

Two-days ENGAGE international session

Czech Republic,
27-28 March 2026



Empowering Next Generation
Advocates for Global Education

Ref. no.: 2024-1-RO01-KA220-YOU-000250540

MODULE 1 – EU Values & EU Institutions
Method: EU in Action – Design Your Own EU Nation!



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Module 1 - EU Values & European Union Institutions: Structures, Functions, and Decision-Making Processes

Learning Objectives:

- Explore the core **values of the European Union**, such as human rights, democracy, social justice, and cultural diversity.
- Define the components, **roles, and functions of the main EU institutions** (e.g., European Commission, European Parliament, Council of the European Union etc.).
- Describe **how decisions are made in the EU** and how various institutions come together to develop policy decisions.
- Identify the diversity of Europe and underline the significance of inclusion and human rights as part of **EU policies**.
- Recognize **ways to engage young people in democratic behaviour and raise awareness associated with EU values in local settings**.
- Implement inclusive methodologies to engage young people in dialogues and actions related to EU values.



What is the European Union?



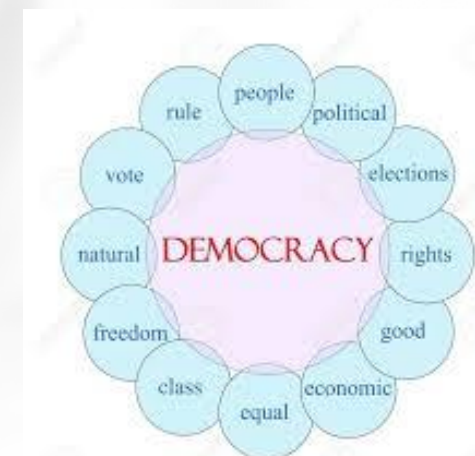
Reference: [@EUMadeSimple](https://www.instagram.com/EUMadeSimple)



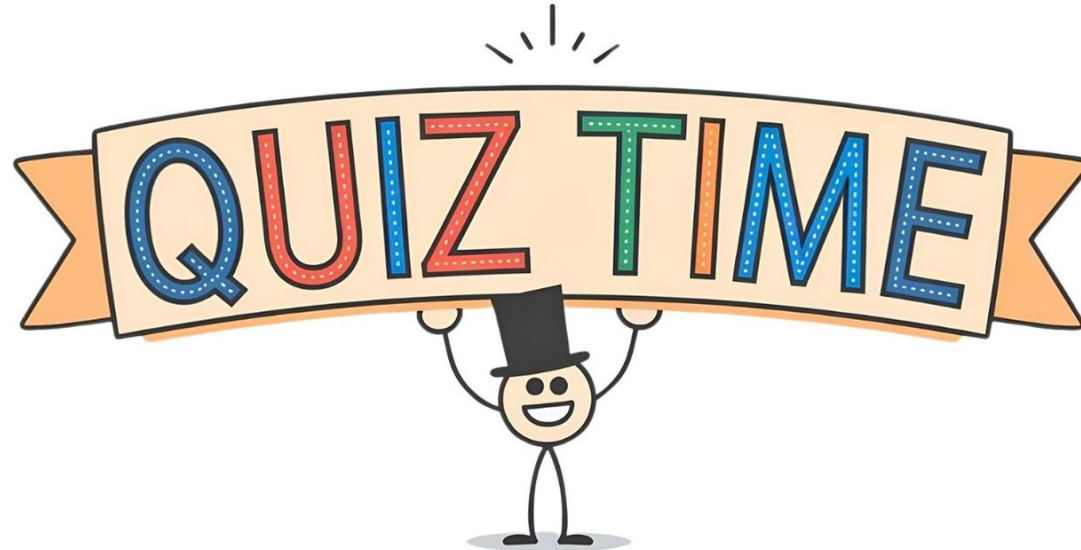
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Topic 1: Introduction to EU Values and Principles

The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights



Topic 1: Introduction to EU Values and Principles



EU Starter Pack cards - Value Cards



A system of government where power is held by the people, typically exercised through free elections and representative institutions.

Democracy



The belief that every human being possesses an intrinsic, untouchable value and must be treated with ethical respect.

Human Dignity



The principle that all individuals have the same rights and opportunities, ensuring no one is discriminated against based on their background.

