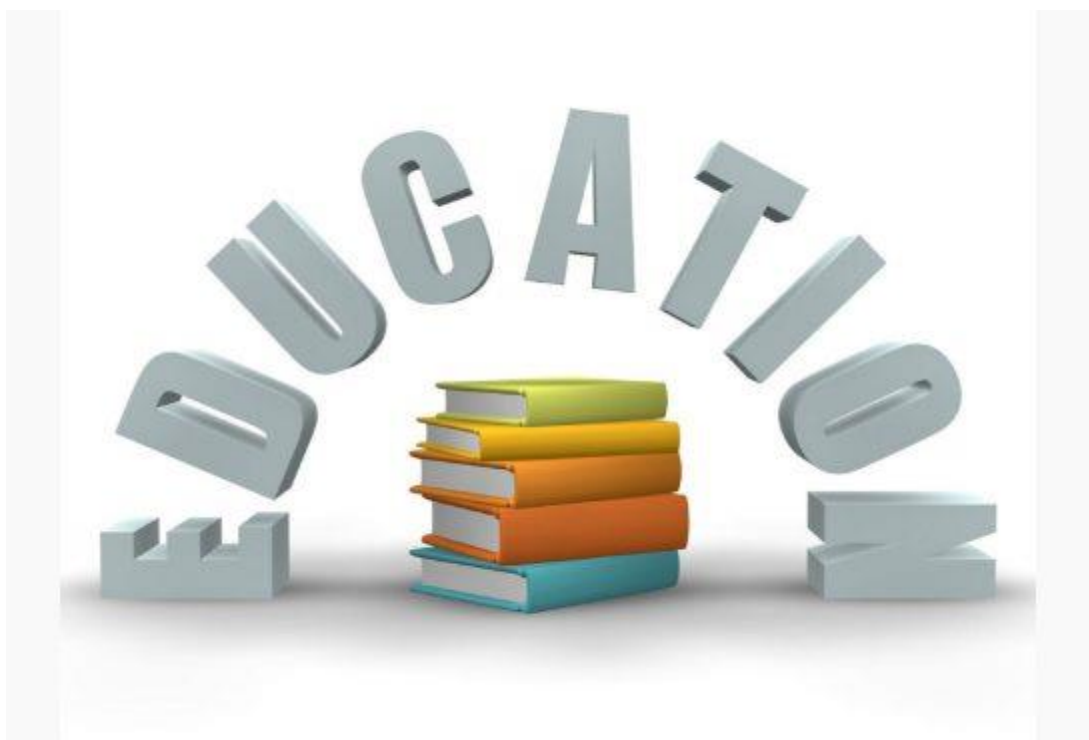




# Erasmus+

## **“IMPROVING EDUCATION-IMPROVING LIFE”**





## INTRODUCTION

*In a frame of our strategic partnership we have planned to organize transnational meetings of youth workers to exchange practices and to develop a final design tool in the form of publication with selected working methods in the field of non-formal education. Furthermore, we have also planned to conduct activities in the field of practical educational experience - Study Visit activity. Moreover, the results and experience gained during the implementation of the project was discussed by on transnational meeting - Final Evaluation Seminar. To ensure the sustainability and dissemination of the project's results, after finishing the project's lifetime we will conduct conferences at local / regional level in order to start a dialogue with local authorities and institutions about the need of developing a common strategy to fight the unemployment and low level of education among youth. During the conference, we had taken a discussion about the possibilities of using non-formal education and its methods in combating youth unemployment in the future.*

## THE PUBLICATION

*This publication contains the best and the most effective working methods with youth used in non-formal education on the basis of experience of all organizations forming the strategic partnership. During the project we have exchanged, experience and we have also tested new and already known working methods with youth in order to select the best ones and publish them in the form of guideline available for free to all organizations, institutions and establishments, teachers and youth workers both at the local, regional, national and international level.*

*All partners are responsible for its distribution to all target groups of the project in their home countries. Moreover the publication will be distributed also to those partner organizations and local/ regional and even national institutions that didn't take part in this strategic partnership so it will allow them to benefit from our work as well.*



