

iNFObassadors

Training Manual for Youth Ambassadors for
Youth Information



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This publication is a result of the project Youth Ambassadors & YInfoPEERs, financed by the European Union Erasmus+ programme (Project N° 2020-1-LU01-KA205-063213)

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This publication was made with the support of the Erasmus+ programme of the European Union. The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Preface

Not only about young people, but with young people

The handbook in front of you is a result of an ongoing process of organising and implementing Youth Ambassadors for Youth Information (YAYIs) seminars. It is not only a manual for trainers, but also guidance to encourage young people to organise YAYIs events on different levels and help them find effective support to do so.

Seminar providers, trainers, youth information workers and the ERYICA Secretariat jointly created the content and methods, and mutually examined the needs of young people in providing quality youth information services. The main purpose of YAYIs training is to encourage young people to expect and demand appropriate information tailored to their needs.

The development of information tools and social networks, together with the transfer of editorship to the individual, has as a consequence expanded information sources and brought about the transfer of responsibility to the end user of information. In our case, this is the youth, who can appear vulnerable when information or information sources are misinterpreted.

This goal can only be achieved with the active participation of young people in all phases of development in youth information and counseling.

Youth Ambassadors for Youth Information are young people's responses to the challenges of changing relationships in information and the use of information tools. They encourage the active participation of young people in the development of youth information. At the same time, this obliges experts, youth workers, youth centres, and information networks to encourage and support them.

Matjaž Medvešek

Zavod MISSS, ERYICA trainer

The former Youth Ambassadors for Youth Information have expressed themselves as follows:

Being a youth ambassador for information was an amazing experience that left me with skills that I have been able to apply in my education and employment. I was very grateful for the support received from the training and the contacts that I had made, some of whom have become friends for life.

Robiu Salisu

Welsh youth ambassador

Being a Youth Ambassador was a unique opportunity that, looking back now as an adult, has taught me more than I could've imagined. Not only did it inspire me as a young person, but it brought me in contact with other young people in the world who, like myself, were not willing to wait until we 'grew up' before we could start changing the world and shaping the future, we saw for ourselves. To be treated like an equal with valuable ideas and input, where my age, my gender or my background was only an asset to my value, never a default, was crucial. It has taught me how to listen to others and their ideas, whether they are the same as mine or not. It has given me a platform to speak, to learn, make mistakes and change my mind. It has shown me how you can lead and follow at the same time.

Lise Lenaerts

Belgian youth ambassador

Being a youth ambassador gave me so many opportunities to get involved with European organisations and network with like-minded European youth. The connections and friends I've made through ERYICA's Youth Ambassador programme will stick with me for life. ERYICA and my time as a youth ambassador made Europe feel very close to home. I could not recommend more taking up the opportunity to be an ERYICA youth ambassador.

Robert Ferris-O'Donnell

Irish youth ambassador

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Introduction to the manual

This is the first published manual for the training Youth Ambassadors for Youth Information. The idea for the Youth Ambassadors framework came with the development of the Information Right Now!¹ European campaign, implemented by ERYICA in partnership with the Council of Europe in 2012. The campaign aimed to bring young people's right to information to the attention of the main stakeholders (young people, decision-makers, and the media).

We created this manual to organise educational activities for young people willing to become Youth Ambassadors for Youth Information. The manual will be helpful for educators who deal with this topic, both inside and outside the formal education system.

The manual is the result of the last four training activities carried out for Youth Ambassadors (Malta 2012, Sweden 2013, Slovenia 2016, and Spain 2018). It is designed to guide and motivate trainers to organise and train young people aged 18 to 22 to advocate for and promote youth information and counselling.

Initiatives targeting different fields of youth information work and youth work are increasingly being seen in advocacy campaigns, as well as new positions and methods for young people's participation in society. Topics such as young people's rights, mental health, violence and radicalisation, media and information literacy, ecology, and active citizenship are more important than ever.

¹<https://www.eryica.org/activities-projects>

What is Youth Information and Counselling?

According to Article 19 of the Universal Declaration of Human Rights²: *“Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.”*

The European Convention on Human Rights³, the most influential international treaty for human rights protection, follows the same path and states: *“Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers.”*

Today, the importance of the right to information is evident and widely recognised. Nevertheless, it is of extreme importance that special attention is paid to young people transitioning to adulthood, who are experiencing personal growth and development. For this reason, specialised services provide youth information and counselling. In 1990, a Recommendation⁴ was issued by the Council of Europe concerning information and counselling for young people in Europe. Youth information and counselling have since been mentioned in several policy texts, especially by the Council of Europe, the European Union and UNESCO.

The European Youth Information and Counselling Agency (ERYICA), an independent European organisation composed of national youth information coordination bodies and networks, was created in 1986. ERYICA’s role is to foster cooperation in the field of youth information work and services; to develop, support and promote quality general youth information policy and practice at all levels, and to ensure that the information needs of young people and the principles of the European Youth Information Charter⁵, approved by the ERYICA General Assembly in 1993, are respected.

The European Youth Information Charter has become a text of reference throughout Europe as a set of professional principles and guidelines for youth information and counselling work. According to it, youth information and counselling should be independent, accessible, inclusive, need-based, empowering, participative, ethical, professional, and proactive.

² United Nations, 1948

³ Council of Europe, 1950

⁴ Council of Europe, 1990

⁵ ERYICA, 1993 (revised version, 2018)

Youth information and counselling aims to uphold the right of young people to complete and reliable information. It helps them make the choices they face in their lives and promotes their autonomy, ability to think critically, and their active participation in society. For this reason, youth information and counselling services have a great proactive function and even preventive effects that adds great value to society.

More specifically, youth information and counselling aims to:

- provide reliable, unbiased, accurate and youth-friendly information;
- facilitate access to different sources and channels of information;
- give an overview of options available on topics relevant to young people;
- help young people to navigate the information overload of modern-day society;
- ensure that young people know their rights, services available and how to access them;
- support young people in evaluating the available information and its quality;
- guide young people to find the best options available to them and make their own decisions;
- offer different channels of communication and dialogue to directly support young people in their search for information and knowledge; and
- contribute to the media and information literacy of young people.⁶

Despite the differences in the implementation and characteristics of the different programmes and projects, several common aspects constitute the shared foundations of youth information services:

- the recognition of the importance of youth information;
- the promotion of equal access to quality information;
- the support to adolescent and youth development through youth information services;
- encouraging the involvement and participation of young people.⁷

It is necessary to provide easily accessible information services free of charge, and to consider the level of knowledge, environment and needs of young people. Special training for equal access to information must be given to young people with fewer opportunities to avoid discrimination or exclusion on economic, social, cultural, or geographical grounds. National and regional youth portals should be developed and connected to the European Youth Portal, thus contributing to the building of an interconnected youth portal network; information services should be based on European principles and established at national, regional, and local levels.

High quality is the first condition for the effective provision of information. The development of criteria and standards in information and counselling services for young people is as equally important as establishing control mechanisms and training for those working in the field. Special attention must be devoted to using new technologies, enriching language skills and exchanging information at European level.

The second condition is the increased participation of young people in the process of sharing information. It is necessary to ensure free access to information, absence of discrimination, and to consider the environment and needs of young

⁶ [Youth information and counselling in 2020, ERYICA, 2020](#)

⁷ [Guía de Corresponsales, IVAJ, 2021](#)

people, especially those who are socially excluded. Youth organisations and young people must be actively involved in the preparation and implementation phases of information strategies and participate in the information distribution design. Youth organisations at European, national, regional, and local levels shall, therefore, be involved in developing and implementing youth information strategies. A possible form of youth participation in disseminating information is the preparation of comprehensible, user-friendly information materials responding to young people’s needs. This way, targeted information is more likely to reach specific groups of young people. In conclusion, it is necessary to enhance the participation of young people in the circulation of information (especially in youth centres, schools, clubs and the media) and peer counselling.

