



Manual de educatie nonformala si informala

# Pentru un viitor mai bun

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For a Better Tomorrow  
Handbook of informal and non-formal learning





# INTRODUCERE

## Care este scopul acestui manual?

Cei carora li se adreseaza acest manual sunt:

- tinerii din tarile partenere angajate in proiectul nostru (Italia, Polonia si Turcia), care sunt interesati in educatia non-formala si in diferitele oportunitati de auto dezvoltare,
- organizatiile si institutiile care se ocupa cu educatia non-formala,
- organizatiile si institutiile care se ocupa cu adolescentii sau tinerii,
- angajatii institutiilor de invatamant superior.

## La ce foloseste?

Mai intai de toate, manualul are rolul de a explica ce este educatia non-formala. Se poate sa fi auzit de ea sau sa fi participat, dar fara sa fiti constienti de acest lucru. Asa cum am observat, multi dintre noi au o idee despre ea, dar adesea nu stim exact ce forme poate avea educatia non-formala. In urmatoarele pagini vom demonstra cum sa intelegeti acest termen.

Manualul va va ajuta sa intelegeti in ce mod educatia non-formala va afecteaza viata, calitatile, competentele si atitudinea. Asa cum numele sugereaza, este ceva diferit de educatia pe care o primiti in scoala. De asemenea actioneaza in alt mod – procesul de invatare nu este precum obisnuitul mecanism de mers la scoala si invatat pe de rost din carti. Noi incercam sa descriem metodele de invatare non-formala si cum pot contribui ele la dezvoltarea voastra.

Lansand la o parte ca este diferita de educatia formala tradionala, educatia non-formala este un fenomen deosebit, care poate lua diverse forme. Cu cateva dintre ele este posibil sa fiti familiarizati, in timp ce pe unele nici macar nu le-ati incercat sau de care nici nu ati auzit. De aceea, un alt scop al acestui manual este acela de a da exemple de activitati variate care conduc la scopul final al educatiei non-formale. Aceasta ar putea sa va ofere o vedere de ansamblu asupra optiunilor si posibilitatilor disponibile pentru a le alege pe cele care se potrivesc cel mai bine cu nevoile si interese voastre.

Dar de ce ar trebui sa fii interesat in educatia non-formala in primul rand? Ei bine, in ultimul rand, dar nu cel din urma, scopul acestui manual este acela de a oferi cateva motive bune. In paginile urmatoare, veti gasi o explicatie despre modul in care educatia non-formala va poate ajuta sa aveti un control mai bun asupra vietii

## De ce l-ati parcurge?

Asa cum este mentionat intr-una din sectiuni, piata curenta a muncii este in continua cerere si pentru a reusi, este posibil sa aveti nevoie de abilitati suplimentare sau experienta pe care nu o dobanditi in scoala. Acesta este momentul in care educatia non-formala intra in scena – va va asigura calitatile la care nu v-ati gandit niciodata (in afara de cele de care stiti ca aveti nevoie) si dovedeste a fi solutia pentru aceia care au nevoie sau doresc sa se dezvolte.

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# DESPRE EDUCATIA NON-FORMALA SI INFORMALA

**Una dintre trasaturile de baza ale ambelor forme de educatie formala si non-formala este ca aceste abordari actioneaza putin diferit fata de educatia formala pe care cu totii o cunoastem si cu care suntem de acord.**

Educatia informala este deosebi descrisa in mod succint, insa foarte usor, ca ‘invatare prin exersare’. Sunt multe lucruri pe care le invatam prin experienta, fara insa a apela la actul invatarii. Se intampla cateodata neintentionat, precum un produs derivat al muncii noastre, al activitatilor de recreere sau de interes. Are loc de exemplu cand:

- Dobandim calitati de administrare a proiectului prin atribuirea proiectelor pe care le compania noastra le deruleaza,

- invatam despre cultura si limba altei tari in timpul unei excursii in strainatate,
- dobandim competente de IT daca folosim computerul acasa,
- dobandim cateva cunostinte prin voluntariat, activitati culturale si de recreere sau sporturi.

In mod contrar cu educatia informala, cea non-formala implica un proces structurat intentionat proiectat de rezultatele invatarii, si care este similar cu educatia formala. Totusi, acestea sunt cateva din diferentele cruciale (graficul 1).

Invatarea este si despre roluri. In educatia non-formala relatia obisnuita invatator- elev este de cele mai multe ori inlocuita de relatia cu un partener, mai degraba. Aceia care sunt numiti “profesori” in scoli, in sistemul non-formal isi asuma rolul de “mentori”, “antrenori” sau “inlesnitori” – rolul lor nu este acela de a preda, ci acela de a ne ajuta sa invatam ghidandu-ne in acest proces.

## Educatia formala

- De durata, instrument general
- standardizat, structurat rigid
- academic, focusat pe profesor
- bazat pe institutie, izolat de mediu
- ierarhic

## Educatia non-formala

- in termen scurt, instrument specific
- individual, adaptabil, flexibil
- practic, focusat pe student
- bazat pe mediu
- autonom, bazat pe multe relatii egale

# Exista cateva definitii ale si non-formale utilizate de

## Educatia non-formala

in linii mari explicata in afara scolii formale/ formarii vocationale/ sistemului universitar avand loc prin activitati planificate (cu obiective si planificari) implicand o forma de invatare.

O alta asumare importanta a educatiei non-formale este aceea ca studentii beneficiaza si de interactiune intre ei – se numeste cateodata “invatare”.

Ca si invatarea informala, cea non-formala poate lua multe forme diferite, de exemplu:

- programe care impartasesc calitatile muncii, instructiei si alte calitati de baza pentru cei care au parasit scoala devreme,
- invatare structurata online,
- cursuri tinute de organizatii ale societatii civile pentru membrii ei, pentru grupul lor target sau pentru intreg publicul.

**D**e ce este folositoare? Asa cum am punctat in introducere, in aceste zile, gasirea unui loc de munca nu este nici pe departe atat de usor, pe cat ne-am dori noi. De fapt, pentru multi oameni, in special pentru cei sub 30 de ani, este o sarcina provocatoare. Statisticile oficiale ale UE indica faptul ca in unele tari, somajul printre tineri (<25) este de 55%.

**O parte a problemei consta in faptul ca in multe cazuri educatia formala (chiar studiile) nu ne pregatesc pentru locul de munca.** Pentru a demonstra acest punct de vedere, intr-una din sectiunile urmatoare ale acestui manual, am inclus o incursiune in mintea angajatorului despre acest subiect. In acest moment, este suficient sa spunem ca, scolile de cele mai multe ori nu reusesc sa ne ofere acele calitati practice si experienta de care avem nevoie la locul de munca.

Asa cum ati ghicit din descrierile de mai sus, acesta este momentul in care educatia informala si cea non-formala pot fi de ajutor. Insa sintagma “invatarea prin exersare” sugereaza ca intrega idee a educatiei informale este insasi practica, bazata pe experienta.

**I**nvatam in timp ce parcurgem – intregul proces de obtinere sau de a atrage noi calitati in timpul practicii. Educatia non-formala de asemenea pune accentul pe “a fi realist” – prin focusarea task-urilor si situatiilor din viata reala. In timp de scoala ne ofera anumite cunostinte, educatia non-formala ne indica adesea cum sa le folosim.

In al doilea rand, aproape fiecare tanar care isi incepe cariera profesionala ajunge la un punct unde se dovedeste ca are nevoie de cunostinte sau de calitati pe care programul scolar pur si simplu nu l-a acoperit. Poate fi vorba despre un soft care este folosit de compania la care lucreaza sau poate fi vorba despre calitatile care sunt necesare pentru a obtine un job in aceasta companie in primul rand.

**A**cesta este momentul in care intra in scena educatia non-formala si informala. Aceste metode mai putin traditionale nu aduc in fata conceptul de rigid sau de program inchis. Ceea ce invatam depinde de nevoile voastre spre deosebire de scoala, un curs despre educatia non-formala solicita nevoile noastre. Cu referire la public, echipa manageriala, antreprenoriatul, primul ajutor – lista competentelor asupra carora putem lucra este indefinit de lunga.

# educatiei informale Uniunea Europeana:

## Educatia informala

constatand ca nu este organizata sau structurata in ceea ce priveste scopul, durata sau invatatura. Aceasta acopera abilitati dobandite (cateodata neintentionat) in timpul experientei de viata si munca.



Un avantaj deosebit al educatiei non-formale consta in modul in care invatam. Cu totii stim ca efectele invataturii depend in mod extraordinar de metode: cu cat suntem mai interesati si captivati de subiect, cu atat beneficiem de procesul de invatare. Acesta este motivul pentru care educatia non-formala in mod considerabil foloseste activitati diverse, dinamice si interactive care de cele mai multe ori au rolul de a ne face sa lucram nu numai asupra subiectului cu pricina, dar si asupra calitatilor noastre, cum ar fi creativitatea, capacitatea de a conduce sau de a lucra in echipa. .

Multi participanti pretind ca acest set de metode este ceea ce face intreaga experienta mult mai folositoare decat invatarea traditionala. Mai mult decat atat, planul educatiei non-formale este acolo unde veti gasi cel mai probabil metode si mijloace inovative – este mult mai usor sa le introducem intr-un astfel de mediu de invatare atat de flexibil fata de metoda formala de invatare rigid structurata.

Totusi o alta metoda extraordinara a educatiei informala si non-formala este un domeniu nelimitat in timp, accesibil si virtual. **Sa va explic pe scurt: este disponibil pentru toata lumea, si se poate folosi in orice moment din viata, fara a lua in calcul varsta.** Acesta este important, intrucat pentru a gasi un loc de munca, a-l mentine sau a-l schimba, trebuie sa imbunatam in mod continuu si sa invatam lucruri noi. Nu numai acest lucru, de asemenea trebuie sa fim gata sa ne

adaptam sa schimbam realitatile. Unii dintre noi vor fi incercat diverse meserii de-a lungul carierei lor. Pentru a descrie modul de a ne descurca cu acest fenomen, UE foloseste conceptul “invatare pe termen lung” (dupa cate observati numele este destul de explicativ). Educatia informala si non-formala sunt unelele perfecte pentru aceasta. Poti beneficia de aceasta cand ai 17 ani si esti inca la scoala, 25 de ani si somer sau 55 de ani cu multa experienta profesionala in spate.

Metodele non-formale si informale sunt aplicabile, oamenilor de orice varsta, cu orice statut social si economic. Sunt de mare ajutor pentru aceia care, din orice motiv, si-au interupt studiile. Acest lucru deoarece, angajatorii din ce in ce mai mult se uita dupa diplome si certificate, cauta calitati actuale, abilitati si experienta. Exista oportunitati numeroase unde contextul educational este pur si simplu irelevant – ceea ce are importanta este faptul ca voi doriti sa invatati mai mult. Putem folosi aceste oportunitati ca un punct de plecare pentru o educatie adulta suplimentara, fie formala sau non-formala. Se poate ca dintr-un curs de educatie non-formala – chiar daca nu este recunoscut sub nicio forma- sa va permita sa va luati un job decent sau sa fiti promovati intr-o functie

Stiind acest lucru, UE asigura oportunitati pentru toate grupurile de oameni, cu o atentie deosebita catre grupurile sociale vulnerabile sau neprivilegiate din punct de vedere economic.

# CE CREDEM NOI CA ESTE REZULTATUL CERCETARII

Cercetarea descrisa mai jos a fost organizata in 4 arii urbane ale tarilor partenere: Italia, Polonia, Romania si Turcia. A fost realizat sub forma unor interviuri focusate pe 3 grupuri (discutii nestructurate in grupuri cu 8-10 participanti) in fiecare tara din Noiembrie 2012.

Cei care au raspuns aveau varste intre 16 si 29 de ani (care incepu-  
sera sa isi caute un loc de mun-  
ca). Scopul principal al acestei  
cercetari a fost sa identificam  
momentul in care tinerii inteleg  
conceptul educatiei non-formale  
si ceea ce cred ei ca lipseste din  
sistemul de educatie formal. In  
plus, cercetarea se indreapta ca-  
tre explorarea cunostintelor tin-  
erilor despre oportunitatile edu-  
cationale oferite de programele  
cu fonduri Europene.

## Principalele Concluzii

### 1. Ce lipseste din sistemul educational formal (scoli si universitati)

- Tinerii nu sunt antrenati sa munceasca. In Polonia si Romania, participantii s-au referit la continutul educational ca nu se potriveste cu cerintele de pe piata muncii. In Italia, multi dintre ei cred ca stiinta este demodata si lectiile sunt irelevant raportate la ziua de azi. ‘Cursurile se bazeaza pe un plan de invatamant vechi si demodat’ – au mentionat cei din Polonia si Romania. In Turcia, Polonia si Romania, participantii au scos in evidenta lipsa practicii. Se observa o lipsa de informatii practice si actuale. ‘Este prea multa informatie si prea putina educatie’ au completat interviuati romani. Nu suntem invatati cum sa facem fata unei situatii specifice, in schimb ne sunt date formule’ au completat cei din Polonia.
- Comunicarea problemelor dintre student si profesori. Este o comunicare insuficienta intre student si profesori in afara subiectelor de invatare (un subiect ridicat de Romania si Turcia).
- Metodele de invatare din scoli nu sunt atractive pentru student. Cei din Romania au explicat ca gasesc modul de predare din ziua de azi neplacut si dificil. Educatiei formale ii lipsesc activitatile care sa ii ajute pe student sa invete si le usureaza modul de memorare informatii importante – au adaugat participantii polonezi. Responsabilii turci au invocat ca educatia oferita in scoli nu incurajeaza studentii si nu este individualizata pe fiecare dintre interesele lor.

