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USERS' MANUAL

FOR THE EUTOPIA WEBSITE



INTRODUCTION

Dear Reader,

There are three primary reasons we wrote you this short manual.

- ✦ Provide you with guidance on navigating EUtopia's website.
- ✦ Help you gain a deeper understanding of the "Models" that are available on our website.
- ✦ Inspire youth workers and youth Europe-wide to upload their projects to the "good example" Map on our website.

In the following pages, you will find detailed information about the project's main goals, the organisations working on it and all the results and materials produced during the project and available on EUtopia's website.

Furthermore, you can learn more about the "Models" as good examples of projects connected to citizenship education and active participation.

We will provide you with further information about why we consider good examples important, what constitutes an inclusive and best-practice project, and the learning objectives of the Models available on the Map.

Last but not least, we will support you in submitting your project to the Map as a "Model" to inspire others EU-wide.

We hope we answered all the questions you had while you visited the EUtopia website.

If you need additional support, don't hesitate to contact us!

We're always eager to hear your thoughts on the project results or anything about the EUtopia project in general! Don't hesitate to send us an email with your feedback. Your opinion is valuable to us, and we're here to listen and make things better together.

Looking forward to hearing from you soon!

Warm regards,

Team EUtopia





NAVIGATION ON THE WEBSITE

In this chapter, we aim to explain how each subpage offers information to assist you in navigating through the site. Special emphasis will be given to the project results, with a focus on their dissemination and sharing, embodying the primary goal of the platform.

Home

On the home page, you can read a short summary that puts the project in context and the needs it responds to. Below you will find a list of the results of the project, which are presented in detail in the subchapter "Resources".

About

Here is a brief introduction to the EUtopia project, its content and its aims, which have led to this website and many other results.

Partners

The EUtopia project was implemented by an international partnership of 5 organisations. If you want to find out who these organisations were, you should visit the partners tab on the website.

Resources

All the results of the project have been translated into the languages of the partnership, so in addition to English, you can find them in French, Hungarian, Italian, and Polish. If you would like to read the content in another language, please switch to your preferred language in the top right-hand corner of the homepage.





Handbook

For a deeper understanding of the project's theoretical roots, historical perspectives on employing utopias and dystopias in civic education, diverse cultural backgrounds across the partner countries, and pedagogical objectives, explore the Handbook that provides a concise summary of these aspects.

The Toolkit


The Toolkit was created to gather practices and tools that youth workers can use in their active citizenship education. You can find here methods and tools to support young people in participation, tools for group dynamic development, for sense of belonging as a base of local actions, activities for practicing expression of opinion and debate, and tools to help present the young people's ideas to decision-makers.

The Map

The Map supports the exchange of good practices, encourages networking in the youth field and promotes citizenship education. You can add your best practices to the Map by completing the questions below. For detailed instructions on the process, refer to the chapter titled "How to upload your model." You can already discover some good practices on the Map

User's Manual

The Manual helps you to navigate the platform, supports you to add your good practices and build networks internationally.





The Guide

The Guide will help you to use the results of the project and provide guidance on how to use the tools, exercises and workshops with young people.

Workshops

Ready-to-use workshop descriptions, which can be used by the local youth worker in civic education and which can be easily adapted to different groups of young people

News

During the project, several articles were written by the partnership. These articles cover a wide range of topics related to the project, such as citizenship education, civic engagement of young people, the concepts of utopia and dystopia, and the results and experiences of the project.





MODELS

What are Utopias for?


A question for you

Before talking about the Models we propose through the EUtopia Project, let's take a step back. We have a question for you: what are utopias for? Have you at least thought about it for a minute? Great! Hence, you are ready to read... one of our favourite answers!

One of our favourite answers

One of our favourite answers to this question is the one given by Uruguayan writer Eduardo Galeano: 'She is on the horizon. I get two steps closer, she moves two steps further away. I walk ten steps and the horizon moves ten steps further away. No matter how much I walk, I will never reach her. What is utopia for? It is for this: so that I never stop walking!'

Plato, who first theorised the concept of utopia in his work 'Republic', did not write this masterpiece with the hope of actually building this kind of city, but so that it could be a model (paradeigma) for everyone. Utopias are meant to look at our world, to reflect on its problems, to reveal its flaws. They serve to remind us that this is not the only possible reality, that there are other models besides the current ones, and the bet is not to lose hope. The Italian singer-songwriter Edoardo Bennato in his song 'L'Isola che non c'è' goes in search of a place that seems unobtainable in reality, a fairy tale, just a fantasy. An island where there are no thieves, no weapons and no violence. A place where hatred is banished: it is a symbol of a new humanity, far removed from the logic of today's world.





