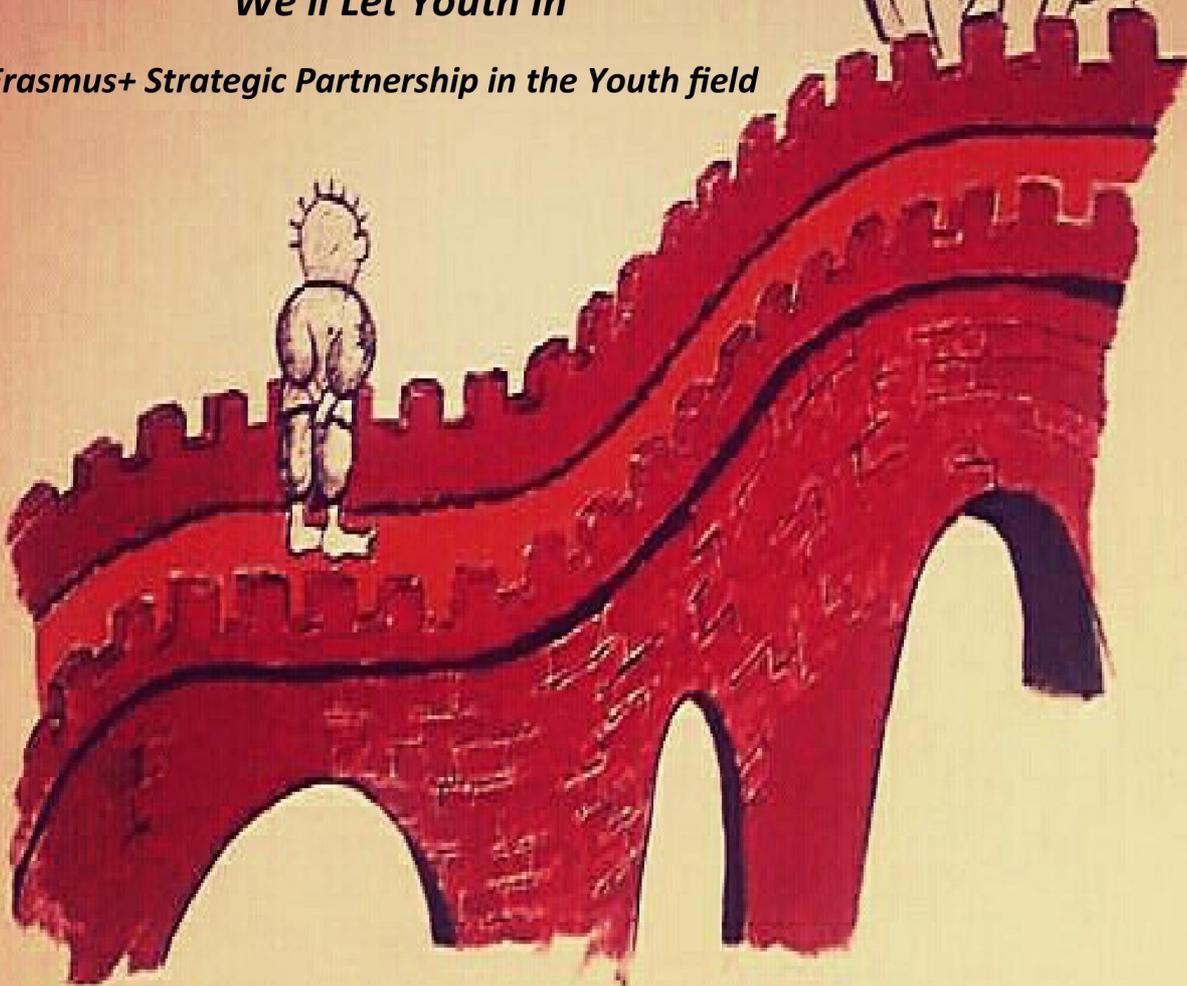




# Tools to InspirAct Handbook

*We'll Let Youth In*

*Erasmus+ Strategic Partnership in the Youth field*



## INTRODUCTION

This Handbook is the result of activities carried out within “We’ll Let Youth in” Project, co-financed by the European Union through Erasmus + Program, Key Action 2, Strategic Partnerships in the Youth Field toward youth workers/trainers/specialized staff that are developing educational activities with young people with special needs.

“We’ll Let Youth In” aimed at fostering social inclusion of disadvantaged young people belonging to the NEET category through a Non Formal Education approach based on unconventional instruments (Music, Theatre, Drawing), inclusive education, training and youth - through the present project, partners promoted a more comprehensive and effective approach to youth empowerment and education capitalizing on the specific experience, tools and best practices developed by each partner organization in its long experience of running. The methodological approach of the project stems from the experience and tools developed by partner organizations engaged in running Youth Centers, as facilities wherein these groups of youngsters are regularly involved in educational and recreational activities aimed at enhancing their social inclusion through the acquisition of soft skills, relational skills and transversal skills.

The purpose of “Tools for InspirAct” Handbook is to process the educational results of project activities into educational toolkits and guidelines to be adopted as reference for youth operators and organizations, working within and outside of Youth Centers- to employ unconventional instruments of expression with ultimate youth targets in order to enhance their personal development and social inclusion.

## MAIN OBJECTIVE

Promoting empowerment, open to cross-sectorial cooperation, and active citizenship of young people- the project aims at fostering a comprehensive approach to the empowerment and inclusion of disadvantaged NEET youngsters by exchanging best practices, knowledge and NFE tools among social.

## ACTIVITIES AND METHODS

In the frame of “We’ll Let Youth in”, the art, music and theater methodologies and instruments were part of a strategy to overcome the limits of traditional, educational and policy approaches in providing a solution to the personal and social challenges affecting people with special needs.

The activities described in the present Handbook aimed at raising in targeted youngsters:

- ✓ social inclusion
- ✓ strengthen social interaction
- ✓ be a part of the community, be active citizen
- ✓ improve communication skills
- ✓ improve awareness of the society and the environment
- ✓ get to know and respect other culture through intercultural dialogs
- ✓ a sense of dignity and social acceptance

During the exchanges participants attended workshops delivered through Non Formal Education and based on a specific unconventional instrument characterizing the approach to youth education of the hosting partner.

At the same time, standard NFE tools aimed at fostering group cohesion and mutual knowledge among participants were delivered with a view to facilitating peer interaction among youngsters as well as bolstering the process of intercultural learning with music, arts and theater.

### WHY ART, THEATER AND MUSIC ARE EFFECTIVE TOOLS FOR NEETs?

#### Improve creativity

This may seem like a no-brainer, but the arts allow NEETs to express themselves better than math or science. To create a painting that represents a memory, or compose a new rhythm to enhance a piece of music. If NEETs have practice thinking creatively, it will come naturally to them now and in their future career.

#### Improve Academic Performance

The arts don't just develop a NEET's creativity—the skills they learn because of them spill over into academic achievement. Young people who participate regularly in the arts are four times more likely to be recognized for academic achievement.

#### Develop Motor Skills

This applies mostly to younger kids who do art or play an instrument. Simple things like holding a paintbrush and scribbling with a crayon are an important element to developing fine motor skills.

#### Be more confident

Getting up on a stage and singing gives a chance to step outside their comfort zone. As they improve and see NEETs own progress, their self-confidence will continue to grow.

