



# Blended Mobility Non-formal Education 101



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Non-formal  
education

01

Learning is a process inherent in our nature. We learn as children, adults and seniors. Each of us has a unique, tailor-made way of learning. Each of us has our passions, skills and needs that set the direction for our development. There are moments in life - most often in childhood - when we learn informally, in a way that is spontaneous and incidental. We learn about what interests us, and we are driven by internal motivation - and this is what leads to the most effective and lasting learning. Non-formal learning is not an obligation, but a pleasure - or very often a conscious choice. Participants are offered joint implementation of projects and active participation in various types of workshops and team work. Learning outside of school is effective because the participant's involvement activates their cognitive process. In this way, the participants discover their talents, become satisfied with the achieved goals, build social bonds, shape their views and spend time actively. Desirable civic attitudes are shaped, such as social responsibility, the ability to communicate in a group, respect for other people, the ability to make quick decisions, courage and persistence in pursuing one's goals, and most importantly - the need to enrich knowledge.

**Tell me - and I will forget; show me - and I will remember; let me take part - and I will understand.**

Non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places such as youth organisations, sports clubs, or drama and community groups. Those are places where young people can meet, for example, to undertake joint projects, play games, discuss, arrange camping trips, or make music and drama. Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing.

In a nutshell, non-formal education should be:

- voluntary;
- accessible to everyone (ideally);
- constitute an organised process with educational objectives;
- participatory;
- learner-centred;
- about learning life skills and preparing for active citizenship;
- based on involving both individual and group learning with a collective approach;
- holistic and process-oriented;
- based on experience and action;
- organised on the basis of the needs of the participants.

Formal, non-formal and informal education are complementary and mutually reinforcing elements of a lifelong learning process.





Information  
about  
project partners

02

Starachowice is a town with a population of almost 50,000, located halfway between Kraków and Warsaw. We have a rich industrial and long traditions with which the STAR truck brand is inextricably linked. Currently, the town also boasts a thriving industry on which its economy is based, and the potential to attract new international companies. Starachowice is one of the biggest administrative, economic and cultural centres of the Świętokrzyskie Voivodeship, found in the middle of the woodland in the northern part of the region, at the foot of the Świętokrzyskie Mountains.

The mission of Starachowice is to provide professional, reliable and friendly service to the citizens and to meet the needs of local community by implementing the principle of self-government. The political changes of the 1990s left a strong mark on Starachowice. Thousands of people lost their jobs. In addition to the state of public space and city building, the town faced social problems, high unemployment, alcoholism, crime and poverty. Nowadays, Starachowice is a dynamic industrial centre with a thriving Special Economic Zone. The unemployment rate dropped to 7.7% in 2018. Despite good economic condition, the town has been facing many problems such as depopulation, ageing of local society and low quality of living. The scope of the city's activities which correspond to the idea of the project include in particular the following matters: 1. social assistance, 2. education, 3. culture, 4. sport and tourism, 5. pro-family policy, 6. support and dissemination of the local government idea, 7. cooperation with non-governmental organizations, 8. cooperation with local and regional communities of other countries.

The municipality of Starachowice is the supervisory authority for 8 primary schools attended by 3,100 students. The town has the ambition to take education to a new level, realising that it is an investment in the future and a development factor that will be a magnet for new residents. With that in mind, in September 2021, the town's first bilingual class launched in one of its primary schools.

The municipality of Starachowice is very active in the field of youth policy. In 2007, Marek Materek founded and became

# The Municipality of Starachowice (Poland)



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the first chairman of the Youth City Council in Starachowice. Currently, the council consists of 25 young people from local schools. Youth councillors work on increasing the interest and commitment of young people in public affairs of our town, as well as on developing structural dialogue. They cooperate with seniors, people with disabilities and non-governmental organizations, as well as regional and national institutions. Additionally, as part of the Erasmus + programme, in 2018 young people developed their own strategy, in which they indicated the directions of activities that would make the town attractive to young people. The continuation of this project was the "Starachowice Map of Youth Activity", yet another Erasmus project, where young people developed specific actions as part of the strategy implementation. In addition, the municipality has been carrying out international projects for youth, with the first one being a youth exchange in North Macedonia in 2019, taking place as a part of Erasmus KA1, and Starachowice being the first municipality in Poland to organise a youth exchange for the Youth City Council.

In 2020, we started new projects from Erasmus + KA2 and Europe for Citizens as a partner in the field of ecology,

Starachowice



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the European Union, active citizenship, non-formal education, cultural heritage and entrepreneurship. The youth were crucial partner in the project. In 2020, we also launched the "Cities for YOUth" project, assuming the role of its leader, where we exchanged good practices on youth policies with our partners from Greece, Portugal, Spain and Lithuania.

The youth was also a key partner in the development of the project from the Norwegian funds, within the framework of which, in addition to training sessions, a space is being planned for young people in the revitalised building named "Little Palace".

Last but not least, we have the youngest mayor in Poland. When Marek Materek won an election, he was 25 years old. And yes - he is the same person who has founded the Youth City Council :)

[www.starachowice.eu](http://www.starachowice.eu)  
[www.facebook.com/gmina.starachowice](https://www.facebook.com/gmina.starachowice)



# The Institute of Research & Training on European Affairs IRTEA (Greece) - 06 -

## How it all started

The Institute of Research & Training on European Affairs (IRTEA) was created by specialised youth workers and experts, and aims to become a powerful think tank in Greece and South Europe, bridging the gap between the youth, policy making, society and labour market. With its consultative status to the European Parliament and policy making role at the European Institutions, IRTEA aims to support young people, especially those who face social, geographical and economic obstacles, as well as Greek society in general.

## Our Vision

- Our vision is one Europe with cities and metropolitan areas committed to the youth and actively involving youth policies in local and regional development, participatory processes and decision making.
- Our vision considers youth participation, equal opportunities for the youth and sustainability of youth structures as driving forces of medium and long-term urban development, with a key contribution to the quality of life of all inhabitants of cities and the

surrounding regions.

- Our vision takes into account youth policies and strategies of the European Union, the Council of Europe and the United Nations, and aims to implement them effectively at a local level.

## Our mission

- Major goal of the organisation is to promote innovative actions and policies related to the European youth and structured and open dialogue between the civil society and EU officials, and to foster civic engagement, youth active participation and European citizenship through its projects and activities.
- What constitutes the competitive edge of the organisation is the interaction with both Greek and European student communities, its expertise in both educational and non-formal learning activities, such as simulations of EU bodies, conferences and researches, its experience in lobbying for EU projects and a direct contact with the decision-making centres and labour market.

