

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

ENGAGE PROJECT PRESENTATION



engage youth



Co-funded by
the European Union

The Funding Programme



- Programme: Erasmus+
- Key Action: KA220-YOU - Cooperation partnerships in youth
- Field: Youth
- Project period: 01 October 2024 - 30 September 2026 (24 months)



PARTNERSHIP

P1



"Fundatia EuroEd, Romania – www.euroed.ro (P1-EuroEd)

P2

FUNDATIA NOI ORIZONTURI LUPENI, Romania – www.noiorizonturi.ro (P2-NOI)

P3

AWO International e.V., Germany – www.awointernational.de (P3-AWO)

P4

INEX-SDRUZENI DOBROVOLNYCH AKTIVIT Z S, Czechia – www.inexsda.cz (P4-INEX)

P5

RELAIS OUVERTURE ECHANGES LINGUISTIQUES, France - www.roudel.org (P5 -Roudel)

Parcours le Monde - Sud Ouest, Toulouse, France
www.so.parcourslemonde.org (P5-Parcours)

Aims

- The main aim of ENGAGE project is to develop resources and actions, providing youth leaders (YL) with the **necessary knowledge, skills, methodologies, and tools** to educate youth on democratic processes and European values, raise awareness of the diversity and role of inclusion in Europe, and ensure that all young people, including those with disabilities and those who are at risk, have equal access to opportunities.



Target group of the project

The direct target groups of the project:

- **youth leaders, youth workers, and educators** who are involved in actions to educate young people
- **young people with the age between 13-30**, who have shown their interest in making their voices and experiences heard in the civic society.
- **young people with the age between 13-30, with fewer opportunities**, facing the risk of poverty or social exclusion, from rural area, cultural differences, mental health and invisible disabilities or with eco-anxiety and war anxiety, and who intend to take a more active part in society
- **youth and educational organisations** working with youth groups, educators, trainers, parents, youth associations



Extended target group:

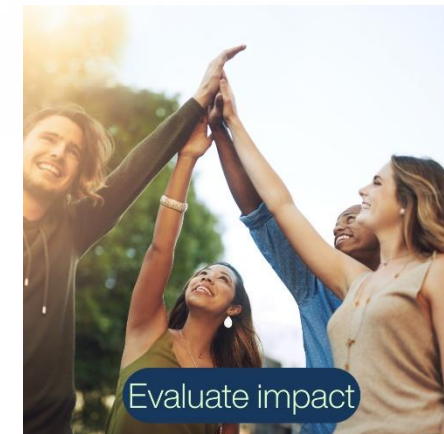
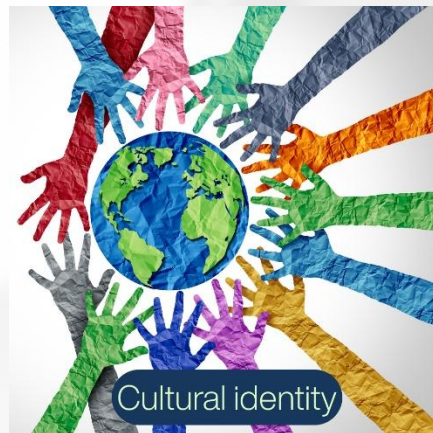
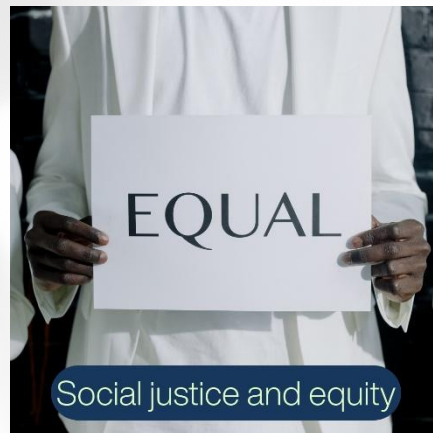
- educators, camp leaders, youth project leaders, volunteers, youth exchange participants, facilitators in youth projects, trainers, educational and youths organisations, public authorities, civic societies, public at large.

