

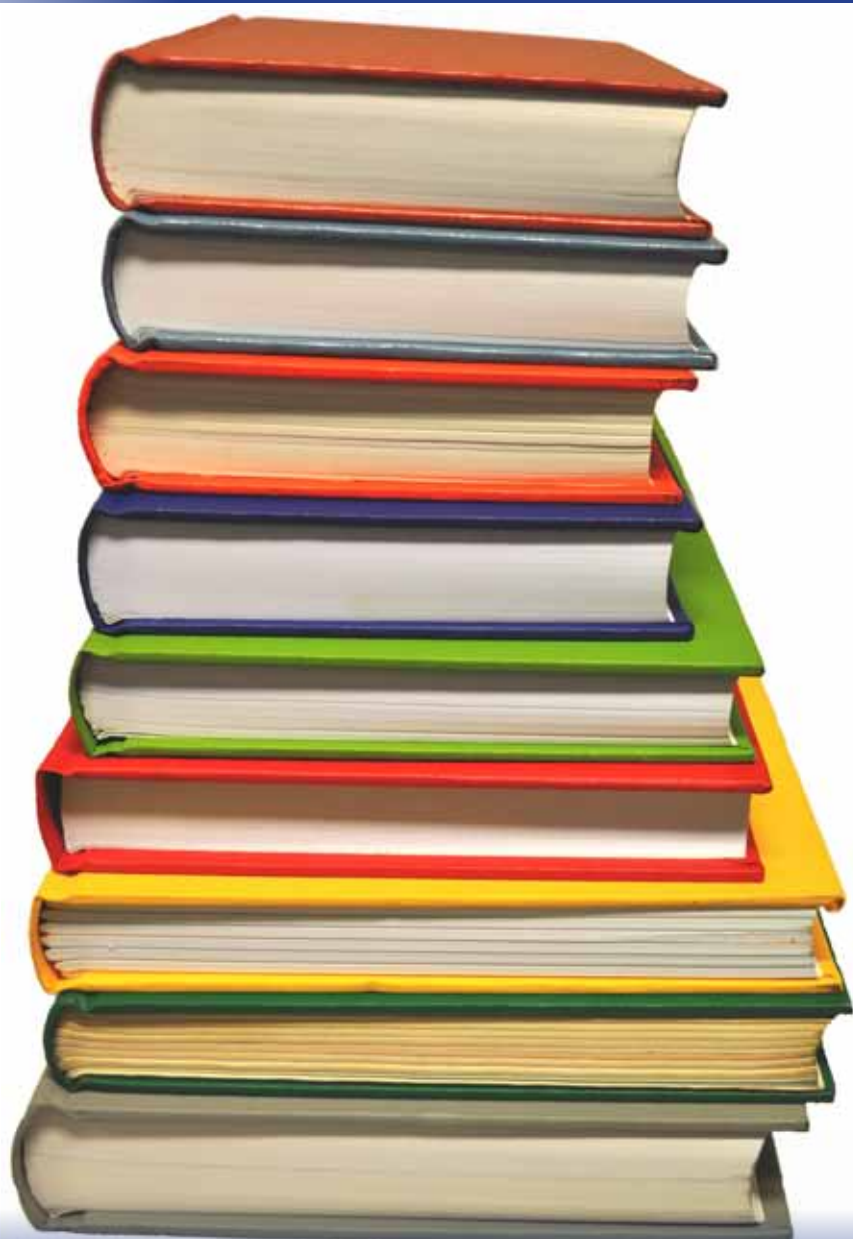


# Vidiecka asociácia mládeže Stará Ľubovňa



**YES for CITIZENSHIP**





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# 1. About the Project

The representatives of 7 countries - Czech republic, Germany, Macedonia, Poland, Romania, Serbia and Slovakia - represented by 9 partner organizations realized from March 2014 to February 2016 meetings, seminar, debates, conference, info-days and citizens meetings aimed at building active European CITIZENSHIP, exchange of experiences and good examples.

The aim of the initiative was leading EU citizens in to democratic and active citizenship. Raise awareness of the need for active citizenship at local and European level. Develop a feeling of responsibility for and belonging to the local community and united Europe. Make a network of organization in the twin cities. Inform the public and to mediate citizens meetings about active citizenship.

Besides partner organizations were into activities involved also experts in the field of intercultural learning, law, local politicians, organizations and institutions, teachers, youth and families from each partner town.

The output is this handbook of good practice "YES for CITIZENSHIP", web site with a database of cooperating organizations, information service for the public, blog with statements and a photo gallery with opinions about the active Euro-citizenship. Yes, you find it all also here.

This handbook shows the process of the project and it is also one of the good practice examples. So any other organisation can take a suitable part from it and implement into their practice.



# Events: Meeting of Partners

First meeting was held in Stara Lubovna, Slovakia. All partners discussed about project aims, tools, outputs, events and terms of conditions.



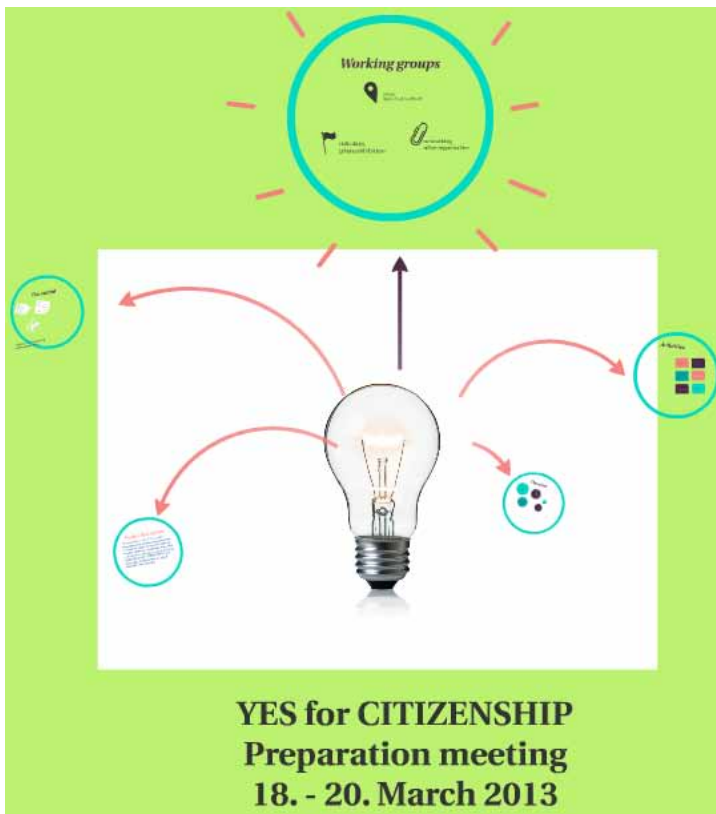
Partners had space to present their work closer each other, what was needed step for good cooperation. This meeting was also an opportunity to propose possible changes and make improvements in project program.