## Our objectives

- to enable project-based interaction with special emphasis on the youth, and to develop platforms between networks and partners focusing on solidarity in the cooperation process;
- to set sustainable and demonstrative standards, frameworks and good practices in terms of policies on local level youth participation and active citizenship;
- to emphasise youth empowerment, investments and advocating for their support. The implementing actions by the organisation, including education and training, aims to develop and enrich skills and competences that will make the youth more qualified and competitive so as to meet the needs of labour market;
- to support entrepreneurship, smart innovation and specialisation for new scientists, entrepreneurs and employees through specific educational and training actions;
- to foster innovative and high-quality research for policy making in the fields of youth, environment, economy and growth by producing and disseminating scientific



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TRAINING ON EUROPEAN AFFAIRS

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knowledge in line with the EU values and principles;

- to promote democratic values of respect of the fundamental rights, equality and non-discrimination, and support participatory democracy, cultural diversity understanding and multilingualism;
- to raise awareness of the Greek and European citizens, especially the youth, regarding the EU policies;
- to promote structured dialogue and foster knowledge on the EU bodies, functions and legislative procedures.

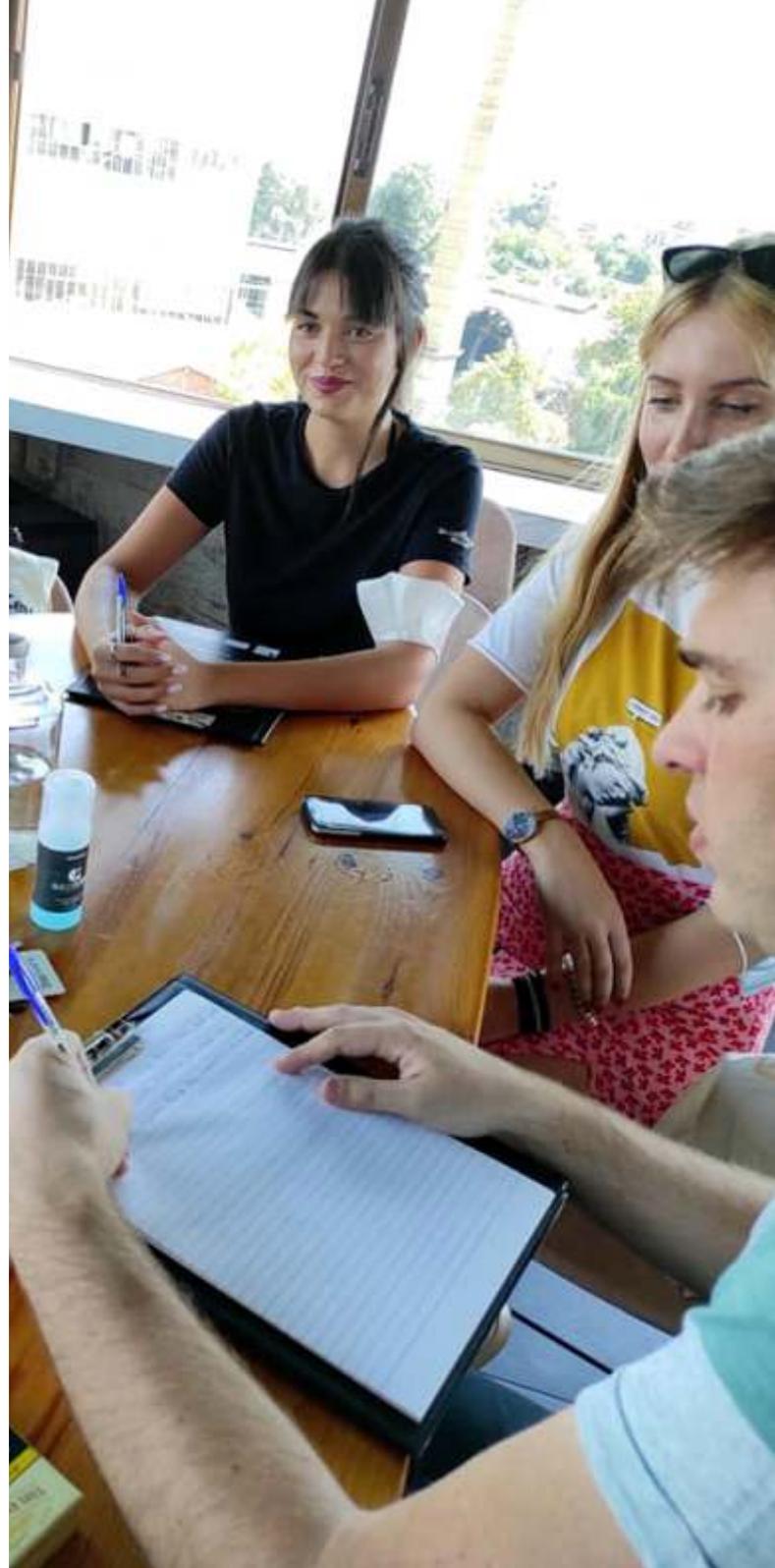
#### **OurValue**

Young people are the ones who generate added value. We only engage, connect and empower them.

[www.irtea.gr](http://www.irtea.gr)

Facebook: @I.R.T.E.Agr

Instagram: irtea.eu



# The Municipality of Santarém (Portugal)

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With 552.54 km<sup>2</sup> of area and about 60,000 inhabitants, subdivided into 18 parishes, the municipality of Santarém is a municipal body. Its mission is to define and implement policies with a view of defending interests and meeting needs of local population. In this sense, it is responsible for promoting the development of the municipality in all areas of life, such as health, youth growth, education, social action and housing, environment and basic sanitation, spatial planning and urbanism, transport and communications, public supply, sport and culture, as well as consumer and civil protection.

Being one of the largest municipalities in the Ribatejo Region, the Santarém City Council has always been involved in defining the national youth policy and quality framework in the area of work with and for the young. Therefore, we seek to accumulate a notable experience in the areas of strategic planning and guarantee the quality with regard to services with and for young people. There is a wide range of funding opportunities that the city offers both to organisations and to young people in order to develop their initiatives. A variety of free and subsidized



leisure activities are also provided for the youth. The co-creation approach that the city has been implementing together with youth organisations for the past two years, has led to the creation of a network of stakeholders.

The Education and Youth Division of the Municipality of Santarém is a unit of the municipality of Santarém whose objective is the coordination of the council's daily work in the areas of formal and non-formal education and work with and for Youth of the Municipality of Santarém.

In terms of youth work skills, the Division's duties include the following:

- planning and management of the Municipal Youth Council of Santarém;
- strategic planning and development of the first Municipal Youth Plan of Santarém;
- implementation of the MYC Activities Plan;
- leisure and recreational activities for and with young people (including youth centres and camps);
- support for youth and student associations in the Municipality of Santarém;



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- cooperation with youth organisations and involvement of young people in the municipality's decision-making processes;
- international cooperation in the field of work with and for young people.

**Município de Santarém:**  
**[www.cm-santarem.pt](http://www.cm-santarem.pt)**

Santarém, Portugal - Wikipedia;  
Membros do Conselho Municipal de Juventude  
de Santarém | Facebook

Video links:  
**[www.youtube.com/watch?v=q1VVbpR21g8](https://www.youtube.com/watch?v=q1VVbpR21g8)**



# The Municipality of Klaipeda (Lithuania)

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Klaipeda is a port city on the coast of the Baltic Sea, in the centre of Western Lithuania, making the country's third largest city. For many it is their first love, a city of education, or simply a home for others. Klaipeda is a unique place due to the innovative scientific laboratories and the modern creative incubator that fit in the city's structure the same way as the cosy Castle Marina and the historic buildings of the Klaipeda University. Currently in Klaipeda, there are around 150,000 inhabitants, with 25,000 individuals from the 14-29 age group. Klaipeda ran for the European Youth Capital title and made it to the finals twice in a row. Finally, we were announced the European Youth Capital for the year of 2021. Our call to #chooseklaipeda was heard and we were given an opportunity to bring the youth from all over Europe together and implement 9 platforms - Dialogue, Spaces, Colours, North-South, Potential, Solidarity, Leadership, Out of the Box, Connections - all related to the challenges that the youth of Klaipeda has identified as most significant.