## STRATEGIC PARTNERSHIP

*The strategic partnership is composed of highly complementary body including the applicant and nonprofit organizations from different regions of Europe. The decision to realize the “Improving Education - Improving Life” project was made in cooperation of 4 Partners from Europe: Luxembourg, Poland, Macedonia and Estonia. L'ASSO is the NGO established in 2011. The objectives of the NGO are the development of sports and urban activities on local and international level. LASSO is an organization established by young people for young people and we are leading young people in our region and motivate them to participate. LIMITLESS is a recently registered youth organization, which aims to promote the values of international mobility, volunteering, citizenship and participation of youth people at international level. One of the main goals of the organization is to promote European citizenship and to encourage young people through the whole European Union to get involved in the social and political life. Amanet is a non-governmental organization founded in 2012 in Bitola, Macedonia by a group of enthusiasts who wanted to contribute to building a better civil society in Macedonia. The organization's goals are developing traditional, cultural and spiritual values of the people in urban and rural areas but also spreading European values as a key for understanding between cultures and prosperity; as well as promoting cooperation, tolerance and communication among different cultures. Be Active! is a non-governmental organization established by a group of young people wishing to contribute to the building of a civil society in Estonia. Its aims are: to organize non-formal education activities for youth, as well as youth- and social workers to encourage youth to participate in the building a civil society to support an active participation of young people, including those with disabilities, in their local communities to launch activities around the issues of European integration and international co-operation to engage youth in international educational activities to organize and promote international voluntary service projects to help develop local communities through intergenerational activities involving kids, youth, adults, as well as elderly people.*



*The previous cooperation and researches conducted by the partners of the project revealed many important things in common in their countries such as insufficient level of education, rising unemployment especially among young people, not enough qualified youth workers especially in field of non-formal education and youth with fewer opportunities, insufficient cooperation of NGOs with local authorities, insufficient number of NGOs working in the field of youth.*



## OBJECTIVES

- promoting young people's social inclusion, notably through projects tackling the issue of youth unemployment and innovative support*
- developing and promoting new methodologies and tools uptake in youth work and non-formal learning*

*- developing basic and transversal skills in the field of youth, using innovative and pedagogical approaches and developing appropriate assessment and certification methods based on learning outcomes.*

*According to our needs we have established common objectives of the project such as:*

- to give opportunities to youth workers organizations to develop a quality European mobility projects to support young people in the realization of mobility projects and to facilitate their professional inclusion;*
- to reinforce the European cooperation in order to improve capacities of organizations involved in the field of youth education and professional inclusion to support young people in the realization of mobility projects;*
- to share practices, existing methods and tools in different European countries used to support youth workers in the realization of projects and activities in the field of youth and non-formal education;*
- to better understand the needs and problems of youth workers and people working in non-formal education;*
- to create new methodology and tool to train and reinforce the capacities of youth workers in the European mobility projects;*
- to gain a better understanding of importance of non-formal education and its working methods in combating youth unemployment and social exclusion;*
- to favor dissemination of the tool and methods created by diffusing results of this project at local, national and international level.*

## METHODOLOGIES APPLIED THROUGHOUT THE PROJECT

### EDUCATION FOR ALL?

**Themes** • Education • Children • Citizenship and Participation

**Group size**    small groups 4-5

In this activity participants have to locate and match pairs of cards as they think out about the inequalities of educational provision world-wide and how to achieve “Education for All”.

### **Objectives**

- To build up knowledge about education and how it touches on all spheres of life
- To develop memory skills and skills of critical analysis
- To encourage responsibility and a sense of human dignity and justice

### **Material**

- 1 set of the game cards for every three or four participants
- Paper and pens for notes in part 2

### **Instructions**

Ask participants what they know about the World Education Forum (WEF) and “Education for All” (EFA). If necessary, explain briefly about the EFA goals and that achieving primary schooling for everyone is one of the Millennium Development Goals (MDGs).

2. Explain that the activity is divided into two parts: part 1, the memory game and part 2, reporting on the issues.

### **Part 1. The memory game** (10 minutes)

1. Explain that there are twenty pairs of cards. Each pair comprises a statement card and a picture card, and the task is to match the two. The statements on the cards all relate to issues concerning Education for All and human rights and education.
2. Ask if participants know a game called Concentration, Memory, Pelmanism or Pairs because this is what they are going to play in small groups of four. Review the rules: they spread the cards face down on the floor or on the table. One person starts and turns over two cards. The game ends when all the cards have been picked up. The winner is the player who holds the most pairs.

## **Part 2. Reporting the issues** (60 minutes)

1. List the issues on a flipchart. Ask for volunteers to read out the headings on the cards while you write them down.
2. Ask the group to identify four to six issues which interest them most.
3. Divide the group into sub-groups of 4 or 5 people. Ask each sub-group to pick two of the issues they would most like to discuss.
4. When the issues have been agreed and allocated, give the groups 20 minutes to discuss their two chosen issues. The starting point for the discussions should be the question printed in italics in the cards.
5. After 20 minutes, call people into plenary for reporting back. Take each issue in turn. Give each group just 5 minutes to feed back and allow no more than an extra 5 minutes for questions from the floor.
6. After all the groups have reported on all the issues, move to the debriefing.