### 2. Ce inteleg tinerii prin conceptul de educatie non-formala?

- Cei mai multi tineri nu au auzit nicodata de acest concept, dar au incercat sa il explice cu cuvintele lor
- Responsabilii din toate tarile au spus ca este ceva ce se invata in afara scolii
- Educatia non-formala este asociata cu: educatia individuala (in afara scolii), invatarea din experienta altor oameni, invatarea prin experienta.
- In mintea tinerilor, educatia non-formala este: practica, atractiva, interactiva. In plus este asociata cu libertatea de exprimare, munca pe grupuri, invatarea pentru propria satisfactie, educarea prin jocuri.



# EDUCATIA NON-FORMALA?

## 3. Ce forme de educatie non-formala sunt cunoscute tinerilor?

- Ca si o frecventa a raspunsului, aceste forme sunt: invatarea de limbi straine in scolile de profil, cursuri de ITC, cursuri online, mass – media, experiente, urmarirea de programe TV educationale, vizite la biblioteci, teatre etc organizate de scoli, activitati organizate de organizatii studentesti sau de tineret (interpretarea unui rol, dezbateri, discutii la masa rotunda, teatru forum, evenimente musicale).

## 4. Ce forme de educatie non-formala vor tinerii sa puna in practica?

- Cei intervievati au sustinut ca se simt nepregatiti sa aiba un job si sa intruneasca cerintele de pe piata muncii. In consecinta, ei au simtit ca educatia non-formala este un mod de a remedia aceasta situatie.
- Domeniile pe care doresc sa le exploreze mai mult sunt: limbile straine, ITC, psihologia, dezvoltarea personala, conducerea unei companii, manevrarea stresului, istoria, turismul, gatitul, sporturi alternative, auto-car.

## 5. Unde cauta tinerii informatii despre educatia non-formala?

- Acest capitol impreuna cu definitia conceptului a fost cel mai problematic. Cel mai frecvent prim raspuns al tinerilor a fost: “Nu stim”. Apoi, au inceput sa mentioneze cele mai frecvente surse folosite in general: centrele de educatie publica/ centrele de educatie locala/ ONG pentru tineret, internet; platformele sau site-urile specifice, Facebook, Yahoo, bibliotecile, centrele specializate in cursuri extra-curriculare, programele TV, universitati, prieteni.

## 6. Ce stiu tinerii despre programele cu fonduri europene legate de educatia non-formala?

In toate tarile implicate in aceasta cercetare, o persoana sau doua persoane din fiecare grup, a denumit programele UE, in mod particular “Tineri in Actiune”. In mod normal, acest program este asociat cu calatoriile in strainatate.

# TINERII PE PIATA MUNCII

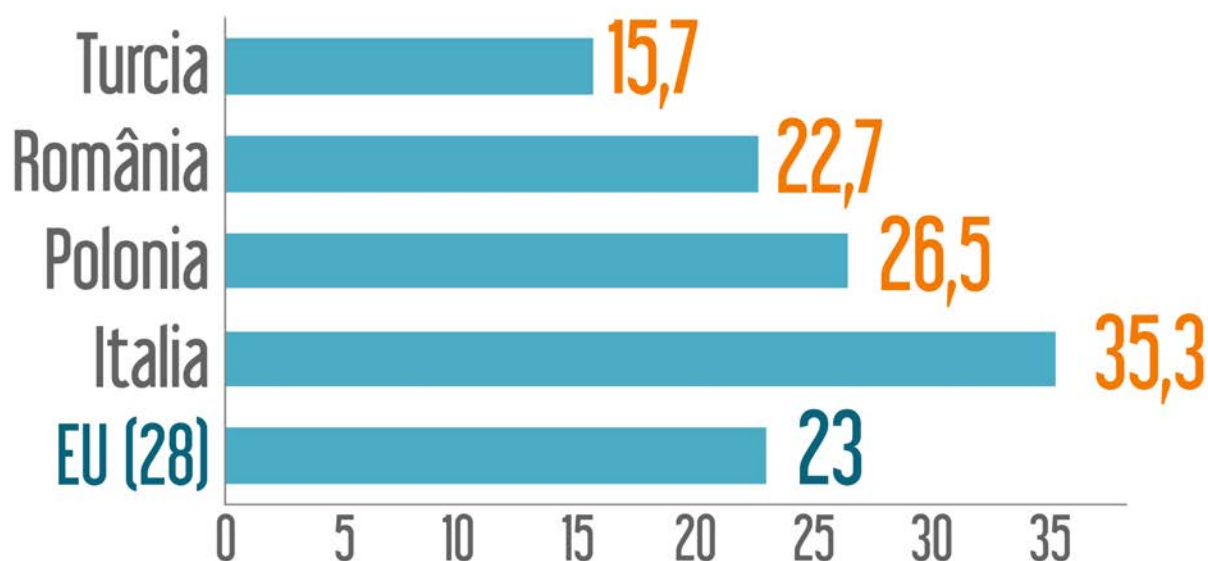
**Whenever the subject of youth's situation on the labour market is discussed, one word reappears more frequently than others – unemployment.**

Sunt doua motive principale pentru care tinerii se confrunta cu acest lucru atat de des. In primul rand, ei trebuie sa intre in competitie cu cei mai in varsta si mai experimentati colegi. In al doilea rand, nu exista internship sau pozitii de training vocational pe care sa le poata folosi ca sa isi inceapa carierele.

Cat de grava este aceasta situatie? Cifrele vorbesc de la sine. Graficul de mai jos indica rata somajului printre tinerii din tarile partenere (Italia, Polonia, Romania si Turcia), precum si pentru intreaga UE.

Cum va puteti da seama din grafic, intreaga UE a suferit din cauza extinderii intr-o mica sau mare masura. In mod ingrijorator, sunt tari in care rate de somaj in randul tinerilor este chiar mai mare, depasind 50%!

Acesta ridica intrebarea: cum sa facem fata situatiei? Ce putem face sa ne imbunatam sansele pe piata muncii? Ce fel de angajati sunt cautati de catre angajatori? Vetii gasi raspunsurile la aceste intrebari in paginile urmatoare.



Graficul 1. Rata de somaj pentru oamenii cu varsta sub 25 ani in statele member UE – datat 2012  
Sursa: Eurostat, [http://epp.eurostat.ec.europa.eu/portal/page/portal/employment\\_unemployment\\_ifs/data/main\\_tables](http://epp.eurostat.ec.europa.eu/portal/page/portal/employment_unemployment_ifs/data/main_tables)

## Cerintele tinerilor care isi cauta loc de munca, solicitate de angajatori

Ce putem face ca sa nu facem parte dintr-un grup de someri? Cea mai simpla solutie este: sa indeplinim cerintele angajatorilor. Dar ce insemna acest lucru, mai exact? Cu alte cuvinte, la ce se asteapta ei si ce cauta in potentialii lor angajati??

Pentru a gasi cateva raspunsuri, am cautat intr-un studiu facut de universitatile poloneze efectuat printre companiile care angajeaza absolventii sai. Una dintre concluzii indica ce fel de calitati si caracteristici de baza ale angajatilor sunt importante cand se gandesc sa faca angajari.

Ce este important pentru ei? In timpul cercetarii, angajatorii au facut o lista cu calitatile si caracteristicile care pot determina daca o persoana sau nu pare sa fie un candidat bun sau nu pentru o anumita pozitie din companie. Au fost rugati sa noteze pe o scara de la 1 la 5 aceste abilitati, 1 insemnand ca este complet irelevant, in timp ce 5 foarte important. Numarul pe care il vedeti in tabel este media raspunsurilor lor.

### CAPACITATE MEDIE

CIntelegerea task-urilor	4,78
Responsabilitate	4,71
Comunicare	4,56
Capacitatea de a lucra in echipa	4,51
Independent	4,51
Loialitate/onestitate	4,5
Precizie	4,48
Diligenta	4,47
Energie si pasiune pentru munca	4,4
Creativitate	4,16
Maleabil la schimbari	4,05

Tabel 1. In ce masura urmatoarele capacitati sau caracteristici personale fac un candidat pentru locul de munca potrivit

Sursa: rezultatele cercetarii efectuate printre angajatorii care angajeaza stagiarilor/ absolventii Universitatii de Stiinte Economice din Wroslaw

Uitandu-ne in tabelul de mai jos, putem vedea ce cauta angajatorii cand decid sa angajeze pe cineva. Urmtoarea intrebare pe care le-am adresat-o a fost: tinerii absolventi ai facultatii mentionate intrunesc cerintele lor? Tabelul de mai jos confera o idee despre ce calitati trec cu vederea tinerii care cauta un loc de munca.

CALITATI SOFT	%
Participare si initiativa	34,0
Rezolvarea de probleme	29,1
Eficienta	26,2
Creativitate	19,4
Comunicare/ calitati interpersonale	17,5
Gandire logica	17,5
Munca in echipa	9,7

Tabelul 2. Ce defecte in calitatile soft au fost identificate la absolventii de universitati/ stagiarilor?

Sursa: rezultatele cercetarii efectuate printre angajatorii care angajeaza stagiarilor/ absolventii Universitatii de Stiinte Economice din Wroslaw

CALITATI DEFINITIVE	%
Cunostinte profesionale si tehnice	34,0
Capacitate de sinteza si de a culege informatii	30,1
Cunoscator de software (expert)	21,4
Cunoscator de limbi straine	15,5
Cunoscator IT (cunostinte de computer)	7,8

Tabelul 3. Ce defecte dintre calitatile definitive au fost identificate la absolventii de universitati/ stagiarilor?

Sursa: rezultatele cercetarii efectuate printre angajatorii care angajeaza stagiarilor/ absolventii Universitatii de Stiinte Economice din Wroslaw

# CE POT FACE PENTRU A ACUMULA ACESTE COMPETENTE?

## **Exista numeroase institutii europene care creeaza zi de zi proiecte pentru tineri ca tine.**

Poti sa iti dezvolti competente care sa iti fie utile tie personal sau viitorului tau angajator. Cea mai mare provocare este sa alegi din paleta larga de optiuni. Dar nu iti face griji! Noi te vom ajuta! In acest capitol vom prezenta cateva din proi-

ectele noastre recente. Ele sunt destul de diverse, astfel ca toata lumea poate gasi ceva care sa i se potriveasca.

Exista training-uri, proiecte de voluntariat, schimburi de tineri si intalniri educationale. Citeste si poate vei gasi ceva care sa ti se para interesant. Apoi poti cauta proiecte similare in zona ta- te incurajam sa intrebi in institutiile noastre. Vei gasi mai multe informatii despre ele la sfarsitul acestei publicatii.



# ESTE RESPONSABILITATEA TA!

## Descrierea proiectului

A fost un curs de training in sectiunea 4.3 a implicat 35 de participanti din 16 organizatii din 15 tari din Europa. Proiectul a avut loc la Busteni, Romania, timp de 7 zile. Scopul proiectului a fost acela de a face muncitorii si conducatorii tineri sa isi dea seama de importanta responsabilitatii sociale pentru un proiect foarte bun in calitate si management. Cateva subiecte importante au fost definitia responsabilitatii sociale, rolul lor in proiectele de tineret si de a oferi un kit complet cu competente noi pentru tinerii muncitori.

Activitatile constau in sesiuni de lucru, vizite culturale, seri interculturale, prezentari ale partenerilor si tarilor, impartasirea de exemple de buna practica, jocuri si exercitii de dinamica grupului. Metodele folosite erau nonformale si includeau ateliere, dezbateri, prezentari interactive, evaluari, toate avand rolul de a atinge obiectivele. In final un ghid de comportament a fost scos in varianta electronica si a inclus un DVD cu videoclipuri, fotografii, un kit de training si informatii despre programul Tineri in Actiune.

**Proiect finantat de:** Tineri in Actiune, Sectiunea 4.3

[http://eacea.ec.europa.eu/youth/programme/action4\\_en.php#2](http://eacea.ec.europa.eu/youth/programme/action4_en.php#2)

**Informatii suplimentare:** Un blog al proiectului a fost creat pentru a promova activitatile si rezultatele finale:

[www.busteniresponsibility.blogspot.ro](http://www.busteniresponsibility.blogspot.ro)



## Declaratie:

*“Pentru mine personal, a fost minunat sa pot sa particip la un astfel de proiect si extreme de fericit ca a fost initiat de reseaua LLP. Cursul de training mi-a schimbat modul de gandire si mi-a aratat modul de a participa si organiza diverse proiecte, sa calatoresc in intreaga Europa, sa fiu activa in orasul meu, in tara mea, in Europa si sa traduc fiecare moment ca fiind o experienta de invatare .”*

**Melek and Taner - Turkey**

# EUROPOLIS

## Descrierea proiectului

Proiectul a fost adresat absolventilor de stiinte sociale: Stiinte politice, Sociologie, Relatii internationale, studii europene care prezinta probleme in gasirea unui loc de munca. In cadrul proiectului, 15 persoane au realizat stagii de pregatire (de tip intership), lungi de 13 saptamani, in Marea Britanie (6 persoane), Italia (2 persoane), Spania (3 persoane) si Germania (4 persoane).

Participantii au avut ocazia sa castige experienta in managementul de proiect, in mare parte in organizatii non-guvernamentale. Astfel, ei au putut face primul pas in cariera lor profesionala, pas foarte dificil si vital. Pentru a se pregati pentru aceasta experienta participantii au participat la o serie de cursuri gratuite de limbi straine, interculturale si pedagogice. Proiectul a finantat transportul in strainatate, acomodarea cat si o modesta alocatie fiecarui participant.