Apart from the aforementioned, we have implemented the following strategic initiatives:

- Participation budget for schools. The participatory

budgeting allows school pupils to decide how a part of the European Youth Capital budget should be allocated; it also allows school pupils to come up with ideas and vote for the ones they like best;

- "Workation" packages for non-governmental organisations; various business companies from Lithuania have a possibility to come to Klaipeda to run their business and accommodate employees, and - in exchange of work space and accommodation - they are asked to run training sessions for youth organisation on finances, marketing and project management.
- Initiative of Lithuanian Youth Capital 2023. The pilot project in Lithuania with the aim of revealing the Lithuanian initiatives on youth policy, creating conditions and ensuring youth inclusion into political, social, economic and cultural life of the city.
- Youth Ambassadors' Forum with the aim of strengthening the voice of the youth by providing them with spaces, tools, opportunities and support that will allow them to participate in civic processes. Youth Ambassadors' Forum regularly cooperates with policy-makers and executors.

Besides the European Youth Capital Programme, we also run long-term programmes, such as Scholarships for first-year students. In order to attract talents to Klaipeda, the city offers 40 scholarships to first-year students amounting to 100 € for a period of 10 months. In addition, 15 bachelor and master graduates receive 500 € if they commit to devote their theses to the city of Klaipeda. Additionally, 80,000 € is spent on initiatives run by youth organisations which include implementing various projects in order to strengthen their own operations or implement projects prioritised by the Youth Affairs Council.

The Municipal Council for Youth Affairs is a body having a deliberative vote and a long-term objective, which is to ensure the involvement of the youth in solving the most essential issues. The Klaipeda's Youth Affairs Council contains 14 members. Politicians, administrative personnel and representatives of the youth (organisations) cooperate in the council. The representatives of the youth have a chance to learn how to recognise the needs of the youth and represent their interests, combine needs and possibilities, as well as interests of the youth with interests of the community as a whole, and learn the measures of democratic decision-making and implementation procedures. In turn, politicians and representatives of administration can get insight into the situation of the youth, realise what problems they face, and search for the best possible solutions together with representatives of the youth.

[www.choseklaipeda.eu](http://www.choseklaipeda.eu)

[www.klas.lt](http://www.klas.lt)

[www.klaipeda.lt](http://www.klaipeda.lt)

**Klaipeda – European Youth Capital 2021**



# ACD La Hoya (Spain)

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ACD La Hoya is a Spanish cultural and sport association based on the principles of cooperation, integration, environment protection, solidarity, humanity and universal human values. It promotes an environment in which the community is able to create, think, realise their ideas and build positions and reactions towards important issues.

It is focused on developing activities in the rural community in the area of arts, sports and culture, and is dedicated to the successful implementation and participation of European projects to bring the youth and the senior citizens of Europe closer together.

The main aim of the association is to offer the youth and the community possibilities to spend their time (by engaging in sports, arts, workshops, and cultural events), to support bottom-up initiatives of the community, to improve social work and to facilitate the integration of young people into the society, especially those from rural areas, by involving them in its work, and encouraging their creative spirit that helps increasing the participation of the youth and adults in both local community and society in general.

The Youth Centre offer a space to young people where they can get involved in decision making, learn work habits, develop personal skills, competences, interests and acquire knowledge in the areas of non-formal education, promotion of voluntarism, prevention of unwanted forms of behaviours (delinquency, drug addiction), developing of healthy ways of living, and positive affirmation among the youth.

We search to create the optimum environment for the overall spiritual, intellectual and physical development of the youth, and - on their foundations - help build happy, healthy and safe lives. We offer ping-pong and table games, run various events (including sporting events), cultural activities, tournaments, and create opportunities for formal and informal education by conducting training, programmes, workshops, professional practice, youth exchange, conferences, competitions and youth camps at a local, national and international level.

Each year, we run a number of campaigns and workshops in schools to promote integration, interculturality, healthy lifestyle through sports, encourage sustainable development by engaging in activities that aim at protecting the environment and preserving natural resources, biodiversity, and the values of the ecosystem.

## Non-formal project partners

### Spain:

- Municipality of Elche;
- Asociación Compass;
- Asociacion Usit;
- High School N°15 La Hoya;
- Asociacion Tabala;
- High School Figueras Pacheco;
- Neighbourhood council La Hoya;
- San Antonio Fathers and Mothers Association.

### Poland:

- Świetokrzyskie Youth Assembly;
- Eurodesk Kielce;
- Europe Direct Kielce;
- Starachowice Powiat Authority;
- Vocational school complex no. 2 in Starachowice;
- Secondary school no. 1 in Starachowice;
- Secondary school no. 2 in Starachowice.

### Lithuania:

- Klaipėda youth organizations association Round table;
- Lithuanian Sea Museum;
- Klaipėda University;
- Lithuania Business University of Applied Sciences;
- Youth Affairs Council of Klaipėda City Municipality;
- Klaipėda Queen Louise Youth Centre;
- VšĮ Asmenybės Ugdymo Kultūros Centras;
- VšĮ Gausus Gyvenimas;
- LCC International University;
- Klaipėda Student's Self-Expression Center;
- Lithuania Maritime Academy;
- Klaipėda Etnoculture Center;
- VšĮ Klaipėdos Šventės;
- Choose Klaipėda Ambassadors;
- Lithuania School Students Union.

### Portugal:

- 18 Parish Councils in Santarem Region;
- Cena Aberta - Theater Company of Santarém;
- Fajudis | Federation of Youth Associations of the District of Santarém;
- Dr. Ginestal Machado Secondary School Student Associations;
- Sá da Bandeira Secondary School Student Associations;
- Santarem Higher Health School Student Associations;
- Santarem Higher Agrarian School Student Associations;
- Santarem Higher Education School Student Associations;
- Santarem Higher Management and Technology School Student Associations;
- Student Association of the Higher Institute of Languages and Administration;
- Socialist Youth;
- Social Democratic Youth;
- Left Bloc Youth;
- Popular Youth;
- Scalabituna | Men's Tuna of the Polytechnic Institute of Santarém;
- TAESAS | Academic Tuna of the Santarém School of Agriculture;
- TAGES | Academic Management Tuna of Santarém;
- TUFES | Women's Scalabitana Tuna from the Polytechnic Institute of Santarém;
- Arriba-Ó-Tunapikas;
- Issótuna | Academic Tuna of the Superior School of Education of Santarém;
- Ribatejo dance & singing group;
- São Domingos Residents Association.