The intention in using this technique is to bring an ingredient of fun to the process of gaining information which will be needed for the discussion.

This is a fairly simple activity to facilitate. Be sure that you have read all the cards before you do the activity. Be sure that you know which card matches with which so that during the game you can offer guidance and verify that pairs are correct.

## **TALE OF TWO CITIES**

### **Themes**

- Citizenship and Participation
- Social inclusion
- Work

### **Group size** 4-10

This is a board game in which players vote for the kind of city they wish to live in and the amenities they wish to enjoy. The issues addressed include:

- Social solidarity
  - Employment
- The implications of paying taxes



- The value of local democracy
- The right to social security

### **Objectives**

- To understand the importance of social welfare to community life
- To develop communication and teamwork skills
- To promote values of solidarity and responsibility to the community

**Materials** • 1 copy of the board game • A3 size card or paper (optional but preferable) • 1 dice • Paper clips of two colours (e.g. red and blue). Equal numbers of each colour. Enough clips for one per player. • Scissors • Removable sticky gum or “Blu-tac” • 4 sets of the replacement cards • 2 envelopes • Money (6 000 Ems per player) • 2 copies of the City Banker’s task sheet • 1 copy of the Game Banker’s task sheet • Paper and pens • Timer • Projector and to display rules (optional)

### **Instructions**

1. Explain that this activity is a board game and show them the board. Trace out the path representing city A, and then the path representing city B. Note where the two paths cross and the squares where people collect their salary, pay their taxes and get a “chance to change”, meaning a chance to move into and to play in the other city.
2. Explain how to play (see the handout below). Make sure everyone understands the rules. Decide when the game is going to end.
3. Get the bankers to make themselves simple identification labels so the players know to whom to pay their taxes!

## **TRADE UNION MEETING**

### **Themes**

- Employment
- Professional inclusion
- Social inclusion

### **Group size** 10 – 15

This is a simulation of a meeting between an employer and employees together with their trade union (TU) representatives to negotiate wages and conditions. The issues addressed include:

- The role of trade unions
- Collective bargaining in the workplace
- Workers' rights

### **Objectives**

- To widen understanding about the work and role of trade unions in civil society
- To develop consensus decision-making skills
- To promote participation, responsibility and solidarity



**Material:** • Copies of handout 1, “The situation”, one per participant • Copies of handout 2, “A short glossary of some labour terms”, one per participant • Labels for identification purposes (optional) • Paper, coloured markers and pens (optional)

### **Instructions**

1. Introduce the activity. Explain that it is a simulation of a meeting between employers on one side and employees' and trade union representatives on the other. The aim is to get an agreement on workers' wages and conditions using collective bargaining.
2. As a warm-up, ask the group to decide the name and business of the company they want the scene to be set in. It can be a real or imaginary company, manufacturing real or imaginary products. Let them also give the trade union a name.
3. Now divide the participants into two groups in a ratio of 2:1. The smaller group are the employers and the larger group are the employees and their trade union representatives.
4. Hand out copies of handout 1, "The situation" and handout 2, "A short glossary of some labour terms". Give people ten minutes to read the papers, and then check that everyone understands the information.
5. Outline briefly how the simulation will run: The employers are the convenors and one of them chairs the meeting. They will put their proposal on the table first. Then the TU and employees' representatives will put their proposal forward. After that all parties will negotiate to try to reach an agreement.
6. Ask the participants to agree the procedures for the meeting, for example, when the negotiations are underway, should there be a time limit on how long each person can talk – a maximum of 2 minutes perhaps? The total time for the meeting? The procedures for taking short breaks so the representatives can consult their constituencies etc. Who else can talk, or will it only be the representatives?
7. Now ask people to get into their two groups to prepare (30 minutes). The employers should choose two representatives and someone to chair the meeting. The workers/TU should choose two representatives. Both groups should then:
  - Elaborate a new proposal to be presented at the meeting.
  - Decide what negotiating powers the representatives should have.
  - What their bottom line is, that is what is the worst case scenario and the lowest acceptable agreement?
8. When the groups are ready, invite the representatives to sit on the five chairs in the inner circle and the others to sit behind them. Invite the chairperson to open the meeting.

# SWOT ANALYSIS

**Type:** evaluation tool

**Theme:** Social inclusion

**Objective:** understand what are the situations in each country related to the condition of problematic Youth categories and how Art as a tool of inclusion/rehabilitation it's seen in each country.

**Material:** sheets, pens

**Instruction:** thinking about art as a tool of inclusion for problematic youth, divided into groups, each group should write what are considered like strengths, what are considered weaknesses, what are considered like opportunities, what are considered like threats.