**Proiect finantat de:** Programul Leonardo da Vinci

[http://ec.europa.eu/education/lifelong-learning-programme/ldv\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/ldv_en.htm)

**Proiect condus de:** Semper Avanti

**Pentru mai multe poze, declaratii si informatii, vizitati:**

<http://evsscouts.wordpress.com>

## Marturii:

*“Participarea la intership-ul din Germania a fost una dintre cele mai bune decizii pe care le-am facut dupa absolvirea studiilor. Am avut probleme in gasirea unui loc de munca in Polonia, acum sper ca o astfel de experienta in CV ma va sprijini in gasirea unor noi potentiali angajatori.”*

**Karolina, care a participat la un intership in Germania**

# BALcanici VS BALTici

## – CUM SE NE COMPORTAM CU TINERII VOLUNTARI

### Descrierea proiectului

A fost un schimb între tineri organizat în conformitate cu acțiunea 1.1. Proiectul a adus laolaltă 8 promotori și 44 de tineri din Letonia, Lituania, Estonia, Finlanda, Grecia, Bulgaria, Turcia, Grecia, Bulgaria, Turcia și România. Proiectul a avut loc la timp de 7 zile, la Busteni, România, în perioada Martie-Aprilie 2012.

Scopul a fost de a potența pregătirea tinerilor vis-à-vis de diversitatea culturală și importanța ei în proiectele europene incluzând tinerii voluntari.

Mijloacele principale pentru acest lucru au fost media și drama, însoțite de dezbateri, vizite, prezentări, seri interculturale, jocuri și exerciții. Principalele activități au fost 2 ateliere în paralel focusate pe teatru social și producție media. Evenimentul final a fost un spectacol alcătuit din 3 piese de teatru social și o campanie vizuală pentru a promova diversitatea culturală condusă prin folosirea posterelor, videoclipurilor, flaielor și un ghid intercultural despre stereotipurile din țările participante.

**Proiect finanțat sub: Tineri în Acțiune, Secțiunea 1.1**

[http://eacea.ec.europa.eu/youth/programme/action1\\_en.php#1](http://eacea.ec.europa.eu/youth/programme/action1_en.php#1)

**Informatii suplimentare:** Un blog al proiectului a fost creat

pentru a promova activitățile și rezultatele finale

[www.balkanbaltic.blogspot.ro](http://www.balkanbaltic.blogspot.ro)



### Declaratie:

“Schimbul dintre tineri BALcanici vs BALTici a fost foarte folositor pentru mine nu numai că și metodică/mod formal, dar și în mod informal. În primul rând activitățile care au avut loc au fost concepute să extindă orizontul către alte culturi și grupuri de oameni, de a înlătura punctul de vedere stereotip. În al doilea rând, i-a ajutat pe fiecare să își dezvolte calitățile personale în timpul creației “produselor” de schimb (facând un film, jucând în film și așa mai departe) Și bineînțeles, partea cea mai frumoasă a acestui schimb a fost întâlnirea cu diferite persoane cu diferite culturi și moduri de viață diferite. În primul rând învățarea nu înseamnă numai lectură și așa mai departe, înseamnă schimb de experiențe cu ceilalți. BALcanici vs BALTici a fost despre – schimb de cunoștințe și experiențe.”

**Vytenis Danyla - Lithuania**

# CLUB DE CONVERSATIE MULTICULTURAL

**VOLUNTARIAT**

### Descrierea proiectului

Este un Serviciu de Voluntariat European fondat de „Tineri în Acțiune, Acțiunea 2.6. Voluntarii din diferite țări europene vin la Wrocław timp de 9 luni să lucreze cu copii, adolescenți și oameni de vârstă a treia din Silezia de Jos. Principalele subiecte de interes ale voluntarilor au fost Drepturile Omului și atelierele de Educație Globală, precum și activitățile pentru oameni cu diverse vârste, clubul de conversație în Mediateka – conversații despre limbaj, activități în Sektor 3, și alte instituții partenere.

**Proiect fondat în conformitate cu: Tineri în Acțiune, Acțiunea 2**

[http://eacea.ec.europa.eu/youth/programme/action2\\_en.php](http://eacea.ec.europa.eu/youth/programme/action2_en.php)

**Pentru mai multe poze, declarații și informații, vizitați site-ul:**

<http://mlcsemper.wordpress.com>

**Proiect derulat de: Semper Avanti**

### Impresii:

“Aceste 10 luni pe care le-am petrecut în Wrocław au fost minunate. În mod cert, am încheiat acest proiect cu mai multe calități decât am obținut în timpul EVS, cu un plan de studii mai bun, precum și cu multe amintiri frumoase pe care le voi purta în suflet toată viața. Încă o dată le multumesc tuturor pentru această oportunitate și experiență.

O să îmi amintesc tot timpul ce am făcut aici, de toți oamenii pe care i-am cunoscut și de acele lucruri bune și mai puțin bune, și probabil că mă va cuprinde melancolia”

**Domenico Corniola, Italia**

# BREAK BOUNDARIES BY BREAKING

## Descrierea proiectului

Acest proiect a fost inițiativa tinerilor din „Tineri în Acțiune”. A avut loc în Wrocław, Poland. Scopul principal al acestui proiect este acela de a aduce cât mai mulți tineri care nu au posibilități de a-și dezvolta pasiunile, și de a-și promova aspectele pozitive din cultura hip hop. Programul se bazează pe o serie de ateliere de dans, încheiate cu un festival organizat de participanții noștri. Activitățile în timpul proiectului erau concepute astfel ca în final să se organizeze evenimentul. Noi am invitat 26 de tineri de la Centrul de Tineret pentru Socioterapie din Wrocław să participe la această inițiativă. Întregul proiect a durat 7 luni.

**Proiect finanțat de:** Tineri în Acțiune, Acțiunea 1.2

[http://eacea.ec.europa.eu/youth/programme/action1\\_en.php#2](http://eacea.ec.europa.eu/youth/programme/action1_en.php#2)

**Pentru mai multe informații:**

<https://www.facebook.com/konfrontacjebbbb>

**Proiect derulat de:** Semper Avanti

## Declaratie:

*“Încălcare granitelor prin confruntări de Break Dance a fost un eveniment de succes care va rămâne în mintea participanților pentru multă vreme, multumită creativității organizatorilor și atmosferei incredibile care a fost menținută pe durata festivalului.”*

**Unul dintre grupurile de dans care a dansat în timpul festivalului**



# CIVITATIS

## Descrierea proiectului

Proiectul s-a desfășurat în Nowy Gieraltow (un oraș din Sud-vestul Poloniei, în apropierea graniței cu Republica Ceha), între 20 și 27 august 2012. Pe parcursul proiectului 40 de participanți cu vârste cuprinse între 18 și 30 de ani, din 8 state europene au simulat procedurile unui consiliu local. Însuși orașul a fost creat și modelat de către participanți și a constituit o bază pentru discuții pe subiecte ca: dezvoltare urbană, participarea tineretului, democrație, cetățenie europeană, societate civilă, discriminare și toleranță, emigrare, probleme de ordin economic, cooperare la nivel internațional, diversitate

culturală, somajul în rândul tinerilor, stiluri de viață sănătoase, etc.

Scopul proiectului a fost atragerea atenției tineretului către problemele cu care se confruntă diferite țări: rata somajului, stratificarea socială, discriminarea etnică și a minorităților, arhitectura spațiilor urbane și necesitățile acestora, crearea unor condiții prielnice pentru educație și afaceri, nevoia unei infrastructuri solide. În afara acestora, proiectul a avut menirea de a inocula tineretului obișnuița de a participa la dialoguri cu autoritățile. Pentru a înlesni asta, proiectul a fost conceput astfel încât să le arate acestora ce mecanism complicat este un oraș. ▶

In cadrul proiectului au fost folosite variate metode, ca: workshop-uri, dezbateri, discutii si intruniri. Aceasta paleta larga de metode a ajutat la indeplinirea obiectivelor si scopurilor, dar si a efectelor planificate, ca: o mai mare implicare a tineretului in deciziile consiliului local, cat si o mai buna intelegere a problemelor curente ale orasului.

**Proiect finantat de:** Tineret in Actiune, Actiunea 1.3

[http://eacea.ec.europa.eu/youth/programme/action1\\_en.php#3](http://eacea.ec.europa.eu/youth/programme/action1_en.php#3)

**Mai multe informatii:** [www.semperavanti.org](http://www.semperavanti.org)

**Proiect condus de:** Semper Avanti

## Testimony:

*“Proiectul Civitatis a fost una dintre cele mai interesante experiente din viata mea. Simularea functionarii unui consiliu local, pregatita de Semper Avanti mi-a aratat democratia in functiune, dintr-o noua perspectiva. Pana atunci nu cunosteam numerosi factori de care un consiliu trebuie sa tina cont in luarea celei mai mici decizii. Simularea ca si mecanism de invatare s-a dovedit a fi foarte eficienta si interesanta. Participarea activa in toate activitatile mi-a permis sa inteleg multe probleme ale societatii contemporane”*

**Mariusz, Poland**

**VOLUNTARIAT**

# YOUTH – GLOBAL AWARENESS AND VOLUNTARY SERVICE

## Descrierea proiectului

Proiectul este o combinatie de schimb de voluntari de scurta durata (3 luni) si de lunga durata (12 luni) care va avea loc in Philippine si de care va beneficia 16 tineri cu mai putine oportunitati. Utilizand activitati de voluntariat proiectate pentru atenuarea schimbarilor mediului inconjurator si a schimbarilor climatice, proiectul va stimula o intelegere si o cooperare interculturala durabila. Toate acestea vor optimiza strategii si metode nonformale, care vor juca rolul unor adevarate pietre de temelie in procesul de formare a deprinderilor – cheie si a cunostintelor relevante pentru intarirea participarii si contributiei acestora in societate, nu numai in viitor cat si in prezent.

**Proiect finantat de:** Youth in Action, Action 1.3

[http://eacea.ec.europa.eu/youth/programme/action1\\_en.php#3](http://eacea.ec.europa.eu/youth/programme/action1_en.php#3)

**Mai multe informatii:** <http://evsscouts.wordpress.com>

**Proiect condus de:** Polish Scouting and Guiding Association - Hufiec Wrocław

## Marturie:

*“Aceasta este prima noastra zi in Philippines. Toti locuim intr-o casa de caramida, avand Oceanul chiar in curtea din spate! Imediat am mers sa vedem reciful de corali. Seara ne-am intalnit la cina, si ce cina am avut! Peste prajit, vinete, orez, supa de peste, salata de alge, ketchup de banana – toate acestea consumate cu mainile, cu Frunze de bananier. Intr-o saptamana vom gati singuri... Am terminat ziua la un foc de tabara, impartasind primele experiente similare: incantare, neincredere, surpriza, emotie. Abia astept ziua de maine!”*

**Karolina, Poland**





# CE AM FACUT IN CADRUL PROIECTULUI?

## DESCRIEREA MOBILITATII

### Prima mobilitate – Italia

**P**rima mobilitate s-a desfasurat in Capistrello, langa L'Aquila, in centrul Italiei, in Noiembrie 2011. Fiind prima oportunitate a tuturor partenerilor de a se intalni, cum era de asteptat, vizita in Capistrello a reprezentat punctul de plecare pentru intregul proiect.

Evident, ideea de baza a proiectului s-a nascut cand partenerii au conceput cererea, dupa ce au inteles nevoia de promovare a modelelor de educatie non-formala si informala ca instrumente care ar putea atenua probleme percepute in multe tari europene de catre tineri si adulti tineri. Totusi, prima intalnire din cadrul proiectului a fost dedicata in mare parte finisarii conceptului si imbogatirii acestuia cu un plan detaliat de actiuni. Acest scop a fost, in mod necesar, o piatra de temelie a programului de mobilitate.

**P**rimile zile au fost pline de sesiuni de lucru. Partenerii (incluzand si partenerul tacut: Bulgaria) au inceput prin a se reintoarce la ratiunea fundamentala din spatele proiectului si a face schimb de informatii mai detaliate cu privire la situatia tinerilor din tarile sau regiunile lor. Cateva discutii mai lungi au permis identificarea problemelor comune si a celor specifice in fiecare tara. Avand aceasta baza, am perfectionat obiectivele ce se doreau a fi atinse ale proiectului. Un alt punct cheie a fost experienta fiecarui partener in materie de instrumente ale educatiei informale si non-formale – am invatat mai multe despre expertizele fiecaruia si modalitati de utilizare a unor astfel de metode. Acesta a fost un inceput firesc pentru procesul de schimb de bune practice care va avea loc de-a lungul intregului proces.

Desigur, sesiunile de lucru au fost folosite de asemenea pentru planificarea in detaliu a activitatilor si a programului proiectului. Sarcinile au fost atribuite pentru fiecare partener spre a fi duse la indeplinire. Unele ajustari au fost necesare cu privire la programul mobilitatii si impartirea sarcinilor deoarece cererea partenerului bulgar planificat a fost respinsa de Agentia Nationala. Am examinat optiunile posibile pentru website-ul



planuit si activitatile promotionale. Ideea unui manual care sa prezinte tinerilor educatia non-formala a fost de asemenea conturata intr-o forma mai detaliata, cu multe discutii privind forma potrivita. Am ajuns la concluzia ca manualul, separat de posibilele functiuni, ar trebui sa ofere un pachet simplu, usor de digerat, de informatii cheie cu privire la oportunitatile educatiei non-formale, oamenilor care au putine informatii sau deloc cu privire la acest subiect.