### Practice Visual Learning

Especially for youngster, drawing, painting, and sculpting in art class help develop visual-spatial skills. The world than just what they can learn through text and numbers. Art education teaches youngster how to interpret, criticize, and use visual information, and how to make choices based on it.

### Decision Making

The arts strengthen problem solving and critical thinking skills. Learning how to make choices and decisions will certainly carry over into their education and other parts of life—as this is certainly a valuable skill in adulthood.

### Focus

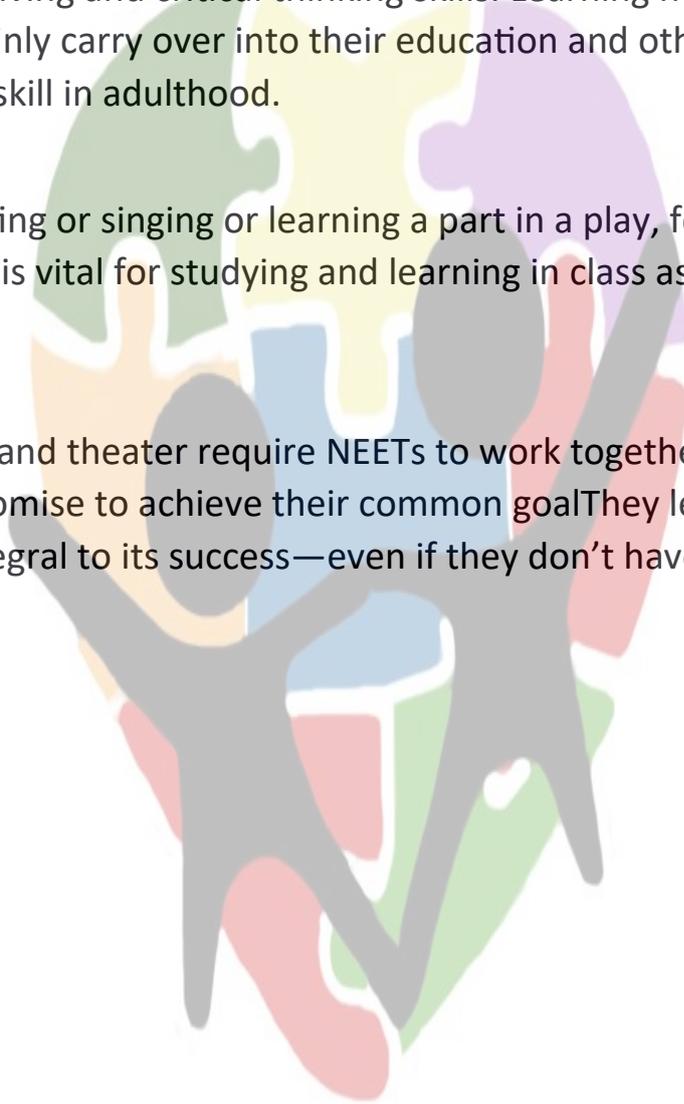
As you persevere through painting or singing or learning a part in a play, focus is imperative. And certainly focus is vital for studying and learning in class as well as doing a job later in life.

### Collaboration

Many of the arts such as music and theater require NEETs to work together. They must share responsibility and compromise to achieve their common goal. They learn that their contribution to the group is integral to its success—even if they don't have the solo or lead role.



WLYI



## METHODOLOGY – NON FORMAL EDUCATION

Non-formal Education (NFE) consists in a gathering of educational practices which are not included in the formal system of education. This branch of education promotes non-formal learning.

As one author says: „ According to my dictionary (Webster’s, 1988) “non-” is a prefix which means “not: absence of; reverse of”... in other words the “opposite of” something. But nonformal education is not the opposite of formal education. In many ways they are similar or overlap.

NFE is a methodology, which translates in carefully adjusted to the participants and structured practices (although the activities are seldom associated to conventional rhythms or curriculum subjects) which foster the personal, social and professional development of people, on a voluntary basis; whereas informal learning is related to what one can learn during daily life activities (work, family, leisure, etc.) being considered learning by doing. Informal and non-formal learning can empower youngsters in important conceptions, as social inclusion, anti-discrimination and active citizenship, as well as contributing to their personal growth.

Moreover, NFE can be seen as an educational approach which may act in a complementary way with the formal educational system.

The learning activities within NFE are created to attend the young people’s needs, aspirations and interests, on a voluntary basis and learner-centered. The methods used in NFE are very diverse and are mainly based on creating healthy environments of trust and sharing experiences. This type of education provides added value for young people, for the economy and society in terms of capacity-building of organizations, systems and institutions. This education takes place in a diverse range of environments and address specific target groups and subjects, facilitating the inclusion of young people with fewer opportunities.

## GRAPHIC ART WORKSHOPS

**Name of the NFE tool:** Represent Yourself

**Target group:** 12+

**Number of participants:** min 9 – max 24

**Description:** Participants need to be divided in mixed groups. Each group will receive: scissors, glue, paper, coloured paper, magazines etc.

Step 1) The Facilitator give each group 20 minutes in order for the members of each group to present themselves and discuss with the other members their common interests.

Step 2) Each group will receive the materials and the Facilitator will ask them to create/build a symbol that will represent all the members of the group.

Step 3) Each group will select a member to present the symbol in plenary.

**Debriefing:** The Facilitator will ask each group the following questions:

- Each member had the time to present himself and share his interests?
- It was hard to find something that could represent all the members of the group?
- Each one of you feel really represented by the symbol created?

**Name of the NFE tool:** Draw the Word

**Target group:** 12+

**Number of participants:** min 12 – max 30

**Description:** Participants will be divided in 2 groups. One group have to create a drawing that represent inclusion and the other one a drawing that represent discrimination. After each group finish, they will select a member that will present the drawing in plenary.

**Debriefing:** The Facilitator will ask each group the following questions:

- It was hard to find draw the word inclusion/discrimination?
- You focused only in some kind of inclusion/discrimination? Or you tried to express the concept in all its perspectives?

**Name of the NFE tool:** Paint Yourselfes

**Target group:** 12+

**Number of participants:** min 15 - max 30

**Description:** Each participant will wear an old t-shirt where everybody will paint something that represent him/her. The activity is made in silence without the participants communicating with each other.

After this step, the Facilitator will ask participants to create a circle and will ask some of them to explain why they painted this or that "thing" for that person, etc.

To close the debriefing the Facilitator will explain that this workshop is not a "race" to have a lot of drawings, but is a change to reflect of how much we shared with other people about ourselves and how much we actually listen to the others.

**Tips for the Facilitator:** before this activity participants need to have the chance to know each other and share information about themselves.



## THEATRE WORKSHOPS

**Name of the NFE tool:** PANTOMIME

**Target group:** young people aged 13+

**Number of participants:** Up to 30 people

**Materials:** Useful materials for each group, as needed.

**Description:** Participants are divided into groups, given a theme (in this case inclusion) and work for 20 minutes to create their moment. At the end, all groups are working in front of others to present their artistic moments.

### Debriefing:

- How did you feel during the activity?
- What challenges did you face?
- What positives can you take away from the activity?
- What was your plan for the activity? How did you come up with it?
- How can you apply what you learned from this activity in your life regarding the topic of the activity?
- What surprised you the most?
- What did you enjoy about the activity? What didn't you enjoy?
- How well do you feel you contributed as an individual to the task? What was your role?