Project pathway



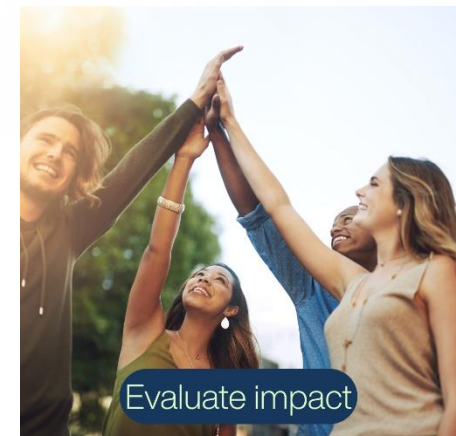
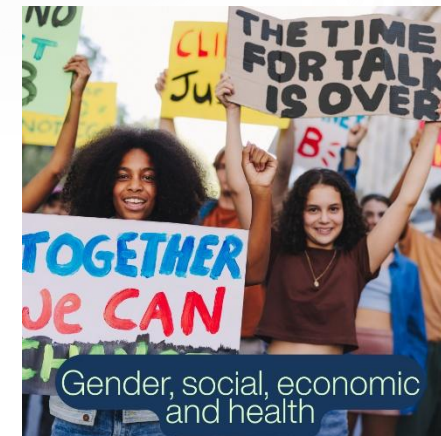
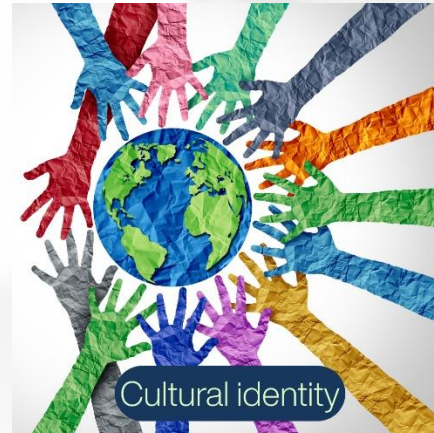
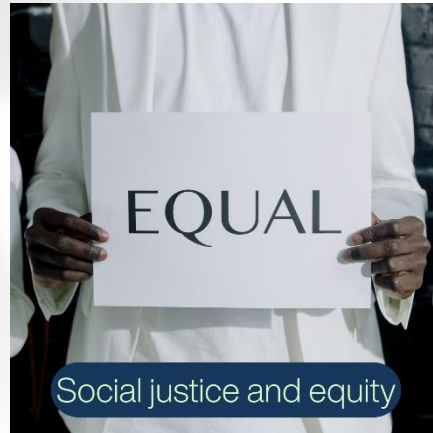
Identify YLs' needs From RESEARCH to useful RESOURCES

Data base with 229 **KEY RESOURCES** (articles, guides, manuals, toolkits, projects and action-based initiatives, training programmes) on 10 topics [LINK](#)



Identify YLs' needs From RESEARCH to useful RESOURCES

The collection of 46 **BEST PRACTICES** (concrete models and innovative approaches that have been successfully applied in Europe) on 10 topics [LINK](#)



Identify YLs' needs From RESEARCH to useful RESOURCES

4 NATIONAL REPORTS based on the findings of the research developed by the project consortium, in 4 countries – Romania, Germany, France and Czech Republic, to define the base ground of the project by providing data and insights that support the project's main objective: to empower Youth Leaders (YLs) to become effective educators and facilitators of civic participation, social inclusion, and European values. [LINK](#)
collected 1385 responses / analyzed 477 youth leaders and 415 young people answers (total of 892 answers)



Identify YLs' needs From RESEARCH to useful RESOURCES

25 INFOGRAPHICS produced by partners synthesizing key data into accessible, visually engaging formats.

[LINK](#)

EMPOWERING NEXT GENERATION ADVOCATES FOR GLOBAL EDUCATION

ERASMUS+ COOPERATION PARTNERSHIPS IN YOUTH
REF. NO. 2024-1-R001-KA220-YOU-000250540



INFOGRAPHIC: CHALLENGES FOR YOUTH AND YOUTH LEADERS IN ROMANIA

Challenges faced by youths

- Lack of motivation and direction.
- Economic anxiety and uncertainty.
- Mental health struggles.
- Major education gaps.
- Digital overload & misinformation.
- Youth migration and civic disengagement.



Barriers for youth leaders

- Lack of institutional resources: 56%.
- Low participation: 50%.
- Low engagement: 48%.
- Lack of parental/community support: 61%.



