

**HHP** **HELPING  
THE  
HELPERS.**

# HANDBOOK

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# ICEBREAKER ACTIVITY: "JUST TWO MINUTES"

1. Talk during **two minutes** to each partner/classmate about your lives. After the sound/alarm, you have to talk to a new person until completing all the group.
2. Find who has the **same number** that you have. Take note about his/her information.
3. Present in front of all the group the information about the person with the same number that you have.

Information to be talked to everyone and written about the person with your number	
Name, Surname and Country	
Family	
Work	
Reason for being in Salamanca for this course	
Opinion about civic education, civic competences and quality of democracy	
Opinion about the European Union	



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# SOME FACTS ABOUT QUALITY OF DEMOCRACY AND CIVIC COMPETENCES

1. Talk in groups composed by youth workers of the three countries about the situation in our societies in relation to:
  - a) **Political participation** of citizens
  - b) **Capability** of citizens for **influencing** in the political decisions
  - c) **Accountability** exercised by citizens (control on political authorities by citizens)
2. Review in the groups the statistics of each country in relation to the historical evolution of turnout. What **patterns/trends** could we detect? Try to find, at least, two different patterns in the following Statistics:

## a) GREECE

Year	Voter Turn-out	Total vote	Registration	VAP Turn-out	Voting age population	Population	Invalid votes	Compulsory voting
2015	63.60%	6,327,629	9,949,684	70.62%	8,960,611	10,775,557	2.36%	Yes
2012	62.47%	6,216,996	9,951,970	69.36%	8,963,093	10,767,827	0.99%	Yes
2009	70.92%	7,044,479	9,933,385	79.24%	8,889,858	10,737,428	2.64%	Yes
2007	74.14%	7,355,684	9,921,343	79.59%	9,242,235	10,706,290	2.70%	Yes
2004	76.62%	7,575,190	9,886,807	87.66%	8,641,126	10,665,989	2.20%	Yes
2000	74.97%	7,027,007	9,373,439	89.02%	7,893,346	10,349,420	1.60%	Yes
1996	76.34%	6,952,938	9,107,766	83.88%	8,289,470	10,493,000	2%	Yes
1993	82.95%	7,019,925	8,462,636	85.61%	8,200,200	10,380,000	1.70%	Yes
1989	84.50%	6,799,485	8,061,803	85.84%	7,769,300	10,090,000	1.50%	Yes
1985	83.81%	6,421,466	7,661,588	87.35%	7,351,160	9,934,000	0.90%	Yes
1981	81.50%	5,753,478	7,059,778	84.48%	6,810,300	9,729,000	1.40%	Yes
1977	81.11%	5,193,891	6,403,738	82.41%	6,302,240	9,268,000	1.20%	Yes
1974	79.58%	4,966,558	6,241,066	82.73%	6,003,200	8,960,000	1.10%	Yes
1964	81.69%	4,626,290	5,662,965	83.64%	5,531,500	8,510,000	0.60%	Yes
1963	83.04%	4,702,791	5,662,965	85.32%	5,512,000	8,480,000	0.80%	Yes
1961	81.87%	4,640,512	5,668,298	86.34%	5,374,720	8,398,000	0.40%	Yes
1958	75.48%	3,863,982	5,119,148	73.87%	5,230,720	8,173,000	0.40%	Yes
1956	74.97%	3,379,445	4,507,907	67.87%	4,979,220	8,031,000	0.40%	Yes
1952	75.37%	1,600,172	2,123,150	73.87%	2,166,080	7,736,000	0.50%	Yes
1951	77.20%	1,717,012	2,224,246	80.16%	2,142,000	7,650,000	0.50%	Yes
1950		1,696,146		80.10%	2,117,640	7,563,000	0.40%	Yes
1946		1,121,696		53.54%	2,095,240	7,483,000	1.20%	Yes