# FLOWER POWER

**Theme:** Avoiding social exclusion

Encouraging social inclusion

**Objective:** to develop understanding about the connection between human needs, personal well-being and human rights – to develop skills to reflect and analyze – to foster solidarity and respect for diversity –

**Material:** A plain wall with enough space to hang all the drawings – a pencil for each participant; erasers; colored markers to share – tape to hang the drawings on the wall – flipchart and markers

**Instruction:** All of the participants should draw a flower to represent their own needs as human beings. The flower should have eight petals: • basic needs •

personal security • financial security • health • friendship • family • esteem • personal fulfilment

The sizes of the petals should correspond to how important each of the eight needs is for them at this time in their lives. Each person's flower will be different. Give out the paper, pens and colored markers and ask each participant to draw their own personal flower in the middle of the paper leaving space around. There are no right or wrong, good or bad "answers"; everyone's flower will be unique. To motivate people, say that there should be no names on the papers. Give them ten minutes to do this stage. Then ask participants to think about the conditions that have to exist so that they can blossom and be complete human beings. Ask people to draw leaves around the flower to represent these conditions and to write key words on the leaves. Allow ten minutes for this. Finally ask participants to fix their work on a wall to make an exhibition. Allow participants time to look at the flowers. Then ask them to get into small groups of 3-4 and ask them to discuss the followed questions: Are there any links between social inclusion and the flowers and the leaves? If so, what are the links? Is social inclusion important? Why? What do the words "social exclusion" mean to you?

## CONSEQUENCES

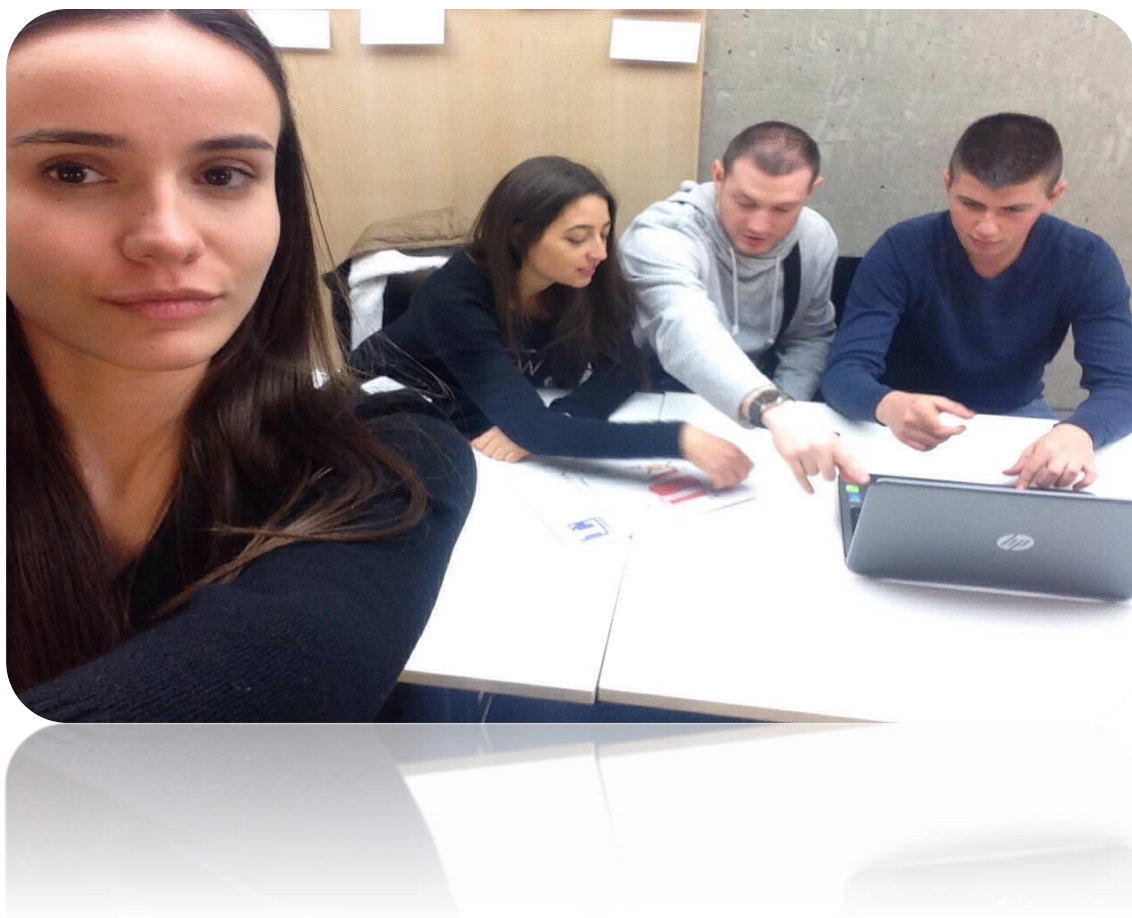
It is an effective way to start a debate and helps to provoke discussion about how young people are seen by adults in the community.