**Tips for Facilitators:** Before the activity begins, make sure everyone understands that this will not be a forum for complaining about the sciences created. It should be an open, honest session with a goal of making awareness grow. Make sure to set a confident but approachable environment. Make sure the most important results of the activity are clearly visible for everyone through the debriefing session.

**Name of the NFE tool:** PUPPET PLAY

**Target group:** young people young people aged 13+

**Number of participants:** Up to 30 people

**Materials:** stockings, thread, water colours, glue, cartons, coloured paper

**Description:** The participants are again divided into teams. It is given a theme (inclusion in this case) after which a story must be created. The replicas and characters are divided (everything is worked by the participants). At the end, each team presents their scenes.

**Debriefing:**

- How did you feel during the activity?
- What challenges did you face? What positives can you take away from the activity?
- What was your plan for the activity? How did you come up with it?
- How can you apply what you learned from this activity in your life regarding the topic of the activity?
- Do you feel you worked well as a team? How did you help your team during the activity?
- If you had to do it again, what changes would you make to the way you approach the task?
- Looking back on the activity, what two things stand out to you the most and why?

**Tips for Facilitators:** Make different teams from other activities to encourage cooperation and communication within the whole group. Try to establish participants' opinions through a discussion once the topic has been initially debated. Move around the groups created and offer help if you think the participants are stocked in some points. Make sure the most important results of the activity are clearly visible for everyone through the debriefing session.

**Name of the NFE tool:** FORUM THEATRE

**Target group:** young people aged 13+

**Number of participants:** Up to 30 people

**Description:** Forum Theatre is a theatrical concept that gives viewers the opportunity to debate and interact, is a novel method of interacting actors with the audience. It is an instrument of social intervention through art where viewers are invited to intervene in the performance of the story presented by the theatre, with the precise aim of identifying solutions appropriate to the situation presented.

The objectives for the team who is working on the method are multiple, from which we mention: teamwork, the development of attention and imagination, using creativity, personal development, increasing awareness and understanding on different topics.

The forum theatre consists of creating a story on a particular theme, a small piece of theatre. Required!! There must be an OPPRESSOR (positive character) and one OFF (negative character) + other auxiliary persons. The play will be played for the public, and the public will intervene to change any character except the oppressor. Who wants to take the place of someone, says STOP and the person he wants to replace. The play continues, but with the changes of rigour (based on the replies of the replacements). The goal is to change the situation.

#### **Stages:**

- Identifying target group issues and forming the working groups – this is the time when the objective of the activity is settled ( example: Reducing violence in school, gender identity, etc)
- Setting up characters and writing scenarios
- Improvise and rehearsals
- Representation and conclusions with the public
- Final evaluation with your team

#### **Questions to be used for the Forum with the public:**

- What did you notice in the play?
- What is the play about? Is the problem underlined in it?
- What are the causes of the problem presented?

- Who is the most affected?
- Is this the end inevitable?
- Can you do something, do you have other solutions?
- You recognize this character in your private life?
- You find it in someone - a relative, a friend, a colleague, a boss, anyone?

### Debriefing:

- How did you feel during the activity?
- What challenges did you face?
- What positives can you take away from the activity?
- What was your plan for the activity? How did you come up with it?
- How can you apply what you learned from this activity in your life regarding the topic of the activity?
- Do you feel you worked well as a team?
- How did you help your team during the activity?
- If you had to do it again, what changes would you make to the way you approach the task?
- Looking back on the activity, what two things stand out to you the most and why?
- Do you feel you communicated well as a team?
- What changes would you make in how you communicated?
- Did you listen to others in the team?
- Did everyone have some input?
- If you had to do it again, what changes would you make to the way you approach the task?
- Think about your own personal experience in the activity, what would you do differently next time?
- Looking back on the activity, what two things stand out to you the most and why?
- What did you learn through this experience and how can you use it in the future?

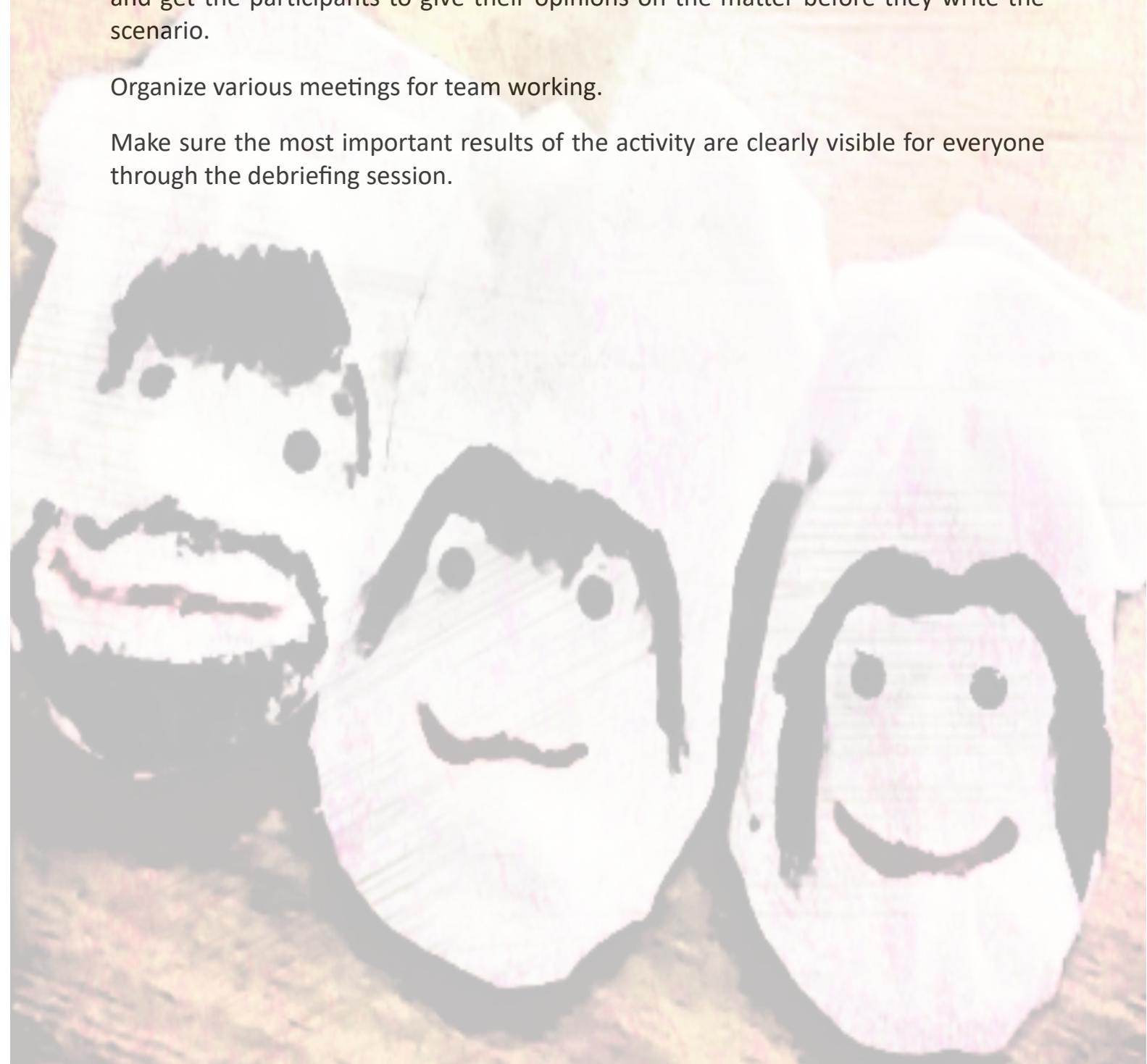
- Before moving on to the next challenge, I would like you to identify one area where you feel you could have contributed more.