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## b) SPAIN

Year	Voter Turn-out	Total vote	Registration	VAP Turn-out	Voting age population	Population	Invalid votes	Compulsory voting
2016	69.84%	24,161,083	34,597,038	60.87%	39,691,061	48,563,476	1.68%	No
2015	73.20%	25,350,447	34,631,086	64.39%	39,368,731	48,146,134	1.64%	No
2011	68.94%	24,666,441	35,779,491	63.26%	38,995,155	47,021,031	1.29%	No
2008	75.32%	25,514,671	33,875,268	69.94%	36,819,817	45,283,259	1.80%	No
2004	75.66%	26,155,436	34,571,831	76.25%	34,304,048	42,345,342	2.60%	No
2000	68.71%	23,339,490	33,969,640	73.79%	31,631,640	39,394,773	0.70%	No
1996	78.06%	24,985,097	32,007,554	80.56%	31,013,030	39,257,000	1.50%	No
1993	77.05%	23,907,495	31,030,511	77.43%	30,875,570	39,083,000	1.30%	No
1989	70.01%	20,788,160	29,694,055	71.28%	29,166,000	38,888,000	1.40%	No
1986	70.37%	20,489,651	29,117,613	73.72%	27,794,880	38,604,000	2.10%	No
1982	79.83%	21,439,152	26,855,301	83.11%	25,795,580	37,935,000	2.40%	No
1979	68.13%	18,284,948	26,836,500	72.32%	25,284,440	37,183,000	1.80%	No
1977	76.96%	18,175,327	23,616,421	79.36%	22,901,130	36,351,000	1.70%	No

## c) UNITED KINGDOM

Year	Voter Turn-out	Total vote	Registration	VAP Turn-out	Voting age population	Population	Invalid votes	Compulsory voting
2015	66.12%	30,697,860	46,425,386	60.45%	50,780,423	64,088,222		No
2010	65.77%	29,991,471	45,597,461	61.06%	49,116,522	62,348,447	1.03%	No
2005	61.36%	27,148,510	44,245,939	58.32%	46,554,470	60,270,708	0.30%	No
2001	59.38%	26,365,192	44,403,238	57.56%	45,804,132	59,434,645	0.40%	No
1997	71.46%	31,289,097	43,784,559	69.39%	45,093,510	58,563,000	0.20%	No
1992	77.83%	33,653,800	43,240,084	75.36%	44,658,460	57,998,000	0.10%	No
1987	75.42%	32,566,523	43,180,573	75.17%	43,326,080	57,008,000	0.10%	No
1983	72.81%	30,722,241	42,192,999	71.70%	42,846,520	56,377,000	0.20%	No
1979	76.00%	31,233,208	41,095,490	75.06%	41,608,720	56,228,000	0.40%	No
1974	72.93%	29,226,810	40,072,970	77.88%	40,298,400	55,970,000	0.10%	No
1970	72.15%	28,386,145	39,342,013	71.15%	39,895,200	55,410,000	0.10%	No
1966	75.96%	27,314,646	35,957,245	73.77%	37,026,000	54,450,000	0.20%	No
1964	77.17%	27,698,221	35,894,054	75.13%	36,864,840	54,213,000	0.10%	No
1959	78.71%	27,862,652	35,397,304	77.46%	35,968,320	52,128,000		No
1955	76.78%	26,759,729	34,852,179	75.75%	35,327,310	51,199,000		No
1951	81.89%	28,596,594	34,919,331	81.36%	35,148,400	50,202,000		No
1950	83.61%	28,771,124	34,412,255	81.59%	35,261,100	50,373,000		No
1945	72.55%	24,117,191	33,240,391	70.05%	34,427,400	49,182,000		No



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# POLITICAL KNOWLEDGE

1. In groups composed by youth workers of the three countries, **discuss and write questions** that you can use to measure different dimensions of “**political knowledge**” at national and European level of government.

