

Project – RU in EU

Making EU present for our youth!



Aim

- Contributing to young people's knowledge, insight and interest to the EU as an institution and its impact on everyday life
- Expanding young people's horizons and make greater awareness to the community and the institutions that they are a part of
- Supporting young people's active citizenship and contribute to a greater level of involvement in democratic processes
- Training a group of young people who afterward can teach students who have not participated in the actual process and thus help to make EU education at eye level (peer-education)

Approach

The method is based on youth involvement. Initially we are recruiting a group of young people who have the desire and interest to spread knowledge about the EU. We set the framework, but it is the young people who help to create the content of the course. The process therefore helps to create learning, active participation and responsibility for their own and others' learning. The course is divided into three phases. The first phase is knowledge, and is based on an investigative approach to the EU as an institution. The first phase also contributes to preparing the second phase, a visit to the EU institutions in Brussels. The last phase is peer education at the local schools. Participants in the course will have the task to spread knowledge and initiate debate about the EU from a youth perspective, thus contributing to raising the relevance of EU teaching in our schools.

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Brief overview of the project

Phase 1: 4 seminars that create knowledge about the EU and are based on specific topics / areas as young people are concerned with.

Phase 2: Trip to Brussels

Phase 3: Peer-education (from young to young): Impressions, knowledge and content from the trip and the preparatory seminars are a part of the subsequent youth to youth education. The young people are in the seminars supported in how to communicate their knowledge and create dialogue and active participation.

Target group

The target group for the course is young people between 14 and 18 years. It does not require a prior knowledge to participate in the course. Students are taught only to a limited extent on the EU and its institutions in secondary schools. In connection with the first seminar we will focus on what knowledge is present in the group and we will work towards a common basic knowledge about the EU.

The project will especially be academically appealing for 1st and 2nd years from the youth educations. The peer education will be suitable for lectures in the secondary school. It can also be presumed that most of the participants have no experience in teaching/dissemination, why we focus on this in the seminars.

There is a binding registration for the course, and the young people commit themselves to participate in all phases of the process - from preparation to presentation. There is room for between 15-25 young people in the course. Registration is done by first served basis.

The secondary target group is young people who are taught by the young people from the course. So there are 15-25 young people, who directly get a great knowledge, but there is also a large group of young people who will benefit from their knowledge and therefore, the target audience is a lot bigger than those participating in the course.

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Time horizon, PR and recruiting

Recruitment of the young people is starting in prima August. This is done via advertising on our web pages, Facebook and contact with young people from the local high schools and elementary schools as well as through local youth councils. It is important that information about signing up for the course comes out to as many young people as possible.

The seminars will take place over four times during the month of September.

Educational trip to the EU are located in the school holiday in week 42.

The subsequent lessons take place between autumn 2016 and winter 2017.

A detailed description of the course

PHASE 1 - Seminars

The overall objective of the seminars is:

- To inspire the participants
- To involve the young people as much as possible in the process
- To gain knowledge of EU (the institutions, procedures, areas, debate issues, EU impact on young people etc.)

1st seminar

The first themed evening functions partly as an introduction to the project and to the professional content around the EU; its historical development, Denmark's reservations, the institutions, the legislative process and the EU's influence on a weekday as a young Dane.

2nd seminar

The second lecture is expected to focus on the issues Europe and the EU is facing; freedom of movement, social dumping and refugees from the south and east.

3rd seminar

The third evening is expected to be a debate in which the young people have prepared questions to the invited politicians. The seminar takes place around a small debate with 2-3 politicians from different wings regarding EU policy. We hope to invite a Danish stand-up comedian (Michael Schødtt) as a moderator. He is known for putting a critical and humorous look at our democracy.

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4th seminar

On the fourth night, we expect to focus on communication / presentation skills. In this context, we include dilemma game, jeopardy and Kahoot as inspiration on how to communicate to other young people during the lectures afterwards.

PHASE 2 - Educational trip

The trip to EU is crucial for the young people's learning outcomes and the ability to teach other young people about EU related material. Seeing firsthand how the work of the commission as well as the parliament works contributes to young people's understanding of how institutions are interconnected. The visit therefore helps create a more close and real image of the EU and not just a distant and irrelevant bureaucracy. The visit also contributes to some concrete experiences and real images and provides a good starting point for the knowledge they subsequently convey in the lectures afterwards

PHASE 3 - Lectures

Youth to youth education is based both on knowledge generated to the seminars and knowledge and experiences on the basis of the trip to Brussels. They even have a say in how education is organized. In order to organize a relevant and useful instruction they get help and inspiration during the seminars on how best to get their points back and how they enable the young people they will meet. The lectures could take the form of role plays, games, debates and seminars.

The young people's ideas and input will be presented to the individual schools and it will be the local teacher who ensures that it fits into the wider lessons about the EU. Likewise the young people will be asked if they would be interested to make special arrangements, if a teacher asks for something specific. Furthermore it will be possible to arrange EU role-playing evening at the Youth Houses if enough young people wish to participate.

What is more accurately going to happen in the lectures, is determined partly by the content of the seminar, of what is happening in Brussels and what the young people in the process is concerned about. As mentioned in the introduction, the youth involvement is the primary process. Therefore, it is not possible to initially control the process detailed. On the contrary, we have the task of facilitating the involvement of the young people and create a good learning platform for both the young people in the process and the youth who receive peer education.



Other known tasks

In Denmark there is a public meeting on Bornholm every summer, where politicians, interest groups and ordinary people meet over three days to

strengthen dialogue and democracy in Denmark. We are represented at the public meeting with another group of young people in June 2016 in which they have a task of creating a workshop. These young people are using their experience from the public meeting to make a local variant of the public meeting in October 2016. It will be held at the local high school, where a large proportion of high school students also get involved as part of civic education. Participants from the course will have an active role in the settlement of the day together with the participants from the public meeting.

Final considerations

The three-stage rocket, which consists of three phases, is helping to create knowledge and participation and provide citizens with vision and insight into European conditions. All in all, we are convinced that the above approach helps to create focus and debate about the EU among our young people; contributing to active citizenship and initializing a democratic consciousness.

Date: 29 th of February

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