Inclusion challenges

- Youth resistance to diversity topics: 59%.
- Lack of resources: 58%.
- Lack of training in inclusive practices: 46%.



Hardest groups to include in activities

- Educational difficulties: 53%.
- Disabilities: 43%.
- Health-related barriers: 38%.
- Social exclusion: 33%.



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PRACTICES, TRAINING, AND CONFIDENCE IN YOUTH LEADERSHIP IN GERMANY

Topics on which youth leaders were trained

- Youth Leadership: 51%.
- Gender equality & social justice: 32%.
- Cultural diversity and inclusion: 31%.
- Social justice & human rights: 31%.
- Communication & facilitation skills: 31%.



Topics with which youth leaders have experience

- Youth Leadership: 71%.
- Gender equality & social justice: 61%.
- Leadership & project management skills: 60%.



Themes youth leaders consider most important

- Social justice & human rights: 83%.
- Inclusion & equity: 81%.
- Gender equality & social justice: 77%.
- Cultural diversity & inclusion: 77%.



Confidence in teaching youth

- Gender equality & social justice: 75%.
- Social justice & human rights: 73%.
- Climate justice & sustainability: 60%.



POSÍLENÍ POSTAVENÍ ZASTÁNCŮ GLOBÁLNÍHO VZDĚLÁVÁNÍ NOVÉ GENERACE

PARTNERSTVÍ ERASMUS+ PRO SPOLUPRÁCI V OBLASTI
MLÁDEŽE, REF. Č. 2024-1-R001-KA220-YOU-000250540



INFOGRAFIKA: POTŘEBY A PREFERENCE V OBLASTI VZDĚLÁVÁNÍ VEDOUCÍCH MLÁDEŽE V ČESKU

Témata s vysokým zájmem

- Strategie motivace mládeže: 94 %.
- Mentoring a posilování postavení mládeže: 93 %.
- Vedení mládeže: 89 %.
- Vedení (leadership) a projektový management: 87 %.



Mírný zájem

- Hodnoty EU: 72 %, (15 % lidí se o to vůbec nezajímá)
- Vzdělávání mládeže o hodnotách EU: 73 % (16 % lidí se o to vůbec nezajímá)
- Rovnost pohlaví a sociální spravedlnost: 78 % (13 % lidí se o to vůbec nezajímá)

Preferované formáty školení

- Hybridní kurzy: 56 %.
- Online školení: 47 %.
- Online kurz: 32 %.
- Prezenční školení: 26 %.

Preferované vzdělávací aktivity

- Většinou teoretický vstup
- Diskuse s vrstevníky a praktická skupinová práce
- Případové studie

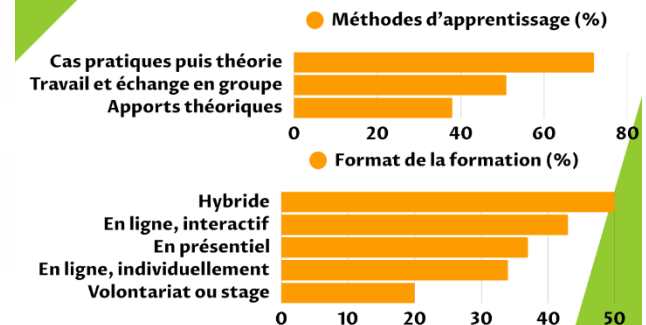


Preferované časování

- Víkendy: 84 %.
- Všechny dny: 26 %.
- Konec týdne: 23 %.