Dimension	National level	European level
Politician		
Political institution		
Public policy		
Electoral process		

2. Discuss in groups **why is important that young people have political knowledge** in each of these dimensions of politics

Dimension	Reason/s of its importance
Politician	
Political institution	
Public policy	
Electoral process	



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## FEEDBACK & REFLEXION TIME

1. Have I heard before about the topics discussed in the session? Did I learn today new concepts or ideas?

2. How could I apply these concepts to my current job? Are these topics a priority for the youngsters I am working for?

3. How is my personal relation to democracy? Could I transfer love and passion for democratic process to my youngsters? Or, on the contrary, do I need first to reconcile myself to democracy?

4. How much important do I think is politics in my life, in the life of my family and friends? What do I know about politics? What elements in politics are attractive and non-attractive to me?



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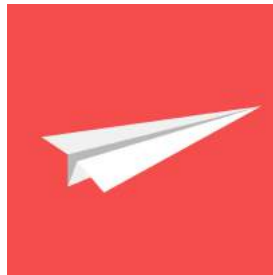


# ICEBREAKER ACTIVITY

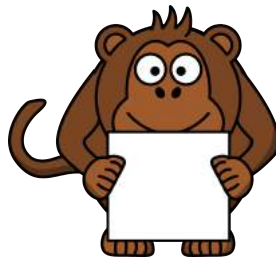
1. Please, write **three data about you** in a blank piece of paper. Two data must be related to your **personality** (typical features). The other one must be related to your **political ideas** or your **opinion about civic education**.



2. Make with it a **paper airplane**. Everyone should toss the airplane into the air, then pick up one that lands nearby.



3. The person picking up the airplane must open it, read the information, and **find the person it belongs to**.



4. **Talk**, two minutes, about the data contained in the papers to each of these two persons (the one who picked up your airplane and the one who created the airplane that you picked up). Tell why you decided to include that information in your plane.



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# PRACTICING POLITICAL KNOWLEDGE

1. **Talk in groups** composed by people coming from the three countries about these points:
  - a) *What do you think about using trivia to improve political knowledge of young people? Is it useful?*
  - b) *How can you have adapt **trivia** to your public? What do you have to add to it? What do you have to eliminate from it?*
  - c) *What do you think about **smart votes**? Have you ever used one of them? Did you obtain a result that you were waiting for?*
  - d) *Do you think **smart votes** could be useful for working with youngsters? Is this a good way in order to stimulate political knowledge among the guys with I am working? Why?*
2. Try to identify **3 pros and 3 cons** of the use of trivia and smart vote to stimulate political knowledge among youngsters

TOOLS	PROS	CONS
TRIVIA		
SMART VOTE		



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# POLITICAL ATTENTION

1. Put in these **scales** the level of political attention that I think that I have and the one that my youngsters have in average (1 is the lowest value – 10 is the highest value)

a) ME:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

b) YOUNGSTERS:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

2. Which are the **reasons** producing these placements?
3. Which is my main **source of political information**? Which is the main source of political information of the youngsters with who I am working?
4. Are there **activities** that I can do in order to improve the political attention or interest of the youngsters with who I am working? Which type of activities?



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# POLITICAL PARTICIPATION

1. Try to enlist which are the costs and benefits the youngsters in my organisation take into account when they have to participate in politics. Use voting as example.

Costs	Benefits

2. One of the reasons behind the low political participation of young people is the balance between costs and benefits of participating (voting for example). What can my organisation do in order to diminish costs and increasing benefits?

Diminishing costs	Increasing benefits



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## FEEDBACK & REFLEXION TIME

1. Why is important to promote political knowledge among youngsters? How do I evaluate the tools showed this morning?

2. Although young people are more virtual than old people, do you think "virtual resources" are enough to stimulate among them "political knowledge"? Do you know some useful in-person resources to use to this purpose?

