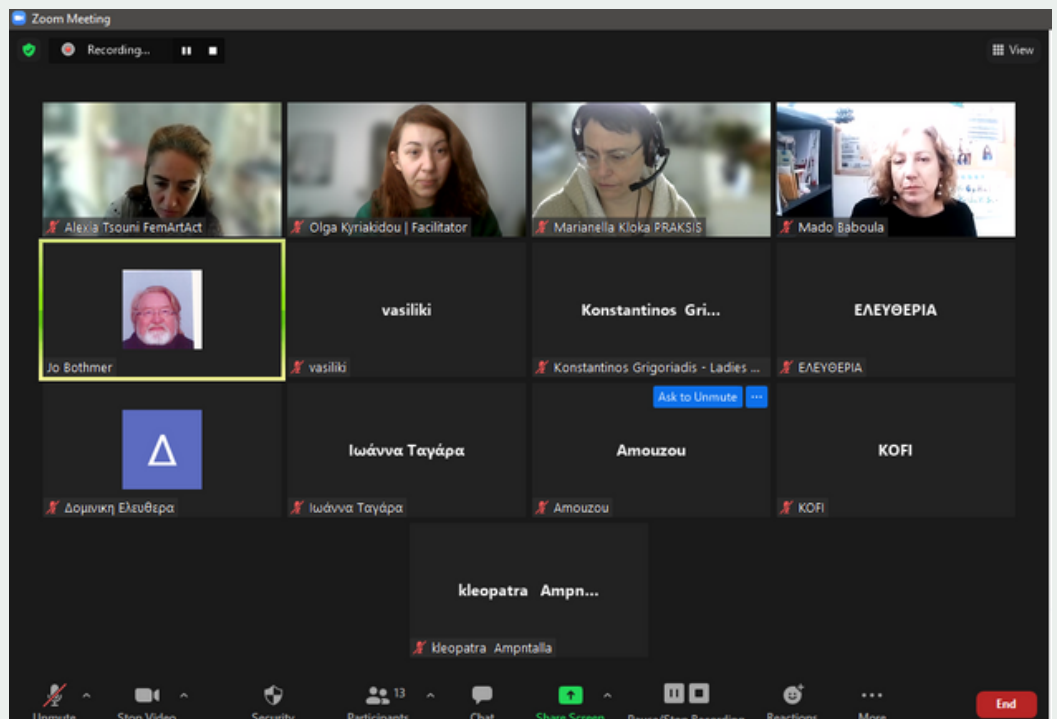
[EUROPE QUIZ](#)

The second meeting started with a warm up exercise to check participants mood and motivation. They were invited once more to a menti quiz where they were asked *How do you feel today?*

On our second meeting we had the opportunity to hear the inputs of 3 guest speakers:

- **Alexia Tsouni**, President of the KOINSEP "FemArtAct"
- **Jo Bothmer**, coordinator of EAPN Netherlands. "European meeting of People Experiencing Poverty"
- **Marianella Kokla**, Advocacy Officer PRAKSIS. "European Citizens Initiatives as a tool to influence politicians and policy makers"

Time and space was given to participants to ask questions, clarifications and more information about the projects that our guest speakers were presented. All presentations were also send to participants via email for further reflections.



Intercultural learning

Assumptions & stereotypes

D.I.V.E. Exercise

Day 2

Participants were introduced to the D.I.V.E. model by taking part in an activity that included individual work as well as group work.

Trainer shared a picture with them and asked to observe what they see, as well as to write down all the objective comments that describe the picture. Next step was to gather all comments that were related to their opinion according to what they have noticed. Participants then were divided into groups and asked to talk with others and gather all new comments.

Once back on the plenary, trainer gave the information behind the picture and asked participants to describe how they feel now that they know the story.

Trainer sums up by explaining the D.I.V.E tool.

The Describe, Interpret, Verify, Evaluate (D.I.V.E.) tool helps people consider multiple perspectives when confronted with unfamiliar intercultural situations or ambiguous circumstances. It is important to have a thorough understanding of the D.I.V.E. tool and how it works, before conducting the activity with your target group.

D.I.V.E is designed to help individuals:

- Learn to temporarily suspend judgement and verify insights before making a final assessment or taking action
- Help them navigate situations where they encounter something or someone different in everyday life to have more effective, appropriate and meaningful interactions with others.

A debriefing session brought the following outcomes:

In our work with vulnerable groups we often tend to understand things differently ...It is quite normal!

But this leads sometimes to different interpretations of how our target groups understand life and how they want to live it.

If we want to design a more participatory life for our target groups so they can design their future we should think how we involve them into that and how we can understand better their dreams there.

You can find the tool here: [D.I.V.E. Jamboard](#)



The EU I came to!

From the EU I dreamed to the EU I came to.

Participants joined once more the Padlet created on the first meeting where last time they voted for the topics that they think they should be working on the following day. They were divided again in groups according to their preference, on 4 themes that were most popular during the previous meeting.

Further discussion on those topics took place and participants shared their opinion on how the themes should be tackled when working with their target groups and how they could empower the people they are working with in order to have a voice.