## **Tasks of all participating partners:**

- Organization and realization of planned activities, regular communication with partners
- Preparation and realization preparation meeting, seminar, meeting of citizens and evaluation meeting
- Realization and measuring enquiry on citizenship



- Collection of methodical materials and information on citizenship
- Preparation, cooperation and input into joint web page and articles about project
- Preparation, cooperation and input into methodical handbook, working on address book of organization, translating materials
- Networking and building cooperation between partners, NGO's, local government and other new organization interested in citizenship
- Preparation and realization photo exhibition with topic "Me, The Citizen"



# Seminar

The hosting organisation prepared seminar activity “The Key of Fortress” as an example of good practice live in practice. Partners had possibility to try it at first hand. The results of good practice exchange from every organisation you can find in this handbook!

The “Key of Fortress” was international competition which is as experiential example for working method of the seminar YES FOR CITIZENSHIP. Teams of young people competed in sport, logical or team tasks at the castle in Stara Lubovna. They showed their will to participate, train their ability to cooperate and had opportunity to meet with people from different countries. Competition was effective way to reach the goals in interesting form for young people. Program of the seminar with methodical instructions is available in section of good practice.





# Methodical Meeting



Methodical meeting was held 16. - 18. October 2014 in Nowy Sacz, Poland. Project partners talked about preparation of info days, photo competition and this methodical handbook. The aim was prepare all methodical support and examples how to work within topic citizenship for any other organisation in future.

During the meeting we participated at local event for citizens.

# Conference

International conference Yes for citizenship was held 22. - 25. April 2015 in Vratislav, Czech republic. Besides project partners there were invited other NGOs, organisations, institutions, professionals and local officials for presenting their work, discussion, exchanging information about citizenship practice and networking.

There were presented also pictures from photo competition. Participants had chance to participate at media workshops, which had to show how to work out with public. Short video was created, you can watch it at our web site. Finally there was running local activity The Earth Day organised by the young citizens.



# Meeting of Citizens



The aim was to introduce importance of the family as the basic unit in the formation of the united Europe. Media coverage, raising awareness of the project and the idea of citizenship was the main topic of this event. It was held 3. - 6. July 2015 in Slovak - Polish borders area. There were involved members of participating organisations with their families, so they created international teams.

They had opportunity to participate at family rafting, camping and other sport activities, but also to get information and talk at “world coffee” discussion and meetings with officials.

You can be inspired and read about the event also in methodical description of this handbook.

# Tools

Partners meeting aimed on tools was held in Beograd, Serbia. During 3 days from 30th September to 2nd October 2015 we prepared documents, methodical materials and outputs from project activities: conference, seminar, meeting of citizens, photo competition and enquiry. We also worked up final evaluating questionnaire for involved partners.

Project partners had chance to participate at photo exhibition of the project.



# Evaluating Meeting



As the project was getting to its end it was useful to meet for evaluation from 28. - 30. January 2016 in Stara Lubovna, Slovakia.

Turning back to last almost 3 years and evaluating the effectiveness of the project served as an indicative guidance for all partners. We agreed we all get a lot of experience and new contacts for further cooperation and new projects. We talked about involvement of citizens, filling the goals, the effectivity and outreach of the project.

There were last working groups before publishing methodical handbook for public.

# Good Practice Examples:

**Name of the activity:** **IGNIS FATUUS – Lantern Parade (Bludičky)**

**Age category:** 2 - unlimited

**Time interval:** 3 hours

**Tools:** identification strips, cash box with money, cards for the competitors, lanterns (candles in glasses), mats for sitting, post labels, post supplies (bags for nature products – chestnuts, cones, beechnuts, chestnut husks...waste separation – laminated pictures, examples of environmentally friendly and unfriendly behaviour-laminated), sound system + microphone, tables, chairs, benches, car for transporting equipment and supplies, tea container, tea, roasting sticks, napkins, cutting boards, knives, refreshment for the organizers, lights for lighting the area around the fire, wood, paper, matches.



# Czech republic



**Main goal:** The event's goal is to prepare an afternoon competition focused on environmental and autumn topics. To organize a walk through Vratimov with a lantern for parents and their children. Involving more town organizations. Promotion of unfamiliar places in the town – husite church. Free time activity combined with learning about the area surrounding Vratimov, local traditions, ecology and nature.

**Intermediate objectives** based on SMART evaluation: community competence development, organizations networking, children and parents free time activity competence, identification of suitable free time activity locations in town, utilization of the locations for community life, involving businesses in the activity.

# Good Practice Examples:

**Methodical description** - how to manage your activity:

The event is held in autumn before the summer time change. This way we make use of longer period of daylight. The preparation takes place in the Children and Youth Centre. The event itself is held in the nearby nursery school garden which is large enough and well-equipped with play and environmental components.

The participants enter through two entrances which accelerates the proces and children are dispersed over the garden. At the entrance they receive identification strips and children obtain game cards. About 15 posts are evenly placed over the garden. Each is labeled with a logo of the centre and symbolically with a light. We started with a candle in a bottle. It is not important to carry out all the tasks.

The event is accompanied with music and spoken word. After dusk, usually after 6 o'clock p.m., children and parents form a line in front of the nursery school and the lantern parade through the town starts. The parade crosses the streets assisted by the police.





# Czech republic



It passes the church where the participants are invited to the concert of the local art school brass orchestra who prepared a performance called „Scary Music“. The church is only lit with candles and lanterns. The parade finishes in the garden of sport organization Sokol where its members make fire and everybody can roast sausages. A hot tea container is ready for children. The refreshment for parents is provided by Sokol buffet.

In 2015 the event was held for the 6th time and more than 250 people took part. We involved 7 town organizations and utilized three locations for free time activities.

# Good Practice Examples:

**Name of the activity:** Excursion To The Blood Donor Centre

**Age category:** 15 - 20 years

**Time interval:** 2 - 3 hours

**Tools:** poster

**Main goal:** Facilitating help for others – encouraging local people to do the right thing. Promoting prophylactic literacy, citizenship, blood donorship literacy, and humanitarianism. Club leaders are active blood donors. We are aware of the fact that the number of blood donors is decreasing and it is necessary to recruit new young people. Unfortunately a lot of young people don't know anything about the process and they are afraid to try. A guided excursion helps eliminate this and find new donors.



# Czech republic



## **Methodical description:**

We addressed the Blood Donor Centre where we donate blood with the idea of excursions. We sttled the date suitable both for the attendees and the centre which is only open at certain times and on certain days.

We prepared a poster informing about the departures and arrivals from the Blood Donor Centre. In the meeting preceding the excursion we opened a discussion on blood donorship for the visitors to learn some facts and to be able to prepare questions.

An ideal situation is when an attendee decides to give blood during the excursion – that way we are able to follow the whole procedure directly.

# Good Practice Examples:

**Name of the activity:** Town educational trail Vratimovská štreka

**Age category:** 6 – 15

**Time interval:** 12 months

**Tools:** school PC with internet connection, printer, town or regional archive, expert and history publications and other information sources, camera, art and office supplies

**Main goal:** One of the main goals of the project is to attract children's attention to local heritage and lead them to consider and discuss the importance and appeal it holds both for locals and visitors of the town in question. Children learn how to think in a creative way, come up with arguments, compromise and communicate. They watch schools cooperate with the town authorities and youth centres, they communicate and cooperate with local seniors. By getting actively involved in the project they realize their own importance and potential in preserving local heritage.



