Pedagogical Booklet
Project-based learning
in non-formal education
Resources

Where you can find out more:

→ LEAP page: leap.univie.ac.at
→ LEAP blog: https://leap2020.home.blog/
→ LEAP on Facebook: https://www.facebook.com/LEAPLearningToParticipate/

Index

Resources: a brief foreword

This document contains resources for youth workers trainers, youth researchers and youth workers.

It is an appendix complementary to the pedagogical booklet "Project-based learning in non-formal education" and the other results of the LEAP project[1]. While the booklet contains information about literary references, the development of project-based learning and other useful information to grasp how this approach is developed in the youth field, this appendix contains hands-on information about training youth workers.

The booklet has three main resources.

The first resource is about tools to implement PBL training with youth workers.

One of the pedagogical stances of LEAP is the idea that training content must be meaningful to the participants and answer to their learning needs. While organising the training programmes in Austria, Croatia, Germany and Italy in fact, each organisation provided a training offer based on a common framework and common themes. However, since each group of youth workers participating differed in needs and background, the youth workers trainers adapted the content offered to the main interests of participants.

Asking beforehand to participants why they are interested in such training and which would be their needs was a pre-requisite to subscribe. Each training provider then adapted part of the content for their groups.

The training programme presented here is a summary of different activities implemented in Austria, Croatia, Germany and Italy. However, it has to be tailored to the needs of the participants.

The programme shared below addresses the topics of participation, democracy, citizenship and project-based learning.

It does not include information about "youth work essentials"[2], such as promoting a value-driven, self-reflective and youth-centred training. Nor it provides instructional-related information, such as defining learning objectives, presentation tips or time management amongst others. We do not take these for granted and they would deserve greater attention; however, the scope of this document is to share top tips and resources about project-based learning, (youth) participation, democracy and

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[1] University of Vienna project page: https://lehrerinnenbildung.univie.ac.at/en/fields-of-work/didactics-of-civic-and-citizenship-education/current-research-projects/research-projects/leap-erasmus/
Erasmus+ results platform: https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-3-AT02-KA205-002231
Social Media: https://www.facebook.com/LEAPLearningToParticipate
Blog: https://leap2020.home.blog/
[2] More information here: https://www.coe.int/en/web/youth-portfolio/youth-work-essentials . Accessed on 28 September 2020.

citizenship. We consider this being the added value and contribution of this resource and LEAP in general.

In addition to the training programme, we will provide ideas and tools to evaluate the training.

The second resource is a bibliography about project-based learning. This bibliography contains all the references used to write the "Background: Theoretical fundamentals of project-based learning", which is the part I of the Booklet. These references are summarised and elaborated into this section of the Booklet and their use might be particularly relevant for youth and education researchers. Translating PBL into the youth field represents itself a novelty of the LEAP project, with the hope that it contributes to the systematisation of this approach.

For education professionals engaged in the youth field, the texts provided can allow going a step further in deepening their knowledge about PBL, and extracts from them can represent a very useful training resource to reflect upon a wide variety of topics.

The last resource is a compendium of successfully implemented youth projects. These projects are implemented by the youth organisations participating in the LEAP project before their involvement in LEAP. One of the first assessments of the project is that projects are widely implemented in the youth field. Assessing how the partner organisations implemented projects, success factors, the young people addressed, and key topics represented a way to translate PBL in the youth sector. For youth workers trainers, as well as for youth researchers, this compendium is meant as a repertoire of best practices.

I.   Implementing the training

The training programme

Time and length: **7 hours**	Training of youth workers: Learning to participate

Introduction Length: 20 minutes	Content information. Organisational information. Presenting the material that will be used during the training.
Getting to know one another Length: 20 minutes	Icebreakers: ● Nations, Borders and ourselves (please refer to the Project-based Learning Methodology for this tool) ● Lines (participants form a line according to the years of experience in the field, the time needed to arrive at the training event etc.)
Activities on the topics of the training	Silent dialogue: a reflection on the meaning of project-based learning and youth participation. Length: 30 min In this activity, participants write words on a flipchart that they associate to the two concepts. Afterwards, all the participants walk around the flipcharts and individually read the results of the collective silent dialogue. The trainer continues by highlighting main themes on a whiteboard and continues with a presentation about the concepts. When implemented in an online form, the silent dialogue can take place on a collaborative writing document (e.g. Google Docs) and the trainer can summarise the main themes in a word cloud generator. Discussing participation. Length: 1 hour Group work: Trainers ask participants the question "What is participation to them?" either verbally or by choosing a film, image, video etc. Then, they divide participants into small groups based on the answers they provided to the question and/or based on the

profile. Each group can be guided by a trainer or as an alternative, if only one trainer is present, they can switch amongst the groups.