A valuable message

The precious message of the song is in the last stanzas of the song: "And they will mock you if you keep looking for it, but don't give up because those who have already given up, and are

laughing at you behind your back, may be even crazier than you." The reality is that it is not enough to look for 'Neverland', you have to make an effort to help build it. Some have already begun to do so... We have decided to tell you about them through the Models that we present on the website! We hope that they will be a stimulus for you to believe in utopias and to find every day the will to "walk" to reach them!

What are the Models?


Through the Models, we intend to offer the recipients of the project cases of concrete utopias: these are projects that are in some way 'revolutionary', which, thanks to the commitment of local communities, formal or informal organisations, associations, public or private bodies, have made it possible to trigger a positive change in the life of a specific group of people. These projects may concern the social, environmental, space management, culture, access to opportunities, and innovative tools... They are, therefore, concrete examples of how things can be changed.

What are the learning objectives of the Models?

We learn from concrete utopias realised in Europe and around the world

We have researched realised utopias around Europe and in the Models we try to present them to you in a way that they can be an inspiration for your own projects or simply to spread optimism and confidence. In concrete terms, we believe they can inspire, first of all, some small steps, which can help us immediately to change our





approach towards utopias, but also to change a little our mentality towards "possible change" and the role each of us can play in this process.

The factsheets on the site are designed to convey experiences, solutions and knowledge, to bring the good ideas of a sustainable future closer to shared good everyday practices.

What the Models have in common: reversing course!


The ethical, social and environmental lesson to be learnt from reading these models is that the spirit of solidarity and cooperation have the strength to turn the tide and propose a revolution with respect to what at first sight seem to be 'dead-end streets', 'inevitably unsatisfactory situations', 'methodologies and models too consolidated to change'. But to do this, you need confidence, optimism, a desire to get involved, to open up to others, to collaborate; you need creative energy, imaginative power and fortitude to ignite the spirits of many, to awaken dormant consciences. These are all resources that young people have by nature. Precisely for this reason, young people are the main protagonists of change. It is precisely for this reason that we have thought of them as the recipients of our Models.

How to interpret the Model presentation sheets?

Young people are also protagonists of change through the right role models.

In presenting the Models, we focused on young people: thinking about them and the practitioners who interface with them, we imagined the opportunities that models can generate in the younger generations, both as inspirations for projects at the local level and as dissemination of widespread good practices. However, it is undeniable that the models have barriers: in the sheets, we tried to analyse at the same time the difficulties





that can be found in the process of implementing these good practices in the youth sector or the needs that can be encountered in replicating these projects at the local level.

Working together with Youth Workers

The Model section is therefore planned to be a space for reflection by youth workers who intend to use these resources: questions and food for thought are posed, together with suggestions and inputs that prompt them to consider the opportunities and benefits they can generate.

Why do we think it is important to spread the Models among young people?

Bloch's great lesson: let us learn to hope!

Getting to know these experiences allows us all to make room for hope and confidence in our future! These experiences show that the 'hope-principle' of which Ernst Bloch spoke at the beginning of the 20th century is still rich in suggestions for the future. Indeed, Bloch does not intend to deny reality, but firmly opposes the passive acceptance of an 'already given' and unchanging reality, assuming that openness to change is something inherent in human beings. "The important thing is to learn to hope. The work of hope is not renunciatory because it in itself desires to succeed rather than to fail."

The Models we propose always find their origin in people who, inspired by rights, values and ideals of justice and sustainability, did not resign themselves, but reacted, dreaming of a better future, daring and giving life to the culture of resilience, non-conformism and possible alternatives.





How can Models affect our daily lives?

It is about bringing ideas for a better future into people's everyday lives. Those selected are projects that, although revolutionary, are not unachievable. At the same time, they are opportunities to spread good practices that can be used to shape a more equitable, sustainable, beautiful future for all.





What topics do the Models cover?

In the templates section, you can find inspiration on topics such as:

- ✦ Environment and circular economy
- ✦ Education
- ✦ Cultures
- ✦ Citizenship
- ✦ Biodiversity
- ✦ Inclusion and accessibility
- ✦ New communities & social economy
- ✦ Agriculture & food

Environment and circular economy


This includes any project or good practice that either educates young people about sustainability in practice or encourages them to be aware of their impact on the environment, in the interests of a greener Europe.

Education

We are looking for good practices that can be linked to quality education for young people, whether formal, non-formal or informal. It gives the young people some kind of knowledge, skill that will help them to develop critical thinking, to become more aware of their role, their environment, their community, and other certain topics.

Cultures

The theme includes all good practices that show the diversity of cultures, helping youth to learn about their own national culture or the cultures of other countries, and helping them to understand what it means to be a young citizen in Europe.





Citizenship

This theme covers all practices that have been successful in educating young people for active citizenship. What has helped young people to understand the importance of participation, be it political or community participation, to assert their interests, to make their voices heard, especially at local level.

