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Handbook NONFORMAL

**Non-formal education
for functional literacy of the Youth**

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Mastering Non-Formal Youth Education: Principles, Methods, and Tools

FOUNDATIONS & CORE METHODOLOGIES



Five Key Learning Methodologies



Role-playing



Guided Reflection



Group Work



Peer-to-peer education

FACILITATION TOOLS, DESIGN & RECOGNITION



Integrated Physical and Digital Tools

Combines physical materials with digital platforms like Padlet, Kahoot!, Miro, and Canva.



Activity Design and Youthpass Validation

Activity Design

Activities address target youth needs.



Youthpass Validation

Formally validate skills using EU Youthpass framework.



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Chapter 1 – Introduction to Non-Formal Education



1.1 Non-Formal Education: what is it?

Non-formal education refers to any educational activity which is organized and take place outside the traditional scholastic environment.

It can have several forms and the activity has usually specific learning objectives, and it is characterized by flexibility regarding contents, methods and timing.

Unlike formal education, that follows rigid programmes and assessment procedures, on the other hand, non-formal education is focused on learning through experience, active participation and personal development.

Specifically, in working with young people non-formal education represents an essential tool for promoting competences in several fields, such as citizenship, inclusion and functional literacy.

1.2 What are the main characteristics of non-formal education?

- **Voluntary participation:** not mandatory, participants freely choose to participate;
- **Learner-centered:** content and objectives adapt to participants' needs;
- **Experiential learning:** learning is done by reflecting on experiences;
- **Collaborative:** it is based on group work, discussion, and peer learning;
- **Accessible and inclusive:** it also targets young people with fewer opportunities;
- **Flexible and innovative:** it fosters creativity and adapts to the local context.



1.3 Formal, Informal and Non-Formal Education: let's compare them

Type	Formal Education	Non-Formal Education	Informal education
Structure	Highly structured	Structured but flexible	Not structured, spontaneous
Recognition	Diploma, official certificate	Recognition through tools, like Youthpass	No formal recognition
Environment	School, university	NGO, youth centre, online	Daily life, family, media
Methodology	Face-to-face, define training programme	Active learning, with participation	Spontaneous learning
Target	Kids and students	Young and adults	Everyone

1.4 Why non-formal education is important for young people?

Young people today face complex challenges: digital divides, social exclusion, misinformation, and civic disinterest. Non-formal education is a concrete tool for addressing them because:

- it promotes functional literacy: not just reading and writing, but also digital, civic, and social skills;
- it empowers young people engaging them as active participants in their own learning;
- it promotes social inclusion, reaching disadvantaged young people, too;
- it supports personal development, increasing self-confidence, interpersonal skills, and awareness;

1.5 European Recognition of Non-Formal Education

The European Union values non-formal education as an integral part of lifelong learning. The EU Youth Strategy (2019–2027) and the Erasmus+ program support:

- access to inclusive educational opportunities for all;
- validation of skills acquired outside the school system (e.g., Youthpass);
- active and informed youth participation;

The NONFORMAL project fits into this framework by promoting alternative, transnational educational methods focused on young people's functional literacy through non-formal tools.

Chapter 2: What young people think about non-formal education



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As part of the NONFORMAL project, focus groups and surveys were organized in each partner country (Bulgaria, Malta, Poland and Turkey) to directly gather the views of young people and youth workers on non-formal education.

The results offer a realistic and diverse snapshot of the perceptions, expectations, benefits, and challenges associated with this educational approach.

2.1 Personal Experiences and Contexts of Use

From the analysis of the data gathered, the following concrete experiences were shared by the participants, as were their personal experiences about non-formal education:

- thematic workshops and creative labs
- Erasmus+ international exchanges
- online courses and distance learning
- extracurricular activities and volunteering
- environmental campaigns and civic initiatives

All highlighted the importance of the practical dimension, freedom of expression, and direct involvement in activities with a tangible impact.

2.2 Strengths and Challenges of Non-Formal Education

According to the young people interviewed, non-formal education differs from traditional education in:

- Flexibility, as it adapts to the needs and interests of participants;
- Practical approach, specifically they highlighted that they like the Learning by doing” approach;
- Greater engagement, fostering active participation and motivation;
- Interactivity and collaboration, enhancing teamwork and peer dialogue;
- Personal impact contributes to the development of self-confidence, creativity, and adaptability;

Specifically, many young people reported having acquired soft skills such as communication, teamwork, leadership, time management, self-efficacy.

Despite the high value placed on non-formal education, young people reported some common challenges:

- Lack of formal recognition of acquired skills, which limits their applicability in work or academic contexts;
- Limited accessibility in rural or remote areas, where opportunities are scarce or poorly promoted;
- Inconsistent quality of activities as not all courses are well-organized or updated in content;
- Lack of awareness among peers and families about the benefits of non-formal education.

The data collected confirms that non-formal education represents a strategic resource for youth empowerment, especially when integrated with formal learning and supported by recognition policies.





Chapter 3: Approaches and Methods of Non-Formal Education

This chapter introduces the main methodological approaches adopted in the NONFORMAL project, providing an overview of the techniques used in the programs implemented in the partners countries (Bulgaria, Malta, Poland and Turkey).

3.1 Main Non-Formal Methodologies

3.1.1 Experiential Learning

Description

It is a process that begins with the participant's concrete experience and develops through reflection, analysis, and application. It is based on the Kolb model (experience – reflection – conceptualization – application).

Objectives

- Develop awareness through doing;
- Transform experience into active knowledge.

How to organize it

- Propose an engaging hands-on activity;
- Guide collective reflection on the experience;
- Stimulate analysis (what did I learn? Why?);
- Encourage individual reflection and connection with real life;

Implementation Guidelines

- The experience must be relevant and meaningful;
- Reflective time is essential to transform experience into learning;
- Facilitation should stimulate without overly directing;

Necessary Materials

Depending on the type of activity, you may need simulation materials, reflection sheets, ample space, and tools for documenting the experience (e.g., photos, videos, diaries).

Role of the Trainer

- Propose experiences appropriate to the context and the group;
- Encourage reflection with open-ended questions;
- Foster a safe environment in which to share emotions and thoughts;

3.1.2 Role Playing

Description

Role playing involves embodying real or imaginary characters or situations, with the aim of exploring behaviors, dynamics, and points of view.

Objectives

- Stimulate empathy and mutual understanding;
- Develop communication and social skills;
- Reflect on complex interpersonal or social dynamics;

How to Organize

- Introduce the context or situation to be depicted;
- Assign clear roles to participants;
- Allow free space for interaction;
- Conduct a collective reflection after the activity;

Implementation Guidelines

- Choose topics that are relevant and understandable to participants;
- Maintain a respectful and non-judgmental atmosphere;
- Avoid forcing, allowing participants to participate actively or as observers;

Required Materials

- Role cards, rules, and context;
- Optional props to facilitate role-playing;
- Provide adequate space for simulation;

Role of the Trainer

- Facilitate the context and dynamics of the game;
- Monitor participation and role-playing;
- Manage post-activity debriefing, enhancing the experience.