Each group has 20 minutes to discuss the participants' answers. During the discussion, the trainers support each group in the discussion about why participants have chosen the words/image/videos related to the concept of participation to develop a common definition of the concept.

Sharing the results of the exchanges: After discussing in small groups, all participants work in plenary on the final definition of participation, putting together the "draft" definitions coming from the small groups into a shared one.

This activity can take place both face-to-face and/or online, if the software used allows for the creation of "breakout" rooms.

Active citizenship: What is my role in the community?
Length: 1 hour 30 minutes

The trainers explain to the participants that it is important to keep in mind that little change in our daily lives can have an impact on the community. Therefore they brainstorm on issues and problems they encounter in their daily life.

Following the brainstorming, they show participants one of the web-series episodes[3] from the "Story of stuff"[4] project. Then, the trainers go on to ask the participants to do the quiz to understand which kind of *changemaker personality* they are. The quiz is as well available on the website.

The trainers then divide the participants into groups according to their *"changer personality"*. Each group is then asked to create a strategy to solve the problems identified during the brainstorming. Their strategy should be carried out guided by the suggestions of the quiz results.

Then, after 15 minutes, the trainers mix the groups trying to have different *"changer personalities"* in all the groups. Each group has to then create a strategy in agreement with the others.

Each group then has the opportunity to explain their strategy in a debriefing.

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[3] Source: https://www.youtube.com/watch?v=oIQdYXCKUv0 Accessed on 19.10.2020
[4] Source: https://storyofstuff.org/ Accessed on 19.10.2020

	PowerPoint presentation about the concepts. Length: 15 min To present the concepts of participation you can rely on the Youth Charter; to present PBL you can rely on the Booklet on PBL. Both results are available on the LEAP website, social media, blog and Erasmus+ results platform as well as on partners. Websites. ➜ For further activities and tools please refer to the project-based learning Methodology available on the LEAP website.
Recognition of skills and closing the training	Recap and closing. Distribute the evaluation form. Distribute the certificates of attendance.
Material	Participants list, administrative material, flipcharts, post-its, pens, PowerPoints, laptops.

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Evaluation Form for participants

Please take a few minutes to answer the following questions about the training you attended today.

Please, choose between:

Excellent ☺☺, Good ☺, Satisfactory 😐, Poor ☹, Very poor ☹☹

☺☺	☺	😐	☹	☹☹	Any comment you would like to share?

CONTENT AND STRUCTURE OF THE TRAINING

	☺☺	☺	😐	☹	☹☹	
The content of the training is useful for my professional practice						
The methods used were suited for the content of the training						
Trainers were competent						
I had enough opportunities to contribute						
The general group atmosphere was pleasant						
Group exchanges were constructive						

ORGANISATIONAL & LOGISTICS

Information provided before the event						
Food (breaks)						
Venue and materials						
OVERALL SATISFACTION WITH THE TRAINING						

What was the most useful part of the training for you?

After finishing this training, what potential do you see for the application of Project-based learning in general and in your work with young people specifically?

After finishing this training, what further learning needs do you have / what would you like to learn more about?

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Questions for trainers' reflection

This reflection tool is intended for youth workers trainers and it aims at stimulating reflections about expectations, lessons learned and participants feedback. The questions are meant for guidance after the training finished. They can be answered orally or in a written form and either individually or in a team if the training was implemented by more than one trainer. These reflections have the scope of improving the quality of the training offered.

1. *Expectations*: Why did you choose tool(s) XYZ and what did you hope to achieve with this tool and activity?

2. *Lessons learned*: Thinking about the application of tool(s) XYZ, what do you think worked well and what did not? What recommendations would you make to youth workers applying this tool in the future?

3. *Taking into account the participants' evaluation*, how do you think the training went overall? Were the learning objectives achieved? What could be improved?

