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SAILORS ON THE CITIZENSHIP

Sailors on the CitizenShip. Project initiator and organizer:
LOS-Liberecká občanská společnost o.s., Czech Republic

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AHOY!
welcome on the board...

Join us for a short trip with Sailors on the CitizenShip to discover what happened in harbours all over Europe within last 4 years. Meet the sailors, captains, methods and tools which were used during the cruises.

Sail with us through the sea of European CitizenShip...

WHAT?

Sailors on the CitizenShip started as an intercultural one week long training course dealing with the topic of (European) citizenship for youth leaders and youth workers. The course proved to be successful, and the idea of using “sailors” and “Citizen Ship” as metaphors to connect with the subject of citizenship became an integral part. Sailors on the CitizenShip (henceforth known as “SoC”) has become: a complex set of educational courses and events, an example of good practice in youth work, an idea of how to tackle citizenship in non-formal education from local to global level, a point of identity for participants of the course, a source of non-formal methods focused on the topic of citizenship and a pioneering experience during editions involving African participants!

WHY?

Why number one: In multicultural societies, the traditional understanding of citizenship as a state-individual relationship has lost its strength. New concepts of European and global citizenship are answering the need for a new understanding. Why number two: Citizenship itself is an abstract word and European citizenship is an even harder concept to understand, therefore we have decided to provide youth leaders and youth workers with theories and tools that will enable them to address the issue in their work. Why number three: SoC trainers believe that citizenship is much more than just voting and politics. We believe that there are ways of engaging young people's interest in civil society through a non-politic approach to citizenship.

FOR WHOM?

SoC is for youth workers and youth leaders who are, or have the potential to become, multipliers. By multipliers we mean those that can spread the word and “teach” others about Sailors on the CitizenShip as well as use their experience in their activities and work. Participants of SoC are youth leaders and youth workers that fulfil a role in their communities as, for example, social activists, non-governmental organisation workers, educators, teachers, politicians, public servants or journalists. Between August 2006 and January 2011 over 300 people participated in different variations of the course. Participants were representatives of 29 countries – members of the EU, countries of south east Europe and Turkey plus participants from Tanzania, Republic of South Africa, Uganda and Kenya.

BY WHOM?

The Sailors on the CitizenShip initiator is LOS-Liberecká občanská společnost, o.s. (based in Liberec in the Czech Republic). The course has been implemented in cooperation with different NGOs across Europe and Africa. By January 2011, 18 different trainers representing 11 different countries had been involved in different SoC courses. You can find their profiles in the last chapter of this publication.

WHAT I WILL FIND HERE?

The idea was to introduce the idea of Sailors on the CitizenShip and give an overview of SoC history as well as providing several practical working methods. Furthermore, you can also find the following: how the idea of SoC was born, the theoretical basis of our courses, a short description of types of SoC events, several methods we use and information about the key people involved in our courses.

Sailors and citizenship

How do these two words connect? The only limit to the connections is your imagination! And this is exactly what we had in mind when the name was created.

Active citizenship, European citizenship, “citizen of the world” - these phrases have become buzz words that pop up in the speeches of politicians, activists or educators. Many of the young people we met understood citizenship as something abstract, vague, political and distant but definitely not attractive. This fact was the beginning of our story. The point when we decided that we should run courses on making citizenship attractive and “sexy” to young people.

We decided to develop an intercultural training course for youth workers and youth leaders where they would have the possibility to discuss different interpretations and approaches to citizenship. Participants would be able to experience different methods and ideas for dealing with citizenship in an attractive way and get the chance to explore creativity in order to find their own ways to be active in their local communities. Does that still sound like a heavy/difficult aim?

Well, that is why “Sailors on the CitizenShip” was born: become a “sailor” in 7 days, learn how “sailors” act, sail with us on the “CitizenShip” waters, and chat with Jonny the Sailor in the local “harbour”. Now, how does *that* sound?



HOW DID IT START?

It was January 2006 on the outskirts of Berlin. Near one of the local lakes, "Reach for the Stars", a contact making seminar of youth leaders from all around Europe was going on. At this meeting, Jedrek (CEO – Poland), Jan (v.f.h – Germany) and Ondrej (LOS – Czech Rep.) met together and decided to create a training course that would explore citizenship issues on the basis of 4 levels: local, national, European and global. We applied to the Czech National Agency of the Youth Programme and got funded! So, in August 2006, in a small village in the north of the Czech Republic, we had the first 7 day long "cruise".

Our impression and evaluations told us to run it again. We applied for funding in Germany and within half a year we had "sailed" in Hamburg too. Some participants wanted to run the course in their own country as well so we started to sail through Europe. Hamburg was followed by cruises in Trakai (Lithuania), Sreberna Gora (Poland) and Balvi (Latvia). Each course has brought new life into the project. For each course a new "captain" enriched the team of trainers, new methods were created by participants and new modules of the programme were developed. In May 2008 we held the entire training course on a ship in the Mediterranean Sea, near the coast of Turkish Fetiye.

After 6 cruises we decided to have an evaluation seminar in the Czech Republic for the captains and the most active sailors. This led to the next group of "cruises" in 2008 and 2009, which were held in Montijo (Portugal), Derry (Northern Ireland) and Weimer (Germany). By now, the captains' team had already grown to include Eva, (Germany), Vilma (Lithuania), Pawel (Poland), Kasia (Poland), Andrejs (Latvia), Naim (Turkey), Marco (Portugal), Fergal (Northern Ireland), and Dominik (Germany). After 9 cruises we decided to run the 10th anniversary cruise on a large scale and invited 50 youth workers, a third of whom had sailed with us before, to a 7 day long XXL tool fair, which was focused on large-scale exchanges of ideas, methods, tools and inspiration.

