



CreARTivity

Emporwement of Youth Workers

Erasmus+ Training Course (KA1 -
Youth Workers Mobility)
2021-2-PT02-KA153-YOU-000038316

<https://dctn.pt/creativity/>

Did this project bring you some new and useful information?

"The other thing that had an impact on me was how from a simple personal object, I could trigger my imagination, and write a story."

THE PROJECT

Young people are particularly affected by social exclusion. In Europe 1 in 4 young people are currently at risk of poverty and social exclusion (Eurostat, 2021) and in 2019 the youth population (16-29 years) at risk of poverty or social exclusion in the EU27 was 25.1%, making a total of 18.6 million young people (Eurostat, 2019). In that year there were 2.1 million unemployed young people (15-24 years) who were not in education. Job loss was one of the biggest impacts of the COVID-19 pandemic on young people, increasing their risk of exclusion.

Exclusion has a huge impact on the lives of young people: it

causes deep and long-term damage to living conditions, participation, emotional life, health, and contributes to the intergenerational transmission of poverty.

Having this in mind, the project intended to fight the social exclusion of young people through the training of youth workers, in the approach of inclusion through art, using NFE.

In total, there were 29 participants, from 8 different countries, being: Croatia, Greece, Italy, Lithuania, Romania, Spain, North Macedonia and Slovakia. The Training Course took place in Ovar in Pousada da Juventude.

GOALS

MAIN:

The main goal of this project is contributing to the social inclusion of youngsters, by training youth workers. We focus on art as a tool to promote social inclusion.

SPECIFIC:

- Promote the sharing, discussion and increase of Youth Workers knowledge on social exclusion in youth;
- Create opportunities for capacity building, reflection, co-creation as well as implementation of effective and innovative activities, for the inclusion of young people through art, NFE and EI;
- Promote the recognition and validation of competences acquired through NFE and FE;
- Promote lifelong learning competences for the 21st century and for quality work in Youth Workers enabling them to foster it in young people;
- Raise awareness in society about the importance of arts in the socio-professional development and inclusion of young people;
- Motivate and train the Youth Workers and other stakeholders to act on the current challenges of the 21st century;
- Disseminate results and impacts achieved for the replication of their good practices in other contexts and raise awareness to replicate their good practices in other contexts as well as the need to invest in these issues.
- To continue the work that DCTR has been developing at a European level and for which it is enthusiastic.

PARTNERS

... because without them
we can't achieve anything!

Youth Organisation Veles (Croatia)

// Newly founded independent organization located in Zagreb, Croatia. We tackle modern problems like ecology, environment and wild-life protection, self-development and social anxiety, inclusion of people from different cultural and social backgrounds, gender and financial inequality, entrepreneurship, European Union and human rights. Our final mission is to promote these ideas across less developed areas in Croatia and Europe further through informal education.

More info at: <https://udrugamladihveles.hr/>

ENTREPRENEURSHIP AND SOCIAL ECONOMY GROUP (Greece)

// EKO, the Entrepreneurship and Social Economy Group, is a non-profit organization seated in Athens, Greece, established in 2013, operating at a local and European level, with youth as its main target group. EKO's primary mission is to contrib-

ute to the creation of an inclusive society, free from prejudice and discrimination, which will be in the position to develop and grow sustainably.

More info at: www.ekogreece.com

EURO SUD (Italy) // promotes international mobility projects in order to study and work abroad, with the aim of enhancing the professional and linguistic skills and promoting greater integration into the global job market. The aim of the organization is to facilitate the communitarian European integration, and promote the knowledge of the European culture among the young people, in particular, and of all the citizens, in general. We aim to improve life quality of people in our town and the region of Puglia, as well as to foster social inclusion and civic activism. Our goals are also to develop cultural, democratic, social and ecological conscience among youth, to encourage cooperation of young people with different interests and activities, and to increase influence of young people on the local community.

More info at: www.eurosud.info

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Vsl "uMunthu" (Lithuania) // Is a member of "Innoved Lietuva" network, a non-governmental and non-profit organization which is based in small town of Lithuania – Varėna – and is working in the region of south Lithuania. Organisation aims to promote social integration of young people via different topics, build a community of youth leaders and support young people in their non-formal education and professional fulfillment in south Lithuania.