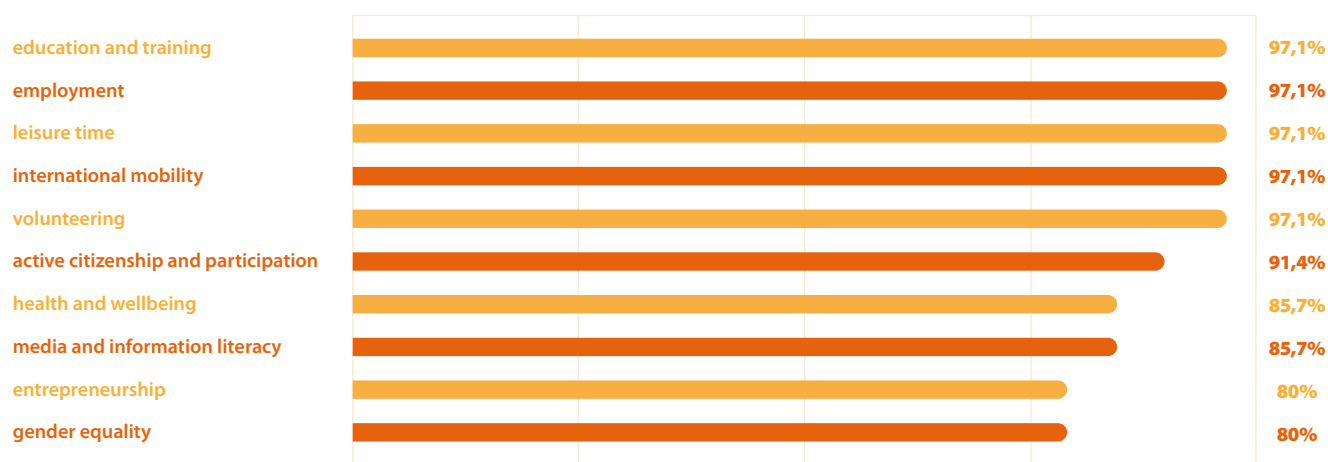
Youth Information Topics

The information topics are directly related to the life and work of young people and all those who deal with them. They are never complete and should be continuously upgraded in terms of quality and quantity. Essential topics include education, career guidance, recruitment, the exercise of autonomy, health, social security, specific behavioural patterns, help in stressful situations, leisure, defence counselling and rights, active participation, free-time activities, ecology, international activities, etc. Special attention is paid to information concerning EU projects (voluntary service, student exchange, international projects, etc.).

The European Youth Information and Counselling Agency (ERYICA)’s publication “Youth Information and Counselling in Europe in 2020” provides some information about the provision of youth information in 22 European countries:

⁸ [Youth Information and Counselling in Europe in 2020, ERYICA, 2020](#)

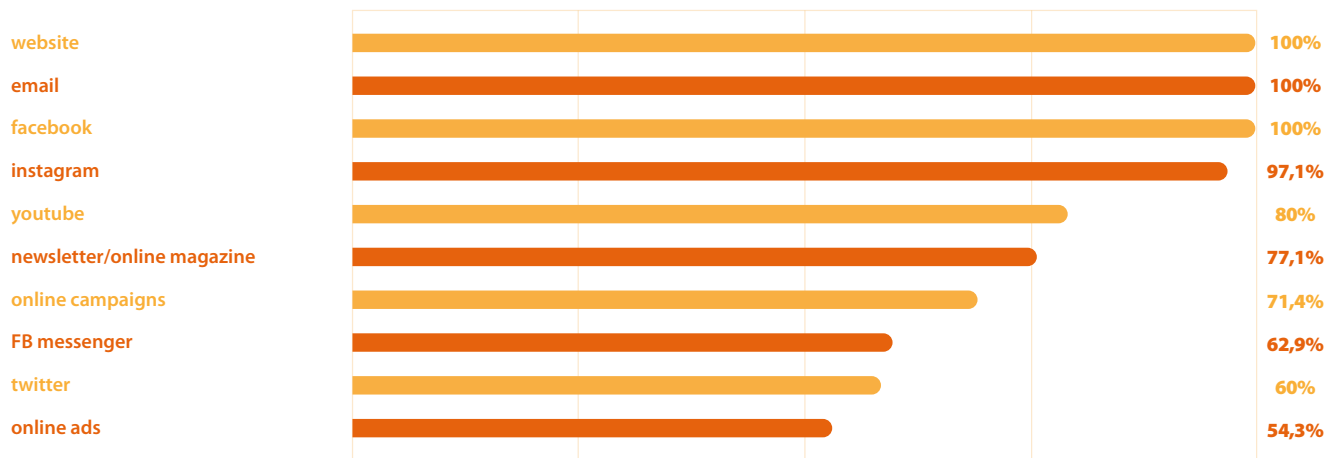
Which topics are covered by youth information services? ⁸



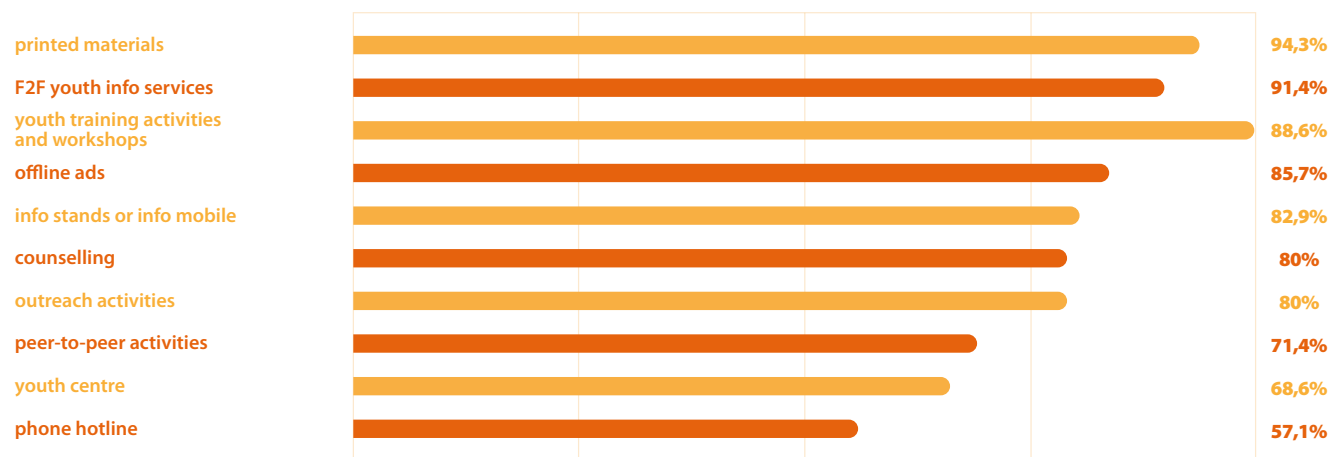
FURTHER TOPICS DISCUSSED

Housing / Sexuality and intimate relationships / Relationships in the family and with friends / Legal advice / Access to rights / Violence / Support for youth from disadvantaged backgrounds / Support for young migrants and refugees / Integration of young people with disabilities / Online safety / Youth discount card/s / Youth hostels / Road safety / Managing finances

Which face-to-face services do youth information centres offer?