Biodiversity

This could include any project or good practice that has achieved results in preserving biodiversity and raising awareness among young people. A project or activity that aims to preserve our environment, or even to combat climate change.

Inclusion and accessibility

This includes projects and activities that highlight the importance of inclusion and accessibility. It puts the young people in a learning situation where they can understand the importance of these, help them to be empathetic or open to diversity. Or makes programs and community spaces more open and inclusive, so that young people with special needs can be truly active participants of those.

New communities & social economy

This can include any project that has achieved results for young people in terms of community belonging or social skills, which supported them to take action for their communities, to be active participants in them.

Agriculture & food

Any project related to agriculture and food that helps young people to understand conscious, environmentally friendly farming and livestock production and processing.





What are some examples of Models?

On the website you can find out more about projects already implemented, including:

Bridging the Intergenerational Gap

A project that is creating opportunities to connect people of all generations, developing stronger intergenerational links between children, young and old, through opportunities to bring people of all generations together.

Sættedammen

It is the world's first cohousing community, founded in Denmark in 1972. The members are approximately 60 adults and 20 children, a total of 35 families. Sættedammen is an open community, based on social activities (various interest groups, a common daily dinner, common celebration of holidays and cultural events...). The concept of cohousing originated in Denmark and has since become a housing option. Cohousing communities are a collective of people grouped around open spaces and common facilities. A common house typically includes a laundry room, a kitchen and dining room, a living room, a children's playroom and guest rooms. Residents are actively involved in the planning and design process so that the neighbourhood reflects their needs and priorities.





Republique des Hyper Voisins

A social innovation laboratory in the 14th arrondissement of Paris. Its purpose is to experiment, over a given period of time, with stimulating conviviality between neighbours, to evaluate the wealth produced and to measure the effects on:

- ✦ the daily lives of those involved
- ✦ the local economy
- ✦ citizen participation
- ✦ the area's resilience strategy

La Ruche qui dit Oui !

A network of consumer communities that makes it possible to buy local and seasonal products in the short circuit, at a fair price for producers.





INCLUSIVE PROJECTS

What does inclusion mean?

You probably know that a common misconception is that inclusion just focuses on special needs, Specific Learning Disorders or physical and mental disabilities.

In actuality, the goal is to promote young people's academic, social, emotional, and behavioural success and provide them with equal opportunities to participate in civic life regardless of race, gender, religion, disability, social and economic background, medical condition, or any other need.

Why is it important to pay attention to inclusivity?

You might agree that the next generations ensure our future. Therefore, we must teach them fundamental values like equality, equity, inclusion, and more to live in a more utopian world.

What makes a project inclusive

Regarding inclusion, it is important to remember that all young people are members of society and have needs and skills of their own. Therefore, an inclusive project is predicated on the idea that all young people can learn and take action.

Furthermore, it ensures everyone receives the assistance required to participate equally during the project.





What are the main principles of an inclusive project?

Creating an inclusive and supportive environment involves several key aspects:

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- ✦ **Be supportive:** Start by openly committing to acceptance and inclusion, ensuring the protection of students from discrimination.
- ✦ **Create positive attitude and atmosphere:** Foster a friendly and accessible space for young people by being a positive role model.
- ✦ **Focus on partnership:** Treat young people as partners, encouraging them to share their needs and doubts, trusting them to articulate their requirements.
- ✦ **Pay attention to communication:** Foster open, honest and assertive communication, ensuring everyone feels heard and accepted. Use inclusive language and sensitive vocabulary.
- ✦ **Be flexible:** Embrace a flexible agenda and workflow, allowing different tools and methods to engage young people effectively.
- ✦ **Use multi-sensory approaches:** Recognize diverse learning styles and use various tools, including ICT and non-formal education methods, to enhance young people's commitment. Visuals can be helpful.
- ✦ **Ensure personalization:** Pay attention to individual learning processes, providing personalized support for equal opportunities.
- ✦ **Never forget the meaningful reflection:** Offer personal and solution-oriented feedback to help young people understand their current status, potential, and the path to achieve their goals, maintaining high motivation.

If you want to know more about inclusion, check the other results produced during the project Eutopia.

