



ANNUAL REPORT

IMPLEMENTATION OF THE
ERASMUS+ PROGRAMME
AND THE
EUROPEAN SOLIDARITY CORPS
PROGRAMME

2021

KEY ACTION 1

HIGHER EDUCATION

SCHOOL EDUCATION

VOCATIONAL EDUCATION AND TRAINING

ADULT EDUCATION

YOUTH

KEY ACTION 1

HIGHER EDUCATION

MOBILITY PROJECT FOR HIGHER EDUCATION STUDENTS AND STAFF

This action supports physical and blended mobility of higher education students in any study fields and cycle (short cycle, bachelor, master and doctoral levels). Students can either study abroad at a partner higher education institution or carry out a traineeship in an enterprise, a research institute, a laboratory, an organisation or any other relevant workplace abroad. Students can also combine a study period abroad with a traineeship, further enhancing the learning outcomes and development of transversal skills. While long term physical mobility is strongly encouraged, this action recognises the need to offer more flexible physical mobility duration to ensure the programme is accessible to students from all backgrounds, circumstances and study fields.

This action also supports higher education teaching and administrative staff to take part in professional development activities abroad as well as staff from the world of work to teach and train students or staff at higher education institutions. These activities may consist of teaching as well as training periods (such as job shadowing, observation periods, training courses).

Furthermore, this action supports blended intensive programmes, allowing for groups of higher education institutions to develop jointly blended mobility curricula and activities for students as well as academic and administrative staff.

OBJECTIVES OF THE ACTION

The objective of this action is to contribute to establishing a European Education Area as well as strengthen the link between education and research, to foster the critical thinking skills of students from all disciplines, and at all levels (including bachelor, master and doctoral levels). The objective is also to foster employability, social inclusion, civic engagement, innovation and environmental sustainability in Europe and beyond by enabling any student to have the opportunity to study or train abroad as part of their studies in order to:

- expose students to different views, knowledge, teaching and research methods as well as work practices in their study field;
- develop their transversal skills such as communication, language, problem solving, inter-cultural skills and research skills;
- develop their forward-looking skills, such as digital skills, that will enable them to tackle the challenges of today and tomorrow;
- facilitate personal development such as the ability to adapt to new situations and self-confidence.

MOBILITY PROJECT FOR HIGHER EDUCATION STUDENTS AND STAFF

The objective is also to enable any staff, including staff from enterprises, to teach or train abroad as part of their professional development in order to:

- share their expertise;
- experience new teaching environments;
- acquire new innovative pedagogical and curriculum design skills and digital skills;
- connect with their peers abroad to develop common activities to achieve the programme's objectives;
- exchange good practices and enhance cooperation between higher education institutions;
- better prepare students for the world of work by involving staff from enterprises in courses.

In addition, the objective is to foster the development of transnational and transdisciplinary curricula as well as innovative ways of learning and teaching, including online collaboration, research-based learning and challenge-based approaches with the objective of tackling societal challenges.

Activities include:

- **Student mobility**
 - Study period
 - Traineeship
 - Doctoral mobility
 - Blended mobility
- **Staff mobility**
 - Teaching period
 - Training period

A higher education institution must be in possession of a valid Erasmus Charter for Higher Education in order to be able to participate.

MOBILITY PROJECT FOR HIGHER EDUCATION STUDENTS AND STAFF

DURING 2021, EUPA AWARDED A TOTAL OF €2,458,030.00 IN MOBILITIES OF HIGHER EDUCATION STUDENT AND STAFF SUPPORTED BY INTERNAL POLICY FUNDS AND A TOTAL OF €258,830.00 IN MOBILITIES FOR HIGHER EDUCATION STUDENT AND STAFF SUPPORTED BY EXTERNAL POLICY FUNDS

KA131: Higher Education – Student and Staff Mobility within Programme Countries



- Selected
- Reserved
- Rejected
- Ineligible
- Cancelled

KEY ACTION 1

SCHOOL EDUCATION

MOBILITY FOR PUPILS AND STAFF IN SCHOOL EDUCATION

This action supports schools and other organisations active in the field of school education that want to organise learning mobility activities for school pupils and staff.