3.1.3 Group Work

Description

This methodology promotes peer cooperation to solve problems, produce content, or complete tasks. It is based on the principle of collaborative learning.

Objectives

- Foster shared responsibility and co-creation;
- Strengthen interpersonal skills;
- Encourage negotiation, leadership, and a sense of belonging;

How to Organize It

- Define a clear task to be completed as a group;
- Form balanced subgroups;
- Provide materials and guidance;
- Observe and support the group process.

Implementation Guidelines

- The task must require cooperation, not a simple division of labor;
- Offer tools for time management and internal roles;
- Provide a feedback phase for the entire group.

Necessary Materials

- Task Guidelines;
- Working Tools (paper, markers, computer, creative materials)
- Timer or stopwatch to manage time.

Role of the Trainer

- Encourage autonomy and participation among all members;
- Intervene in the event of blockages or conflicts;
- Guide the final feedback with questions that enhance the process.





3.1.4 Peer-to-Peer Education

Description

This approach involves participants sharing knowledge, experiences, and skills with other peers, temporarily taking on the role of educators.

Objectives

- Encourage youth leadership;
- Strengthen self-confidence and trust in others;
- Promote more horizontal and participatory learning;

How to Organize

- Identify the skills or experiences to share;
- Prepare short sessions led by the participants themselves;
- Alternate moments of presentation, discussion, and practice;

Implementation Guidelines

- Offer support and tools to peer educators;
- Care for the balance between content and relational dynamics;
- Recognize and value participants' experiences;

Required Materials

- Thematic sheets, visual aids, multimedia materials;
- Spaces for small group work;
- Technical support (projector, whiteboard, PC) if necessary

Role of the Trainer

- Train and support young people in their preparation;
- Observe and intervene only when necessary, during the activity;
- Facilitate evaluation and recognition of the process.

3.1.5 Guided Reflection

Description

Guided reflection is a key tool for transforming experience into learning. It allows students to internalize meaning, discuss ideas, and evaluate progress.

Objectives

- Consolidate what is learned during activities;
- Foster personal and collective awareness;
- Rework emotions and experiences constructively.

How to organize it

- Create a safe, non-judgmental space;
- Use stimulating questions (e.g., "What have I learned?" - "What would I do again?");
- Alternate individual, pair, and group time;
- Facilitate the emergence of thoughts and experiences.

Implementation Guidelines

- Adapt language and questions to the age and context;
- Use non-verbal channels (e.g. drawings, symbols, photographs).
- Keep time balanced, avoiding forcing;

Necessary Materials

- Reflection sheets or journals;
- Paper circles, illustrated emotions, symbolic objects;
- Markers, post-it notes, visual aids.

Role of the Trainer

- Guide reflection without influencing the content;
- Value every contribution, even silent ones;
- Connect reflection to the objectives of the training program.

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Chapter 4: Tools and Resources for Non-Formal Education



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The effectiveness of non-formal education also depends on the quality and appropriateness of the tools used. These are not just support materials, but true facilitators of learning, creativity, inclusion, and participation.

The tools can be physical, digital, or methodological and must always be consistent with the objectives of the activity and the profile of the participants.

4.1 Types of Tools Available

4.1.1 Material Tools

These are useful for hands-on activities, creative workshops, or educational games. Below a list of examples:

- Posters, post-it notes, worksheets;
- Markers, scissors, glue, recycled materials;
- Symbolic objects (stones, ropes, illustrated cards);
- Puzzles, educational board games;
- Photographic or video cameras;
- Outdoor spaces for dynamic activities.



4.1.2 Digital Tools

These are ideal for enhancing participation, documenting activities, or facilitating distance learning:

- Padlet is collaborative digital bulletin board for brainstorming, concept maps, and feedback;
- Mentimeter/Kahoot are useful tools for quizzes, surveys, and interactive reflections;
- Canva is useful for creation of presentations, posters, and infographics;
- Miro/Jamboard as digital whiteboards for cooperative activities;
- Google Forms for collecting feedback, assessments, or recordings;
- Youthpass for validating acquired skills

4.1.3 Methodological Resources

- Non-formal education manuals (SALTO-YOUTH, Council of Europe, etc.);
- Thematic toolkits (e.g., on active citizenship, the environment, human rights);
- Pre-designed activity sheets;
- Cooperation games and icebreakers;
- Examples of replicable good practices.

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4.2 How to choose the right tools

When planning an activity, it is essential to choose tools based on:

- Age and level of participants
- Educational context and available space
- Learning objectives
- Number of participants and group dynamics
- Accessibility and inclusiveness (language inclusion, disability, digital literacy)
- Technical and logistical availability





4.3 Technology use in Non-Formal Learning

Technology has assumed an increasingly important role even in non-formal educational contexts, offering opportunities that enrich the learning process without replacing human experience and the relational dimension. The use of digital tools makes education more accessible, dynamic, and participatory, boosting the enhancement of creativity and autonomy of the young people involved.

Among the main advantages there is the ability to offer multimedia content that facilitates understanding and stimulates different learning styles. Videos, interactive quizzes, digital maps, and collaborative platforms enhance participation, fostering active and inclusive engagement. Furthermore, the use of online tools helps overcome geographic barriers and facilitate collaboration between diverse groups, even remotely.

However, the use of technology requires careful consideration, as it also presents challenges. Not all participants have the same access to suitable devices or connections, and in some cases, digital literacy disparities may emerge. Furthermore, excessive or poorly integrated use of technological tools can lead to disinterest, distractions, or a reduction in the quality of group relationships. It is therefore essential that technology be used thoughtfully, always as a support to the educational process, never as an end in itself.

A good practice is to alternate digital activities with manual, reflective, and relational moments, thus promoting balanced learning. It's also important to choose simple, free, and easily accessible tools, while also taking care to protect personal data and cybersecurity, especially when working with minors.

4.4 Trainer Skills in Using Tools

In the context of non-formal education, the role of the trainer extends far beyond simply leading activities. The facilitator is required to effectively manage both physical and digital tools so that they truly support learning and group participation. To do this, a comprehensive set of skills is required, ranging from technical to methodological and interpersonal.

It is fundamental for the trainer to understand the tools they use, both physical and digital, and to be able to adapt them to the participants' characteristics and context. It's not about becoming a tech expert, but rather knowing how to effectively use digital platforms, creative materials, audiovisual devices, and tools for documenting activities.

This is complemented by solid methodological expertise, which allows the tools to be integrated into coherent and meaningful learning paths. The trainer must be able to select tools appropriate for the learning objectives, structure activities that enhance their use, and flexibly adapt the proposals, also based on the group's evolution.