II.   Bibliography on project-based learning

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* Interdisciplinary Journal of Problem-Based Learning (Journal online free available)
https://docs.lib.purdue.edu/ijpbl/

III. Compendium of successfully implemented youth projects

Udruga Mladi u EU

1	Developing Society
Organisation(s) involved	• Udruga mladih "Mladi u EU" (coordinator) • Europe Direct of the city of Sibenik (partner) • Comune di Trieste (partner) • Asociatia Tinerilor Cu Initiativa Civica (partner)
Project's length	8 months
Year of implementation	2017/2018
Topic(s) of the project	EU Citizenship; EU awareness and Democracy; Youth (Participation, Youth Work, Youth Policy).
Description	The project "Developing Society" is a European Voluntary Service (EVS) project aimed to enable young people volunteering through the EVS program and provide them with a unique opportunity for informal learning to enhance their professional skills and competences to increase their attractiveness to potential employers. The overall objective of this project is to promote volunteerism among young people in countries with a below-average share of the voluntary active population compared to the EU average and increasing the level of awareness of young people at the local level and beyond. The specific objective is to provide opportunities for young people to the long-term volunteering and non-formal learning to gain experience working in a team, learn to solve tasks with whom they are faced during their volunteering experience using different methods, to extend their knowledge about relevant issues regarding youth, improve their language skills

and that on the completion of their period of EVS to become an example of in their communities and encourage others to actively volunteering.

In addition to this, the objective of this EVS project is to increase the awareness of young people in the city of Šibenik, on the possibilities of high-quality use of free time, or/and the promotion of activities of the local ''Youth info centre'' (youth club) and the local info centre ''Europe Direct'' Šibenik.

Partners in the proposed project (as sending organisations) are organizations from Romania and Italy.

At the end of the EVS period participants gained increased self-confidence, they improved their communication and digital skills, they developed intercultural awareness, improved teamwork skills, project management skills and activities.

The project has been awarded as "best practice" in Croatia. For this reason, the association staff and one of the former EVS volunteers went to Brussels to present the project's aims and results during the "European Youth Week" organised at the European Parliament.

The target group	Two young people took part in this project. One volunteer was from Romania and she was 19 years old. She came from a difficult socio-economic situation: low-income family, educational difficulties and geographical obstacles. The other volunteer was 29 years old and he was from Italy.
What worked and success factors	In this project what worked was the communication among the partner organisations and between the staff of the coordinating association and the volunteers. Furthermore, the activities were linked with the motivation, the expectations and the aims of the volunteers.

2	Step into the future!

Organisation(s) involved	• Udruga mladih "Mladi u EU" (coordinator) • Adefis Juventud International (partner) • Associazione Attiva-mente (partner) • Association A.D.E.L. – Association for Development, Education and Labour (partner)
Project's length	9 days
Year of implementation	2017
Topic(s) of the project	EU Citizenship; EU awareness and Democracy; Youth (Participation, Youth Work, Youth Policy)
Description	"Step into the future!" was a youth exchange project, which aimed to spread the non-formal education activities among unemployed young people to improve their job-hunting knowledge, and skills. The overall objective was to reduce the unemployment percentage among young people in countries with below-average levels of youth employment compared to the EU average. The specific objective was to inform young people about the procedures and methods of job search (methods of self-employment through social and green entrepreneurship, writing a successful CV, applications and motivation letter, simulation of job interviews). In addition to that, the project's goal was a mutual exchange of knowledge and experiences among the participants as good practices in job seeking. Partners of this project were organisations from Croatia, Spain, Italy and Slovakia. The project resulted in: • a newsletter forwarded to other NGOs in each country involved in the project, which included a description of the projects and activities, a description of the non-formal learning methods in the main activities and learning outcomes; • greater awareness of the problem of youth unemployment at a national and international level;

- increased cross-cultural awareness;
- successful training for 23 participants (+4 group leaders) to address the unemployment problem and finding employment through the application of knowledge and skills acquired through the project.