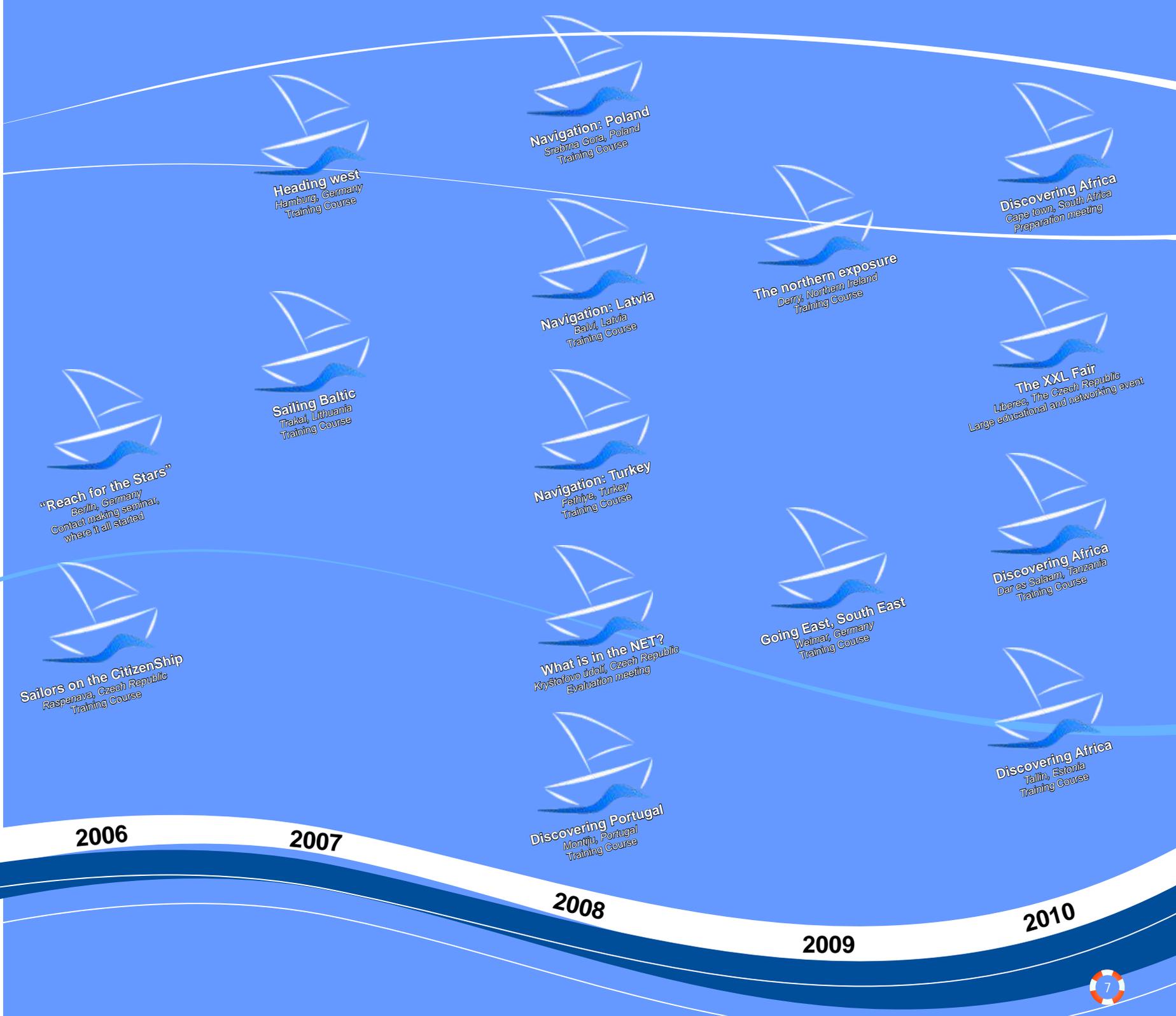
After the evaluation seminar, we decided to try to address the global level of citizenship as well and created edition "Discovering Africa" that brought SoC to Cape Town and Dar es Salaam and also brought African participants to Tallin, Estonia.



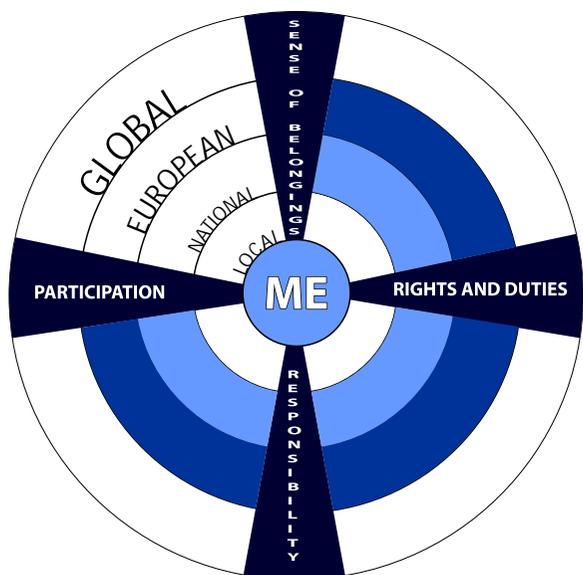


Sailors on the CitizenShip

SAILORS ON THE CITIZENSHIP EDITIONS



Since the birth of the Sailors on the CitizenShip idea we have worked with the concept that citizenship is approached on different levels and reflects four basic dimensions. In the evaluation meeting the following concept was finalized:



Imagine that you are in the middle. The circles symbolize different geographical levels. The four sectors represent four dimensions of citizenship. At all of the geographical levels one has rights and duties. As citizens, you have the most rights at the national and local level. At the European or African level are some of the rights guaranteed by the treaties of the EU or Council of Europe and resolutions of the East African Union. At the global level, there is the Universal Declaration of Human Rights. The sense of belonging symbolizes a part of your identity. In other words, how much you identify yourself with a specific level. It is important to say that it is up to you to decide to which level you feel less or more attached. Also, do not forget that the sense of belonging changes through the whole of life. Responsibility - it is again up to you to decide at which level you feel most responsible.

Deciding on your responsibilities and taking advantage of opportunities, helps define your participation at each level.

9 different editions of the course were implemented between 2006 and 2010. In every edition, the training flow was constantly evaluated by the trainers' team involved. New methods and tools were introduced and improved. Each edition of the programme was adapted to the needs of participants and the perspectives and contributions of trainers joining the trainers' team. We want to share with you the overall idea of the programme flow based on the Sailors on the CitizenShip concept (page 8).

WHAT?

A week-long training course supported by the Youth in Action Programme (action 4.3: Youth Support Systems).

WHEN AND WHERE?

9 different editions between 2006 and 2010 in 8 European countries.

WHY?

To support the professional development of youth trainers and youth workers that work within the non-formal education field in order to raise the quality of their projects concerning active citizenship. Simply put: to share understandings of citizenship, and experience and learn methods relevant to the theme of citizenship.

WHO?

Youth trainers, youth workers and youth leaders from the EU, EFTA, Turkey and the countries of South East Europe.

HOW?

8 steps in 7 days. The overall flow of the training is as follows:



STEP 1 Introductory module and teambuilding

Getting to know each other activities, taking part in a *ship race* (described on page 16) to strengthen the team, introducing participants to the SoC story and welcoming them onboard. This is also the time when Johny the Sailor starts to sail with us through modules of the programme, when we share expectations, fears and contributions to our common one week cruise.