From a relational point of view, it is essential to know how to mediate the use of tools so that everyone can actively participate. The facilitator must observe, listen, and intervene sensitively, paying attention to the group dynamics and any difficulties encountered by participants. It is also important to promote collaboration among peers, leveraging the skills already present in the group and encouraging mutual learning.

Finally, educators must develop a reflective perspective on their work. Knowing how to evaluate the effectiveness of the tools used, gathering feedback, documenting processes, and redesigning activities based on accumulated experience are essential elements for informed and evolving educational practice.

Another aspect to consider is the ability to ensure the inclusiveness and sustainability of activities. This means adapting tools to the diverse needs of participants, taking into account any disabilities, avoiding expensive or difficult-to-replicate solutions, and promoting the use of simple, recyclable, or readily available materials.





Chapter 5 – How to design a Non-Formal Activity

Below you find a ready-to-fill template to plan your non-formal activity.

	Guiding Questions	Notes
Activity Title	Which name would you like to give to the activity?	
Learning Objectives	What do participants have to learn?	
Target group	Age, Profile, Background	
Duration	How long the activity last?	
Place	Where does the activity take place? Which space do I need?	
Methodology	Which methodologies will I use? (eg. Role play, team work, et	



Tools and material	Which tool do I need? Which material do I need to prepare?	
Activity Steps	List the steps of the activity.	
Trainer Role	What will I do? How will I facilitate the activity?	
Inclusive adaptation	How can I adapt the activity for participants with diverse needs?	
Final Assessment	How can I assess that the learning objectives are reached?	



Chapter 6 – Best Practices in Non-Formal Education

Postcards from the city	
COUNTRY	Bulgaria
DESCRIPTION AND CONTEXT	Organized by the Ecoworld Rhodopes Association in the period 2022-2023 in Smolyan, Bulgaria under the Erasmus+ Program
MAIN OBJECTIVES	The main goal is to create cards with messages about environmental protection and distribute them.
TARGET GROUP	Target group – young people from Bulgaria and Armenia aged 16-26
NUMBER OF PARTICIPANTS	The project involves 30 young people and 6 youth workers – 15 young people and 3 youth workers from Bulgaria and 15 young people and 3 youth workers from Armenia.
METHODOLOGIES	The methodologies used are: - Lectures - Discussions - Teamwork - Role playing - Practical activities on making cards with messages - Taking photos of nature and processing them under the guidance of experts - Daily reflection - Working in national groups Working in international groups - Conversations of young people with leading journalists from the region Meetings with other young people from the Smolyan region - Learning through experience - Learning by doing

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MAIN ACTIVITIES	The main activities carried out during this practice are: - Getting acquainted with photography as an opportunity for art that has an impact on the environment - Meetings with journalists and working on creating messages Making postcards with messages about environmental protection - Recording messages from young people about environmental protection - Visiting places with preserved nature and taking photos - Meeting with young people from a school in Smolyan - Meeting with the Regional Environmental Inspectorate and discussing what we can do - Making an exhibition of postcards in the lobby of the Smolyan Youth Center - Distribution of the created postcards online and in paper format
RESOURCES USED	Funded by the Erasmus+ Program with 26,000 euros. Volunteer work by young people - volunteers from the "Ecoworld Rhodopes" Association. Use of laptops, printers and projectors purchased in previous projects.
TOOLS	<i>The tools used for didactic assistance are:</i> - <i>Laptops</i> - <i>Projector</i> - <i>Cameras</i> - <i>Phones with good capabilities for taking photos and making videos</i> - <i>Camera</i> - <i>Internet</i> - <i>Printers</i> - <i>Special website for the project</i> https://postcards.ecorodopi.eu/



RESULTS	The results and impact of the implemented project "Postcards from Nature" on the participating young people are as follows: • Learning through experience and through informal methods, as the majority of young people are for the first time taught with game methods and practical exercises through experience, including the peer-to-peer method • Knowledge: about the environmental problems that the earth is currently facing; • about the culture of another people; • increased knowledge about environmental problems in Europe and the world; • about the possibilities of the Erasmus+ Program for personal and development of young people, including those from small settlements • Skills: • for taking thematic photos and processing them into postcards with messages; • for artistic expression and organizing a public event by making postcard exhibitions; • for presentation skills when presenting postcards with messages in their communities; • for creativity in developing the messages; • for using artistic methods to indicate the problems; • for working with new programs to create posters, postcards, flyers, brochures; • for creative work in international groups; • for teamwork in international groups; • for learning through experience; • for sharing previous knowledge - using the peer-to-peer method in international groups The results and impact of the implemented project "Postcards from Nature" on the partner organizations are the following: • increased capacity of the participating youth workers from both organizations to work with young people on environmental projects; • exchange of experience in the field of environment and youth; • increased capacity for future joint activities on partnership projects
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Activities of youth workers with young people at risk during a crisis	
COUNTRY	Bulgaria
DESCRIPTION AND CONTEXT	Organized by the Ecoworld Rhodopes Association in the period 2020-2022 in Smolyan, Bulgaria under the Erasmus+ Program
MAIN OBJECTIVES	The main goal is for youth workers from 7 countries to exchange and gain skills and methods for their work with youth at risk. Supporting the social inclusion of marginalized youth through the application of non-formal methods and good practices
TARGET GROUP	Target group – youth workers from Bulgaria, Armenia, Georgia, Turkey, Latvia, Romania and Italy over the age of 18
NUMBER OF PARTICIPANTS	42 youth workers from 7 countries participate in the project
METHODOLOGIES	The methodologies used are: - Lectures - Discussios - Teamwork - Daily reflections - Work in national groups - Work in international groups - Conversations of youth workers with leading journalists from the region - Meetings with youth workers from the Smolyan region - Learning through experience - Learning by doing - Sharing good practices
MAIN ACTIVITIES	The main activities carried out during this project are: - Presentations of good practices from various organizations for working with youth at risk - Development of messages for working with youth at risk during crisis situations - Meetings with journalists and work on developing messages Recording messages from youth workers - Meeting with youth workers and young people from a school in Smolyan - Making an exhibition of postcards in the lobby of the Smolyan Youth Center - Distribution of the produced postcards online and on paper, as well as on magnetic media - Meeting with the Regional Governor of Smolyan Region and discussion on the problems of youth at risk - Celebration of May 9 - Europe Day with an exhibition from the project in the Atrium of the Smolyan Regional Administration