### Greece:

- Municipality of Salamina, [www.salamina.gr](http://www.salamina.gr);
- Youth Council of the Municipality of Salamina, [www.salamina.gr/youth-council](http://www.salamina.gr/youth-council);
- Municipality of Athens, [www.cityofathens.gr](http://www.cityofathens.gr);
- European Commission, DG-EAC Youth Unit Policy Officer, [https://ec.europa.eu/info/departments/education-youth-sport-and-culture\\_en](https://ec.europa.eu/info/departments/education-youth-sport-and-culture_en);
- University of Piraeus, Panteion University, University of Macedonia.

Process  
description



03



## PREPARATORY PHASE

The “Cities for YOUth” project started on 31st May 2020; however, due to the ongoing coronavirus pandemic, we had been unable to organise the first “on the spot” mobility for young people until July 2021. In spite of that, no time was wasted as we had started preparing for the entire process by recruiting young people, agreeing on the work methods, and scheduling activities – taking into consideration both the optimistic and pessimistic variants. Young people met in national and international groups on a regular basis, setting their expectations for the workshops and the entire process, and planning upcoming activities.

As part of the online meetings conducted with the use of various applications available, we discussed which soft skills and competences would be most useful during the run of the project and which should be highlighted the most in order to successfully implement joint initiatives during the celebrations of the European Youth Capital in Klaipeda. We found that step extremely important, as participants constituted a large group of people and each of them had different expectations towards the project. Therefore, a joint agreement needed to be reached.

To be successful, we knew we had to focus on leadership and group management skills, useful in planning activities, e.g., good organisation, time management, thinking outside the box (creative thinking, creativity), and skills useful during the implementation of initiatives, e.g., coping with stress, public speaking or moderating discussions. Due to the pandemic and new challenges posed by the world events, we realised that – apart from the aforementioned ones – new competences of the future were also important. Those included effective cooperation in a virtual team (which is very different from “live” cooperation), adaptation and flexibility, i.e., adjusting to changing conditions and finding the meaning and significance of social and economic phenomena, giving meaning to one’s own work and that of others.

Certainly, thanks to the cooperation in international groups, knowledge of the English language was equally important. There were individuals among us who did not feel confident enough to use it. Therefore, the role of the guardians and youth leaders was to help them overcome the language barrier, while a longer preparation time eased the adaptation process.

Due to the long preparation time, the programme of the first training session in Spain was tailored to the needs of young people by the young people themselves. Each national group was guided by a mentor and a youth leader who were solely responsible for a given group.

At that stage, the task of the young people was also to produce – using the webquest method – the initial outlines of youth initiatives to be developed in Spain and to be implemented in Lithuania.

Before the training session in Spain, some young people had an opportunity to meet together “live” during the Transnational Project Meeting in Poland in July 2021 and in Greece in September 2021. At these meetings, young people discussed the upcoming events and initiatives, while connecting with the rest of the group online to instantly share their impressions.

An important part of “blended mobility” was also the sharing of good practices in the field of youth policies in each partner country. Thanks to the involvement of formal and informal partners who boasted experience in working with young people at various levels and representatives of the Youth City Councils in the project, we have gained a wide perspective to discuss and exchange ideas for the development of this field in our cities and organisations.

**SOFT SKILLS LABORATORY**  
**Spain, 10-16 October 2021**



Main elements: non-formal education methods as a absence of the flow leading to every day learning reflection and self-assessment:

- Getting to know each other,
- Group dynamic,
- Learning,
- Soft skills,
- Communication,
- Motivation,
- Leadership and teamwork,
- Problem solving and conflict resolution,
- Personal portfolio,
- Participation, models and practice,
- Field trip and cultural visits,
- Project management,
- Project idea development,
- Creativity,
- Action plan and conclusion related to the follow up activity,
- Evaluation and learning outcomes/Youthpass.

## What Exactly Are Soft Skills?

Soft skills are personal attributes needed for success on the job.

Time Management



Networking



Teamwork



Creative



Conflict resolution



Soft skills are personal habits and traits that shape how you work, on your own and with others:

- Integrity,
- Dependability,
- Effective communication,
- Open-mindedness,
- Teamwork,
- Creativity,
- Problem-solving,
- Critical thinking,
- Adaptability,
- Organization,
- Willingness to learn,
- Empathy.



**Flow of the programme: every sessions started with the energizer, in the end of every day programme was a moment to reflect and identify the learning outcomes to inspire the other participants and to realize the ongoing learning proces and development:**

cup exercice, passing information exercice and risks in communication, state of motivation in the learning and personal development proces, sharing the self-motivation and rewarding

- Closing the day

## DAY 1

- Welcome, opening
- Getting to know each other activities - name games, speed dating molecules
- Group dynamic - crossing the rope activity including the preparation and strategy, actin part and refelction of challenges, especially all group memeber, respect, awareness and communication as a potential for next day cooperation and team work
- Learning and young people - plenary general analysis on learning, its meaning and attitude of young people towards the learning, its perception, moving debate with sharing the opinion, work oin small groups on the picture and key element in the youth city, presentation and finding hte common elements
- Soft skills analysis - Youthpass with the strucutre of 8 key competences as a proces to use the tool to identify and define the learning outcomes as a part of the certificate
- Community needs - what is required in terms of employability, actual state of soft skills - introduction of the concpet and aporach of the soft skills, frameworks, clasification of the soft skills
- Communication and motivation/self-motivation - types of communications, coffee

## DAY 2

- Energizer
- Leadership, responisibility and teamwork, problem solving, time management and conflict resolution - 2 non-formal educational activities for each topic with feedback, reflection and generalization towards the soft skills (chair exercise, connecting number exercice, stick to the floor)
- My portfolio - introduction of the portfolio, soft skills buddies to share who am I and what are my strenghts, personal development of the portfolio, according the needs to get support form the buddy
- Participation as a way of impact - group brainstorming of the participation, sharing the understanding and practice of hte active participation finding the common ground, each groupd through one question - what is the participation, how young people participate, when young people participate, where young people participate, presentation in the plenary
- Intrecultural evening

### DAY 3

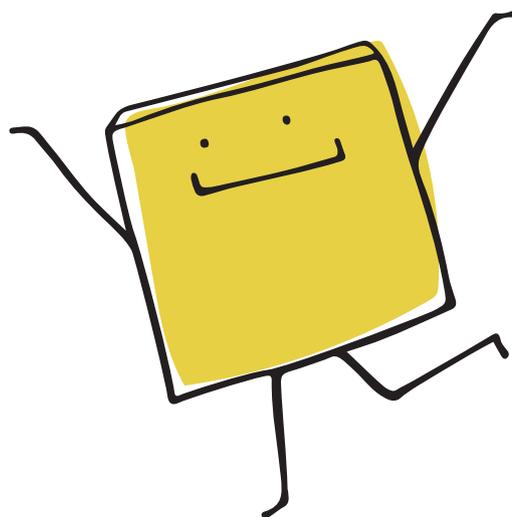
- Field trip - meeting with the representative of the Local authority of Alicante and culture visits Alicante, Elche, escape room activity