More info at: <https://www.innoved.lt/>

ASOCIATIA TINERILOR CU INITIATIVA CIVICA (Romania) //

is a youth organization, apolitical, NGO that aims to drive the development of the Romanian society attracting young people towards active citizenship and promoting the local and national cultural values. One of our main objectives is the inclusion of local disadvantaged youth through different methods, such as sport, music, theater, dance and painting.

More info at: <https://aticromania.wordpress.com>

Asociación Multideportiva

Euexia (Spain) // Euexia is a non-profit association, founded in 2007 by a group of friends who loved sport. From that time the association has been involved in more and more projects, becoming a multidisciplinary entity, especially thanks to the human group working in the organization: young and qualified people highly motivated. One of our main objectives is to offer young people in our region, mobility opportunities at European level: European programs of mobility (European solidarity corps), youth exchanges, training courses, job offers, scholarships, etc.

More info at: www.ameuexia.es

Mladinski Senat Strumica (North Macedonia) //

As a branch of the international network Youth Senate International, we believe that the educated, employed, and engaged young people possess the power to solve the Europe's most pressing problems. Our goal is raising the European awareness, promoting non-formal education, digital education, social inclusion, cultural differences and intercultural learning, tumbling economic barriers and entrepre-

neurship, greener environment, dealing with social barriers and self-development of young people.

More info at: <https://www.facebook.com/YouthSenateMacedonia/>

ADEL Slovakia (Slovakia) // We are NGO that implement diverse projects, trainings, youth exchanges and other educational activities, organize various events, conduct research and analysis and cooperate with wide network of institutions with the aim to create educational opportunities for young people and give them new experience and knowledge for their personal as well as professional development and growth. As well as encourage a responsible attitude towards nature, animals and protection of the environment.

More info at: www.adelslovakia.org

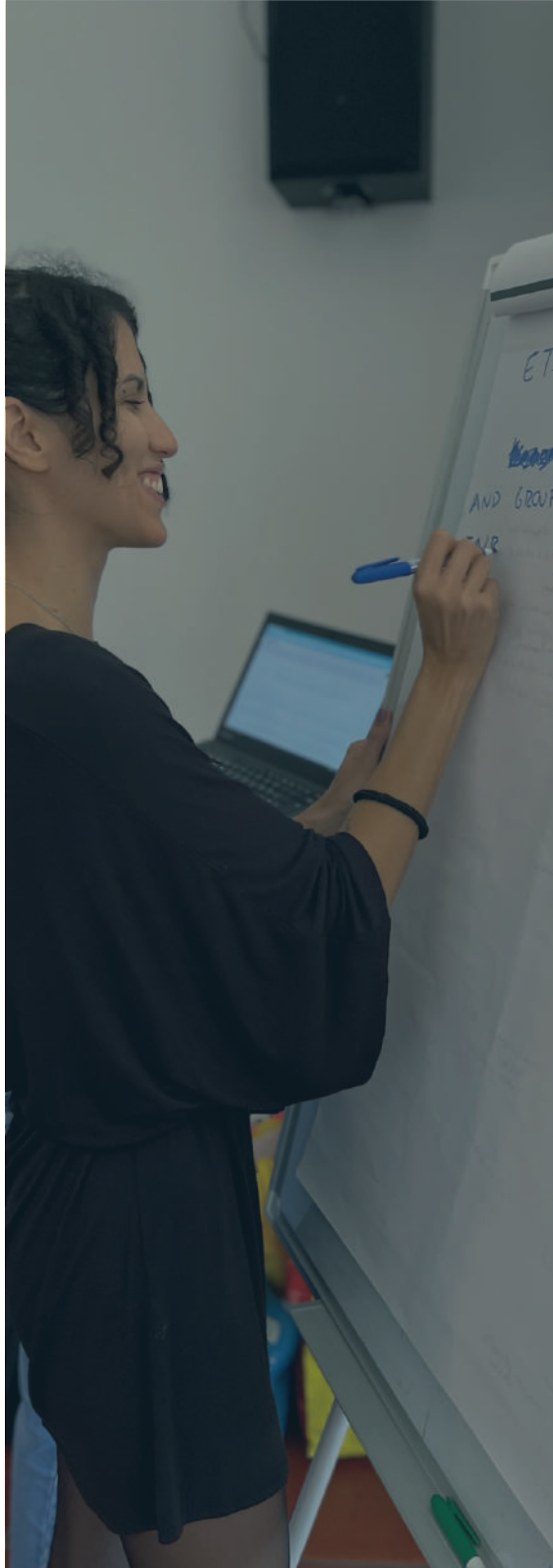
"I must say that what marked me the most was the attitude towards to creative process itself. Whenever I feel stuck doing something in daily life, I think of the lessons we had on creativity and how I can "unstuck myself" and solve the situation creatively."



