



CREacting in EU

Partners:

GREECE: THE GOOD HOUSE - Beneficiary organization

SPAIN: AYUNTAMIENTO DE VILLABILLA / Municipality

PORTUGAL: ASSOCIAÇÃO NÓ GÓRDIO / Association and the PRSD/
Providers of Social Responses to the Development, a network of non-profit organizations

CYPRUS: CULTURAL ASSOCIATION NOSTOS PISSOURIOU

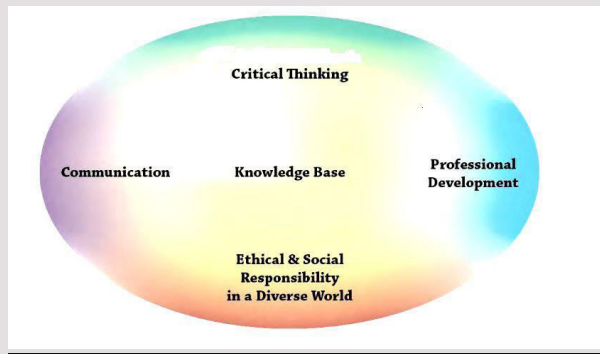
with support

Poland: INSTITUTE OF JOURNALISM AND SOCIAL
COMMUNICATION, University of Lublin



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https://ec.europa.eu/programmes/erasmus-plus/about_en



Overall Learning Outcomes

The young participants

- improve their knowledge, skills and competences which enhance employability and improve career prospects in the Audiovisual and Arts sector
- increase their sense of initiative and entrepreneurship
- enhance their intercultural awareness and their more active participation in society, in intercultural dialogue, social inclusion and solidarity activities
- increase their awareness of the European project and the EU values and their active citizenship and participation in democratic rituals within Europe
- learn to self expression and increase their self-empowerment and self-esteem
- improve the use of mother tongue and foreign language competences
- increase their motivation for taking part in future relevant mobility projects

In the long run,

- the project is expected to have a significantly positive impact beyond the young participants and the organisations involved, on the communities in which the activities take place, as well as on the youth field itself and the European economic and societal sectors at large.

This is meant to have an impact on the systems of education, training and youth in the participating countries, thus stimulating policy reforms and attracting new resources for mobility opportunities in Europe and beyond.



With Youthpass, the participants of the project "CREacting in EU", funded by Erasmus+ Youth, can describe what they have done and show what they have learnt. As a tool to visualise and to validate learning outcomes, this certificate puts policy into practice and practice into policy. Please enjoy the [Key Competences mentioned below for all the participants:](#)

Communication in mother tongue

The Youth Exchange in the framework of the project "CREacting in EU" allowed young participant to develop knowledge, skills and competences with a view to improving the personal development, the involvement as considerate and active citizen in society and the employability in the European labour market and beyond, and become aware of important socially relevant topics, included in the project as thematic areas for discussion and sharing of ideas, i.e. smooth inclusion, solidarity and volunteerism, promotion of respect of cultural diversity and fight against racism, xenophobia, perpetuation of inequality and discrimination, discover new cultures, habits and life-styles through peer-learning, strengthen values like democracy that contribute in the construction of a Europe, accessible for all the residents, in spite of their differences without any social, linguistic and cultural marginalisation. Thus, the participant learned to respect the needs of the disadvantaged groups and of those with fewer opportunities as well as understood the interconnection between formal, non-formal and informal education and

the importance of taking part in future youth exchanges after this mobility period abroad.

For the acquisition of the mentioned above learning outcomes, the project offered space for dialogue and interaction of participant with the peers, avoiding any passive listening as well as helped the youngster to contribute to the daily activities with their own knowledge and skills, opinions and reflections by enhancing the communication in mother tongue.

So, actively participating in whole project and by communicating in mother tongue during the daily activities, workshops, exercises, debates, role-plays, simulations, outdoor happenings, group discussions, works and initiatives with peers, voluntary events and in a variety of other theoretical but also multifaceted, interdisciplinary, experiential, interactive, multilingual, exploratory, artistic, recreational and teambuilding situations, the participant exchanged opinions, feelings, views, thoughts, experiences and proposals as well as needs, expectations, worries and reflections on the project's context and concept and acquired essential competences that contribute to the personal and socio-educational development and foster the active participation in society, thereby improving the employment prospects in this specific professional field, oriented to the audiovisual media and the wider field of Artistry in general.

Communication in foreign language

The project offered space for dialogue, active involvement and interaction of participant with the peers, by enhancing the communication in foreign language.

Overall, within this project, communication in English language helped participant to:

- live harmonically together with the young people from the other/different countries - participating organisations
- enjoy the support offered by international group leaders
- actively participate in the whole work programme
- feel more self-confident and increase the self-empowerment and self-esteem
- enhance the intercultural awareness and the participation in society

- acquire a better awareness of the European project and the EU values
- improve the employability, career prospects and the sense of initiative and entrepreneurship in this particular professional field of audiovisual media and the wider field of Artistry in general.