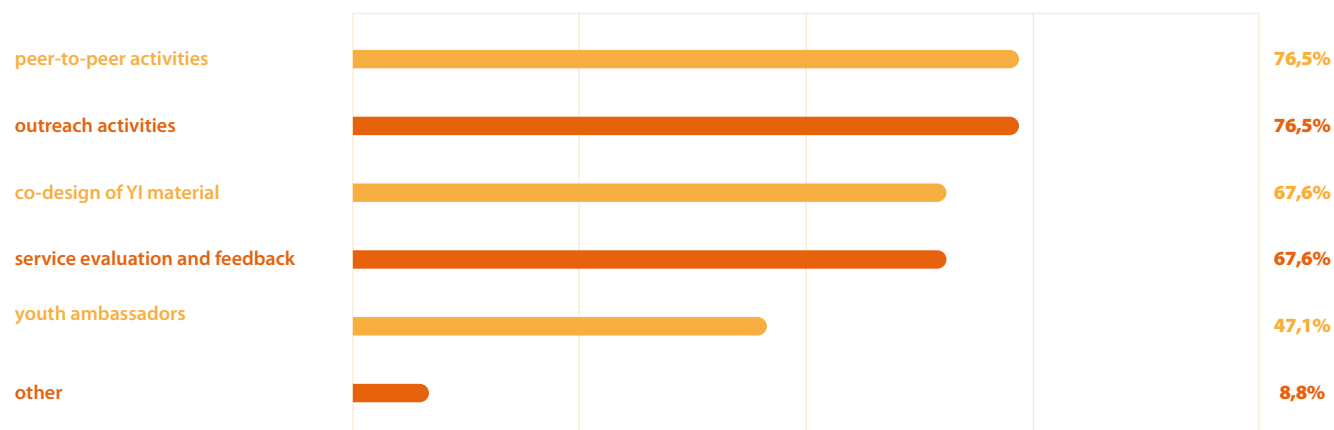
What are the centres' main online and digital tools to communicate with young people?



FURTHER TOOLS USED

Online peer-to-peer activities / Phone hotline / WhatsApp / Blog / Mobile app / Radio channel or show...

What methods are used to involve young people in information provision?



Building a European Youth Ambassadors Network

Considering that youth information is both a fundamental right and a prerequisite for young people's access to their rights, and in view of contributing to the success of the Conference of Ministers and the previous process leading to it, the Joint Coordinating Committee managing the partnership between the Council of Europe and ERYICA decided to support a campaign on young people's right to information "Information Right Now", prepared in the last quarter of 2011, launched and developed in 2012.

Following the campaign, ERYICA decided to extend young people's involvement in the network beyond campaigns and make them a permanent part of the network. As an organisation that is 'all about youth', it is essential to include young people's perspectives in developing all products and services that target them.

Through this manual, the target group will develop the necessary capacity to encourage young people's access to information, participation, and rights within their local, national, and European communities. This goal will be reached by fostering their motivation, strengthening their knowledge and involvement, and empowering their capacity as Youth Ambassadors.

In some countries, YAYIs (Youth Ambassadors for Youth Information) networks already exist and are very effective in fostering a peer-to-peer approach to providing youth information. Peer-to-peer is one of the most effective ways of promoting young people's information since they trust their peers and prefer more youthful language and tools. ERYICA's YAYIs are now an integral part of the network and ensure that it remains focused on young people's priorities and information needs. The YAYIs also raise awareness of European top-priority topics and initiatives, such as the European Youth Goals⁹ and EU Youth Strategy¹⁰. They are powerful ambassadors of ERYICA's activities and projects. They build bridges across the continent to inspire others in how they experience Europe and their European identity. The YAYIs are supported by national and regional-level organisations, which ensure that this European initiative impacts grassroots-level youth work.

Who are the Youth Ambassadors?

YAYIs are young people willing to learn more about youth information and counselling, focusing on advocacy at local, national, and European levels; they also want to improve their communication skills. They will be empowered to participate in various events, debates, campaigns and advocacy at different levels.

Youth Ambassadors are part of a selected group of young people in their respective countries. They are:

⁹ [European Commission, 2018](#)

¹⁰ [European Commission, 2018](#)

- between the ages of 18 - 22;
- actively involved in their community;
- passionate about youth information, young people's access to rights and access to information as a right in itself for all young people;
- motivated to communicate about youth information; and
- strongly motivated to lead change.

Young people become part of the ERYICA Youth Ambassadors for Youth Information network after completing the INFOassadors training.

After completing the training course, the participants enter the pool of ERYICA Youth Ambassadors and can apply to different ERYICA events throughout the year. These can also be events where ERYICA is represented, such as events organised by external stakeholders such as the European Commission, the Council of Europe, or other youth NGOs.

ERYICA Youth Ambassadors Commission

Any YAYI is eligible to be part of the ERYICA Youth Ambassadors Commission (EYAC), taking into account geographical and gender balance. The 8 to 10 members of the EYAC attend key internal ERYICA events, such as the General Assembly and Governing Board meetings. They are also called upon to assist the Secretariat in developing projects and activities based on ERYICA's work programme for that year.

About the manual

This training manual is designed to ensure the continuity and pertinence of the training programme Youth Ambassadors for youth right to information across Europe, constituting the ERYICA Youth Ambassadors for Youth Information framework. The training is essential and must take place prior to any YAYI's involvement in ERYICA's activities.

The training programme includes a peer-to-peer approach. The training course is adapted to the reality that young people and youth information services face in the post-truth era¹¹.

The training manual was co-created by the current ERYICA YAYIs, youth information workers and trainers.

¹¹ Defined by the Cambridge Dictionary as "relating to a situation in which people are more likely to accept an argument based on their emotions and beliefs, rather than one based on facts"

The YAYIs' role is to research and inform about the priorities of young people and the topics that are most relevant to them. The YAYIs will help update the training content and shape the skills young people should acquire throughout the course. The more YAYIs who attend and later provide this training, the more young people can be reached across Europe and benefit from information tailored to young people.

This manual intends to be an empowering tool for participative youth information work. The main objective is that, at the end of the training programme, the YAYIs can train other YAYIs without needing to involve professional trainers (peer-to-peer approach). The trainers of the Youth Ambassador training course must have a background in youth information and counselling or at least three years of experience in training and youth work practice.

The YAYIs will be able to train other young people across Europe, and they will be very effective multipliers in disseminating information regarding the importance of advocating for young people's right to information and supporting the implementation of the European Youth Goals and the Sustainable Development Goals¹².

About the Youth Ambassadors Training

Since 2012, ERYICA has organised a Youth Ambassadors training course every two years, addressed to young people who want to advocate for their access to rights, and more specifically for their right to complete, reliable and accurate information. The training duration is four full days. In the past editions, around 20 YAYIs participated from across Europe.

During the training session, young people learn about their essential role in spreading the message for young people's right to information and contributing to society's development. They also learn about the importance of access to quality and objective information in the post-truth era and acquire the necessary skills to search, critically assess and use the information they find and contribute their content wisely, both online and offline.

The training course is designed to contain specific activities that will promote cooperation and networking between the participants, ensure they learn from one another, empower them as young ambassadors for the annual European Youth Information Day campaign, and become aware of common European values. Active participation is a prerequisite for the success of the training course.

The YAYI training course also fits the general objectives of the Erasmus+ Programme, such as raising the Youth Ambassadors' awareness of the importance of young people's right to information, both as a fundamental right and a prerequisite for young people's access to their rights; increasing the competencies and abilities of young people to spread the message among youngsters, decision-makers and the media; establishing cooperation between young people coming from different parts of Europe by enhancing open attitudes towards other cultural experiences.