ACTIVITES

TRAINING COURSE (13th-17th september 2022)

We want to share our real timetable (we mean, after the implementation of the YE because, as we know, it's always different from "paper" to the real world) as a possible tool for other NGOs. Feel free to take the ideas. Some of the activities were entirely created by us, others taken from other projects we have participated in, and others from other documents and institutions. Whenever we take the idea from another institution, we mention the source we used.



DAY 1

Name game: In a circle, and in turns and in small groups, the participants have to say each person's name until they memorize them. Change the groups. Then with the whole group in a circle, throw a ball to other players, but you must call out the name of the person you have thrown it to first. The participants have to do it in under 2 seconds or they're out!

Speed dating: the participants draw a clock. Then, they write the numbers from 1-12, as in the hours of the clock. After it, the idea is to schedule "speed dates" with the other participants, by writing the name of each other right next to the same hour. Then the facilitator asks the participants to go to their date at 01:00 and gives them 2min to talk about a specific theme (like music, books, etc). To be even funnier, instead of choosing themes like favorite movies, the facilitator can give the groups funny and deep questions like "what is your favorite sleeping position and why?" and "who inspires you the most?".

Example of questions:

If you only had taken one picture of your life, what would it be?

What is your favorite sleeping position and why?

Who inspires you?

What kind of job did you want to have when you were a kid?

Where did you grow up?

Do you prefer cats or dogs? Why?

What is the most stupid thing you have done when you were a child?

What is your favorite music instrument? Why?

Which language would you like to speak? Why?

What are your ideal holidays?

What do you like to do to be relaxed?

What do you want to change in the world?

Discussion about the timetable and how the training course is organized

Coffee break

Whose story is this?

Everyone is asked to write down the strangest or funniest story that has ever happened to them on a piece of paper. Then all the papers are mixed up and each participant one at a time chooses a paper and reads it aloud so the group tries to guess whose story it is.

Lunch

Energizer: Pet My Rabbit

Balloon and pushpin:

Give the participants a balloon and a pushpin, after that tell them that the goal of the activity is to keep the balloon without bursting it. Most of the time, all the participants run to pop each other's balloons, but that indication was never given to them. The goal is to create awareness for how the group behaves in the face of what is asked of them.

Car and Driver:

Start by having the participants in pairs, then let them choose who will be the car and who will be the driver. The drivers will be with their eyes open and the car will be with their eyes closed, and the driver will guide the car only by touch giving the indications to go forward, left, right and stop without ever speaking. Repeat the activity but now with the roles changed.

Coffee break

Reflection and debate about the expectations of each one about the project:

Each one writes their expectations on a piece of paper, signs it, and puts it in a box. Guided by the questions: "What do I want to learn? How can I contribute to the achievement of these learnings? What are my expectations? How can I contribute to the achievement of my expectations?" Before putting it in the box, share it with the rest of the group.

Reflection: Individual reflection guided with the following questions: What did I learn today? What can I do more tomorrow to help the others in this TC?

DAY 2

Energizer - Hi Ho Ha

<https://vimeo.com/538843014>

NFE and youth work:

The participants arrange themselves in a line in ascending order from the person they consider to have the least experience in youth work to the person who has the most. After arranging themselves, ask the participants at the extremes and some in the middle about their experience.

What is a youth worker?

Ask the participants what is, for them, a youth worker and after hearing some answers give them the definition that is given by the European Commission:

"A professional or a volunteer involved in non-formal learning who supports young people in their personal socio-educational, and professional development."

(<https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-youth>)

Competences of a youth worker: ETS Model

Video "YOCOMO - What is ETS Competence Model for Youth Workers?"

(<https://www.youtube.com/watch?v=1Gc3U3Sh8hU&t=145s>)

And filling of the self-assessment tool related with the ETS model.

Coffee break

Are we all creative?

