



Boosting sustainability and social change through Youth led community development

Deliverable n° 3.2 ‘Peer learning & capacity building: transnational training course in Italy’ - Final report

Deliverable number: 3.2

Due date: 31/05/2023

New due date: 31/07/2023

Nature: Report

Dissemination level: Public

Work Package: 3 - The Community Youth Incubators and transnational capacity building of youth workers

Lead Beneficiary: Fondazione Comunitaria di Agrigento e Trapani

Contributing Beneficiaries:

1. Organization Earth (EL)
2. University of Alcalá (ES)
3. Asociația Națională de Dezvoltare Continuă a Tineretului din România (RO)
4. The Hub Nicosia Ltd (CY)

Document/deliverable n.	3.2	
Document title	Final report on ‘Peer learning & capacity building: transnational training course in Italy’	
Issue date	31 st May 2023	
New date requested	31 st July 2023	
Revision History Table		
Version n.	Issue date (new date)	Reason for change
1	31/07/2023	First issue

Project No. 101089746

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Abstract

This document refers to the deliverable n. 3.2 'Peer learning & capacity building: transnational training course in Italy' of the WP3 *The Community Youth Incubators and transnational capacity building of youth workers*, held in Agrigento (Italy) from the 3rd until 7th July 2023, with the youth workers selected and coming from each partners country as Italy (hosting and sending organization), Greece, Spain, Romania and Cyprus (as sending organizations).

Initially foreseen to be developed by 31st May 2023, it was agreed on issue a new date holding the peer learning on the first week of July and sharing the report on the deliverable 3.2 by end of July 2023 (31st July 2023).

This report refers to the final report of the transnational peer learning & capacity building organized by Fondazione Comunitaria di Agrigento e Trapani as hosting organization and WP3 leader. It provides a description of the activities conducted and their development during the 5-day training and in attached including the agenda and other supportive documents for the peer learning's preparation; evidence as pictures and attendance list; presentations and resources in support of the activity development and implementation; certificates of attendance and learning agreements of the participants (signed by sending and hosting organization and each participant); the templates of the pre and post evaluation questionnaires for the participants elaborated by the WP5 leader (University of Alcalá) and reviewed by Alisa Marghella being in charge of the training preparation and development, including also a template for the questionnaire addressed to the trainer of the peer learning, and n. 3 open interviews addressed to the participants selected on voluntary basis. The results and findings from this evaluation conducted will be integrated and included in the mid-term report (as part of task 5.2 'KPIs analysis and evaluation report') to be prepared inside WP5.

Contents

Introduction	4
Peer learning & capacity building: a transnational course in Italy	9
Day 1 (3 rd July).....	10
Day 2 (4 th July).....	13
Day 3 (5 th July).....	17
Day 4 (6 th July).....	20
Day 5 (7 th July).....	23
Conclusions	24
Annexes.....	26

Introduction

The transnational training course “Peer learning and capacity building for youth workers” took place in Agrigento at the Hotel Grand Mosé from the 3rd to the 7th July 2023.

It involved n. 17 youth workers sent by each of the five partner countries: n. 3 from Italy, n. 4 from Greece, n. 2 from Cyprus, n. 4 from Spain and n. 4 from Romania.

In order to select the final candidates, each partner’s organization proceeded with the publication of the call for interests in order to select n. 4 youth workers per country, following the guidelines and templates provided by the WP3 (Fondazione Comunitaria di Agrigento e Trapani) as part of the task n. 3.1 Terms of reference and guidelines.

The selection process was conducted in each partners’ country, and each partner published the template of the public call provided by Fondazione (available in the project Drive at this [link](#)) in the own national language through institutional websites and social media pages.

A [Google Form](#) was created in order to collect the candidatures and evaluate the criteria for their selection. The selection was based on the project criteria: age, fluency in English, availability to participate in the Peer Learning on Agrigento during the fixed dates and to get involved with the youngsters and their projects; having a European Health Insurance Card was also a requirement. Another guideline was to form a group with varied profiles that could mentor diverse types of projects during next steps. The age range for the selection of the youth workers was as described in the technical description between 26 and 35 years old but some candidates close the age criteria have been selected given their motivation and commitment to establish the Youth Incubator programme at each local level as a prerequisite of high priority.

In total, n° 17 youth workers coming from Italy, Greece, Cyprus, Spain and Romania attended the peer learning and capacity building: transnational course in Italy (see attendance list as annex n. 2).

- Fondazione Comunitaria di Agrigento e Trapani (Italy) disseminated the public call through the institutional website (call available at this link: <https://fcagrigentotrapani.it/2023/05/18/progetto-beyou-selezione-operatori-giovanili/>) and social media pages as LinkedIn and Facebook pages. The candidatures received in total were n° 6 and the data of the candidates were collected through a Google Form for sending the application available at this [link](#).

N° 4 candidates were selected based in the provinces of Agrigento and Trapani and their names are:

1. Sara Gallo, works in Agrigento as volunteer in the social inclusion and education field;
2. Antonino Carpitella collaborates in other EU projects aimed at fostering intercultural dialogue in Europe. He is based in Trapani;
3. Calogero Meli, gained relevant experience in EU funded projects and very committed in joining volunteering initiatives and opportunities for young people in Agrigento;
4. Federico Neri collaborates with Tierra, Techo y Trabajo, a local NGO based in Agrigento aimed at fostering youth mobility and active participation.

The last participant (Federico Neri) could not attend the peer learning in Agrigento due to personal reasons, but he confirmed and renewed his commitment towards being part of the YCI and being engaged in the next projects' steps.

- Organization Earth (Greece). N. 8 young workers who work with/for vulnerable and disadvantaged young people applied to join the peer learning in Agrigento and among these only four were selected according to their job position, skills and competences:
 1. Ashkan Kheiri Orand is a refugee from Iran and works as a Field Coordinator & Sport for Development Educator in the refugee camps in Greece.
 2. Panos Karantzis works as a Field Coordinator & Sport for Development Educator in the refugee camps in Greece.
 3. Maria Tserga is a psychologist and psychotherapist, and she works as a parallel support in the field of youth and the children from a disadvantaged background.
 4. Daniel Navarro is from Spain, but he has been living in Athens for the last 6 years working on his PhD at the Hellenic Pasteur Institute. During this period, he has been active in helping refugees and youngsters in Greece.

- Hub Nicosia (Cyprus): in Cyprus, only two candidates were selected in order to attend the peer learning in Agrigento. This was due to the extra time needed for the selection of the candidates and then to budget constraints given that flights tickets to Italy were reserved June being very expensive (also due to the summer's rise of the flights tickets) and for n. 4 participants could not be possible to be in line with the initial budget set for this activity.

The n. 2 candidates selected are:

1. Maryan Karantona.
2. Sophia Iannou.

The candidates (n. 2) not attending the peer learning showed their interest and committed in being part to the YCI and next steps to the BEYOU project with the signature of the Memorandum of Understanding, in order to be engaged in the project.

- University of Alcalá launched the call of interest on May 8th, through internal channel and platforms (UAH comunic@) reaching 431 addressees, and through the external network of contacts (including Spanish Young Women Federation, Alcalá de Henares City Council Volunteering Office and Comunidad de Madrid Volunteering Office). The registration form was open until May 30th, with 48 people registered as interested participants. Applicants were interviewed from May 12th until May 30th (through email and online calls) and even organised an Informative online open session for interested participants on May 17th.

Finally, selected youth workers are:

1. Yessenia Aquino Salas – Psychologist and Social worker,
2. Elena Castro Urdin - Expert in Sustainable finance,
3. Elena Lara - Teacher of oral expression, self-esteem, development and creativity,
4. Alfonso Ruiz Cano - Marketing and project management professor.

An info pack was developed by Fondazione Comunitaria a firstly shared with project's partners in order to agree on main logistical issues and accommodation during the participants' staying in Agrigento. Then, a final version of the info pack (available as annex n. 1) was shared with the participants providing them by e-mail general indications and guidance on the activity to be held in Italy, and also a [Google form](#) in order to register their personal information, logistical issues as date and time of arrivals, other requirement in terms of special needs or other personal concerns.

Peer learning & capacity building for youth workers: Programme-related info* 3rd to 7th July 2023.

2 nd July	Day 1, 3 rd July	Day 2, 4 th July	Day 3, 5 th July	Day 4, 6 th July	Day 5, 7 th July	8 th July
	Social generativity and youth-led community development	Theory of change: turning youth needs into community-based projects	Project management: how to coordinate, monitor and report community-based projects in the frame of the Community Youth Incubator Programme	Sustainability and social innovation in youth work	Evaluation of learning achievements	
Arrival	9.30 Landing in the course: Identifying (emerging) patterns and qualities of our stories of YW.	9.30 "Sono anche cavoli tuoi": change throughout personal, interpersonal and collective dimensions.	9.30 How to move forward with our projects: "youth workers' guide to project management galaxy".	9.30 BEing YOUth in the post-pandemics era: a call for global change.	9.30 FREE TRIP: a closer look to Sicilian Culture.	Departure
	Ca. 11.00 Break	Ca. 11.00 Break	Ca. 11.00 Break	Ca. 11.00 Break	Ca. 11.00 Break	
	11.30 How BeYOU may facilitate youth-led community development.	11.30 Change throughout my youth-work system.	11.30 Joint initiatives and Youth Work in Europe: the role of Youth Community Incubator Programme (YCI).	11.30 Social equality and ecology as engines of global change.	11.30 FREE TRIP: a closer look to Sicilian Culture.	
	13.00 Lunch	13.00 Lunch	13.00 Lunch	13.00 Lunch	13.00 Lunch	

Project No. 101089746

	15.00 Social innovation and social generativity.	15.00 – 16.30 Theory of change in practice: from needs to projects (part 1).	15.00 – 16.30 Hands-on experience: a closer look to Sicilian communities.	15.00 The haters circle: how do I deal with internal and external challenges when supporting youth participation actions.	15.00 Ready for the next steps? Speak your mind!
	16.30 Break	16.30 Break	16.30 Break	16.30 Break	16.30 Break
	17.00 – 18.30 BEingYOUth and youth-led community development.	17.00 – 18.30 Theory of change in practice: from needs to projects (part 2).	17.00 – 17.30 Hands-on experience: a closer look at Sicilian communities.	17.00 – 18.30 The enthusiasts circle: how do I keep the sparks of changemaking alive when supporting youth participation actions.	17.00 – 18.15 Unzipping memories: evaluation and closing.
20.00 Welcoming dinner	20.00 Dinner	20.00 Dinner	20.00 Dinner	20.00 Dinner	20.00 Dinner

Table 1. Programme and related info on the peer learning and capacity building in Italy from 3rd until 7th July 2023 (BEYOU project, n° 101089746).

The arrival date was the 2nd of July and departure between 8th and 9th July 2023.

The participants, in order to be acquainted and gaining a detailed overview of the BEYOU project and the peer learning and capacity building activity in Agrigento, signed a learning agreement between their sending organizations and the hosting organization (Fondazione Comunitaria di Agrigento e Trapani).

The staff from Fondazione Comunitaria di Agrigento e Trapani responsible of the coordination and logistical organization of the peer learning was Mariagiovanna Carpinteri (project coordinator, BEYOU project) and Giusy Volpe (project assistant and researcher).

The person selected as trainer responsible of the preparation of the materials and resources of the peer learning and of the training development was Alisa Marghella, selected by Fondazione Comunitaria through a public call published on the institutional website and social media pages.

The first day of the training and the last day, it was asked to the participant to fill in a questionnaire in order to evaluate their expectations and learning achievements throughout the training. The templates were elaborated by University of Alcalá as WP5 leader and reviewed by the trainer. N. 3 open interviews were conducted by Mariagiovanna Carpinteri a project coordinator the last day of the training in order to collect more detailed insights and feedback on the peer learning from the participants (selected on voluntary basis).

The trainer compiled also a questionnaire addressed to her in order to detect the main achievements of the learning goals set in the whole peer learning programme.

Project No. 101089746

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

All the templates of the questionnaires are available as annex n. 5. The findings of this evaluation process will be included as part of the task n. 5.3 (KPIs analysis and evaluation report) in the mid term report to be developed by WP5 leader.

Each participant, after the completion of the peer learning, received a certificate of attendance (see annex n. 4). During the last day of the training, a presentation was dedicated in order to guide the participants in how to obtain the Youth Pass certificate, relevant for the peer learning inside the BEYOU project.

A Google Drive folder was created and shared with the participants containing: certificates of attendances, materials and resources part of the programme (see also annex n. 3) and the pictures of the 5-day training (see annex n. 6).

Peer learning & capacity building: a transnational course in Italy

The general aim of the 5-day training (from 3rd to 7th July 2023) was to prepare the n. 17 participants attending the peer learning to mentor their peers in running youth-led community development projects and so, foster youth leadership in their local context.

The venue for hosting the participants and also where the training was conducted is the Grand Hotel Mosè (Training room), located at Villaggio Mosè of Agrigento (Sicily, Italy).

Each training day was divided into two sessions, one in the morning from 9:30 am to 01:00 pm, one in the afternoon from 03:00 pm to 06:30 pm, each of them foreseeing a half hour coffee break.

After the first day, the starting time of the morning session was re-scheduled starting from 8:30 am until 12:00 pm, because of the higher temperature reaching their peak late in the morning. The timing of the afternoon session did not change.

Each day started with a presentation of the agenda related to the morning and afternoon sessions and with a team check-in, and it ended with a feedback session and a team check-out; all sessions were marked by icebreakers and energisers games.

Team check-in consisted of one-to-one conversations and ice breakers aimed at energising the group and facilitating relationships among participants, in most cases they also provided an understanding of the topics covered over the programme. Icebreakers and energizers have also been suggested and led by the participants during all sessions. Team check-out consisted of both one-to-one conversations and feedback sessions.