A wide range of activities are supported, including job shadowing and professional development courses for staff, individual and group mobility for pupils, invited experts, and other activities as explained below.

The participating organisations should actively promote inclusion and diversity, environmental sustainability and digital education through their activities: by using the specific funding opportunities provided by the Programme for these purposes, by raising awareness among their participants, by sharing best practices, and by choosing appropriate design for their activities.

OBJECTIVES OF THE ACTION

The purpose of mobility activities funded by Erasmus+ is to provide learning opportunities to individuals and to support internationalisation and institutional development of schools and other organisations in school education. Specifically, the objectives of this action are:

- Strengthening the European dimension of teaching and learning by:
 - promoting values of inclusion and diversity, tolerance, and democratic participation
 - promoting knowledge about shared European heritage and diversity
 - supporting development of professional networks across Europe
- Increasing the quality of teaching and learning in school education by:
 - supporting professional development of teachers, school leaders and other school staff
 - promoting the use of new technologies and innovative teaching methods
 - improving language learning and language diversity in schools
 - supporting the sharing and transfer of best practices in teaching and school development
- Contributing to the creation of the European Education Area by:
 - building capacity of schools to engage in cross-border exchanges and cooperation, and carry out high quality mobility projects
 - making learning mobility a realistic possibility for any pupil in school education
 - fostering recognition of learning outcomes of pupils and staff in mobility periods abroad

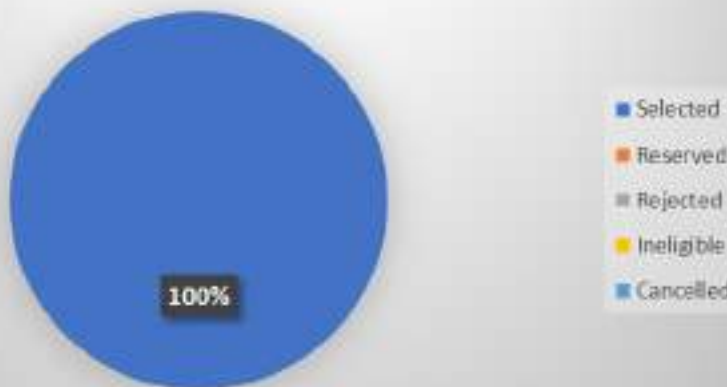
MOBILITY FOR PUPILS AND STAFF IN SCHOOL EDUCATION

Schools and other organisations active in school education can apply for funding in two ways:

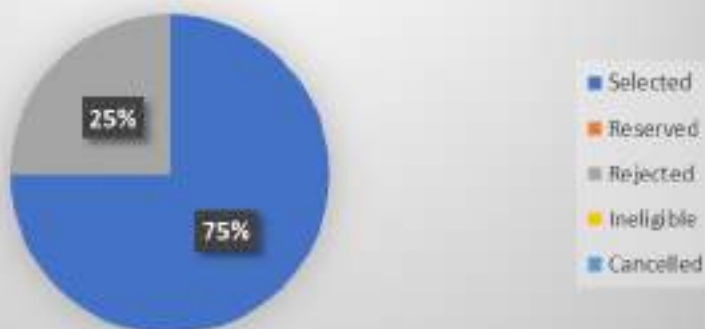
- Short-term projects for mobility of pupils and staff
- Accredited projects for mobility of pupils and staff

DURING 2021, EUPA AWARDED A TOTAL OF €130,630.00 IN SHORT-TERM PROJECTS, AND A TOTAL OF €266,113.00 IN ACCREDITED PROJECTS UNDER THE SCHOOL EDUCATION SECTOR.

KA121: School Education: Accredited applicants under E+ Key action 1



KA122: Short-term projects for mobility of learners and staff in School education



KEY ACTION 1

VOCATIONAL EDUCATION AND TRAINING

MOBILITY FOR LEARNERS AND STAFF IN VOCATIONAL EDUCATION AND TRAINING

This action supports providers of vocational education and training (VET) and other organisations active in the field of VET that want to organise learning mobility activities for VET learners and staff.