Compétences des travailleur.euse.s de jeunesse

5- Souhaits sur la structuration des formations



Le principal obstacle identifié : le manque de temps



International

EUROED

inex

Roudet

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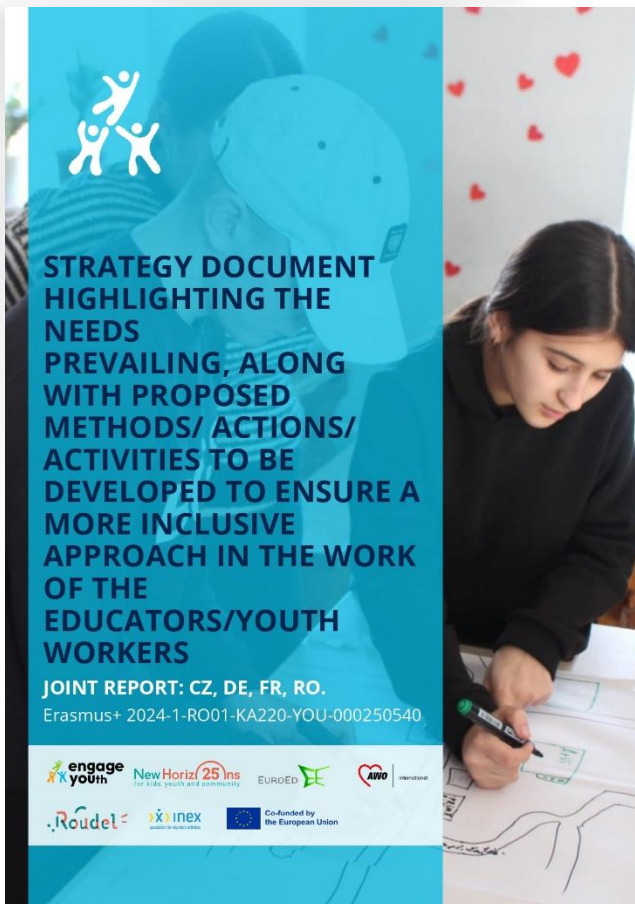
Roudet

Identify YLs' needs

From RESEARCH to useful RESOURCES

STRATEGY DOCUMENT highlighting the needs prevailing, along with proposed methods/ actions/ activities to be developed to ensure a more inclusive approach in the work of the educators/youth workers.

[LINK](#)



Strategy Document highlighting the needs prevailing, along with proposed methods/ actions/ activities to be developed to ensure a more inclusive approach in the work of the educators/youth workers

Across the four countries, young people (ages 13–30) show a strong desire for meaningful opportunities to learn, participate, and be heard. Education is repeatedly identified as the foundation for equality and empowerment, especially for marginalized youth. Many also emphasize the need for participatory youth initiatives, from volunteering to civic involvement.

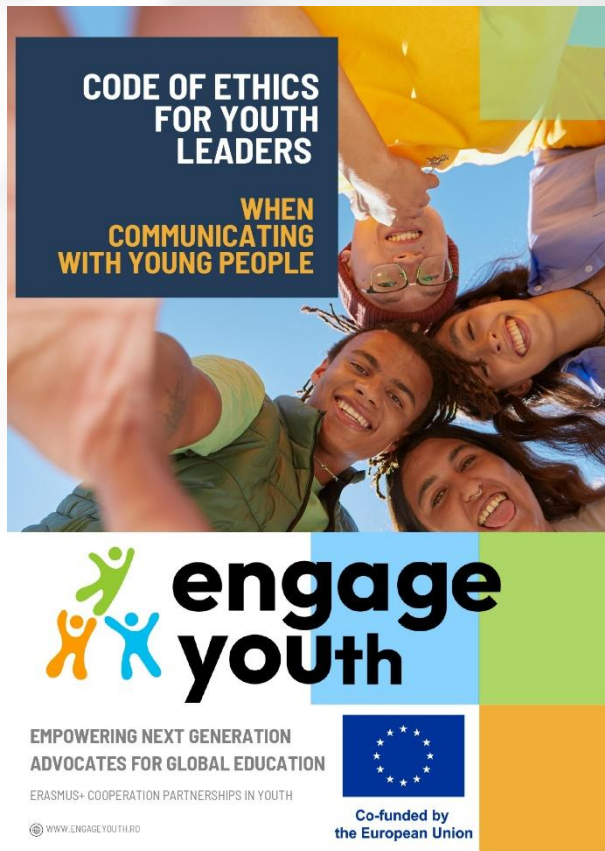
“If we gave each other more time to show who we truly are, our community would be more united and inclusive.” (Youth, 14-17 y.o, Romania)

Read more... version in [English](#), version in [Romanian](#), version in [German](#), version in [Czech](#), version in [French](#)

Identify YLs' needs

From RESEARCH to useful RESOURCES

THE CODE OF ETHICS FOR YOUTH LEADERS WHEN COMMUNICATING WITH YOUNG PEOPLE it emphasizes what youth leaders should do based on core ethical principles such as integrity, respect, honesty, and fairness. [LINK](#)



EVALUATE IMPACT

a. Youth leaders should build in reflective practice: regularly review inclusivity, accessibility, and outcomes; use feedback from young people to improve.