Team check-in and check-out included one-to-one conversation as part of a buddy system: every day each participant has been invited to play a theme game in order to find their “today buddy”, once found them, they had to undertake together some of the activities and check on each other for 24 hours until the next morning.

In doing so, the buddy system simulated a mentoring relationship as it lasts more than one day as it is foreseen in the youth incubators programme with a youth workers mentoring a young person during the BEYOU project.

As regards feedback sessions, in day one and two of the training, participants were asked to give their feedback impersonally on the roll board; in the other days, as the group was gaining confidence and familiarity, feedback was given in open group sessions.

In both cases participants were asked to phrase their feedback using the expression “I really enjoyed...” and “Better if...”. The materials used are markers, a flip chart, roll board and post-it. The facilitator used visuals to introduce concepts, in particular videos, illustrations and Miro boards.

Day 1 (3rd July)

In addition to introducing the agenda of the day, the first day of the training (3rd July 2023) was also dedicated to present the project BEYOU and the main topics covered over the 5-day course.

The activities undertaken during the day 1 of the training were designed with the aim of:

- Setting a playful energy among participants and encouraging them to open up to dialogue;
- Introducing the participants to the framework (social generativity), tools and methods proposed over the programme;
- Raising self-awareness about the roles of communities in development processes, as for the role of youth-led community development;
- Understanding and exploring the power of narratives in the way they shape our role in communities;
- Questioning the sense of community belonging through participants, specifically to the EU youth community.



Figure 1. Day 1: peer learning & capacity building in Agrigento (d3.2, BEYOU project).

After having played games to introduce themselves, participants shared their personal stories of youth work. Through Fabula Cards they identified shared features of their stories and created a collective narrative that would represent them as a group of youth workers. The “hero” scheme brought up by Fabula Cards opened up space for a debate during which some of the participants disagreed on referring to youth workers as main characters and disliked the term hero because it originates from a paternalistic and colonialist narrative. They rather identify themselves as “Mentors” or “Helpers” as they were referred to in Fabula Cards.

order to feel part of the youth community. In this case, it emerged that some of the participants did not feel safe talking about themselves as part of the European youth community, as many of them had a migratory background, and eventually traumatic experiences as refugees and asylum-seekers in Europe.

In the end, they agreed on feeling part of the youth workers community as sharing:

- Strong personal experiences;
- Attitude to criticism;
- Interests in social issues;
- The method of see, judge, act;
- Disadvantaged context they work in;
- Strong need and purpose of change.



Figure 3. Day 1: peer learning & capacity building in Agrigento (d3.2, BEYOU project).

At the end of the session participants were invited to give their feedback on the roll board.

Day 2 (4th July)

The second day of the training (4th July 2023) was entirely dedicated to developing a deep understanding of changemaking. The activities that took place were aimed at:

- Encouraging team works, specifically undertaking participatory processes;
- Empowering participants, specifically providing them with knowledge on projects' design and theory of change;
- Developing metacognition as applicable in both personal and professional contexts;
- Providing the participants with the vocabulary and the understanding of terms used in project design and management;
- Prompting active participation in social life, specifically by recognizing the multiple dimensions of change-making.

The first part of the morning session was focused on personal growth. After checking-in and warming up with energizers, participants were invited to play memory to find their “today buddy”, each participant was asked to talk with their buddy about a change they undertook in their/someone else life using Intùinti Cards; then, they would be invited to meditate on their own and write down their personal definition of change.

Everybody, if they felt like it, was asked to stick their definition on the roll board and read it out: it was their “Change Manifesto”.



Figure 4. Day 2: peer learning & capacity building in Agrigento (d3.2, BEYOU project).

Project No. 101089746

As the facilitator introduced some concepts related to the fractality of change, specifically related to personal and collective dimensions that change assumes, each participant would think of an achievable personal change they would like to make in the short term, they write it down including a deadline and sign with their name/contact and put it in a hat. Each participant would pick one from the hat (excluding their own) and so, they would keep it for themselves and become “change keeper” for the person who wrote the expected change. Afterward, as part of the same exercise, participants were asked to write down on the roll board something they would like to change in their community trying to identify also the reasons and the actions undermining such desired changes.

In the second part of the morning session, participants were introduced to the theory of change (ToC), specifically on the differences between impact and outcomes. Groups of 3-4 participants analysed and presented the same case studies as the day 1.

They used the ToC framework in order to distinguish between the impacts desired and the expected outcomes in each case taken in consideration. As a matter of fact, in the cases taken in consideration actions were the only evidence and it was not easy for the participants guessing impacts and outcomes starting from the actions undertaken. Such complexities were planned by the trainer, so that in the afternoon session it became easier to design a project from scratch.



Figure 5. Day 2: peer learning & capacity building in Agrigento (d3.2, BEYOU project).

After clustering and rephrasing some of the desired changes that participants wrote on the roll board, participants were asked to vote on one they would have liked to work on: “We want a more aware and empowered society, capable of promoting equality and social justice, keen to undertake personal growth path and accept diversity”. Participants were invited to start from the mission statement for identifying impacts, outcomes, activities, outputs, inputs and conditions necessary for its realisation. They worked on it by applying the “world café” facilitation technique, so each table was dedicated to one of the blocks of the framework, and every group worked 20 minutes on each block; then, starting from impacts they presented each block of the framework. They presented the framework directly moving from table to table, as the group of participants preferred a more informal setting.

Some of the features identified by the participants during the exercise are hereby reported:

- Impacts: increased awareness of social issues (gender equality, inclusion, diversity), more empowered young generations in taking actions, increased attitude to undertake personal development paths, more cohesive communities;
- Outcomes: raised attendance to workshops and events related to social skills development, easier access to funding for young generations, improved quality of services and processes for migration permits, asylum and refugee protection requests, increased number of job opportunities reserved to youngsters and vulnerable groups, improved quality of relationships between diverse communities;
- Activities: research (ex ante and ex post), training course, workshops, conference, counselling (psychological and legal), crowdfunding programs, direct testimonials, communication, management, monitoring, evaluation;
- Outputs and deliverables: training programme, toolkit, booklets, videos, pictures, communication plans, monitoring plans;
- Inputs: human resources (trainers, educators, project managers, researchers, etc), target groups (youngsters, people with migrant background, women), financial support, facilities, partnerships;
- Conditions: adequate expertise, preparedness to manage conflicts and violence, attitude to risk taking, accurate preliminary field research, solid network, strong ability to cope with frustrations and failure, solid knowledge of bureaucracy.



Figure 6. Day 2: peer learning & capacity building in Agrigento (d3.2, BEYOU project).

The group succeeded in the task assigned, they openly appreciated the struggle and the challenge and found it useful to deepen their understanding on the ToC.

Day 3 (5th July)

The third day of the training (5th July 2023) was dedicated to get a better understanding of the project management cycle. For instance, participants had an inside look on how to run youth led community development projects. Therefore, they undertook activities aimed at:

- Acquiring knowledge of managerial processes;
- Sharing in-countries experiences and understanding the differences and similarities between the local contexts of each partner countries;
- Triggering interest in running youth led community development projects;
- Increasing the sense of feasibility of the BEYOU project, and in general of change making;
- Developing intercultural sensitivity and ability to dialogue.

In the morning session they explored the phases of a project, from its design until its end. Participants were invited to use the project designed on the day 2 of the training and they tried to identify the steps to go through in order to take action and move forward. First as couples, and then as a group, they stuck notes on a timeline indicating milestones and necessary steps to undertake. With the support of the facilitator, they reviewed the different stages identified and clustered them into initiation, planning, execution, monitoring, evaluating and closing.



Figure 7. Day 3: peer learning & capacity building in Agrigento (d3.2, BEYOU project).

After a short introduction to the Project Management Cycle (PMC), the facilitator led the group discussion toward the next phases of the BEYOU project. As it was deeply explained how the project BEYOU will focus on youth-led community development and what role the participants will have, local groups were asked to identify priorities, challenges and solutions in their local contexts and present them to their peers. Both during the exercise and the presentations participants were particularly committed and dedicated. The presentation of the challenges that communities face in some contexts opened up a debate about politics and religions.

There were many similarities between the different local priorities, challenges, and solutions presented by each partner country group.

The participants found the exercise stimulating and inspirational, in order to start providing guidelines to support projects in their local contexts. It follows an outline of the exercise carried out by each partner country group:

- **CYPRUS:** the priorities and topics at stake in the island of Cyprus for youngsters who are 16-25 years old are safety, peace, antiracism, corruption, improvement of living standards, being protagonist in political sphere, increasing connection with non-dominant figures. The challenges they face are the influence of religious authority and political parties, neoliberal policies, homophobia, nationalism, patriarchy, the de-facto division of the island, propaganda, misinformation, lack of public funding, conservative education system, no culture of mobilisation. Possible solutions would be a reform of the education system, a more laic state in decision and policy making, updating laws, applying gender quotas, promoting programmes for inclusion of minorities, providing more public fundings, and strengthening the relationship among youngsters across the island.
- **GREECE:** the priorities and topics at stake in the peripheries of Athens for youngsters who are 16-25 years old are housing, educational poverty, gender equality, unemployment, health care, human traffic, drug dealing, refugee crisis, integration of minorities. The challenges they face are related to lack of political will, low availability of funds, vertical control of public funds and consequent misspending, corruption, strong propaganda, hard working conditions, social stigma. Possible solutions would be regulating by law the use of empty houses, promoting non-formal education in any context, improving the quality of public health care, and fair agreements across Europe for the management of the refugee crisis.
- **ROMANIA:** the priorities and topics at stake in rural areas of Romania for youngsters who are 16-25 years old are educational poverty, school abandonment, unemployment. The challenges they face are related to lack of motivation, scarce institutional commitment, low access to technology, excessive bureaucracy, underdeveloped mobility system, poor health care system. Possible solutions would be reducing the costs of education, providing healthy lunch at schools, providing students with the technology needed for learning, offering free psychological support, promoting programs for parenting, supporting teachers with tools and incentive to increase their commitment.
- **ITALY:** the priorities identified in rural areas of Agrigento for youngsters who are 16-25 years old regard the total lack of participation in social life, limited job/leisure opportunities and the low interest in personal growth. The challenges they face are

Project No. 101089746

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



related to transforming a passive civic attitude into an active one combined with the very poor sensibility of institutions to the issues. Possible solutions would be scheduling events, providing young generations with the opportunity to gather, empowering them to take actions and participate in the decision making.

- SPAIN: the priorities and topics at stake in peripheries of Madrid for youngsters who are 16-25 years old are the need for motivation, curiosity, ambitions resulting then in social exclusion, school/ job dropouts. The challenges they face are related to economic poverty, besides educational, very limited liquidity, burdensome taxes, lack of guidance and awareness. Possible solutions would be promoting training courses for free, providing sponsorship programmes for students, offering psychological and legal counselling, boosting business incubators.



Figure 8. Day 3: peer learning & capacity building in Agrigento (d3.2, BEYOU project).

In the afternoon session, direct testimonials presented local projects taking place in Sicily (especially in the provinces of Agrigento). The cases presented were shared by the following organizations:

1. [Tierra, Techo, Trabajo](#),
2. [Farm Cultural Park](#).

Although differently structured, they share the feature of being as strongly community-based as (re)generative because looking at new generations and forward.

The afternoon session ended with an open session of Q&A.

The participants were particularly interested in knowing the details about hands-on experiences of the guests and most questions referred to sustainability, governance, history of the organisations, the context they work in and their relationships with the local communities.

Day 4 (6th July)

The fourth day of the training (6th July 2023) was dedicated to analysing challenges in peer learning scenarios, specifically referring to global crises, and providing the group with techniques and tools to cope with them. Therefore, the activities undertaken on day 4 of the training were aimed at:

- Experiencing peer learning;
- Acquiring facilitation tools and techniques;
- Promoting non-formal and informal learning;
- Raising awareness about global crisis and social changes.

As since the first day of the training the group opened up debates on sensitive topics, and specifically day 3 was particularly intense for some participants, the facilitator introduced the group to facilitation techniques and tools. Based on the experience the group shared in the previous days, participants were asked to identify ground agreements and write them down on the roll board in two columns “In the group I like when”, “In the group I don’t like when”. Therefore, they agreed on shared processes to regulate their interactions, such as raising hands, identifying group keepers (time, focus, emotions, word), calling out the word “octopus” when not feeling safe, using a word totem during debates.



Figure 9. Day 4: resources shared during the peer learning (d3.2, BEYOU project).

According to participants, in their learning process, coming out with ground agreements after having experienced the need for them had a stronger impact than having set “rules” without a direct experience of their usefulness. In the second part of the morning session, the facilitator invited participants to find their “today buddy” by matching up crisis words, then couples were asked to talk about their life during the pandemic. The facilitator then invited the participants to enter a fishbowl and debate about the way pandemic may have affected young generations. The participants agreed on considering it as a collective trauma that has not been elaborated as such and to which it has not been given space for its elaboration. For instance, many participants were talking about the pandemic in a dedicated group session for the first time.



Figure 10. Day 4: peer learning and capacity building in Agrigento (d3.2, BEYOU project).

The pandemic strongly affected young generations’ lives and according to participants, also for this reason they are more sensitive to issue such as climate change, gender equality, inclusion, etc. Therefore, the facilitator introduced three different levels of responses to the upcoming global crisis:

- Institutions are responding through regulations and directives, e.g. The 2030 Onu agenda and the EU green deal;
- Scholars are implementing models to redesign in regenerative and distributive way the economic system, e.g. ‘The doughnut economy model’;
- Communities, in particular youngsters, are strongly involved in global justice movements.