**I**n Italia, am inceput, de asemenea, o tema de invatare despre sisteme educationale nationale, caracteristicile lor, avantaje si probleme. In timpul unei vizite la o gradinita deschisa recent,

participanților le-au fost prezentate noțiunile de bază ale sistemului școlar Italian, care imediat a ridicat întrebări cu privire la eficiența educației formale și perspective profesionale pentru tineri/adulți tineri care nu au acces la oportunități extra-curriculare, activități adiționale și/sau învățare non-traditională. Acest subiect a fost mai departe accentuat de vizita noastră în orașul L'Aquila, care a avut de suferit de pe urma unui cutremur violent. Daunele fizice, care erau simplu de văzut de toată lumea, au fost acompaniate de, poate chiar mai mari, daunele sociale: orașul a pierdut un număr mare de locuri de muncă, devenind un loc unde perspectivele erau sumbre pentru populația locală, incluzând tinerii, amenințând cu pierderea coeziunii locale.

Un punct important al mobilității a fost vizita la Municipalitatea din Capistrello. Grupul s-a întâlnit și a vorbit cu un reprezentant al Primarului. Una din ideile din spatele întâlnirii a fost aceea de a încuraja autoritățile locale de a se angaja mai mult în cooperarea cu cel de-al treilea sector, astfel încât să combată somajul și atitudinile pasive în rândul tineretului localnic. Având oportunitatea unei întrevederi directe, am putut prezenta Municipalității posibilitățile oferite în acest sens de cooperarea internațională, inclusiv oportunități finanțate de UE. În întregime, întvederea din Capistrello a ajutat la conturarea detaliilor necesare proiectului și la crearea unui plan de activități de efectuat în lunile ulterioare.

## A doua mobilitate – Romania

A doua mobilitate a fost găzduită în Buzău, România în perioada 7-12 Mai 2012, având 24 de participanți din partea partenerilor și unul din Bulgaria, partenerul tăcut al proiectului.



Principalele obiective ale acestei mobilități au fost

- Identificarea obstacolelor în găsirea oportunităților de mobilitate în Europa;
- Realizarea de contacte cu persoanele implicate în educația nonformală și informală, studii în comunitățile locale și prezentarea celorlalți parteneri;
- Colectarea de informații despre nevoile educaționale ale tinerilor și “adulților tineri” și evaluarea acestora;
- Dezbaterile problemelor comune, posibilele situații de a fi rezolvate și împărtășirea experiențelor de bune practici în educația informală;
- Redefinirea responsabilităților partenerilor și stabilirea agendei de activități ce aveau să fie desfășurate până la data următoarei mobilități, planificată pentru noiembrie 2012

Discuțiile au avut loc în sesiuni plenare și în grupe de lucru și au atins diferite subiecte:

- Recapitularea concluziilor formate după prima mobilitate din Italia;
- Prezentarea rezultatelor studiilor și chestionarelor aplicate de fiecare partener în comunitatea sa locală;
- Fixarea strategiei de dezvoltare a site-ului [www.tryinformal.ro](http://www.tryinformal.ro) și selectarea materialelor principale care vor fi postate pe site până la următoarea mobilitate;
- Crearea strategiei de lucru, a planului și a responsabilităților de lucru pentru promovarea proiectului, construirea manualului și aplicarea noului set de chestionare în comunitățile locale.

Principalele activități în timpul mobilității au fost:

- Vizitarea unor exemple de bune practici în proiectele locale :
  - ‘Mobilizează: tineret și acțiune în piața de muncă’. Proiect dezvoltat de către Fundația pentru Tineret Buzău care constă în training-uri profesionale pentru tineri someri din zone rurale;
  - “Acces” și “Conformed”, proiecte dezvoltate de către partenerul nostru Manager Consult care constau în training-uri în diferite domenii, pentru tineri și adulți tineri din categorii vulnerabile: femei, romi, persoane somere;
- Întâlniri cu asociații de tineret din Buzău și Nehoiu și discuții pentru crearea de proiecte viitoare comune în cadrul programelor LLP și YOUTH IN ACTION;
- Sărbătorirea pe 9 mai a Zilei Europei la Colegiul Economic și prezentarea de către parteneri și invitați a unor proiecte durabile și de succes pentru educarea tinerilor prin mobilitate și proiecte on-line. Au fost prezentate și afișate rezultatele finale precum: prezentări power point, filme, photoclips, materiale printate din cadrul proiectelor care abordau diferite subiecte: antreprenoriat, leadership, drepturile omului, responsabilitatea socială, proiect management etc.
- Vizitarea Liceului de Artă “Margareta Sterian” Buzău pentru a vedea workshop-urile care pregătesc tinerii să devină arhitecți, pictori, cântăreți sau artiști;
- Vizitarea unei grădinițe, exemplu de bune practici în combinarea educației informale și nonformale cu educația for-

mala;

- Vizite culturale in oras si in regiunea Vulcanii Noroiosi, Manastirea Ciolanu, Tabara de Sculptura de la Magura

La final, au fost stabilite grupele de lucru care, pana la urmatoare mobilitate, vor avea sarcini clare: aducerea la zi a site-ului, crearea conceptului manualului si introducerea primelor articole, aplicarea unui nou chestionar despre nevoile tinerilor si adultilor tineri in domeniul educatiei informale, studii despre impactul educatiei asupra dezvoltarii personale a tinerilor si competentele necesare pe piata muncii, crearea unui link wikipedia si site-ul proiectului privind subiectul educatiei informale. Mobilitatea a fost promovata prin intermediul unor interviuri pentru TV Buzau, Campus Radio, ziarul Opinia si online, de catre unele platforme informativ locale. Am realizat, de asemenea, materiale de promovare a site-ului nostru [www.tryinformal.eu](http://www.tryinformal.eu).

## A treia mobilitate – Turcia

A treia mobilitate a fost gazduita in Sındirgi Turcia, intre 2 si 8 Noiembrie 2012. Aceasta intalnire a reprezentat o foarte buna oportunitate pentru a invata mai multe despre educatie, atat formala cat si informala, intr-o tara cu un oarecare fundal cultural diferit.



Unele dintre primele, si in acelasi timp cele mai importante puncte ale mobilitatii au fost reprezentate de o vizita la Liceul Vocational si Tehnologic Sındirgi. Acolo, am avut o sedinta de lucru cu un profesor de IT, angajat al scolii, care era responsabil de site-ul, [tryinformal.eu](http://tryinformal.eu). Am fost instruiti sa incarcam si sa aducem la zi continutul unui site. Pe langa aceasta, am facut un tur al scolii in timp ce am ascultat despre mecanismele sistemului educational vocational din Turcia. Ca si pe parcursul altor mobilitati, aceasta a fost o buna oportunitate pentru a intreba si a invata despre avantajele si lipsurile instruirii formale, dar, de asemenea, si despre tipurile de abilitati si deprinderi pretuite

pe piata muncii, in Turcia. Urmatoarea zi a fost consacrata intalnirilor cu oficialitatile locale, inclusiv cu primarul din Sındirgi, care si-a exprimat bucuria de a primi vizita noastra, din moment ce reprezenta o oportunitate unica pentru tinerii locali de a cunoaste un grup de cetateni straini si a arunca o privire asupra caracterului intercultural a unor proiecte precum parteneriatul Grundtvig. Tinerii au avut, de asemenea, sansa de a vorbi cu noi pe scurt despre educatia in alte tari partenere.

Apoi, participantii au avut parte de o intalnire cu un reprezentant al Directoratului Districtului Educatiei Nationale, care ne-a oferit mai multe detalii despre sistemul educational al Turciei. Prezentarea sa a stimulat grupul sa adreseze mai multe intrebari, iar raspunsurile au facut aceasta intalnire una dintre cele mai interesante momente ale intregii vizite in Turcia.



O pauza de lucru a venit sub forma unei excursii la orasul antic Ephes. Un sit istoric minunat, care ne-a permis sa invatam inca un pic despre mostenirea istorica si culturala a regiunii si a orasului insusi. Am avut, de asemenea, sansa de a arunca o privire pietei de munca locale, vizitand mai multe companii si uzine/atelierele lor de productie. In acest mod am fost capabili

sa identificam ce set de deprinderi sunt potential utile pentru tinerii in cautarea unui loc de munca in Balikesir.

Ultimul moment al programului, in general incarcat, a fost vizita la Liceul Tehnologic Vocational METEM, unde am facut cunostinta cu elevi si am avut ocazia sa vorbim cu ei despre planurile si sperantele lor in material de cariere profesionale.

## A patra mobilitate – Polonia

**I**ntalnirea a avut loc intre 12 si 18 Mai 2013 in Wrocław. Fiind ultima mobilitate planificata in cadrul proiectului, scopul sau a fost acela de a ajuta la realizarea unui rezumat al muncii efectuate in cele 18 luni precedente si trasarea concluziilor finale in urma tuturor dezbaterilor si discutiilor care au fost sustinute pe parcursul proiectului. Cu toate acestea, intalnirea nu a fost planificata doar ca o finalizare a proiectului. In concordanta cu rationamentul proiectului, organizatiile partenere au privit educatia non-formala si informala ca un potential remediu impotriva somajului si pasivitatii in randul tinerilor.

Din acest motiv, organizatia gazda a folosit aceasta oportunitate nu doar pentru a face un sumar al proiectului, dar sa invite, de asemenea, toti partenerii sa arunce o privire mai atenta asupra realitatilor sistemului educational polonez si al pietei muncii, si sa asculte si sa discute cum formele non-traditionale de educatie pot imbunatati situatia tinerilor si a adultilor tineri. Programul a fost conceput sa conduca participatii prin toate aspectele vitale ale problemei.



**C**a prima parte a acestui proces, am luat parte la o intrevvedere cu un responsabil din partea Lower Silesian Voivod pentru a supraveghea scolile liceale vocationale si a monitoriza calitatea educatiei pe care o ofera. Ne-au fost prezentate principiile de baza ale sistemului educational vocational polonez, cu avantajele si dezavantajele sale. Am putut, de asemenea, sa ne informam cu privire la cat de bine pregatete elevii scolarizarea formala pentru a concura pe piata muncii.

In ziua urmatoare, am organizat o conferinta restransa si am invitat reprezentanti ai Universitatii de Economie Wrocław si ManpowerGroup. Scopul acestei intalniri a fost dublu. In primul rand, am aflat despre si am discutat concluziile studiului asupra absolventilor de follow-up organizat de Universitatea de Economie. Acesta a facut putina lumina asupra modului in care sistemul de invatamant superior satisface nevoile si asteptarile tinerilor.

**I**n al doilea rand, de la ManpowerGroup am aflat despre perspectivele angajatorului in ceea ce priveste calitatea si problemele sistemului de invatamant formal. Intr-o prezentare animata si foarte interesanta, angajatii lor ne-au prezentat concluziile Manpower in ceea ce priveste decalajul competentelor intre abilitatile si cunostintele pe care le ofera invatamantul formal si ceea ce cauta cu adevarat angajatorii la angajatii lor. Prezentarea a fost urmata de discutii in timpul carora am avut ocazia sa invatam mai multe daca, si daca da, in ce moduri, angajatorii considera tipul de educatie non-formala ca fiind o benefica si dezirabila forma de a mari competentele tinerilor

**R**evenind la perspectivele tinerilor, participantii s-au intalnit Rapoi cu voluntarii EVS, gazduiti de Semper Avanti. Ei ne-au povestit despre experienta lor cu EVS si impactul pe care aceasta forma de educatie l-a avut asupra vietii lor, asupra dezvoltarii profesionale si personale. Din postura de voluntari pe termen lung, ei au fost in masura sa fie martorii importanței atât a instrumentelor non-formale, cât și abordarea “învățarea prin practică”, care constituie o parte substanțială a vieții lor de zi cu zi în cadrul experienței EVS. Ambele intalniri, cat si conferinta au fost oportunitati foarte bune in cadrul carora partenerii sa faca schimb de idei cu privire la educatia non-formala si informala.

**E**chipati cu tot ce s-a spus si s-a discutat, participantii au consacrat mai multe sedinte de lucru in ultimele doua zile pentru a rezuma cunostintele si concluziile intregului proiect. Acordurile finale asupra continutului manualului ce va fi publicat au fost, de asemenea, stabilite. Ca un moment de odihna si experienta interculturala in pauzele de lucru, grupul a fost dus la minele de sare Wieliczka, cunoscute la nivel mondial, unde am putut admira munca incredibila a minerilor depusa pe parcursul a sute de ani.

# CINE SUNTEM NOI?



## DESCRIEREA PARTENERILOR



### SORO TORI Soro Tori Onlus - Italy

”Soro Tori” in limba wamàa (Benin) se traduce prin “un viitor mai bun.” Un viitor care nu are limite geografice, care urmareste sa ajute la daramarea prejudecatilor, sa ofere

raspunsuri concrete la nevoile si discomfortul celor care traiesc la marginile realitatilor locale si sa “dezvolte” societati. Punerea la dispozitie a expertizei pentru a ajuta largirea orizonturilor, pentru a creea oportunitati, a incuraja constientizarea oportunitatilor de dezvoltare, in concordanta cu contextul in care opereaza, este “misiunea” celor care sunt constienti ca o lume mai buna trebuie sa inceapa “aici si acum”.

