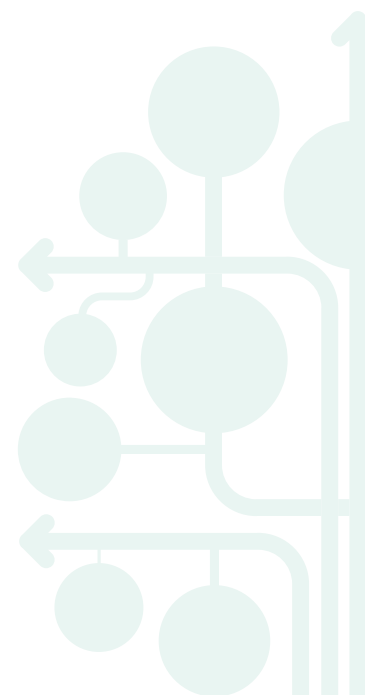


EPALE RESOURCE KIT

Young Adults



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Enriching lives, opening minds.

EPALE RESOURCE KIT

Young Adults

Europe needs the vision and active participation of all young people to build a better future, that is greener, more inclusive and digital.

In the context of the **European Year of Youth**, and in line with the European Commission's aim to support and encourage young people to become **active citizens and actors of positive change**, in 2022 EPALE has dedicated a full thematic focus to young adults.

Drawing inspiration from the **actions, vision and insights** of young people, but also reflecting on the **inequalities and fragilities** hindering their full participation in educational paths, the EPALE community has been producing a wealth of valuable content. With this Resource Kit, we propose some selected items to give you an idea of the debate, rouse your curiosity, and invite you to dig deeper into the platform!

The first part of the kit collects **reflections and narratives**, where key issues are analysed in depth, and where you can find paths for further explorations. Civic skills as a key aspect of youth participation are at the centre of the first article we propose; then, we invite you to take a look at an online discussion on green skills, to read an article on the so called “invisible youth” and to listen to a podcast about the impact of the pandemic on higher education students.

In the second part of the kit, you'll find a series of **tools and practices**, aimed at helping you in your own practical work. We have selected a project that promotes the integration of young refugees through cultural activities; a methodology to allow democratic and productive exchanges in intergenerational groups; a toolkit aimed at the inclusion of young people through a community based learning ecosystem; a project designed to improve the entrepreneurial skills of NEETs.



Civic and citizenship skills for active participation

<https://epale.ec.europa.eu/en/blog/civic-and-citizenship-skills-active-participation-engaging-young-adults>



In this in-depth article, EPALE expert Elena Pacetti unfolds the very concept of citizenship education, by analysing its meaning, its transformation throughout the years, and how it should be implemented to promote the participation of young adults in society.

In this historical moment we are currently facing, where dramatic conflicts are expressed in processes of disorientation, abandonment and mistrust, **the values of civil and social coexistence seem to be disappearing**. It is therefore fundamental, argues the author, to engage and re-engage young adults through citizenship education policies.

Such a challenging context requires a radical change of perspective, where future citizenship education should be conceived as a **broad and inclusive outlook**, where knowledge, recognition and encounters with others play a key role. Only in this way, will it be possible to provide new generations with the tools to face and manage complexity on a personal, social, cultural, political, economic and environmental level.

While proposing some guidelines to firmly implement such an approach, the author particularly stresses that to educate for citizenship it is fundamental to **promote forms of participatory planning**. This starts with activities that personally involve citizens in the processes of designing and organising the forms, times and spaces of urban life.

The concept of participation is strongly related to that of **co-responsibility**, which means educating ourselves on ethical commitments and having the courage to take a stand.



Skills for the green transition: an online discussion

<https://epale.ec.europa.eu/en/discussions/skills-green-transition-young-adults-circular-economy>

This online discussion, organised on EPAL by the Lifelong Learning Platform, investigates the skills needed for a green transition and circular economy, and explores what can be done to make learners an integral part of the process. In particular, the participants addressed **the role of young people in this process**, highlighting their potential to become protagonists, and actively promote sustainability, thanks to their future-oriented attitude. [Here](#), you can watch the recording of the streamed discussion and follow the lively comments. You can also read a summary of the discussion, [here](#).