Participants were then introduced to the concept of alter-activism movements and invited to share their personal experience as being part of any of them. Many participants reported their experience as being part of movement and collectives and actually they confirmed they use social media to reach people all over the world and they started supporting movements because they were reached by social media.

In particular one of the participants made the group listen to the song [“Baraye”](#), as a manifesto of the Iranian Protest Movement of which he is an active supporter. The afternoon

session was entirely dedicated to sharing non-formal practices, thus participants were previously asked to think of activities the group would have benefited from and share them.



Figure 11. Day 4: peer learning and capacity building in Agrigento (d3.2, BEYOU project).

The facilitator opened the session with the game “Arrange the chairs” and “Take a step forward”. None of the participants had ever played “Arrange the chairs” and it was powerful playing it because it made the participants actually realise the impact of competitive approaches to problem solving. They also enjoyed “Take a step forward”.

Then in an open brainstorming session, participants suggested to play games aimed at:

- Activating the capacity to focus;
- Understanding the power of “the field of the group”;
- Understanding inclusion, exclusion, integration and segregation dynamic;
- Developing trust and empathy.

Day 5 (7th July)

The last day of the training (7th July 2023) was dedicated to the evaluation of the training, sharing observations and remarks.

Therefore, the activities undertaken on day 5 of the training were aimed at:

- Providing the opportunity to further experience informal learning;
- Projecting participants in the next phase of the project as mentors;
- Addressing pending issues and/or issues of interests of the participants;
- Becoming aware of the non-formal and informal learning achievements.

The morning session participants were given the opportunity to better explore cultural and naturalistic sites nearby Agrigento on their own. Being the last day of the training, it was an occasion to strengthen relationships among them and eventually their understanding of the local context of Agrigento. In the afternoon, participants began with a brief overview on how to obtain the Youth pass certificate. Then they were clarified with the next steps of the project BEYOU and reminded of a few issues regarding learning agreements and certificates of attendance. Then, they were invited to identify with the support of their buddy their “lights” and “dragons” as prospective mentors in the BEYOU programme. Each participant shared their buddy’s dragons and lights in the circle by saying “You are...”. They found the exercise useful to fix their mind on the learning process they went through during the training. The session was closed with “Throw me a web of words”, one of the icebreakers used on day 1 for names. Each participant had to say a word describing their feeling about the whole training, hold an end of a twine and toss it to the first person saying a word connected to theirs. When the web had been created, the game continued but in reverse order until the ball of twine was whole again. The group experienced a strong connection and cooperated with each other to release the interweaving of knots and overlaps. The final day session was closed with the post evaluation questionnaires filled in by the participants through the QR codes shared and n. 3 open interviews conducted. After the closure of the training, participants organised a sort of open mic session during which some of them shared a presentation about the refugee crisis in Greece.



Figure 12. Day 5: peer learning and capacity building in Agrigento (d3.2, BEYOU project).

Project No. 101089746

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Conclusions

On occasion of day 5, the group unrolled the roll board that was used over the whole training and identified together the main takeaways, achieved day by day:

- **Day n° 1:** “You can’t really understand where a training is going on the very first day, you have to trust the process and put aside arrogance”, “The use of good visuals facilitates learning”. Despite the explanation of each exercise provided by the facilitator, for example on the very first day the buddy system seemed not so useful but it made much more sense over the days, as for other exercises and practices. For instance, the group thought it would have been easier if the facilitator had set stronger vertical ground agreements on day 1, but after having experienced how powerful it was working on them later, they agreed that some ground agreements in facilitated learning must be negotiated by the group over the experience, also due to initial mistrust. Additionally, the group reported that on day 1, as for the other days, they enjoyed particularly the use of visuals support and activities based on illustration.
- **Day n° 2:** “Defining things can turn out useful”, “you can’t change anything without understanding yourself”. Although exploring change was perceived as complex and intense, the group found the practical exercises, in particular “From theory to practice” very useful for their work because it provided clear definitions of terms used in project management. Participants also found empowering the exercises where they were asked to describe change from a personal point of view, and they enjoyed using Intùtiti Cards in doing it.
- **Day n° 3:** “Listening to the challenges that communities face from direct testimonials is impactful”, “you must put aside judgements and personal beliefs when listening to people’s stories”. The group found the exercise “In your shoes” particularly powerful because it allowed them to better understand each other’s context and receive first-hand information about other countries. In most cases, participants found many similarities among the partner countries, as they face the same exact challenges. On top of it, also having guests from local organisations presenting what they do made the group appreciate their stay in Agrigento. Nonetheless, they pointed out that when sharing the analysis of their context they did not always feel safe, because some participants would not agree with their point of view. The group concluded that in doing such exercise it is important to put aside prejudices, as what people are reporting is their own experience and one point of view, not something to agree on or disagree with.
- **Day n° 4:** “We became a group”. Both the definition of ground agreements and the sharing of non-formal activities allowed the group to team up and understand diversities. Physical and practical exercises in general, was considered of big support in the learning process, and participants reported that through the daily feedback sessions they felt always heard and taken into account.



Figure 13. Day 5: peer learning and capacity building in Agrigento (d3.2, BEYOU project).

The next steps concerning the BEYOU project are addressed at collecting the project proposals ideas from young people at each local level (from 16 until 25 years old).

The youth workers, trained during the peer learning, will be actively involved in the evaluation, selection and implementation of n. 4 project proposal ideas at each national/local level (n. 20 project proposals' ideas implemented).

They will also train the selected young people during n. 2 days of local events, in order to transfer them main inputs and strategical approach for project management, theory of change and project evaluation acquired during the transnational course in Italy.

Composed by the youth workers selected in each partner country and the n. 20 young people who will implement project ideas with the best social impact, the Youth Community Incubator programme at European level is putting the basis for the resonance of youth led community projects and social change in Europe.

Annexes

Annex 1 – Info pack (final version)

Annex 2 – Attendance list

Annex 3 – Materials and resources of the peer learning

Annex 4 – Certificates of attendance (for the participants)

Annex 5 – Questionnaires' templates (pre, post evaluation of the participants and open interviews, trainer/s)

Annex 6 – Pictures (a sample).



BeYOU

Boosting sustainability and social change through
Youth-led community development

INFO-PACK for the participants

Peer learning & capacity building:
transnational training course in Agrigento
(Italy)

From 3rd to 8th July 2023

Project No. 101089746



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

How to reach: Agrigento – Hotel Grand Mosè.

From airports in Sicily to Agrigento city.

- **From Palermo airport to Agrigento**

If you landed in Palermo airport, you need to reach the train central station in order to catch other connections to Agrigento.

Option 1 – By train

Inside the airport, you can take the train that leads you directly to Agrigento city. Here, [you can find the schedule](#) and you can also book your tickets (travel duration: 3h 15').

Option 2 – By bus

Step 1

Outside the airport (exit of arrival, on the left side), you will find a bus line Prestia e Comandè, that will lead you to the train central station of Palermo (travel duration: 40' minutes, get off at the last stop: central station). You can book your tickets in advance through this link <https://www.prestiaecomande.it/en/> or you can buy them on the bus. There is a bus leaving from the airport each 45 minutes ([here the schedule](#)).

Step 2

Once at the central station, you can take the bus line Cuffaro that leads you to Agrigento city (stop: [Piazzale Rosselli](#)). Here, [the schedule](#) (travel duration: about 2 h).

- **From Trapani airport to Agrigento**

From Trapani airport, you can take the bus line Lumia that leads to Agrigento city ([Piazzale Rosselli](#)). You can find the [schedule here](#).

- **From Catania airport to Agrigento**

From Catania airport, you can take the bus line Flixbus. The schedule is [available here](#) (note: there are only two buses of the day leaving respectively at 07:50 am and at 9:55 pm. Travel duration: max. 3 h).

From Agrigento bus/train stop to the Hotel Grand Mosè

From Agrigento's [central train station](#) or from the main [bus stop](#) in Agrigento the [Hotel Grand Mosè](#) (bus stop: Villaggio Mosè) you can take the [city bus line n. 2](#) following the schedule copied below:

LINEA 2/		AGRIGENTO - TEMPIO DI GIUNONE - VILLAGGIO MOSE' - LE DUNE - SAN LEONE											
	FER	GIO	GIO	GIO	GIO	GIO	GIO	GIO	GIO	GIO	GIO	GIO	GIO
P. LE ROSELLI	06:55	08:00	09:10	10:10	11:20	12:30	13:45	14:50	16:00	17:10	18:20	19:30	20:40
VILLAGGIO MOSE'	07:20	08:25	09:35	10:35	11:45	12:55	14:05	15:15	16:25	17:35	18:45	19:55	21:05
DUNE	07:30	08:35	09:45	10:45	11:55	13:05	14:15	15:25	16:35	17:45	18:55	20:05	21:15

Accommodation and Training venue

Hotel Grand Mosè*

Participants will be hosted at the [Hotel Grand Mosè](#) located at the Villaggio Mosè neighbourhood of Agrigento city.

The arrival date is supposed to be on 2nd July (Sunday) and departure on 8th July (Saturday).

Lunches and dinners will be held in the hotel's restaurants.

- Breakfast: starting at 7.30 a.m.
 - Lunch: from 13:00 p.m.
 - Dinner: from 8:00 p.m.
- According to participants' time of arrival is it possible to have a welcoming dinner on Sunday evening, 2nd July (please indicate your time of arrival to Agrigento in the registration form which link is provided below).
- Additional services: the hotel has at disposal an open swimming pool area available until 7:30 p.m. where the hosts can have access. A bar/lounge area is available until 11:00 p.m. (costs of drinks and snacks are afforded by the participants).

* Participants are required to fill a registration form including special needs & logistical information (allergies vegan, halal, diet, special support, date & time of arrival/departure, etc.) to be filled by 23rd June (see section: **What to prepare?**).

Peer learning & capacity building for Youth workers

Programme-related info* 3rd to 7th July 2023

Location: Hotel Grand Mosè, Viale Leonardo Sciascia n°47/A3, Villaggio Mosè – Agrigento 92100 (AG), Italy ([Google Maps](#)).

Note: arrivals on 02.07.2023 afternoon/evening, departures on 08.07.2023.

2 nd July	Day 1 3 rd July	Day 2 4 th July	Day 3 5 th July	Day 4 6 th July	Day 5 7 th July	8 th July
Arrivals	<i>Social generativity and youth-led community development</i>	<i>Theory of change: turning youth needs into community-based projects</i>	<i>Project management: how to coordinate, monitor and report community-based projects in the frame of the Community Youth Incubator Programme</i>	<i>Sustainability and social innovation in youth work</i>	<i>Evaluation of learning achievements</i>	Departures
	9.30 Landing in the course: Identifying (emerging) patterns and qualities of our stories of YW	9.30 “Sono anche cavoli tuoi”: change throughout personal, interpersonal and collective dimensions	9.30 How to move forward with our projects: “youth workers’ guide to project management galaxy”	9.30 BEing YOUth in the post-pandemics’ era: a call for global change	9.30 FREE TRIP: a closer look to Sicilian Culture	
	Ca. 11.00 Break	Ca. 11.00 Break	Ca. 11.00 Break	Ca. 11.00 Break	Ca. 11.00 Break	
	11.30 How BeYOU may facilitate youth-led community development	11.30 Change throughout my youth-work system	11.30 Joint initiatives and Youth Work in Europe: the role of Youth Community Incubator Programme (YCI)	11.30 Social equality and ecology as engines of global change	11.30 FREE TRIP: a closer look to Sicilian Culture	
	13.00 Lunch	13.00 Lunch	13.00 Lunch	13.00 Lunch	13.00 Lunch	

Project No. 101089746

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union

	15.00 Social innovation and social generativity	15.00 – 16.30 Theory of change in practice: from needs to projects (part 1)	15.00 – 16.30 Hands-on experience: a closer look to Sicilian communities	15.00 The haters circle: how do I deal with internal and external challenges when supporting youth participation actions	15.00 Ready for the next steps? Speak your mind!
	16.30 Break	16.30 Break	16.30 Break	16.30 Break	16.30 Break
	17.00 – 18.30 BEingYOUth and youth-led community development	17.00 – 18.30 Theory of change in practice: from needs to projects (part 2)	17.00 – 18.30 Hands-on experience: a closer look to Sicilian communities	17.00 – 18.30 The enthusiasts circle: how do I keep the sparks of changemaking alive when supporting youth participation actions	17.00 – 18.15 Unzipping memories: evaluation and closing
20.00 Welcoming dinner	20.00 Dinner	20.00 Dinner	20.00 Dinner	20.00 Dinner	20.00 Dinner

*Scheduled activities can be subject to minor changes.

FREE TRIP OPTIONS (Day 5: Friday morning – 7th July)

In order to allow you to choose the best option for discovering Agrigento city, its culture and society, we provided you with three options to be taken into account for planning your free trip morning on Friday morning, 7th July (for urban mobility, please consult this [website](#)):

1. Visit to historical site Valle dei Templi (Valley of the Temples – archaeological site). Tickets available at: <https://www.parcovalledeitempli.it/en/visita/>;
2. San Leone’s beach (https://www.sicily.co.uk/things_to_do/san-leone-beach/);
3. Visit to historical city centre of Agrigento (https://www.sicily.co.uk/things_to_do/the-historical-centre-of-agrigento/).

What to prepare?

- Compile the [registration form](#) available as Google Module with your general data and logistical information by Friday, 23rd June;
- Bring your learning agreement signed by your sending organization (printed in three copies).

Project No. 101089746

What to explore?

At the end of the peer learning and capacity building in Italy, each participant will receive a certificate of attendance and a European certification acknowledging main competences' achievement of the transnational course

What to bring?