Asociatia Soro Tori lucreaza pe teritoriul Marsi, pentru diseminarea Programelor Comunitare “Tinerii in Actiune” Grundtvig, Leonardo etc. pentru a face cunoscute toate oportunitatile pe care Uniunea Europeana le ofera tinerilor si adultilor: este creditata pentru trimiterea de voluntari (18-30 de ani) in alte tari europene (EVS), a pregatit si a manageriat mai multe proiecte finantate de Comunitatea Europeana, cu “Tinerii in Actiune” (cursuri de pregatire, vizite de studiu), “Grundtvig”, cat si “schimburi de tineri.”

Organizatia s-a ocupat de desfasurarea de voluntari in Panama si in Benin, in cadrul misiunii Pequeña Familia De Maria, cu care a colaborat pe parcursul a mai multor ani, organizand proiecte de strangeri de fonduri in comunitatile locale proprii. Pe teritoriul Marsi, Asociatia a planificat mai multe activitati pentru tineri, adulti si familii, a incurajat participarea cetatenilor locali in proiecte UE aprobate; prin proiectele continue sunt promovate activitati de “educatie non-formala”, altfel necunoscute si nepracticcate in aceste altitudini.

Proiectul R.A.P. (Real Active Participation), Actiunea 1.3 a programului “Tinerii in actiune”, in cadrul caruia Asociatia a participat ca partener, a fost recunoscuta de catre National Croatian (coordonatorul proiectului la nivel national) ca exemplu de “cele mai bune practice” si prezentata in Zagreb (HR) pe 19 si 20 iunie. Aceasta afirmatie confirma, inca o data, misiunea Asociatiei si rasplateste profesionalismul si competenta in toate contextele, de la nivel international la nivel local.

Contact: [inf@sorotori.org](mailto:inf@sorotori.org); [www.sorotori.org](http://www.sorotori.org)



### Fundatia Pentru Tineret Buzau – Romania

Fundatia Pentru Tineret Buzau (FTP) este una din cele mai active organizatii din regiunea noastra, situate in partea de sud-est a

Romaniei, nu departe (100 km) de capitala noastra, Bucuresti. FPT este o umbrela pentru 4 asociatii diferite care au diferite domenii de activitate. FTP a fost infiintata in 1990 si a mostenit o parte a patrimoniului Uniunea Tineretului Comunist . Prin urmare FPT detine un hostel pentru tineret, un pub, o sala de spectacole, birouri si spatii pentru activitati. . Unele dintre ele sunt in acest moment in parteneriat cu unele companii. Principalele activitati sunt:

- Festivaluri :
  - Top T– festival rock, cel mai vechi din Romania, avand 28 de editii – are loc in fiecare primavara, in luna mai;
  - Bluzau – festival de jazz si blues cu 17 editii – in fiecare toamna, in Noiembrie;
  - Little Strings – concurs de chitara clasica pentru tineri – 5 editii;
- Tabara de Arta Monumentala este organizata in fiecare vara si pregateste tineri in tehnici speciale de pictura religioasa - 17 editii;
- Media Centre publica revista ‘ALANDALA’ si formeaza tineri in realizarea de filme, fotografie si design web;
- EU Centre pregateste tineri pentru proiecte internationale: schimburi de experienta pentru tineri, seminarii, cursuri de pregatire;
- Activitati ecologice si ecoturistice;
- Laboratorul de educatie non-formala: activitati in fiecare saptamana;
- Land art, teatru forum, dezbateri.

In ultimii 9 ani, o foarte importanta parte a activitatilor noastre s-a concentrat asupra programelor TINERII si TINERI IN ACTIUNE, si, de asemenea, asupra formarii resurselor umane (FONDUL SOCIAL EUROPEAN). In 9 ani, peste 350 de tineri si 50 de muncitori tineri au participat la proiecte in toata Europa. FTP a fost gazda a 15 proiecte in cadrul “Tineri in actiune”, avand diferite subiecte: drepturile omului, arte, interculturalitate, sporturi, mediul inconjurator, responsabilitate sociala, teatru, e-violence, dezbateri. In domeniul dezvoltarii resurselor umane (ESF), 252 persoane somere au beneficiat de servicii de informare si consiliere si 262 someri au finalizat cursuri de pregatire profesionala.

#### CONTACT

TOLEA POSTOVEI – international programmes manager  
[postoveitolea@yahoo.com](mailto:postoveitolea@yahoo.com);      Telefax: +40238.720.728;  
+40238.720.955;      GSM: +40.744.855.911  
Website : [www.fptbz.ro](http://www.fptbz.ro) - under reconstruction



## Centrul Vocational si de Educatie Tehnica Sindirgi - Turcia

Centrul Vocational si de Educatie Tehnica Sindirgi a fost fondat in 1998. Are 789 elevi care vin in

mod regulat; 180 fete si 609 baieti, plus 70 de elevi adulti care vin in mod neregulat pentru cursurile initiale de ucenicie vocatioanala.

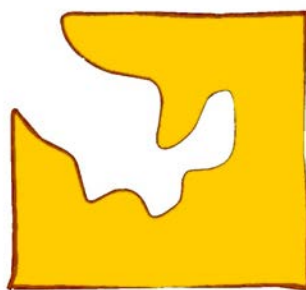
Centrul Vocational si de Educatie Tehnica Sindirgi este format din urmatoarele departamente: Electric-Electronic, Computer si Tehnologie de instruire, Metal si Tehnologie automotiv, Tehnologia Lemnului, Finante-Contabilitate si Dezvoltarea-Educatia Copilului.

Misiunea Centrului Vocational si de Educatie Tehnica Sindirgi (VTEC) este aceea de a avea un rol in pionieratul luarii fiecarui actiuni posibile pentru dezvoltarea personala si sociala a tinerilor si adultilor. Am organizat multe activitati in aceasta directie. Scopul VTEC este acela de a ne ajuta elevii sa dobandeasca dezvoltare profesionala si sa faca progrese in domeniile lor de studiu. In acest fel, urmarim facilitarea angajarii absolventilor nostri si contributia la sectoare conexe, pentru a alimenta nevoia de mana de lucru calificata.

Grupul tinta al Centrului il reprezinta tinerii de la 15 ani in sus (adulti). De asemenea, Sindirgi VTEC ofera oportunitati adultilor de a organiza propriile proiecte ori sa isi puna in practica ideile. Crede in puterea tanarului/adultului de a crea o lume mai buna in care sa traiasca. Sindirgi VTEC este deschis tuturor ideilor de proiecte sugerate de tineri/adulti din jurul nostru, in mod deosebit a celor din cadrul EU LLP, Grundtvig si programe pentru tineri. Unele teme pe care Sindirgi VTEC se concentreaza sunt, dar nu sunt limitate la ele, oportunitatile de angajare, excluderea sociala, oportunitati egale, democratie si drepturile omului, are si cultura, timpul liber al tinerilor. Pana acum, Sindirgi VTEC a luat parte la cateva programe UE Life Long Learning – proiectele Leonardo da Vinci fiind partenerul local. Unele dintre ele au fost IVT si altele au fost proiecte VETPRO. Lipsa unei pregatiri vocationale suficiente este in momentul de fata problema principala din spatele cifrelor somajului ridicat, in mod deosebit in zone rurale precum Sindirgi.

Prin intermediul acestui proiect, elevii nostrii tinta vor fi capabili sa isi sporeasca, nu doar cunostintele si abilitatile legate de oportunitati interculturale si europene, dar si sa compare experiente prin explorarea oportunitatilor de pregatire si educare in tari partenere.

Website: [www.sindirgimetem.meb.k12.tr](http://www.sindirgimetem.meb.k12.tr)



## Semper Avanti

## Semper Avanti - Polonia

Semper Avanti este o asociatie non-guvernamentala creata in 2000 de catre un grup de tineri interesati de cooperare internationala si activitati orientate catre tineri. Intelegand ca tinerile generatii constituie viitorul nostru, membrii fondatori au infiintat

aceasta organizatie pentru a sprijini tinerii in educarea si dezvoltare personala.

Prin intermediul actiunilor sale, Semper Avanti intentioneaza sa ajute tinerii sa-si largeasca aria de cunostinte despre Europa, tarile sale, locuitorii acestora, valorile si culturile lor diferite. Mai mult, asociatia asigura oportunitati pentru cladirea de abilitati sociale si a tolerantei, intelegerea diversitatii culturale, precum si dezvoltarea creativitatii si a atitudinii active spre rezolvarea problemelor in mediul nostru inconjurator. Noi promovam, de asemenea, situatii necesare pentru crearea unei societati civile bine-dezvoltate, moderne. Pentru a se adresa acestor subiecte, in primii sai ani, Semper Avanti si-a concentrat activitatea pe programul "Tinerii in Actiune", conducand sau participand in proiecte in aproape toate actiunile organizate in cadrul programului.

In the latter years, responding to some other issues and needs identified among the young people, our organisation have become involved in projects within the Lifelong Learning Programme.

In ultimii ani, raspunzand unor alte probleme si nevoi identificate in randul tinerilor, organizatia noastra s-a implicat in proiecte in cadrul Lifelong Learning. Noi incercam sa ne adresam problemelor cu care tinerii si adultii tineri se confrunta in timpul educatiei si in timpul stadiilor incipiente ale carierei profesionale. De aceea, Semper Avanti a creat sau a luat parte la proiecte si parteneriate de mobilizare, in cooperare cu mai multi parteneri straini. Unul dintre cele mai mari proiecte din care am facut parte a fost "EuPQua - European Partnership for Quality in Vocational Training" – un parteneriat realizat cu organizatii din Germania, Spania, Italia, Irlanda, Portugalia si Slovenia, pentru care exista intentia de a fi continuat si dezvoltat mai departe in cadrul proiectului recent initiat "EuPQua - ECVET".

Ne extindem, de asemenea, activitatile in cadrul programului Leonardo da Vinci, lucrand cu elevi si absolventi din regiunea noastra.

### CONTACT :

tel. +48 717 585 052

fax +48 717 585 964

e-mail: [info@semperavanti.org](mailto:info@semperavanti.org)

Website: [www.semperavanti.org](http://www.semperavanti.org)









Handbook of informal and non-formal learning

# For a Better Tomorrow





# INTRODUCTION

## Who is this manual for?

The intended recipients of this manual are:

- the youth of partner countries engaged in our project (Italy, Poland, Romania and Turkey), who are interested in non-formal education and different opportunities for self-development,
- organisations and institutions providing non-formal education,
- organisations and institutions engaged in working with the youth or young adults,
- employees of higher education institutions.

## What is it for?

First of all, the manual is meant to explain what non-formal education is. You might have heard of it or even taken part in it, and yet you may have never realised it. As we have found out, many of us have some idea about it, but we often do not know exactly what forms non-formal education can take. On the following pages we specify how to understand that term.

The manual will also help you to understand how non-formal education affects your life, skills, competences and attitudes. As the name itself suggests, it is something different than the education you receive at schools. It also works differently - the learning process is not like the usual 'sit at school and memorize stuff from books' mechanism. We attempt to describe non-formal learning methods and how they can contribute to your development.

Apart from being different from traditional, formal education, non-formal education is a very diverse phenomenon – it can take many different forms. Some of them you might be familiar with, while some others you have never tried, or perhaps even heard of. Therefore, yet another purpose of this publication is to give you examples of various activities that fall within the scope of non-formal education. This should give you an overview of available options and opportunities, so that you can choose those that best match your interests and needs.

But why should you be interested in non-formal education in the first place? Well, the last, but certainly not least, purpose of this manual is to give you some good reasons. On the following pages, you will find an explanation of how non-formal learning can help you take better control of your life.

## Why should you read it?

As it is stated in one of the following sections, the current labour market is demanding and in order to succeed, you may need new, additional skills or experience that you will simply not get at school. This is where non-formal education comes into the picture – it will provide you with skills you might have never thought of (apart from those you know you need) and prove to be the solution to those of you who need or want to develop themselves.

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# ABOUT NON-FORMAL AND INFORMAL EDUCATION

**One of the key features of both non-formal and informal education is that these approaches work a little differently than formal education we all know and go through.**

Informal education is often described succinctly, yet very aptly, as ‘learning by doing’. There are many things we learn through experience, without actually committing ourselves to the act of learning. It happens, sometimes unintentionally, as a ‘by-product’ of our work, leisure activities or interests. It occurs when, for example:

- we gain project management skills by being assigned to projects our company runs,

- we learn about foreign culture and language during a stay abroad,
- we gain IT skills while using computer at home,
- we learn something through volunteering, cultural and leisure activities or sports.

As opposed to informal, non-formal education involves an intentional, structured process designed with learning outcomes in mind, and in this it is similar to formal education. However, there are several crucial differences (graphic 1).

Learning is also about roles. In non-formal education the typical ‘master – pupil’ relation is often replaced by a more partner-like relations. Those who would be called ‘teachers’ in school, in non-formal system assume roles of ‘mentors’, ‘coaches’ or ‘facilitators’ – their role is not so much to teach, as to help us learn by guiding as through that process.

## Formal education

- long-term, general tool
- standardized, rigidly structured
- academic, teacher-centred
- institution-based, isolated from the environment
- hierarchical

## Non-formal education

- short-term, specific tool
- individualized, adaptable, flexible
- practical, learner-centred
- environment-based
- self-governing, based on more equal relations

# Here are the definitions of informal education used by

## Non-formal education

broadly, learning outside the formal school/vocational training/university system, taking place through planned activities (e.g. with goals and timelines) involving some form of learning support.

Another important assumption of non-formal education is that learners also benefit from interacting with each other – it is sometimes called ‘peer learning’.

Like informal, non-formal learning can take many different forms, for example:

- programmes to impart work-skills, literacy and other basic skills for early school-leavers,
- in-company training,
- structured online learning,
- courses organised by civil society organisations for their members, their target group or the general public.