Exploring realities

The third meeting of the seminar started as usual with a warm up exercise

This time participants they were asked to write down on a new menti quiz their thoughts

- Europe is.. (2 words that best describes for them what Europe is..)

Trainer in the plenary shared the results and introduced participants to the main concepts behind the EU. To motivate and inspire participants trainer guided them through two interactive online platforms.

- **Refugee Republic**

The Refugee Republic is an interactive transmedia documentary about everyday life in Domiz Camp, a Syrian refugee camp in northern Iraq.

The aim of the makers, artist Jan Rothuizen, multimedia journalist Martijn van Tol, photographer Dirk Jan Visser and web developer Aart Jan van der Linden, is to enrich the existing image of refugee camps by building an anatomical sketch of everyday life in the camp, through a combination of drawings, film, photography, sound and text to create a sensory experience.

See [Refugee republic documentary](#)

- ***Syrian Journey: Choose your own escape route***

The Syrian conflict has torn the country apart, leaving thousands dead and driving millions to flee their homes. Many seek refuge in neighboring countries but others pay traffickers to take them to Europe - risking death, capture and deportation.

If you were fleeing Syria for Europe, what choices would you make for yourself and your family? Take our journey to understand the real dilemmas the refugees face.

See the [Syrian Journey](#)

- **Breakout rooms**

Participants were invited to share with others their reflections upon the tools presented. Coming back to the main room they shared the common discussions .

The New Pact on Migration and Asylum

Participants had the opportunity to get to know the New Pact on Migration and Asylum, receive information on what Europe is doing towards migration and what are the policies around the topic of migrations.

What is the New Pact on Migration and Asylum all about? It is a Pact that sets out the European Commission's new approach to migration, addresses border management, and ensures more coherence to integrating migration policies' internal and external dimensions. In simple terms, it sets the norm and legal basis for processes affecting migrants, refugees and asylum seekers and for a duration lasting from 2021 to 2027. Here are some facts about the New EU Action Plan, which targets four main areas affecting migrants: education, housing, employment and health. You can find out more information about the Pact through a collection of questions and answers. There are also some resources below for further reading. You will have a chance to interact with the policy officer from the European Commission on this unit later on in the course.

This video also gives you a quick glimpse of what it is all about.

The new Action Plan

<https://www.youtube.com/watch?v=DUHK0ie0GSM> |

<https://ec.europa.eu/migrant-integration/sites/default/files/2020-11/ActionPlanonIntegrationandInclusion2021-2027.pdf>

Our 4th day of the seminar was a meeting open to the public, for the benefit of participants, who participated in previous online meetings. It offered an open meeting point where more people could join in to debate on the future of Europe, by raising the issues and aspirations that are emerging today, in a particularly unstable moment and by attempting a comparison of the vision towards European integration, unifications and a better society that it claims to be building, with the current needs of its inhabitants and current developments.

On that meeting guest speakers were invited to give us their input on relevant topics.

- **Constantine Dimoulas**, Assistant Professor in the Department of Social Policy in Panteion University:

"Characteristics, weaknesses and contradictions of the institutions of the European Union – The existing limits in the field of Social Policy"

- **Georgios Dassis**, former President of the European Economic and Social Committee (EESC) (2015-2018):

"Experiences for the vision of a unified Europe through the workplaces and participation in European trade unions. Is a Minimum Guaranteed Income for all possible? Does war lead us to the need for a common European defence?"

- **Georgios Vernikos**, member of the Hellenic and European Committee, former President of the Hellenic Committee (2015-2021) and General Secretary of SETE, member of the Board of GREENPEACE.

"The shift of public debate from inequalities and climate change, to insecurity, to the protection of the EU. and in matters of identity."

- **Svetlana Paramonova** (translator/interpreter) sharing her personal experience of Europe as a permanent Greek citizen.

The meeting was moderated by Spyros Psychas, member of the Board of Directors of Hellenic Antipoverty Network with Olga Kyriakidou as facilitator and was broadcast live through social media (Facebook and Youtube) that gave the opportunity for more people to follow the conversation.



The Europe I want to live in

Coming to the finalisation of the project and following the open questions session after the guest speakers inputs, participants had the opportunity to discuss and debate on the topic of "The Europe I want to live in"

Added value to the conversation was participation of our guest speakers in that session as well as the involvement of the public that came for that last meeting.

Participants had the unique opportunity to reflect upon their own work during the previous meetings and to share the learning outcomes with the public, while at the same time they remain open to suggestions, ideas and proposals of how they could continue after the end of the seminar in order to empower and support their target groups.

Catching up & conclusions

The war in Ukraine that started while we were already implementing the project had for sure affected the progress, the process and the content of the seminar.

Participants were more empathetic and emotionally affected by the war and they were eager to discuss more about the current situations and how they/we could react in a more direct and sufficient way since what we are already discussing is happening "right now" in our front door.

At the same time the current situation made the participation for some of the participants more difficult since they have been asked in some situations to work on the spot to support refugees coming to Greece or/and the work overload was not letting them be fully involved.



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