- Learning agreement signed by the sending organization (to be printed in three copies);
- European Health Insurance Card;
- [Travel adaptor for Italy](#) (in case you need it!);
- Medicines for your special needs (allergies, and other health issues);
- Sunscreen (we have a quite hot sun during summertime in Sicily!);
- Hats, swimsuit and other summer clothing stuff for a temperature around 30° degrees!



Special reminder

To have the flavour of the local communities you are coming from, we would like to ask you to bring a sustainable snack or a drink to share with others. When we say 'sustainable', we mean that:

- 💡 It is locally produced;
- 💡 It is made with ingredients that come from your hometown/region;
- 💡 Those producing it are fairly paid and treated on their job (we will use the snacks/drinks during our breaks and evening informal activities).

Other info & useful numbers

- Contact point (FCAT staff): Mariagiovanna Carpinteri (Project manager BEYOU): email m.carpinteri@fcagrigeniotrapani.it, tel. +39 3249879305; Giusy Volpe (project officer BEYOU): email g.volpe@fcagrigeniotrapani.it, tel. +39 3292788890.
- European Health Insurance Card: information on how to issue the card will be provided, including link to national health insurance providers <https://www.salute.gov.it/portale/cureUE/dettaglioContenutiCureUE.jsp?lingua=english&id=5272&area=healcareUE&menu=vuoto>.

- **Emergency numbers in Italy**

If you find yourself in serious difficulty and need help, the single number to call for emergencies in Italy is 112. This is a free number to dial without any prefix: the operator will put you in touch with the most appropriate authority or service.

For needs limited to specific areas, you can call the following numbers:

- State Police: 113 (accidents, thefts, etc.).
 - Fire brigade: 115 (fires, weather emergencies).
 - Urgent and emergency medical attention: 118 (health-related needs). This number is also relevant for mountain or cave rescue.
 - Travel information: 1518.
- For any other assistance: EU services as [Europe Advice Service](#).

Boosting sustainability and social change through Youth-led community development - BEYOU

Project n° 101089746, Erasmus+ Programme YOUTH-2022-YOUTH-TOG-LOT2

Peer learning & capacity building: transnational training course in Agrigento (Italy)

From 3rd to 8th July 2023

Address: Grand Hotel Mosè, Viale Leonardo Sciascia, n°47A3, 92100 Villaggio Mosè (Agrigento), Italy.

Attendance list of the participants

N°	Name	Surname	Country	Gender	Age	Signature
1	LAURENTIU FUROR	TUDOR	ROMANIA	M	35	
2	DAVEEL	CARRASCO	GREECE	M	33	
3	Maria	Tserga	Greece	F	26	
4	Panos	Kurantzis	-11-	M	25	
5	MIHAELA	SCĂUNAȘU	ROMANIA	F	33	
6	Ysamenia	Aguiño	Espania Spain	F	32	
7	Elena Castro	Castro	Spain	F	25	

Project No. 101089746

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union

	NAME	SURNAME	COUNTRY	GENDER	AGE	SIGNATURE
8	ALFONSO	RUIZ	Spain	M	27	
9	Elena	Lara	Spain	F	25	
10	Ashkan	Kheiri	greece	M	27	
11	MARIUS	CEAUZESCU	ROMANIA	M	22	
12	Myriantli	Korantoni	Cyprus	F	26	
13	Sophia	Ioannou	Cyprus	F	22	
14	MIRELAGIOVANNA	CARRINERI	ITALY	F	35	
15	MIRELA	LISA	ROMANIA	F	34	
16	GIUZY	VOLPE	ITALY	F	32	
17	SARA	GACCO	ITALY	F	28	

Project No. 101089746

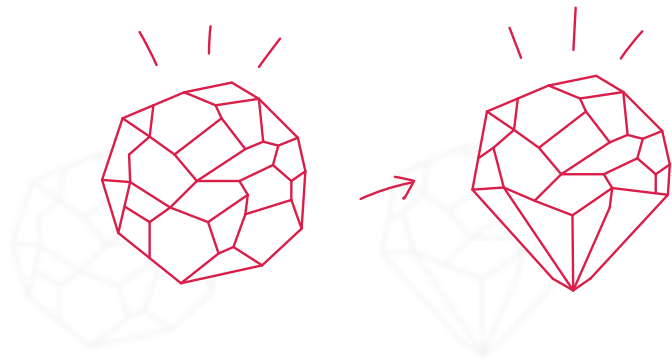
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union

			COUNTRY	GENDER	AGE	SIGNATURE
18	ANTONINO	CARPICOLA	Italy	M	31	Antonino
19	ALDO GERÒ	VUELI	Italy	M		Aldo Gerò
20	ALISA	MARUTELLA	"	F		Alisa
21						
22						

YOUTHPASS AND THE REVISED KEY COMPETENCES



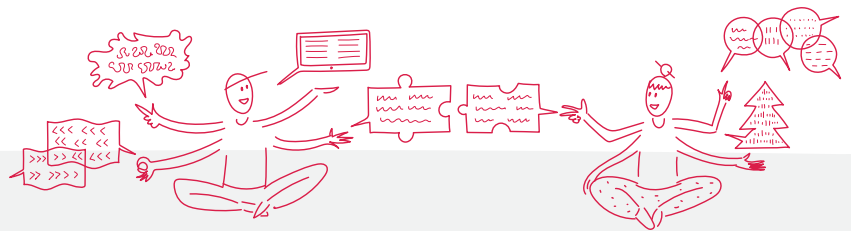
When describing the learning outcomes in Youthpass, you are invited to use the key competences for lifelong learning. In 2006 the European Union has defined a framework of key competences that all types of education, including non-formal and informal learning, could refer to. In 2018 the definitions have been revised, and so has their implementation in Youthpass.

The framework describes main competence areas that all individuals need for personal and professional fulfilment, for social inclusion and active citizenship and to lead a sustainable and healthy lifestyle. A competence is defined as the combination of knowledge, skills and attitudes.

Key competences are grouped under 8 main areas, however they are interconnected and build on each other. In a European youth project, learning of a certain participant may be relevant for all or only some of these competence areas. In the latter case, the remaining competence areas do not appear in their Youthpass. Specific competences that do not fit in this framework can be described in the »Other Specific Skills« or »Task-Specific Competences« fields on the Youthpass - depending on the certificate type.

THE KEY COMPETENCES:

MULTILINGUAL COMPETENCE



Multilingual competence is the ability to use different languages for communication and to understand and express thoughts, feelings and facts orally or in writing. One would need to know the grammar and vocabulary of a certain language. The ability to learn a language in various ways is also important. Appreciation of cultural diversity and curiosity for intercultural communication are attitudes connected to this competence.

European youth projects involve interactions with people from different countries, who speak different languages. For many participants, communicating in a foreign language is of crucial importance. A European project offers the perfect environment to practice this. Especially in longer-term projects, this competence area is among the ones that the participants develop to the greatest extent.

SOME QUESTIONS TO HELP WITH THE REFLECTION:

- ▲ How did you communicate before and after the project with the people from other countries (e-mail, Skype, telephone)? What did you learn from that?
- What aspects (ways of communication, expressing yourself, new words and phrases, traditions etc) of a foreign language did you learn? Which situations in the project helped you in that?
- 🔥 Do you feel more confident now when you want to express yourself in a foreign language? In what ways?

PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCE



Personal, social and learning to learn competence is the ability to learn to learn, to manage one's own learning and to reflect on oneself. It is about time and information management. Social competences include working with others in a constructive way and managing conflicts in a supportive way. Personal competences include resilience, the ability to cope with uncertainty and complexity and to show empathy. Ability to support physical and emotional well-being is also relevant for this competence area.

European projects often rely on group interactions which can be intensive where one is confronted with own attitudes. Reflecting on the self, the relation with others and one's own role in the group is therefore essential. Working together with others in a meaningful and constructive way plays a big role.

Learning to learn is crucial to improve oneself in all remaining competence areas. It is about being aware of one's own learning and taking responsibility for it. European projects offer the possibility to choose own learning paths and to decide what to get from a project. It is about setting learning objectives, reflecting on learning strengths and weaknesses and the ways one learns the best. It involves organizing own learning, self-motivation, assessing and monitoring the development, collecting outcomes and acknowledging the changes that one has gone through.

SOME QUESTIONS THAT MIGHT HELP IN REFLECTION:

- ▲ How did you plan your learning objectives? To what extent have you reached them?
- Did you learn things that you did not plan or expect to learn? Which?
- 👉 How did you learn? When was learning easy for you and when was it challenging?
- ◆ What did you discover about yourself? In what ways do you think your participation in the project has changed you?
- 👤 How did you approach group work and how did you cooperate with others during the project?

CITIZENSHIP COMPETENCE



Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts as well as global developments and sustainability.

In many projects, participants are directly or indirectly involved in a civil society organisation or they work on a locally or globally relevant social or environmental theme. They reflect on values, laws, human rights, make comparisons between practices, problems and needs in different realities in Europe. They may discuss what Europe and its core values are and how they are experienced in different contexts and from different perspectives. They may also reflect on their own understanding and experience of being an active citizen.

SOME QUESTIONS THAT MIGHT HELP IN REFLECTION:

- 👉 What did you learn about the living conditions of the people from other countries?
- ◆ Did your perspective on Europe change? In what way?
- 👤 How can you contribute to the social or environmental initiatives around you?

ENTREPRENEURSHIP COMPETENCE



Entrepreneurship competence refers to the capacity to act upon opportunities and to turn ideas into action that has value for others. It includes taking initiative, creativity, innovation, critical thinking and problem solving. It requires the ability to work collaboratively and to plan projects of cultural, social or financial value.

European projects are about turning ideas into reality, about being creative, and trying out new things that might also be risky. The project has to be managed in different contexts. Participants have different possibilities to develop talents, discover passions, try out new roles and get inspired to turn their ideas into action. In a volunteering or youth exchange project, if a participant wishes, then planning, preparation, management and evaluation of the project is done together with them. This is even more valid for a solidarity project or a youth initiative.

SOME QUESTIONS THAT MIGHT HELP IN REFLECTION:

- Which interests, passions and talents did you develop during the project?
- ◆ What stimulates you to take action? How do you make ideas become a reality?
- ▲ How and from which situations did you learn about 'taking initiative'?
- 🔥 What did you learn about project management, teamwork and cooperation?



COMPETENCE IN CULTURAL AWARENESS AND EXPRESSION



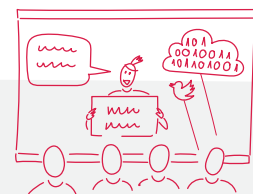
Competence in cultural awareness and expression is the understanding of how ideas are creatively expressed in different cultures, through different arts. It involves developing and expressing own ideas. It requires the knowledge of local, European and global cultures and the ability to express ideas and emotions in different artistic and cultural forms. Openness and curiosity are important attitudes.

Young people often develop creative forms of expression to make contact with others or to reflect on experiences. Either organisations offer an opportunity to develop cultural aspects during the project or the participants use this form of expression based on their own initiative. All forms of creativity and media can find their place in youth work. Increasing cultural awareness can prepare the ground for effective intercultural learning. It can also serve to raise awareness about dealing with ambiguity.

SOME QUESTIONS THAT MIGHT HELP IN REFLECTION:

- 🔥 How did you learn new ideas or methodologies for working with art and culture?
- ◆ How open were you to experience forms of culture that were new to you?
- 📍 When were you able to use different media and forms of expression (e.g. verbal, drawing, body) to express yourself in different situations?

DIGITAL COMPETENCE



Digital competence involves the responsible use of digital technologies; communication and collaboration, media literacy, digital content creation, safety, intellectual property related questions, problem solving and critical thinking. It includes the ability to use information via a range of digital technologies, to question available information; curiosity and open-minded attitude.

Participants in youth projects can be involved in creating content for blogs, websites, social media platforms, etc to share their projects. They can also create audio-visuals (videos, podcasts etc) to communicate their impressions with others. In some projects, they may specifically work on the impact of media and media literacy.

SOME QUESTIONS THAT MIGHT HELP IN REFLECTION:

- 📍 What kinds of different technologies did you use to prepare for and to realise your project (e.g. social media, audio-visual editing software, blogs)?
- How did you approach online information critically? How did you validate the reliability of your sources of information?



MATHEMATICAL COMPETENCE AND COMPETENCE IN SCIENCE, TECHNOLOGY, ENGINEERING (STEM)

Mathematical competence and competence in science, technology, engineering (STEM) is the ability to use mathematical thinking to solve problems in everyday situations. Competence in science refers to the ability to use knowledge; to identify questions and to base opinions on evidence. It includes the ability to use logical and critical thinking, to handle technological tools and to communicate conclusions and reasoning behind them.

SOME QUESTIONS THAT MIGHT HELP IN REFLECTION:

- ▲ How much were you involved in developing your own project and what have you learned in terms of project management (time or budget management, etc.)?
- 🔥 How did you approach problems? How did you make sure that you could foresee potential problems?
- ◆ Do you have a good overview of the financial conditions and regulations concerning the project?
- 🚰 How did you cope with new and unexpected situations in your project?



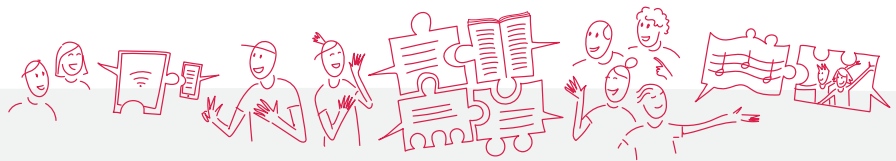
In a youth project, participants can improve this competence in thematic work (such as leading science labs or helping children with their homework). However, even in projects that do not directly work on scientific topics, participants can improve their problem solving and analytical thinking skills by being involved in decision-making processes regarding the management of different aspects of their project.