**W**hy is it useful? As we have hinted in the introduction, these days, finding a job is not nearly as easy as we might wish for. In fact, for many people – especially those below 30 years of age - it is a very, very challenging task. Official EU statistics show that in some countries, unemployment among the youth (<25) is as high as 55%.

**A part of the problem lies in the fact that in many cases formal education (even studies) does not prepare us well for work.** To prove this point, in one of the latter sections of this manual we have included a little insight into employers’ opinion on this subject. For now, let it suffice to say that schools often fail to provide us with the kind of practical skills and experience that are needed at work.

As you might have guessed from the descriptions above, this is where non-formal and informal education can be helpful. The ‘learning by doing’ phrase itself suggests that the whole point of informal education is its practical, experience-based character.

We learn as we go – the whole process of gaining or honing new skills occurs while we apply them in practice. Non-formal education also puts emphasis on being more ‘realistic’ – focused on dealing with real-life situations and tasks. **While school gives us certain knowledge, non-formal education is often about showing us how to use it.**

Secondly, almost every young person beginning their professional career comes to a point where it turns out they need a piece of knowledge or skills that their school programme simply did not cover. It might be about a particular computer software that is used by a company for which they work, or it might be about self-presentation skills that is needed to land a job in this company in the first place.

**T**his is where non-formal and informal education come in helpful. These non-traditional methods do not employ the concept of a rigid, closed programme. What you learn depends on what you need – and unlike in school, you tutor on a non-formal education course asks about our

# non-formal and the European Union:

## Informal education

learning that is not organised or structured in terms of goals, time or instruction. This covers skills acquired (sometimes unintentionally) through life and work experience.

needs. Public speaking, team management, entrepreneurship, first aid – the list of competences we can work is practically endless.

**A** big advantage of non-formal education lies in how we learn. We all know that effects of learning depend greatly on methods: the more interested and engaged we become in the subject, the more we benefit from the learning process. This is why non-formal education extensively uses diverse, dynamic, interactive activities that are often designed to make us work not only on the subject matter, but also on our personal traits, like creativity, ability to lead or work in a team.

Many participants claim this set of methods is what makes the whole experience more useful than traditional schooling. Moreover, the plane of non-formal education is where you will most likely find innovative techniques and tools – it is much easier to introduce them in such a flexible learning environment than in rigidly structured formal schooling. Yet another great feature of informal and non-formal education is their broad accessibility and virtually unlimited time scope.

**Put simply: it is available to anyone, and we can use it at any point of our life, regardless of age.** This is important because these days in order to find, keep or change jobs we have to continuously improve and learn new things. Not only that – we also have to be ready to adapt to changing reali-

ties. Some of us will have to try several different professions during our careers. To describe the way of dealing with this phenomenon, the EU uses the concept called ‘lifelong learning’ (as you can see, the name is pretty self-explanatory). Informal and non-formal education are perfect tools for this. You can benefit from it when you are 17 and still in high school, 25 and unemployed or 55, with loads of professional experience.

**N**on-formal and informal methods are applicable to people of any age, but also any social/economic status. They can be extremely helpful for those who, for whatever reason, have prematurely interrupted their formal education. This is so because employers increasingly look beyond our degrees and diplomas, searching for actual skills, abilities and experience.

There are plenty available opportunities where prior educational background (or lack thereof) is simply irrelevant – it matters what you are willing to learn, rather than how much you already know. We can use these opportunities as a starting point for further, adult education, be it formal or non-formal. It may well turn out that something you learn through a non-formal training – even if it is not formally recognized in any way – will allow you to get a decent job, or get promoted to a better position.

**K**nowing this, the EU provides opportunities targeted at all kinds of different groups of people, with particular attention to vulnerable or economically underprivileged social groups.



# WHAT DO WE THINK NON-RESEARCH RESULT

The research described below was organized in 4 urban areas of the partner countries: Italy, Poland, Romania and Turkey. It was conducted in the shape of 3 group focus interviews (unstructured discussion in groups of 8-10 participants) in each country in November 2012.

The respondents were people between 16 and 29 years of age (who have started looking for jobs). The main goal of this research was to identify whether, and if so, how young people understand the concept of non-formal education and what they think is missing from the formal education system. Additionally, the research was aimed at exploring the extent of youth's knowledge about educational opportunities offered by EU-funded programmes.

## Main conclusions

### 1. What is missing from the formal education system (schools and universities)?

- Youngsters are not properly trained to work. In Poland and Romania, all respondents said that educational contents are not matched to the requirements of the labour market. In Italy, many of them think that knowledge in the school is outdated and lessons are irrelevant to today's world. *'Classes and courses are based on old, outdated curricula'* – they said in Poland and Romania. In Turkey, Poland and Romania, respondents pointed out the lack of practicing. There is a lack of practical and up-to-date knowledge. *'There is too much information and not enough education'* – Romanian interviewees said. *'They are not teaching us how to deal with a specific problem, instead, they give us theorems'* – concurred those in Poland.
- The communication problems between the students and the teachers. There is poor communication between students and teachers outside the teaching topics (a problem pointed out in Romania and Turkey).
- Teaching methods in school are unattractive for students. Romanian respondents found the way of teaching today unattractive and stiff. *'Formal education lacks activities that would help students understand what they learn and facilitate memorizing important information'* – added Polish participants. Turkish respondents claimed education provided by schools doesn't encourage students and is not individualised with regard to their interests.

### 2. What do young people understand through the concept of non-formal education?

- Most youngsters have never heard of this concept, but they tried to explain it in their own words.
- Respondents from all countries said it is something that you learn outside of school.
- Non-formal education is associated with: individual learning (out of school), learning through other people's advice, learning by doing (experience).
- In the eyes of youngsters, non-formal education is: practical, attractive, interactive. Additionally, it is associated with: freedom of expression, working in groups, learning for your own satisfaction, education through games.



# FORMAL EDUCATION IS?

## 3. What forms of non-formal education are known to youngsters?

- In order of frequency of response, these forms are: learning foreign languages in language schools, ITC courses, on-line courses, mass-media, other people's advice, watching educational tv programmes, visits in libraries, theatres, etc. organized by schools, activities organized in students' or youth organizations (role playing game, debate, round table, theatre forum, musical events).

## 4. What forms of non-formal education would youngsters like to make use of?

- The interviewees claimed they felt unprepared for taking up jobs and meeting the expectations of the labour market. Consequently, they felt non-formal education is a way to remedy this problem.
- The fields they want to explore more are: foreign languages, ITC, psychology, personal development, running a company, handling stress, history, tourism, cooking, alternative sports, self-presentation.

## 5. Where do young people seek information about non-formal education?

- This item, along the definition of the concept, was the most problematic one. Youngsters' most frequent first response was: 'we don't know'. Then, they started to list the sources most often used in general: public education centres/local cultural centres/youth NGOs, internet; platforms or specific sites, Facebook, Yahoo, language schools, libraries, specialized centres running extra-curricular courses, TV programmes, universities, friends.

## 6. What do youngsters know about EU-funded programmes related to non-formal education?

In all countries involved in this research only one or two people in every group could name the EU programmes, particularly 'Youth in Action'. Usually, this programme was associated with trips abroad.

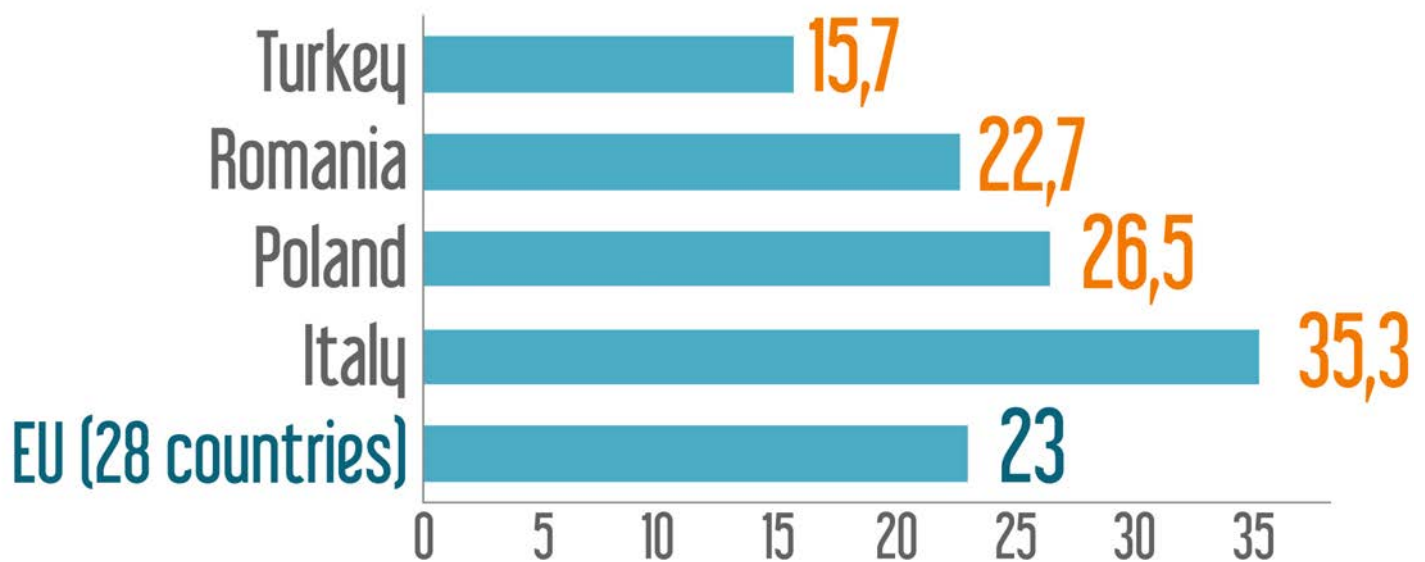
# THE YOUTH ON THE LABOUR MARKET

**Whenever the subject of youth's situation on the labour market is discussed, one word reappears more frequently than others – unemployment.**

There are two main reasons why youngsters face it so often. Firstly, they have to compete against their older, more experienced colleagues. Secondly, there is not enough internship or vocational training placements which they could use to kick-start their careers.

How big exactly is the scale of this problem? Numbers speak for themselves. The graph below shows youth (people aged 25 or less) unemployment rate for our partner countries (that is: Italy, Poland, Romania and Turkey), as well as for the entire EU. As you can tell from the graph, the entire EU suffers from the problem to a greater or lesser extent. Worryingly, there are countries where the youth unemployment rate is even higher, exceeding 50%!

This raises the question: how to deal with this situation? What can we do to improve our chances on the labour market? What kind of employees are sought by employers? You will find answers to some of these questions on the following pages.



Graph 1. Unemployment rate of people below 25 years of age in chosen European Union member states – dated 2012.

Source: Eurostat, [http://epp.eurostat.ec.europa.eu/portal/page/portal/employment\\_unemployment\\_ifs/data/main\\_tables](http://epp.eurostat.ec.europa.eu/portal/page/portal/employment_unemployment_ifs/data/main_tables)

## Requirements towards young people who are looking for jobs, as seen by employers

What can we do not to join the group of unemployed? The simplest solution is: meet the employers' expectations. But what exactly does that mean? In other words, what do they actually expect and look for in their potential employees?

To find some answers, we have looked into research that one of the Polish universities conducted among companies hiring its graduates. One of its conclusions tells us what kind of skills and character traits employers find important when they consider hiring someone.

So, what do they pay attention to? During the research, employers were given a list of abilities and traits that might determine whether or not a person seems like a good candidate for a given position. **They were asked to grade these abilities from 1 to 5, where 1 means a given skill is completely irrelevant, while 5 means it is very important.** The number you can see in the table are averages from their answers.

SKILL	AVERAGES
Commitment to one's tasks	4,78
Responsibility	4,71
Communicativeness	4,56
Ability to work in a team	4,51
Self-reliance	4,51
Loyalty/honesty	4,5
Precision	4,48
Diligence	4,47
Energy and being keen on work	4,4
Creativity	4,16
Willingness to handle changes	4,05

Table 1. To what extent the following skills and personal traits make a job candidate appealing

Source: results of a research conducted among employers hiring trainees/graduates of Wrocław University of Economics

Looking at the table 1, you can see what employers look for when they decide if they want to hire someone. The next question we asked them was: do young people graduating from the university in question meet their requirements? The table below gives some idea on what skills are young job-seekers missing.

SOFT SKILLS	%
Engagement and initiative	34,0
Solving problems	29,1
Time management	26,2
Creativity	19,4
Communication / interpersonal skills	17,5
Logical thinking	17,5
Teamwork	9,7

Table 2. What shortcomings in soft skills have you identified among your trainees/university graduates?

Source: results of a research conducted among employers hiring trainees/graduates of Wrocław University of Economics

HARD SKILLS	%
Professional and technical knowledge	34,0
Information gathering and analysis	30,1
IT knowledge (software expertise)	21,4
Foreign languages	15,5
IT knowledge (general computer managing)	7,8

Table 3. What shortcomings in hard skills have you identified in among your trainees/university graduates?

Source: results of a research conducted among employers hiring trainees/graduates of Wrocław University of Economics

# WHAT CAN I DO TO GET THESE SKILLS?

**There are plenty of European institutions working everyday on great projects for youngsters like you.**

You can develop the skills you or your further employers are looking for. The hardest part is to choose from the variety. But do not worry! We are going to help you!

In this chapter we introduce you some of our projects from the not so distant past. They differ from each other, so everyone could find something suitable for themselves.

There are training, volunteering, youth exchanges, and educational meetings. Read and consider, if there is anything interesting for you. Then look for similar projects in your region - we encourage you to ask in one of our institutions. You will find more information about them at the end of this publication.