Another goal is for children to experience the feeling of satisfaction after building something real and solid and doing the job for the community. The rest of the community will view and treat the boards much better than usual as it was built by their children or other relatives and friends.

And the trail will also help make the town more attractive for visitors and tourists.

# Czech republic



## Methodical description

### Stage 1 (planning and preparation: 2 months)

This is the time to ensure funding and key people and institutions which are available for and in favour of the project. In our case, funding came from a big company foundation and the costs included material, office and art supplies, graphic designer, construction company and board manufacturer's fees, including small financial incentives for all core team members. Key people are project manager, local school teachers (we recommend to involve two teachers per school), experts (preferably locals – we have excellent experience with senior members of local interest groups). The key institutions are local schools and authorities – especially the planning and development department. They all need to be contacted and informed.

Our educational trail project was predeceased by a series of small projects for schools based on children – teachers - local seniors cooperation created and coordinated by our project manager. The system was well-tried out so it only needed making small adjustments to include other community members interested in the project.

# Good Practice Examples:

## **Stage 2 (tasks delegation, deciding on topics: 1 month)**

All citizens are informed about the project via an announcement or article in the local newspaper and leaflets placed in frequented locations. A meeting for all involved people is held where the project goals and processes are explained and tasks are delegated. Core team members are officially designated (project manager, teachers – school team leaders). Everyone is invited to email suggestions for suitable topics for individual boards by the end of an agreed period of time (2-4 weeks). Children from local schools and their team leaders carry out their first task – survey in the streets concerning topics and the name of the trail. At the end of this period another meeting is held. Based on the survey and emailed suggestions, the core team decides on the name and topics for the trail.

## **Stage 3 (working on trail boards contents: 6 months)**

At this stage the team leaders and children collect, select, verify and process information, take photos, draw and paint pictures for the trail boards either in their lessons (if in compliance with the school's educational programme as e.g. in some of Geography, History or Media Education lessons) or after them in special groups formed for the project needs. We recommend combination of both, thus most children get involved. They also organize meetings with seniors and local interest groups representatives, borrow and scan their old photos, verify their information in the archive and online, consult it with experts. We cooperated for example with local senior tourist club and also with turbine mill expert in Technical Museum from another part of the country.

The project manager looks for suitable locations for the individual boards. Based on the Land Registry Office records, the manager contacts the owners of the land, arrange a meeting with them, presents the project and asks them to sign an official permission for placing and keeping the boards on the appointed location. Four of our trail's boards are located on town-owned land, five are on privately owned land. None of the owners refused to give permission.

# Czech republic

The project manager consults the Planning and Development Department at each and every step, fills in the necessary forms and submits applications. The manager is also in frequent and regular contact with the teachers – team leaders who consult their decisions concerning the boards contents and together they consider suggestions made by all other people involved. The manager keeps everybody informed about recent developments. There are also formal requirements to be met. Logos, coats of arms, QR code, trail map and all other contents must be repeatedly cross-examined by all core team members, experts and other people involved before finalisation. After finalising, all contents must be sent digitally to a professional graphic designer. Attention must be paid to the quality of all scans, photos and logos. The designer prepares several design options and after consulting them with all people involved including children, the core team makes the final decision. It is also possible to hold a public vote. The manager then addresses several companies requesting the quote and conditions for boards manufacturing and installation. It is a good idea to mainly address local companies and thus try to promote local businesses. In our case local companies offered the best price and conditions and got the job which they carried out to our complete satisfaction.

## **Stage 4 (production, installation and formal opening of the trail: 3 months)**

The graphic designer consults the last steps and final form of the boards contents with the manager, there are final checks of the contents and then the designer submits all the data to the board manufacturer. The core team and the manufacturer negotiate about the suitable material for the individual boards (based on the location – e.g. in the town centre or in the park), anti-sprey surface treatment being a matter, of course. Technical problems are dealt with – e.g. special anchors for the board in the river flood control zone. All necessary permissions must be collected both from the Planning and Development Department and other concerned parties (electricity provider, etc.). At the same time the team leaders, children and all other involved people are preparing programme for the formal opening of the trail. The manager promotes the event, informs media and locals using local newspaper, leaflets and invites guests.

# Good Practice Examples:

The installation itself is carried out by the construction company and takes place several days before the official opening. Our trail was completed in time for the International Children's Day when it was officially opened. The local senior tourist club cycled along the whole trail during this day and they used GPS navigation to measure its length. Children, who were also the co-authors of the trail, presented each board and the process of its creation on their respective locations to all visitors. Visitors could also try to solve a task (riddle, crosswords or other) which are an organic part of our trail boards contents. We ensured a bus to transport the elderly and families with small children along the trail stopping at each board. We also invited the owners of the land where the boards stand, all people who helped in any way with the project, partners, and representatives of the foundation and media for the ride and small refreshment. Nice meeting of community.

## Conclusion

Information about the trail and its contents including GPS coordinates is available online. Its popularity was increased by a multocache installed along the trail by Geocaching hobby group of Children and Youth Centre in Vratimov. The best promotion ensures the fact that every board includes not only information and pictures but also a small task to solve – a riddle, crosswords or another interesting task based on the info given in the text and pictures on the board suitable both for children and adults. Thanks to that it became part of the programme of many outdoor school events and in-town summer camps and is increasingly popular among families. Educational trails are being installed all over the country – ours is unique thanks to the children collaboration on contents, cross-generation and cross-interest groups cooperation. At the same time quality and data correctness were high priority.



# Czech republic

The trail helps not only preserve local heritage in this highly industrialized area but also promotes the idea of an active citizen across the age and interest groups. „Our town – our business“ and „We care - together“ type of attitude is encouraged and maintaining the trail has become every citizen's business.

## VRATIMOVSKÁ ŠTREKA

### U řeky Ostravice

#### Cyklostezka

Největším investičním projektem za celou dobu existence regionu Slezská brána je dokončení páteří cyklostezky Ostrava – Beskydy v úseku Vratimov – Sviadnov. Projekt tvoří 7,4 km nové asfaltové cyklostezky podél řeky Ostravice. Celkové náklady stavby jsou projektovány ve výši 36,8 miliónů Kč, dotace z EU z ROP je 34 miliónů korun, region zaplatí 2,8 miliónů korun. Projekt je založen na partnerství dotčených obcí: Sviadnov, Zabeř, Repečč a Vratimov. Dalším důležitým partnerem je státní podnik Povodí Odry, který před vlastní realizací cyklostezky navýšil 3,5 km protipovodňové hráze v katastrech Sviadnova, Zabně a Paskova.

Oblíbení Na stace [www.nastace.cz](http://www.nastace.cz)

#### Mikroregion Slezská brána

Zájmové sdružení bylo založeno 29. 4. 1999. Území mikroregionu má rozlohu 72,08 km<sup>2</sup> a žije v něm 22817 obyvatel.