RESOURCES USED	Funded by the Erasmus+ Program with 31,000 euros. Volunteer work by young people and youth workers - volunteers from the "Ekosvyat Rhodopes" Association. Use of laptops, printers and projectors purchased in previous projects.
TOOLS	<i>The tools used for didactic assistance are:</i> - Laptops - Projector - Cameras - Phones with good capabilities for taking photos and making videos
RESULTS	The results and impact of the implemented project "Activities of youth workers with young people at risk during a crisis" on the participating youth workers are the following: - Increased social, linguistic and/or cultural competences - Increased interest in participation in the public and political life of local communities - Increased interest in common European values and the opportunities of the Erasmus+ Programme for working with young people in crisis situations - Increased social and civic competences - Knowledge of good practices implemented abroad - Shared my own knowledge and skills with young people and other youth workers - Developed skills in the use of ICT tools - Improved organizational / management / leadership skills - Strengthened / expanded network of professional contacts or creation of new contacts - Enhanced cooperation between partner organizations - Increased interest in more activities against discrimination, intolerance, xenophobia or racism



Prepodavame.bg – practical training and resources for teachers for teaching through non-formal learning	
COUNTRY	Bulgaria
DESCRIPTION AND CONTEXT	The largest platform with practical training for teachers including non- formal methods. The platform is also used by youth workers because of the interesting non-formal learning methods shared by teachers
MAIN OBJECTIVES	The main goal of the platform is to share good practices in teaching students, including informal methods developed by the teachers themselves.
TARGET GROUP	Target group – teachers, school principals who are interested in implementing non-formal learning methods in extracurricular activities at school. An indirect target group is also youth workers who benefit from the lessons developed in the platform by applying them in their activities through non-formal learning.
NUMBER OF PARTICIPANTS	Cannot be determined due to the massive electronic use of the platform
METHODOLOGIES	The methodologies used, as indicated in the appendix, are: Lectures Discussios Teamwok Videos Learning through experience Learning by doing Sharing good practices
MAIN ACTIVITIES	The main activities carried out under this practice are: Dissemination of good practices of teachers applied in their activities with children and youth
RESOURCES USED	Funded through various programs and subscriptions
TOOLS	- Special website for the project https://prepodavame.bg/
RESULTS	- On teachers and youth workers: Increased capacity for activities through the principles of non-formal education. - On children and youth: - Increased knowledge through the methods of non-formal education on various topics, including civic education https://prepodavame.bg/tag/grazhdansko-obrazovanie/



Patriotic Games	
COUNTRY	Bulgaria
DESCRIPTION AND CONTEXT	Organized by the Smolyan Regional History Museum in November 2024.
MAIN OBJECTIVES	The main goal is for young people to become familiar with interesting facts from the history of Bulgaria and historical moments from the Rhodope Mountains where we live, which are not studied in school
TARGET GROUP	Young people from Smolyan
NUMBER OF PARTICIPANTS	36 young people from 6 schools in Smolyan participate in the project
METHODOLOGIES	Discussions Learning through Experience Learning by Doing Interactive Presentation of Knowledge Teamwork Role playing
MAIN ACTIVITIES	The main activities carried out during this practice are: Preparation of teams by schools Competitive games to learn the history of Bulgaria and historical data from the Rhodope Mountains where the young people live
RESOURCES USED	Funded by the Regional History Museum – Smolyan https://museumsmoljan.eu/
TOOLS	The tools used for didactic assistance are: - Individual and team preparation of participants - Competition between school teams - Specially made boards and materials with tasks for the competitors - Certificates of encouragement for the best performers - Taking photos and videos for the event https://museumsmoljan.eu/news-and-events/%d0%b8%d0%b3%d1%80%d0%b8-%d0%bd%d0%b0-%d1%80%d0%be%d0%b4%d0%be%d0%bb%d1%8e%d0%b1%d0%b8% d0%b5%d1%82%d0%be-15-11-2024%d0%b3
RESULTS	The results and impact of the implemented project "Patriot Games" on the participating youth are as follows: - Increased interest in participating in games organized at the museum on other occasions - Increased knowledge about the history of Bulgaria and the Rhodope Mountains, acquired through informal learning and final game competitive activities



National campaign "Save a tree"	
COUNTRY	Bulgaria
DESCRIPTION AND CONTEXT	Organized by the Active Society Association, funded under the National Program by the Ministry of Youth and Sports
MAIN OBJECTIVES	Stimulating the initiative of young people and promoting their civic commitment to the protection of the environment, by promoting the recycling of resources and afforestation, as well as building an ecological culture among them.
TARGET GROUP	Target group – young people aged 15 to 29 from the regions of Vidin, Montana, Vratsa, Sofia (region), Pernik, Kyustendil, Blagoevgrad, Pazardzhik, Plovdiv and Lovech in Bulgaria
NUMBER OF PARTICIPANTS	More than 250 participants in trainings and volunteers in activities
METHODOLOGIES	Methodology: – lectures, – discussions, – information campaign Innovative nature through the inclusion of young people from 10 regions of Bulgaria to work simultaneously on the activities
MAIN ACTIVITIES	The main activities carried out during this practice are: – Five environmental trainings for young people; – ten youth eco-workshops; – large-scale information campaign
RESOURCES USED	Funded under the National Program by the Ministry of Youth and Sports
TOOLS	The tools used for didactic assistance are: – Thematic trainings – Workshops – Discussions – Field work – Taking photos and videos of the event https://aktivnoobshtestvo.org/?p=4309&lang=bg
RESULTS	The results and impact of the implemented project " Save a tree " on the participating youth are as follows: – how to reuse recyclable materials. – through five trainings, young people acquire valuable knowledge in the field of ecology and environmental protection. – over 450 trees planted in dozens of villages and towns in Bulgaria – tons of paper handed over for recycling.



Youth Leadership and Civic Engagement Training – Malta Youth Council	
COUNTRY	Malta
DESCRIPTION AND CONTEXT	This initiative was organized by the Malta Youth Council (KNZ) in collaboration with local NGOs as part of a wider effort to foster youth participation in civic activities. The program was held in Valletta, Malta, in June 2022. It targeted Maltese youth from diverse backgrounds and aimed to build leadership and civic engagement skills using innovative, non-formal educational methods.
MAIN OBJECTIVES	- Promote civic involvement - Engagement of youth in the community - Tools to address societal challenges collaboratively - Disseminate the democratic processes and youth advocacy
	- Empower youth with leadership and communication skills
TARGET GROUP	Youth aged 16-25 from various backgrounds, such as secondary school students, university attendees, and young professionals interested in civic activities.
NUMBER OF PARTICIPANTS	30
METHODOLOGIES	- Role-playing and simulation exercises to simulate leadership challenges. - Team-building activities to enhance collaboration. - Open-space discussions to encourage dialogue on pressing societal issues. - Reflective workshops to assess personal development.
MAIN ACTIVITIES	- Icebreaker Sessions: Focused on networking and team formation. - Leadership Workshops: Delivered by local and international trainers, emphasizing communication and decision-making. - Community Engagement Simulation: Participants worked in teams to design and present projects addressing local community needs. - Panel Discussions: Featuring Maltese policymakers and NGO leaders, discussing youth roles in governance and policy-making. - Civic Tour of Valletta: An interactive journey exploring Malta's history of civic participation.