STEP 2 Understanding of citizenship (page 20), roots of citizenship

Sometimes very similar words may have a different meaning; sometimes the same words have different interpretations. It is very important at the beginning of our journey to share individual ideas of what we mean by citizenship, to find a common understanding of basic notions, to go back to the etymology of the word *citizenship* (page 20). A short trip through the story of citizenship from ancient times through to the Middle Ages, the Age of Enlightenment and up to today's world also gives us an historical background of how the social and political situation influenced citizenship through the ages.

STEP 3 Citizenship on a local level

We all belong to a local community - not always the point on Earth where we were born or where we spent childhood. It is the place where we interact with neighbours, care about common public spaces and where we feel at home. For one day of the course we move to different local communities (villages, towns, districts of big cities) and by using the appreciative inquiry method we discover their potential, dream about perfect scenarios for their future and design strategies for their development. To realise how it feels to influence and make decisions on a local level we also organise a local council simulation based on a small Austrian city called Ochsensburg.

STEP 4 Citizenship on a national level

What is a nation? What is a state? Is your nationality important to you? Those are the questions we ask ourselves during "yes / no discussion" (page 24) while moving to the national level. On this day, using simulation activities, we also tackle a naturalization test as an example of how inclusive or exclusive citizenship can be, and consider arguments for and against mandatory voting.

STEP 5 Citizenship on a European level

Should there be a common *History Book of Europe* (page 25)? Who should write it? How would we use it? Do we need it? Which values are the basic and common European values? Are there any? What is the difference between European citizenship and citizenship of the European Union? What will Europe look like in 20 years? These and many other questions concerned with Europe's past and future are discussed when we reach the European level.

STEP 6 Making citizenship attractive

Towards the end of our common journey we work together to try and find ways of making citizenship attractive and "sexy" for young people. One of the tools we use is "European Youth TV" with morning news, talk show, commercials, documentary, fairy tale and soap opera. Participants create their own TV programmes that aim to encourage young people to be active and to promote the opportunities of the Youth in Action programme.

For the end of the process we try to find ways to explain "what is active citizenship?" to a *farmer* (see activity on page 26), teenager, local politician or your grandma.

STEP 7 Learning space development, self-reflection, future plans

We give participants space to look back at their common "cruise" and think about new competences that they have gained, and how they can use them in the future. There is space for thinking about their personal development path as we as space to search for inspiration in online/printed materials and in talks with the captains. We also support participants to plan follow-up activities and future common projects.

And, in addition:

Ongoing feedback and participative methods are an important part of our approach and that is why throughout the whole process we make sure that participants have space to give regular feedback. This happens during reflection groups and within on-going evaluation, which is how they are able to share inner feelings and thoughts with the whole group. Every day, there is space for individual reflection on the learning process. Each participant sets his/her learning objectives of the day and does a personal evaluation of it during the evening. In addition, participants take responsibility for creating Sailors' daily news (a one page newspaper of each course day), which is delivered during breakfast and also posted on the Sailors blog. Some participants are also involved in developing short movies for the Sailors YouTube channel and some organise the Sailors intercultural evening.

Study visits are another important part of the programme, as we believe that an opportunity to see real working examples is inspiring and can help in understanding the local reality. During our different editions we have visited a range of different youth clubs, city councils and non-governmental organisations.



An evaluation seminar

WHAT?

4 working days of evaluation seminar supported by the Youth in Action Programme (action 4.3: Youth Support Systems).

WHEN AND WHERE?

15 – 19 October 2008, Kryštofovo Údolí, the Czech Republic.

WHY?

To evaluate, together with our main partners, the outcomes and the process of implementing the 6 editions of the Sailors project that had happened up to that point, to improve the concept and methodology and to develop specific follow up activities.

WHO?

„Captains“ (trainers of previous editions) plus some of the most active participants.

The most important outcomes of the evaluation meeting were:
 The new Sailors on the CitizenShip theoretical working concept (available on the page 8)
 The Sailors on the CitizenShip ID was developed
 Setting plans for the cruises in Northern Ireland and Germany
 Setting plans for organising the Sailors XXL Tool Fair in Liberec, Czech Republic

ABC of Sailors

During the evaluation meeting we came up with an idea that, after so many editions of the Sailors training, it's good to think about a common motto/slogan that we could put on a flag to hang during our next cruises, and we came up with the ABC of Sailors:

Act – participation, interaction, motivation

Belong – to the local, national, international and global level

Care – responsibility



After 4 years of sailing around different European harbours we decided to organise an XXL edition, in order to reconnect with the most active Sailors and captains from previous cruises and to open the network for new members motivated to share their practice from the field of active citizenship.

WHAT?

A one-week festival of non-formal education and active citizenship supported by the Youth in Action Programme (action 4.3: Youth Support Systems), and the European Youth Foundation.

WHEN AND WHERE?

Liberec (Czech Republic), 8th - 16th May 2010.

WHY?

To exchange, learn, explore and discover ways of promoting (European) citizenship and the active participation of young people.

WHO?

The most active participants and captains of all previous editions of Sailors plus youth workers and educators from all over Europe interested in active citizenship - 52 participants in total!

WHAT?

A Tool Fair to share methods of non-formal education within the topic “active citizenship and youth participation in public life”. Workshops and interactive presentations about good practice from projects and initiatives were delivered by participants and captains of the Sailors project. Participants were asked to propose their possible contribution for the tool fair in application form. They were informed in advance which ideas were chosen. There were 15 different workshops and 12 good practices shared with participants of the XXL project as well as local educators and youth workers from Liberec. We touched on: creativity, history of citizenship, naturalisation and democracy, participation in the local community, fair trade, sustainability, storytelling and the future of Europe. Good practices dealt with: Living Libraries, cross border cooperation projects, cooperation with schools, campaigns encouraging voting, street work and a school of global citizens. Some workshop scenarios and good practice examples are available online.

Study visits - participants of the event had the possibility of visiting local organisations focusing on the needs of young people which were: ecological education centre Divizna, Youth TV and V-Klub – open youth club in Liberec. Study visits in Liberec gave participants a chance to discover the local reality of young people living in the city and see some good examples of projects addressing the needs of young people.

“World Cafe” discussion with local policy makers took place on youth policy challenges and achievements in practice. Around „coffee tables“, together with Czech policy makers and people involved in youth policy issues on local and regional level, participants could discuss: the reality of young people in different countries, good practices of youth policy and youth work, ways in which young people are / should be involved in developing youth policy.