Hlavním cílem je prosazování společných zájmů členů sdružení. Činnost je zaměřena na společné projekty na podporu kvalitního bydlení a rozvoje oostovního ruchu, např. výstavbu cyklostezky, budování společného geoinformačního systému, projekty na energeticky úsporná opatření v obecních budovách, propagace regionálního mistopisu a historie – fotodokumentace, vydávání map, knih, podpora místních kulturních, sportovních a společenských aktivit. Svazek obcí je také partnerem mnoha individuálních projektů svých členských obcí, které mají regionální charakter a rozsah. Do jeho aktivity jsou zapojeny také místní školy, volnočasová zařízení, podniky a podnikatelé a další.

V současné době Slezskou bránu tvoří celkem 9 obcí vtrojúhelníku Ostrava – Havířov – Frýdek-Místek, Vratimov, Repečč, Sečelčice, Šenov, Paskov, Víclavovka, Kaňovice, Zabeř a Sviadnov, které jsou vstupní bránou do euroregionu Těšínsko Slezsko a regionu Beskydy.

**Dokážete pojmenovat zástupce rostlin a živočichů, které můžete pozorovat v blízkosti řeky Ostravice?**

1. Ústředí Odr, 2. Pásmo Odr, 3. Pásmo Odr, 4. Pásmo Odr, 5. Pásmo Odr, 6. Pásmo Odr, 7. Pásmo Odr, 8. Pásmo Odr, 9. Pásmo Odr, 10. Pásmo Odr, 11. Pásmo Odr, 12. Pásmo Odr, 13. Pásmo Odr

1. Ústředí Odr, 2. Pásmo Odr, 3. Pásmo Odr, 4. Pásmo Odr, 5. Pásmo Odr, 6. Pásmo Odr, 7. Pásmo Odr, 8. Pásmo Odr, 9. Pásmo Odr, 10. Pásmo Odr, 11. Pásmo Odr, 12. Pásmo Odr, 13. Pásmo Odr

#### Ostravice

Ostravice je největší beskydská řeka. Svě jméno získala podle prudkého „ostrého“ toku. Vzniká soutokem Bílé a Černé Ostravice u obce Staré Hamny, kde byla v letech 1964 - 1969 vystavěna přehradní nádrž Šance. Dále řeka protéká Frydlantem nad Ostravicí, Frydkem-Místkem, Paskovem a Ostravou, kde se v části Hrušov vlévá jako pravostřanný přítok do řeky Odry, která ústí do Baltského moře. U obce Ostravice vytvořila řeka zajímavé prahy a pětaje, které byly v roce 1966 vyhlášeny přírodní památkou.

Já od sledovku tvořila řeka přirozenou hranici mezi Moravou a Slezskem. Sloužila k plavení dřeva, které se zpracovávalo na pláňch v obci Ostravice a ve Frydlantu nad Ostravicí. Ke zrytování stavu vody sloužilo celkem deset malých nádrží, jež se nazývají klauzy a které jsou chráněnými technickými památkami. V okolí vodního toku převládá měkký luh nížinných řek, v němž nejčastěji najdeme vrbu dlouhá a dub letní.

[www.slezska\\_brana2.ddmvratimov.cz/index.php/naucna-stekta-vratimov](http://www.slezska_brana2.ddmvratimov.cz/index.php/naucna-stekta-vratimov)

# Good Practice Examples:

**Name of the activity:** General Knowledge Competition For Seniors Across The Silesian Gate

**Age category:** 60 +

**Time interval:** yearly, 3 months for preparation and realization

**Tools:** Preparation stage: PC, internet connection, publications about the region, regional topics and local heritage, video camera, camera, microphone, editing software.

**Competition:** venue with projection system and corresponding PC (preferably a cinema), sound system, scoring system, tables and chairs, team tags with the names of the towns which the teams represent, option cards A, B, C, refreshment, awards.

**Main goal:** Based on the principles of lifelong learning, the main aim of the competition is to simultaneously educate and entertain local seniors who take active approach and interest in their region, who enjoy competition and/or watching

others competing and supporting them. Seniors learn how to deal with new technologies and organizers learn how to accommodate their pace. The event enables seniors from different towns in the region to meet and spent time together in an active way. All towns and villages in the region cooperate on preparing and carrying out the competition.



# Czech republic

## Methodical description:

### Competition description:

The competition focus is on the knowledge of local heritage. It is divided into three rounds, each round concentrates on a different topic. There is one question concerning every town and village in each round. In our case it means 9 questions per round, as our regions Slezska Brana consists of 9 towns and villages. The topics (e.g. local history, architecture, famous people) and questions differ each year. Individual questions are in audiovisual form, the format also differs each year, e.g. a video guide with a local radio presenter voiceover or a guided bus trip docudrama. Competing teams consist of three seniors representing their town and they compete on the stage where a table with chairs is placed for each team. Their friends and relatives and general public make up the audience. Awards are mostly supplied by the contracting authority or sponsor – in our case it is our microregion.



### Stage 1 (preparation and planning)

The first step is to prepare the script of the competition – to decide on the topics for the rounds, collect, select, verify and process relevant information, formulate questions and answer options including a trial one and several extras in case of a draw. This can be done by the project manager (as it is in our case) or another person can be hired. All the questions and answers must then be checked by independent consultants.

## Good Practice Examples:

At the same time the manager and assistants plan the programme for breaks – they address local artists and entertainers with the offer to take part in the event. When the exact date of the competition is set the manager ensures technical support including at least two technical staff. Assistents order or provide all other necessary equipment – scoring system, tables and chairs, tags, refreshments, etc.. They inform the town and village authorities, senior clubs and groups via email and phone. Local authorities arrange transportation for their competitors and audience.

When the script is finalized the audiovisual staff (cameraman, director) produce the audiovisual form. That means they come up with an idea for the format, realize the filming and edit the video. They cooperate with an IT staff to finalize the projection system and technical procedures both during the rounds and breaks. Then all members of the team (manager, cameraman, director, IT staff) check the material for any discrepancies, the manager prepares the final script and instructions for the presenter. Presenter's performance is essential for the final effect of the competition, it is worth to invest your while into hiring a skilled and qualified person. Their instruction manual should include:

- Programme plan step by step, number and order of the rounds and questions, topics of the rounds, programme for the breaks, performers names. Print out the questions, option answers and the correct answers separately.
- Trial question with option answers and the correct answer. Everybody will be able to find out how the system works at the beginning.
- State how the scoring system works – how will the points be allocated and how often? After each question? After each round? Who will physically do it?
- Add some extra info – the history of the competition, the region, the towns and villages, some interesting facts concerning the topics or some of the questions. It can come handy for example in case of some technical problems. Also include a warning if necessary – is there any rivalry between some of the people or towns or maybe some other problematic issues the presenter could stumble upon?

# Czech republic

- Make a guest list and a list of names of the members of jury. The jury should also have a list of questions and the right answers and a list of teams for score-keeping.
- State who donated the awards and what sort of awards the winners can expect.

Other important people here are assistants who allocate points, keep the score, help prevent cheating, take care of refreshments for the competitors and presenter, have awards ready and generally act as presenter's right hand. They need to prepare:

- List of competing teams and tags to put on the tables
- List of questions and the correct answers
- Three option cards for each team
- Score keeping tools (e.g. magnetic boards and colourful magnets)
- Tables and chairs for the competitors, etc.