# IT'S YOUR RESPONSIBILITY!

## Training courses

### Description of the project

It was a training course under 4.3 action and it involved 35 participants from 16 organizations from 15 countries in Europe. The project took place for 7 days in Busteni, Romania. The aim of the project was to make youth workers and youth leaders aware of the importance of social responsibility for better project management and quality. Some important subjects were definition of social responsibility, its role in youth projects and providing a tool kit with new competences for youth workers.

The activities consisted of working sessions, cultural visits, intercultural evenings, presentations of partners and countries, sharing of good practices examples, games and exercises of group dynamics. The methods used were nonformal and included workshops, role plays, debates, interactive presentations, evaluations, all having the role of achieving the objectives. In the end a behaviour guide was issued in electronic version and included a DVD together with videoclips, photos, training kit and info about Youth in Action programme.

**Project funded under:** Youth in Action, Action 4.3

[http://eacea.ec.europa.eu/youth/programme/action4\\_en.php#2](http://eacea.ec.europa.eu/youth/programme/action4_en.php#2)

**More info:** A blog of the project was created to promote the activities and final results: [www.busteniresponsibility.blogspot.ro](http://www.busteniresponsibility.blogspot.ro)



### Testimony:

*“For me personally, it was great to attend such a project and I am extremely happy that it is initiated by LLP network. The training course changed my way of thinking and showed me the way to participate and organize diverse projects, to travel all around Europe, to become active in my city, in my country, in Europe and to translate every single moment into a learning experience.”*

**Melek and Taner - Turkey**

# EUROPOLIS

## Internship

### Description of the project

The project was addressed at graduates of social sciences: political science, sociology, international relations, European studies who experience problems with finding jobs. Under the project, 15 people have done 13 week-long internships in Great Britain (6 people), Italy (2 people), Spain (3 people) and Germany (4 people).

Participants have had the opportunity to gain experience in project management, mostly in non-governmental organisations. This way, they could take the vital, yet very difficult first step into their professional careers. To get ready for the experience, participants underwent a series of free-of-charge language courses, intercultural and pedagogical training. Project funding covered transport abroad, accommodation and a modest allowance.

**Project funded under:** Leonardo da Vinci Programm

[http://ec.europa.eu/education/lifelong-learning-programme/ldv\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/ldv_en.htm)

**Project run by:** Semper Avanti

**More info:** [www.semperavanti.org](http://www.semperavanti.org)

### Testimony:

*“Going for an internship to Germany was one of the best decisions I have made after graduation. I had troubles finding a job in Poland, so I hope this kind of experience that I can now put in my CV will make me stand out from among other potential employees.”*

**Karolina, who took an internship in Germany**

# BALKANS VS BALTICS – HOW TO DEAL WITH YOUNG VOLUNTEERS

## Description of the project

It was a youth exchange organised under the 1.1 action. The project gathered 8 promoters and 44 youngsters from Latvia, Lithuania, Estonia, Finland, Greece, Bulgaria, Turkey and Romania. The project took place for 7 days in Busteni, Romania, in March-April 2012.

The aim of the project was to raise youngsters' awareness of cultural diversity and its importance in European projects including young volunteers.

The main tools for that were media and drama, accompanied by debates, visits, presentations, intercultural nights, games and exercises. The main activities were two parallel workshops focused on social theater and media production. The final event was a show consisting of three plays of social theater and a visual campaign to promote cultural diversity conducted with the use of posters, videos, flyers and an intercultural guide about stereotypes in the participant countries.

**Project funded under:** Youth in Action, Action 1.1

[http://eacea.ec.europa.eu/youth/programme/action1\\_en.php#1](http://eacea.ec.europa.eu/youth/programme/action1_en.php#1)

**More info:** A blog of the project was created to promote the activities and final results: [www.balkanbaltic.blogspot.ro](http://www.balkanbaltic.blogspot.ro)



## Testimony:

*“Youth exchange BALKans vs BALTics was very useful for me not only in methodical/formal, but also in informal way. Firstly, activities that took place were designed to broaden the view to other cultures and groups of people, to destroy stereotypical point of view. Secondly, it helped develop personal skills while creating “products” of the exchange (video making, acting and so on). And of course, the best part was meeting different people from different cultures. Mostly learning is not about lectures and so on, but exchanging experiences with others. BALKans vs BALTics was all about this - exchanging knowledge and experiences.”*

**Vytenis Danyla - Lithuania**

# MULTICULTURAL LANGUAGE CAFE

## Description of the project

It is a European Voluntary Service project funded under Youth in Action, Action 2.6. Volunteers from different European countries come to Wrocław for 9 months to work with kids, teenagers and seniors in the Lower Silesia region. Volunteers' main subjects of interest are Human Rights and Global Education workshops, as well as activities for people of different age groups, Language cafe in Mediateka - language conversations, activities in Sektor 3, and other partner institutions.

**Project funded under:** Youth in Action, Action 2

[http://eacea.ec.europa.eu/youth/programme/action2\\_en.php](http://eacea.ec.europa.eu/youth/programme/action2_en.php)

**More info:** <http://mlcsemper.wordpress.com>

**Project run by:** Semper Avanti

## Testimony:

*“These 10 months I've spent in Wrocław have just been AMAZING.. Surely, I finish this project with a lot of skills that I achieved during my EVS, with a better curriculum and especially with a lot of good memories that I will take with me forever. Once again thanks everybody for this beautiful opportunity and adventure.*

*I'll be reminding all the time all I did here, all those people that I have met and all those good and bad things that have been, and probably a tear will come out.”*

**Domenico Corniola, Italy**

# BREAK BOUNDARIES BY BREAKING

## Description of the project

This project was a Youth in Action youth initiative. It took place in Wrocław, Poland. The main purpose of our project was to reach young people who don't have opportunities to develop their interests, and to promote positive aspects of the hip hop culture. The programme was based on a series of dance workshops, finished with a festival organised by our participants. The activities during the project were designed to lead them to organising the final event. We invited 26 youngsters from the Youth Centre for Socioterapy in Wrocław to take part in the initiative. The whole project lasted seven months.

**Project funded under:** Youth in Action, Action 1.2

[http://eacea.ec.europa.eu/youth/programme/action1\\_en.php#2](http://eacea.ec.europa.eu/youth/programme/action1_en.php#2)

**More info:** <https://www.facebook.com/konfrontacjebbb>

**Project run by:** Semper Avanti

## Testimony:

*"The Break Boundaries by Breaking Dance confrontations was a very successful event that will be long remembered, thanks to the creativity of the organisers and incredible atmosphere that was built throughout the festival."*

**One of the Dance groups that performer during the festival**



# CIVITATIS

## Description of the project

The project took place in Nowy Gierałtów (a village in south-western Poland, near the border with the Czech Republic) between 20th – 27th August 2012. During the project 40 participants aged 18-30 from 8 European countries were simulating the proceedings of a city council.

The city itself was shaped by participants and constituted a base for a broader discussion on the current topics such as urban development, youth participation, democracy, European citizenship, civil society, education, discrimination and tolerance, migration,

economic problems, international cooperation, cultural diversity, youth unemployment, healthy lifestyle.

The purpose of the project was to draw youth's attention to problems that some cities face: unemployment, social stratification, discrimination of ethnic and other minorities, the architecture of urban space and its requirements, creating favourable conditions for business and education, the need for good infrastructure. Apart from that, the project was meant to instill the youth with the habit of participation and undertaking dialogue with the authorities. To do so, the project was designed to show them what a complicated mechanism any town/city. ▶

The project used various methods: workshops, debates, discussions and meetings. A wide range of different methods helped to achieve the objectives and goals. Among the planned effects of the project were: greater involvement of youth in local affairs, as well as better understanding of the current problems.

**Project funded under:** Youth in Action, Action 1.3

[http://eacea.ec.europa.eu/youth/programme/action1\\_en.php#3](http://eacea.ec.europa.eu/youth/programme/action1_en.php#3)

**More info:** [www.semperavanti.org](http://www.semperavanti.org)

**Project run by:** Semper Avanti

## Testimony:

*“The project ‘Civitas’ was one of the most interesting experiences of my life.. The simulation of running a city council prepared by Semper Avanti has shown me democracy-at work from a totally new perspective. Until then I wasn’t aware of the many factors that the city council has to take into account whilst making even the seemingly simplest decisions. The simulation as a learning tool has also proven to be very effective and interesting. Active participation in all the activities allowed me to understand many complex issue”*

**Mariusz, Poland**

# YOUTH – GLOBAL AWARENESS AND VOLUNTARY SERVICE

Volunteering

## Description of the project

The aim is to increase the participation of young people with fewer opportunities in volunteer activities overseas, which will surely contribute to youth mobilization, integration and employability. The volunteers experience sustainable agriculture, production, consumption and lifestyle through their exposure to different activities designed for the service. They also work closely with indigenous people that teach them survival techniques using available resources in tropical forest environment. All of this optimize non-formal strategies and methodologies that pave way for volunteers to develop key skills and competences relevant to strengthen their participation and contribution in the society not only in the future but also in the present.

**Project funded under:** Youth in Action, Action 3.2

[http://eacea.ec.europa.eu/youth/programme/action3\\_en.php#2](http://eacea.ec.europa.eu/youth/programme/action3_en.php#2)

**More info:** <http://evsscouts.wordpress.com>

**Project run by:** Polish Scouting and Guiding Association - Hufiec Wrocław

## Testimony:

*“This is our first day in the the Philippines. We all live in brick house, having the Ocean literally right in the backyard! Right away, we have gone to take a first look at the coral reef. In the evening, we’ve met at supper, and what a supper it has been! Fried fish, aubergines, rice, fish soup, algae salad, banana ketchup – all this consumed with our hands, with banana tree leaves. We have finished the day by the fire, sharing similar first experience: delight, disbelief, surprise, excitement. Can’t wait for tomorrow!”*

**Karolina, Poland**





# WHAT DID WE DO DURING THE PROJECT?

## MOBILITY DESCRIPTION

### First mobility - Italy

The first mobility took place in Capistrello, near L'Aquila, in central Italy, in November 2011. As it was the first opportunity for all partners to meet together, naturally, the visit in Capistrello served as a starting point for the entire project.

Obviously, the basic idea for the project was born when partners drafted the application, after they had realized the need for promoting non-formal and informal education as tools that might alleviate problems experienced in many European countries by youngsters and young adults. Still, the first project meeting was devoted largely to refining the concept and dressing it in more detailed plan of actions. This purpose was necessarily a cornerstone of the mobility programme.

The first days were replete with working sessions. Partners (including silent partner - Bulgaria) began by returning to the rationale behind the project and exchanging more detailed information on youth's situation in their countries or regions. A few lengthy discussions allowed to identify which problems are common and which are more country-specific. Based on this, we refined desired project goals. Another key point was each partner's experience with informal and non-formal educational tools – we learned more about each other's expertise ways of using such methods. This was a natural beginning for the process of exchanging good practices that would occur throughout the whole project. Of course, the working sessions were also used for detailed planning of project activities and schedule. Tasks were assigned for each partner to fulfil. Some rearrangements had to be made with regard to mobilities' schedule and task division as the intended Bulgarian partner's application was rejected by the National Agency.

We considered possible options for the planned website and promotional activities. The idea of a manual presenting non-formal education to youngsters was also shaped in more de-



tails form, with much discussion over the desirable form. We came to the conclusion that the manual, apart from other possible functions, should give a simple, easily digestible package of key information on non-formal education opportunities to people who know little to nothing on the subject.

In Italy, we also started the theme of learning about national educational systems, their characteristics, advantages and problems. During a visit in a newly opened kindergarten, participants were presented with basics of the Italian schooling system, which immediately brought up questions about efficiency

of formal education and professional prospects for youngsters/ young adults who don't have access to extra-curricular, additional activities and/or non-traditional learning opportunities. This subject was further emphasized by our visit in the town of L'Aquila, which suffered from a violent earthquake. The physical damage, which was plain for all to see, was accompanied by perhaps even greater social damage: the town lost a great number of jobs, becoming a place of grim prospects for the local population, including the youth, threatening the loss of social cohesion.

An important point of the mobility was the visit in the Municipality of Capistrello. The group met and talked to a representative of the Mayor. One idea behind the meeting was to encourage local authorities to engage more in cooperation with the third sector, so as to combat unemployment and passive attitudes in the local youth. Having the opportunity of direct meeting, we could present the Municipality with possibilities offered in that respect by international cooperation, including EU-funded opportunities. All in all, the meeting in Capistrello helped shape the project in necessary details and create a plan of activities to be conducted over the subsequent months.

## Second mobility – Romania

The second mobility was hosted in Buzau, Romania from 7-12 May 2012, with 24 participants from partners and 1 from Bulgaria as silent partner. The main objectives of this mobility were :

- identifying obstacles for finding mobility opportunities in

Europe

- making contacts with persons involved in nonformal and informal education , surveys in local communities and presentations to the other partners
- collecting information about youngsters' and young adults' educational needs and evaluation of this
- debating common problems, possible situation to be solved and sharing good practice experiences in informal education
- redefining the responsibilities of partners and establishing the agenda for activities to be developed until next mobility, planned for November 2012

Discussions took place in plenary sessions and in working groups and touched different subjects :

- recap of conclusions taken after the first mobility from Italy
- presentation of the results of surveys and questionnaires applied by each partner in its local community
- fixing the strategy for develop of the site [www.tryinformal.ro](http://www.tryinformal.ro) and selecting of the main matherials to be uploaded on site until next mobility
- creating the working strategy , plan and responsibilities for working to promotion of the project , construction of manual and application of the new set of questionnaires in local communities.