The main objectives of the training are related to:

I. Young people's rights:

- promote access to information as a right;
- provide knowledge about young people's rights to information;
- get to know ERYICA and other European stakeholders.

II. Young people's participation in youth information provision:

- propose activities regarding youth rights, mental health, ecology, media and information literacy;
- learn about youth information advocacy.

III. Networking:

- mapping services and organisations and building networks.

Who "is behind" the Youth Ambassadors training?

European level: ERYICA

The European Youth Information and Counselling Agency (ERYICA) is an independent European organisation composed of national youth information coordination bodies and networks. Its vision is to uphold young people's right to complete and reliable information, which helps them make the choices in their lives, promoting their autonomy and active participation in a democratic society.

The ERYICA training system is an essential asset of the network. The active involvement of young people within ERYICA's network is crucial to representing young people and involving their point of view at all decision-making levels and in all activities.

National Youth Information Networks

The role of youth information and counselling networks on a national level is to liaise between young people as beneficiaries and youth information and counselling services. At the same time, they support and foster the development of the activity in local communities, organise meetings, coordinate joint projects and take care of staff training.

Youth Organisations and Youth Information Centres at Regional and Local Levels

The real significance of youth information is most clearly its direct contact with young people who need information. They are the immediate users. Regional information and counselling centres and local info points for young people, whose activity is directly targeted at the youth population, come closest to achieving this primary goal.

Providing information means delivering it to users who have expressed a request for information. The methods and techniques vary and must be adapted to the users' technological facilities and requirements. The most popular are information and counselling and information service activities. The most effective methods are adapted to users' needs and consider how to satisfy these needs, focusing on young people who have found themselves in a less advantageous position in society for any number of reasons. These are the people who need to be given more accessible information sources. Information service providers are committed to respecting the principles and recommendations laid down by the *European Youth Information Charter* and in other professional and legal documents.

Training Course for Youth Ambassadors

This **Toolbox** will help you understand young people's role in youth information, organise Youth Ambassadors training and events, and keep it a sustainable process. Structured over 4 training days, it will guide you through all the steps and practical aspects of organising and delivering trainings and assuring high quality. Please, keep in mind that while the training should lead the participants to achieve the learning outcomes of the training course, the sessions can be adapted to serve different aims, like specific campaigns, and the activities can be changed in order to meet the needs of both trainers, participants, resources, certain circumstances, etc.

Participants will:

1. Understand the meaning and importance of youth information;
2. Understand the role and significance of Youth Ambassadors in youth information;
3. Plan and prepare the course;
4. Work with young people before, during and after the course;
5. Maintain the sustainability of the Youth Ambassador idea;
6. Monitor and evaluate the course.

Organising the Youth Ambassadors Training Course

The Youth Ambassadors for Youth Information training course is organised for young people from different European countries. The right to information is fundamental in increasing civic engagement among young people, strengthening their European identity and awareness, and increasing youth accessibility to personal development opportunities.

The training course aims to:

1. Raise Youth Ambassadors' awareness about the importance of young people's right to information, both as a fundamental right and a prerequisite for young people's access to their rights;

- 2.** Increase the competencies and abilities of young people to spread the message among youngsters, decision-makers and the media regarding the theme of the training; and
- 3.** Strengthen the cooperation between youngsters from different parts of Europe by enhancing open attitudes towards different cultural experiences.

During the four-day course, young people from different countries come together to jointly reflect on the reality of young people and the situation of youth information in their local communities. They receive individual and group tasks and share information and best practices on the topic. They develop ideas through non-formal and informal learning. The final goal is to bring the acquired knowledge, abilities, and skills back to their home countries to become Youth Ambassadors for the right to youth information. Cultural awareness, solidarity and networking, and video testimonials are among the primary outputs of the training course.

Practical Arrangements

The Venue

The venue is essential when working with a group of young people. They should feel connected to the venue.

Some aspects that need to be considered when choosing the venue are:

- a bigger plenary room for group activities. Its size depends on the nature of the activities and the number of persons involved;
- extra space to break into smaller groups and/or separate space for free time activities;
- airiness, light and room acoustics;
- enough chairs and tables.

Technical requirements and solutions:

- whiteboard or panel boards to display their work;
- beamer, speakers;
- internet connection.

A local organisation as co-organiser

It is desirable that the training is organised in cooperation with a local youth organisation, youth information centre or local authorities, but it is not a requirement. The local partner can be part of the project consortium organising the training. A visit to this local centre could be organised, and its work could be presented, so the participants can experience the practical side of working with young people.

Basic information before the training (InfoPack)

The info pack is relevant information sent to the participants before they arrive at the seminar. It contains essential information that makes it easier for participants to reach the venue and have a good time during the event. A good info pack is a prerequisite for later quality work; it gives the participants a sense of security and trust right from the start.

A few essentials an information pack should contain:

- welcome and basic information about the location and venue;
- logistic tracker (arrival and departure, transportation to the venue, accommodation, map, food requirements, accessibility);
- reimbursement policy;
- weather (climate);
- currency;
- medical requirements, health insurance;
- emergency contact information;
- Wi-Fi details;
- house rules; and
- appliance instructions.

The preparatory phase

In the project's preparatory phase, communication takes place by email, telephone, and social networks. Project partners (national, regional, and local youth information centres) are constantly involved in the preparations and communication. As the project life cycle is short, online meetings cannot be scheduled on a regular (e.g. monthly) basis, but will take place depending on the tasks, such as the launch of the participant selection process or the deadline of travel arrangements.

The preparatory phase includes:

- call for participants and trainers;
- arranging administrative aspects (accommodation, transport, insurance);
- online preparatory meetings for practical arrangements and fine-tuning of the programme;
- preparing training materials;
- sending pre-training information;
- promoting the event.

Aim	To train young people to become youth group facilitators and information multipliers using various youth information tools.
Recommended duration	The training consists of four working days with an additional arrival and departure day. Each training day is dedicated to a specific topic and thus to customised work methods. The work programme consists of morning and afternoon sessions, one of which is dedicated to the cultural programme, which can be a visit to the local youth centre or the sites of the host city. A cultural programme after the second training day is planned.
Group size	20 - 30 participants
Target audience	Young people between 18 and 22
Selection of the participants	<p>A Youth Ambassador is a young person between 18 and 22 years old. The candidates must send their application to an ERYICA member organisation, which will be their organisation of reference at the local level. The organisation will select and nominate the candidates. If possible, Youth Ambassadors are:</p> <ul style="list-style-type: none"> • comfortable in English, as well as willing/able to speak in public in English; • available for the whole scope of the training; • willing/able to participate in face-to-face or online training sessions.

Trainers' profile

The Youth Ambassador training course trainers must have a youth information and counselling work background and/or have a minimum of three years of experience in training and youth work practice.

As well as the preparatory work between trainers, mainly through online communication channels, face-to-face preparation on the spot and in the training room is equally important. To ensure this, the trainers will arrive one day before the participants to finalise the preparation and set up an ideal training atmosphere.

Role of the former Youth Ambassadors

Former Youth Ambassadors can participate as guest lecturers at the seminar to share their experiences with the participants and take part in the discussions. In some cases, they can be very successful trainers. Including former participants in the trainers' team enables a better connection between the training course and relevant youth topics and assures youth participation and real influence at all phases of the training.

Guest speakers

Guest speakers or lecturers may be invited for specific sessions, especially if they are experts in certain fields, such as tackling online hate speech, internet security, media and information literacy, creating a campaign, etc.