A wide range of activities are supported, including job shadowing and professional development courses for staff, traineeships and long-term placements (ErasmusPro), invited experts, and other activities as explained below.

The participating organisations should actively promote inclusion and diversity, environmental sustainability and digital education through their activities: by using the specific funding opportunities provided by the Programme for these purposes, by raising awareness among their participants, by sharing best practices, and by choosing appropriate design for their activities.

OBJECTIVES OF THE ACTION

The purpose of mobility activities funded by Erasmus+ is to provide learning opportunities to individuals and to support internationalisation and institutional development of VET providers and other organisations in vocational education and training. The action will support the implementation of the Council Recommendation on vocational education and training and the Osnabrück Declaration, and the European Skills Agenda. It will also contribute to the creation of the European Education Area.

Specifically, the objectives of this action are:

- Increasing the quality of initial and continuing vocational education and training (IVET and CVET) in Europe by:
 - - strengthening key competences and transversal skills, in particular language learning
 - supporting the development of job specific skills needed in the current and future labour market
 - sharing best practices and promoting the use of new and innovative pedagogical methods and technologies, and supporting the professional development of teachers, trainers, mentors and other staff in VET
 - building the capacity of VET providers to carry out high quality mobility projects, and their ability to form quality partnerships while developing their internationalisation strategy

MOBILITY FOR LEARNERS AND STAFF IN VOCATIONAL EDUCATION AND TRAINING

- making mobility a realistic possibility for any learner in IVET and CVET, and increasing the average duration of mobility for VET learners to increase its quality and impact
- fostering the quality, transparency and recognition of learning outcomes of mobility periods abroad, especially by using European tools and instruments.
- Strengthening the European dimension of teaching and learning by:
 - - promoting values of inclusion and diversity, tolerance, and democratic participation
 - promoting knowledge about shared European heritage and diversity
 - supporting development of professional networks across Europe

VET providers and other organisations active in vocational education and training can apply for funding in two ways:

- Short-term projects for mobility of learners and staff
- Accredited projects for mobility of learners and staff

DURING 2021, EUPA AWARDED A TOTAL OF €732,335.35 IN ACCREDITED PROJECTS UNDER THE VOCATIONAL EDUCATION AND TRAINING SECTOR.

MOBILITY FOR LEARNERS AND STAFF IN VOCATIONAL EDUCATION AND TRAINING

KA122: Short-term projects for mobility of learners and staff in VET



KA121: VET: Accredited applicants under E+ Key action 1



KEY ACTION 1

ADULT EDUCATION

MOBILITY FOR LEARNERS AND STAFF IN ADULT EDUCATION

This action supports adult education providers and other organisations active in the field of adult education that want to organise learning mobility activities for adult learners and education staff.

A wide range of activities are supported, including job shadowing and professional development courses for staff, individual and group mobility of adult learners with fewer opportunities (in particular low-skilled adult learners), invited experts, and other activities as explained below.

The participating organisations should actively promote inclusion and diversity, environmental sustainability and digital education through their activities. They should do so by using the specific funding opportunities provided by the Programme for these purposes, by raising awareness among their participants, by sharing best practices, and by choosing appropriate design for their activities.

OBJECTIVES OF THE ACTION

The purpose of mobility activities funded by Erasmus+ is to provide learning opportunities to individuals and to support internationalisation and institutional development of adult education providers and other organisations active in the field of adult education. The action will contribute to the implementation of the Skills Agenda and to the creation of the European Education.