RESOURCES USED	• Financial Resources: Funded by the Ministry for Education, Malta, with support from private sponsors. • Human Resources: Trainers included local educators and civic leaders. • Material Resources: Workshop kits, handouts, digital tools, and access to local government and historical sites.
TOOLS	- Presentation slides - flip charts - digital collaboration tools like Google Jamboard - Interactive scenarios and problem-solving cards. - Feedback forms for self-assessment and workshop improvement
RESULTS	- Increased self-confidence and leadership capabilities among participants. - Formation of three youth-led initiatives addressing community issues, such as environmental sustainability and mental health awareness. - Enhanced knowledge about civic rights and responsibilities. - Strengthened networks between participants and local civic organizations.





Sustainable Tourism and Cultural Heritage Workshop – Malta Eco Initiative	
COUNTRY	Malta
DESCRIPTION AND CONTEXT	This workshop was organized by the Malta Eco Initiative, a local NGO focusing on environmental education and cultural heritage preservation. Held in Mdina, Malta, during October 2021, the workshop aimed to enhance awareness of sustainable tourism practices and the importance of preserving Malta's cultural heritage through non-formal education methods.
MAIN OBJECTIVES	• Educate participants on sustainable tourism practices. • Promote the preservation of Malta's cultural and historical landmarks. • Encourage participants to develop community-based initiatives to support sustainable tourism.
TARGET GROUP	Young adults (18–30 years old) interested in tourism, environmental sustainability, and cultural heritage, including students from tourism management programs and local community leaders.
NUMBER OF PARTICIPANTS	25, including 15 local Maltese youths and 10 international students from an Erasmus+ mobility program.
METHODOLOGIES	• Experiential learning through guided field visits. • Group brainstorming and project planning workshops. • Role-playing scenarios to simulate challenges in sustainable tourism. • Peer-to-peer learning sessions to share experiences and best practices



MAIN ACTIVITIES	• Guided Heritage Walk: Participants explored Mdina's historical landmarks, discussing the impacts of tourism on cultural preservation. • Interactive Workshops: Hands-on activities where participants brainstormed solutions for sustainable tourism in Malta. • Case Study Analysis: Analysis of successful sustainable tourism initiatives in other Mediterranean countries. • Action Planning: Participants developed mock projects to promote sustainable tourism practices locally. • Networking Event: Participants interacted with local stakeholders, including tourism operators and municipal authorities.
RESOURCES USED	• Financial Resources: Supported by Erasmus+ and local sponsorships. • Human Resources: Facilitators included tourism professionals and heritage experts. • Material Resources: Educational kits, maps, heritage site access, and workshop materials.
TOOLS	• Visual presentations on sustainability principles. • Local maps and guides to heritage sites. • Online tools like Miro for collaborative brainstorming.
RESULTS	• Increased understanding of sustainable tourism practices among participants. • Development of three conceptual projects focused on eco-friendly tourism, including walking tours, waste management solutions, and cultural awareness campaigns. • Strengthened collaboration between young people and local tourism stakeholders. • Broader awareness of the challenges and opportunities in sustainable tourism within the local community.

BEST PRACTICE RESEARCH	
TITLE	Digital Literacy for Social Inclusion – Training by eSkills Malta Foundation
DESCRIPTION AND CONTEXT	The eSkills Malta Foundation organized a series of digital literacy initiatives aimed at promoting social inclusion and reducing the digital divide in Malta. These activities were conducted across various venues in 2023 and included partnerships with educational institutions, NGOs, and public services. The overarching goal was to empower individuals of all ages and backgrounds with essential digital skills to enhance their participation in the digital economy and society.
MAIN OBJECTIVES	• increase digital literacy skills among marginalized groups. • Foster inclusion by empowering participants to access online services, education, and job opportunities. • Reduce digital exclusion in underserved communities in Malta.
TARGET GROUP	• Youth from schools and junior colleges. • Women and professionals from SMEs. • Senior citizens and adults seeking to enhance their digital skills. • Educators requiring training in digital tools and methods.
NUMBER OF PARTICIPANTS	In 2023, the initiative engaged over 808 participants across 24 organized courses, with an even distribution among the target groups.
METHODOLOGIES	• Hands-on workshops and practical demonstrations. • Peer mentoring and group projects to encourage collaborative learning. • problem-based learning activities, such as coding challenges and digital tasks. • Interactive discussions to explore real-world



	applications of digital skills.
MAIN ACTIVITIES	• Digital Bootcamps: Focused on skilling, upskilling, and reskilling individuals in basic and advanced digital skills. • School-Based ICT Sessions: Collaboration with junior colleges and schools to deliver talks and interactive sessions. • Robotics and Coding Workshops: Conducted during SkolaSajf, introducing students to robotics and programming basics. • EU Code Week Activities: Hosting over 700 events aimed at inspiring participants to develop coding and problem-solving skills. • Community Networking Events: Opportunities to engage with industry experts and stakeholders. •
RESOURCES USED	• Financial Resources: Supported by local sponsors and public funds. • Human Resources: Trainers included industry professionals, educators, and experienced facilitators. • Material Resources: Robotics kits, laptops, coding software, and digital collaboration platforms.
TOOLS	• Digital platforms like Google Classroom and Zoom for online engagement. • Software tools for coding and digital content creation, such as Scratch and Canva. • Collaborative tools like Google Jamboard for brainstorming and teamwork.



RESULTS

- Participants reported significant improvement in their digital skills, with over 85% expressing increased confidence in using technology.
- Development of practical digital solutions during workshops and bootcamps.
- Enhanced collaboration between eSkills Malta Foundation and local educational institutions.
- A record-breaking participation in EU Code Week, with over 700 events, showcasing Malta's commitment to digital education.



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Digital Skills for Employability – Malta Digital Innovation Hub	
COUNTRY	Malta
DESCRIPTION AND CONTEXT	This training program was organized by the Malta Digital Innovation Hub in collaboration with the Ministry for the Economy, Investment, and Small Businesses. Held in Birz'ebbug'a in February 2022, the initiative aimed to enhance the digital skills of Maltese youth, preparing them for employment opportunities in the digital economy. The program utilized non-formal education methods to ensure interactive and practical learning experiences.
MAIN OBJECTIVES	• Enhance digital literacy and technical skills among youth. • Increase employability by addressing skill gaps in the digital sector. • Promote innovative thinking and problem-solving in technology-driven contexts.
TARGET GROUP	Youth aged 18–28 from diverse socio-economic backgrounds, including school leavers, university students, and unemployed individuals looking to improve their employability.
NUMBER OF PARTICIPANTS	35
METHODOLOGIES	• Interactive workshops with industry experts. • Problem-based learning through real-life scenarios. • Group projects to design digital solutions for local businesses. • Peer mentoring and knowledge-sharing sessions.