Online trainings

For this training, the programme was initially designed as an offline event, but because of the restrictions in place due to the pandemic, we had to adapt to new ways of organising and carrying out events and it was adapted to be run online. As a general rule, since tools and methods are constantly changing, it is necessary to monitor their development. The organisers and trainers should choose based on the current situation and accessibility to technology.

The online event should roughly follow the programme regarding the number of sessions, content and methods and use the expected learning outcomes as a starting point. An online training can last less than four training days when prepared well.

A good balance between face-to-face and online approaches through using standard platforms, videos, and meetings in breakout rooms can lead to positive results, especially with the active involvement of all organisations sharing experiences, lessons, and national perspectives.

Programme

The proposed programme was created as a full four-day face-to-face seminar but can be adapted as an entire online meeting or as blended learning using online tools and platforms. Online learning tools and platforms are constantly being updated, and new ones appear, so the trainers decided on the selection in cooperation with the seminar organiser and ERYICA.

Duration	Day 0	Day 1	Day 2	Day 3	Day 4	Departures	
1:30	Arrivals	Introduction to the training course and getting to know participants and organisations	Youth Information in Europe - sharing good practices	Media and Information Literacy: Online Youth Information	Understanding and tackling Online Hate Speech	Departures	
0:30		Coffee Break					
1:30		Background and principles of Youth Information	State of Youth Information in Europe / Training session: 'what impact do youth policies have on your life?'	'How to properly deliver your message to other young people, decision-makers and the media?'	The role of information in the "post-truth era"		
		Lunch					
1:30		Training session: 'What does the concept 'youth's right to information' mean to you?'	Visit a local Youth Information centre or similar	Group activity - video on the charter and ERYICA campaigns	What could be your role as an Ambassador for Youth Information		
0:30		Coffee Break					
1:30		How access to information can influence young people's lives all over the world	Visit a local Youth Information centre or similar	Making testimonials with opinions on the importance of Youth Information group work	Action plans for future Youth Ambassadors at different levels		
0:30		Participant feedback	Preparing the international evening	Participant feedback	Evaluation of the training Certification		
		Welcome activities		International evening			

TOOLBOX

Preparation phase

The preparation phase usually starts a week before the seminar. It is dedicated to getting to know each other online using different tools.

It is also a good time for organisers and trainers to check the practical arrangements, such as room preparation, arrivals and accommodation, welcoming activities, house rules, and informally get to know the participants.

At this stage, it is necessary to provide basic information about the background and purpose of the training, and introduce the trainers and participants to each other. We can do this by using online tools and applications. It is important to engage and motivate participants and organisations to be actively involved from the beginning. We can use different energisers and icebreakers online, preparing a virtual welcome using interactive platforms by showing videos and talking about participants' favourite food, hobbies, music etc. Participants are invited to present themselves by providing a short video and uploading it to the forum.

Webinar

It is strongly recommended to organise an online webinar around one week before the start of the seminar to include all of the participants in the preparation phase.

The goals are:

- to create the first contact between participants and trainers;
- to assure that all the participants have received the same information before the training;
- to present some pre-tasks, like collecting information about their organisation, relevant projects regarding YI; and
- to clarify the future commitment of the Youth Ambassadors.

Session 0.1 About Becoming a Youth Ambassador

Objectives

Present general information about the training;
Get to know each other;
Introduce the pre-tasks.

Learning outcomes

Learn about the content and the methodology of the training.

Delivery Methods

Presentation of the training:

brief introduction of the trainers and other staff;
practicalities: transport to the venue, accommodation, meals, travel documents, reimbursement;
short presentation of the training programme: main topics, activities and methods;
trainers' expectations: active participation, checking the pre-tasks, sharing.

Presentation of the participants:

brief introduction of the participants: Padlet map including name, age, sending organisation's name and main activities. (e.g. <https://padlet.com/madrid7/q6hay5grgdzpl640>);
breakout rooms: divided into small groups (4-5 participants), participants introduce themselves: name, age, organisation, activities, involvement in the organisation, motivation to participate in the training.

Presentation of the pre-tasks:

Content of the pre-tasks: collect and bring to the training flyers, posters and other information materials from the sending organisations and their country/region, presentation of the sending organisation, networks, information about relevant projects in which the sending organisation and/or they have organised or participated, etc.). The materials will be used during the training, for example short presentation of their own organisation, production of info-products (posters, videos, social media post...), discussion in country/regional groups.

Breakout rooms (4-5 participants):

Participants' expectations about the training to be written in, for example, a shared Jamboard document. The trainer analyses the participants' expectations with the whole group.

Final questions

Materials needed

Access to computers, Zoom, Padlet, Jamboard (or other platforms).

Time

60 min

Session 0.2 Welcome Activities

Objectives

Get to know each other;
Distribute practical tasks.

Learning outcomes

Get involved in the training group and contribute to the training.

Delivery Methods

Introduction of participants, trainers and organisers:
introduction;
name games;

organisations' exhibition (Infographic with some basic info about the sending organisations, posters, flyers, goodies, etc.);

"Chore board": participants register their interest to lead energisers (one at least every morning and afternoon), help as room keepers (at least two participants after the last session in the morning and two after the last session in the afternoon), international evening committee, etc.

Materials needed

Flip chart paper, markers, sticky tape, some tables.

Time

60 min

DAY 1

Session 1.1: Introduction of the training course & getting to know the participants

Objectives

Introduction to the training course, trainers, programme and practicalities;
Getting to know participants, their backgrounds, organisations and expectations.

Learning outcomes

Get involved in the training group;
Learn about the content and the methodology of the training.

Delivery Methods

- Introduction games, name games;
- Presentation of the training course;
- Background of the training (ERYICA & EU, UNESCO, Council of Europe), aims, YAYIs and decision makers;
- Training course:
 - Knowledge
 - Skills and tools
 - Network

Methodology:

- Active participation: share their knowledge of their local reality, skills and tools (i.e.g. icebreakers, doing the recap from the day before), teamwork activities, curiosity and openness, etc;
 - Youth pass;
 - Youth Ambassadors as representatives of their sending organisation, country, ERYICA.

Expectations:

The participants write 3 different post-its (of 3 different colours) with expectations:

- about the training course content;
- about the group;
- about myself.

The participant puts the post-it about the training and the group on the wall, in two groups. This will help to adjust the planning and to agree on common rules for the whole group. This material will be used in the final evaluation, together with the post-it about their expectations for themselves for the final reflection on the last day.

Materials needed

Flip chart paper, markers, scissors, post-its.

DAY 1

Session 1.2: Background and Principles of Youth Information

Objectives	<p>Define the key terms of youth information; Allow participants to get familiar with the principles of youth information; Identify generalist and specialist youth information workers.</p>
Learning outcomes	<p>Define youth information; Learn about youth information quality standards.</p>
Delivery Methods	<p>Discussions in small groups and/or using online tools (like Quiz or Kahoot) to brainstorm on different examples of YI work, such as the existing differences between data, information and knowledge, travelling, working abroad, renting an apartment, etc.</p> <p>Discussion questions: what is youth work? (in pairs); what is youth information work? (in pairs); Differences, similarities, connections with youth work? (in groups of four, use one post-it for each answer and present the results on one wall, the trainers help to organise and, together with the group, discuss the results and complete if necessary); how is youth information linked to youth policy? how can youth information affect youth policy? (in the big group).</p> <p>Introduce the youth information brochure and video (see below).</p> <p>In small groups, draw a YI worker job description: think about a YI worker's typical day and draft a list of tasks for the YI worker.</p>
Materials needed	<p>Flip chart paper, markers, post-its, scissors; Glossary of key terms: Media and information literacy curriculum for teachers; 2015 - 192971eng.pdf (unesco.org); Job description examples; Brochure: Ensuring Quality in Youth Information and Counselling, ERYICA, 2019; Kahoot: https://create.kahoot.it/details/6b47beb8-4c06-489c-8d5a-1cee3bc4b994.</p>
Time	<p>90 min</p>
Sources and Resources	<p>ERYICA asbl, European Youth Information and Counselling Agency, Luxembourg YIntro - Stepping into Youth Information: https://www.eryica.org/yintro: <ul style="list-style-type: none"> • Area 1 (Session 1 and 2); • Ensuring Quality in Youth Information and Counselling, ERYICA, 2019; • European Youth Information Charter Video, EYRICA, 2017. </p>

DAY 1

Session 1.3: 'What does the concept 'youth's right to information' mean to you?'