Specifically, the objectives of this action are:

- Strengthening the European dimension of teaching and learning
- Promoting values of inclusion and diversity, tolerance, and democratic participation
- Promoting knowledge about shared European heritage and diversity
- Supporting development of professional networks across Europe
- Improving the quality of formal, informal and non-formal adult education in Europe for key competences as defined by the EU framework (2018), including basic skills (literacy, numeracy, digital skills) and other life skills
- Extend and diversify adult education offer through professionalisation of educators and building capacity of adult education providers
- Simplifying the implementation and accessibility of high quality teaching and learning programmes in all forms of adult education, and making them relevant to the needs of individual and the society at large

MOBILITY FOR LEARNERS AND STAFF IN ADULT EDUCATION

- Building the capacity of adult education providers to carry out high quality mobility projects
- Raising the participation of adults of all ages and socio-economic background in adult education, especially by fostering participation of organisations working with disadvantaged learners, small adult education providers, newcomers to the Programme and less experienced organisations, as well as community-based grassroots organisations

Adult education providers or other organisations active in adult education can apply for funding in two ways:

- Short-term projects for mobility of learners and staff
- Accredited projects for mobility of learners and staff

***DURING 2021, EUPA AWARDED A TOTAL OF €2,520.00
IN SHORT-TERM PROJECTS, AND A TOTAL OF
€55,438.00 IN ACCREDITED PROJECTS UNDER THE
ADULT EDUCATION SECTOR.***

KA122: Short-term projects for mobility of learners and staff in Adult Education



KA121: Adult Education: Accredited applicants under E+ Key action 1



KEY ACTION 1



YOUTH

LEARNING MOBILITY IN THE FIELD OF YOUTH

These actions provide nonformal and informal learning opportunities for young people and youth workers.

Non-formal and informal learning enable young people to acquire essential competences that contribute to their personal and socio-educational development and foster their active participation in society, thereby improving their employment prospects.

Through their participation in learning mobility activities, youth workers develop skills relevant for their professional development, foster new organisational practices and raise quality of youth work in general.

Learning activities within the youth field are meant to have a significantly positive impact on young people as well as on the organisations involved, the communities in which these activities take place, the youth field itself and the European economic and societal sectors at large.

The following Actions are supported:

- Mobility of young people - Youth exchanges
- Mobility projects for youth workers
- Youth participation activities

Organisations active in the youth field can apply for funding in two ways:

- Short-term projects
- Accredited projects

MOBILITY PROJECTS FOR YOUNG PEOPLE - “YOUTH EXCHANGES”

Under this Action, organisations and informal groups of young people can receive support to carry out projects bringing together young people from different countries to exchange and learn outside their formal educational system.

OBJECTIVES OF THE ACTION

Erasmus+ supports non-formal learning mobility of young people in the form of Youth Exchanges, with the objective to engage and empower young people to become active citizens, connect them to the European project as well as to help them acquire and develop competences for life and their professional future.

More specifically, Youth Exchanges aim to:

- Foster intercultural dialogue and learning and feeling of being European;
- Develop skills and attitudes of young people;
- Strengthen European values and breaking down prejudices and stereotypes;

LEARNING MOBILITY IN THE FIELD OF YOUTH

- Raise awareness about socially relevant topics and thus stimulate engagement in society and active participation.

The Action is open to all young people, with a special focus on those with fewer opportunities.

Thematic strategies in the youth field

The Erasmus+ Programme seeks to promote youth participation, reinforcement of the quality of informal and non-formal learning processes and development of quality youth work. Further support in these areas is available through specific thematic strategies, such as Youth Participation Strategy, Youthpass and the European Training Strategy (ETS).

DESCRIPTION OF THE ACTIVITIES

Youth Exchanges

Youth Exchanges are meetings of groups of young people from at least two different countries who gather for a short period to implement jointly a non-formal learning programme (a mix of workshops, exercises, debates, role-plays, simulations, outdoor activities, etc.) on a topic of their interest, seeking inspiration from the European Youth Goals. The learning period comprises preparation phase before as well as evaluation and follow-up after the exchange.

A quality Youth Exchange:

- Relies on the active involvement of young people and participating organisations, who should take an active role in all the stages of the project, enhancing in this way their learning and development experience;
- Involves diverse groups of participants and builds on this diversity;
- Is based on clearly identified needs of the young participants;
- Ensures that the non-formal and informal learning outcomes of the participants are properly identified and documented;
- Encourages the participants to reflect on European topics and values.

MOBILITY PROJECTS FOR YOUTH WORKERS

Under this Action, organisations can receive support to carry out projects comprising of one or more learning activities for the professional development of youth workers and their organisation.