**Material:** Flipchart paper Pens

**Group size :** 5-6

**Objective:** to encourage social inclusion, to point out to the society the importance of social inclusion concerning young people.





### **Instructions:**

1. Ask the group to form a circle facing each other. Hand out a sheet of paper to one member of the group and give them a pen. If you are working with more than a group of six young people you may want to hand out two sheets of paper so that everyone gets a turn. 2. Explain that you want them to draw the head of a typical young woman or young man, or if you are working on certain topics such as drug use for instance, you can ask them to draw a typical drug addict. Draw attention to the need for detail, for example, hairstyles, hats, makeup, etc. 3. When they finish ask the participants to fold the paper so that their drawing cannot be seen and pass it to the person on their right. 4. Continue passing the paper and adding to the portrait until you have completed head, body, arms, legs and feet. 5. Present the picture to the group. Do people have similar ideas of what a typical young person, drug addict, etc. looks like ? What are the differences ? Where do they get their images and information ? How accurate are they? Facilitate a

discussion around stereotypes and how these affect people's views and opinions. Discuss how stereotypes are internalized from the images we see in the media as well as in our own experiences.

## PRECONCEPTIONS OF YOUNG PEOPLE WITH FEWER OPPORTUNITIES

**Objectives:** The purpose is to give a glimpse of different conceptions of youth social exclusion through playing and moreover to give a taste for getting to know each other's language through theatre methods. This exercise will surely be followed by informal discussions, especially if implemented as an evening game after dinner.

**Materials:** A big room arranged with a scene, papers and pens

**Group size :** 10-15

**Instructions:** 1. First, the facilitator explains that the exercise will deal with light theatre methods. People not feeling comfortable being actors will contribute without acting. National groups should be formed (up to four participants per country), the groups will be allowed 1 hour to prepare short sketches on youth social exclusion according to their cultures and using their languages. Humour is of course welcomed. In the second part of the exercise, the sketches will be presented to the remaining groups (arrange a place with some kind of stage). 2. The facilitator should clearly explain the following rules : • If there are people not comfortable with theatre methods they may participate in setting up the sketches and later on act as narrators-translators when the sketches are presented by the actors. • Each national group will act its sketch in its own language. It is very important that the actors clearly write out their dialogue (one paper per actor stating what they will say). • The sketches should be short (no more than one minute using simple dialogue). No props or materials should be used. • Each group should use one or two people not acting to narrate the dialogues using the training

working language. 3. The groups prepare their sketches separately during one hour. During this time the facilitator can arrange a stage where the performances will take place. 4. Once all the groups are ready, the facilitator explains the following rules: the sketches will be played one after the other; it will be presented by the actors with a translation; when each actor has finished a phrase, the narrator-translator will translate it immediately using the training working language in order to ensure that the participants understand the sketch; short sentences should be used to facilitate the “translation task. 65 8 T-Kit on Social Inclusion 5. When the sketch is finished, the facilitator may allow a moment for the actors to explain their performance if needed. It should not be too long. 6. The actors remain on the stage and the facilitator asks for volunteers in the public, one standing behind each actor as a shadow. 7. The sketch is performed once more with the shadows. The actors should articulate when speaking and show the written phrases to their shadows when telling their phrases. The sketch is translated one more time. 8. The sketch is performed a third time, the shadows becoming the actors and vice-versa. The shadow should help the new actor with pronunciation when performing the sketch (without being too formal, just playing). The sketch is not translated any more. 9. The sketch may be performed a fourth time without any shadow. 10. All the sketches should be performed.

## OUTSIDERS

**Theme:** Feeling the social exclusion, negative effects ensued by social exclusion influence

**Objectives:** An interactive exercise exploring the effects of exclusive grouping on an individual while exploring how we react to experiences of rejection and what it feels like to belong to a group.

**Material:** None

**Group size:** Minimum of 12

Instructions: 1. Ask someone to volunteer to leave the room. The remainder of the group divide themselves into groups according to some agreed criterion – for example, hairstyle, eye colour, type of clothing, height or accent. (3 minutes) 2. The outsider is called in and guesses which group they belong to. They must state why they believe that group is their group. If the reason is wrong they may not join, even when they have picked the correct group. (4 minutes) 3. Continue with a new volunteer, giving as many participants as possible an opportunity to go outside, subject to time. Reflection and evaluation: How do we behave when we belong to a group? Is it easy to reject outsiders? Is it enjoyable? Do we empathise with the outsider or do we enjoy our power?(3 minutes) Some further tips: This exercise focuses on the feelings and experience of being rejected rather than on communication. It can be used to focus a discussion on prejudice and how we react to belonging or not belonging. It could be developed into a study of personal experiences.