Score keeping can be electronic, e.g. electronic voting system. This system proved effective in children's competitions, seniors have tried it and then decided to use the traditional option cards with letters A, B, C. Shortly before the competition it is necessary to hold a rehearsal to ensure smooth cooperation between technical and programme staff.

## **Stage 2 (the competition)**

The competition takes place in the afternoon in order to be accessible for general public. It takes about two hours, 30 mins for each round, 10 mins for breaks, 10 mins for announcing and awarding the winners. It can be slightly prolonged by a draw in which case there are extra questions.

Smooth cooperation between the presenter and the technical staff in the projection room is of utmost importance. The technical staff must play and stop the video according to the developments on the stage and presenter's instructions so that the atmosphere, however excited, remains relaxed, and friendly.

# Good Practice Examples:

**Name of the activity:** Bracelets

**Age category:** no limit

**Group size:** 2-20

**Time interval:** 1-2 hours

**Tools:** Different colours of wool strings. Possible also other materials such a cotton strings, rips of fabric, leather strings, etc..

**Main goal:** To foster participants dexterity. To support participants team-work skills. To encourage participants to reflect their prejudices towards different European cultural traditions.

**Methodical description:**

**Overview of activity:** Participants co-operatively make bracelets based on their assumptions of different European traditions. **Themes:** Co-operation, personal development.

**STEP I:** Ask participants to imagine that they were in a European country other than their own. They should imagine how the weather is there, what they had for breakfast and what they are probably going to eat for lunch there; how the people look like and what kind of jewellery they wear. They should now pay particular attention to how they imagine the bracelets the people in their imaginative European country wear look like. This bracelet they should now try to recreate themselves.

**STEP II:** In teams of two the participants should explain to each other how they imagine their bracelets and estimate together what and how much material of the available they would need for it. Then they get the material and start. The facilitators are available to help, show techniques or support the participants differently.

**STEP III:** The participants showcase their bracelets, explaining why they look like the way they look, where they come from and how they made them. After everyone presented their bracelet, they can either put their own bracelets on, or give them as a present to a friend.

# Germany

**Debriefing and Evaluation:** Maybe some of these questions can help you to support the participants in reflecting about the activity:

- How was it to imagine you are from a different country in Europe?
- What did you base your image on? Do you think it was realistic?
- Why did you choose this place in Europe?
- Do you think that the way people dress or the jewellery they wear is different European countries?
- What do you think is special about your own country? Is there something very typical? How do you know it's typical about your country?
- How was it to make the bracelets?
- Did you encounter any problems?
- Did you receive help? Or did you help somebody?
- Are you happy with the result? If you could start all over again, would you do something different?
- What did you like about other's bracelets?
- Was there something surprising for you?

## **Tips for facilitator:**

It is important to have enough material, as it could be very frustrating for participants to not be able to make what they had thought of. Also some participants might want to make more bracelets for them in the free time after this activity. You should, however, encourage them to use the material responsibly and not waste any. You can start the beginning by asking the participants to close their eyes and follow you on a dream journey. That can help to better imagine the bracelets they want to make. It is important to stress the diversity among different cultural traditions and question stereotypical images of cultural traditions.

## **Adaptations:**

If you have many different ethnic minorities in your country, you can do this activity regarding their forms of cultural heritage. You can also invite members of different cultural communities and ask them to teach your participants some forms of their handwork or even music. It is important however to not reduce them to the share other parts of their lives, so show your participants the complexity and diversity within different people.

Author: Sophie Heller

# Good Practice Examples:

**Name of the activity:** Charter of Fundamental EU Rights

**Age category:** no limit

**The time interval:** about 2 or 3 hours depending on the number of teams and participants' knowledge about European Union.

**Tools:** Charter of Fundamental Rights of European Union; Cards with images/fundamental rights; Board/wall to put each pair: image-fundamental right.

**Main goal:** Learn more about the Charter of Fundamental Rights of European Union; Improve European citizenship and the knowledge about European Union.

**Methodical description:**



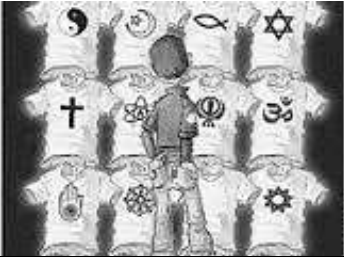

Facilitator must start the game by explaining what Charter of Fundamental Rights of European Union is and how is divided. Facilitator must give 1 image / 1 fundamental right per each participant.

- In 5 minutes participants must find their pair. If they have an image must find the correct fundamental right and vice-versa;
- Put each correct pair in the board/wall and start the discussion about each fundamental right: what does it mean?, is it important in nowadays EU?, is it accomplished in EU?...
- In the end divide the fundamental rights by 5 pillars of the Charter (dignity, freedoms, equality, solidarity, justice and citizen's rights).

**Attention:** This can be adapted depending on the number of participants. Is possible to choose different images for each fundamental right. There are not all fundamental rights in the game. If you go the original document (Charter of Fundamental Rights of EU) you will find other fundamental rights that are also important. Just choose those which are more appropriate for the group development.



# Macedonia

|   |  |
|---|--|
|    | <p><b>Equality before the law</b></p> <p>Article 20</p> <p>CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION</p>   |
|    | <p><b>Freedom of expression and information</b></p> <p>Article 11</p> <p>CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION</p>                           |
|   | <p><b>Freedom of thought, conscience and religion</b></p> <p>Article 10</p> <p>CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION</p>                     |
|  | <p><b>Right to vote and to stand as a candidate at elections</b></p> <p>Article 39 &amp; 40</p> <p>CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION</p> |

# Good Practice Examples:

**Name of the activity:** ECO SPORT

**Age category:** 15 - 18 years

**Time interval:** 14 days

**Main goal:** Personal development of young people with difficulties. Gaining new life experiences outside the home. Including young socially and economically disadvantaged youth. Present and get closer to ecological issues topic and its connection to our society and individual life style.



# Poland



## **Description:**

Project run from May to October. First two months is space for preparation. It includes communication with partner organisations, preparing programme and arranging logistic questions. The main activity was planned 14 days youth exchange in Swinoujscie during vacation. It involved young people from Norway, Bulgaria, Slovakia, Czech Republic and Poland. The program contained cognitive classes, workshops, national days, sports activities, rides on bicycles and block activities related to preservation of nature.

# Good Practice Examples:

**Name of the activity:** Family Contest

**Age category:** Parents with their children

**Time interval:** 3 hours, every year in December

**Tools:**

We need to prepare a lot of things to arrange family contest. Families draw, paint, dance, compose, sing, take part in sporting, events. So they need paper, paints, crayons, boxes, costumes, microphones, live music, musical instruments, hi – fi.

**Main goal:**

Parents and their children spend time together in an active way. Family ties are tightened; families spend their free time together and they do useful activities. The whole event aims to prevent social pathology.



# Poland



## Methodical description:

Family contests are open to residents of our city, Nowy Sacz. The first Family Contest was held 12 years ago. It takes place once a year, a few weeks before Christmas, preferably on Santa Clause`s Day.