By communicating in English language the participant better understood the reasons why this sector is so attractive for young people globally, as it presents:

- an ever-increasing demand for audiovisual products and for job positions (e.g. photographers and video technicians)
- a corresponding demand for use traditional and/or modern techniques in Art (e.g. painting, decoration, renovation processing with recyclables materials disseminating eco-awareness messages or others for money saving in crisis time)
- a strong will for quality in communication, that is lost in interpersonal relationships from rapid technological progress and the introduction of social media to daily life (e.g. emoticons, facebook, viber, iMessages, whatsapp and use of laptops , tablets and mobiles)
- a true desire for a non-verbal expression, mobilised some times by linguistic differences and difficulties in our multicultural society (e.g. use of the "do it yourself" objects (DIY), art therapy and body communication techniques) that help people to overpass pain and fears caused by the economic distress, and in parallel way, to liberate their inspiration, imagination, creation, self-realization, empathy, awakening, sending of messages and suggestions, positions and distractions, especially of young people, objections, needs and concerns, and emotions, like joy, sorrow, anger, fear and the dislike they feel
- a deep and crucial request for social changes by understanding the power of audiovisual products and Artistry as social tools for this task, to transmit and communicate the concerns, reflections, critical thoughts and suggestions of young generation in front to unemployment, non-actively participation in society and denial to develop a sense of European citizenship and identity.

It is useful to notice, that the participant improved also other foreign languages competences (mother tongues of the peers) and thus it is sure the motivation for taking part in future informal learning activities and youth exchanges after this mobility period abroad.

Digital competence

In the framework of the project has been exchanged, discussed, analysed, explained, clarified and deeply explored, through the use of computers, tablets and mobiles, much information and communication during the daily activities, such as within the workshops, the exercises, the debates, the role-plays, the simulations, the outdoor happenings, the group discussions, the works and initiatives with peers, the voluntary events and in general within all the theoretical but also multifaceted, interdisciplinary, experiential, interactive, multilingual, exploratory, artistic, recreational and teambuilding situations.

Particularly, the participant improved digital competence and In general terms speaking, the Internet (use of websites, blogs, YouTube, etc) helped the:

- clarification of the informal education's goals, content and benefits, the value of Europass and Youthpass certificates and of the Mobilities under the Erasmus+ programme and the Key Action 1
- information about the Erasmus+ mobile application, designed for students, vocational learners and participants in youth exchanges
- deep learning for the aim, objectives, activities and expected achievements of the project "CREacting in EU", and its analytical daily schedule and results concerning the improvement of the level of key competences and skills of young participants, including those with fewer opportunities, as well as the promotion of the participation in democratic life in Europe and the labour market, active citizenship, intercultural dialogue, social inclusion and solidarity
- understanding of the activation of the organizations as partners and of the impact of project's outcomes on them and their staff, as well as of the effect in the long run on the systems of education, training and youth in the participating countries and beyond
- increase of the sense of initiative and entrepreneurship in the Audiovisual and Arts sector inspired by "Start uppers " and their innovative ideas and products
- enlargement of the cognitive horizons of participants about the power of audiovisual products and of the Artistry in general, such as of the "Do it yourself art ideas"/DIY, Art Therapy and practices, techniques and movements of Body Theater/Body music as tools for social changes and as channels for dissemination of the concerns, reflections, critical thoughts and suggestions of young people concerning unemployment and

the indifference in front of great social challenges and intercultural and volunteering global requirements.

During the last unit of the learning, the participant had the chance to involve actively in Digital Arts workshops of experiential informal education on Photos taking and Video shooting. In the framework of these labs, the participant presented for comments and evaluation a) photos taken during the outdoor activities of the project (i.e. Photo-Visits to the Athens' historical centre as well as to the deprived and poor neighbourhoods of the city) and b) videos shot during previous activities of the project (i.e. self-presentations, walks to places of migrants' and refugees' concentration in downtown Athens) with the aim the improvement of the relevant knowledge on urban, historic and cultural photography, street and candid photography and the enrichment of the skills on video making, editing, composition and montage.

Learning to learn

As regards "learning to learn" ability, a crucial competence that helps young people reach many other competences, the project helped the participant to understand the value of the good organisation of personal learning that is put at the heart of this ability.

Thus, the participant improved the qualification for an effective management of time and information, both individually and in groups, acquired a better awareness of the whole learning process and needs and identified different opportunities available to learn. It means that the participant gained, processed and assimilated new knowledge and skills as well as sought and made use of guidance and support by group leaders. Learning to learn encouraged in general the building on prior learning and life experience.

At the end of the project "CREacting in EU" the participant was familiarised with setting learning aims and objectives, reflecting upon the learning strengths and weaknesses and ways for better learning, organising the learning, motivating for more active participation in society and in democracy within EU for protecting its fundamental values, such as intercultural dialogue, social inclusion and solidarity, being aware of being a concentrated and considerate learner and taking responsibility for further socio-educational development, monitor of this development, collection of outcomes and report of necessary changes in order to

acquire finally these additional essential knowledge, skills and competences that contribute to improvement of the employment prospects and foster the substantial participation in society.