LITERACY COMPETENCE

Literacy competence is the ability to understand and express thoughts, feelings and facts orally, in writing or in other forms, and to interact with others. It is the basis for further learning. The openness to critical and constructive dialogue and the awareness on the impact of language on others are important elements of this competence.

SOME QUESTIONS THAT MIGHT HELP IN REFLECTION:

- 🔥 What kind of opportunities did you have to express yourself in writing? How do you feel about this?
- ◆ When and how did you adapt your language to different people you were talking to?
- 🚰 How did communicating in a foreign language influence your communication in your mother tongue? Did that change the way you look at your own language?



In a youth project, a participant may need to create various types of written material for different target groups (social media posts, petition texts, official letters, newsletter articles, activity reports, etc.). They also get to know new terminology – even in their own language – on the topic of the project. They are likely to be in contact with different people (children, parents, teachers, decision-makers, foreigners living in the host country, journalists etc.) and need to adapt their communication to the context.



Youthpass is the recognition instrument for the European youth programmes. Through the Youthpass certificate, participation in the projects can be recognised as an educational experience and a period of non-formal learning.

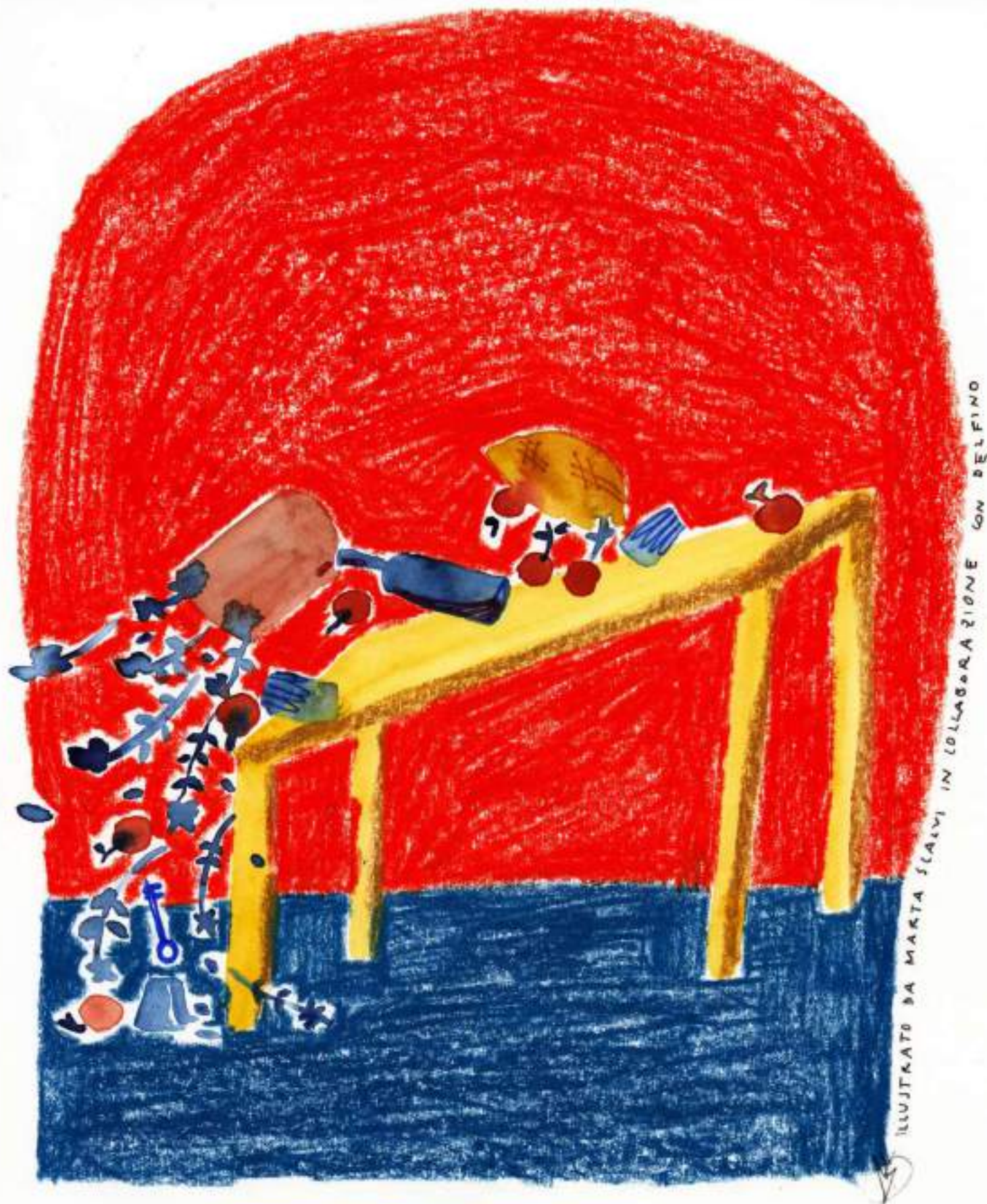
SALTO Training and Co-operation Resource Centre is responsible for the implementation of the Youthpass strategy across Europe. You can have more information on Youthpass at www.youthpass.eu and contact the Youthpass Team at youthpass@salto-youth.net.

Youthpass

SALTO-YOUTH
TRAINING AND COOPERATION
RESOURCE CENTRE
 **Erasmus+**

ILLUSTRATO DA MARTA SCALVI IN COLLABORAZIONE CON DELFINO





ILLUSTRATO DA MARTA SCALVI IN COLLABORAZIONE CON BELFINO

PATATRAC!



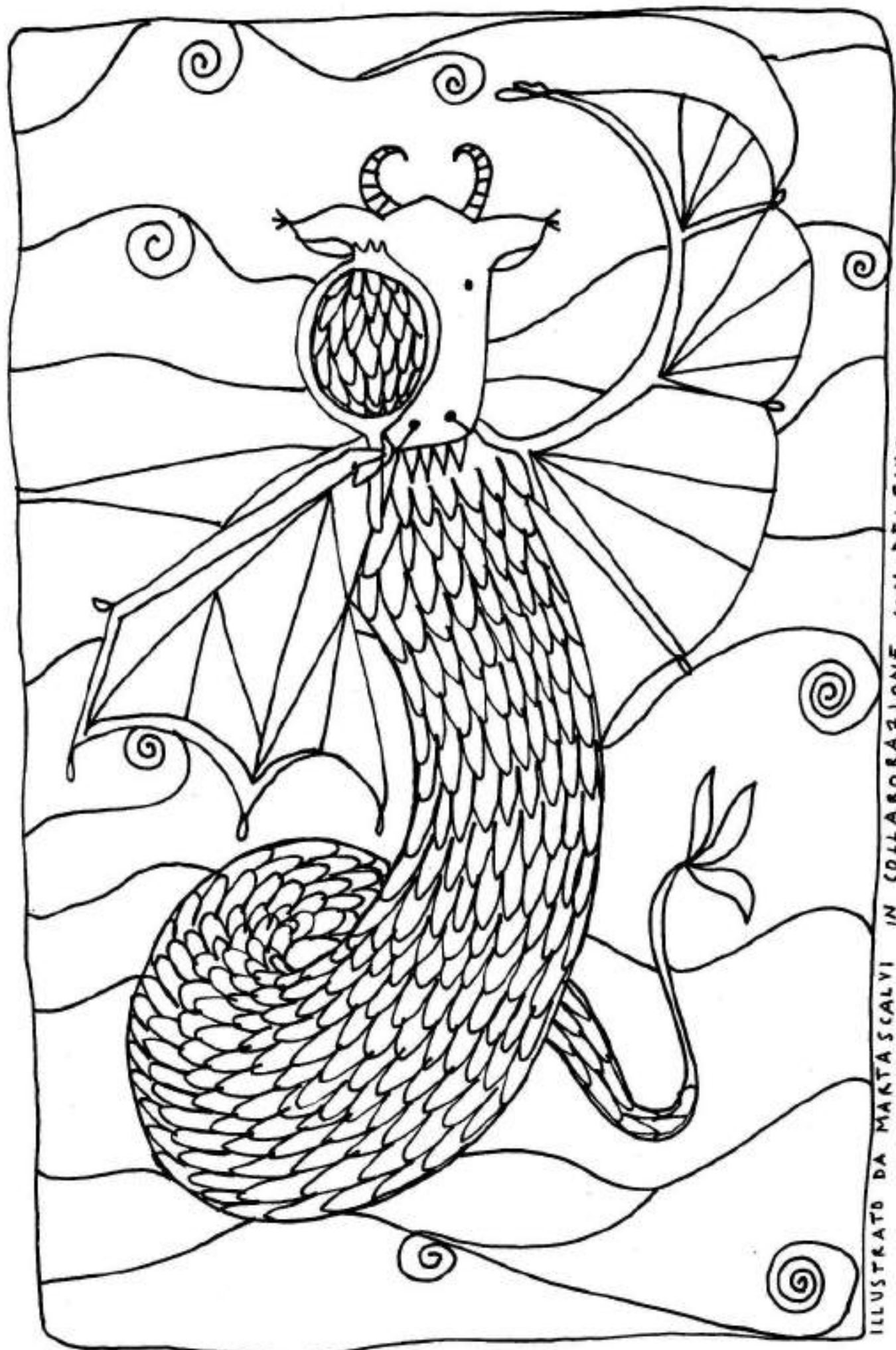
ILLUSTRATO DA MARTA SCALVI IN COLLABORAZIONE CON BELFINO

LA FRATTALITÀ: SONO ANCHE CAVOLI TUOI !!

ILLUSTRATO DA MARTA SCALVI IN COLLABORAZIONE CON DELFINO



L' ORSA CHE SEPARA LE MONTAGNE PER
PRENDERE LA LUNA E PORTARLA VERSO
IL SUO CENTRO.



ILLUSTRATO DA MARTA SCALVI IN COLLABORAZIONE CON DELFINO

IL DRAGO AZZURRO SI GUARDA ALLO SPECCHIO
E APRE LE SUE ALI.



Colori bestiali !

IL DRAGO AZZURRO CHE SI GUARDA ALLO SPECCHIO E APRE LE SUE ALI TI AIUTA A CONNETTERTI CON LE TUE TRASFORMAZIONI.

L'ORSA CHE SEPARA LE MONTAGNE PER PRENDERE LA LUNA E PORTARLA VERSO IL SUO CENTRO TI PERMETTE DI CONTATTARE LA TUA FORZA.

PRENDITI DEL TEMPO PER ABITARE LE TUE ENERGIE BESTIALI !

TROVA UNO SPAZIO PER TE, (CIRCONDATI DI COLORI, MATITE E PASTELLI).

PRONTI, PARTENZA ... VIA!

GODITI L'AVVENTURA : IMMEDISSIMATI IN OGNI ZAMPA, MUSO E BAFFO CHE COLORERAI IN QUESTO VIAGGIO!



ILLUSTRATO DA MARTA SIALVI IN COLLABORAZIONE CON BELFIMO

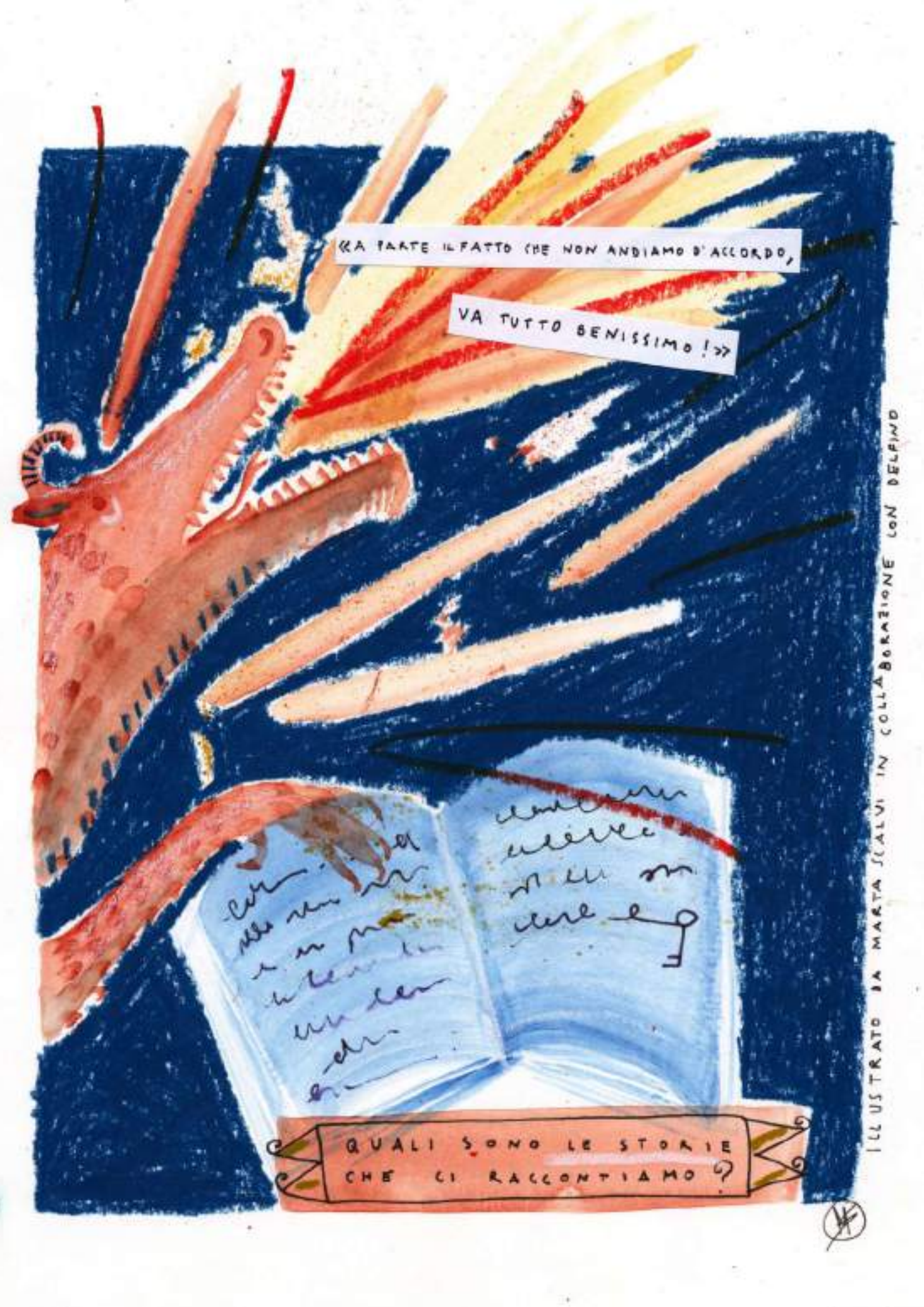


ILLUSTRATO DA MARTA SCALVI IN COLLABORAZIONE CON PELFINO



CONOSCI I TUOI DRAGONI?