All families (usually 6): both parents and their children compete against each other in different sporting and artistic events. During the whole contest young artists – musicians, dancers, singers, give performances to entertain the audience. The audience is also active during the programme. They take part in numerous quizzes and games. The family that receives the best scores wins and can choose their award. But all families are awarded, the point is that there are no losers.

# Good Practice Examples:

**Name of the activity:** Hop to Europe

**Age category:** no limit, group size: 20-40

**Time interval:** 4 hours

**Tools:** For each group you need to prepare a map of Europe and a map of your city where you glue the flags of all European countries that are on the European map to those places in the city where the participants can find a facilitator with different tasks for them. You also need to prepare the outline of Europe on a big canvas or sheet of cotton to draw on later. You might have to organise some background information for the helpers on the countries they have to explain to the participants.

**Main goal:** To increase the knowledge of participants about different member countries of the European Union. To support participants mobility and knowledge of the local environment.

**Methodical description:**

A treasure hunt for different maps of European countries that later on can be put together into one big map of Europe.



# Romania



**STEP I:** Divide your larger group into smaller teams. Each team gets a map of Europe and a map of your city. On the city map are small flags of European countries that they can find on their European map. The teams have to go to those places in the city where the flags are located and then come back to where they started.

**STEP II:** At each point that is indicated on the city map is a helper waiting, holding the flag of the city map. The teams have to find now a small map of the country this flag belongs to close by. If possible, those places should have something to do with Europe or with the country who's flag the teams should find. Checking on their European map they have to identify the country. The helper also gives the group some more information about that country and/or what the place where they found the map has to do with Europe. Once all maps have been found the groups return to the starting point.

**STEP III:** Either at the starting place or back at "home" where your activity takes place, on a big sheet of either paper or cotton (a white bed sheet for example) a rough outline of Europe has been drawn. The whole group together should now draw the borders between the countries and into each country the fitting flag. They should also draw everything they learned about that country.

# Good Practice Examples:

Tips for the facilitator - maybe some of these questions can help you to support the participants in reflecting about the activity:

How was it to search for the flags?

How did you work in the team?

Did you learn something new about some other countries today?

Where there things that you already knew?

Where did you learn those?

Is a flag important for a country? If you had a flag just yourself, what would it mean for you?

Is there one country you would like to visit sometime? Why that one?

Do you think it makes sense that so many different countries co-operate with each other, like in Europe?

What do you think are difficulties in that?

What do you think is good in that? Do you think that you personally benefit?





# Romania



## **Adaptations:**

If you are in a bit far away from the city, but you have a beautiful landscape around, you can do this activity also just on the area of where you are.

You can also do this activity over several days and include some more detailed information about the countries and maybe their relation to your city.

You can contact the mayor of your city and ask for a meeting when all the groups are in the city. She or he could talk about the links of the city to different partner cities or how she or he perceives European influences in the city.

Author: Oana Nitulescu, Timisoara, Asociatia pentru Promovarea Femeii din Romania

# Good Practice Examples:

**Name of the activity:** YOUTH EXCHANGE E.U. Spring School

**Age category:** 18-25 (60 young people from 12 European countries)

**Time interval:** one week, May 2014

**Tools:** Non-formal education methods – role plays, discussion, simulations, field visits, visits from high officials

**Main goal:** To educate youth about European Union and European citizenship. By the end of the YE, participants will have participated in a series of simulation of meetings of European parliament and Council of Ministers, debated different issues concerning EU today such as youth unemployment, enlargement, future of EU and active participation.

**Methodical description**



Serbia



# Good Practice Examples:

**Name of the activity:** European Youth Work Academy

**Age category:** 18+

**Time interval:** September 2015 – October 2016

**Tools:** Non-formal education methods – brainstorming, presentations, individual and group work, simulations, role-plays, debates, dissuasions, etc..

**Main goal:** Project aims to rise capacities of youth organizations to create, plan and implement project within Erasmus+ and in general, trough improvement of quality of youth work, education of the staff of organizations and innovative approaches in European Youth Work.



# Serbia

## **Methodical description**

There will be three training courses that will be implemented during the project.

Training of Management (TOM) will gather 29 staff of youth organisations and provide them with knowledge and experience related to fund rising, project management, communication with young people and inclusion of young people with fewer opportunities, along with space for project planning within Erasmus+ and other funds. This activity will provide organisations with time and space to exchange examples of good practice and work on strategic partnership plan, as well to prepare for another stages of the project including following mobility activities, follow up, dissemination and evaluation.

Training of Leaders (TOL) will involve future or youth workers with limited experience that are and will be in charge in their organisations to work directly with young people in local community or on international projects, including Youth Exchanges. After activity participants will be ready to plan and implement youth exchanges, provide high quality work as youth leaders on youth exchanges, able to recognize and ensure support to young people with fewer opportunities in order to enable their undisturbed participation and involvement in activities. Leaders will have impact on projects ideas and proposals that will be developed during this project activity.

Training of Trainers (TOT) will involve more experienced youth workers and staff from partner organisations in order to provide them with trainers' skills and knowledge that will be used in sustainable education of other youth workers and young people about topics concerned with youth organisations and their activities and cooperation. Along with practical work, trainers will gain knowledge about trainer's skills, tools such as Compass, Salto, T-Kit, and ETC Competence Model, UK NA Trainers portfolio, etc.

# Good Practice Examples:



**Name of the activity:**

**Key of Fortress**

**Age category:** 13 – 19

**Time interval:** 3 hours

**Tools:** rope, keys, stopwatch, helping words, pots, puzzle, weight block, domino blocks, chest, 3 historical disciplines, sticks, beads, bell, rope ladder

**Main goal:** is to feel strength and support in team, to act together for joint goal (if mixed nationalities) to work in multi-national team.

**Methodical description:**

Terms of the competition – rules:

- a) Competition is open to four-member teams composed of 2 boys and 2 girls. Each team passes a night game and 12 separate disciplines in a specified order.
- b) The competition may enter only one team per organization. In case of greater interest, we recommend an internal competition and select the best team.
- c) The organizer reserves the right to change the disciplines.
- d) The filling of the various tasks is involved different number of team members (at least one, no more than four).

# Slovakia



e) Some tasks require clever mind, other good physical condition or perfect team cooperation. However, sometimes decides also luck, which is very unstable.

g) After successful completion of the task, team gains one key and helping word, necessary to puzzle out the password. What decides about the result is number of keys gained during the competition and brought to the target place. The lost key is considered as task failure.

h) If team guesses the password, they get another key.

i) The team who breaks the rules will be disqualified.

j) The winning team is, who:

1. will not overstep the competition time limit
2. will get the highest number of keys
3. in case of the same number of keys will decide the number of better score at disciplines

k) In case of overstepping of competition's time limit is the team disqualified.

l) The competition will be in any weather conditions.

m) The leader is responsible for the team during whole competition.

n) For health and competence of participants is responsible the sending organization and the leader of team.

# Good Practice Examples:

## DISCIPLINES:

### 0. Opening discipline – night game

Task: The test of courage

Who: whole team / Gets: key + helping word

### 1. Spider web

Task: In time limit of 3 minutes must team get to other side of “spider web”. No one can touch it.