### DAY 4

- Participation models - ladder of participation, RMSOS, areas of participation - introduction of the model, sharing own participants' attitude and experience to link it with reality
- Definition of the project, 5 Ws, SMART objectives
- Project management - introduction of project logic from the need to the aim, objectives, activities to the outcomes and impact
- Brainstorming of potential activities for following meeting - plenary, brainstorming and ideas collection on the flipchart
- Prioritizing ideas, division among the partners countries - voting, selection of the ideas equal to the number of the partner countries, selection „who what“
- Project idea development in the national groups - based on the project idea development form developing of the selected activity for the following meeting of the project with the ongoing consultation of the facilitator
- Reflection and closing of the day
- Salsa lesson

### DAY 5

- Presentation of the project ideas - each country present the planned activity
- Action plan - introduction of the Action plan as a tool, each group develop their Action plan based on „what-when-who-how“ description to make sure the preparation will be done according to the necessary preparation steps within the specific time
- Conclusions
- Youthpass
- Evaluation - 2 parts: written evaluation questionnaire, visual evaluations the flipchart target divided into 4 related to the practical and, thermometer related to participants personal involvement.



## CHECKPOINT ONLINE

Due to a considerably short period time between the events in Spain and Lithuania, it was necessary to fully mobilise the youth to get all the initiatives ready on time. Initially, each national group worked separately, detailing their ideas with its coaches. The groups constantly contacted each other and consulted their progress in a joint group on Messenger. What followed was a joint online meeting, where they finally presented their ideas and put them to discussion. Individuals from other countries also got involved in each initiative to strengthen their intercultural dimension. Such form made all initiatives thoroughly prepared and ready for implementation during the European Capital of Youth event in Klaipeda, Lithuania.



During the meeting in Klaipeda, the project participants were presented with a chance to acquire knowledge about the city of Klaipeda's youth policy. On the first day of the meeting, the project "Klaipeda – European Youth Capital 2021" was presented with all its assumptions. In addition, the Klaipeda University introduced its research on the youth political literacy. Finally, the attendants had an opportunity to participate in a presentation offered by the association of the Klaipeda youth organization "Round table".

On the same day, all the participants took part in a workshop during which they discussed the implementation of the initiatives they had come up with during their joint meeting in Spain.

Before the event, the Klaipeda team had collected all the ideas and created a Facebook page named "Klaipeda - European Youth Capital 2021" and invited the inhabitants of the city to take part in the "Cities for YOUth" event. It was

in Klaipeda and learned about the types of work in which the youth have been engaged.

The participants spent the 3rd and 4th day of the stay taking part in one of the events of the Klaipeda – European Youth Capital 2021 Programme, namely the hackathon named "Youth for Youth". During the course of the event, the attendants were divided into groups. Each of them received a real business case to present during a pitch session. They also took part in a seminar on business problem solving, a workshop on icebreaking and a brainstorm session, as well as a situation and competitive analysis, a seminar on influencer marketing which tackled the issue of building business with your personal brand, a workshop on defining target audience, value propositions canvas and IMC tools, and a seminar called "Shine on the stage".

## International Youth Initiatives - Lithuania

attended by local youth organisations, as well as university students who were presented with a chance to meet project participants and take part in the initiatives. The youth met new people, learned to break the stereotypes about our countries, and discussed differences and similarities with regard to the cultures of each participating countries. In addition, they got to learn more about Klaipeda's everyday life and helped with suggesting their own ideas for finding solutions to the issues with which the city struggled.

The second day of the meeting was dedicated to study visits. The participants visited the Lithuanian Maritime Academy, where they were introduced to the ship simulation and had a chance to navigate a vessel on their own. The visitors also made a stopover at an indoor skate park, open youth centre, and the Klaipeda's student self-expression centre. That way they discovered what infrastructure available for the youth has been created

On the 5th day of the meeting, the participants visited the Lithuanian Sea Museum, where they learned about one of the initiatives of the Klaipeda European Youth Capital 2021 implemented by the museum, as well an ecology programme and the world of the Baltic Sea.

## EVALUATION

An "onsight" evaluation meeting took place on the last day of the event in Lithuania, during which the youth shared their opinions and provided feedback on what was positive and what needed to be improved.

A comprehensive online evaluation meeting took place on 15th December 2021, using the Teams and Mentimeter platforms, where participants were asked the following questions:

- 1. What is your best memory of the project?**
- 2. What aspects of the project do you consider positive?**
- 3. What should be improved in the future?**
- 4. What are your expectations and ideas for future projects?**

Re: 1.

- Intercultural nights when we could share information about our countries;
- Our shared story-telling session in Spain;
- International friendships;
- Non-formal education activities;
- Team building activities - Escape Room;
- Energizers;
- Hackathon in Lithuania.

Re: 2.

- Improving language skills and public speaking;
- Working in international groups;
- Opportunity to meet amazing people;
- Social communication;
- Getting out from my comfort zone;
- Youth policies – new ideas and perspectives

for me;

- Exploring different sides of themselves (as international speaker);
- Expressing our own opinions and point of view;
- Implementation of our own initiatives, thanks to which we used the acquired knowledge and skills in practice;
- Good organisations of activities and free time.

Re: 3.

- At times, the schedule was too strict (more time for rest and revising was needed);
- Timetable of activities (too little time between mobilities, certainly all due to the ongoing COVID pandemic);
- More time should be allocated for evaluation of specific activities;
- Too large group to conduct certain activities;
- Not enough time to handle ambitious projects of ours.

Re: 4.

- Cities for YOUth - SEQUEL! with more municipalities participating;
- More soft skills workshops - future competences;
- Co-working with international associations and municipalities;
- More ecology/environmental topics;
- Leadership and mentorship workshops;
- How to write our own projects – the next step in the process of designing our initiative

### **Online evaluation survey results:**

- 100% of participants said that thanks to participation in the project they had raised their level of English;
- 100% of participants said that the project had significantly contributed to their personal development and broadened their horizons and inspired them to take up new activities.

### **Assessment of individual aspects of the project by participants (on a scale of 1 to 5):**

- 4.9 - group work, team building;
- 4.8 - creativity, design thinking;
- 5.0 - networking, strengthening interpersonal relations, making new friends;
- 4.6 - public speaking;
- 5.0 - organization of events;
- 5.0 - new methods of non-formal education.

### **Profile of young people who took part in Blended Mobility:**

- 16 to 29 years old;
- Average age: 20.81;
- Countries of origin: Poland, Greece, Spain, Portugal, Lithuania;
- Representatives from different backgrounds: NGOs, Youth City Councils, universities (profiles - international relations, biochemistry, nursing, tourism, pharmacy), secondary schools



## BLENDDED MOBILITY PARTICIPANTS

### Poland:

Hania, Iga, Igor K., Igor M., Iza, Kamil, Karol, Kuba, Ola, Olga

### Greece:

Aglaia, Ioanna, Maria, Nikos, Olga, Pinelopi, Sofia, Stathis, Theofili

### Spain:

Alessia, Angela, Carmen, Eduardo, Iva, Ivan, Jaume, Jose, Maria, Melani, Miguel

### Portugal:

Bernardo, Diogo, Joana, Joao, Ricardo, Sara, Tiago

### Lithuania:

Agne, Aiste, Aleksandra, Arnas, Egle, Evita, Ieva

### Tools used for online work:

- Microsoft Team and Zoom - online meetings;
- Communication groups on Messenger and WhatsApp;
- Doodle - online calendar for managing time and coordinating meetings;
- Trello and Padlet - project and activity management applications;
- Dropbox and Google Drive - cloud drives;
- Mentimeter - application for evaluation and collection of ideas;
- Kahoot! - knowledge tests.