## UNEMPLOYMENT: MISSION POSSIBLE

**Theme:** Social inclusion, Unemployment, Professional Inclusion

**Group size:** 8-10

**Material:** Printed description of tasks per group, large room for presentations, preferably good weather if you intend to use it outdoor.

**Objective:** to find solutions in order to face with unemployment, to point out the benefits of social inclusion.

**Instruction:** Participants are asked to form circle, then triangle and later - a square. The people standing in the line of a square become a group.

Each group gets a list of tasks:

- Draw a map of Europe

- Find out from local people what they think about the reasons on Unemployment in Portugal and Europe
- Create a human sculpture representing Employment
- Translate to Portuguese and as many languages as you can : "I don't have a job but I am working on it"
- Write and sing a song containing the following words: fish, job, sun, young, Portugal, training, tram-pam-pam
- Find out weather forecast for a Wednesday afternoon

20 minutes for presentation of group results and linking it with the teamwork during the training and the content.

## EVERYBODY HAS SKILLS – MEASURING PERSONALITIES

**Themes:** social inclusion, professional inclusion

**Objective:** An exercise to be used twice as part of a longer training course, once in the beginning, once in the end. The aim of the exercise is to make people aware of their own skills, and also of what they are not able to do (yet).

**Material:** Long strip of paper (5-10 metres) with a scale on it from 1 to 10

**Group size:** 6-8



**Instructions:** 1. Explain to the participants that the scale is to show your personal abilities and that all participants are supposed to judge honestly for themselves if they still need to gain these abilities (1) or if they think they already have them perfectly in order (10). Also, explain that the exercise will be repeated at the end of the training to see if there are any changes, either because people acquired skills or discovered they had skills they did not know about yet. Also make clear no one will be judged on where they are going to stand, that the exercise is mainly for them. 2. Put a statement to the group and ask people to take places; if they agree completely with it, they should go to 10, if they feel that it does not apply to them at all, to 1. Or they can find a place in between. 3. Ask a few people in the group to explain their positions, but do not force anyone to say something if they do not feel like it. 4. Repeat the exercise with several other statements 5. At the end of the training, repeat the method and ask people if anything has changed for them since the first time. Examples of statements: • I am very good at co-operating • I am a natural leader • I am good at giving feedback • I am good at receiving feedback • I am good at helping people • I am innovative and always coming up with new ideas.

## STUDY VISIT IN BITOLA, MACEDONIA

*Study Visit, lasting 7 days, involving 1 youth worker from each organization in Macedonia*

*This activity gave to all partners a chance to work in one intercultural group in a non-formal way, reducing the prejudices as well as raising the awareness and the sensitivity for different cultures. The youth workers have been working together in a very experienced organizations from Macedonia working in the youth field and non-formal education which has given them the chance to turn their ideas into reality.*



## VISIT OF THE RADIO STATION UKLO

*During the study visit we have visited local radio station “UKLO”. In order to share our Erasmus+ experiences, get to know more about organization, and convince local people to use possibilities supplied by the European Union.*

*The “UKLO” station is situated in the University of the Law in Bitola. The radio supplies 30 radio shows in different fields (from news and language lessons, to fashion programs) and cooperate with over 30 journalists. The important point is that “UKLO” gives the opportunity to volunteers and journalism students to cooperate and gain necessary experience.*



## VISIT OF THE NGO YMCA

*We went to visit the NGO YMCA. They work with people from different ages in order to gain experience in their professional fields. They have local activities in which they include the young people from Bitola. They often have sport activities as well as they visit the high schools in order to approach the youth with the NGO sector.*



## VISIT OF “CULTURAL INNOVATIVE CLUB”(CIC) IN NOVACI VILLAGE”

*On 1st of November we have visited Novaci village and “Cultural Innovative Club—non-formal organization that is maintaining there.*

*CIC was founded in 2012 in Novaci almost without resources. Thanks to good cooperation with the local government and engagement of the founders, organization growth fast during this 4 years.*

*Nowadays it works in 5 different fields :*

- A) Creative workshops
- B) Video workshops
- C) Literature
- D) Drama and theatre workshops
- E) Art workshops, including music.