MAIN ACTIVITIES	• Digital Literacy Workshops: Focused on essential software tools, coding basics, and data analytics. • Hackathon: Participants worked in teams to create digital solutions addressing specific challenges faced by local businesses. • Career Development Sessions: Included mock interviews, CV building, and LinkedIn optimization. • Industry Networking Events: Participants met with local tech startups and industry leaders to discuss job opportunities and internships. • Showcase Day: Teams presented their solutions to a panel of experts, receiving feedback and awards.
RESOURCES USED	• Financial Resources: Funded by the Malta Digital Innovation Fund and private sponsors. • Human Resources: Trainers included digital industry professionals, HR consultants, and local entrepreneurs. • Material Resources: Access to computer labs, digital tools like Trello and Canva, and cloud-based collaboration platforms.
TOOLS	• Digital platforms like Zoom and Google Drive for project collaboration. • Software tools for coding (e.g., Python, Scratch) and data analysis. • Career development platforms like LinkedIn Learning.
RESULTS	• Participants improved their digital skills, with 85% reporting increased confidence in using technology. • Three participants secured internships with local tech companies, and one team's hackathon project was adopted by a local business. • Strengthened connections between participants and the local digital industry • Increased awareness among participants about the importance of continuous digital learning.



Empowering Women through Digital Literacy – Training by eSkills Malta Foundation	
COUNTRY	Malta
DESCRIPTION AND CONTEXT	This initiative was organized by the eSkills Malta Foundation in collaboration with local NGOs and community centers. It took place in various localities across Malta, including Valletta and Birkirkara, throughout 2022. The program aimed to enhance digital literacy among women, particularly those from marginalized communities, to increase their employability and self-confidence in using digital tools.
MAIN OBJECTIVES	• Bridge the digital divide for women in Malta by providing foundational and advanced digital skills. • Equip participants with the knowledge to access online services and resources. • Promote gender equality in digital education and the workforce. • Encourage women to leverage digital tools for entrepreneurship and community engagement.
TARGET GROUP	• Women aged 20–50, primarily from underprivileged or rural backgrounds. • Participants included homemakers, unemployed women, and aspiring entrepreneurs.
NUMBER OF PARTICIPANTS	120
METHODOLOGIES	• Blended learning through in-person workshops and online sessions. • Peer mentoring to encourage collaboration and shared learning experiences. • Task-oriented learning focused on practical skills like creating CVs, managing social media accounts, and using online marketplaces.



MAIN ACTIVITIES	• Introductory Workshops: Covered basic computer operations, internet browsing, and email communication. • Entrepreneurship Training: Focused on using e-commerce platforms like Etsy and Shopify for starting small businesses. Social Media Management: Training on platforms like Facebook and Instagram for personal branding and business promotion. • Financial Literacy Sessions: Using online banking and digital payment systems securely. • Project Showcase: Participants presented their digital projects, such as online portfolios or business ideas, at the end of the program.
RESOURCES USED	• Financial Resources: Supported by government grants and private sponsors. • Human Resources: Facilitators included IT professionals, social media experts, and career coaches. • Material Resources: Laptops, internet connectivity, and printed guides in English and Maltese.
TOOLS	• Digital tools like Canva, Google Workspace, and Trello for task management and content creation. • Social media platforms for real-time demonstrations. • Video conferencing tools for online training sessions.
RESULTS	• 90% of participants reported increased confidence in using digital tools. • Several participants launched small online businesses, including handmade products and digital services. • Greater awareness of online safety and data privacy among participants. • Stronger collaboration between eSkills Malta Foundation and local NGOs to replicate the initiative in other communities.



Creative Writers” Creative Writing Workshops	
COUNTRY	Poland
DESCRIPTION AND CONTEXT	The workshops took place at a local library, where young people had the opportunity to develop their writing skills in a friendly atmosphere.
MAIN OBJECTIVES	The aim of the workshops was to encourage participants to express themselves through writing and to develop their narrative skills.
TARGET GROUP	The target group is youth aged 13-18, interested in literature and writing.
NUMBER OF PARTICIPANTS	Twenty participants took part in the workshops.
METHODOLOGIES	Various methods were employed, including: • Group work • Creative exercises • Discussions about literature
MAIN ACTIVITIES	The main activities included: • Writing short stories • Creating characters and dialogues • Presenting their own texts
RESOURCES USED	The following resources were utilized: • Financial: funds for writing materials • Human: facilitators with writing experience • Material: notebooks, pens, exercise materials
TOOLS	Tools used included: • Educational materials in paper form • Computers for writing and editing texts
RESULTS	Participants improved their writing skills, gained confidence in presenting their work, and made new acquaintances.



“PROGAMERS” Game Programming	
COUNTRY	Poland
DESCRIPTION AND CONTEXT	The workshops took place at a local educational center, where young people had the opportunity to learn the basics of game programming in an interactive atmosphere .
MAIN OBJECTIVES	The goal of the workshops was to introduce participants to the world of game creation and to develop their technical skills and creative thinking.
TARGET GROUP	The target group is youth aged 13-18, interested in technology, computer games, and programming.
NUMBER OF PARTICIPANTS	Fifteen participants took part in the workshops.
METHODOLOGIES	Various methods were employed, including: • Group work • Practical projects • Mentoring sessions
MAIN ACTIVITIES	The main activities included: • Creating simple games using Scratch • Character and level design sessions • Presentations of games created by participants
RESOURCES USED	The following resources were utilized: • Financial: funds for software and materials • Human: facilitators with experience in game development • Material: computers, game programming software
TOOLS	Tools used included: • Scratch software for game programming • Educational materials in PDF format
RESULTS	Participants gained skills in game programming, increased their creativity, and improved their teamwork abilities. Many expressed a desire to further develop their skills in this field..



ECOFRIENDS- Environmental Workshops	
COUNTRY	Poland
DESCRIPTION AND CONTEXT	The workshops took place in a local park, where young people had the opportunity to learn about environmental protection and sustainable development in a practical way.
MAIN OBJECTIVES	The aim of the workshops was to raise participants' environmental awareness and develop skills related to environmental protection.
TARGET GROUP	The target group is youth aged 13-18, interested in ecology and environmental protection.
NUMBER OF PARTICIPANTS	Twenty participants took part in the workshops.
METHODOLOGIES	Various methods were employed, including: • Group work • Field projects • Discussions and brainstorming sessions
MAIN ACTIVITIES	The main activities included: • Cleaning the park and surrounding areas • Planting trees and plants • Workshops on recycling and sustainable development
RESOURCES USED	The following resources were utilized: • Financial: funds for planting materials and tools • Human: experts in ecology as facilitators • Material: planting tools, educational materials
TOOLS	Tools used included: • Educational materials in brochure form • Tools for planting and cleaning
RESULTS	Participants gained practical skills related to environmental protection and increased their ecological awareness. Many expressed a desire to engage in environmental protection activities in the future.