Youth  
initiatives  
description

04

## SPAIN

During a meeting in Spain, which was part of our project "Cities for YOUth", we proposed an activity that took the form of workshops and focused on improving soft skills. Its main goal was to work out a common framework for the project that was to be implemented in Klaipeda, Lithuania during the 4th project meeting. The workshop allowed us to better prepare for presenting the project to other participants and the Lithuanian youth taking part in the initiative of the European Youth Capital 2021 in Klaipeda. Named "Youth European Knowledge", the initiative from the Spanish team concerned "Youth CityAction".

Our activity was devised to verify knowledge and teach young people about Erasmus+ and Klaipeda being named the Youth Capital. In order to achieve it, our activity was divided into two different workshops.

The former part centred on sharing information and guidance to the ones that did not know about the venture, by installing an InfoPoint in a public space (i.e. a park), so that passers-by could visit it and learn about different topics related to Erasmus+, what it meant to be named a Youth Capital and why Klaipeda had been chosen for that role.

The latter part included testing knowledge of the participant in real-life circumstances. They were asked to conduct interviews with people met in the street, asking them about Klaipeda being a Youth Capital and the overall idea behind Erasmus+. Having conducted the interviews, the interviewees were asked visit the aforementioned InfoPoint and learn about the venture.

The goal of our activity was to evaluate and improve participation and knowledge of the citizens (especially of the young ones) related to Erasmus+ and Klaipeda as a Youth Capital.



## POLAND

The first 'on sight' meeting took place from 26th to 28th July 2021 in Starachowice, Poland after more than a year of online work caused by the coronavirus pandemic.

Starachowice hosted 16 representatives of partner organisations, both the project management staff, decision-makers, experts and young people.

The beginning of the 1st day was devoted to the discussion of activities for the youth implemented by the partners. One of the international projects as part of the Erasmus+ and Europe for Citizens programmes implemented by Starachowice was a youth exchange with Macedonia - the only such initiative organised by a local government in Poland.

Additionally, the youth created the first "Municipal Youth Strategy" in the Świętokrzyskie Voivodship and "The Map of Youth Activities". Thanks to the involvement of young people, one of the ventures implemented in the town will be the Creativity Center to be established in the historic building of the "Little Palace" and financed with Norway grants. As Starachowice, Klaipeda and Santarem all have youth city councils, the meeting in Poland was an excellent opportunity to exchange experiences and compare how these advisory bodies function in each country.

The perspective of our non-governmental partners was also interesting, as they presented their activities and experiences. The Spaniards, for example, focus on sport and culture to run their youth centre, and for Greeks - the main platform for action is civic activity and promotion of European values. ACD La Hoya and IRTEA also have very good relations with local governments in their respective cities. The Greeks carry out their activities both in Athens and in smaller towns, such as Salamina, and the Spaniards - in the small town of La Hoya. The main problem of smaller towns though is outflow of young people and the greatest challenge is to stop this trend by creating conditions encouraging their return (e.g. after completion of studies). The key here are people and their ideas that drive activities for young people. Therefore, this meeting was valuable to

On the 1st day, the project coordinators met to discuss project management and financial matters. Simultaneously, the young attendees participated in a workshop on generating ideas for joint projects. The meeting was moderated by a youth expert - Kama Kępczyńska-Kaletka, and the youth from Starachowice were represented by Igor, Dominika, Ola, Julia, Zuzanna, Borys and Mikołaj.

On the 2nd day a meeting in the city of Kielce was held which began with a discussion about the project management with the focus on promotion, monitoring and dissemination of its results. The following point was a meeting at the Provincial House of Culture of all the participants with the Marshal of the Świętokrzyskie Voivodship Andrzej Bętkowski, the chairman of the Sejmik Andrzej Prus, the director of the Chancellery of the Sejmik Marta Solińska -Pela, the director of House of Culture in Kielce Jacek Sabat, and councillors of the Youth Council of the Świętokrzyskie Province, among others. The event was an opportunity to discuss youth policy and promote social activity and non-formal education among young people, to gain new experiences, to exchange views and to establish new contacts. Foreign guests were able to learn what the youth policy looks like in Poland, to get to know about important changes in the act on the commune self-government, powiat self-government and voivodeship self-government, to get introduced to legal empowerment of the existence of youth councils of communes and poviats, as well as youth assemblies in voivodships.

An additional attraction for the participants of the meeting was an opportunity to get to know the greatest attractions of the Świętokrzyskie Voivodeship by taking part in a virtual journey in the 5D Capsule.

The meeting was led by a pair of youth councillors from the Sejmik - Zofia Mogielska and Katarzyna Makowska.

The main topic of our last meeting in Poland was to summarise the activities conducted thus far and to plan, together with young people, the training sessions expected to take place in Spain in October.

## LITHUANIA

During the Klaipeda meeting, the Lithuania team organised an orienteering game on the youth policy and the participation of the youth in it. Its main aim was to acquaint the youth with the youth policy structures in place in Klaipeda, which are the Round table, the Mayor Office, and the youth affairs coordinator. All teams not only learned about those structures, but they also could share certain advice or requests on how to improve their operations regarding the participation of the youth.

Another part of the game was to spot the European youth capital street arts in the old town of Klaipeda and the POP-up open space. The main goal was to show that EYC was not only a title, but also real-life outcomes. Altogether 25 participants took part in the initiative.

## PORTUGAL

In the course of the Soft Skills Laboratories, we had an opportunity to select the themes that we wanted to approach and cover. Our team chose the theme related to youth policies.

The initiative that we came up with was called “Youth Empowerment”.

Our starting point was an activity in which we participated as part of the workshops, during which we had to choose one of following areas: Economy, Society, Culture and Politics.

The objective of our project was to evoke a discussion on these areas and encourage young people to take initiative, to address their situation, and then to act in order to improve their access to resources, and to transform their mindset through their beliefs, values, and attitudes.