LEARNING MOBILITY IN THE FIELD OF YOUTH

OBJECTIVES OF THE ACTION

This Action supports the professional development of youth workers and thereby the development of quality youth work at local, regional, national, European and international level, through non-formal and informal learning experiences in mobility activities. The Action contributes to the objectives of the EU Youth Strategy 2019-2027, particularly to the European Youth Work Agenda for quality, innovation and recognition of youth work.

More specifically, Mobility projects for youth workers aim to:

- Provide non-formal and informal learning opportunities for educational and professional development of youth workers, contributing to high quality individual practice as well as to the evolution of youth work organisations and systems;
- Build a community of youth workers that can support the quality of projects and activities for young people in EU programmes and beyond.
- Develop local youth work practices and contribute to capacity building for quality youth work of the participants and their organisation, having a clear impact on the participating youth workers' regular work with young people.

A quality Mobility project for Youth Workers:

- Has a clear impact on the participating youth workers' regular work with young people and on their organisation;
- Relies on the active involvement of participating organisations and youth workers, who should take an active role in all the stages of the project, enhancing in this way their learning and development experience;
- Is based on clearly identified youth worker educational and professional development⁸⁶ needs notably around quality, innovation and recognition, and accompanied by appropriate selection, preparation and follow-up measures;
- Ensures that the non-formal and informal learning outcomes of the participants are properly recognised and that the project outcomes, including any methods, materials and tools, are transferable and used within the participating organisations, contributing to the evolution of youth work organisations, and further widely disseminated in the youth field;
- Encourages the participants to reflect on European topics and values and provides youth workers with tools and methods to promote the respect and manage diversity in their daily work.
- Promotes the usage of innovative practices and methods such as inclusion of digital youth work activities with a view to be an instrument for prevention of any forms of online disinformation and fake news.

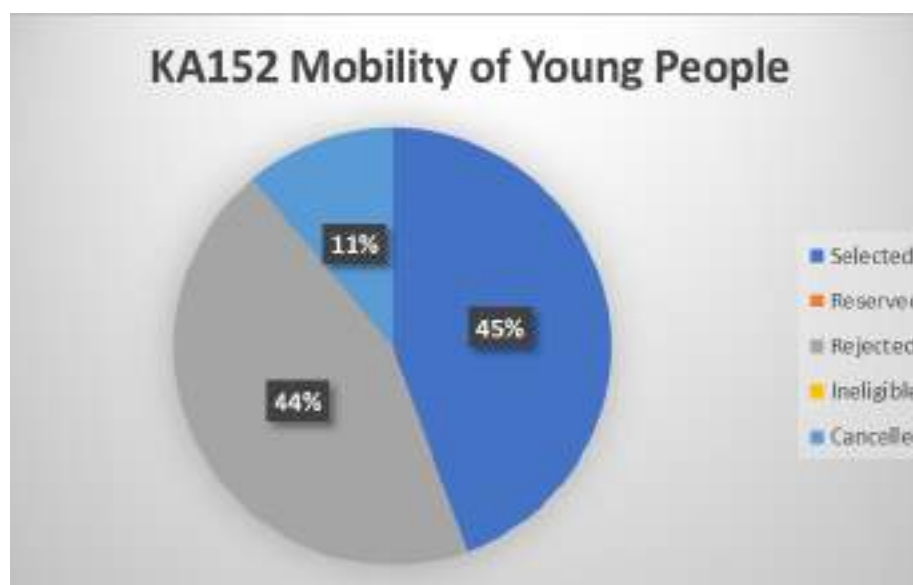
LEARNING MOBILITY IN THE FIELD OF YOUTH

Additionally to Youth Exchanges and Mobility Projects for Youth Workers, projects could also comprise of Preparatory Visits.