Level	Descriptor	Tick
1	I believe regular reflection leads to quality; I schedule reviews on inclusivity, accessibility, and outcomes and use youth feedback to make concrete changes.	☐
2	I believe improvement must be systematic; I co-design feedback with youth, track equity indicators – e.g. who speaks, decides, or leads, I promote results, and I schedule regular reviews.	☐
3	I believe results speak for themselves; formal reflection isn't needed; feedback risks derailing plans, so I don't prioritize it.	☐
4	I believe occasional check-ins and simple surveys are enough; I'll adjust if clear issues are raised but won't set a review cycle.	☐

b. Youth leaders document and address cultural misunderstandings as learning opportunities; update procedures accordingly.

Level	Descriptor	Tick
1	I believe organizational learning needs transparency; I co-create case reviews with youth, embed lessons in policy/training, and track patterns to prevent repeats.	☐
2	I think it's polite to acknowledge misunderstandings; I prefer private apologies and small fixes; formal updates are rarely needed.	☐
3	I believe missteps are learning opportunities; I document them with those involved, share takeaways, and update guidance accordingly.	☐
4	I believe cultural misunderstandings are minor and best left alone; documenting them feels unnecessary. The procedures do not need to be changed.	☐

EMPOWERING NEXT GENERATION ADVOCATES FOR GLOBAL EDUCATION

THE CODE OF ETHICS encompasses all forms of communication between youth leaders and young people, including face-to-face interactions, phone conversations, emails, social media, and other digital platforms.

THE YOUTH LEADER'S SELF-ASSESSMENT TOOL invites practical reflection across key areas of youth leadership—such as inclusion, power-sharing, digital ethics, risk and duty of care, reflective practice, and motivation—so youths can act with integrity and consistency

Develop YLs' skills – Online Course

1 online course, 10 Modules, 20 practical methods, video interviews, evaluation, certification.

[LINK](#)



Course Info



Accessibility

Free access online course integrated in a flexible and accessible platform.



Objective

Continue YL learning and professional growth about best practices, new concerns, and innovations in civic involvement.



Contents

Course for diverse learning styles, comprising multimedia content (videos, podcasts, images, etc.), quizzes or interactive exercises.



Target group

Youth leaders – professionals or volunteers involved in non-formal learning, who support young people in their personal, socio-educational and professional development.



Results

10 modules PPTs lectures, 20 practical methods, podcasts, video motivational interviews.



Develop YLs' skills – Online course



[LINK](#)



Europe and young people

Engage Youth Course

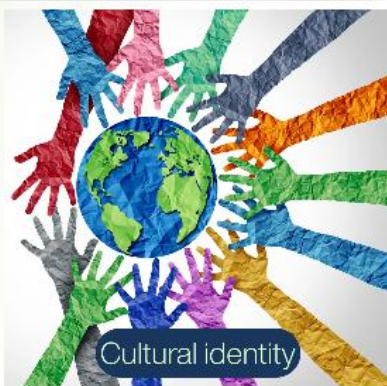
EU Values & European Union Institutions: Structures, Functions, and Decision-Making Processes



11



78



Cultural identity

Engage Youth Course

Bridges, Not Walls: Fostering Intercultural Dialogue



5



44



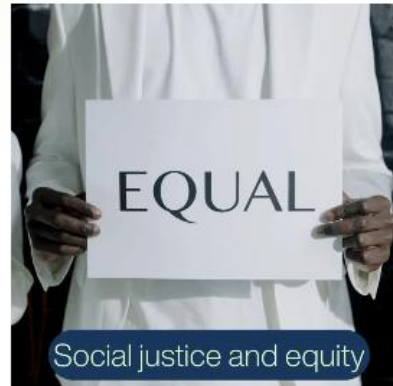
Diversity and inclusion

Engage Youth Course

Disability & Inclusion



1



Social justice and equity

Engage Youth Course

Empowering youth leaders to advocate for social change, justice & combating discrimination