Ask the participants to write on a piece of paper as many real things as they can remember with the following characteristics (give 1 min per characteristic):

White
White and fluffy
Green and warm
Green, warm and cold
White, green and fluffy

At the end, ask the participants which things they wrote on each characteristic and which ones they had the most difficulty with.

Lunch

Energizer: countries in line

The participants have to take a step forward, back, do nothing and take 2 steps forward everytime they hear a certain name of a country, chosen by them.

Are we all creative?

The participants have to manage to put together words from 2 different columns that seemingly have nothing to do with each other, and form sentences with them. The goal is for each person to make 4 sentences, without repeating any of the words. Ex. Friends are like bicycles because you need them to keep living a balanced life.

Column 1

Coffee
Socks
Birds
Pencil

Column 2

Family
Cats
Water
Scissor

Netflix documentary: The mind, explained | Creativity

Coffee break

Self-portrait: ask the participants to choose 3 words that define them. Now they choose 3 core values from a pre-made list with values. Then, they should start the process of drawing their self-portrait, in which the 3 characteristics and 3 values should be represented.

Reflection: Individual reflection guided with the following questions: What did I learn today? What can I do more tomorrow to help the others in this TC?

DAY 3

Building a creative world

Workshop in which the participants had the opportunity to experience a creative process, starting from a personal object that is important to them.

Coffee break

Building a creative world

Workshop in which the participants had the opportunity to experience a creative process, starting from a personal object that is important to them.

Lunch

Visit to Ovar

Reflection: Individual reflection guided with the following questions: What did I learn today? What can I do more tomorrow to help the others in this TC?

DAY 4

Building a creative world

Workshop in which the participants had the opportunity to experience a creative process, starting from a personal object that is important to them.

Coffee break

Designing a project (with art as a tool for social inclusion)

Brief introduction to social inclusion and the difference between exclusion, inclusion, segregation and integration

Social Business Canva: division of the groups, explanation, brainstorming of the ideas for the project

Lunch

Energizer: The group must count to 20 with different speakers. If someone says the number at the same time, they're out.

Designing a project (with art as a tool for social inclusion)

Social Business Canva: the participants continue to filling it

Coffee break

Designing a project (with art as a tool for social inclusion)

Social Business Canva: it was given some feedback from the trainer, to clarify some doubts from the participants as well as some indications about how to improve their project

Reflection: Guide with the questions: What did I learn today? What changes did I notice in me? What can I do more tomorrow to be even better

DAY 5

Energizer: The students are standing in a circle facing each other. One person is staying in the middle of the circle. That person chooses one person from the circle and point at her/him. The two people on the side of that person need to run around the circle in opposite directions, meeting halfway and give a hug/kiss on the cheek continue running. The person in the middle will take one of the places of the people who are running and the one who runs faster will get the space that is left. The one who didn't get a place will go into the middle and choose another person

Designing a project (with art as a tool for social inclusion)

Final presentation from the project the participants design in the day before, with some questions and feedback from the other participants as well as the trainers

Coffee break

Youthpass certificate. Reflection on the eight skills developed. Reflection on the path of each one up to the moment and the change of the project in its social reality.

Evaluation

Lunch

Free time

IMPACT

66% of the participants totally recognise the role they can have in society and how they can contribute to promote social inclusion;

70% of the participants, as youth workers, considered this training course useful;

81% of the participants want to participate in more Erasmus+ projects.

It was the first time participating in a Training Course for **38%** of the participants.

Links

Website

<https://dctn.pt/creativity/>

Links to (some) of the social media posts from this project:

<https://www.instagram.com/p/CjX0Q4-jKbFB/>

<https://www.instagram.com/p/CkvBn-Fys19a/>

<https://www.instagram.com/p/CIE-Q2sVgHRd/>

Video of the project:

https://www.youtube.com/watch?v=af-GIKa_I5zU

Did this project bring you some new and useful information?

"It did indeed. I must say that what marked me the most was the attitude towards to creative process itself. Whenever I feel stuck doing something in daily life, I think of the lessons we had on creativity and how I can "unstuck myself" and solve the situation creatively."

"Bring me the differences in the practice of studies and consciousness about myself and other's"

"The other thing that had an impact on me was how from a simple personal object, I could trigger my imagination, and write a story."

DC
TR

já
Juventude
em ação



Erasmus+