Objectives

Become more familiar with concepts such as:

- human rights;
- youth rights and rights of young people to be informed;
- importance of youth information in young people's lives;
- forms of information;
- important documents, declarations, statements, and campaigns.

Learning outcomes

Connect young people's rights and youth information.

Delivery Methods

Presentation of the session's objectives:

1. Introduction to the campaign Youth Information Right Now! (Plenary room)
2. Definition, ideas, list of human rights: www.youthforhumanrights.org (video)
3. Youth information

Work in pairs to discuss the following questions:

- what's information?
- when do you need information? In which situations? Write down some examples on post-its

Discuss the importance of information and information classification (i.e. daily decisions vs lifetime decisions) – divide your groups' items into daily and lifetime decisions.

Organise the results of all the groups on the wall and open a discussion.

Group work (small groups):

Case studies on different topics;

Questions on 3 topics:

- face-to-face youth information: special features, advantages, disadvantages...
- European Youth Information Charter: most important aspects, is anything missing...
- online youth information: special features, advantages, disadvantages...

Open discussion and reflection in the big group.

Introduction of the [European Charter](#) on Local Youth Work as one of the latest common European documents where specifically youth information is pointed out as a requirement for quality youth work.

Materials needed

Video – beamer, computer;
 Application: Kahoot or similar;
 European Youth Information Charter (video, brochure).

Time

90 min

Sources and Resources

YIntro - Stepping into Youth Information: <https://www.eryica.org/yintro>:
 Information Right Now! Toolkit Campaign: [Information Right Now!](#);
 Booklet: [Young People Access to Rights - Booklet](#);
 Brochure: [European Youth Information Charter Brochure](#)
<https://www.youthforhumanrights.org/>
[European Charter on local youth work](#)

DAY 1

Session 1.4: “How access to information can influence young people’s lives all over the world?”

Objectives

Participants learn the importance of quality youth information; how youth information can meet their needs and influence their life.

Learning outcomes

Tailoring youth information to different needs.

Delivery Methods

Case studies on the topic.
 Group work and presentations:
 introduction to the topic: show one interesting person we know, tell the story of their life - how information changed their life;
 role play in small groups: “A day in the life of...”;
 focus on mobility: the information needs of a student, a worker, an immigrant (European, African, Afghan), people from different age-groups (13, 19, 25).
 Focus on technologies;

“A day in the life of...

...Person (short description)	Interests	Needs	Access to Info	Networking

Delivery Methods *The trainers organise the groups so at least two teams get the same profile in order to compare and to enrich the discussion in the big group. group presentations and discussion.

Materials needed Flip chart paper, markers, scissors, post-its;
Video – beamer, computer;
Worksheet “A Day in a life of...”;
[Engage. Inform. Empower. Brochure.](#)

Time 90 min

DAY 2

Session 2.1 Youth information in Europe – Sharing good practices

Objectives Discover the European dimension of youth information, networks, cooperation and good practices;
Discuss past and future youth information in Europe and its impact on young people’s lives.

Learning outcomes Get to know the historical evolution of youth information and the current situation in the European context;
Learn about youth information’s future possibilities and challenges.

Delivery Methods **A short historical overview of youth information in Europe**
Participants, in groups of 3-4, receive a list of important milestones in the development of youth information work in Europe and small cards with dates in connection to different events in the history of youth information (**ANNEX I**). They form a timeline by connecting events and dates and presenting the important milestones.
Together, the whole group builds a YI-timeline on the wall.

Presentation of my (national, regional, local) organisation’s activities

National groups of participants describe their project or project proposals and present them as a poster. This should include the project’s name, objectives, target group, description, and participants should create a poster with a project description.

- Project gallery (the participants showcase their poster on the walls);
- Gallery walk (the participants circulate around the exposition and choose two: favourite, interest, new...);

Delivery Methods

- Why would you recommend this project/activity to other Ambassadors?
- Discussion and Q/A about interesting projects.

Future of youth information in Europe

Youth information in the year XXXX will look like...?

Discussion in small groups on how they see youth information in the future (2030):

- focus on needs, areas, priorities, technology, delivery methods;
- presentation of the UN sustainable development goals: how can youth information play a role in reaching these goals?

Materials needed

Flip chart paper, markers, scissors, post-its;
Video – beamer, computer.

DAY 2

Session 2.2 What impact do youth policies have on your life?

Objectives

Map the most important stakeholders and the situation of youth information in Europe.

Learning outcomes

Acquire knowledge about other organisations and authorities in the field of YI;
Establish new contacts.

Delivery Methods

- Short presentation about the main actors in Europe (Council of Europe, European Commission, ERYICA, Eurodesk, European Youth Card Association (EYCA), etc.;
- Painting a youth information map of Europe. Trainers cover the floor with a large piece of paper (3x4 metres) and participants paint a map of Europe;
- Participants mark their YI organisation on the map, discussions: similarities, differences, particularities, explanations, maps, national realities, connections between different actors in YI (paint the connections as arrows).

Materials needed

Flip chart paper, markers, scissors, post-its;
Video – beamer, computer.

Time

90 min

Sources and resources

Websites: EYP European Youth Portal, ERYICA, Eurodesk, EYCA;
Guidebook: [Greening Youth Information](#) publication by ERYICA and Eurodesk.

Cultural Programme

Visiting local YI centres and the host city.

DAY 3

Session 3.1 Online youth information in Europe – media and information literacy

Objectives

- Identify key learning outcomes/elements of media and information literacy:
- Understand media and information literacy and its importance and relevance in the lives of young people today;
 - Explore the roles of media and other information providers such as libraries, archives, and the Internet;
 - Explore these roles in a variety of media, social media and other information materials;
 - Learn about General Data Protection Regulation (GDPR) and the requirements for Data Protection compliance.
- Provide a framework to analyse any media material:
- Teach the participants how to ask questions about the motivations, issues and choices involved in the production of media content;
 - Encourage participants to develop and employ critical thinking skills.

Learning outcomes

Critical analysis of media;
Apply MIL-competences to youth information.

Delivery Methods

Media and information literacy competencies in regular day-to-day use of the Internet and social media.
Analysing the media in 6 parts (Liaisons 4.2.2 Activity support: The Six Dimensions of Media Education (Handout)).

Materials needed

Computer, Beamer, speakers;
Flipchart paper, markers.

Time

90 min

Sources and resources

MILCLICKS – MILCLICKERS
Milclicks Pact https://en.unesco.org/sites/default/files/mil_clicks_pact_english.pdf
Center for Media Literacy:
Five key questions of media literacy http://www.medialit.org/sites/default/files/14B_CCKQPoster+5essays.pdf
[Liaisons, a toolkit for preventing violent extremism through youth information](#), ERYICA, 2018

DAY 3

Session 3.2 How to properly deliver your message

Objectives

Get familiar with relevant European official documents;
Analyse documents and extract the main points;
Practice argumentation techniques.