Equality



The right of citizens to live, think, and move independently within a society that protects individual autonomy.

Freedom



The framework where every citizen and the government itself must follow the law, which is applied fairly and independently by courts.

Rule of Law



The commitment to protecting the fundamental protections—such as the right to life and free speech—that belong to every person.

Respect for Human Rights

Topic 1: Introduction to EU Values and Principles



Topic 2: The European Union's Institutional Structures

The European Union has three central institutions at its core:

- **The European Commission**
- **The European Parliament**
- **The Council of the European Union**

The European Union is supported by a network of interconnected institutions:

- The European Council
- The European Central Bank
- The European Courts
- The Court of Auditors
- The Economic and Social Committee
- The Committee of the Regions

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Topic 2: The European Union's Institutional Structures



EU Starter Pack cards - Institution Cards

The European Commission:

- Proposes new laws
- Ensures proper implementation of laws
- Manages EU policies and budget
- Represents EU internationally

Topic 2: The European Union's Institutional Structures



EU Starter Pack cards - Institution Cards

The European Parliament serves as the voice of EU citizens, representing their interests across the Union.

- Directly elected body representing EU citizens
- The President is elected for a renewable term of two and a half years
- 705 Members (MEPs), elected every 5 years
- Over one-third of current MEPs are women
- MEPs are grouped by political ideology, not nationality
- Works through 20 specialized committees
- MEPs also participate in delegations for non-EU dialogue

Topic 2: The European Union's Institutional Structures



EU Starter Pack cards - Institution Cards

The Council of the European Union—often simply called the Council—represents the collective interests of the governments of the 27 EU member states.

- Rotates presidency every 6 months
- Shares legislative power with Parliament for passing laws based on proposals from the European Commission
- Coordinates national policies in various areas
- Shapes common foreign and security policy along with the High Representative for Foreign Affairs and Security Policy
- Approves EU budget with Parliament

The European Council (not to be confused with the Council of the European Union):

- Comprises heads of state/government of 27 EU countries
- Includes President of European Council and Commission President
- High Representative for Foreign Affairs attends when relevant

Topic 2: The European Union's Institutional Structures



EU Starter Pack cards - Institution Cards

The Court of Justice of the European Union (CJEU), located in Luxembourg, ensures that EU law is interpreted and applied consistently across all member states.

Its key responsibilities include:

- Reviewing the legality of actions taken by EU institutions
- Ensuring member states comply with EU treaties
- Interpreting EU law when requested by national courts
- Guaranteeing uniform application of EU law across the Union

Topic 3: The European Union's Functions

These functions show how the European Union (EU) works in politics, economy, society, environment, security, and globally.

Political Functions

Environmental and Agricultural Functions

Economic Functions

Justice, Security, and Border Functions

Social and Employment Functions

Global and Humanitarian Functions

Topic 3: The European Union's Functions

Case studies

Which function applies in this case?

Political

Croatia joined the EU in July 2013 after meeting strict accession criteria related to democracy, rule of law, and human rights.

Outcome

Strengthened peace and rule of law in a region previously affected by conflict.
Required reforms in Croatia's judiciary and anti-corruption laws.

Topic 3: The European Union's Functions

Case studies

Which function applies in this case?

Economic Functions

The EU implemented the Single Market, allowing the free movement of goods, services, capital, and people across member states.

Outcome

The elimination of customs checks between France and Germany boosted trade efficiency.

Increased trade and investment between EU countries.

Businesses gained access to a market of over 450 million people.

Topic 3: The European Union's Functions

Case studies

Which function applies in this case?

Social and Employment Functions

Launched in 1987, Erasmus (now Erasmus+) supports student and staff mobility across Europe.

Outcome

Over 10 million participants since its creation.

Encourages cultural exchange, education, and job opportunities for young Europeans.

Topic 3: The European Union's Functions

Case studies

Which function applies in this case?

*Environmental and Agricultural
Functions*

European Green Deal was launched in 2019 and aims to make Europe climate-neutral by 2050 through policies like renewable energy expansion and carbon neutrality laws.

Outcome

Binding climate law passed in 2021. Initiatives like the Carbon Border Adjustment Mechanism introduced.

Topic 3: The European Union's Functions

Case studies

Which function applies in this case?