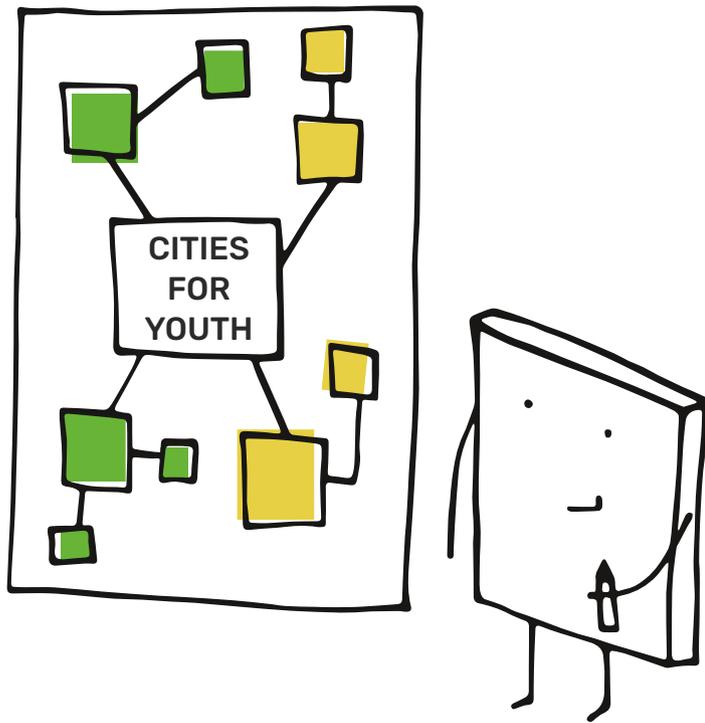
The following meeting was going to take place in Klaipeda, therefore we decided to choose a guest speaker to introduce us to the reality of the city. Next, each group had to choose an area (Economy, Society, Culture and Youth policies), and - based on the identified problems - come up with solutions based on the experience gained that would take into account different points of view regarding the same matter.

As there was no guest speaker available in Klaipeda, we asked the Klaipeda’s team to help us with presenting the reality of the city with regard to the aforementioned four areas. After their presentation and examining the issues young people had identified, we divided the participants into four groups. The task of each of them was to produce a paper covering the solutions they would collect during a brainstorm session. Having finished, the groups were given a chance to present the outcome of their work to others.



Due to a lack of time, we did not conduct an evaluation of our initiative, as we had planned. Nonetheless, the goal we had set was reached, as all the participants had an opportunity to take part in the discussion and present their opinions.

We deem our project important, as it demonstrated that we had certain common issues to tackle, and the solutions for the same problem could be shared and applied despite our living in different countries. With presenting our points of view and knowledge possessed, we can help each other grow and make a difference for our generation and for the ones that will follow.



## GREECE

### Adaptation of “speed dating activity” presented in Lithuania

#### Part 1. “Paper Roll - exposing a small part of ourselves”

During the first part of our activity, we wanted to underline the importance of being expressive about ourselves and of voicing our ideas and thoughts, when it comes to dialogues and cooperation. More importantly, our major goal was to learn how to comprehend and express our strengths and weaknesses. It is a prerequisite of paramount importance, especially when it comes to working as a team and learning the strengths and weakness of each person in order to better allocate work tasks or even to have a better idea of what each and every one thinks of themselves.

First and foremost, we set off by forming a randomly selected group of participants. One of our team members started a theatrical monologue about a paper roll. We chose this rather “intimate” moment, when we are all “exposed” by being all by ourselves in a bathroom. A paper roll was ought to be shared between the participants carefully, so that everyone got at least a piece of it. When everyone got their pieces, they had to share an equal number of strengths and weakness they had on their minds. For example, if somebody got 3 pieces, they had to name their 2 strengths and 1 weakness, or reversely.

#### Part 2. “Speed-Dating - the art of getting to know one another”

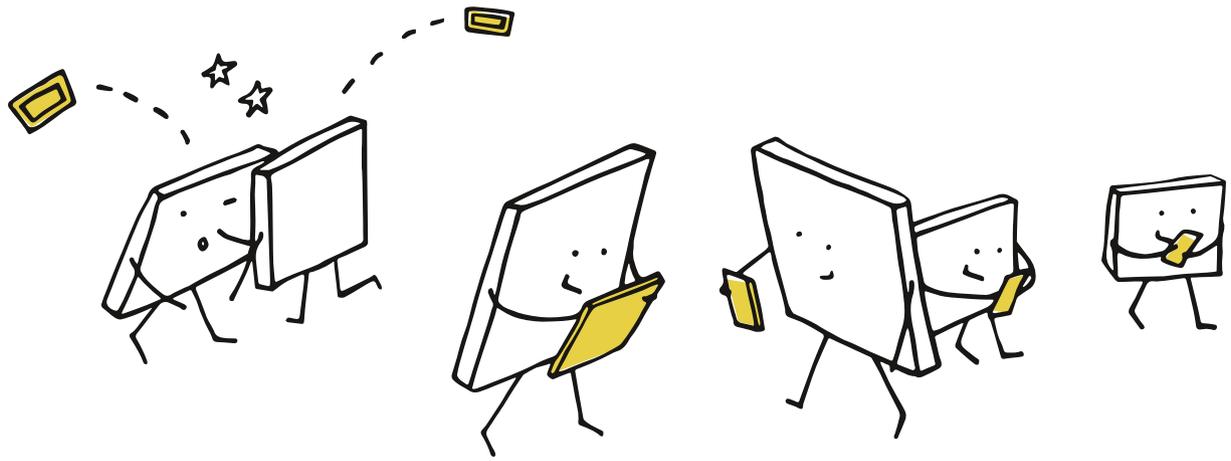
The second part ensued in the general framework of “getting acquainted” with others. One thing many participants found hard when they started to work with people they had not known before, was the initiation of a conversation, how to break the ice without being awkward or too straight-forward. Many people found it hard to choose “a right topic” to start a conversation.

For this reason, we presented a model example of two modern-day individuals meeting for the very first time. Since our group was numerous, we wanted as many of its members as possible to get to know each other. Therefore, we adapted a “speed dating” approach, giving each “couple” around 3-4 minutes to chat on a topic they had been assigned.

Given the fact that most participants were already acquainted with each other, we chose questions that seemed a bit more intricate than the usual and casual ones (like the ones related to the participants’ interests or the project itself). Instead, the questions raised were as follows: “What do you want from a mentor/leader to change in life?”, “What is the future of the Erasmus+?”, “When was the first time you left your comfort zone?”.

We felt that the “randomness” and a certain complexity of the topics would make it easier for them to discuss, since limiting of choices eliminated the search for the “right” topic of a conversation. At the same time, it was a good idea to provide them with a starting point for their conversation and then let them continue on their own.