*All the activities are led by professional teachers, trainers & instructors in order to supply best quality. The activities are aimed to 3 target groups aged 11-18 and university students. Additionally CIC host the Peace Corp volunteer—Helen from United States, that support them in current actions.*

## **TOGETHER MACEDONIA**

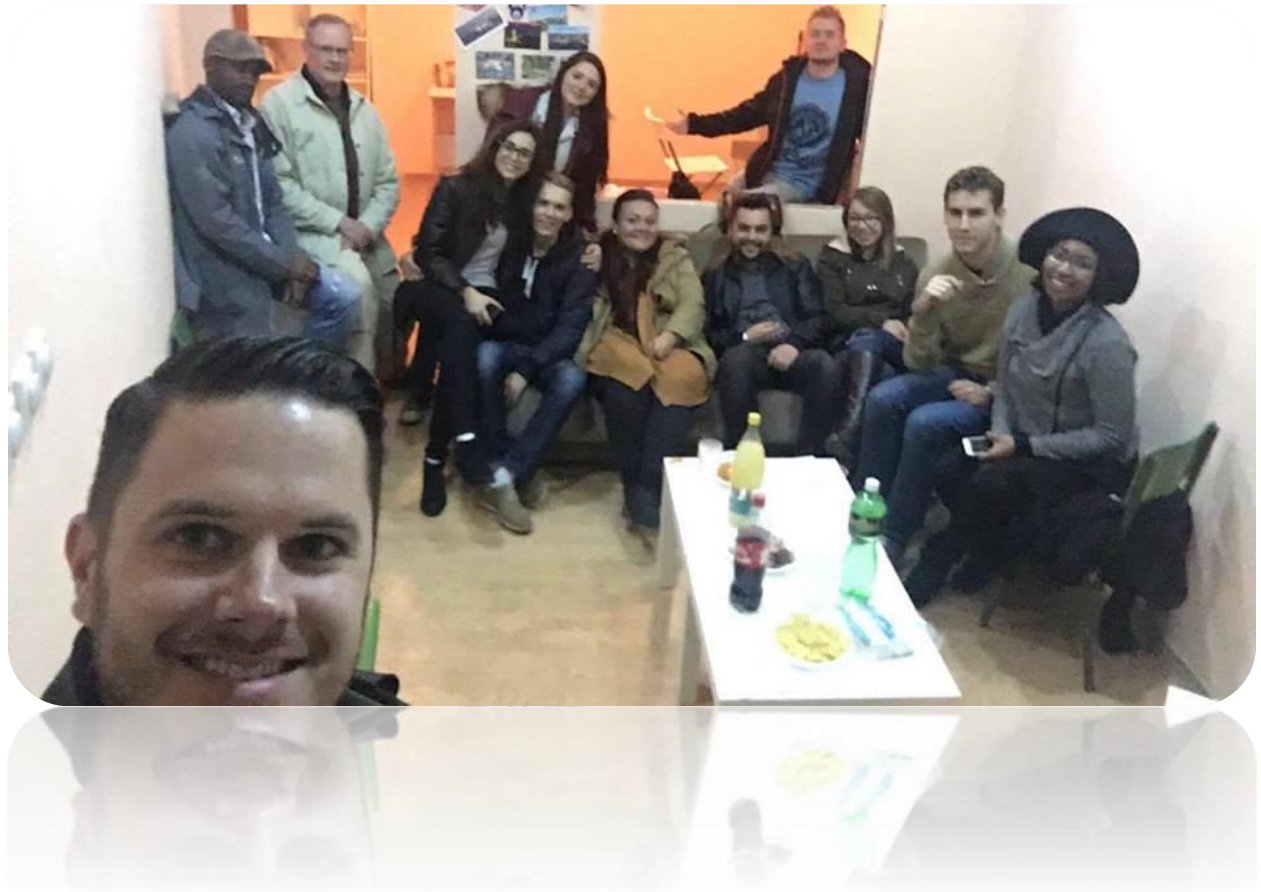
*Together Macedonia is a part of Together platform that operates in many countries in Europe. Organization actions are mostly focused on:*

- *Professional development,*
- *Professional orientation,*
- *Erasmus+ projects planning, coordination and realization,*
- *Peace Corp cooperation.*



## CONVERSATION CLUB

*The topic of Conversation Club was focused on Erasmus+ programmes, that includes Youth Exchanges, Training courses and European Voluntary Service. All event was efficiently led by Andrew – Peace Corp volunteer form United States.*



*We had possibility to share our experience and discuss about Erasmus+ with group of people in different age.*

*After meeting we went altogether to café and continue socializing with offtopic. That was a great evening!*





## ACHIEVEMENTS

*We achieved the project's goals through the following activities which are the most appropriate to reach the designed objectives of our project, such as:*