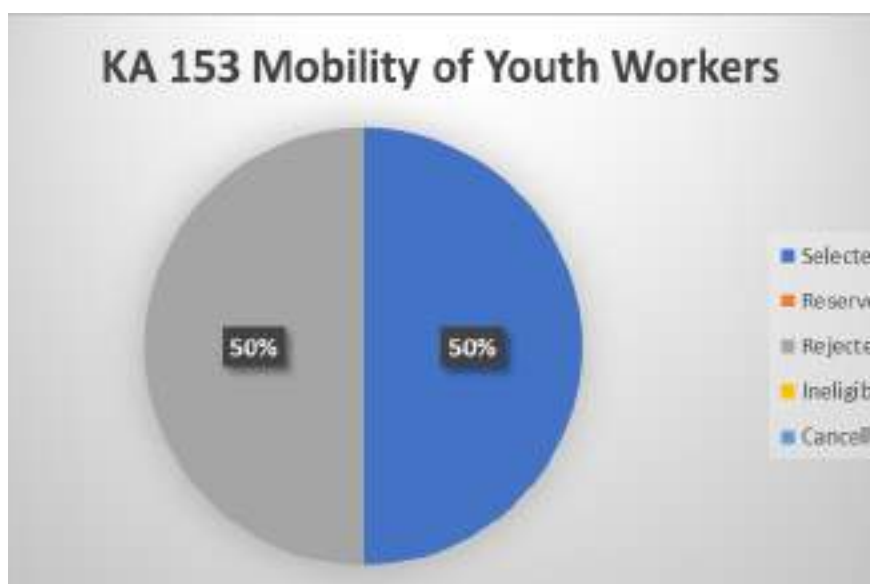
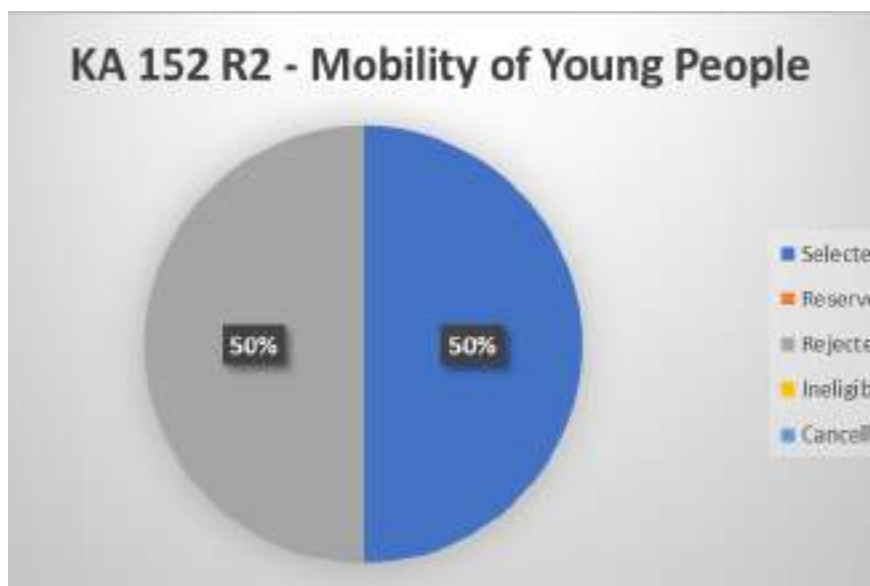
Preparatory Visits

Preparatory visits aim to ensure high quality activities by facilitating and preparing administrative arrangements, building trust and understanding and setting-up a solid partnership between the organisations and people involved. In the case of Youth Exchanges activities with young people with fewer opportunities, the preparatory visit should enable to ensure that the specific needs of the participants can be catered for. Preparatory Visits take place in the country of one of the receiving organisations before the start of the Youth Exchange activity or the Professional Development.