The result of the activity was interesting as all the participants got to know their partners better and truly, which made them realise they had more in common than they had initially thought. At the very same time everyone appeared to have a good time.



do what  
you love

Participants  
testimonials

05

## LITHUANIA

*I found this project inspirational. Not only did I make new friends and connections for future projects, but also learned about the youth situations in partner countries and different youth policy frameworks. I have gained experience in youth work and teamwork skills, which will help me in my further youth work.*

**Eglė Šerutytė**

*The project "Cities for YouTH" was different from other ERASMUS+ experiences. The most useful thing was to create youth initiatives, cooperate with others and use previous experiences to design international youth initiatives. I have also learnt some new methods on how to engage the youth in activities and help them share their thoughts.*

**Aleksandra Lobaškova**

*This was my first ERASMUS+ training and youth initiative. I think it was very useful to learn things in a non-formal way and continue to work together on initiatives, as well as come out of my personal comfort zone and learn new things along the way.*

**Arnas Ulvydas**

*Prior to this project, I had never participated in any ERASMUS+ programme. Therefore, this experience was completely new for me. I had been engaged in the works of some youth organisations before, but this project let me share my experience in volunteering, think of new measures allowing to participate in decision making processes and compare youth policies of different countries.*

**Evita Krasauskaitė**

## POLAND

*The training session in Spain was a great experience that demonstrated the importance of communication and cooperation in achieving a desired goal. The project definitely improved my soft skills: work in group (also multicultural), public speaking and time planning. The trainings gave me confidence and only strengthened my conviction how important international projects are, how important the European Union is, and just how important it is to get to know our world.*

**Ola Niewczas**

*The whole project was a great initiative, thanks to which young people from various European countries had an opportunity to broaden their knowledge in various areas, improve their knowledge of English, acquire new contacts, and get to know the culture of different countries. For me, as a youth councillor, shaping skills such as group work or public speaking was extremely valuable.*

**Olga Cukierska**

*Thanks to the project, I had an opportunity to apply my knowledge of English in a purely practical way - there was no other way to talk to people from countries other than Poland than in English. Workshops and trainings allowed me to gain practical knowledge on how to build a strong team, how to use soft skills better, and how to design a project well, among other things. Due to the fact that I love traveling, I consider learning about Spanish and Lithuanian culture and visiting regional monuments and institutions an additional benefit of this project. A huge adventure was meeting new, valuable and empathetic people whom I will remember for a long time.*

**Karol Proszak**

*Thanks to the project and extended contact with people from other countries, I started to speak English better. I don't worry that much when I have to use it; I know that even if I make a mistake, nothing bad will happen and I will learn another lesson from it. The level of my language proficiency has increased – in particular the specialist language related to youth policy and the European Union. Another skill that I have developed significantly during the training is leadership. I feel that managing the work of the Youth City Council of Starachowice, of which I am the President, has become easier; at the same time, it is less difficult for me to understand the needs of my councillors. Dividing tasks and responsibilities has become simpler for me as I am now able to delegate them on the basis of the character and skills of each person.*

**Igor Kaczorowski**

*The project has developed my communication and language skills. I am now much more open to new acquaintances. There is a great desire in me to break international barriers. The entire training has broadened my knowledge of soft skills, and how to use them properly in my everyday life, and – above all – to develop them even further. It was my first Erasmus + international project. I am happy to have participated in it, because it was an adventure that taught me a lot. I hope to have many other opportunities to further broaden and develop my skills.*

**Iza Gąsior**

*My evaluation of the project is very positive. I was amazed by the organisation and working methods that were incredibly well-planned and thought-out. At the same time, the tasks with which we were assigned could be solved without any issues. During the run of the project, I developed group work skills and increased my confidence when it comes to speaking English. Finally, thanks to the project, I made new acquaintances from different countries.*

**Igor Moskal**

*Working in international groups has certainly taught us a lot about comprehension and shown how important everyday communication and joint problem solving are.*

*Together with our friends, we also got a chance to visit the beautiful city of Klaipeda: we admired the port itself, and had an opportunity to travel by ferry and frequent the Maritime Museum. Finally, we sampled Lithuanian cuisine and got acquainted with traditional culture at an evening gathering at the House of Culture.*

*Most importantly, we strengthened our bonds, once again meeting our peers from other countries, exchanging experiences and stories, as well as some ideas for future joint projects.*

**Iga Stępniewska**

*Workshops as these are very necessary for young people who enter adult life. All the skills we have acquired will accompany us in adult life. It was an unforgettable experience for me which will certainly help me develop both personally and professionally in the future.*

**Kuba Turbiarz**

## SPAIN

*Visiting Lithuania was an amazing experience, and being able to conduct the project was incredible. I have met new beautiful people and learnt new skills – for instance, how to be more confident, how to produce better projects, how to work in groups. Learning about cultures of different countries was equally crucial... It goes without saying that visiting all those special places has brought me a lot of joy too.*

**Maria Vicente Sanchez**

*This kind of project has helped me stay motivated in conducting activities and get out of the comfort zone. The part we did in Klaipeda was an incredible experience that has taught me how to improve my soft skills and how to work with people of my age. It has also been an opportunity to learn about different cultures.*

**Ivan Sanchez Roman**

*The project in Klaipeda has taught me a lot about the opportunities and problems than the youth face. I have also met amazing people from different countries that explained to me a great deal about different cultures. Taking part in this project has helped me be more confident about speaking in a different language. I have derived a lot from the various activities we have performed together.*

**Miguel Campello Roman**

## PORTUGAL

*Regarding the initiatives, I can say that they were very interesting and super-enriching experiences. We have made contacts and friendships, and got to know other cultures and, in a way, brought together some of the countries of the European Union. From these meetings, important measures and concepts emerged for all the participants to use throughout their lives. The whole project is too functional to simply not proceed with it.*

**Bernardo João Paixão**

*This project was really important because it helped us leave our comfort zone, made us take initiative and speak out for ourselves. We have made a lot of connections and friendships, and learned a lot about other cultures and youth policies. Projects like this are really important for the youth empowerment.*

**Sara Pereira**

*We, the youth, are the future. Through projects like this, we are able to gain access to different cultures, realities and - more importantly - set our eyes on new and bigger horizons. The concept of youth empowerment was able to get off the paper and was put into practice at every stage of the project. Along the way, I have made friendships that will last through time and distance, and that is more than I could have ever asked for. Now, we can all advocate and spread what we have learned and perhaps plant the seed in others. At last, I feel that I have something to say, as I have learnt how to communicate my ideas and my voice to be heard.*

**Joana Gomes**

## GREECE

*The positive vibe of the project is the one that stays in our minds. Even though not everything went well, the overall experience was unforgettable. Meeting people from around Europe is an exciting episode that is going to stay forever with me. The saddest moment was the end of the project, since we were really close with the majority of the participants and established strong connections with each other.*

**Pinelopi Katsigianni**

*From the bottom of my heart, I wish we could have spent more days together with everyone. It was one of the greatest programmes in which I have ever participated. I have got to learn so much more about soft skills and improve myself when it comes to public speaking and getting out of my comfort zone. I have met many people from different countries and made great friends. We are still in touch, and after all this came to an end, it's a little overwhelming. I'm keeping all the positive and a few negative things I got from this, and I really wish for more programmes like this to take place. For me, it's very important for people to understand that they need to participate in such ventures, as there are so many things you can gain from them. In the future, I believe, there will have more similar programmes and a lot more participants too. We are the Erasmus generation and we want to be as active as possible! I am really grateful for this experience and I will forever remember the great moments we have shared.*

**Maria Biliali**

*I have had a great time and learnt many things. I have been presented with some ideas and inspirations, met interesting people and visited numerous places, improved my soft skills and forgot a bit about the fear of expressing myself in public. It was a platform for me where I could offer something of myself and also where I could get tips for my improvement. To conclude, some things could have been planned better, but at least we have gained great experiences and now know how to in the future improve what has gone wrong.*

**Theofilia Koulopoulou**

2019-3-PL01-KA205-077718

## FREE PUBLICATION

The result of  
the "**Cities for YOUTH**"  
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