**Tips for Facilitators:** Facilitator has an important role in the creation of team. If possible have 2 facilitators for this activity. Facilitator must be sure the participants are aware of the educational objectives of this activity and helps them to be a homogeneous and dynamic group.

First of all, run through initial introductions and consider using ice breakers to get the group engaged during sessions. Get place for debating the topic of the activity and get the participants to give their opinions on the matter before they write the scenario.

Organize various meetings for team working.

Make sure the most important results of the activity are clearly visible for everyone through the debriefing session.



A group of young people, mostly teenagers, are dancing and raising their hands in a street. They are wearing casual clothing like t-shirts and jeans. The background shows a city street with buildings and a car. The overall atmosphere is energetic and joyful.

## MUSIC & DANCE

**Name of the NFE tool:** Make Your Own Instrument

**Target group:** young people aged 13+

Number of participants: Up to 30 people

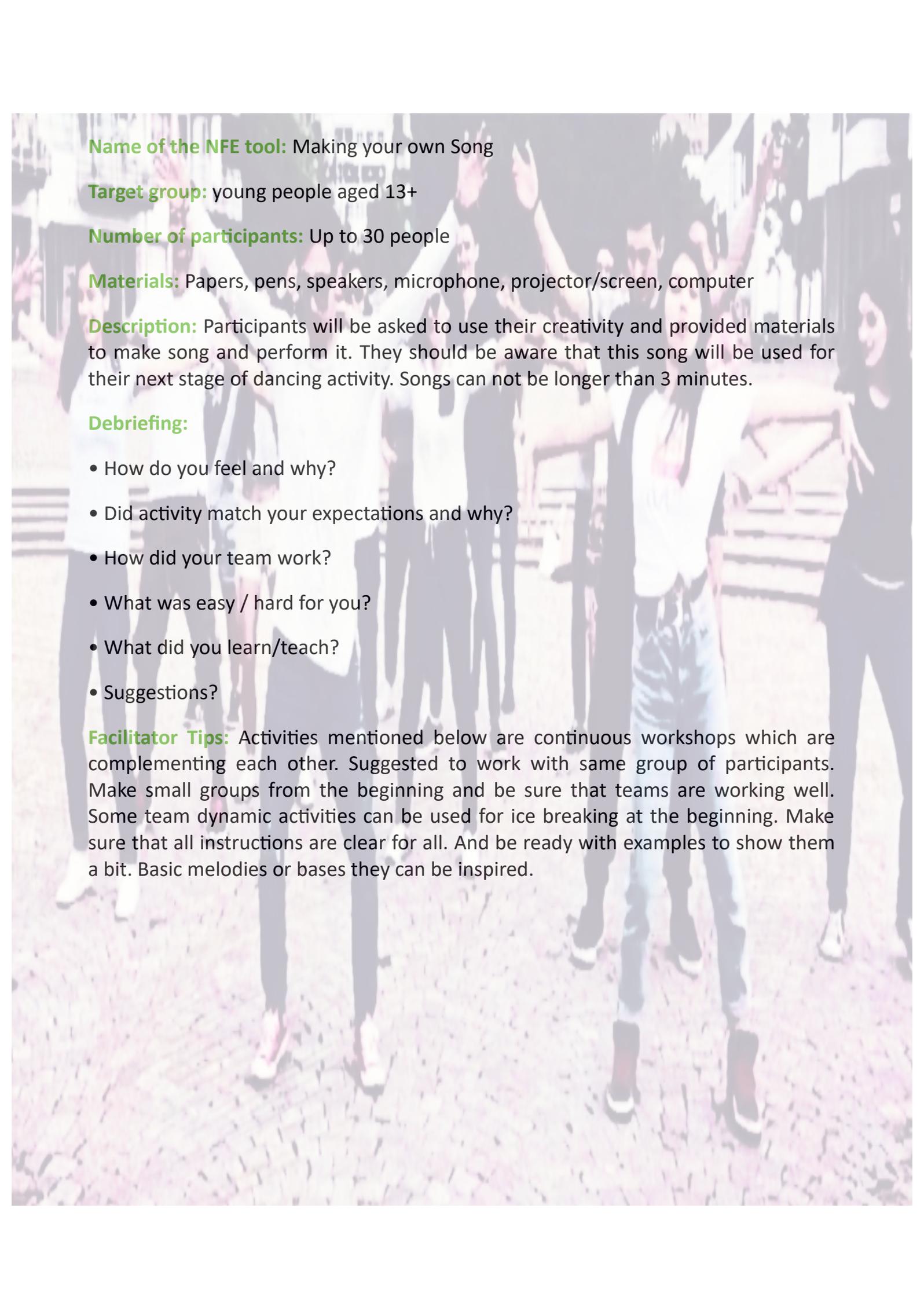
**Materials:** Can be waste to be recycled if its possible if not we suggest to you pans, plastic or metal cans, bowls, pipes, rope, plastic or metal cases, etc...

**Description:** Participants will be asked to use their creativity and provided materials to make something which can be used in a way to create sound. Participants should be aware that they ll use the instruments they created for making song and sing it in next stages.

**Debriefing:**

- How do you feel and why?
- Did activity match your expectations and why?
- How did your team work?
- What was easy / hard for you?
- What did you learn/teach?
- Suggestions?

**Facilitator Tips:** Activities mentioned below are continuous workshops which are complementing each other. Suggested to work with same group of participants. Make small groups from the beginning and be sure that teams are working well. Some team dynamic activities can be used for ice breaking at the beginning. Make sure that all instructions are clear for all. And be ready with examples to show them a bit.

A group of young people, mostly in white shirts, are dancing in a circle on a cobblestone street. They have their arms raised and are smiling. The background shows a city street with buildings and other people.

**Name of the NFE tool:** Making your own Song

**Target group:** young people aged 13+

**Number of participants:** Up to 30 people

**Materials:** Papers, pens, speakers, microphone, projector/screen, computer

**Description:** Participants will be asked to use their creativity and provided materials to make song and perform it. They should be aware that this song will be used for their next stage of dancing activity. Songs can not be longer than 3 minutes.

**Debriefing:**

- How do you feel and why?
- Did activity match your expectations and why?
- How did your team work?
- What was easy / hard for you?
- What did you learn/teach?
- Suggestions?

**Facilitator Tips:** Activities mentioned below are continuous workshops which are complementing each other. Suggested to work with same group of participants. Make small groups from the beginning and be sure that teams are working well. Some team dynamic activities can be used for ice breaking at the beginning. Make sure that all instructions are clear for all. And be ready with examples to show them a bit. Basic melodies or bases they can be inspired.

A group of young people are dancing in a circle on a cobblestone street. They are wearing casual clothing like t-shirts and jeans. Some have their arms raised in the air. The background shows a street with buildings and other people.