“PHOTOMASTERS” Photography Workshops	
COUNTRY	Poland
DESCRIPTION AND CONTEXT	The workshops took place at a municipal cultural center, where young people had the opportunity to develop their photography skills in an inspiring environment..
MAIN OBJECTIVES	The goal of the workshops was to teach participants the basics of photography and to enhance their creativity and artistic skills.
TARGET GROUP	The target group is youth aged 13-18, interested in art and photography.
NUMBER OF PARTICIPANTS	Eighteen participants took part in the workshops
METHODOLOGIES	Various methods were employed, including: • Group work • Practical sessions • Photo analysis
MAIN ACTIVITIES	The main activities included: • Lectures on photographic techniques • Outdoor photo sessions • Presentations and discussions of participants' work
RESOURCES USED	The following resources were utilized: • Financial: funds for renting photography equipment • Human: professional photographers as facilitators • Material: cameras, tripods, presentation materials
TOOLS	Tools used included: • Photo editing software • Educational materials in brochure form
RESULTS	Participants gained practical skills in photography and increased their confidence in creating and presenting their work. Many expressed a desire to continue learning in this field.



“THE LEADERS”- Leadership Skills Workshops	
COUNTRY	Poland
DESCRIPTION AND CONTEXT	The workshops took place at a local youth center, where young people had the opportunity to develop their leadership skills in an interactive and supportive atmosphere.
MAIN OBJECTIVES	The goal of the workshops was to develop leadership skills such as communication, collaboration, and decisionmaking.
TARGET GROUP	The target group is youth aged 13-18, interested in enhancing their interpersonal and leadership skills.
NUMBER OF PARTICIPANTS	Twenty-two participants took part in the workshops
METHODOLOGIES	Various methods were employed, including: • Group work • Simulations and role-playing • Discussions and brainstorming sessions
MAIN ACTIVITIES	The main activities included: • Exercises in communication and negotiation • Simulations of leadership situations • Presentations of group projects
RESOURCES USED	The following resources were utilized: • Financial: funds for educational materials • Human: trainers with leadership experience • Material: exercise materials, flip charts
TOOLS	Tools used included: • Educational materials in brochure form • Presentation tools (e.g., projector)
RESULTS	Participants improved their leadership skills, gained confidence in teamwork, and made new acquaintances. Many expressed a desire to engage in leadership activities in their schools and communities



ESCAPE ROOM	
COUNTRY	Turkiye
DESCRIPTION AND CONTEXT	The climate change escape room was held in a youth center in Pozantı, Turkey, in April 2024. It was organized as a workshop in collaboration with local educators as part of a youth initiative focused on raising awareness about climate change and sustainability. The event targeted young people aged 15-25 from different backgrounds.
MAIN OBJECTIVES	The main objective was to raise awareness about climate change and empower participants to understand and address its challenges through interactive problem-solving and teamwork.
TARGET GROUP	The target group consisted of young people aged 15-25, including students, youth workers, and activists interested in environmental issues and sustainability.
NUMBER OF PARTICIPANTS	16
METHODOLOGIES	The methodologies included; - teamwork - role-playing as environmental scientists or policymakers - problem-solving puzzles - interactive tasks simulating real-world climate challenges like reducing carbon emissions or managing renewable resources.
MAIN ACTIVITIES	- Introduction and Briefing: Participants received the storyline and rules of the escape room. - Puzzle Solving: Teams deciphered codes, solved riddles, and completed challenges related to climate change topics, such as renewable energy, carbon footprints, and waste management. - Interactive Tasks: Activities included assembling a model of a sustainable city and prioritizing actions to combat global warming. - Role-Playing: Participants took on roles like scientists or policymakers to collaboratively solve climate-related scenarios. - Debriefing and Reflection: A guided discussion to reflect on the experience and discuss real-life applications of the lessons learned.



RESOURCES USED	Financial Resources: The escape room was funded by the organisation. Human Resources: A team of 5 facilitators, including 2 environmental experts, 2 youth workers, and 1 coordinator, managed the activity. : Props and puzzles (e.g., lockable boxes, maps, and clue cards), educational materials on climate change, role-playing costumes, a projector, and decorations to create an immersive setting
TOOLS	Tools: Lockable boxes, keys, and combination locks for puzzles. Maps and charts depicting climate data and global environmental trends. Interactive props such as renewable energy models and recyclable materials. Didactic Support: - Informational handouts and clue cards containing facts about climate change. - A digital projector for displaying multimedia content like videos and infographics. - Facilitator guides to provide hints and ensure the activity aligned with learning objectives.
RESULTS	Participants gained a deeper understanding of climate change, its causes, and potential solutions. They improved their teamwork, problem-solving, and critical thinking skills while fostering a sense of responsibility and motivation to take action for environmental sustainability. Many expressed increased interest in engaging in eco-friendly practices and participating in further environmental initiatives.



PROJECT CYCLE MANAGEMENT FOR EU GRANT FUNDS	
COUNTRY	Turkey
DESCRIPTION AND CONTEXT	This course program, planned to meet the need for qualified personnel in project writing and execution and to increase the quality of the projects carried out, aims to increase the knowledge and skills of the participants in preparing projects for national and international grant programs within the scope of the logical framework matrix by conducting problem and need analysis.
MAIN OBJECTIVES	Participants will be able to recognize the concepts of project cycle, to be able to analyze problems, stakeholders, targets and strategies by recognizing the problem, stakeholder, target and strategy analysis methods suitable for the structure of the project, to gain the ability to prepare the project translation, project approach and project objectives in accordance with the rules.
TARGET GROUP	Participants aged at least 18 years old who are interested in EU funds.
NUMBER OF PARTICIPANTS	12
METHODOLOGIES	The topics in the program are conveyed to the participants using active teaching methods and techniques based on student participation, such as discussion, question-answer, and brainstorming, along with power point presentations in a computer environment.
MAIN ACTIVITIES	Logical Framework Matrix Sample Project Applications Workshop Work Project Preparation Application Group Work Evaluation of Work
RESOURCES USED	



TOOLS	Tools: Lecture Notes Prepared by Instructors Computer Projector Didactic Support: - Group work was frequently included during the course. - In group work, small groups were formed in the classroom and a project sample was prepared. - The project sample prepared by each group was presented in class, evaluated and the deficiencies of the trainees were completed.
RESULTS	Participants gained awareness of EU projects and gained knowledge to create a conscious project cycle management. They learned how to define the problem by creating a logical framework matrix, conduct needs analysis, and develop a project idea based on needs.