Justice, Security, and Border Functions

Schengen Area & Border Management

Outcome

The Schengen Agreement allows passport-free travel among most EU countries, enhancing mobility while requiring strong external border controls.

During the 2015 migrant crisis, the EU strengthened Frontex (European Border and Coast Guard Agency) to manage migration flows.

Topic 3: The European Union's Functions

Case studies

Which function applies in this case?

*Global and Humanitarian
Functions*

EU Humanitarian Aid in Ukraine (2022–2023)

Outcome

Following Russia's invasion, the EU provided over €18 billion in financial assistance and humanitarian aid. Funded refugee support, energy security, and emergency medical supplies. EU played a diplomatic role in imposing sanctions and mediating support globally.

Main Challenge: Create Your Country

Each team gets their EU Starter Pack cards.

Mission (15 min):

- Choose 3 values → What vibe will your nation have?
- Choose 2 institutions → Who makes the decisions?
- Choose 2 functions → How do you serve citizens?
- Create: country name, flag/logo, and motto

Each team presents their nation (2 min each)

TEAM 1

TEAM 2

Main Challenge: Create Your Country

Debrief (5 min):

- Vote the most creative idea
- What was harder: agreeing on values or choosing institutions?
- What surprised you most about designing together?



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MODULE 3 – Cultural Identity Method 2 - Art of Active Listening

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MODULE 3 – Cultural Identity

Method 2 - Art of Active Listening



Learning Objectives:

- To experience the difference between hearing and truly listening.
- To practice concrete active listening skills (pausing, paraphrasing, asking clarifying questions).
- To build empathy and understanding across cultural differences.

MODULE 3 – Cultural Identity

Method 2 - Art of Active Listening



- This activity gives participants the chance to practice active listening — one of the most important skills for intercultural dialogue. Through paired storytelling and reflection, participants will learn how to listen without interrupting, paraphrase to check understanding, and show empathy.

Preparation



- Arrange chairs in pairs, facing each other.
- Ensure video playback equipment (screen/speakers/internet).
- Prepare a handout or display with “Stop, Breathe, Listen, Respond” steps.
- Prepare a handout or display a list of prompts for storytelling (see below).



Implementation



- Art of Listening
- “What did you notice about active listening? What does it mean to really *listen*?”



Four Steps of Art of Listening

- **S Stop** — Pause what you're doing and give your full attention.
- **B Breathe** — Take a mindful breath to centre yourself.
- **L Listen** — With your whole body: eyes, posture, expressions.
- **R Respond** — Paraphrase what you heard and ask a clarifying question.

Paired practice



- Provide the storytelling prompts (list below).
- Partner A speaks for 2 minutes about one prompt; Partner B uses S-B-L-R to listen. Then switch roles.
 - They can each pick a prompt; it doesn't need to be the same.

Group reflection



- How did it feel to listen and be listened to using S-B-L-R?
- Which step was easiest? Which was hardest?
- How can this change the way we engage as youth workers or volunteers?

Evaluation

1. Did you notice your mind drifting or wanting to speak? How did you handle it?
2. Which part of S-B-L-R helped you stay present?
3. How will you bring active listening into your everyday group work or youth activities?
4. What difference would active listening make in dialogues across cultures?

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MODULE 3 – Disability & Inclusion Method: Understanding Equal Opportunities – A Sweet Life for Everyone

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MODULE 3 – Disability & Inclusion

Method: Understanding Equal Opportunities – A Sweet Life for Everyone

Learning Objectives:

- Promote empathy by allowing participants to experience feelings of advantage and disadvantage.
- Foster critical thinking about rules, power, and decision-making in groups.
- Stimulate discussion on how individuals and communities can work toward more equitable conditions in real life.

MODULE 3 – Disability & Inclusion

Method: Understanding Equal Opportunities

– A Sweet Life for Everyone

- This activity explores how participation is shaped by rules, environments, and power within a group. Not everyone enters a situation with the same conditions—and not everyone has the same influence over how systems are designed.
- The game is not about individual ability or effort. It is about how structures can enable or restrict participation.
- As you play, pay attention to:
 - Who can participate easily and who cannot
 - What makes things accessible or inaccessible
 - Who has the power to shape the rules

Description of Method

- Participants play a game using numbered cards as the playing field
- A chocolate bar on the final card is the main prize; some cards offer sweets as smaller rewards
- Each player starts from a different position, rolls dice, and moves forward
- Landing on special cards allows players to claim a sweet and introduce new rules for everyone
- Debrief: participants reflect on experiences of fairness, power, and unequal starting conditions and link them to real-world inequalities



Debrief: What happened in Game?