**Name of the NFE tool:** Making your own Dance

**Target group:** young people aged 13+

**Number of participants:** Up to 30 people

**Materials:** All products they produced in previous activities can be used in this activity. Speakers, microphones, stage for dancing and objectives which may be needed for groups performance (if they need)

**Description:** Participants are asked for combining their song and dance on this part of activity. They are free to dance as they wish as long as they don't try on dangerous moves (like on top of head and jumping on each other or neck folding moves, etc...)

**Debriefing:**

- How do you feel and why?
- Did activity match your expectations and why?
- How did your team work?
- What was easy / hard for you?
- What did you learn/teach?
- Suggestions?

**Facilitator Tips:** Activities mentioned below are continuous workshops which are complementing each other. Suggested to work with same group of participants. Make small groups from the beginning and be sure that teams are working well. Some team dynamic activities can be used for ice breaking at the beginning. Make sure that all instructions are clear for all. And be ready with examples to show them a bit. Basic movements or choreographies that they can be inspired.

# LOCAL DISSEMINATION MATERIALS

## POSTERS



## PAMPHLETS

**Mine Vaganti NGO** is a no-profit organization born in Sardinia in 2009. Mission: MWGO promotes intercultural dialogue, social inclusion through Sport and environmental protection using Non Formal Education. MWGO is part of 3 international networks such as YEE, ISCA and NY International.

**Center for Education and Consulting Structural Instrument (Decis)** is an NGO founded in February 2010. Decis' objectives are to encourage openness, awareness and involvement in various projects, to improve understanding and knowledge and to promote human development.

**PRO!FALL** is located in the south of Sweden and was founded in 2015 with the main idea to develop non-formal education methods for young people. It is a SME with members who are working for management and project development and 5 experts working with non formal education.

**WLYI**  
Youth Exchange  
18-25 June 2017  
Uri-Italy

The first mobility - youth exchange took place in Uri - Italy, from the 18th to the 25th of June 2017. The educational tool employed in the learning activities was Non Formal Education methodology, based on a set of strictly horizontal and interactive peer-learning based learning instruments and approaches (practical workshops, group exercises, simulations, roundtables etc.) designed to ensure a fully immersive learning experience as well as to be adaptive to the needs and specific constraints faced by sensible target groups. Relevant activities done during the project in Italy:

- Team Building - Represent Yourself**
  - Participants were divided in mixed groups. Each group received: scissors, glue, paper, coloured paper magazines etc. In every little group, the members had to talk about themselves and find the things they have in common. The objective for each group was to build a "symbol" that represented all the members. Then a member of the group presented the "symbol" in plenary.
- Workshop - Draw the Word**
  - Participants were divided in 2 groups. One group had to create a drawing that represented inclusion and the other discrimination. After, a plenary presentation was made.
- Workshop - Paint Yourself**
  - Each participant brought an old t-shirt where everybody painted something that represented him/her. The activity was made in silence without the participants communicating with each other. Then some participants explained who they painted this or that "thing" for that person, etc.

**WLYI**



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**WLYI**  
Youth Exchange  
6-14 March 2018  
Targu Jiu - Romania

The second mobility - youth exchange took place in Targu Jiu - Romania, from the 6th to the 14th of March 2018. The educational tool employed in the learning activities was Non Formal Education methodology, based on a set of strictly horizontal and interactive peer-learning based learning instruments and approaches (practical workshops, group exercises, simulations, roundtables etc.) designed to ensure a fully immersive learning experience as well as to be adaptive to the needs and specific constraints faced by sensible target groups. Relevant activities done during the project in Romania:

- Workshop - Pantomime**
  - Participants were divided into groups, given a theme (in this case inclusion) and work for 20 minutes to create their moment. At the end, all groups were acting in front of others to present their artistic moments.
- Workshop - Puppet Play**
  - The participants were divided into teams. It was given a theme (inclusion in this case) after which a story had to be created. The puppet and scenes were made by participants. At the end, each team presented their scenes.
- Workshop - Forum Theatre**
  - The forum theater consisted in creating a story on a particular theme, a small piece of theater. There was an OPRESOR and one OFF, plus other auxiliary persons. The play was played in front of the others, and they could intervene to change any character except the oppressor. Who wanted to take the place of someone, sayed STOP and the person he wanted to replace. Then the play continues. The goal was to change and solve the situation.

**WLYI**



# 5-12 June 2018 Örkelljunga - Sweden



Mine Vaganti NGO is a no-profit organization born in Sardinia in 2009. Mission: MWGO promotes intercultural dialogue, social inclusion through Sport and environmental protection using Non Formal Education. MWGO is part of 3 international networks such as YEE, ISCA and NW International.



Youth Exchange 5-12  
June 2018  
Örkelljunga - Sweden



Center for Education and Consulting Structural Instrument (Cecci) is an NGO founded in February 2018. Cecci's objectives are to encourage openness, awareness and involvement in various projects, to improve understanding and knowledge and to promote human development.



PRO!FALL is located in the south of Sweden and was founded in 2015 with the main idea to develop non-formal education methods for young people. It is a SME with members who are working for management and project development and 5 experts working with non formal education.



**The project:**  
We'll Let Youth In is a strategic cooperation among 3 NGOs from throughout Europe directly engaged in supporting disadvantaged categories of NEET youth through the management of Youth Centers as specialized facilities wherein disadvantaged young people are involved in recreational and educational activities delivered through NEET targeted at empowering them with soft skills, employability skills, civic and social competences.  
Many youngsters in European countries face the harsh realities of marginalization and social exclusion in their daily lives. In this respect, the problems faced by disadvantaged NEET youngsters- which represent the main target category in the daily operations of Youth Centers managed by partner organizations- are particularly severe and wide-ranging, as is their overall socioeconomic vulnerability.  
The present cooperation provides such an approach by promoting the role of Youth Centers as crucial links between youngsters and formal structures of education, employability and participation as well as by enhancing the role of NFE as an educational vehicle by which sensible youth target groups can be provided with the attitudes, soft skills, basic employability skills, civic as well as social skills necessary to fully and proficiently participate in education, labour market and global community life.

The third mobility - youth exchange took place in Örkelljunga - Sweden, from the 5th to the 12th of June 2018. The educational tool employed in the learning activities was Non Formal Education methodology, based on a set of strictly horizontal and interactive peer-learning based learning instruments and approaches (practical workshops, group exercises, simulations, roundtables etc.) designed to ensure a fully immersive learning experience as well as to be adaptive to the needs and specific constraints faced by possible target groups.  
Relevant Activities done during the project in Sweden:  
Workshop - Make Your Own Instrument  
Participants were asked to use their creativity and were provided with materials to make something which can be used in a way to create sound.  
Workshop - Making your own Song  
Participants were asked to use their creativity and were provided with materials to write a song and perform it.  
Workshop - Making your own Dance  
Participants were asked to combine their song and dance on this session. They were free to dance as they wish as long as they minded safety first.