“Happening” and Living Library - Participants of the project prepared a big “happening” for the local public, which took place in the city centre. Activities included a Living Library (where the public could interact with living people (instead of books) to hear stories/experiences), improvisation theatre, juggling workshops, activities for children, youth information stands, flash mobs and a human logo – creating a map of the world. We shared the idea of active participation with the citizens of Liberec and we managed to make over 450 people smile, which is not an easy task on a rainy day.

The whole event was communicated to the public by an online blog and a YouTube TV channel as well as excellent coverage in the local press, radio and even national TV.

The event was under the patronage of Mudr. Pšemysl Sobotka - The President of the Senate of the Parliament of the Czech Republic.

Some testimonies of participants

- ◆ *Sailors on the Citizenship is my Northern star, if I ever get lost I can use this experience to guide me and re-confirm my commitment to active citizenship.*
- ◆ *I learned to work with people from all over Europe*
- ◆ *Managed to explain to politicians worries without being shy*
- ◆ *Discover a lot of very well working projects*
- ◆ *Finding out that I can dance*
- ◆ *There is no standard when we talk about Human people*



WHAT?

A one-year project supported by the Youth in Action Programme (action 3.2: Youth in the World).

WHEN AND WHERE?

January – December 2010 - Estonia, Republic of South Africa and Tanzania.

WHY?

To explore understanding of active citizenship in our various cultures, to exchange good practices of our daily youth work, to learn about each other's realities, challenges and practice in the field of youth participation in public life.

WHO?

Youth workers and youth leaders from the Czech Republic, Estonia, Kenya, Republic of South Africa, Tanzania, Poland, Portugal and Uganda.

HOW?

4 cruises within the overall project:

WHAT?

Preparation meeting

February 19th – 22nd 2010, Cape Town (South Africa)

Representatives of 8 partner organizations met for 2 working days to share expectations towards the project, to develop the working plan and share responsibilities. We shared our understanding of the basic notions of active participation and citizenship. We also had the chance to get to know each other's organizations and local realities. We learned about the situation of young people in Langa – the neighbourhood where we were staying - during study visits to the Siyaphambili orphanage and Love Life youth centre.

First training

July 27th – August 4th 2010, Dar el Salaam (Tanzania)

The first training was prepared and delivered by trainers from the Czech Republic, Poland and Tanzania. 24 new Sailor–participants joined the network. The training was mainly a time of sharing: cultures, local realities, ways we work with young people, concepts and understanding of active participation and citizenship.

Second training

October 12th – 21st 2010, Tallinn (Estonia)

The second training was built upon feedback and reflection from the first experience. It was delivered by trainers from Poland, Portugal and Uganda. Many training modules were improved and adapted for the new group. However, the main flow stayed the same: we sailed through 4 different levels of participation: local, national, international and global.

Online evaluation

November / December 2010

After the partners shared their availability and the main results with all the materials, the decision was made to carry out an online evaluation. The online evaluation was an opportunity for country coordinators and trainers to sum up the year of cooperation within the project. Both the content and organizational aspects were discussed through emails and Skype.

The results of the project are described in the publication: *Sailors on the CitizenShip - Discovering Africa*, which is available on the website:

www.sailorstraining.eu/discoveringafrica



We want to share with you some methods developed and used during the Sailors on the CitizenShip project. Some of them were developed by the trainers' team particularly for Sailors, others were inspired by existing methods and adopted to our concept, and some were developed by participants of our training courses. After the many editions that happened over the last 5 years we have managed to collect over 40 methods. Some of them were improved and changed from one "cruise" to the next, depending on participants needs, perspectives of new members of the trainers' team and the specifics of the hosting organisation.

Here you can find some examples of methods mentioned in the training flow on page 9.

Interested to see more? Explore our online toolbox: <http://www.sailorstraining.eu/tools.htm>

"CREWBUILDING " – The Ship race



Teambuilding and leadership



60 minutes



To create a safe and effective working atmosphere in a team



16-24 participants



Teambuilding and leadership Sets of materials for each small group (suggested size of small group: 4 – 5 participants)

For drawing plans of the ship: one flipchart, one marker.

For constructing the ship: 3 straws, 4 tooth-picks, 4 wooden sticks, 3 balloons, 3 A4 coloured papers, 1 meter of scotch paper tape, 1 marker.

STEP BY STEP INSTRUCTIONS:

Preparation:

- Prepare instructions (attachment 1)
- Prepare set of materials for each group

Activity:

1. Tell the group that they will now be constructing a ship that will take part in a competition. Their task is to construct a ship that will be the fastest and the most beautiful.
2. The race rules are that the ship cannot be pushed by any part of the body. It can only be powered by one participant from the team by blowing on to the ship.
3. Introduce the process of constructing the ship: instructions described on the flipchart to participants (attachment 1).
4. Divide participants into groups of 4-5.
5. Group work:
 - Step 1: discussing and designing the plan of construction for a ship. Participants get their set of materials, they can check what is available but are not allowed to start to put any of the materials together. They have to draw the plan of their ship on a given flipchart sheet (15 min).
 - Step 2: presenting ship plans (3 mins for each team including questions and comments from other participants)
 - Step 3: constructing the ship (20 min).
6. Gather participants on the starting line and start the race. The race place should be at least 5 metres long and wide.
7. To close the exercise, announce the winner of the race and give prizes to all of the teams that took part (give the same prize to all of the teams to support a common team spirit.)

SUGGESTIONS FOR THE DEBRIEFING:

You do not have to debrief if your aim is just for teambuilding. This activity can be an introduction to the group contract for the training (for setting up rules of cooperation): ask participants what they want to keep in mind from this activity, in order to support a cooperative atmosphere in the group.

ATTACHMENTS:

Prepare flipchart with the following instructions:

The ship race

Aim: To build the FASTEST and most BEAUTIFUL ship.

1. Design and draw a plan of the construction of your ship on the flipchart paper (15 minutes)
2. Present your plans (3 minutes)
3. Construct your ship (20 minutes)
4. The ship race!

COMMENTS:

The prize you give at the end could be something that's easy to share with all members of the group e.g. chocolate.

You can also use the exercise to show the basic steps of project management (preparation, planning, implementation and evaluation).