The target group	There were 23 participants (+4 group leaders) from Croatia, Spain, Italy and Slovakia. The target group of this youth exchange was the following: - from 18 to 30 years old - unemployed young people - young people with educational difficulties - geographical obstacles
What worked and success factors	In this project, what worked was the communication between the partner organisations. Before the mobility, the participants participated in informal meetings with the sending organisations; they, in turn, followed the rules and the guidelines of the coordinator regarding the preparation of the mobility. All logistical arrangements were organised by the coordinator with the involvement of the sending organisations. However, the participants were at the centre of the project and, during the youth exchange, they conducted the non-formal activities designed by the coordinator with the partners' support. Team building and teamwork activities in the first days of the youth exchange helped the group dynamics and participants' attitude towards the activities. Furthermore, the coordinator was able to manage self-reflection activities, which supported the participants in their learning process during the entire project's duration.

3   StartUP! your career

Organisation(s) involved	• Udruga mladih "Mladi u EU" (coordinator) • Adefis Juventud International (partner) • Associazione Nea – Paese diffuso (partner) • Association "A.D.E.L. – Association for Development, Education and Labour (partner) • Association "Institute Perspective (partner)
Project's length	10 days
Year of implementation	2017
Topic(s) of the project	EU Citizenship; EU awareness and Democracy, Youth (Participation, Youth Work, Youth Policy)
Description	The overall objective of the project was to reduce unemployment among young people in countries with below-average levels of employment of youth compared to the EU average. The specific objective was to inform young people about the concept of start-up entrepreneurship and ways how to realise their business idea via a start-up firm. The goal of the project was also a mutual exchange of knowledge and experiences among the participants about start-ups and introducing them to good practices in the world of start-ups. Partners of this project were organisations from Croatia, Spain, Italy, Bulgaria and Slovakia. Participants learnt about the start-up framework in the EU and member states of the countries participating in the project. They were trained how to make business and marketing plans for their start-up firm using non-formal learning methods, how to engage in a start-up through social and green entrepreneurship, how to make the best out of crowd-funding, business angles and EU funds for starting a company.

| The target group | There were 28 participants (+5 group leaders) from Croatia, Spain, Italy, Bulgaria and Slovakia. The participants' profile of this youth exchange was the following: |

- from 18 to 30 years old
- unemployed young people
- geographical obstacles
economic obstacles

| What worked and success factors | In this project, what worked was the communication between the partner organisations. Before the mobility the participants participated in informal meetings with the sending organisations; they, in turn, followed the rules and the guidelines of the coordinator regarding the preparation of the mobility. All logistical arrangements were organised by the coordinator with the involvement of the sending organisations. However, the participants were at the centre of the project and, during the youth exchange, they conducted the non-formal activities designed by the coordinator with the partners' support.

Team building and teamwork activities in the first days of the youth exchange helped the group dynamics and participants' attitude towards the activities. Furthermore, the coordinator was able to manage self-reflection activities, which supported the participants in their learning process during the entire project's duration.

	4	It's time to volunteer

Organisation(s) involved	• Udruga mladih "Mladi u EU" (coordinator) • Adefis Juventud International (partner) • Associazione Nea – Paese diffuso (partner) • Association "A.D.E.L. – Association for Development, Education and Labour (partner) • Association "Institute Perspective (partner)
Project's length	8 days
Year of implementation	2018
Topic(s) of the project	EU Citizenship; EU awareness and Democracy; Youth (Participation, Youth Work, Youth Policy)
Description	"It's time to volunteer!" was a Youth mobility project for youth workers. The project aimed at connecting organisations active with young people. These organisations possess great experience in volunteerism and in developing connections for their employees' professional development. Project partners were organisations from Bulgaria, Slovakia, Italy and Spain. These countries have an average share of +15 years old involved in volunteer work lower than the EU average. The project aimed to increase the knowledge, competences and skills of the staff of organisations engaged in youth work in promoting the value and importance of volunteering among young unemployed people. It furthermore aimed at increasing the volunteer base of organisations in EU countries with a relatively low rate of the active population engaged in volunteerism. Its methods were creative and innovative and related to conducting public advocacy and information exchange of experiences between partner organisations. The results of the project were the improvement of competences and skills of professionals working with young people, the creation of promotional campaigns (Living library of volunteering) for public advocacy and outreach. Additionally, they were the adoption of new working methods to attract new volunteers in the organisations' volunteer base. Lastly, they related to the raise of awareness of EVS/European Solidarity Corps (ESC) projects and new skills that participants

have adopted through the exchange of experiences with other participants from other countries.