## DISSEMINATION BEST PRACTICES

### MVNGO

**Channel used:** Facebook page <https://www.facebook.com/MineVagantiNGO/>

**Language used:** English

**Target reached:** Young people and representatives of MVNGO network at local, national and international level

**Effectiveness from 1 till 10:** 10

**Channel used:** Mine Vaganti NGO website IT: <http://minevaganti.org/it/k2-youth-well-let-youth-in-2/> EN: <http://minevaganti.org/k2-youth-well-let-youth-in/>

**Language used:** English / italian

**Target reached:** Young people and representatives of MVNGO network at local, national and international level

**Effectiveness from 1 till 10:** 9

**Channel used:** Mine Vaganti NGO Instagram account: <https://www.instagram.com/explore/locations/1022188828/mine-vaganti-ngo/?hl=it>

**Language used:** English

**Target reached:** young people and representatives of MVNGO network at local, national and international level

**Effectiveness from 1 till 10:** 10

**Channel used:** Local dissemination events

**Language used:** English / italian

**Target reached:** young people

**Effectiveness from 1 till 10:** 10

### CECIS

**Channel used:** Conference Youth share - <https://www.cecis.ro/en/youth-share/>

**Language used:** Romanian

**Target reached:** local youngsters – 60 participants

**Effectiveness from 1 till 10:** 10

**Channel used:** Online – Website - <https://www.cecis.ro/en/activitate-de-invatare-derulata-in-cadrul-proiectului-well-let-youth-in/>  
<https://www.cecis.ro/en/well-let-youth-in/>

**Language used:** English/Romanian

**Target reached:** Local/regional/national/european community

**Effectiveness from 1 till 10:** 8

**Channel used:** Online - Facebook  
**Language used:** English/Romanian  
**Target reached:** Local/regional/national/european community  
**Effectiveness from 1 till 10:** 8

**Channel used:** External Event – Youth Organizations Fair  
**Language used:** Romanian  
**Target reached:** local community  
**Effectiveness from 1 till 10:** 8

**Channel used:** Other projects  
**Language used:** Romanian  
**Target reached:** local community  
**Effectiveness from 1 till 10:** 8

### **PROIFALL**

**Channel used:** <https://www.facebook.com/ProIFALL/posts/689680191392380>  
**Language used:** Swedish, English  
**Target reached:** local youngsters and youth leaders  
**Effectiveness from 1 till 10:** 9

**Channel used:** Online – Website – <http://proifall.se/well-let-youth-in/>  
**Language used:** English  
**Target reached:** Local/regional/national/european communities  
**Effectiveness from 1 till 10:** 7

**Channel used:** Local Event - GamingZone  
**Language used:** Swedish  
**Target reached:** local community  
**Effectiveness from 1 till 10:** 7

**Channel used:** Related local and international projects  
**Language used:** Swedish, English  
**Target reached:** Group of international youth leaders and local Örkelljunga  
**Effectiveness from 1 till 10:** 9

## FINAL EVALUATION

### Partners comment:

#### MVNGO

Mine Vaganti NGO as coordinator of the project is really proud of the results achieved through “We’ll Let Youth In”. The outcomes and the impact that the project had on the participants and the local communities was more than what we were expecting when we applied the project in 2016.

We’ll Let Youth In project was an opportunity for MVNGO to: a) acquire new approaches and NFE tools to work with NEETs target group; b) give NEETs an opportunity to be active and create something for the hosting communities (Graffiti, Theatre show and Music & Dance Flashmob); c) make local communities aware that NEETs can be involved as civic participants; d) Strengthen the cooperation with CECIS and PROIFALL.

#### CECIS

The project We’ll Let Youth In was a great opportunity for CECIS’ organization to increase the support offered to NEETs youngsters, to gain new working methods and tools and it facilitated the exchange of experiences and knowledge transfer with our partners.

Definitively, the staff involved in the project have enriched their knowledge baggage, acquired new skills and abilities, so they became implicitly more capable of engaging in the future activities of the organization and better address NEETs youngsters needs. Romanian participants have enjoyed the project activities and they have developed knowledge, skills and attitudes necessary for them to overcome fewer opportunities they are facing.

#### PROIFALL

As Proifall we have gained several different non formal methods to use. We learned how to adapt non formal method into youth field. Partnership went smoothly and we were able to act/react quickly to administrative and logistic issues. We are glad to be part of this partnership. Proifall has gained huge experience on field of youth to:

1. Motivate young people
2. Make youth more active citizens
3. Using art/culture/sport activities and merging them
4. Implementing and creating non formal methods

## Participants Comments:

I took part in the youth exchange in Uri in which we used art as a tool for inclusion. During this exchange, we were able to discover, through ice-breakers, team building activities and different interesting workshops, how we can break barriers using art in every form. Cultural nights were also a good way to discover typical dances, food and traditions of refugees from Syria that now live in Sweden and Romania, so we got in contact with culture and languages that made us understand better them and ourselves.



I'm really happy to remember my first project in Targu-Jiu. I was excited to work with the others, to give my opinions, ideas, fears. The topic was the social inclusion and the discrimination, we worked with theatre activities, and everybody enjoy what we did, we were a team, young team with strong ideals and love for the others. I've learnt a lot of beautiful things and expanded my mind, I hope my help is served for others as their is served to me.

I don't need to use many words to express what represented the Erasmus + experience in Sweden: respect for diversity, culture and tradition, lasting and sincere friendship. All this framed by smiles and breathtaking views.



In this project I had the opportunity to meet new people and make new friend. I learned new things about different cultures and I was able to improve my English knowledge. I also learned many things that will be very useful to me in the future to overcome obstacles.



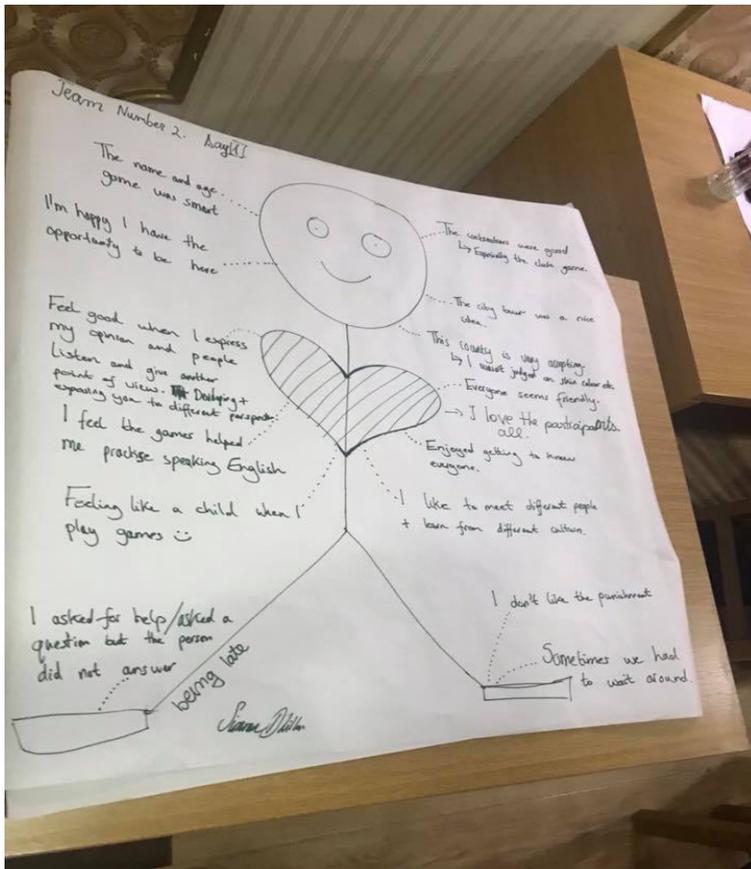
I made new friends which I hope to see them soon. We'll Let youth in helped me to develop communication and socializing skills. Also I had the chance to visit new places and meet with people from different cultures.