The main activities during the mobility were :

- visit of some good practice examples local projects :
  - ‘Mobilizaze : youth and action in labour market ‘. Project develop by Fundatia pentru Tineret Buzau which consist in proffessional trainings for unemployed youngters from rural area
  - “ Acces” and “ Conformed “ ,projects developed by our partner Manager Consult that consist in trainings in different domains for youngsters and young adults from vulnerable categories :women,rroma citizens,unemployed persons
- meetings with youth structures from Buzau and nehoiu and discussions for create common future projects in the frame of LLP and YOUTH IN ACTION programme
- celebration on 9 may of EUROPE'S DAY at Economical College and presentation by partners and guests of succesful and sustainable projects for youth education by mobility and on line projects. There were presented and displayed final results like : power point presentations , videos ,photoclips,printed matherials from projects that covered different topics :antrepreneurship , leadership,human rights, social responsibility, project management etc
- visit at Arts High School “ Margareta Sterian “ Buzau for seeing the workshops that prepare youngsgsters to become architects , painters ,singers and artists
- visit at a kindergarden like a good practice example of informal and nonformal education combined with formal education
- cultural visits in the city and in the region to Muddy Vol-



canoes, Ciolanu Monastery , Magura Open Air Sculpture Camp

In the end were established the working groups which until next mobility will have specific tasks :update of the website , create the concept for manual and insert of first contributions,apply a new questionnaire about young and young adults needs in informal education domain,survey on impact of education on youth personal development and the necessary competences in labour market,create a link between wikipedia and project's site concerning informal education topic. The mobility was promoted through interviews for TV Buzau , Campus Radio,Opinia newspaper and on line by some informative local platforms. We also produced matherisl to promote our site [www.tryinformal.eu](http://www.tryinformal.eu).

## Third mobility - Turkey

The third mobility was hosted in Sındırgı Turkey between 2nd and 8th November 2012. This meeting was a great opportunity to learn more about education, both formal and informal, in a country with somewhat different cultural background.



One of the first, and at the same time most important points of the mobility was a visit in Sındırgı Vocational and Technical High School. While there, we had a working meeting with an IT teacher working in the school, who was in charge of the project website, [tryinformal.eu](http://tryinformal.eu). We were trained to upload and update website content. Apart from that, we took a tour of the school while listening about the workings of the Turkish vocational education system. As during other mobilities, this was a good opportunity to ask and learn about advantages and shortcomings of formal schooling, but also about the kind of

skills and abilities valued on the labour market in Turkey. The next day was spent on meetings with local officials, including the Mayor of Sındırgı, who expressed his happiness with our visit, since it represented a unique opportunity for the local youth to meet a group of foreigners and get a glimpse of the intercultural character of projects such as Grundtvig partnership. Youngsters also had a chance to chat with us briefly about education in other partner countries.

Next, the participants were met by a representative of District Directorate of National Education, who gave us some more details on the educational system in Turkey. His presentation spurred the group to ask a number of questions and the answers made the meeting one of the most interesting points of the whole visit in Turkey.



A break from work came in the shape of a trip to the ancient city of Ephesus. A wonderful historical site, it allowed us to learn a bit more about the history and cultural heritage of the region and the city itself. We also had a chance to get a glimpse of the local labour market by visiting several companies and their production plants/workshops. This way we were

able to determine what kind of skill sets are potentially useful for youngsters seeking employment in the Balikesir region.

The last point of the generally busy programme was a visit to the METEM Vocational Technical High School, where we met students and were able to talk to them about their plans and hopes for professional careers.

## Fourth mobility - Poland

The meeting in Poland took place from 12th to 18th of May 2013 in Wrocław. As the last mobility planned within the project, it was intended to help summarize the work done over the previous 18 months and draw final conclusions from all the debates and discussions that were held over the course of the project. However, the meeting was planned not only as a project finale. In accordance with project rationale, partner organisations have looked at non-formal and informal education as a potential remedy against the problems of unemployment and passivity among youngsters.

This is why the hosting organisation used this opportunity not only to summarize the project, but also invite all partners to take a closer look at the realities of the Polish education system and labour market, and listen and discuss how non-traditional forms of education can improve youngsters and young adults' situation. The programme was designed to lead participants through all vital aspects of the problem.



As a first part of this process, we held a meeting with a person responsible on behalf of the Lower Silesian Voivod for supervising secondary vocational schools and monitoring the quality of education they deliver. We were presented with basic principles of the Polish vocational education system with its advantages and disadvantages. We were also able to inquire into how well formal schooling prepares students for competing on the labour market.

The following day, we organised a small conference and invited representatives of Wrocław University of Economics and ManpowerGroup. The purpose of this meeting was twofold. Firstly, we learned about and discussed conclusions from the graduate follow-up survey organised by the University of Economics. This shed some light on how well higher education system meets the educational needs and expectations of youngsters.

Secondly, from ManpowerGroup we learned the employers' perspectives on the quality and problems of formal education system. In a lively and hugely interesting presentation, their employee presented us with Manpower's conclusion as to the so-called competence gap between what skills and knowledge formal schooling provides and what employers actually seek in their employees. The presentation was followed by a discussion during which we were able to learn more about whether, and if so, in what ways, employers consider non-formal type of education as beneficial and desirable form of augmenting youngsters' skill set.

Returning the youngsters' perspective, participants then met with EVS volunteers hosted by Semper Avanti. They told us about their experience with EVS and the impact this form of education had on their lives, professional and personal development.

As long-term term volunteers, they were well equipped to testify to the value of both non-formal tools and the 'learning by doing' approach, which constitutes a substantial part of their everyday life during EVS. Both this meeting and the conference were a good opportunity for partner to exchange thoughts on good practices related to non-formal and informal education.

Equipped with everything that was said and discussed, participants spent several working sessions over the two final days on summarizing the knowledge and conclusions from the entire project. Final agreements on the content of the manual to be published were also reached. As a moment of rest and intercultural experience in between the work, the group was taken to the worldwide famous Wieliczka salt mines, where we could admire incredible work done by miners over hundreds of years.

# WHO WE ARE?

## PARTNER'S DESCRIPTION



### SORO TORI Soro Tori Onlus - Italy

"Soro Tori" language wamàa (Benin) means "for a better tomorrow". A tomorrow that has no geographical boundaries, which aims to help break down prejudices, to give concrete

answers to the needs and to the discomfort of those living on the margins of our local realities and societies "developing". Make available its expertise to help broaden the horizons, to create opportunities, to encourage awareness of development opportunities, according to the contexts in which it operates, is the "mission" of those who are aware that a better world is must begin the "here and now".

The Association Soro Tori works on the territory of the Marsi, for the dissemination of Community Programs "Youth in Action" Grundtvig, Leonardo etc. in order to know all the opportunities that the European Union offers young people and adults: it is credited for sending volunteers (18-30 years) in other European countries (EVS) has prepared and managed several projects funded by the European Community, with the "Youth in Action" (training course, study visit), "Grundtvig" as well as "youth exchanges."

He edited the deployment of volunteers in Panama and in Benin, at the mission of the Pequeña Familia De Maria, with whom he collaborated for many years, through fund-raising for projects taking place in their local communities.

On the territory of the Marsi, the Association has planned several activities for young people, adults and families, has encouraged the participation of local citizens in EU projects approved; through ongoing projects is promoting the activities of "non-formal education", otherwise unknown and practiced in these latitudes.

The project R.A.P. (Real Active Participation), Action 1.3 of the Programme "Youth in Action", to which the Association has participated as a partner, has been recognized by the National Croatian (country coordinator of the project) as an example of "best practices" and will be presented in Zagreb (HR) over the next 19 and 20 June ca. This statement confirms, once more, the mission of the Association and pay the professionalism and competence in all contexts, from the international to the local level.



### Youth Foundation Buzau - Romania

Youth Foundation Buzau ( FPT ) Buzau is one of the most active organization from our region situated in the south east part of Romania, not far away( 100 km ) from our capital , Bucharest. FPT is an umbrella for 4 different associations dealing with different domains of activity. FPT was established in 1990 and inherited a part of the patrimony of Communist Party Youth Union. As a result, it owns a youth hostel, a pub, a spectacle hall, offices and activities spaces. Some of them are now in partnership with some companies.

Our main activities are :

- Festivals :
  - top t-rock festival ,the oldest in Romania with 28 editions – every spring in May;
  - Bluzau – jazz and blues festival with 17 editions– every Autumn, in November
  - Little Strings – classical guitar competition for youngsters – 5 editions
- Monumental Art Camp is organized every Summer and trains youngsters in special techniques of religious painting - 17 editions
- Media Centre publishes 'ALANDALA ' magazine and also trains youngsters in making videos, taking photos, designing websites
- EU Centre prepares youngsters for international projects : youth exchanges, seminars, training courses
- Ecological and ecotouristic activities
- Non-formal education laboratory: activities every week
- Also: Land art, forum theatre and debates.

In the last 9 years a very important part of our activities was focused on YOUTH and YOUTH IN ACTION programmes. Every year, groups of youngsters or leaders and youth workers took part in youth exchanges and seminars all over Europe. In 9 years over 350 youngsters and 50 youth workers participated in projects all over Europe.FPT hosted 15 projects in Youth in action on different topics : human rights, arts, interculturality, sports, environment, social responsibility, theatre, e-violence, debates.

FPT is member of Contact 2103 , a large European platform that support youth activities established in Brussels.

**Contact:** TOLEA POSTOVEI – international programmes manager  
postoveitolea@yahoo.com

Telefax: +40238.720.728 ; +40238.720.955;

GSM: +40.744.855.911

Website : www.fptbz.ro- under reconstruction



## Sındırgı Vocational and Technical Education Center - Turkey

Sındırgı Vocational and Technical Education Center was founded in 1998. It has 789 regular students; 180 girls and 609 boys, plus 70 irregular adult students who are taking initial vocational apprenticeship training.

Sındırgı Vocational and Technical Education Center consists of Electric-Electronics, Computer and Instructional Technology, Metal and Automotive Technology, Wood Technology, Accounting-Finance and Child Development-Education Departments.

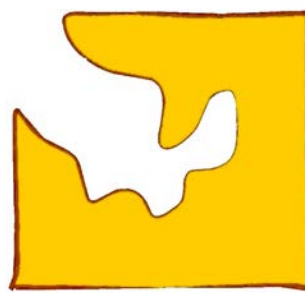
The mission of Sındırgı Vocational and Technical Education Center (VTEC) is to take a pioneering role in taking every possible action for social and personal development of youngsters and adults. We have been organizing many activities in this direction. The aim of our VTEC is to help our students to acquire professional development and to make progress in their field of study. This way, we aim to facilitate the employment of our graduate students and to contribute to related sectors to feed the need for skilled manpower.

Its main target group is the youngsters aged between 15 and above (adults). Also Sındırgı VTEC gives opportunity adults to organize their own projects or to realize their ideas. It believes in the power of youth/adult in creating a better world to live in. Sındırgı VTEC is open to all kinds of project ideas suggested by youth/adult around us, especially within the framework of the EU LLP, Grundtvig and youth program.

Some thematic focuses of Sındırgı VTEC are, but not limited to, employment opportunities, social exclusion, equal opportunities, democracy and human rights, arts and culture, and youth leisure. So far Sındırgı VTEC has took part in a few EU Life Long Learning Programmes - Leonardo da Vinci projects as a local partner. Some of them were IVT and others were VETPRO projects. A lack of sufficient vocational training is currently the main problem behind Turkey's soaring unemployment figures, especially in rural areas like Sındırgı.

Through this project, our target students will be able to enhance not only their knowledge and skills related to intercultural and European opportunities, but also compare experiences by exploring training and educational opportunities in partner countries.

Website: [www.sindirgimetem.meb.k12.tr](http://www.sindirgimetem.meb.k12.tr)



## Semper Avanti - Poland

### Semper Avanti

Semper Avanti is a non-governmental association created in 2000 by a group of young people interested in international cooperation and youth-oriented activities. Understanding that the young generations constitute our future, founding members established this organisation in order to support youth in education and personal development.

Through its activities, Semper Avanti intends to help young people broaden their knowledge of Europe, its countries, inhabitants, their different cultures and values. Furthermore, the association provides opportunities for building social skills and tolerance, understanding for cultural diversity, as well as developing creativity and active attitudes towards solving problems in our environment. We also promote postures necessary for creating a well-developed, modern civil society. To address these subjects, in its first years Semper Avanti focused its activities on the "Youth in Action" Programme, leading or participating in projects in nearly all actions of the Programme.

In the latter years, responding to some other issues and needs identified among the young people, our organisation have become involved in projects within the Lifelong Learning Programme.

We attempt to address the problems youth and young adults face during education and early stages of professional careers. That is why Semper Avanti has created or taken part in mobility projects and partnerships in cooperation with several foreign partners.

One of the biggest projects we have been a part of was "EuPQua - European Partnership for Quality in Vocational Training" - a partnership realized with organisations from Germany, Spain, Italy, Ireland, Portugal and Slovenia, which is intended to be continued and further developed in the recently started "EuPQua - ECVET" project.

We are also broadening our activities in the Leonardo da Vinci programme, working with learners and alumnus/graduates from our region.

#### CONTACT :

tel. +48 717 585 052

fax +48 717 585 964

e-mail: [info@semperavanti.org](mailto:info@semperavanti.org)

Website: [www.semperavanti.org](http://www.semperavanti.org)





Lifelong  
Learning  
Programme

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