The project contributed to creating new international cooperations among the partner organisations and their networking created fertile ground for further joint work on similar projects. One important result of the project was the expert brochure "Conclusions and recommendations for promoting volunteerism" which consisted of learning outcomes that the participants acquired during the main activities in Šibenik.

The target group	There were 25 young people from Croatia, Italy, Spain, Bulgaria and Slovakia. Except for three participants, they were between 18 and 30 years old. They were youth workers and/or volunteers in youth associations. Some of them were former EVS volunteers that, after their service, had the wish to support local youth organisations. For this reason, for them, this training was an opportunity to learn more about youth work and its methodologies. The participants were all from the countries where the sending organisations were based except for the Italian team (a Polish National who is a board member of an Italian association).
What worked and success factors	The mobility's preparation phase was successful as the partnership worked together to assist their own "teams" to accomplish the tasks given by the coordinator. In fact, during the mobility, every day one team had to conduct an entire training session. It was a good methodology because there was profitable and huge networking among youth workers. It was the opportunity to understand the different working methods in different contexts and exchange good practices.

5	In EU(th) We Trust

Organisation(s) involved	• Udruga mladih "Mladi u EU" (coordinator) • Associazione Noi@Europe (partner) • Association "A.D.E.L. – Association for Development, Education and Labour (partner) • Klubs Maja - jaunatne vienotai Eiropai (partner) • Europejska Fundacja Rozwoju Czlowieka (partner) • Associacao Check-In - Cooperacao E Desenvolvimento (partner)
Project's length	9 days
Year of implementation	2019
Topic(s) of the project	EU Citizenship; EU awareness and Democracy; Youth (Participation, Youth Work, Youth Policy)
Description	The youth exchange "In EU(th) we trust" was an Erasmus+ funded project and it aimed to bring together young people from different European countries and allow them to share ideas and opinions about the European Union. The youth turnout in the last European elections was low, especially in the countries involved in this project. Therefore, the proposal aimed at promoting EU values and youth participation in democratic life improving the life quality in the local communities and facilitating the debate about Europe among young people. A mobility allowed to raise participants' awareness on European citizenship and youth participation, spreading "Europtimism", with a view to the forthcoming elections. This mobility was designed to engage young people and promote: • European citizenship and European values • youth participation in democratic life • the European Parliament elections

The target group	There were 29 participants (+6 group leaders) from Croatia, Portugal, Italy, Poland and Slovakia.

The participants' profile of this youth exchange was the following:

- from 18 to 30 years old
- unemployed young people
- geographical obstacles
  economic obstacles
- educational difficulties

What worked and success factors	The motivation of the participants was very strong, and it allowed the project to go well. The communication among partners (sending and hosting organisations) was good and the activities were planned together. The coordinating organisation gave the participants some tasks/homework to accomplish before their departures. This methodology helped the sending organisations in the preparation of the mobility.

The mobility programme allowed participants to better understand the European Union and their involvement was overall high.

6	Start the Change – Embracing differences through intercultural education and volunteering
Organisation(s) involved	• Centro per lo Sviluppo Creativo "Danilo Dolci" (Italy, partner) • FFE – Forum for Freedom in Education, (Croatia, coordinator) • Development Education Association (the UK, partner) • Youth Centre Dravinje (Slovenia, partner)
Project's length	2 years
Year of implementation	31/12/2016 – 31/12/2018
Topic(s) of the project	Community development
Description	The project aimed at fighting the phenomenon of radicalisation among young people, a prevention process that has to start as soon as in the primary and secondary schools. To deal with this issue, START THE CHANGE organised a large-scale coordinated action that foresaw the participation of 40 schools, 110 teachers, and more than 2000 youngsters across 4 European countries. The project's main objective was to make marginalised youngsters feel heard and to cultivate diversity and democratic values in the social threads, bearing in mind the fact that radicalisation often results from deprivation and identity crisis fuelled by negative personal experiences and wishes of revenge. The final objectives were to bring about changes in the way society handles diversity as a result of combined efforts in diverse fronts. Project actions were addressed to enhance teachers' intercultural capacities and civic competences to teach controversial topics, to equip the staff with peace-building ideas in their youth work, and to change the perception at a grassroots level with local diversity projects realised by youngsters.