UNDERSTANDING OF CITIZENSHIP



Citizenship, participation, democracy



60 minutes



To give participants time and space to reflect on and to share their individual understanding of citizenship



12-30 participants



- Quotations on small papers (attachment 2)
- Pictures / photos from magazines showing people in action, etc.
- 1 flipchart paper for 3 people
- 1 glue stick for 3 – 4 people, markers
- Relaxing music and the sound system
- 1 pair of scissors

STEP BY STEP INSTRUCTIONS:

Preparation:

- Prepare a flipchart with instructions (attachment 1)
- Cut quotations on small strips of paper (one quotation = one strip)
- Cut out pictures of different objects, people, symbols, actions from the magazines
- Put quotations (attachment 2) and photos / pictures that you have cut out on the floor in the room (spread them all around)
- Put on relaxing background music

Activity:

1. Let participants enter the room when the setting with the music is ready.
2. Introduce step 1 to participants showing instructions on the flipchart: "take time to read all the quotations and choose one quotation and one picture that best explains your *understanding of citizenship*." (10 min.)
3. When you see that most participants are ready with individual choices introduce step 2: "walk around, asking the others what they have chosen and form groups with people with whom you feel most connected." (10 min)
4. When groups are created, give each group one flipchart paper, glue and markers and tell them that after they finish the discussion, they should create a collage (poster) using quotations and pictures they selected individually, which will represent their common understanding of citizenship: step 3 (20 min)
5. Ask participants to put all posters on the floor (gallery of posters), first ask them to walk around and read for themselves what others wrote. Then ask for short comments on each poster (from the team that created it and from other participants). (5 min)
6. Facilitate closing discussion (15 min)

SUGGESTIONS FOR THE DEBRIEFING/ CLOSURE:

Reflection on the results:

1. Do you see any similarities between your poster and other posters?
2. Anything that surprises you in posters prepared by others?

Reflection on the process:

3. Was it difficult to choose your own quotation?
4. How did it feel to compromise in the group?

Did you talk about values? Which values did you discuss?

OTHER COMMENTS:

In big groups you can print quotations twice.

You can also search for other quotations connected with citizenship and add them to the proposed list

ATTACHMENT 1

Instructions for the flipchart:

1. Choose one quotation and one picture that most connect to your understanding of citizenship (10 min)
2. Find min 3 people (form the group) with whom you connect the most and discuss within the group (10 min):
 - Why did you choose your quotation, your picture?
 - What does it mean to you?
 - What do you see "behind" the quotation/picture?

Create a poster that will express a common understanding of citizenship in your group (20 min).

ATTACHMENT 2

Examples of quotations

„Citizenship is the active membership and participation of individuals in society who are entitled to rights and responsibilities and who have the capacity to influence politics. Therefore citizenship has to be more than a political and juridical status.“

- Cesar Birzea

„As citizens of this democracy, you are the rulers and the ruled, the law-givers and the law-abiding, the beginning and the end.“

- Adlai E. Stevenson

„A generation that acquires knowledge without ever understanding how that knowledge can benefit the community is a generation that is not learning what it means to be a citizen of a democracy.“

- Elizabeth L. Hollander

„Education is simply the soul of a society as it passes from one generation to another.“

- G. K. Chesterton

„The job of a citizen is to keep his mouth open.“

- Guenter Grass

„Democracy is the most demanding of all forms of government in terms of the energy, imagination and public spirit required of the individual.“

- Georgie C. Marshall

„Democracy is never a thing done. Democracy is always something that a nation must be doing.“

- Archibald MacLeish

„Democracy is only a dream: it should be put in the same category as Arcadia, Santa Claus and Heaven.“

- H. L. Mancken

„The right to be heard does not automatically include the right to be taken seriously.“

- *Hubert H. Humphrey*
- *Irving Kristol*

„How many legs does a dog have if you call the tail a leg? Four. Calling a tail a leg doesn't make it a leg.“

- *Abraham Lincoln*

„Government is like a baby. An alimentary canal with a big appetite at one end and no sense of responsibility at the other.“

- *Ronald Reagan*

„Democracy forever teases us with the contrast between its ideals and its realities, between its heroic possibilities and its sorry achievements.“

- *Agnes Repplier*

„Democracy is the recurrent suspicion that more than half of the people are right more than half of the time.“

- *E. B. White*

„It is not always the same thing to be a good man and a good citizen.“

- *Aristotles*

„Every citizen should be a soldier. This was the case with the Greeks and Romans, and must be that of every free state.“

- *Thomas Jefferson*

„No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime. Young people must be included from birth. A society that cuts off from its youth severs its lifeline.“

- *Kofi Annan*

THE WORD "CITIZENSHIP" IN MY LANGUAGE



Citizenship and Participation, history of citizenship



45 minutes



To understand the background and different perception of citizenship based on its linguistic origins in different languages / societies



Markers
A4 paper



16-30 participants

STEP BY STEP INSTRUCTIONS:

Preparation:

Prepare an example in English on A4 – "Citizenship".

Activity:

1. Explain to participants that their task will be to analyze, discuss and write down in key words: etymology and origins of the word CITIZENSHIP in their own language. You can show an example in English and explain that the word comes from "city" and "citizen" – meaning a member of the city (5 min).
2. Ask participants to work in their national groups and to create a drawing / graph on A4 paper (15 min).
3. Ask each group to present results of their work (15 min).

Debriefing.

SUGGESTIONS FOR THE DEBRIEFING:

- ◆ Have you ever thought about the etymology or origin of citizenship before?
- ◆ Did you discover anything new in the word citizenship in your own language?
- ◆ Did you get a surprise with any other word in a different language? Why?
- ◆ What are the common etymological origins of the word citizenship?

COMMENTS:

At the end, mention that "citizenship" is an abstract word and that the term was created by people as a part of their culture. There can be important differences in the origin of the word and the practice of citizenship in our different cultures and experiences, so it is important to remember this during discussions as we may use the same word but have very different meanings in mind.



YES / NO DISCUSSION on the topic of "NATION"



Nationalism and nationality, identity, citizenship



30 - 45 minutes



To confront people with different points of view on nationalism and their personal attachment to their nation / country / state.



10 - 12 participants, if the group is bigger it might be worth dividing into 2 groups, each group being facilitated by a different facilitator/trainer



List of prepared questions
Two A4 papers on which you write "YES" and "NO"
Paper tape

STEP BY STEP INSTRUCTIONS:

Preparation:

- ◆ Prepare a list of controversial questions connected with the topic you are dealing with.
- ◆ Put / stick papers with "YES" and "NO" to opposite sides of the room and divide it into 2 sectors with a paper tape.

Activity:

1. Explain to participants that the space between yes and no is a scale and they should position themselves according to their opinion.
2. Read the first question and ask everybody to stand in a place that reflects their opinion.
3. After you read the question and participants position themselves, ask them why they are standing there and facilitate the discussion. When you feel that the question was discussed enough move to the next question.
4. After the last question, close the exercise by summing up the different opinions and leaving an open question to the participants, if they can imagine the world without the concept of "Nation".