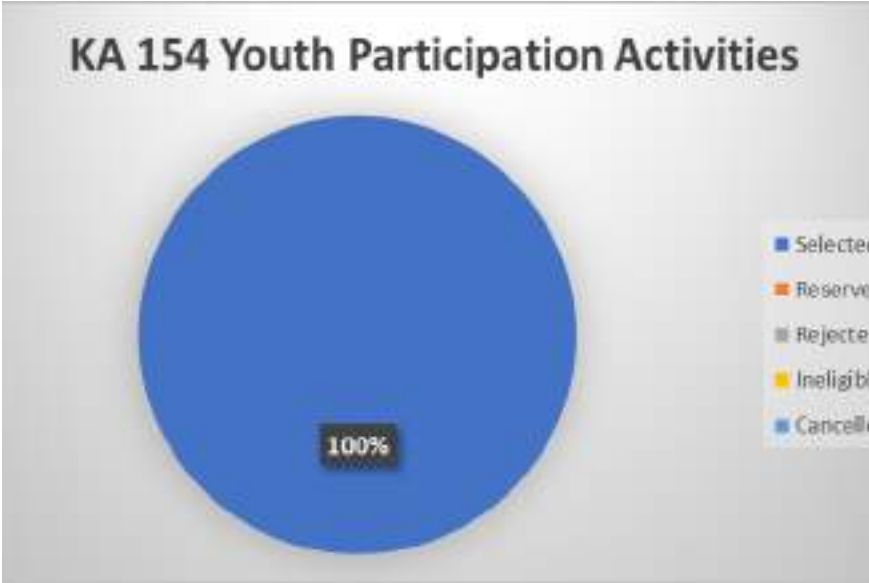
DURING 2021, EUPA AWARDED A TOTAL OF €124,087.00 IN MOBILITY PROJECTS FOR YOUTH WORKERS, AND A TOTAL OF €390,805.00 IN MOBILITY PROJECTS FOR YOUNG PEOPLE, ALSO KNOWN AS YOUTH EXCHANGES.



LEARNING MOBILITY IN THE FIELD OF YOUTH



LEARNING MOBILITY IN THE FIELD OF YOUTH



KEY ACTION 2

PARTNERSHIPS FOR COOPERATION

HIGHER EDUCATION

SCHOOL EDUCATION

VOCATIONAL EDUCATION AND TRAINING

ADULT EDUCATION

YOUTH

PARTNERSHIPS FOR COOPERATION

WHAT ARE PARTNERSHIPS FOR COOPERATION?

This action enables participating organisations to gain experience in international cooperation and to strengthen their capacities, but also to produce high-quality innovative deliverables. Depending on the objectives of the project, the participating organisations involved, or the expected impact, among other elements, Partnerships for Cooperation can be of different sizes and scope and adapt their activities accordingly. The qualitative assessment of these projects will be proportional to the objectives of the cooperation and the nature of the organisations involved.

Based on this logic, two types of partnerships are offered to organisations to work, learn and grow together:

- Cooperation Partnerships
- Small-scale Partnerships

COOPERATION PARTNERSHIPS

The primary goal of Cooperation Partnerships is to allow organisations to increase the quality and relevance of their activities, to develop and reinforce their networks of partners, to increase their capacity to operate jointly at transnational level, boosting internationalisation of their activities and through exchanging or developing new practices and methods as well as sharing and confronting ideas. They aim to support the development, transfer and/or implementation of innovative practices as well as the implementation of joint initiatives promoting cooperation, peer learning and exchanges of experience at European level. Results should be re-usable, transferable, up scalable and, if possible, have a strong transdisciplinary dimension. Selected projects will be expected to share the results of their activities at local, regional, national level and transnational level.

Cooperation Partnerships are anchored to the priorities and policy frameworks of each Erasmus+ sector, both at European and national level, while aiming at producing incentives for cross-sectoral and horizontal cooperation in thematic areas.

PARTNERSHIPS FOR COOPERATION

OBJECTIVES OF THE ACTION

Cooperation Partnerships aim at:

- Increasing quality in the work, activities and practices of organisations and institutions involved, opening up to new actors, not naturally included within one sector;
- Building capacity of organisations to work transnationally and across sectors;
- Addressing common needs and priorities in the fields of education, training, youth and sport;
- Enabling transformation and change (at individual, organisational or sectoral level), leading to improvements and new approaches, in proportion to the context of each organisation.