3. What do you think about these e-platforms to stimulate political participation among young people?

4. What do I think about using "simulation" of popular initiatives as a way of stimulating political participation?

5. What do you recommend to include in sessions of this kind?



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# POLITICAL PARTICIPATION

## PRACTICAL ACTIVITY

1. Can I apply **simulations of "direct democracy" processes** (popular initiative and participatory budgeting) with my youngsters? Do I think that these simulations can promote civic competences among my youngsters? Which elements do I have to adapt in order to apply them?
2. Please, in relation to the e-platforms, think about **pros and cons** related to their use in your work environment.
3. Think in two specific topics that you can work (vote and decide) in **Democracy OS**. Give the **reasons** of your choice.
  - a) **First topic:**
  - b) **Second topic:**

# POLITICAL EFFICACY

## PRACTICAL ACTIVITY

1. Put in these **scales** the level of political efficacy that I think that I have and the one that my youngsters have in average (1 is the lowest value – 10 is the highest value)

**a) ME - INTERNAL DIMENSION**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**b) ME - EXTERNAL DIMENSION**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**c) YOUNGSTERS - INTERNAL DIMENSION**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**d) YOUNGSTERS - EXTERNAL DIMENSION**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

2. Which are the **reasons** producing these placements?
3. Think in **three examples of questions** that you can make/formulate in order to know the political efficacy of your youngsters (Yes-No Answer or Likert scale)

Internal dimension	External dimension



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# POLITICAL EFFICACY

## PRACTICAL ACTIVITY

1. Put in these **scales** the level of political tolerance that I think that I have and the one that my youngsters have in average (1 is the lowest value – 10 is the highest value)

**a) ME**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**b) YOUNGSTERS**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

2. Which are the **reasons** producing these placements? Are my youngsters been influenced by extreme right/left/religious ideas? How can I cope with this situation?
3. Think in **three examples** of questions that you can make/formulate in order to know the political tolerance of your youngsters. Give the reasons of your choice.

Political tolerance



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## FEEDBACK & REFLEXION TIME

1. How much important are, in my point of view, the political efficacy and political tolerance of my youngsters for their full and healthy inclusion in our societies? Did my organisation apply in the past activities for the promotion of tolerance among the guys? Which type of activities?

2. Are my youngsters losing opportunities for not having good levels of political efficacy and tolerance? Which kind of opportunities?

3. What would I include and what would I eliminate of the training sessions of today?



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# DISCUSSING AND DESIGNING A PROJECT FOR THE PROMOTION OF CIVIC COMPETENCIES

1. Please think in groups and fulfil each box with the required information

- a) **NOTE:** we are using some of the points included in the structure suggested for the European Union for presenting projects.

## Aims of the project

## Reasons for the designing of a project of this kind



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## Partners institutions

## Project Activities and Methodologies

## Innovative character



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## European Added Value

## Timetable

## Budget



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### Expected Impact

### Involvement of people with fewer opportunities

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## ANNEXES

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# PAGES AND DOCUMENTS OF INTEREST