ARDUINO PROGRAMMING DEVELOPMENT AND ADAPTATION	
COUNTRY	Turkey
DESCRIPTION AND CONTEXT	Arduino Programming is a software and hardware method. Software-based applications developed by people for commercial, hobby or Maker (Do It Yourself) philosophy are also important in terms of contributing to our country. The aim of this program is for individuals to consciously program Arduino etc. development cards.
MAIN OBJECTIVES	It is aimed to use electronic circuit elements with ARDUINO in electronic circuits in accordance with the catalog information, and to develop applications using the ARDUINO Development Card.
TARGET GROUP	Young people between the ages of 16-25
NUMBER OF PARTICIPANTS	12
METHODOLOGIES	In teaching the subjects, methods and techniques aimed at gaining professional competence were mainly applied. Explanation, Question-answer, Group work, Discussion, Research, Practice
MAIN ACTIVITIES	ELECTRONICS WITH ARDUINO ARDUINO STRUCTURE AND PROGRAMMING LANGUAGE ARDUINO APPLICATIONS
RESOURCES USED	Financial Resources Arduino Programming Training is provided by the non-formal education organization. Human Resources: A team of 3 people managed the activity: 1 Arduino Programming Specialist, 2 youth workers, and 1 coordinator.
TOOLS	Tools: ARDUINO IDE Computer Keyboard



	Mouse Mouse pad Headphones Microphone Speaker Operating system Office software Printer Scanner ☐ Projector ☐ Pointer ☐ Barcode reader ☐ Portable disk ☐ CD/DVD ☐ Webcam ☐ Camera ☐ Camera ☐ Diagram creation program ☐ DVI converter ☐ HDMI converter ☐ PATA converter ☐ USB converter ☐ Fax ☐ Copier ☐ Flash memory ☐ Card reader
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	☑ Hard disk ☑ Power cable ☑ Extension cable ☑ Group socket ☑ Multiplexer ☑ USB data cable ☑ VGA data cable ☑ DVI data cable ☑ HDMI data cable ☑ IEEE 1394 data cable ☑ Internet connection ☑ Wireless modem ☑ Telephone ☑ Mobile phone ☑ Uninterruptible power supply (UPS) ☑ Office supplies ☑ Stationery supplies
RESULTS	Performs basic measurement operations. Establishes a direct current circuit. Recognizes the structure and types of analog circuit elements and selects the circuit element with the desired properties.



ASTRONOMY, AVIATION AND SPACE WORKSHOP	
COUNTRY	Turkiye
DESCRIPTION AND CONTEXT	The aim is for individuals who complete the astronomy, aviation and space workshop to become familiar with the field of study of astronomy, to get to know scientists involved in the history of astronomy, to understand the history of aviation in the world and in Türkiye, and to have certain information about space student=
MAIN OBJECTIVES	- To be able to realize that astronomy is the oldest branch of science that emerged as a result of human needs, - To be able to recognize important scientists who left their mark on the history of astronomy and their work. - To be able to explain the Big Bang theory regarding the formation of the universe, - To be able to recognize the distance units commonly used in astronomy. - To be able to recognize the basic tools used in space studies, - To be able to realize the importance of satellites in our lives.
TARGET GROUP	Young people between the ages of 16-25
NUMBER OF PARTICIPANTS	15
HODOLOGIES	In the implementation of the program, methods and techniques that support individual learning are mainly applied. In the training process; Narrative Method, Problem Solving Method, Show and Do Method, Individual Study Method, Case Study Method, Demonstration Methods are applied.



MAIN ACTIVITIES	History of Astronomy History of Aviation in the World and Turkey Universe Space Sciences and Space Studies
RESOURCES USED	Financial Resources: The budget for this workshop is covered by the non-formal education organization. Human Resources: A team of 4 people managed the activity: 2 Physics and Astronomy Experts, 1 youth workers, and 1 coordinator.
TOOLS	Tools: Observation instruments Types of telescopes
RESULTS	Young people who understand the purpose of astronomy have gained awareness of natural sciences by learning the importance of physics for nature and the working laws of the universe.

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Effective and Fast Reading Workshop	
COUNTRY	Turkey
DESCRIPTION AND CONTEXT	Effective and Fast Reading is a technique that combines many different systems to be able to read quickly and read many books in a short time. In the Effective and Fast Reading workshop, various trainings are given to increase the speed of reading books, such as fast comprehension, understanding what is read and concentration.
MAIN OBJECTIVES	1. Recognize effective and fast reading techniques, 2. Demonstrate knowledge, skills and attitudes regarding understanding, remembering, interpreting and evaluating what is read, 3. Be able to analyze at paragraph and text levels, 4. Be able to read in accordance with the purpose in printed and electronic environments, 5. Be able to criticize media texts such as advertisements, news, etc., and use prior knowledge and experience in understanding what is read, 6. Be able to make comparisons between the texts read (story, essay, newspaper, magazine, etc.),
TARGET GROUP	Young people between the ages of 15-18
NUMBER OF PARTICIPANTS	10
METHODOLOGIES	Silent reading Reading aloud Eye exercises, field of vision, block reading techniques Skimming Reading Scanning Reading Careful Reading Flexible Reading Selective Reading Effective Reading Techniques



MAIN ACTIVITIES	1. Individual Characteristics 2. Speed Reading Obstacles 3. Reading Types
RESOURCES USED	Financial Resources: The budget for this workshop is covered by the non-formal education organization. Human Resources: A team of 3 people managed the activity: 1 Reading Specialist, 1 youth workers, and 1 coordinator.
TOOLS	Tools: book, magazine, brochure, presentation, film, picture
RESULTS	Participants' focus and concentration increased. Their comprehension skills improved. Their memory strengthened. They learned to use time effectively. They gained the ability to work quickly under pressure. Their vocabulary expanded.





Online project resources

Direct access to NONFORMAL materials and digital outputs



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Project website

<https://nonformal.eorodopi.eu/>

Project materials

<https://nonformal.eorodopi.eu/polezno/>

NONFORMAL training course

<https://nonformal.eorodopi.eu/training-course-nonformal/>

Impact assessment

<https://nonformal.eorodopi.eu/o-vazdeistvie/>



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NONFORMAL social channels

Scan the QR codes to access the project channels



Facebook

<https://www.facebook.com/non.formal.project/>



Instagram

<https://www.instagram.com/non.formal.project/>



LinkedIn

<https://www.linkedin.com/company/nonformal-project/>



Project website

<https://nonformal.ecorodopi.eu/>



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- **MACTT Educational Group Ltd (Malta)**
- **POZANTI ILCE MILLI EGITIM MUDURLUGU (Türkiye)**
- **Fundacja Centrum Kreatywnych Inicjatyw Edukacyjnych (Poland)**



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