ATTACHMENT

Suggestions for controversial questions:

- ◆ Does a nation have to speak one language?
- ◆ Is a nation defined by one common territory?
- ◆ Is patriotism a first step towards nationalism?
- ◆ Do we still need national states?
- ◆ Would you, if it was needed, fight for your nation against another European nation?
- ◆ Would you allow anyone to settle in your country if he/she wanted to?

OTHER COMMENTS:

The last question, "Would you allow anyone to settle in your country if he/she wanted to?", is a good introduction to the "Naturalization test" exercise that you can find at www.sailorstraining.eu/toolbox



HISTORY BOOK OF EUROPE



European history
National / universal / individual
approach to history



90 minutes



To give participants time to reflect on different approaches to history.
To reflect on different ways that history is taught.



12 - 30 participants



- ◆ 1 flipchart paper per 4 – 5 participants
- ◆ 2 markers for each working group
- ◆ Pen and A4 paper for each participant

STEP BY STEP INSTRUCTIONS:

Preparation:

- ◆ Write on the flipchart paper instructions from point 3 and 4,
- ◆ Prearrange the division of small groups in order to get maximum diversity in terms of nationality in each group.

Activity:

1. Ask participants if any of them has a history book of Europe at home, if they know who wrote it, what language it is in etc? Also, ask what they remember from the book. (5 min)
2. Tell participants that their task will be to write the contents list for the history book of Europe.
3. Give participants pens and A4 papers and ask them to individually:
"write the table of contents of the history book of Europe. Decide on the 3 most relevant: personalities, people / cultures, events, ideas / ideologies" (10 min)
4. Divide participants into groups of 4-5 people (if possible, mix the nationalities), and give them the following task:
"discuss & agree the 3 most relevant: personalities, people/cultures, events, ideas/ideologies" for your group (35 min)
5. Ask participants to present the results of their group work (during the presentation keep notes to sum up which suggestions come the most, which were unique etc) (20 min)

Facilitate closing discussion (20 min)

SUGGESTIONS FOR THE DEBRIEFING/ CLOSURE:

- ◆ Was it difficult to reach agreement? If so – why?
- ◆ What was the most difficult / easiest part of the process?
- ◆ What made a specific title important / not important to you individually?
- ◆ What influences our perspective on history?
- ◆ Did you discover any differences or similarities in the way history is taught in different countries?
- ◆ Do we need a common history book of Europe? Why? Why not? What are its challenges and advantages?

Do you think it's realistic to develop a common history book of Europe?

For closing – mention attempts to start a project to write a common history book (German presidency 1997, French – German history book, etc.) more information at:

<http://news.bbc.co.uk/2/hi/europe/6411047.stm>

and <http://www.dw-world.de/dw/article/0,2144,2370988,00.html>

FARMER



To prepare participants to inform others about European citizenship and to make them aware of different ways in which you need to approach the topic for different target groups.



European citizenship



45 minutes



8 A4 papers - one for each character marker



12 - 30 participants

STEP BY STEP INSTRUCTIONS:

Preparation:

- Prepare A4 papers with the following characters: your mother, your 16-years-old cousin, a farmer, your grandma, a local politician, a 5-year old child, your best friend (write one character per paper).
- Put chairs in two circles (inner and outer one) so people sit in pairs in front of each other.

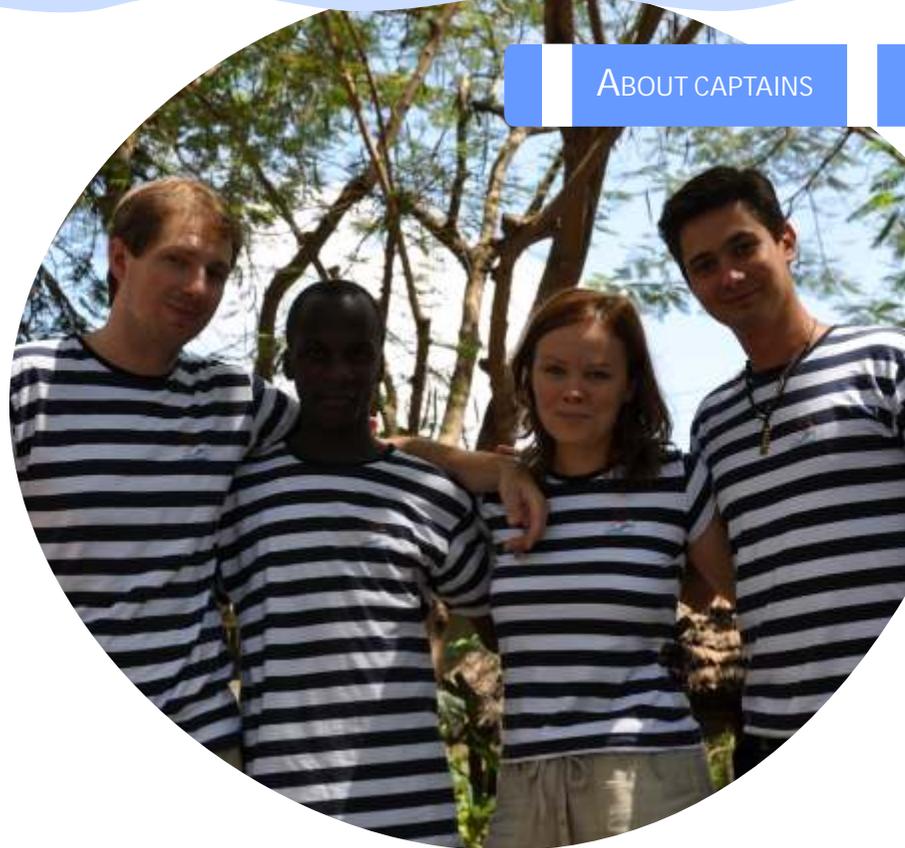
Activity:

1. Ask participants to randomly take a place on a chair.
2. Inform participants that during this activity they will meet different people, and their task will be to explain to them "What is European Citizenship and why is it important?"
3. In the first round, ask participants from the inner circle to play the role of a character from the first A4 paper (show participants an A4 paper with one of the roles). Their partner, sitting in front of them, should explain to them what *active European citizenship* is. (3 min)
4. After approximately 3 minutes, ask participants from the inner circle to stand up and move one chair to their right.
5. In the next round, participants from the outer circle become another character from the list, while participants from the inner circle have to explain *active European citizenship* to them. (3 min)
6. Continue changing the position of participants - first from the inner circle, then from outer circle - and with giving specific roles for 5 – 6 more rounds (you can decide which characters best fit the group) (15 – 20 min)
7. Gather participants for debriefing. (15 min)

SUGGESTIONS FOR THE DEBRIEFING/ CLOSURE:

1. What kind of arguments have you been using?
2. Did you change the argument according to the person you addressed?
3. What should we bear in mind while talking about this specific issue to other people?
4. Did you discover something new about *active European citizenship*?
5. To whom will you talk about this topic after you get back home?