## 1. Civic empowerment in UK

a) <http://bit.ly/29sYAuK>

## 2. Civic empowerment in Greece

a) <http://bit.ly/29vEFgx>

b) <http://bit.ly/29jbulx>

## 3. Civic empowerment in Spain

a) <http://bit.ly/29i6c02>

## 4. Youth civic empowerment

a) <http://bit.ly/29sZ0RU>

b) <http://bit.ly/29poG1o>

## 5. Comparative civic empowerment

a) <http://bit.ly/2oot2Nf>

## 6. Effect of Voter Applications

a) <http://bit.ly/2nAW65j>

## 7. Civic education about political parties

a) <http://bit.ly/2p21Kxc>

## 8. E-participation platforms

a) <http://bit.ly/2pq4Is0>

b) <http://bit.ly/29B19gp>

c) <http://bit.ly/2nAWLnb>

## 9. Measurement of political competences

j) <http://bit.ly/29NdACH>

## 10. Popular Initiatives

a) <http://bit.ly/2o06Aqe>

b) <http://bit.ly/29NdHhC>

c) <http://bit.ly/1bISvpp>

## 11. Participatory Budgeting

a) <http://bit.ly/10Irip5>

b) <http://bit.ly/29OiA9w>

## 12. Political Tolerance

a) <http://bit.ly/2omGX4G>

b) <http://bit.ly/29GrJck>

## 13. Political Efficacy

a) <http://bit.ly/1tVEegp>

b) <http://bit.ly/2o3euQl>

c) <http://bit.ly/2oUKcDD>



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## GLOSSARY

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# GLOSSARY - ERASMUS PLUS

## DISCUSSING AND DESIGNING A PROJECT FOR THE PROMOTION OF CIVIC COMPETENCIES

### 1. Key Action 1: Mobility of Individuals

- a) This is all about providing opportunities for individuals to improve their skills, enhance their employability and gain cultural awareness. Under Key Action 1 organisations can apply for funding to run mobility projects to offer structured study, work experience, job shadowing, training and teaching opportunities to staff and learners.
- b) Key Action 1 covers the five fields of higher education, vocational education and training, schools, adult education and youth.

### 2. Key Action 2: Cooperation for Innovation and Exchange of Good Practices

- a) This is all about enabling organisations to work together in order to improve their provision for learners and share innovative practices. Under Key Action 2 organisations can apply for funding to work in partnership with organisations from other participating countries.
- b) Key Action 2 covers the five fields of higher education, vocational education and training, schools, adult education and youth

### 3. Key Action 3: Support for Policy Reform

- a) This Key Action covers any type of activity aimed at supporting and facilitating the modernisation of education and training systems. Under Key Action 3, the Erasmus+ programme will fund strategic activities supporting policy reform across the EU in education, training and youth.
- b) Key Action 3 covers the fields of higher education, vocational education and training, schools, adult education and youth.



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# GLOSSARY - CITIZEN INITIATIVES

## PRACTICING POLITICAL ATTENTION AND POLITICAL PARTICIPATION

### 1. The European Citizens' Initiative (ECI)

- a) Is a European Union mechanism aimed at increasing direct democracy by enabling the "EU citizens to participate directly in the development of EU policies", introduced with the Treaty of Lisbon in 2007. The initiative enables one million citizens of the European Union, who are nationals of at least seven countries of the member states, to call directly on the European Commission to propose a legal act in an area where the Member States have conferred powers onto the EU level.
- b) This right to request the Commission to initiate a legislative proposal puts citizens on the same footing as the EP and the Council, who enjoy this right according to Art. 225 and 241 TFEU, respectively. A minimum number of signatories is required in each of those 7 member states. The rules and procedures governing the citizens' initiative are set out in an EU Regulation adopted by the European Parliament and the Council of the European Union in February 2011.

### 2. Popular Legislative Initiatives

- a) Popular Legislative Initiatives (in Spain) constitute a procedure of direct involvement by citizens in bringing about regulations by presenting 500,000 signatures. Once a Popular Legislative Initiative proposal has been accepted, the signature collection procedure commences. This may be done using traditional sheets, which may be in Castilian Spanish or, jointly, in any of the co-official languages of the country, and signatures may also be collected electronically, so long as the genuine wishes of the citizen signing the popular legislative initiative are guaranteed.



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b) The time-frame for collecting signatures is nine months, with the possibility of a three-month extension where this is considered justified by the Congress Board. Guaranteeing the signature collection procedure is the responsibility of the General Electoral Board, and in order to validate a signature, an essential requirement is that the signatory be registered on the Electoral Census, and this must be demonstrated by means of certification thereof. This certification confirms the capacity of the signatory and avoids multiple signatures by a single citizen. Besides the nationwide Popular Legislative Initiatives, there are Initiatives on an Autonomous Community level, governed by the corresponding Autonomous Popular Legislative Initiative laws.



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# HTP HELPING THE HELPERS.

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