2



Civism & leadership

Engage Youth Course

Lead the Change: Advocacy, Leadership & Teamwork in Action



1



Digital citizenship

Engage Youth Course

Digital citizenship & the role of digital media & technology in civic engagement, responsible online behaviour



1



Project management

Engage Youth Course

Developing skills in project planning, implementation, evaluation to empower young people to take the lead in the community



1



Evaluate impact

Engage Youth Course

Put your project into perspective: Impact evaluation for youth projects



1



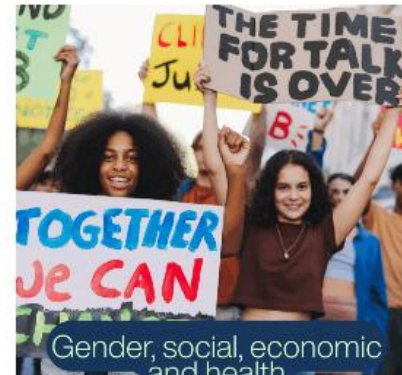
Motivation strategies

Engage Youth Course

The right to be part of it : Motivation strategies for more youth civic engagement



1



Gender, social, economic and health

Engage Youth Course

Beyond Single Categories: Exploring Intersectionality



2

educate



the European Union

Develop YLs' skills – Online course



LINK



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

Course progress: 44%

Starting Course 4/9

Warm-up

Text lesson

Theory – Topic 1: Introduction to EU Values and Principles

40m

Theory – Topic 2: The European Union's Institutional Structures

40m

Theory – Topic 3: The European Union's Functions

40m

Theory – Topic 4: The European Union's Decision-Making Process

75m

Practice – Method 1: EU in Action – Design Your Own EU Nation!

60m

Practice – Method 2: EU Values in Action – The Decision Lab

60m

Reflection

30m

Evaluation – Test

4 questions

Text lesson

Theory – Topic 1: Introduction to EU Values and Principles

Objective: to familiarize the participants with the core values that define the functioning of the EU with a clear emphasis on human rights, democracy, social justice, and cultural diversity.

According to Article 2 from the Treaty on European Union, "The Union is founded on the values of respect for *human dignity, freedom, democracy, equality, the rule of law and respect for human rights*, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail." These values serve as guiding principles for the EU, its laws, policies, and international actions.



Human Dignity

The European Union (EU) places tremendous importance on human dignity and calls it a fundamental value. The principle of human dignity means that everyone is worthy and deserving of respect. This is reflected and embedded in important EU laws such as the Charter of Fundamental Rights of the European Union and in the Treaty on European Union (TEU). Human dignity is part of the EU's policies and business.

Human Dignity in EU Law:

- *Charter of Fundamental Rights:* Article 1 states, "Human dignity is inviolable. It must be respected and protected." This entitlement reinforces the obligation for one to not simply show respect to everyone but to never treat anyone cruelly or degradingly.
- *Treaty on European Union (TEU):* Article 2: Highlights dignity alongside other core values.



Video interviews



Podcasts



Glossary

- Directive**
A type of EU legal act that sets goals for member states to achieve, allowing them to decide how to implement it in their national laws.
- Eurozone**
The group of EU countries that have adopted the euro as their official currency.
- Regulation**
A binding legislative act that applies directly in all EU member states without the need for national implementation.
- Schengen Area**
A zone within Europe where internal border controls have been abolished, allowing free movement of people.
- Single Market**
An integrated economic area allowing free movement of goods, services, people, and capital among EU member states.
- Subsidiarity**
A principle stating that decisions should be taken at the most local level possible, only involving the EU when necessary.

Additional Material and Links

- European Commission.** (n.d.). *European climate law*. Retrieved July 28, 2025, from https://climate.ec.europa.eu/eu-action/european-climate-law_en
- European Union.** (n.d.). *How EU policy is decided*. Retrieved July 28, 2025, from https://european-union.europa.eu/institutions-law-budget/law/how-eu-policy-decided_en
- European Union.** (n.d.). *The decision-making process under the second pillar largely takes place at intergovernmental level*. EUR-Lex. Retrieved July 28, 2025, from <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=legisum33245>
- University of Portsmouth.** (n.d.). *The institutional triangle*. European Studies Hub. Retrieved July 28, 2025, from <https://hum.port.ac.uk/europeanstudieshub/learning/module-1-understanding-eu-institutions/introduction-to-study-of-the-european-union-institutions/the-institutional-triangle/>



Develop YLs' skills – Online course



[LINK](#)



From April you will be invited to REGISTER to the online course and follow the 10 Modules.
100 YL to follow the online course (20 YL per partner), so please gather your friends and colleagues.