Reconnecting with the so-called “invisible” youth

<https://epale.ec.europa.eu/en/blog/enabling-and-supporting-active-participation-all-young-people-reconnecting-so-called-invisible>

Those who don't take advantage of their rights; those who drop out of school; NEETs; the so-called “invisible” groups: this intense and thought-provoking article by André Chauvet analyses and deconstructs such terms and labels. It warns about the risks of reductionism, and of providing easy diagnoses and prescriptions, while educators need to come up with a supportive teaching approach which mobilises and activates the **invisible resources** of each and every one. More than a pedagogical issue, the author concludes that it's a question of **fairness and democracy**.

EPAL Podcast: Pandemic and the higher education experience

<https://epale.ec.europa.eu/en/blog/epale-podcast-pandemic-and-higher-education-experience>

The global pandemic has been disproportionately rough on those already in vulnerable positions. One group of learners particularly affected by the pandemic are **higher education students**. Many students have really struggled with motivation to learn and general well-being. However, some have also found unexpected positives in the forced distance learning period. Find out more in this podcast hosted by Elm Magazine, featuring students in Finland, the UK and Estonia.



Young refugees' participation in cultural activities: guidelines from a community-based practice

<https://epale.ec.europa.eu/en/resource-centre/content/acting-together-with-refugees-guidelines>



Carried out by Teatro dell'Argine with the partnership of the United Nations High Commissioner for Refugees (UNHCR), the project *Acting Together #WithRefugees* focuses on the **inclusion and integration of asylum seekers and refugees, in particular young people** of 15 to 25 years old.

In line with these goals, the project activities have involved dozens of asylum seekers and refugees who are hosted in reception centres in the metropolitan area of Bologna, Italy, together with Italian youths, social workers, educators, artists, representatives of institutions and experts who work with migrants and asylum seekers in different ways and contexts.

The combination of **training for trainers**, together with an interdisciplinary context and network, cultural and artistic activities, **exchange and blending of different practices, skills, methodologies**, discussion of needs and critical issues and, finally, the voice of the professionals as well as that of our new citizens, has generated a rich process that is shared through these guidelines, which include **suggestions, models and good practices for cultural and artistic activities with asylum seekers and refugees**.

The hope is that the practices, methodologies, discoveries – as well as the critical issues that emerge – can be helpful and of guidance to professionals operating in similar contexts, while at the same time standardised methods and defined action protocols do not exist and neither would they be desirable, as human nature cannot be caged into predefined paths.



How to plan a change in intergenerational groups

<https://epale.ec.europa.eu/en/blog/how-plan-change-intergenerational-groups>

Inspired by the Erasmus+ project *E4All. More attractive and inclusive education for all generations*, this article provides a detailed description of the **Structured Dialogic Design Process** (SDDP). It is a methodology that enables groups of stakeholders to discuss an issue in a structured democratic manner, and to achieve results through a group workshop called **co-laboratory**. This method is especially useful in intergenerational groups, where prejudices on “who is experienced” and pre-established roles often add an extra layer of complexity to group discussions.

A community based learning ecosystem for the inclusion of young people

<https://epale.ec.europa.eu/en/resource-centre/content/comaninity-project-toolkit>

The toolkit developed within the Erasmus+ *COMANITY* project offers a 10-step solution for the inclusion of young people through a **community based inclusive learning ecosystem**. It provides guidelines, procedures, tools and practices to ensure the transferability and replicability of the programme in youth organisations and other sectors. One of *COMANITY*'s key features is the figure of the **Community Animateur**, who, trusted by their peer group, actively bridges the gap between young people on the margins and mainstream institutions through acting as a social mediator.

Tools to prepare young adults for the world of business

<https://epale.ec.europa.eu/en/content/idea-project-tool-enrich-your-training-curriculum-and-prepare-world-business-and-work-0>

The goal of the *IDEA* project, funded by the Erasmus+ programme, is to extend and develop the competencies of adult educators in the area of **entrepreneurial skills** (in non-formal settings) through providing them with guidance and motivation strategies. The project has developed a toolset (Evaluation, Modules, OER), addressed to both educators and NEETs, that allows one to **assess the skills of NEETs**, create **customised learning paths** and provide adapted trainings that connect young adults and real-life entrepreneurship.