The target group	More than 200 students (11 to 18 years old) participated in the activity implemented in Palermo, Sicily. They came from different areas of the city (including the historical centre and the suburbs), belonging to a quite different economic and cultural background according to the specific area and related schools (such as vocational high school, artistic, technical, economic, scientific, lower secondary schools etc.). The majority of the participating students were of Italian nationality, and a small number were second-generation immigrants.
What worked and success factors	All young participants were free to develop a project idea together with their peers after they learned how to think through a "project perspective". Thus, they felt engaged in implementing and rendering effective their ideas. Students were generally also not afraid to compare ideas with their peers and actively took the opportunity to express themselves, thus contributing actively in the planned actions.

	7	READ - Reducing social Exclusion through a creative approach to reading

Organisation(s) involved
- Centro per lo Sviluppo Creativo "Danilo Dolci" (Italy, coordinator)
- RIS Dvorec Rakičan (Slovenia, partner)
- AMADEUS (Austria, partner)
- International Transformation Foundation (Kenya, partner)
- JRP (India, partner)

Project's length

20 months

Year of implementation

01/09/2016 – 30/04/2018

Topic(s) of the project

Education and training; Non-formal education.

Description

The READ project promoted reading and literacy among young people through creative local activities, the involvement of educators, artists, youth centres, schools and libraries. The local activities helped youngsters in developing their motivation towards reading by interpreting books through arts (photography, theatre, drawing, etc.).

READ promoted non-formal education as a means to prevent and tackling phenomena as the diversity of learners, early school leaving and social exclusion.

Moreover, the project aimed at developing the skills of youth workers and trainers in the field of non-formal education. An Open Educational Resource has been developed to spread non-formal educational methods within formal education pathways.

The target group

+250 young people (from 18 to 30) coming from disadvantaged social and cultural contexts participated in the local educational activities and increased their interest in reading books and knowledge for a new form of art and culture linked to reading. The project involved not only EU countries but also non-EU countries. In Italy, our organisation had a Local Working Group made of youth workers, working at the local level on the topic, planning and developing several activities to raise awareness on education-related topics.

| What worked and success factors | The project planned local educational activities that lasted throughout the project's life span and that addressed disadvantaged young people. All the local teams in the partner countries have organised the activities in disadvantaged areas: in Italy, activities were carried out in poor socio-cultural areas of the city of Palermo and were addressed to individuals *Not in Education, Employment or Training* (NEETs) and young people with a migrant background. The activities did not directly include PBL but all the members of the local working group had to analyse the local situation, identify the main needs and find new ways to address the issues and involve the local youth. In this way, the project provided the right space for young people to participate in the life of the community and propose new solutions to local problems. |

8 — IDEANNOVASHIP – INNOVATE AND IDEATE FOR SOCIAL ENTREPRENEURSHIP

Organisation(s) involved	• Centro per lo Sviluppo Creativo Danilo Dolci (Italy, partner) • NAMCB - National Association of Municipal Clerks in Bulgaria (Bulgaria, coordinator) • GEA College – Fakulteta za podjetnistvo (Slovenia, partner) • IBOX CREATE (Spain, partner) • Antalya International University (Turkey, partner) • University of Thessaly (Greece, partner)
Project's length	2 years
Year of implementation	01/03/2016 – 28/02/2018
Topic(s) of the project	Youth empowerment; Entrepreneurship.
Description	The IDEANNOVASHIP project aimed at developing a specific training programme for young people based on the skills that foster social entrepreneurship. At the same time, the project wanted to "train the trainers" so that the training programme could be spread in different institutions, outside the partnership. The main objective was to increase the employability of young people in Europe through the promotion and creation of new social enterprises in partner countries. More generally, the project aimed at helping young people overcome their fears and motivate them to be protagonists of their working lives.
The target group	250 young people were reached. Profile: • economics' students • age around 23-25 • youth from Spain, Greece, Bulgaria, Italy, Slovenia
What worked and success factors	What worked was the fruitful implementation of training addressed to youth to make them able to create "innovation camps" – a creative space where ideas and inspiration are exchanged creatively to generate new future, entrepreneurial plans - thus allowing them to generate ideas for future social enterprises. Moreover, the ideas and proposals shared by the youth during the trainings and their local follow up have been important, since they provided a solid basis for the young people involved and their future career.