The mobility in Sweden represents for me one of the most pleasant and useful experience. I have discovered a lot of new things about my self and about the others. I have met new wonderful people, I learned about the cultures of the partner countries. I am very happy I was given the opportunity to be part of this project.

I had courage to try something new and I had confidence to go out from my comfort zone in really short time. Activities brought us together with fun and learning together.





At the beginning I felt that it's not working but at the end of programme it was full of unforgettable moments and felt connected to the group. Atmosphere was all time welcoming and charming to us. These activities should have shared and applied before. I feel lucky.

Being part of international group in abroad is unmatched experience. I was not aware of my English level of speaking till that moment I had to speak in activity. I had chance to increase my level of English. All the people were really motivated to be part of group with doing something works for someone. I felt connected to each member of the group and want to say thank you for the people in kitchen of this project.



## **PRESENTATION OF THE PARTNER ORGANISATIONS**



### **Coordinator - Italian organization: Mine Vaganti NGO**

Mine Vaganti NGO is a no-profit organisation born in Sardinia in 2009, whose services encompass Education and Training, Project Design, Research, International Mobility and Consultancy. MVNGO has 4 offices in Sassari, Uri, Olbia and Tempio Pausania covering all the North of Sardinia with other branches in the rest of Italy. Mine Vaganti NGO managed a Youth Centre in Sassari, under a convention stipulated with the Municipality of Sassari for 2 years (2014-2016).

#### **MISSION**

MVNGO promotes intercultural dialogue, social and green entrepreneurship, social inclusion through Sport, Formal and Non Formal Education including disadvantaged targets as migrants and people with disabilities. MVNGO is part of 3 international networks such as YEE, ISCA and MV International.

#### **SERVICES**

MVNGO is an educational training provider at local and European level. MVNGO has a consultant role for public and private bodies in order to promote and develop European and trans-continental projects in Youth/Adults/VET/HEI/Sport Sectors.

#### **PROGRAMMES**

MVNGO works on Erasmus+, Horizon 2020, Cosme, Europe for Citizens, Creative Europe, EuropeAid, EaSi, Life+, IEE, the United Nations programmes (UNDEF) and with foundations such as EYF, Fondazione con il Sud, Anna Lindh and Open Society.

MVNGO is structured into 5 WORK DEPARTMENTS:

### **MVNGO Project & Research HUB**

MVNGO Project & Research HUB is a core organizational department in MVNGO's structure with overarching responsibility for the execution of high-end tasks in project design for what pertains to Strategic Cooperation in the frame of Erasmus Plus (Youth, Adult, VET) and other top-tier European/international programmes (COSME, Horizon 2020, GROWTH etc.) as well as the performance of specialized tasks of research and processing in project initiatives coordinated/partnered by MVNGO in the foregoing programmes.

### **MVNGO VET & HEI**

MVNGO's HEI & VET Department works on management of international mobility for internship projects targeted at High School students in the frame of Erasmus Plus VET in cooperation with European partners as well as the coordination of MVNGO's activities in the field of Erasmus Plus Higher Education. Mine Vaganti NGO coordinates "National Higher Education Consortium" ([www.heiconsortium.it](http://www.heiconsortium.it)), the NHEI, from 2014, one of the only 3 NGO in Italy. MVNGO was accredited again for the period 2017-2020 (2017-1-IT02-KA108-036100). The Consortium involves 9 Italian Universities:

### **MVNGO SPORT BRANCH**

Founded in 2012, the MVNGO Sport Branch works on projects dealing with Sport and NFE. The MVNGO Sport Branch is composed of 5 active members, among whom are 2 international professionals. The aim of MVNGO Sport Branch is to support and improve the use of NFE and Sport, in combination, as a tool of education, social inclusion, mutual understanding, entrepreneurial development, leadership.

### **MVNGO YOUTH DIVISION**

MVNGO Youth Division is in charge of organising, implementing and reporting Erasmus+ K1 Youth and EYF projects, Youth Exchanges and Training Courses with Non Formal Education Methodology. The MVNGO Youth Division provides its expertise in Non Formal Learning methods to external NGOs based both in Italy and in other countries of Europe for the purposes of implementing high quality Youth Exchanges and Training Courses. Youth Division has been involved in the implementation of extra-European Youth Exchanges and Training Courses in Africa and Latin America in the context of Erasmus Plus Youth Capacity Building projects coordinated and partnered by MVNGO.

MVNGO is very dynamic in its area (North Sardinia) where it takes the role of the only bridge to European Mobilities for youngsters, adults, VET and HEI users.

Since 2009, the NGO has taken part in several transnational projects as the main organizer, as a partner and as sending organization.

It organises local seminars and international events in order to improve professional skills of social workers dealing also with the topic of this project.

MVNGO was also often supported by local authorities, especially by Municipality of Sassari, Olbia, Tempio Pausania and Uri, the Eurodesk Olbia, the Europe Direct Nuoro and the University of Sassari and Regione Sardegna.

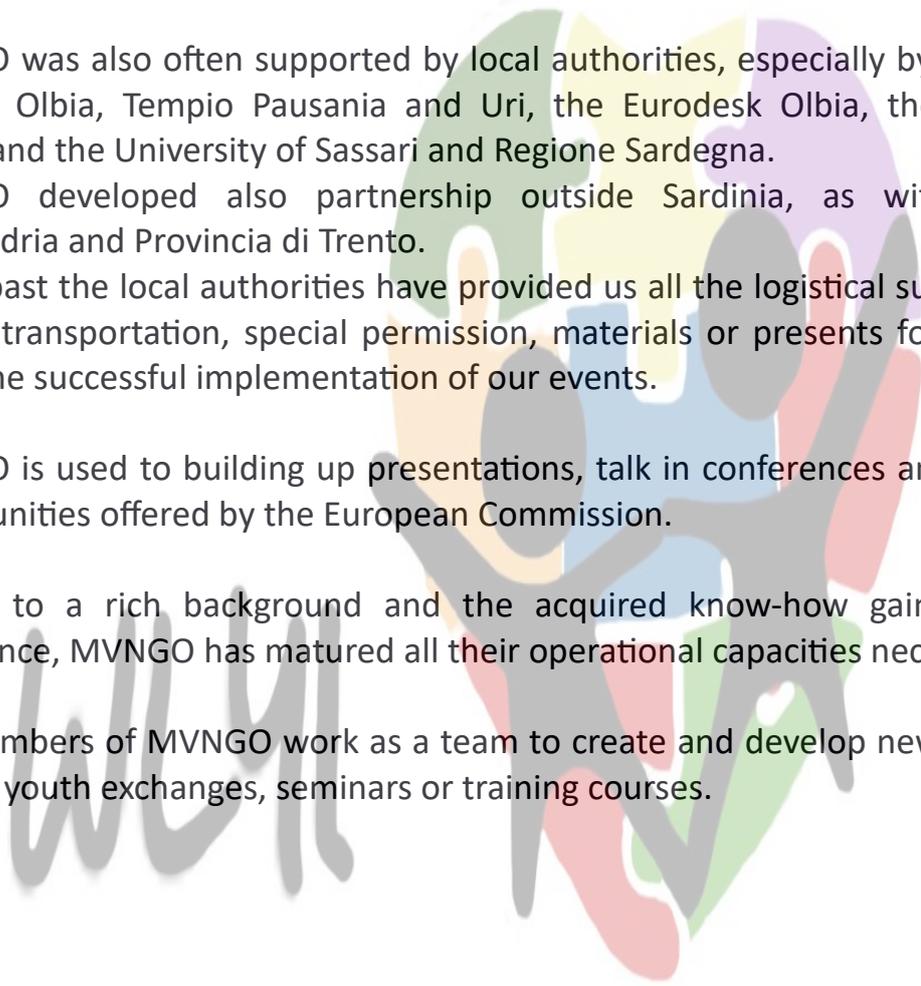
MVNGO developed also partnership outside Sardinia, as with Provincia di Alessandria and Provincia di Trento.