Learning outcomes

Deliver a compelling message about the importance of youth information.

Delivery Methods

Participants play out a **mini-trial**, based on the Council of Europe 2017 recommendation on youth work¹³ – informing young people about their rights and the opportunities and services available to them. Statement: Institutions (ministries, municipalities, states, etc.) should support youth information activities, programmes, services for young people.

Target group: politicians

Statement: National and local institutions (states, ministries, municipalities, etc) should support youth information activities, programmes, services for young people, etc.

1. Tell the group that the session will be devoted to a case **against the government**. Participants will play the role of the two different actors in the case – the government and the Youth Ambassadors. Refresh the participants' memory, if necessary, about the previous sessions about Human Rights, youth information, MIL, etc. - (10 min)
2. Divide participants into 2 roughly equal groups:
 - Group A represents the Youth Ambassadors;
 - Group B represents the Government.
3. Hand each group copies of the relevant role card and a copy of the information about the case. Explain that the groups will have 25 minutes to discuss and clarify their position before meeting with representatives from different groups and starting the trial. They should use the time before the trial to prepare their arguments. They find a volunteer from the group who will present their arguments.
4. Representatives of the Government and the Youth Ambassadors present their argument to the other groups and the judge (max. 5 min presentation per group). The judge may ask clarifying questions.
5. Second round of discussion in the groups, taking into account the argument of the opponents, who get their answers. Final statements are made (15 min).
6. Final presentation and open discussion where other members of the group can participate and support their representative (15 min).
7. Judge decision.
8. Proceed to the debriefing and evaluation. Ensure that people have come out of the role before discussing the questions below. (10 min)

¹³ Recommendation CM/Rec(2017)4 of the Committee of Ministers to member States on youth work, Council of Europe, 2017

Delivery Methods	<p>Discussion questions:</p> <p>What were the most challenging aspects of the case you considered?</p> <p>Did you find it hard to play your role?</p> <p>Do you think the ‘judge’ made the right decision in your case?</p> <p>What were the most critical factors in the final decision?</p>
Materials needed	<p>Room (plenary) to create a fake courtroom, table, chairs;</p> <p>Wigs, court hammer;</p> <p>Flipchart paper, markers.</p>
Time	90 min
Sources and resources	<p>Bookmarks – Combating hate speech online through human rights education, Council of Europe, Revised edition 2020 (A Day in a Court, page 25, Contents and questions adopted to Youth information)</p> <p>YIntro and Digital YIntro manuals - “Youth information in Practice”, ERYICA Information Right Now! Toolkit Campaign Booklet, ERYICA, 2013</p>

DAY 3

Session 3.3 Video testimonials: YAs opinion on the importance of youth information – group work

Objectives	<p>Participants express their opinion on the importance of advocating for youth information by using the creativity of the group;</p> <p>Use social media and editing tools.</p>
Learning outcomes	<p>Deliver a clear message about the importance of youth information;</p> <p>Apply knowledge and skills gained through the Youth Ambassador training course in collaboration with other participants.</p>
Delivery Methods	<p>Creation of a campaign for different target groups.</p> <p>The participants will work in 3 or 4 groups and create videos on various topics, adapting the content to the target group and national/regional/local context and the format of the video to the social media platform:</p> <ul style="list-style-type: none"> • Role of the Youth Ambassadors; • Campaign on European Youth Information Day; • European Youth Information Charter (e.g. they choose an important article from the charter and make a video on it);

Delivery Methods

- Campaign on a European Parliament election or similar;
- Campaign on a current important topic (e.g. greening youth information, mental health, fake news, post COVID times, online hate speech...and how can youth information help young people to improve the situation).

Each group makes a video of up to 2 minutes:

- Each group chooses a topic, writes a short scenario, makes a video of up to 2 minutes, makes a proposition for the dissemination of their video (media, social network, etc.).

Materials needed

Video cameras or smart phones;
 Computer, video editing software;
 Beamer, speakers;
 Flipchart paper, markers.

Time

90 min

Sources and resources

[Content creation-video](#), Salto-participation and information, European Commission

DAY 3

Session 3.4 Video testimonials: YAs opinion on the importance of youth information - Individual

Objectives

This activity aims to:
 Make testimonials with participants' opinions on the importance of youth information - individual activity;
 Use social media and editing tools.

Learning outcomes

Deliver a clear message about the importance of youth information;
 Apply knowledge and skills gained through the Youth Ambassador training in collaboration with other participants.

Delivery Methods

Each participant is invited to make a video testimonial on the importance of youth information from their own personal experience.
 Work in pairs by using a video camera or smartphone.

Pre-task: to bring some organisation's materials: flyers, pictures, etc., that they can use in the film.

Delivery Methods	Each testimonial contains the following elements: <ol style="list-style-type: none"> 1. Storyboard; 2. Filming; 3. Editing; 4. Uploading the movie to a common social media group.
Materials needed	Video cameras or smartphones; Computer, video editing software; Beamer, speakers; Flipchart paper, markers.
Time	60 min + 30 min (editing)
Sources and resources	Information Right Now! Toolkit Campaign Booklet (page 29); Content creation-storytelling , Salto-participation and information, European Commission; Content creation-vlogging , Salto-participation and information, European Commission.

DAY 4

Session 4.1. Training session: Understanding and tackling online hate speech

Objectives	Be aware of how online hate speech works; Acquire some techniques to recognise and act.
Learning outcomes	Recognise and handle online hate speech.
Delivery Methods	Presenting a couple of hate speech examples (from the sources below or recent relevant news); Sharing opinions and experiences by answering the following questions: <ul style="list-style-type: none"> • What is online hate speech? Define the concept together with the participants and display one definition. Introduce the concept of freedom of speech. <p>In small groups:</p> <ul style="list-style-type: none"> • Have you experienced or witnessed online hate speech? • Your reaction towards it; • What do you do to prevent and tackle it? Use post-its and present them to the big group. The participants try to group the answers together. • The trainers summarise, add information and ask the participants about the pros & cons of the different strategies.

Delivery Methods

- Approaches towards tackling hate speech: regulation, reaction, or education?

Exploring ways of prevention and protection of hate speech:

- response to social media platforms;
- news editors;
- registering hate speech through national systems;
- legal protection of hate speech.

Analysing online hate speech cases: group discussion

- Defining hate speech;
- Damage caused by hate speech;
- How to tackle hate speech?

Materials needed

Markers and paper;
Magazines, glue, scissors.

Time

90 min

Sources and resources

[Countering Online Hate Speech](#), UNESCO, 2015;
[Bookmarks, a manual for combating hate speech online through human rights education](#), Council of Europe, 2020 (Revised edition);
[Starting points for combating hate speech online](#), Council of Europe, 2015;
[Council of Europe’s work on Hate Speech](#);
[Code of conduct on countering illegal hate speech online](#), European Commission, 2018.

DAY 4

Session 4.2. Training session: The role of information in the “post-truth era”

Objectives

Identify a propaganda poster;
Identify how a propaganda poster differs from other posters (political, advertising, cinema);
Understand and define what propaganda is;
Learn to identify the visual and semantic elements of propaganda;
Draft a definition of propaganda.

Learning outcomes

Recognise different forms of propaganda.

Delivery Methods

Collect a selection of posters from the internet, some propaganda and some not (some examples in Liaisons);

Create small groups, distribute materials, and ask participants to suggest what the term 'propaganda' means to them and to write down any ideas, images or words that come to mind;

Deliver each group a series of posters.