9 — Fablab Schools EU – Towards digital, smart, entrepreneurial and innovative pupils

Organisation(s) involved	- Centro per lo Sviluppo Creativo "Danilo Dolci" (Italy, partner) - Municipality of Vejle (Denmark, coordinator) - Aarhus Universitet (Denmark, partner) - Fundacion La Laboral Centro De Arte Y Creacion Industrial (Spain, partner) - Vereniging Ons Middelbaar Onderwijs (The Netherlands, partner)
Project's length	2 years
Year of implementation	01/11/2016 – 31/10/2018
Topic(s) of the project	ICT and e-learning; Entrepreneurship
Description	The project "Fablab Schools EU: Towards Digital Smart, Entrepreneurial and Innovative Pupils" aimed at developing common methodological principles for digital fabrication education across Europe. This new technology that includes programming tools such as 3D programming, 3D printers and lasers cutters presents a pressing need to boost the new generation's creativity, productivity and entrepreneurial spirit. The project developed innovative approaches and cutting-edge ICT-based methodologies based on the methodology of the "Design Thinking" to motivate students to learn and to prepare them for the tech-savvy labour market of the 21stcentury. To achieve this impact, a consortium composed of schools, municipalities, regions and resource centres worked closely together to reach an optimal understanding and implementation at all levels, involving schools, teachers and students. Different pedagogical methods for digital fabrication were experimented in the project to develop the above-mentioned competencies in young people, providing schools with innovative tools to be used transversally in all the fields of education.
The target group	The target group of the project were high-school teachers and their students. Students were from 13 to 16 years old, with different background (from local inhabitant to migration background).

What worked and success factors	The success of the project was not only with teachers but also with students: they have learned not only new "maker" skills related to new technologies but also learned group work, discussion and reflection through the Design Thinking methodology, which allows them to think, plan and act with their work at school.

10	Jugend. Politik Partizipation

Organisation(s) involved	• Sapere Aude – Association for civic education (partner) • 4You Jugend (coordination) • 4 youth centres in Upper Austria
Project's length	7 months
Year of implementation	2015
Topic(s) of the project	EU Citizenship; Youth Participation; Youth Work; Youth Policy; Social Inclusion; Empowerment; Improvement of skills.
Description	The project aimed to get youngsters from rural areas interested in the regional elections. Project design: • Preparation Workshops: we cooperated with several youth centres in one rural area. We did two preparatory sessions in each youth centre, where we informed the youngers about the project and tried to motivate as many youngsters as possible, to take part in the project. Those young people who showed interest in the project were asked to think of questions they wanted to ask the top candidates for their local councils and the regional parliament. • Interviews and Videos: Dates with the candidates were set and the interested youngsters informed. On every interview date, a videographer joined the project and filmed the youngsters while they were interviewing with the candidates. The storyline of each video was that the youngsters played a type of special unit that took care of youth participation, being on a mission to find out what the candidates do for young people in the region. Alongside this storyline equipment and costumes were bought, a delivery van was rented, so that the youngsters could dress up as a type of special unit, kidnapping the candidates. • Promotion of the videos: After the videos where shot and cut, they were put on YouTube, to distribute them among different youth groups.

The target group	The candidates were 20 to 25 youngsters from rural regions in Austria. All of them did go regularly to youth centres in the regions or were friends with other youngsters going there.

All of them were Austrian citizens, only some of them had an immigration background. Hardly anybody did take part in a project like this or another volunteering project before. |
| **What worked and success factors** | The special storyline of the videos was working as a kind of „double ice-breaker": It made was more interesting for the youngsters to take part in the project (even if they had little interest in politics before) and it was easier for them to conduct the interviews with the candidates confidently.