Bridges, Not Walls: Fostering Intercultural Dialogue

Starting Course

0/7

Warm-up

5m

Theory – Topic 1: Cultural Identity in a Diverse World

10m

Theory – Topic 2: Diversity is our strength

25m

Theory – Topic 3: Intercultural Dialogue

15m

Theory – Topic 4: From Theory to Practice

30m

Reflection

Text lesson

Evaluation – Test

4 questions

Text lesson

Warm-up

Watch this scene of *Shrek* (2001) and think about how he explains his character and how being an Ogre goes beyond what people think.



People, just like ogres, are like onions. Each layer represents a part of who we are – our language, traditions, beliefs, and values. Just like peeling an onion, understanding cultural identity means discovering these different layers that make each person and community unique.



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the European Union

Encourage the exchange

– Two-days ENGAGE international session in Czechia

A red location pin icon with a white border. Inside the pin, the text 'WE ARE HERE' is written in white, bold, uppercase letters.

**WE
ARE
HERE**

Purpose: The aim is on bringing together YLs from project countries with different backgrounds, experience, and culture, to share best practices, tools and resources, thus enriching their experience, cultural awareness and understanding, promoting inclusion, tolerance, solidarity.

2 days into action activity in Czech Republic,

bringing together 5 youth leaders/youths/facilitators/trainers per project country (20 in total),

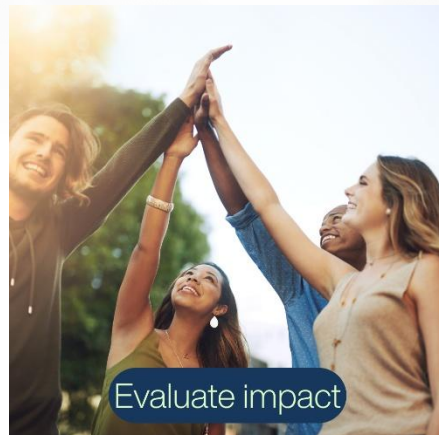
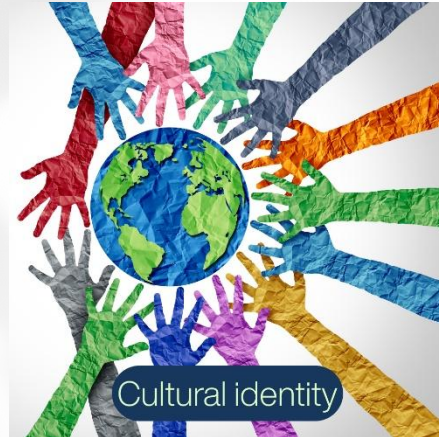
to test the course methods and share best practices, tools and resources.



Encourage the exchange

– Two-days ENGAGE international session in Czechia

Time to share the ENGAGE Methods

The word 'encourage' in a large, bold, orange sans-serif font, with a stylized orange human figure above the 'e'.



NATIONAL SESSIONS



The aim is to organise practical activities with YL and Youths, in each of the project countries, to test the project methods to their contexts to increase inclusion, encourage dialogue, and engage young people in meeting community needs and creating positive social change.



NATIONAL SESSIONS



Results:

- 2 ENGAGE national sessions (2 methods applied)/partner
- 10-15 participants (youths) per session
- 10 Video case studies/video interviews of the ENGAGE methods applied (1 video per method)

**Work in groups per country and develop a plan on:
How to organize the national into actions sessions with youths.**

Results:

1 canvas per country – 2 in Romania. Each canvas includes 6 blocks:

- 1. Name and motto of the team (can be 2 teams, one per method)
- 2. Target group planned (Youths? Young people with fewer opportunities? Mixed groups? Age range. Backgrounds, needs).
- 3. When to plan the 2 sessions? Calendar
- 4. Modules topics of interest.
- 5. Methods selection.
- 6. How to collect feedback and check the impact?



THANK YOU!



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**Empowering Next Generation Advocates for
Global Education**

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