ABOUT CAPTAINS



Ondřej Lochman, LOS - Liberecká Občanská Společnost o.s. (Czech Republic)

I have been working with issues of youth participation in public life and active citizenship since 2002. I work either within LOS, an NGO that I co-established in 2003, or as a freelance trainer for various organisations, including Eurodesk and the Czech National Agency of the Youth in Action Programme, as well as different NGO's and institutions in Europe. I finished my Ph.D. in educational science with a focus on the European dimension in education and the attitudes of young people in the Czech-German-Polish border area.

Being a young activist and educator, I couldn't understand the lack of interest in public issues or the indifference towards what I understand as active citizenship. So, I wanted to create something that would raise curiosity about citizenship, would be attractive, would sell itself, would sound fun, would be simply "sexy" and would still lead to a personal reflection about "ME the active CITIZEN". The simple metaphor of

"Sailors on the CitizenShip" directs people to use their creativity and innovation when thinking about citizenship. Suddenly citizenship can mean all kinds of things but definitely not politics. The European and African edition also showed a beautiful thing: that the understanding and practice of citizenship is as vivid as people around the globe are. And one wish to all of you: Good luck with finding the right winds for the sails of your CitizenShip.



Claudia Fernando, Rota Jovem (Portugal)

I am passionate about working with youth groups and facilitating processes and I've been lucky to have had the opportunity to be involved in youth work for the last 15 years, both as a volunteer and as a professional youth worker. From my local youth work experience in Rota Jovem - Portugal, where I work at the moment, naturally came the opportunity to explore the field of international trainings, where I have been active in fields such as Facilitation in Youth Work; Citizenship Education, Youth Participation & Volunteering; Group Dynamics & Motivation; Human Rights Education; Intercultural Learning; International Youth Work; and Organizational and Project Management.

For me, the Sailors boat only arrived at my harbour in 2010. It was a challenging adventure to join the cruise of this year's edition and discover once again the meeting points between Africa and Europe, during the training in Estonia. It was without a

doubt an enriching experience, full of intercultural learning and opportunities to understand a bit more of what it means to be a global citizen acting in our local communities.

Dominik Ringler, Jugendhilfe und Sozialarbeit e.V. (Germany)

I've been involved in international programmes for more than 15 years now. In 2008 I had the chance to give my feedback after being invited as an expert in international training courses, and had the chance to discuss the design, the content and the curriculum based on 7 trainings. I was happy to host the first edition with participants from EU and Southern European Countries in 2009. What I liked from the beginning was the corporate design of the training course, which gave the participants the opportunity to identify from the first moment. The symbols taken from the sailing community around the world were simple but fit perfectly to describe the different levels and areas of citizenship, not only in EU-countries. What I also liked was the link between the local communities through the national level up to an EU-European, European or international level, based on activities run by the participants.



Fergal Barr, Inside out (Northern Ireland)

I'm, a Youth Worker with Inside Out, a rural youth project based in Claudy, Co. Derry in Northern Ireland. I have been working in youth work for almost 25 years across a range of fields including Youth Information, Education Welfare, Volunteering, Peace & Reconciliation, Mentoring, Street Work, Participation and Rural Youth Work.

In March 2009 I hosted 'Sailors on the Citizenship: Northern Exposure'. This programme was interesting from the perspective of not only continuing with the successful Sailors programme but the context within which it was set, i.e., Northern Ireland. Northern Ireland, as most people know, has a troubled history and the issue of citizenship is one which raises issues and questions of nationality, identity and diversity and this provides local participants in particular with the opportunity to examine these questions. As for overseas participants, they were able to engage in activities that explored similar themes but on a wider European context and challenged many to consider how they look upon citizenship and the issues and prejudice that this raises.



Genos Martin, Tanzania Youth Cultural Organization (Tanzania)

My personal life experience brought me to youth work five years ago. When I was in high school I found the great potential and spirit of young people in dealing with the challenges within the community. The spirit led us to form a youth organisation to support our fellow students who could not afford school fees and school materials. The organisation was called Tanzania Students Aid for Orphans. The same year we discovered that young people needed more support so we formed another youth organisation called Tanzania Youth Cultural Organization.

In 2010, Sailors on the CitizenShip was introduced for the first time in Africa. I am honoured to take part in this wonderful project, as coordinator for my country and guess what, as the first African trainer! Let me put it this way, as the first African Captain! Thanks to Kasia, Marco and Ondrej. Sailors on CitizenShip: Discovering Africa

enhanced my understanding of intercultural learning together with different methods of participation and citizenship related issues. The training in Africa was one of a kind because of the combination of European and African experiences. As I work for Tanzania House Talent, another youth based organisation, the methods, techniques and knowledge I got during the training will be useful for my daily work.

Jędrzej Witkowski, Centre for Citizenship Education (Poland)

I would not say I am a youth worker but I have been working with young people for quite some time. I deal with civic education on multiple grounds. I work for the Polish NGO called Centre for Citizenship Education which is based in Warsaw, Poland. Being responsible for youth programmes here I write educational materials and run workshops and trainings for both teachers and students. My focus for the last three years has been global education; I see it as a missing part of civic education. My involvement with several other organizations dealing with global education (among others: Global Development Research Group, Foundation for Global Education) reflects this interest.

I have been involved in 'Sailors on the Citizenship' from the very beginning. I still remember creative days in January 2006 when we were making the whole thing up with Ondrej and Jan. Later, I had an opportunity to sail in the Czech Republic, Germany, Poland and Portugal. What I liked about Sailors is that it combines different understandings of citizenship and clearly shows the connection between local, national, European and global – it is a real strength as often times citizenship is considered merely at one of the levels. Looking back at „the Sailors experience“ I see it as extremely enriching both professionally and privately thanks to the trainers I worked with and people I have met as participants.