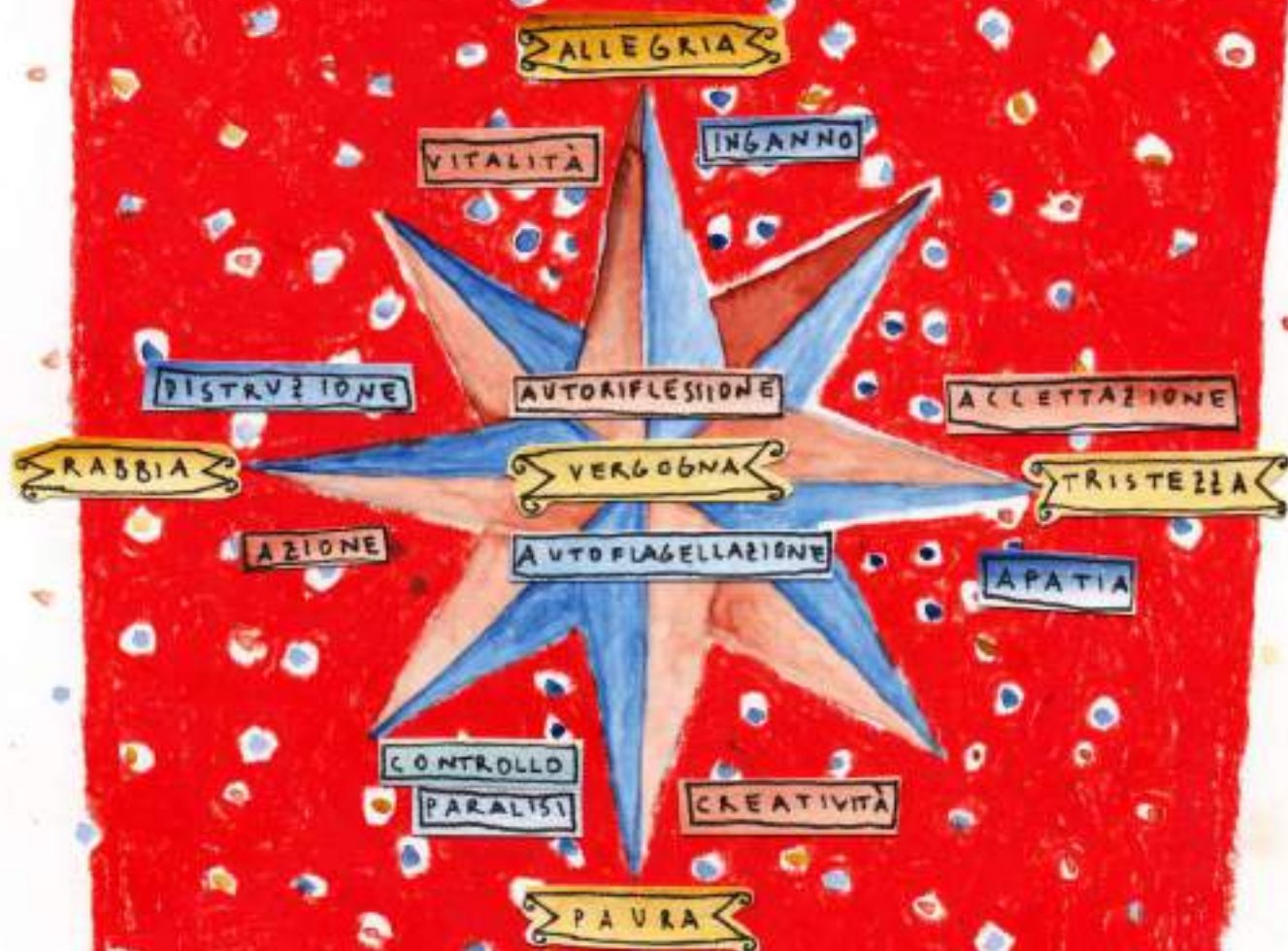
«A PARTE IL FATTO CHE NON ANDIAMO D'ACCORDO,

VA TUTTO BENISSIMO!»

QUALI SONO LE STORIE
CHE CI RACCONTIAMO?

ILLUSTRATO DA MARTA SCALVI IN COLLABORAZIONE CON DELFINO





UN VENTO DI EMOZIONI

TRATTO DA *La Bussola delle Emozioni* DI VIVIAN DIETTMAR

ILLUSTRATO DA MARTA SCALVI IN COLLABORAZIONE CON DELFINO





BeYOU

Boosting sustainability and social change through Youth led-community development

Peer learning & capacity building: transnational training course in Agrigento (Italy).

From 3rd to 8th July 2023

Project No. 101089746



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.





BeYOU

Boosting sustainability and social change through Youth led-community development

Project overview

Project No. 101089746

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



BEYOU PROJECT- BOOSTING SUSTAINABILITY AND SOCIAL CHANGE THROUGH YOUTH LED-COMMUNITY DEVELOPMENT



Funding body: Erasmus+, KA3 Support for policy development and cooperation

Project Duration: 24 months (01/12/2022 – 30/11/2024)

Project Number: 101089746



FONDAZIONE
COMUNITARIA
DI AGRICOLTURA
E RISPANIA



"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them."



BOOSTING SUSTAINABILITY AND SOCIAL CHANGE THROUGH YOUTH LED-COMMUNITY DEVELOPMENT



- **Partnership (5 European Countries)**

Italy, Greece, Spain, Romania and Cyprus.

- Coordinator: Fondazione Comunitaria di Agrigento e Trapani – Italy
- Organization Earth – Greece
- University of Alcalá (UAH) – Spain
- Asociația Națională de Dezvoltare Continuă a Tineretului din România (ANDCTR) – Romania
- The Hub Nicosia Ltd (Hub Nicosia) – Cyprus

ROOTS AND PRIORITIES



Erasmus+ Programme



Key action 3: Support to policy development and cooperation

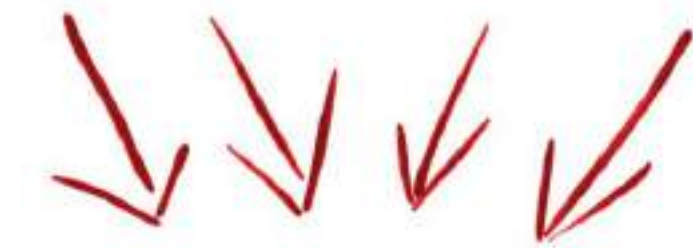
Key Action 3 provides support to **policy cooperation at European Union level**, thereby contributing to the implementation of existing policies and the development of new policies, which can trigger **modernisation** and **reforms** at European Union and systems' level, in the fields of **education, training, youth and sport**.

- **European Youth Together: main objective**

European Youth Together projects aim to **create networks** promoting regional partnerships, enabling young people across Europe to set up joint projects, organise exchanges and promote trainings (e.g. for youth leaders) through both physical and online activities.



ROOTS AND PRIORITIES



BEYOU Project



PRIORITIES & OBJECTIVES: BEYOU PROJECT

PRIORITIES

The project builds on the objectives of the EU Youth Strategy 2019-2027 and the EU Youth Goals, and more specifically is contributing to the '**Engage-Connect-Empower**' priorities of the Strategy by "improving the involvement of young people in democratic life, in terms of active citizenship and engagement with decision-makers (empowerment, new skills, involvement of young people in project design, etc.).



Boosting sustainability and social change through Youth led-community development

The project aims to generate **youth led-community development processes** that strengthen mechanisms of active participation and social responsibility of young people in marginalized community contexts in **Italy, Spain, Greece, Cyprus and Romania**, that are characterized by a high proportion of young people at **risk of social exclusion** and **educational poverty**.



GENERAL OBJECTIVE

To foster the **empowerment** and **active engagement** of young leaders as “resources” for social change and sustainable development in their local communities and in the European society.



SPECIFIC OBJECTIVES

- To generate youth led-community development processes that **strengthen mechanisms of active participation** and **social responsibility** of **young leaders** in the sustainable and inclusive development of their local communities;
- To **provide young people a meaningful voice** on issues that matter to them directly in the framework of the **recovery process** in their local communities.



METHODOLOGY: «YOUTH COMMUNITY INCUBATOR»

The project includes the **launch, testing and validation of a “Youth Community Incubator”** programme, aiming at engaging actively both **youth workers** and **young leaders** into **inclusive, green and sustainable development** of their local communities.



Through the **Youth Community Incubator programme**, both youth workers and vulnerable and socio-economic disadvantaged youth will be engaged directly and gain their first experiences in *leadership, community resources mobilization, project management, networking*, providing also a meaningful voice to them in the framework of the Covid-19 recovery process in their local communities.

Disadvantaged young people will be engaged in grass root projects that address community issues that matter to them, take responsibility & contribute to the **sustainable development & social innovation** of the community in which they want to grow and live.



METHODOLOGY: «YOUTH COMMUNITY INCUBATOR»



- **Launch of the call** (September 2023): addressed to young people;
- **Info-days** targeting the target groups to engage disadvantaged young people to co-plan community-projects that meet their own needs. The info days will engage local youth-based organizations and secondary schools in all participating countries / local communities (**formal or informal groups**);
- Applications collection & **selection** (n. 4 per country);
- **Local training courses** targeting young leaders in project management of the selected project ideas;
- **Implementation, reporting & evaluation** of the project ideas;
- **Workshop** in Greece.





Target group 1.

N.20 **Youth workers** aged between 26 and 35 (n. 4 per country) that are engaged in youth-based organizations and work with/for vulnerable and disadvantaged young people and children in their own community.

Target group 2.

N.20 **Vulnerable and disadvantaged young leaders** aged between 16 and 25 years old (n. 4 per country) that wants to be actively engaged and to take a leadership role in their own community development.

IN MY SHOES: 3 steps

Target group:

Age: 16 – 25;

Background: vulnerable and disadvantaged young leaders.



Thematic:

Suggestion: gender equality, inclusiveness, sustainability, active citizenship in the field of youth and education.

1° step

Identify priorities/topics for your local/national youth communities



IN MY SHOES



Target group:

Age: 16 – 25

Background: vulnerable and disadvantaged young leaders

Thematic:

Suggestion: gender equality, inclusiveness, sustainability, active citizenship in the field of youth and education.

2°step

Identify the Challenges
(e.g. Topic, Target Group & Other stakeholders/community).



IN MY SHOES

Target group:

Age: 16 – 25

Background: vulnerable and disadvantaged young leaders



Thematic:

Suggestion: gender equality, inclusiveness, sustainability, active citizenship in the field of youth and education.