You may wish to distribute the same poster to each group or different ones; it all depends on the conclusions that you would like to draw from the activity.

Ask participants to look at the posters, and as a group, respond to the following questions:

- What general feeling do you have?
- What characteristics are common to all of these documents?
- Which of these posters do you think fall into the 'propaganda' category?

Bring participants back into the plenary and ask them to share and discuss their answers.

- Are there any similarities or differences of opinion? If so, why?

Ask participants to take a second look at all of the posters categorised as 'propaganda' and try to identify some of the overriding characteristics.

- Split them back into the same small groups and ask participants to make their own definition of propaganda on a poster of their choice. They should reflect on and include the characteristics of propaganda;
- Exhibit all of the posters and present the information to the whole group: are there any points of similarity or differences across the groups? Why might this be?
- Ask the group to use the different definitions composed by each subgroup to come up with one common definition of propaganda.

Compare this definition to that presented by various other sources, for example, the dictionary, encyclopaedia or the Internet. The activity support will provide these definitions (E.g., Liaisons, page 217). Ask the group which of the definitions they feel is the most accurate.

For the discussion, here are some general characteristics of propaganda (you can add more!):

- A designated enemy, in many respects, a victim;
- A complex problem, made very simple;
- Opposing realities;
- Making people think that everyone has the same view;
- The realisation of buried fears or a reference to famous figures from the past.

How do you fight against propaganda?

- Understand the issue;
- Redefine the problem;
- Check the facts;

Delivery Methods

- Highlight different interests.

Materials needed

paper and pens;
 propaganda posters (one copy of each selected poster per subgroup);
 a selection of posters taking the specificities of the group into account;
 examples are provided in the activity supports;
 activity support (handouts): "Definitions" (p. 217 of the Liaisons manual).

Time

90 min

Sources and resources

[Liaisons, a toolkit for preventing violent extremism through youth information](#), ERYICA, 2018;
[Bookmarks, a manual for combating hate speech online through human rights education](#), Council of Europe, 2020

DAY 4

Session 4.3. Training session: What could be your role as an Ambassador for youth information

Objectives

Define the qualities of a good Youth Ambassador;
 Map the competencies and needs of the group.

Learning outcomes

Map their strengths as Youth Ambassadors;
 Identify the competencies they may need to develop;
 Establish development collaborations.

Delivery Methods

In small groups (approx. 4 participants), identify the knowledge, skills and attitudes of a "Good Youth Ambassador".

1. Individual brain-storming; write down on a post-it, one per item;
2. Discussion in the group (pick their "top ten knowledge, skills and attitudes");
3. Put the post-its on the wall (1 post-it for each competence) for these three categories: knowledge, skills and attitudes. The trainer helps to order the post-its; it can be presented as three columns or like a silhouette of one of the Youth Ambassadors (knowledge-head, attitudes-heart and skills-hands);
4. Individual reflection about their own strengths and needs. Each participant picks a strength and a need and presents them to the group (possibility to establish a collaboration between those with opposing specific strengths and needs).

Time

50 min

DAY 4

Session 4.4 Action plans for future Youth Ambassador framework at different levels

Objectives

Implement the knowledge and skills gained during the training;
 Practical follow-up of the training;
 Keep the network going.

Learning outcomes

Create an action plan that includes the next steps as Youth Ambassadors.

Delivery Methods

Short presentation about international opportunities for YAYIs and introduction of the action plan. Some examples about former YIYA involvement in ERYICA. In national groups, define:

Goals	Activities	Target group	Who will do it?	Resources	Dates Timeline	Network Collabs

Present the action plans on the walls and check out each other’s plans. Don’t hesitate to “borrow” good ideas;
 Introduce new ideas in their plans;
 Group reflection about their plans, expectations about their organisations and ERYICA, etc.

Materials needed

Paper and markers.
 Magazines, glue, scissors.

Time

60 min

Session 4.5. Evaluation of the training and the trainers

Objectives

Participants and trainers provide feedback at the end of each day.
Final evaluation.

The evaluation contains:

- Programme objectives;
- Course content, relevance;
- Facilitators: knowledge and effectiveness;
- Programme: activity distribution, intensity, variety;
- Facilities, meals, accommodation;
- Final thoughts.

The evaluation may be done with an online evaluation form (i.e.g. Mentimeter) or an analogue evaluation method, like bull's eye; but it's important to make a summary and reflect together with the group about the main results.

Focus on learning outcomes

Using the post-its about expectations from the first day, carry out an individual and group reflection about:

The group: relations and work carried out together;

Individual contribution (possibility to express it with words or through images (i.e. Dixit cards, post cards or similar)).

Certificate ceremony

The participants have successfully completed the training course and receive their ERYICA certificate as a YIYA and the Erasmus + Youth Pass.

Materials needed

Evaluation forms;
Online evaluation applications (i.e. Mentimeter);
Pens;
Pictures (Dixit cards, post cards, etc.).

ANNEX I

This example document, as used as the YIA training 2018, can be adapted to different national/thematical contexts just by introducing relevant dates from that region/country and/or specific theme matching ERYICA's significant events.

ANNEX I

● **1985**

The Schengen Agreement is signed to abolish checks at the borders between member countries of the European Communities.

● **1986**

The Constitutive Meeting in Madrid created the European Youth Information and Counselling Association (ERYICA).

● **1989**

The fall of the Berlin Wall.

● **1990**

The Committee of Ministers of the Council of Europe adopted Recommendation 90/7 on "Information and Counselling to be Provided to Young People in Europe".
Creation of Eurodesk.

● **1991**

HAYICO (Hungary) was admitted as a member of ERYICA, the first member organisation in a former "communist" country.

The World Wide Web was launched to the public.

The US rock group Nirvana became the leading performer of Grunge music.

● **1992**

ERYICA was registered as a non-profit-making association in Luxemburg.

The Olympic Games took place in Barcelona.

● **1997**

ERYICA launched a survey to determine the number of youth information centres and points in Europe: 5,039 centres and points in 22 countries.

Elton John sang a revised version of Candle in the Wind in Westminster Abbey as a tribute to Diana, Princess of Wales.

● **2002**

ERYICA launched a survey through which it was estimated that 12,500 youth information workers worked in 7,381 "generalist" youth information centres in 25 countries. The centres received more than 20 million visits in that year.

Euro banknotes and coins were introduced in the 12 euro-area countries.

● **2004**

Approval of the European Youth Information Charter.

Birth of Facebook.

● **2005**

ERYICA launched a survey through which it was estimated that more than 13,500 youth information workers worked in 8,000 "generalist" youth information centres in 25 countries. The centres received more than 23 million visits in that year.

Birth of YouTube and Skype.

● **2007**

The first iPhone was launched.

● **2008**

The first European Youth Information Day was celebrated.

● **2009**

The Principles for Online Youth Information, approved by the 20th General Assembly of ERYICA, were settled.

UNESCO launched the World Digital Library.

Michael Jackson died.

● **2012**

The Information Right Now campaign was launched.

Brave, Anna Karenina and The Dark Knight Rises at the cinema.

● **2016**

The 30th Anniversary of the creation of ERYICA was celebrated.

Youth Ambassadors for Youth Information – Ljubljana (Slovenia).

Brexit happened.

● **2018**

The European Youth Information Charter was revised.

The Youth Ambassadors for Youth Information training took place in Alicante (Spain).

● **2022**

The Youth Ambassadors for Youth Information training took place in Comarruga (Spain).

The Youth Ambassadors framework was created.



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This publication was made with the support of the Erasmus+ programme of the European Union. The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the
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