Who: whole team / Gets: key + helping word

### 2. Omar and Fatima

Task: In time limit 4 minutes and 20 seconds must couple fill a pot located at the castle with water from pot down the hill of the castle.

Who: 1 girl + 1 boy / Gets: key + helping word

### 3. Architect

Task: Team must in time limit 6 minutes put together a puzzle of historical picture of the castle according to the copy of the picture.

Who: whole team / Gets: key + helping word

### 4. Karavana

Task: Team must in time limit 2 minutes carry a weight block for distance 100 m. That member of team, who carries block, can not move. They can give from hand to hand only. If block falls down or if the participant, who carries the block is not touching the ground by both feet, whole team must begin from the start point again.

Who: whole team / Gets: key + helping word



If block falls down or if the participant, who carries the block is not touching the ground by both feet, whole team must begin from the start point again.



# Slovakia

## 5. Palisades

Task: Team members have a time limit 4 minutes and 30 seconds to build a domino cubes so that after dropping the first panel, the whole structure falls.

Who: whole team / Gets: key + helping word

## 6. Water well

Task: One member of the team must find in the time limit 1 minute and 30 seconds correct key from the chest, which is hidden together with helping word.

Who: one member of team / Gets: key + helping word

## 7. Live carpet

Task: One team member must pass within the time limit 2 minutes and 10 seconds specified distance without touching the ground. Other team members makes with their bodies live carpet before him. If the walking team member touches the ground, the whole team has to return to start point again. Task is complete when whole team is outside the competition area.

Who: whole team / Gets: key + helping word

## 8. Gnome

Task: Team enters the underground and within a time limit 4 minutes must find the key and helping word.

Who: whole team

Gets: key + helping word



# Good Practice Examples:

## 10. Castle pearls

Task: Team must get outside the largest possible number of pearls and stick them on iron sticks within the time limit 7 minutes.

Who: whole team / Gets: key + helping word

## 11. Father Furat

Task: 3 members of team have to by help of rope get 4. member (girl) up the tower, where she must guess a question within the time limit 30 second.

Who: one girl / Gets: key + helping word

## 12. Bell

Task: Within the time limit 2 minutes and 10 seconds, two members of the team must one by one ring on a bell hanging on the tree. To the bell they have to climb the rope ladder and they can not jump down of it (have to touch the last step).

Who: one girl + one boy / Gets: key + helping word



# Slovakia



**Name of the activity:** International Family Raft

**Age category:** no limit

**Time interval:** 3 days

**Tools:** truck for transportation of stuff, cooking stuff, big tents, first aid, commuters kitchen, tools for sport activities

**Main goal:**

Spend time together in family circle and in the community. To point out that participation in public life also means sharing in community life, compaction old and the emergence of new relations between local and foreign participants.



# Good Practice Examples:



## **Methodical description:**

International Family Raft visits groups from different countries to raft down the river Poprad, which is the border between Slovakia and Poland. They begin in Stara Lubovna and finish in Nowy Sacz with 4 stops during 3 days: Stara Lubovna - Circ (25 km), Circ - Zeigiestow, Lopata Polska (26 km), Zeigiestow - Stary Sacz, Przystan (37 km).

Families or groups have their own rafts (canoes, boats or other), tents, eating set, life vests and helmets. They are responsible for their own security during the rafting as well as insurance.

Organisation prepares open and closing ceremony, camping, transportation of participants stuff between stops, transport of people and stuff back home, warm food + cook, first aid + doctor, life guard, waterman and cultural programme. Food is arranged in travel commuters kitchen which is transported between the stops by truck. It is handy to prepare application forms in advance, so organisator can prepare all needed for exact number of participants.

# Slovakia

Cultural Programme: international football, speed rafting race - memorial of E. Kasperkevic, competitions for children and adults after rafting, international discussions by the fire, international singing and dancing, Neptun's baptism of newcomers. The programme may change depending on topic of meeting or skills of organisator.



# Good Practice Examples:

**Name of the activity:** Detective Sherlock

**Age category:** Family or group of children in age 10 - 15 years

**Time interval:** 3 - 4 hours

**Tools:** letters of key word, stamps of detective to stick on the street, 2 tables, microphone, music, identification cards, ink, maps, hints, team numbers to toss up the order, medicine chest, magnifying glass, white chalk, wooden stick, cloth-sticks, rope, pictures, painting colours, food to taste, info book about EU.

**Main goal:** Hang out parents with children into the streets in joint activities, promote cooperation and team spirit, active involvement in community affairs

**Poster says:** Detective Sherlock game is a detective game in the streets in which the teams will face plot, riddles, puzzles, brain teasers, encrypted voice messages from secret agents and so on... Sign up for it and try out your detective skills. After solving out the mystery waits each team a surprise! How to apply? Pick up and fill the application directly in our office or download it at [www...](http://www...) Fill and send it via e-mail: [email@email.com](mailto:email@email.com). Until when? No later than Date! Start: Date and place

**Binding application includes:** name and surname team members, phone contact and e-mail to the team leader (where you send them a first task). The composition of teams: Family - minimum 1 adult and 1 child OR Friends - at least 3 members



# Slovakia



**Methodical description:** At every check-point each team needs to solve one task so they get a letter and a hint where is another check-point. All letters together make the key word with information where is final check point to get. All hints are coded by different way, f.e. morsey/breil/number alphabet, hidden or reversed words, riddle, etc. To make this game tailored on citizenship topic, we add different questions at each check-point, f.e. How many countries are currently in EU? When did our state became a member? What can election into EU parliament change? etc..

## TASKS

1. “Find 3 hidden pictures of detective Sherlock and write us the position with name of the team leader to our email. Hint: do not count posters, but look for it in the street, internet, news,…” Who find it, gets first letter.

## 2. START PLACE

Teams get their identification card and information about game in morse code (with morse alphabet key). The info leads to second check-point.

## 3. DACTYLOSCOPY

Two team members have to find their own fingerprints (ink on paper with magnifying glass) between a few other ones to get a letter. The hint to another check-point: “follow white footprints” (drawn on the sidewalk).

## 4. WOODEN TOWER

“Get 10 sticks from wooden tower without falling”. Hint: follow cloth-stick on the way to another check-point.



# Good Practice Examples:

## 5. CABLEWAY

“Secret agent will often find themselves in an awkward situation and must disappear unnoticed even on clothesline...” Everyone must go through a line without falling. Hint: “Look for secret agent near by fountain.”

## 6. FACES

“Recognize faces and characters is important.” Find 5 differences. in the picture. Hint: “Near in the park is our man dressed as a painter. He will sell another message.”

## 7. COLOURS

“Make green, orange, purple and brown colour from 3 basic colours (blue, red, yellow).” Hint: “Two atlants guard the entrance to the place where I was born.” (hospital)

## 8. CARDS

The gypsy fortune teller gives to each team member one card. Others have to guess only by pantomima. Hint: picture with a piece of building to get there.

## 9. TASTE

“Detective needs to have a fine tongue to recognise poisoned food.” Taste with closed eyes and specify taste of grape/carnation spice/pomegranate/melassa/etc. (different exotic foods). Hint: “Find the building on the Main street, number is the same as number of stars on EU flag.”