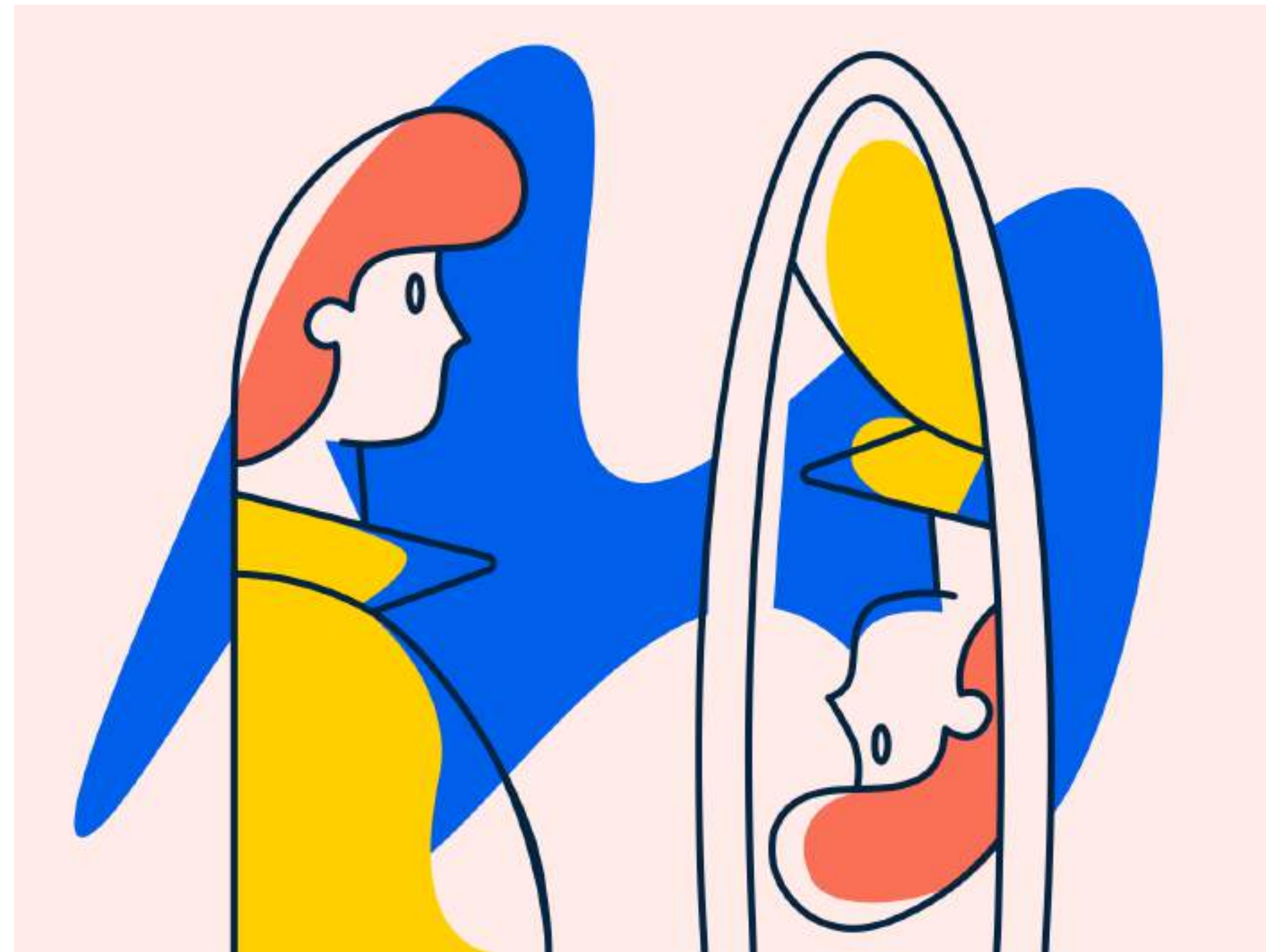
3° step

Propose the solutions to the challenges identified.



MIRRORING TIME: you as a Mentor

STRENGTHS



WEAKNESSES



TARGET GROUPS

BEYOU Project



Fondazione Comunitaria di Agrigento e Trapani

"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them."



METHODOLOGY

BEYOU Project



ACTIVITIES

BEYOU Project



Fondazione Comunitaria di Agrigento e Trapani

"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them."



BEYOU ACTIVITIES



Transnational course and seminar

N.1 Transnational training course involving n.20 youth workers to become “community leaders” in the frame of the “Youth Community Bank” pilot programme and n.1 final transnational seminar involving n.5 youth workers and n.20 young leaders awarded of the community grants to share learning experiences and practices in the frame of the “Community Youth Bank” pilot programme

Community incubators

Establishment of “Community Incubators” (run and coordinated by young people) in each local community and launch of the “Youth Community Bank” pilot programme providing small opportunity grants (from euro 250 to 1,000) to engage young people to develop small community-projects that meet their own needs

Crow-funding platform

Co-development of a community crowd-funding platform

RESULTS & IMPACT

BEYOU Project



Fondazione Comunitaria di Agrigento e Trapani

"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them."



EXPECTED RESULTS

BEYOU Project



The **main results** to be achieved inside BEYOU project are:

- **Mapping** of community-based socio-economic vulnerabilities and environmental challenges affecting young people in the framework of the Covid-19 recovery process in the target local communities;
- Development, testing and validation of an innovative model “**The Youth Community Incubator**” based of non-formal learning and designed to promote youth empowerment & active citizenship leading to sustainable and inclusive community development;
- Implementation of n.1 **transnational training course on “Social generativity, theory of change and project management” in Italy** (engaging n.20 youth workers from all local communities involved), and **n.1 transnational seminar in Greece** (engaging n.20 young leaders and n.5 youth workers from all local communities involved) to exchange community learning experiences and project ideas;
- **N.20 youth-led community projects** developed, implemented and evaluated by young leaders in the frame of the Youth Community Incubator programme in all local communities involved;
- The **Development of open educational resources** (learning platform, toolkit and recommendations) to promote replication and transferability of the project outcomes and results to a wider audience of youth workers, young leaders, community stakeholders and policy makers in Europe.



BeYOU

Boosting sustainability and social change through Youth led-community development

**The end.
Grazie!**

Project No. 101089746

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



EHI



**Tierra
Techo
Trabajo**
act:onaid

— REALIZZA IL CAMBIAMENTO —

[HTTPS://TTTAGRIGENTO.IT/](https://tttagrigo.it/)

[HTTPS://WWW.INSTAGRAM.COM/TTT.APS/?HL=IT](https://www.instagram.com/ttt.aps/?hl=it)

[HTTPS://WWW.FACEBOOK.COM/TTT.APS](https://www.facebook.com/ttt.aps)

WHAT DO WE DO?



* LET'S FIGHT THE DEPOPULATION OF OUR CITY BY LEGALLY IMPORTING HUMAN BEINGS

Thanks to the Erasmus + program we activate internships that allow students from all over the world to gain work experience in Agrigento. Seriously, it's not a joke

INTERNATIONAL MOBILITY



Erasmus+

HOW?

- * WE DEVELOP AGREEMENTS WITH TRAINING INSTITUTES AND UNIVERSITIES
- * EUROPEAN PLANNING ON THE KA2

Goals!



- ✓ +150 students from all over the world have chosen Agrigento for their internship making our city appear a little like a university town and a little less like Roccapalumba

SOCIAL PLANNING

EXAMPLE

* FONTANELLE LAB

a community workshop with a school, a neighborhood, a handful of artists and lots of beautiful people.

Project funded by MIBACT

* BSV (BIBLIOTECA SOCIALE DI VILLASETA)

A suburban library closed for years transformed into a multifunctional multimedia space. Gaming, recording room, cinema room, comics workshops and videomaking. Stuff like that.

Project funded by the Fondazione con il Sud

* SBEM! IL MONITORAGGIO CIVICO PER AGRIGENTO

A shapeless mix between VICE, THE IENE, REPORT AND THE COURT OF AUDITORS. A citizen journalism project. funded by ActionAid and the European Solidarity Corps

* YEP! (YOUTH EMPWERMEN PEERS !)

A training project aimed at promoting employment and entrepreneurship as a tool for the inclusion of young NEETs, candidate for the Small-scale Partnerships of KA2 Erasmus+.



TRANSVERSAL TRAINING IN OUR SCHOOLS



EMBÈ?

* SOCIAL HOSTING HUB

A path on digital citizenship with teaching modules on cyberbullying, fake news etc... We tortured the students of 5 primary and secondary schools in our city.
Project funded by the Google Impact Challenge

LV8

An empowerment path based on the principles of gamification.
Basically a professional training course to develop digital skills useful for entering the world of work which takes place through a game app and which issues open badges (virtual certificates) to flavor the skimpy curriculum vitae of NEETs.
PROJECT FINANCED BY THE VODAFONE FOUNDATION



Youthpass



Youthpass is a tool that gives the word to the learners in describing their learning outcomes.

Youthpass is the recognition instrument developed for the projects realised in the European youth programmes. Through the Youthpass certificate, participation in such projects can be recognised as an educational experience and a period of non-formal and informal learning. Youthpass foresees a process applied throughout the project life-cycle to support the learning of participants. It also serves as a strategy that improves the recognition of non-formal learning in Europe.

SALTO
TRAINING &
COOPERATION



Erasmus+



**CORPO
EUROPEO
DI SOLIDARIETÀ**

Youthpass



The **Youthpass strategy** is to achieve broad visibility and understanding of the learning value of the youth field as well as of the competences developed through involvement in the Youth field.

It strives to promote and facilitate the recognition of learning outcomes.

THE MAIN OBJECTIVES OF THE YOUTHPASS STRATEGY

1

To strengthen the recognition and validation of non-formal and informal learning through Youthpass, as a quality feature in the EU youth programmes.

2

to respond to the evolving needs of young people and youth workers, and to outline measures that reinforce its quality implementation.

3

To amplify the visibility and recognition of the learning value of youth work

4

to inform relevant policy processes, support the development of related youth (work) policies at European and Member State level, and to make systemic efforts to promote the recognition and validation of learning.



PLEASE, INSERT AND EDIT
YOUR OWN DETAILS

AND GET YOUR
YOUTHPASS!

[HTTPS://WWW.YOUTHPASS.EU/IT/YOUTHPASS/PR
OJECTS/114050/CERTIFICATES/1939408/EDIT/](https://www.youthpass.eu/it/youthpass/projects/114050/certificates/1939408/edit/)



LOADING

THANK

YOU!

BEYOU
Boosting sustainability and social change through youth-led community development



Certificate of Attendance

We here certify that:

Ms. Elena Castro Urdín

took part in-person in the *“Peer learning and capacity building: transnational course in Italy”*
of the project **“BEYOU”**
in Agrigento (Italy) from 3rd to 7th of July 2023.

<i>Name and address of the sending institution</i>	<i>Name and address of the hosting organization</i>
Universidad de Alcalá Pl. de San Diego, s/n, 28801 Alcalá de Henares, Madrid, Spain	Fondazione Comunitaria di Agrigento e Trapani Viale Leonardo Sciascia n. 36, Agrigento, Italy

Agrigento, 7th of July 2023

Signature and stamp of the hosting organization.

Il Direttore
Giuseppe La Rocca



Project No. 101089746

BEYOU
Boosting sustainability and social change through youth-led community development



Certificate of Attendance

We here certify that:

Mr. Alfonso Ruiz Cano

took part in-person in the *“Peer learning and capacity building: transnational course in Italy”*
of the project **“BEYOU”**
in Agrigento (Italy) from 3rd to 7th of July 2023.

<i>Name and address of the sending institution</i>	<i>Name and address of the hosting organization</i>
Universidad de Alcalá Pl. de San Diego, s/n, 28801 Alcalá de Henares, Madrid, Spain	Fondazione Comunitaria di Agrigento e Trapani Viale Leonardo Sciascia n. 36, Agrigento, Italy

Agrigento, 7th of July 2023

Signature and stamp of the hosting organization.

Il Direttore
Giuseppe La Rocca



Project No. 101089746

BEYOU
Boosting sustainability and social change through youth-led community development



Certificate of Attendance

We here certify that:

Ms. Elena Lara Buendía

took part in-person in the *“Peer learning and capacity building: transnational course in Italy”*
of the project **“BEYOU”**
in Agrigento (Italy) from 3rd to 7th of July 2023.

<i>Name and address of the sending institution</i>	<i>Name and address of the hosting organization</i>
Universidad de Alcalá Pl. de San Diego, s/n, 28801 Alcalá de Henares, Madrid, Spain	Fondazione Comunitaria di Agrigento e Trapani Viale Leonardo Sciascia n. 36, Agrigento, Italy

Agrigento, 7th of July 2023

Signature and stamp of the hosting organization.

Il Direttore
Giuseppe La Rocca



Project No. 101089746



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

BEYOU
Boosting sustainability and social change through youth-led community development



Certificate of Attendance

We here certify that:

Ms. Yessenia Paola Aquino Salas

took part in-person in the *“Peer learning and capacity building: transnational course in Italy”*
of the project **“BEYOU”**
in Agrigento (Italy) from 3rd to 7th of July 2023.

<i>Name and address of the sending institution</i>	<i>Name and address of the hosting organization</i>
Universidad de Alcalá Pl. de San Diego, s/n, 28801 Alcalá de Henares, Madrid, Spain	Fondazione Comunitaria di Agrigento e Trapani Viale Leonardo Sciascia n. 36, Agrigento, Italy

Agrigento, 7th of July 2023

Signature and stamp of the hosting organization.

Il Direttore
Giuseppe La Rocca



Project No. 101089746

BEYOU
Boosting sustainability and social change through youth-led community development



Certificate of Attendance

We here certify that:

Mr. Laurentiu Florian Tudor

took part in-person in the *“Peer learning and capacity building: transnational course in Italy”*
of the project **“BEYOU”**
in Agrigento (Italy) from 3rd to 7th of July 2023.

<i>Name and address of the sending institution</i>	<i>Name and address of the hosting organization</i>
Asociatia Nationala de Dezvoltare Continua a Tineretului din Romania Strada Eugeniu Carada 10, Craiova 200122, Romania	Fondazione Comunitaria di Agrigento e Trapani Viale Leonardo Sciascia n. 36, Agrigento, Italy

Agrigento, 7th of July 2023

Signature and stamp of the hosting organization.

Il Direttore
Giuseppe La Rocca



Project No. 101089746

BEYOU
Boosting sustainability and social change through youth-led community development



Certificate of Attendance

We here certify that:

Ms. Mihaela Scaunasu

took part in-person in the “Peer learning and capacity building: transnational course in Italy” of the project “BEYOU” in Agrigento (Italy) from 3rd to 7th of July 2023.

<i>Name and address of the sending institution</i>	<i>Name and address of the hosting organization</i>
Asociatia Nationala de Dezvoltare Continua a Tineretului din Romania Strada Eugeniu Carada 10, Craiova 200122, Romania	Fondazione Comunitaria di Agrigento e Trapani Viale Leonardo Sciascia n. 36, Agrigento, Italy

Agrigento, 7th of July 2023

Signature and stamp of the hosting organization.

Il Direttore
Giuseppe La Rocca



Project No. 101089746

BEYOU
Boosting sustainability and social change through youth-led community development



Certificate of Attendance

We here certify that:

Ms. Disa Mirela

took part in-person in the *“Peer learning and capacity building: transnational course in Italy”*
of the project **“BEYOU”**
in Agrigento (Italy) from 3rd to 7th of July 2023.