- 1. Partner-Building Seminar involving 2 youth workers from organizations creating the strategic partnership, taking place in Luxembourg in July 2015;*
- 2. Training course about working methods with youth involving 20 youth workers from organizations creating the strategic partnership, taking place in Luxembourg in October 2015;*

- 3. Study Visit activity, lasting 7 days, involving 1 youth worker from each organization in Macedonia in dates March 2016;*
- 4. Final Evaluation Seminar involving 1 youth worker from organizations creating the strategic partnership, taking place in Estonia in September 2016.*



*The strong partnership and developed capacity of youth organization between participating countries is based on previous cooperation, completed with success. Thus, it is very important to carry out any initiative together. Our project based on the international strategic partnership of 4 organizations from Europe has both innovative and complementary features.*

# IMPACT

*The project made a solid impact on the future activities of the promoters on local, regional, national and even international level, as following:*

- Building a common tool and working methodology in order to meet the needs of young people in a field of non-formal education;*
- Beginning discussion with different authorities on developing local / regional strategy to combat the youth unemployment and increase the entrepreneurship among young people using non-formal methods of learning and non-formal education;*
- Communication platform – which has improved the partnership and has encouraged other organizations to get involved, develop sustainable partnership and networking between Partners in the field of the youth;*
- Higher quality standards of youth issues projects;*
- Higher quality standards of youth work in a frame of non-formal education;*
- Well-educated, more experienced and more aware of cultural diversity youth workers as future leaders which will be in charge of creating the youth policy;*
- Each partner has benefited from new visions youth workers with, more tolerant and able to work as professional project coordinators;*
- Improving capacity-building for organizations by exchanging best practices. The organizations had the opportunity to learn from the experience of others, especially because young NGO's got in contact with very experienced ones.*

# ERASMUS+ PROGRAMME

*Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2014-2020. Education, training, youth and sport can make a major contribution to help tackle socio-economic changes, the key challenges that Europe will be facing until the end of the decade and to support the implementation of the Europe 2020 strategy for growth, jobs, social equity and inclusion. Too many young people leave school prematurely running a high risk of being unemployed and socially marginalized. Fighting rising levels of unemployment particularly among young people has become one of the most urgent tasks for European governments. The same risk threatens many adults with low skills. Technologies are changing the way in which society operates, and there is a need to ensure the best use is made of them. EU businesses need to become more competitive through talent and innovation. Well-performing education and*

Changing focus from  
Sectors to Actions



*training systems and youth policies can help to tackle these*

*challenges by providing people with the skills required by the labour market and the economy, while allowing them to play an active role in society and achieve personal fulfilment. Reforms in education, training and youth can strengthen progress towards these goals, on the basis of a shared vision between policy makers and stakeholders, sound evidence and cooperation across different fields and levels. Another challenge relates to the development of social capital among young people, the empowerment of young people and their ability to participate actively in society, in line with the provisions of the Lisbon Treaty to "encourage the participation of young people in democratic life in Europe". This issue can also*



*be targeted through non-formal learning activities, which aim at enhancing the skills and competences of young people as well as their active citizenship. Moreover, there is a need to provide youth organizations and youth workers with training and cooperation opportunities, to develop their professionalism and the European dimension of youth work. The Erasmus+ Programme is designed to support Programme Countries' efforts to efficiently use the potential of Europe's human talent and social capital, while confirming the principle of lifelong learning by linking support to formal, non-formal and informal learning throughout the education, training and youth fields. The Programme also enhances the opportunities for cooperation and mobility with Partner Countries, notably in the fields of higher education and youth.*

*In accordance with one of the new elements introduced in the Lisbon Treaty, Erasmus+ also supports activities aiming at developing the European dimension in sport, by promoting cooperation between bodies responsible for sports. The Programme promotes the creation and development of European networks, providing opportunities for cooperation among stakeholders and the exchange and transfer of knowledge and know-how in different areas relating to sport and physical activity. This reinforced cooperation will notably have positive effects in developing the potential of Europe's human capital by helping reduce the social and economic costs of physical inactivity. Overall the Programme supports actions, cooperation and tools consistent with the objectives of the Europe 2020 Strategy and its flagship initiatives, such as Youth on the Move and the Agenda for new skills and jobs. The Programme also contributes to achieve-through the Open Methods of Coordination – the objectives of the Education and Training Strategic Framework and of the European Youth Strategy. This investment in knowledge, skills and competences will benefit individuals, institutions, organisations and society as a whole by contributing to growth and ensuring prosperity and social inclusion in Europe and beyond.*

*Source: European Commission*



***This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.***



Erasmus+