- How did the game go? How did you feel?
- Did you feel an advantage/disadvantaged? When and Why?
- Who could participate easily? Who struggled to keep up?
- What made the difference: luck, rules, starting position, or decisions?
- Who had the power to create or change rules?
- Which rules benefited some more than others?
- Did the whole group do anything about it? If not, why?
- Were you surprised by your own behaviour? Did you behave as you usually do?

Debrief / Transfer



- Where in real life do we see similar barriers?
- Where do these come from? Are people responsible for them?
- Do you know people who have difficult starting conditions?
- Do all people in the world have the same starting conditions? Why or why not?
- Who gets to decide the “rules” of participation in society?
- What would need to change to make participation more equal?

Debrief / Transfer



- What you experienced in the game is not random. It reflects how participation is shaped in real life.
- Different starting points → unequal opportunities
- Rules → structures and systems
- Rule-making → power and voice
- Barriers → not individual, but created by design
- **Discussion impulse:**
“If you’re not involved in making the rules, the rules are not made for you”

One real life example



The Curb Cut Effect

- Small changes in how systems are designed can make participation easier for some, and better for many.

Example:

- Ramps at sidewalks were introduced for wheelchair users. Today, they are used by parents with strollers, cyclists etc.)



Problem / Solution Tree

MODULE 7 of the training



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WHY

Helps participants analyze a community challenge by mapping:

- **Core problem**
- **Causes**
- **Effects**

The Solution Tree turns this into:

- **Main objective**
- **Actions / means**
- **Results / benefits**

Why use it?

Clarity, participation, strategy, and a strong basis for project planning.

About



Materials: Flipcharts, post-its, markers, tape

Duration: 95–125 min

Participants: 10–30



How it Works

Part 1: Build the Problem Tree (45–60 min)

- Define the central theme
- Identify the core problem
- Explore the causes (“roots”)
- Explore the effects (“branches”)

Part 2: Turn it into a Solution Tree (45–60 min)

- Reframe problems into positive statements
- Transform the core problem into a main objective
- Turn causes into actions and effects into results
- Discuss and prioritize the most realistic solutions



**The trunk of the tree = the problem. The problem becomes the solution.
The roots = the causes. The causes are transformed into objectives / activities.
The branches = the effects. The effects are transformed into results.**

**We have a problem.
How do we solve it?**



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Module 8 - Enabling all young people to measure and evaluate impact

Learning Objectives:

- Understand the **concept of impact**
- Be able to **conduct a simple impact evaluation**
- Have **resources to evaluate** what new competences they have developed



Method : the Waterdrop interview

Reflection activity to assess the impact of an action over time and on different groups of people.

Learning Objectives of this method:

- Realise that an action can have an impact on different levels.
 - Go and meet the inhabitants of a place and realise the different implications this can have for civil society
- or
- Ask the participants of one's group on their own experiences and engagement for the civil society



Step 1 : Build groups and discuss

Build 12 groups of 2 people

10 minutes



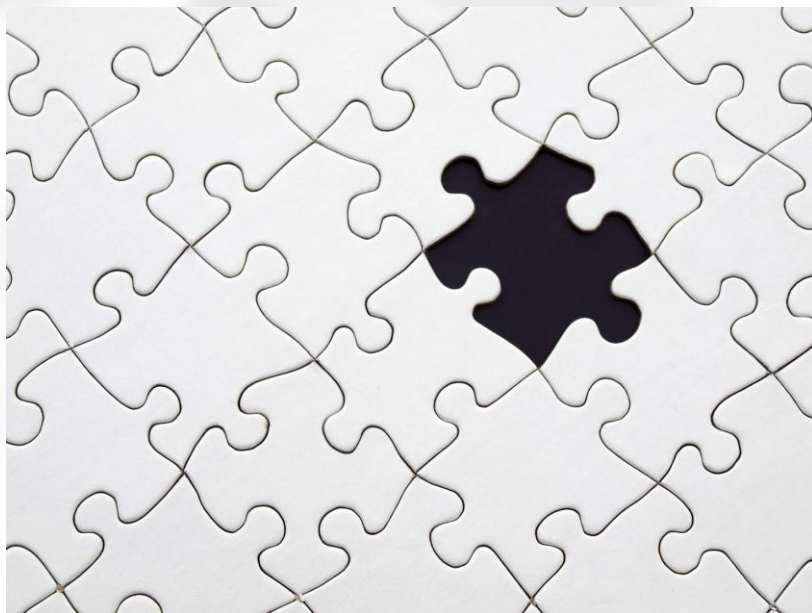
Interview each other about an action (with the help of the waterdrop diagram) that has impact on you, your environment and on the civil society in your opinion.