<i>Name and address of the sending institution</i>	<i>Name and address of the hosting organization</i>
Asociatia Nationala de Dezvoltare Continua a Tineretului din Romania Strada Eugeniu Carada 10, Craiova 200122, Romania	Fondazione Comunitaria di Agrigento e Trapani Viale Leonardo Sciascia n. 36, Agrigento, Italy

Agrigento, 7th of July 2023

Signature and stamp of the hosting organization.

Il Direttore
Giuseppe La Rocca



Project No. 101089746

BEYOU
Boosting sustainability and social change through youth-led community development



Certificate of Attendance

We here certify that:

Mr. Marius Adelin Ceausescu

took part in-person in the *“Peer learning and capacity building: transnational course in Italy”*
of the project **“BEYOU”**
in Agrigento (Italy) from 3rd to 7th of July 2023.

<i>Name and address of the sending institution</i>	<i>Name and address of the hosting organization</i>
Asociatia Nationala de Dezvoltare Continua a Tineretului din Romania Strada Eugeniu Carada 10, Craiova 200122, Romania	Fondazione Comunitaria di Agrigento e Trapani Viale Leonardo Sciascia n. 36, Agrigento, Italy

Agrigento, 7th of July 2023

Signature and stamp of the hosting organization.

Il Direttore
Giuseppe La Rocca



Project No. 101089746

BEYOU
Boosting sustainability and social change through youth-led community development



Certificate of Attendance

We here certify that:

Mr. Calogero Meli

took part in-person in the *“Peer learning and capacity building: transnational course in Italy”*
of the project **“BEYOU”**
in Agrigento (Italy) from 3rd to 7th of July 2023.

<i>Name and address of the sending institution</i>	<i>Name and address of the hosting organization</i>
Fondazione Comunitaria di Agrigento e Trapani Viale Leonardo Sciascia n. 36, Agrigento, Italy	Fondazione Comunitaria di Agrigento e Trapani Viale Leonardo Sciascia n. 36, Agrigento, Italy

Agrigento, 7th of July 2023

Signature and stamp of the hosting organization.

Il Direttore
Giuseppe La Rocca



Project No. 101089746

BEYOU
Boosting sustainability and social change through youth-led community development



Certificate of Attendance

We herewith certify that:

Ms. Sara Giovanna Maria Gallo

took part in-person in the *“Peer learning and capacity building: transnational course in Italy”*
of the project **“BEYOU”**
in Agrigento (Italy) from 3rd to 7th of July 2023.

<i>Name and address of the sending institution</i>	<i>Name and address of the hosting organization</i>
Fondazione Comunitaria di Agrigento e Trapani Viale Leonardo Sciascia n. 36, Agrigento, Italy	Fondazione Comunitaria di Agrigento e Trapani Viale Leonardo Sciascia n. 36, Agrigento, Italy

Agrigento, 7th of July 2023

Signature and stamp of the hosting organization.

Il Direttore
Giuseppe La Rocca



Project No. 101089746

BEYOU
Boosting sustainability and social change through youth-led community development



Certificate of Attendance

We here certify that:

Mr. Antonino Carpitella

took part in-person in the *“Peer learning and capacity building: transnational course in Italy”*
of the project **“BEYOU”**
in Agrigento (Italy) from 3rd to 7th of July 2023.

<i>Name and address of the sending institution</i>	<i>Name and address of the hosting organization</i>
Fondazione Comunitaria di Agrigento e Trapani Viale Leonardo Sciascia n. 36, Agrigento, Italy	Fondazione Comunitaria di Agrigento e Trapani Viale Leonardo Sciascia n. 36, Agrigento, Italy

Agrigento, 7th of July 2023

Signature and stamp of the hosting organization.

Il Direttore
Giuseppe La Rocca



Project No. 101089746

BEYOU
Boosting sustainability and social change through youth-led community development



Certificate of Attendance

We here certify that:

Ms. Maria Tserga

took part in-person in the *“Peer learning and capacity building: transnational course in Italy”*
of the project **“BEYOU”**
in Agrigento (Italy) from 3rd to 7th of July 2023.

<i>Name and address of the sending institution</i>	<i>Name and address of the hosting organization</i>
Organization Earth KONSTANTINOUPOLEOS 44 11854 ATHENS, Greece	Fondazione Comunitaria di Agrigento e Trapani Viale Leonardo Sciascia n. 36, Agrigento, Italy

Agrigento, 7th of July 2023

Signature and stamp of the hosting organization.

Il Direttore
Giuseppe La Rocca



Project No. 101089746

BEYOU
Boosting sustainability and social change through youth-led community development



Certificate of Attendance

We here certify that:

Mr. Ashkan Kheiri Orand

took part in-person in the *“Peer learning and capacity building: transnational course in Italy”* of the project **“BEYOU”** in Agrigento (Italy) from 3rd to 7th of July 2023.

<i>Name and address of the sending institution</i>	<i>Name and address of the hosting organization</i>
Organization Earth KONSTANTINOUPOLEOS 44 11854 ATHENS, Greece	Fondazione Comunitaria di Agrigento e Trapani Viale Leonardo Sciascia n. 36, Agrigento, Italy

Agrigento, 7th of July 2023

Signature and stamp of the hosting organization.

Il Direttore
Giuseppe La Rocca



Project No. 101089746

BEYOU
Boosting sustainability and social change through youth-led community development



Certificate of Attendance

We here certify that:

Mr. Panagiotis Karantzis

took part in-person in the *“Peer learning and capacity building: transnational course in Italy”*
of the project **“BEYOU”**
in Agrigento (Italy) from 3rd to 7th of July 2023.

<i>Name and address of the sending institution</i>	<i>Name and address of the hosting organization</i>
Organization Earth KONSTANTINOUPOLEOS 44 11854 ATHENS, Greece	Fondazione Comunitaria di Agrigento e Trapani Viale Leonardo Sciascia n. 36, Agrigento, Italy

Agrigento, 7th of July 2023

Signature and stamp of the hosting organization.

Il Direttore
Giuseppe La Rocca



Project No. 101089746

BEYOU
Boosting sustainability and social change through youth-led community development



Certificate of Attendance

We here certify that:

Mr. Daniel Carrasco Navarro

took part in-person in the *“Peer learning and capacity building: transnational course in Italy”*
of the project **“BEYOU”**
in Agrigento (Italy) from 3rd to 7th of July 2023.

<i>Name and address of the sending institution</i>	<i>Name and address of the hosting organization</i>
Organization Earth KONSTANTINOUPOLEOS 44 11854 ATHENS, Greece	Fondazione Comunitaria di Agrigento e Trapani Viale Leonardo Sciascia n. 36, Agrigento, Italy

Agrigento, 7th of July 2023

Signature and stamp of the hosting organization.

Il Direttore
Giuseppe La Rocca



Project No. 101089746

BEYOU
Boosting sustainability and social change through youth-led community development



Certificate of Attendance

We here certify that:

Ms. Myrianthi Karantona

took part in-person in the *“Peer learning and capacity building: transnational course in Italy”*
of the project **“BEYOU”**
in Agrigento (Italy) from 3rd to 7th of July 2023.

<i>Name and address of the sending institution</i>	<i>Name and address of the hosting organization</i>
Hub Nicosia Ltd Tagmatarchi Poulou 33 Agios Andreas Nicosia 1101, Cyprus	Fondazione Comunitaria di Agrigento e Trapani Viale Leonardo Sciascia n. 36, Agrigento, Italy

Agrigento, 7th of July 2023

Signature and stamp of the hosting organization.

Il Direttore
Giuseppe La Rocca



Project No. 101089746

BEYOU
Boosting sustainability and social change through youth-led community development



Certificate of Attendance

We here certify that:

Ms. Sophia Ioannou

took part in-person in the *“Peer learning and capacity building: transnational course in Italy”* of the project **“BEYOU”** in Agrigento (Italy) from 3rd to 7th of July 2023.

<i>Name and address of the sending institution</i>	<i>Name and address of the hosting organization</i>
Hub Nicosia Ltd Tagmatarchi Poulou 33 Agios Andreas Nicosia 1101, Cyprus	Fondazione Comunitaria di Agrigento e Trapani Viale Leonardo Sciascia n. 36, Agrigento, Italy

Agrigento, 7th of July 2023

Signature and stamp of the hosting organization.

Il Direttore
Giuseppe La Rocca



Project No. 101089746

BEYOU - Peer learning and capacity building (pre - training)

As members of BEYOU project we would like to thank you for joining us in this peer learning and capacity building for youth workers.

Before starting, we would like to know your opinion about the preliminary tasks and information given and also your expectations about the training and its usefulness.

* Indica una domanda obbligatoria



Co-funded by the
Erasmus+ Programme
of the European Union

1. What is your nationality? *

Contrassegna solo un ovale.

- Cypriot
- Greek
- Italian
- Romanian
- Spanish
- Other

2. Which partner are you collaborating with? *

Contrassegna solo un ovale.

- Fondazione Comunitaria di Agrigento e Trapani
- Organization Earth
- Universidad de Alcalá
- Asociatia Nationala de Dezvoltare Continua a Tineretului din Romania
- The Hub Nicosia Ltd

3. What is your satisfaction with the preliminary tasks carried out to organise this Peer learning and capacity building? *

Contrassegna solo un ovale.

- Highly satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Highly dissatisfied

4. What is your preliminary perception of the usefulness of the training for your activities in the next steps of the project? *

Contrassegna solo un ovale.

- Extremely useful
- Very useful
- Somewhat useful
- Not so useful
- Not useful at all

5. What is your preliminary perception of the possibility to create and/or strengthen relationships with other EU youth workers? *

Contrassegna solo un ovale.

- Highly possible
- Very possible
- Somewhat possible
- Not so possible
- Not possible at all

6. Next steps of the project include the creation of a Youth Community Incubator (YCI) to foster young leaders to be part of the social change within their communities. What is your perception of the feasibility of these actions? *

Contrassegna solo un ovale.

- Highly feasible
- Feasible
- Neither feasible nor unfeasible
- Unfeasible
- Highly unfeasible

7. Would you like to address any specific matter related to the YCI and / or youth-led community development in general? Which? Why?

Questi contenuti non sono creati né avallati da Google.

Google Moduli

BEYOU - Peer learning and capacity building (post - training)

As members of BEYOU project we would like to thank you for joining us in this peer learning and capacity building for youth workers.

Now that you have gone through the programme, we would like to know your satisfaction with the training and your perception about the usefulness of the course and feasibility for next steps.

** Indica una domanda obbligatoria*



Co-funded by the
Erasmus+ Programme
of the European Union

1. What is your nationality? *

Contrassegna solo un ovale.

- Cypriot
- Greek
- Italian
- Romanian
- Spanish
- Other

2. Which partner are you collaborating with? *

Contrassegna solo un ovale.

- Fondazione Comunitaria di Agrigento e Trapani
- Organization Earth
- Universidad de Alcalá
- Asociatia Nationala de Dezvoltare Continua a Tineretului din Romania
- The Hub Nicosia Ltd

3. What is your satisfaction with your participation in BEYOU project as youth worker or mentor? *

Contrassegna solo un ovale.

- Highly satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Highly dissatisfied

4. After the training, as a youth worker, do the competences acquired increase your type of civic engagement in your community? *

Contrassegna solo un ovale.

- Extremely useful
- Very useful
- Somewhat useful
- Not so useful
- Not useful at all

5. What is your satisfaction with the training received during this Peer learning and capacity building? *

Contrassegna solo un ovale.

- Highly satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Highly dissatisfied

6. What is your perception of the reliability of the information provided during the training? *

Contrassegna solo un ovale.

- Highly reliable
- Reliable
- Somewhat reliable
- Not so reliable
- Not reliable at all

7. What is your perception now of the possibility to create and/or strengthen relationships with other EU youth workers? *

Contrassegna solo un ovale.

- Highly possible
- Very possible
- Somewhat possible
- Not so possible
- Not possible at all

8. Next steps of the project include the creation of a Youth Community Incubator to foster young leaders to be part of the social change within their communities. Now that you have finished the training, what is your perception of the feasibility of these actions? *

Contrassegna solo un ovale.

- Highly feasible
- Feasible
- Neither feasible nor unfeasible
- Unfeasible
- Highly unfeasible

9. What is your perception of the usefulness of the training for your activities in the next steps of the project? *

Contrassegna solo un ovale.

- Extremely useful
- Very useful
- Somewhat useful
- Not so useful
- Not useful at all

10. Open space for any other comment on the training and the youth-led community development in general

Questi contenuti non sono creati né avallati da Google.

Google Moduli

BEYOU - Peer learning and capacity building (trainers)

As members of BEYOU project, we would like to thank you for joining us in this peer learning and capacity building for youth workers, as trainer.

Now that all participants have gone through the programme, we would you to share how you perceive participants' commitment, their preparation for next steps and their satisfaction with the content and the organisation of the training and also your own satisfaction with the organisation of the event.

* Indica una domanda obbligatoria



Co-funded by the
Erasmus+ Programme
of the European Union

Please, indicate the level of agreement with the following statements regarding your perception of the participants' attitude and aptitudes during the development of the training:

1. Youth workers have participated actively in the proposed activities of this training programme *

Contrassegna solo un ovale.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

2. Youth workers have shown commitment with the training objectives during the programme *

Contrassegna solo un ovale.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

3. Youth workers are prepared for the correct development of following project activities. Next steps of the project include the creation of a Youth Community Incubator to foster young leaders to be part of the social change within their communities. *

Contrassegna solo un ovale.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

4. In general, I am satisfied with the organisation of the training and the development of the different activities. *

Contrassegna solo un ovale.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

5. Open space for any other comment on the training and the youth-led community development in general

Questi contenuti non sono creati né avallati da Google.

Google Moduli

