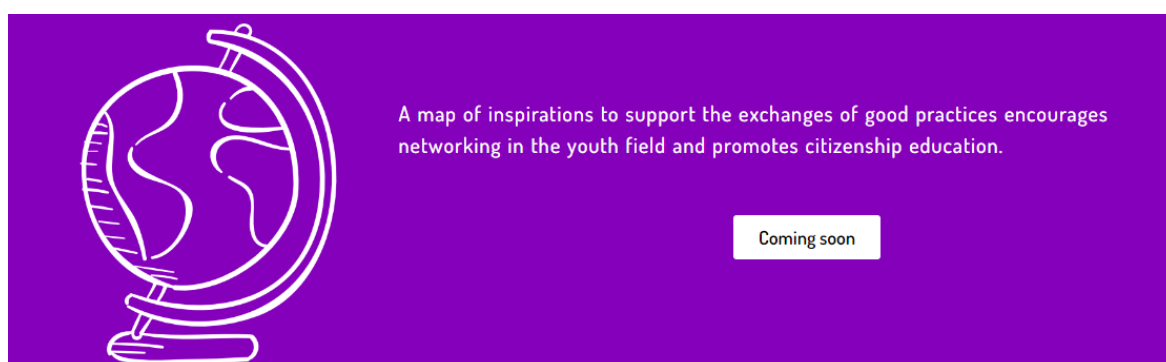


HOW TO UPLOAD YOUR MODEL

Where should I add my Model?

You need to go to the project website here: <https://eutopia-project.eu/>

From there, you can go to the “Resources” tab that you will find in the purple menu at the top right of the main page. Here, you will find all the resources developed by our partnership for the EUtopia project. The third one is the “Map of inspirations” (see the screenshot below). You can click on the button below the short descriptive text “Available here”.



You will be redirected to the Map of inspirations, where you can add your project. When scrolling down, you will see a form to fill in to add your project information.

How should I fill out the form


Step 1: Enter your project title.

Step 2: Select your project type. It is the topic your project is related to.

Step 3: Select your project area. It corresponds to the level on which your project can have an impact. Is your audience local, regional, national, etc.?

Step 4: Select your type of organisation. It is the nature of your organisation (association, company, group of discussion, informal group... etc.)





Step 5: Present your project, indicating your objectives, how you operate, and your impact.

Step 6: Add an image corresponding to your project: your logo, for instance.

Step 7: Add an excerpt of what you do in your project. It can be an example of an action you did.

Step 8: Add your email address so people can contact you if they need further information.

Step 9: Add your website address so people can check your project website and get more information about what you do.

Step 10: Locate your organisation on Google Map. You need to enter your address in the little search field at the top right of the map and press 'Enter' so that Google Map finds your place.

Step 11: To verify you are not a bot, we need you to enter the math operation you see next to the "Math Captcha" designation.

Step 12: Click on 'Submit Project'. Your project will be added to our map of inspirations and be visible to our website visitors.

How long should my project description be?

Your project description should be as long as needed. However, if you write a very long text, it is not certain that people will read everything. You can add the main ideas of your project, containing why and when you developed it, the main objectives and the target audience. Users will be redirected to your website if they want more information.





What is the difference between the description and the excerpt?

The description of your project is presenting your model. The excerpt is showing a part of your project, such as an example of what you do, to show youngsters more concretely your motivation and objectives.





Why should I add my email address?

To allow youngsters and other professionals to contact you in case they want to ask questions, have more information, or are interested in your project.

What should I upload as a featured image?

As a featured image, you need to add an image or a photo which illustrates your project. It can be the logo of your organisation or an image that corresponds to what you do or your values. Be careful not to use an image or photo that doesn't belong to you. Use your own image or royalty-free content.

How can I contact your project team if I have any doubts?

You can reach our team organisation using this email address:

erasmusproject.eutopia@gmail.com

Try to be the most precise possible so we can give you an efficient answer.

We will do our best to answer you 😊





CONCLUSION

We hope this guide gives you an idea of improving society and encourages people to learn about being active citizens. This is a friendly guidebook wrapping up, helping you understand the project and navigate its website. It shares key information about the project's goals, partners, and the available innovative results.


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The guide's heart lies in exploring the "Models" section, where utopian ideals are translated into tangible projects that have sparked revolutions in various aspects of society. These models, rooted in hope and resilience, exemplify the transformative power of collective action. They invite readers to reflect on the profound question: What are utopias for?

Through the narratives of project examples, the guide demonstrates that utopias are not distant dreams but concrete actions that shape a better, more inclusive future. Moreover, the guide emphasizes the significance of inclusivity in these projects, going beyond traditional perceptions and fostering environments where all young people can thrive.

It aims to extend an open invitation for readers to contribute to the EUtopia initiative actively. The step-by-step guide on uploading one's model to the map becomes a call to action, encouraging individuals and organizations to share their projects, thereby enriching the collective pool of inspiration.





In the spirit of EUtopia, the guide's final message resonates: the journey towards a better world is not solitary but collective. The guide's shared experiences, ideas and reflections aim to foster a community of change-makers where hope, optimism, and the will to act guide the way forward.

So, as you finish reading, think about how you can contribute. Let's all take steps, big or small, towards the better world we want to see. Together, we can make the journey to utopia a reality.



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