Kasia Szajda, UNESCO Initiatives Centre (Poland)

I am a trainer of intercultural competences and didactics of intercultural learning and active participation. Recently I have mainly been focused on both local and international trainings for teachers and educators. I am initiator and coordinator of the UNESCO Initiatives Centre, Wroclaw. For 12 years I have been a trainer and facilitator, cooperating with, for example, the Ministry of Education, the Ministry of Environment, the European Commission, UNESCO and different NGOs from all over Europe. Last year I started my PhD studies with the main topic of research: intercultural learning and attitudes of pupils towards their neighbors from abroad.

My adventure with Sailors on the CitizenShip started with the Polish cruise in 2008. Further on I had a chance to be a captain on the Latvian, Portuguese, Northern Irish, German, African and XXL editions of the project. None of these cruises was the same as

any other - always new people, new challenges and new discoveries. Sailors on the CitizenShip, for me, is about discovering the mystery of active participation, about reflecting on identity and about people who want and can make a difference. Through the cruise we are trying to equip participants with tools and competences that will help them to make the change happen.





Marco Santos, Eesti Erinoorsootöö Ühing noOR (Estonia)

I have worked with young people since 2001, first as a volunteer and since 2005 as a professional. I have been the international project coordinator in GDAC (Portugal) and since 2008 I've lived in Estonia where I'm project manager of an Estonian Special Youth Work Organisation. I have done local and international trainings for young people with non-formal methods since 2005, mainly with themes of intercultural learning, volunteering and participation.

I've been connected with Sailors on the CitizenShip since the Polish edition (2008) and after this I organised and facilitated the Portuguese edition (2009). I was at the Sailors evaluation meeting (2009) and also in the educational team for Sailors XXL (2010). Now I coordinate and facilitate Sailors on the CitizenShip – Discovering Africa (2010).

What attracts me in Sailors is the main concept itself, where we raise awareness about

how young people can be active citizens but more importantly make a positive change, building a sense of belonging with responsibility and participation. Connecting concepts with practice: this is the key to the success of Sailors on the CitizenShip!

Miriam Talwisa, Youth Plus Policy Network (Uganda)

I am a female youth activist and leader, Coordinator of Youthplus Policy Network Uganda. My work has always involved seeking young people's opinions on key issues of youth concern and working with them to forward them from the lowest point of decision making to the highest - parliament.

The rich exchange of knowledge, skills and experiences right from Cape town through to Estonia has been such an important experience, not only for me as an individual or my organisation, but most importantly the Ugandan youth movement - especially at this critical time where our country has embarked on the East African community process. The exchange with young people from the European Union has worked as a springboard for us to be able to strategically position ourselves within the community as both the majority citizens and also a formidable force that would very much love to work towards the success of the community. We are very excited about taking the Sailors on CitizenShip learning experience to our fellow Ugandan youths and also other youths from the member countries who could not have gotten the chance of being a part of the process.



Sean McDermott (United Kingdom)



I have been a youth worker for over 20 years in a wide range of situations and I've been involved in exchanges, seminars, projects and training courses in many of the countries of Europe. I believe that good humour is an amazing tool for helping creativity, problem solving, communication skills and many other things so I use a lot of fun and laughter in my work! Most of my professional experience has been in two fields: information, advice and counselling on one hand and participation and citizenship on the other!

One of the most important things in my work is making connections with people and I believe that creative thinking, being open to new ideas and genuine inter-cultural learning can help people understand themselves, their communities and the rest of the world and, even more importantly, help them change the world for the better! These things are also fundamental during the Sailors courses and help to make them so positive for participants. Sailing on the Citizenship is not a passive experience

where dry theory is passed on to take away and forget. It is a chance for participants to develop their understanding of European Citizenship and learn new ideas and skills that they cannot wait to use when they get back to their home situations and I am proud to be a captain of such a positive ship!

After reaching the global dimension within cruises which happened in 2010 we are planning to continue with organising European training courses. We are in contact with partners from Galicia / Spain, Slovakia, Denmark and Greece, where the next editions will most likely be organised. At the same time we also want to focus on bringing the idea of Sailors to the local level, and to develop the concept of harbours, where each sailor/participant of the training courses acts as a multiplier, and is responsible for implementing follow up activities when he/she gets back home to his or her local harbour. The first try out of the harbours idea was launched in Estonia in 2010.

For more updates follow: www.sailorstraining.eu

For Sailors methods check: <http://www.sailorstraining.eu/tools.htm>

For Sailors videos check: <http://www.youtube.com/user/sailorsliberec>

For current stories from projects check: <http://sailorstraining.blogspot.com/>

See you in one of the harbours!



The project initiator
LOS - Liberecká občanská společnost o.s. (Czech Republic)
"Moving experience"



ABOUT LOS:

Who we are?

We are youth workers, teachers, volunteers, students, educators, artists, but mainly we are young activists who have the need and will to name challenges around us and contribute to their solutions.

What do we do?

Initiate and organize youth exchanges, training courses, seminars and other educational events such as Living Libraries. We also do social events such as "happenings" and exhibitions. We promote active citizenship, not just as a topic of discussion, but as a life style. We do all this in accordance with two strategies that we have designed. One is focused on contributing to a "Living Liberec", so we organize events to make different parts of our city more "alive". The other one is focused on a "Living Euroregion Nisa", so we organize events that promote common living in the border area of the Czech Republic, Germany and Poland.

Our mission

"To offer possibilities and support for broadening horizons and personal development that will lead into an active, open and responsible society."

How did it all start?

LOS was established in 2003 by several students of social studies, who were unhappy with the fact that most of the pupils in Czech schools do not enjoy attending school and that our educational system is more focused on knowledge than understanding and action. So, primarily we wanted to make teaching more interesting and efficient. However, over the years, we started to do events not just for pupils, students and teachers, but for the wider public, educators, adults, etc.



Why do we do it?

In order to "fill the gaps", which formal structures, schools, municipalities, state do not cover. To the active citizens we offer support for developing citizens' initiatives. To educators we provide interactive methods and contacts to international partners. To anyone we offer the possibility to learn to think "out of box" in which s/he is used to thinking.

What are our priorities?

Linking formal and non-formal education via training courses, seminars, workshops, etc. Strengthen connections and partnerships among different parts of the Euroregion Nisa through intercultural educational projects. Support active citizenship and participation in local public life through "happenings", seminars and meetings. Last, but not least, by organizing our activities we aim to destroy borders that are left in our minds, despite having disappeared from our landscape.

Why Sailors on the CitizenShip?

Because it connects our priorities: encourages active participation in public life, combines non/formal education, fights cultural stereotypes, and uses attractive methods and metaphors, and finally, because it proves that learning can be fun and lead to action!