Each wave is an impact on different time (short-time and long-time impact)

- 24 hours later
- one month later
- one year later

Step 3 : Build bigger groups and present

20 minutes



Build 4 groups of 6 people

To find your group, please put the pieces of the puzzle together.

Each person present his/her/their waterdrop to the group.

It is allowed to ask questions once one is done with presenting.

Step 4 : Present on Flipcharts

10 minutes

Present in a creative way these following information in your group for **2-3 experiences** presented earlier :

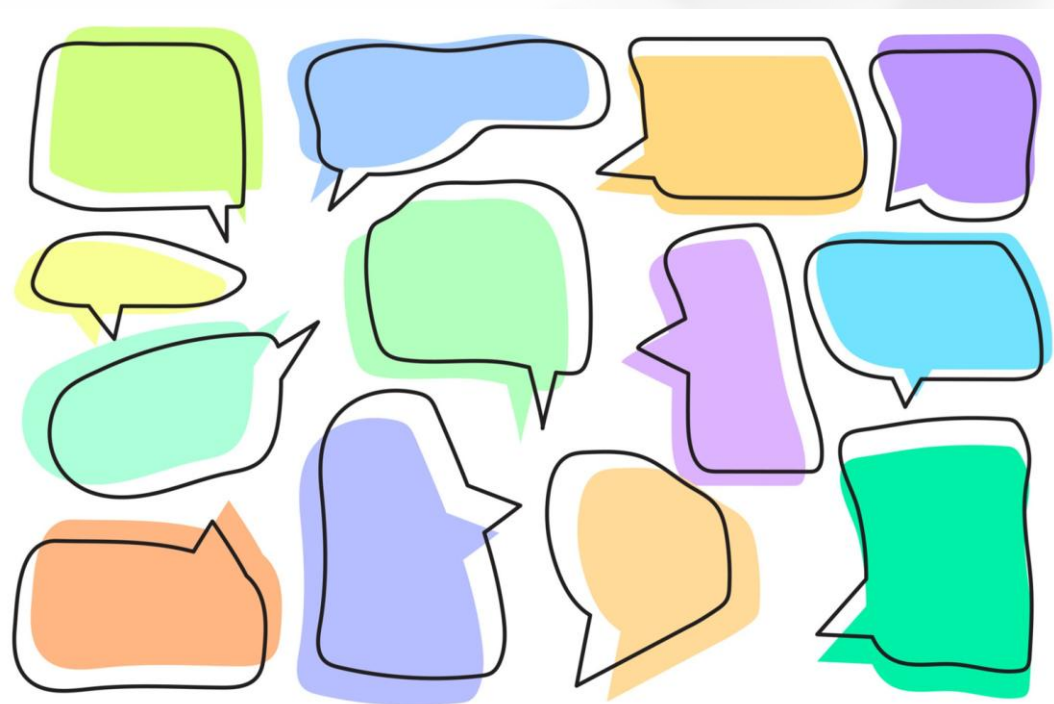
- 2 interesting pieces of information learned from people in the group
- 1 piece of information that raises questions, something that was not fully understood
- 1 inspiring quote



Step 5 : Exhibition of the Flipcharts

10 minutes

Please take the time to discover and read all the groups' flipcharts and experiences!



Final step : Debrief



10 minutes

- Did anything surprise or astonish you about the activity? Or, on the contrary, did nothing surprise you at all?
- How did you feel when you had to tell about your experience and hear others' actions ?
- Do you think that the people you met today had an impact on their environment?



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