## 10. QUESTION

Agent gives only a question and for good answer the last letter. Team must set the last check-point from the letters, f.e. NFICRNOEET (infocenter).

## 11. INFOCENTER

Team shows their filled identification cards as proof they passed each check-point. They get info book about EU.



# Slovakia

**Name of the activity:** The kilogram of goodness

**Age category:** young people in age 13 - 18 years

**The time interval:** one week

**Tools:** booth (or table in the street), posters with information about activity, boxes for food, scales, speakers with microphone, list of families in need

**Main goal:** Involve young people into public affairs, to bridge young people with community, promotes social feeling and idea of mutual aid in need, to lead youngsters on way of their selfindependent event organising.

**Intermediate objectives:** to collect and deliver different non-perishable food to help families in need in pre-Christmass time.

**Methodical description:**

Group of motivated youngsters name (best by themselves) and divide all tasks:

- create posters and flyers
- propagation in web, by posters, write PR into local newspaper to involve people into charity action (bring food)
- make propagation and collecting point at schools
- get booth, table, boxes and speakers in to the frequent street (collecting point)
- visit municipality and create a list of families in need
- ensure transport of food into families



# Photo competition



**Categories:**

1. children 7 to 15 y
2. youth up to 30 y
3. adults

**Winning pictures  
will be exhibited  
in 7 countries!**

**Find more  
information at  
[yesforcitizenship.com](http://yesforcitizenship.com)**

**Me, the Citizen**

**PHOTO  
COMPETITION**



# Me, the Citizen”



Jan Salon, Slovakia



Yeghiazar Movsisyan, Armenia



Miroslaw Marcinowski, Poland



Emin Kolasinac, Serbia



Julie Petrujova, Czech republic



Nikola Milosevic, Serbia

# Am I European?

## Yes for citizenship

### Till- Deutschland

#### Bin ich ein Europäer?

Europäischen bedeutet es für mich überall zu Hause zu sein, überall Freunde.

### Eva- Slovensko

#### Som Európan?

Poznávať, využiť to najlepšie od iných, ale aj odovzdať to pozitívne, čo vieme. Vzájomne sa obohacovať, aby som mohla (sme mohli) povedať: Som hrdá Európanka.

### Krzysztof- Polska

#### Jestem Europejczykiem?

Nie mam kompleksów że jestem z za żelaznej kurtyny, z obrzeża Europy. Integruję się ze społecznością europejską.

### Milica- Srbija

#### Da li smatram sebe gradjaninom Evrope?

Sebe smatram gradjaninom Evrope, uprkos tome sto Srbija nije clanica EU. Meni je licno svejedno, ja uzivam kao gradjanin svoje zemlje, i svog kontinenta, bili mi u evropskoj uniji ili ne.



### Renča- Česká republika

#### Jsem Evropan?

Ano, jsem Evropan. Jsem spokojená, že jsem se narodila a žiju právě v Evropě

### Margareta- Hrvatska

#### Da li sam euroljanin?

Rodila sam se i odgojena sam u evropi, živim u evropi i nikad nisam bila van granica evrope. Evropa tece mojim venama.

### Tina- România

#### Sunt europeană?

"Nu suntem altfel. Avem aceleași drepturi, doar că ne asumăm mai multe riscuri și depunem mai multe eforturi, care ne fac mai puternici."

### Ana- Македонија

#### Јас сум Европската?

Јас Македонка, нашата земја не е земја членка на ЕУ, но сè уште ја чувствувам Европа. Затоа што може слободно да се движат, да патуваат и да се запознаат со различни култури.



## Am I European?

### Krzysztof- Poland

I have no complexes that I'm behind the "Iron Curtain", from the periphery of Europe. I'm integrated with the European community.

### Milica- Serbia

I consider myself a citizen of Europe, despite the fact that Serbia is not a member of the EU. Me personally anyway, I enjoy as a citizen of my country and my continent, that we were the European Union or not.



### Renča- Czech republic

Yes, I am European. I'm happy to have been born and to live in Europe.



### Till- Germany

European it means to me to be at home everywhere, everywhere I have a friends.

### Eva- Slovakia

Discovering getting the best from others, but also give the positive things we know. Mutual enrichment, so I can (we can) say: I'm proud European.

### Margareta- Croatia

I was born and rased in Europ, I live in Europ and I have never crossed the borders of Europ. Europ is running through my blod.

### Tina- Romania

We are not different. We have the same rights, only that we take more risks and make more efforts that make us stronger.

### Ana- Macedonia

I'm Macedonian, our country is not an EU country but I still feel European. Because I can move free, to travel and to learn about different cultures.

Newsletter prepared: Till, Margareta, Eva, Krzysztof, Milica, Renča, Ana, Tina, David Böhm, David Holzmann, Eva Bélohlová a team TV Pantuška.

# Enquiry

*Dear respondents,  
we made this questionnaire based on the project „YES FOR CITIZENSHIP“, which is cofinanced by budget of European union (hereinafter EU).*

*Questionnaire caters to find out knowledges and oppinions about EU. Questionnaires like this will fill respondents in another countries, too. Thank you very much for your coperation and time. (Collective of youngsters from House of children and youngsters in Vratimov, CZ.)*

\*Compulsory question

## **Gender\***

**Choose one of the options:**

- Male
- Female
- Other

## **Your age?\***

**Choose one of the options:**

- 15 and less years old
- 16-25 years old
- 26-35 years old
- 36-60 years old
- 60 and more years old

**Your employment?\* Choose one of the options:**

- Pupil – primary school
- Student – high school
- Student – university
- Employed (full time job)
- Unemployed
- Senior
- Other

**How many members EU has at the date of 2nd April 2015?\* Write number:**

- What is official anthem of EU?\*
- Vltava
- For Eliška
- Ode „An die Freunde“
- Figaros' s wedding
- Other:

**In which year Czech republic become to be a member of EU?\* Write year:**

**In which city is EU Parliament?\* Choose one of the options:**

- Strasbourg
- Berlin
- Haag
- Brussel
- Other:

# Enquiry

**Are you satisfied with czech crown or would you like Euro rather?\***

Write your oppinion

**Do you think membership in EU is useful for Czech republic in these ways?\*** Rate each areas as in chool (1 – the best, 5 – the worst)

1 2 3 4 5 I have no idea about this topic

- Economy
- Education and extra-curricular activities
- Sport
- Culture
- Health service
- Industry
- Travelling

**Have you heard about digital market and do you know what this term means?\***

- Yes / No

**Have you participated on the project, which was financial suported by fund of EU?\***

- Yes / No

**Which project, which was cofinanced by fund of EU have you participated?**

Write all, which you remeber on



# Web page



Web page [www.yesforcitizenship.com](http://www.yesforcitizenship.com) was created in order to inform public about project, its events, outputs. There was created also space for photo gallery, video, blog and other information. People can find organisations for networking or download this handbook for free.

We were searching for such a kind of web page which we can manage very easily, fill, customize and change by each project partner. We chose page builder with pre worked templates, settings and tools. This is another good example for other organisation how to create their ownw tool for public.

We plan to keep working on this tool and add other different actual information. Do you have any question or need help? Just click!



# Europe for Citizens

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