In the past the local authorities have provided us all the logistical support necessary (public transportation, special permission, materials or presents for our guests) to allow the successful implementation of our events.

MVNGO is used to building up presentations, talk in conferences and introduce the opportunities offered by the European Commission.

Thanks to a rich background and the acquired know-how gained in years of experience, MVNGO has matured all their operational capacities necessary.

The members of MVNGO work as a team to create and develop new youth projects such as youth exchanges, seminars or training courses.





## Romanian organization: CECIS

CECIS (Center for Education and Consulting Structural Instruments) is a non profit association established in Romania, city of Tirgu Jiu. CECIS was founded in 2010 having as objectives:

- promotion and development of educational activities targetted to children, youngsters or adults from different social backgrounds
- development and implementation of national and international projects focussed on the promotion of human development, active participation and non formal education
- promotion of cooperation activities between public and private sector in order to facilitate the exchange of best practices, development of instruments for sustainable cooperation, increasing and consolidating the European dimension in education.
- sustaining the dialogue between persons and institutions with different cultural background while promoting European identity and diversity.

In all the projects, activities or services we offer, we approach European interest themes and we follow to offer educational support for personal and professional development of the individual. The target groups we address in our activities are: children, young people, youth workers, adults from different social backgrounds: trainers, teachers, parents, social workers. Our areas of activities are related to:

1. Projects - our organization has a rich expertise in various fields, we have implemented until now various international projects for youngsters and adults both as coordinator and partner. Our portfolio of projects includes over 50 for Youth in Action, Lifelong Learning Programme, Erasmus+ Programme and Structural Funds as well. Topics of interest address in the projects we implemented so far are related to parental education, teacher training, healthy lifestyle education, entrepreneurship, environment protection, European citizenship, combat of discrimination and prejudices for vulnerable groups, youth career, ICT.

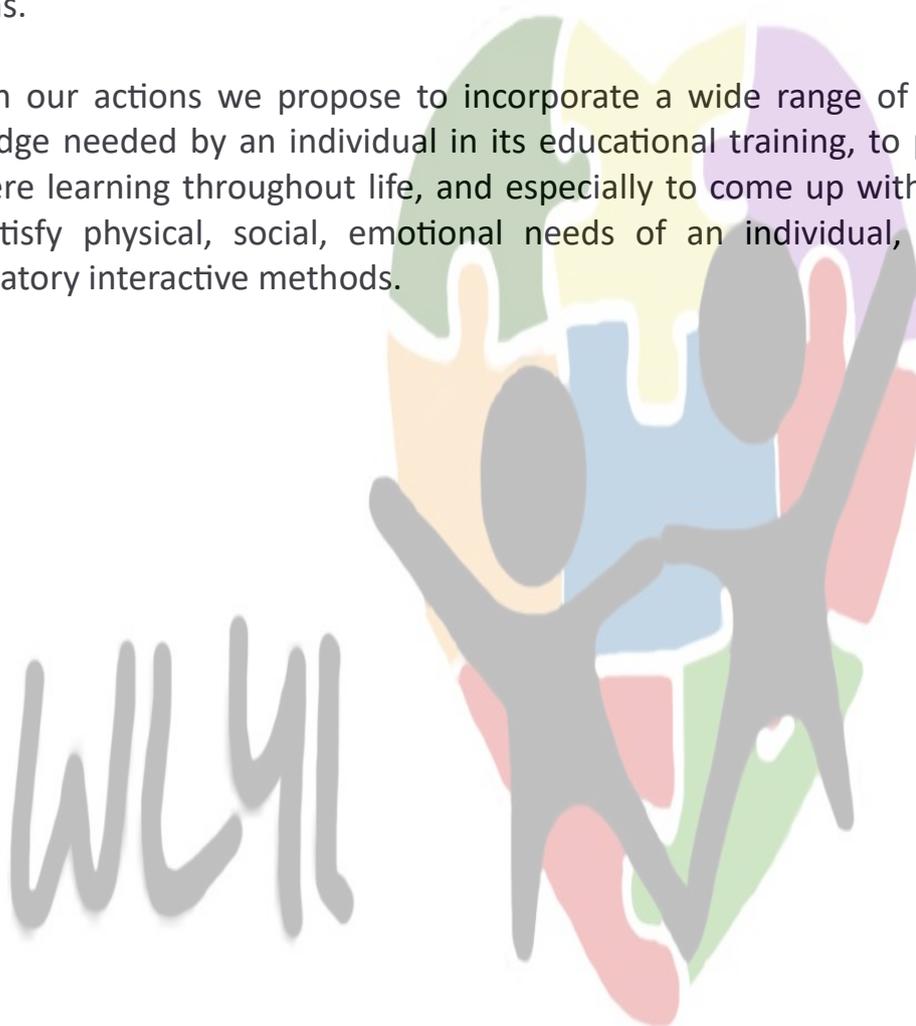
2. Trainings for different programs such as: personal development, team building, management skills, emotional intelligence, creativity, outdoor activities. The training programs we develop have a strong focus on non formal education and achievement of long term impact for our target groups.

3. Educational clubs for children and young people aged 6-22 years old with the following topics: foreign language, knowledge, personal development, entrepreneurship, European citizenship, physical activities.

4. Consultancy - we offer consultancy services for those who want to access European funds from the project idea to implementation process.

5. Events planning - conferences, seminars, workshops, parties, exhibitions, official reunions.

Through our actions we propose to incorporate a wide range of information and knowledge needed by an individual in its educational training, to provide anytime, anywhere learning throughout life, and especially to come up with those elements that satisfy physical, social, emotional needs of an individual, through various participatory interactive methods.



# PRO! FALL

## Swedish organization: ProIFALL

ProIFALL is located in the south of Sweden and was founded in 2015 with the main idea to develop non-formal education methods for young people. It is a SME with 3 people who are working for management and project development. There are also 5 experts working with non formal education and project development. ProIFALL is a small scale enterprise yet it is connected with non governmental organizations to build up the competences of the volunteers who can then work as expert on social issues and education. ProIFALL has now 20 volunteers in its network who are future expert in several areas related to education.

ProIFALL has wide experience through its expertise and network. Therefore we have done several KA2 projects with the collaboration with IFALL, Svenska Kyrkan, Kompetens Center, Utbildning Centrum Örkelljunga and Municipality.

The main task is to build a network in order to increase the impact of the project. Moreover with wide dissemination strategies ProIFALL spread project result to all actors in Skåne south of Sweden.

Several projects and activities ProIFALL has had involvement in and a managerial role.

- Networking between local cultural, sport, refugees organisations and municipality. It affected 300 young people since the last year's project period in Örkelljunga and Klippan.
- Empowering young people's competencies through creative non-formal methods; filmmaking and photography
- Using creative drama and theater methods for non-formal education with volunteer education of Svenska Kyrkan, Municipality and IFALL.