Social and civic competence

The Youth Exchange in the framework of the project "CREacting in EU" and its daily activities:

- theoretical knowledge workshops with lectures and presentations, debates, dialogue and discussion groups with the use of visual and audio-visual projected material (labs on Digital Arts and screenings) and of the Internet and social media, interactive tables and e-books,
- exchange of personal opinions and experiences, reflections and critical thoughts,
- cooperative in teams field exercises,
- educational role-playing games such as "Do it yourself art ideas", works and initiatives with peers such as the Body Theater happening with practice techniques,
- simulations for study, work and comprehension on the "scapegoating complex" and relevant social experiments,
- solidarity visits and volunteerism outdoor events, and
- a variety of other multifaceted, interdisciplinary, experiential, interactive, multilingual, exploratory, artistic, recreational and teambuilding situations, as well as study strolls and walks for photographing and video making,

allowed young participant to develop knowledge, skills and competences with a view to:

- improving the personal and socio-educational development and intercultural awareness,
- enhancing the active participation in society in intercultural dialogue, social inclusion and solidarity structures and activities showing greater understanding and responsiveness to social, linguistic and cultural diversity and respecting to the needs of the disadvantaged and of those with fewer opportunities far away from viewpoints that perpetuate inequalities, discriminations and against any racism or xenophobia,
- raising of awareness and understanding of other cultures and countries and of people from different home origin, culture and social background, offering participant the opportunity to identify

- common values with persons from other countries in spite of their cultural differences,
- developing the sense of European citizenship and identity based on humanitarian founding values and principles and involving in civic life at all the governmental levels within united Europe as considerate and active citizen,
- thereby improving their employment prospects, career and the sense of initiative and entrepreneurship,

in an environment of **Informal Learning Methods** that offered space for interaction of participants, sharing of ideas, avoiding passive listening.

Sense of initiative and entrepreneurship

The project, oriented to enhance youngsters' employability, improvement of career prospects and increase of the sense of initiative and entrepreneurship, helped the participant to learn how turning the ideas and talents into action by liberating creativity, investing in innovative techniques, taking risks and setting rationally goals and feasible objectives for achievement.

Thus at the end of the youth exchange, the participant had already learned how to plan and manage some projects and "grab" opportunities in everyday life, in society and in different workplaces being aware of ethical and cultural habits, practices and customs, as well as to try out new professional endeavors based on vision for the future.

In conclusion, the project encouraged participant to reflect on crucial meanings such as:

- "project management",
- "action planning",
- "smoothly communicate, interact with others and share of ideas **in a team-centered work context**",
- "taking risks under reflection on real own knowledge and skills, self-empowered and with self-esteem",
- "undertaking new tasks and roles that express creativity, innovation and imagination",
- "understanding of other cultures and be tolerant with people from countries with diverse ethnic, linguistic, religion, educational, economic and social backgrounds according to the modern intercultural labour market's requests".

Cultural awareness and expression

Informal learning in the framework of the project "CREacting in EU" referred to the learning in its daily activities and works in teams with peers, and mainly to the learning by doing, in peer group discussions, through voluntary activities and in a variety of other situations in order to jointly carry out its work programme including workshops, exercises, debates, role-plays, simulations, outdoor activities, etc.

It referred also to a learning with interaction between all the participants, of sharing of ideas, personal views, opinions, critical thoughts, worries, experiences, proposals, suggestions, feelings and emotions, avoiding passive listening that allows to them to contribute with their own knowledge and skills, to undertake their own analyses, and to reflect on knowledge, skills and competences acquired.

Particularly the mentioned below activities helped the participant to become aware and understand better many features of other cultures and countries and to identify common values with young persons from different background in spite of their cultural differences far away from viewpoints that perpetuate inequality and discriminations and against racism and xenophobia:

- "Knowing us better" / self-presentations
- "Do it yourself art ideas" / Art Therapy
- Solidarity and volunteerism in Practice / Visits to devastated towns of Attica
- Body Theater / musical improvisation by coordinating body, hands, mind, soul, emotions and feelings, based on lyrics from Bob Dylan's topical songs with references on crucial challenges for the modern world, within Europe and beyond, such as the respect of human rights, performed in mother tongues and English language
- "The Scapegoating complex"/ role-playing games
- Walks and strolls in Athens' historical centre as well as to the deprived and poor neighbourhoods for photos taking and video shooting / improvement of the basic knowledge on urban, historic and cultural photography, street and candid photography and enrichment of the skills on video making, editing, composition and montage but also as personal, aesthetic, social, cultural proposals of the young participants and building of impressive Portfolios

Thus, the project enhanced intercultural awareness of the participant, supported a greater understanding and responsiveness to social, linguistic and cultural diversity of the peers and increased the ability to address the needs of the disadvantaged groups.

In conclusion this youth exchange had been a good setting for discussing and learning about inclusion and diversity issues, active citizenship, intercultural dialogue, social inclusion and solidarity as well as for an increase of self-empowerment and self-esteem and cultural awareness and expression of the young generation vision about the future world with employability and democracy.