The idea that we could raise interest in politics through the backdoor (which in our case was the video-format) worked out. |

	11	BFI like it or change it

Organisation(s) involved	• Sapere Aude – Association for civic education (coordinator) • BFI Wien (partner)
Project's length	18 months
Year of implementation	2017-2018
Topic(s) of the project	EU awareness and Democracy; Educational methods; Development of training courses; Youth participation; Social Inclusion; Empowerment; Improvement of skills.
Description	Aim: Trying to empower disadvantaged apprentices Project design: Sapere Aude conducted several workshops where the apprentices learned about politics and participation. At the end of each workshop-session, the youngsters got the chance to speak of problems they have during their apprenticeship, as well as of ideas to improve institutional processes in their organisation. The youngsters were filmed during this process and the videos were uploaded on a website accessible for the management board of their organisation could. Some of the best and most concrete ideas were selected and the management board tried to start change-management processes alongside these ideas.
The target group	The participants were 250 youngsters that where doing an apprenticeship at BFI Wien. Around half of them were Austrian citizens, almost all of them had an immigration background.
What worked and success factors	The youngsters had the chance of total anonymity during the project, especially while they were speaking out their ideas and critiques in front of a video camera. They could mask themselves and their voices were covered by distorting effects if they wished so. With these measures, around 70 per cent of the youngsters in the workshops did agree upon producing a video.

12	**Verstärkt politisch**

Organisation(s) involved	• Sapere Aude – Association for civic education (coordination) • Chamber of Labour Lower Austria (partner) • HAK and HTL ST. Pölten (school partner)
Project's length	4 years
Year of implementation	2016/2017/2018
Topic(s) of the project	EU awareness and Democracy; New innovative curricula; Educational methods; Development of training courses; Empowerment; Improvement of skills.
Description	Aim: Setting up a sustainable peer-project for civic education. Project design: • Peer-Selection-Phase: After finding two interested partner schools, we designed a civic education workshop that also peer coaches were able to do. The workshop was conducted in 7 classes of the schools cooperating in the project. In the very end of each workshop, the pupils had the opportunity to register themselves as interested peer-coaches. Together with relevant teachers, we did pick out 18 out of 100 interested peer-coaches. • Peer-Phase: The 18 coaches were trained in a 3 days-course, where they learned training skills. Moreover, they had the opportunity to make themselves known with the content and methods and with the 3 hours workshop they were asked to become peer-coaches. After the end of this vocational training, the coaches were conducting about 25 workshops in other classes of their schools. In the very end, they were validated and certified during a final event. • Follow-up: After two years and before the peer-coaches were about to leave the school, they were asked to make up their minds about how a follow-up project should be designed. During a three days of training, the old peer-coaches and the responsible teachers set up a follow-up project design that made it possible to select and train a new group of peer-coaches.

The target group	Around 700 youngsters aged between 14 and 20 years All of them were going to one of the two participating schools. Most of them were Austrian citizens, some of them had an immigration background. 18 peer coaches, from the mentioned schools, who took part in the project voluntarily after a preparation workshop.
What worked and success factors	Through the intense involvement of the youngsters and teachers in the design of a follow-up project, it was possible to set up a sustainable project that after more than 4 years of work is still going on in the partner schools.

13	**Junge Politik 2.0**

Organisation(s) involved	• Sapere Aude – Association for civic education (partner) • Netzwerk Kinderrechte Österreich – National Coalition (coordination)
Project's length	7 months
Year of implementation	2015
Topic(s) of the project	Educational methods; Development of training courses; Youth Participation; Youth Work; Youth Policy; Empowerment.
Description	Aim: Bringing young people together with political decision-makers, to advocate for their interests. Project design: • Preparation phase: During an application phase, we searched youngsters aged 15 to 24 all over Austria, via social media and other digital channels, as well as via personal contacts. 20 out of 45 were picked to volunteer in the project. The management team took care of the composition of the youngsters, which then was diverse and balanced, regarding the participants age-level and the regions of their origin. After that, the 20 selected youngsters where invited, to prepare for interviews with politicians and policymakers during two weekend-training sessions. During the sessions, team-building inputs and the development of different interview directories was given most of the attention. • Implementation phase: 5 interviews with high-level politicians were conducted by the youngsters. During the interviews, the volunteers did also try to advocate their and other young interests to the politicians and policymakers.
The target group	20 Participants were volunteers between 15 and 22 years from different regions in Austria. Three of them were refugees from different countries of origin. Most of them were already active in different Austrian youth work organisations.
What worked and success factors	The team building was very important and worked out well. The youngsters participating in the project therefore showed a lot of interest in the political and social views of the others.