SMALL-SCALE PARTNERSHIPS

Small-scale Partnerships are designed to widen access to the programme to small-scale actors and individuals who are hard to reach in the fields of school education, adult education, vocational education and training, youth and sport. With lower grant amounts awarded to organisations, shorter duration and simpler administrative requirements compared to the Cooperation Partnerships, this action aims at reaching out to grassroots organisations, less experienced organisations and newcomers to the Programme, reducing entry barriers to the programme for organisations with smaller organisational capacity. This action will also support flexible formats – mixing activities with transnational and national character although with a European dimension – allowing organisations to have more means to reach out to people with fewer opportunities. Small-scale Partnerships can also contribute to the creation and development of transnational networks and to fostering synergies with, and between, local, regional, national and international policies.

OBJECTIVES OF THE ACTION

- Attract and widen access for newcomers, less experienced organisations and small-scale actors to the programme. These partnerships should act as a first step for organisations into cooperation at European level.
- Support the inclusion of target groups with fewer opportunities
- Support active European citizenship and bring the European dimension to the local level
- In addition, the main objectives of Cooperation Partnerships also apply to Small-scale Partnerships, proportionally to the scope and volume of each project.

KEY ACTION 2

PARTNERSHIPS FOR COOPERATION

HIGHER EDUCATION

PARTNERSHIPS FOR COOPERATION HIGHER EDUCATION

In the field of higher education:

Priority will be given to actions that are key to achieving the objectives of the European Education Area. The aim is to support the higher education sector in becoming even more inter-connected, innovative, inclusive and digital. For this purpose, the Programme will encourage much deeper and inter-disciplinary cooperation between higher education institutions, as well as with their surrounding innovation ecosystems, and the strengthening of links between education, research and innovation. The focus will in particular be on strengthening inclusion, mobility, digitalisation, lifelong learning, quality assurance and automatic recognition. The underlying objective is to accelerate the higher education transformation throughout Europe, in order to train the future generations in co-creating knowledge for a resilient, inclusive and sustainable society.

- Promoting inter-connected higher education systems
- Stimulating innovative learning and teaching practices
- Developing STEM/STEAM in higher education, in particular women participation in STEM
- Rewarding excellence in learning, teaching and skills development
- Building inclusive higher education systems
- Supporting digital capabilities of the higher education sector

***DURING 2021, EUPA AWARDED A TOTAL OF
€792,763.00 IN COOPERATION PARTNERSHIP
PROJECTS IN THE FIELD OF HIGHER EDUCATION.***



PARTNERSHIPS FOR COOPERATION SCHOOL EDUCATION

In the field of school education, priority will be given to:

- Tackling learning disadvantage, early school leaving and low proficiency in basic skills
- Supporting teachers, school leaders and other teaching professions
- Development of key competences. Promoting a comprehensive approach to language teaching and learning
- Promoting interest and excellence in science, technology, engineering, and mathematics (STEM) and the STEAM approach
- Developing high quality early childhood education and care systems
- Recognition of learning outcomes for participants in cross-border learning mobility.

DURING 2021, EUPA AWARDED A TOTAL OF €656,237.00 IN COOPERATION PARTNERSHIP PROJECTS AND A TOTAL OF €30,000.00 IN SMALL-SCALE PARTNERSHIP PROJECTS IN THE FIELD OF SCHOOL EDUCATION.



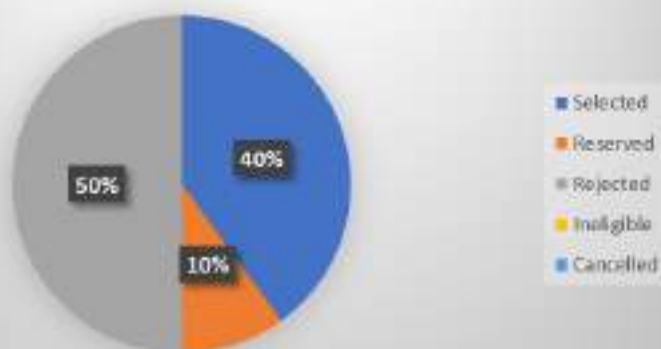
PARTNERSHIPS FOR COOPERATION VOCATIONAL EDUCATION AND TRAINING

In the field of vocational education and training (both initial and continuing), priority will be given to:

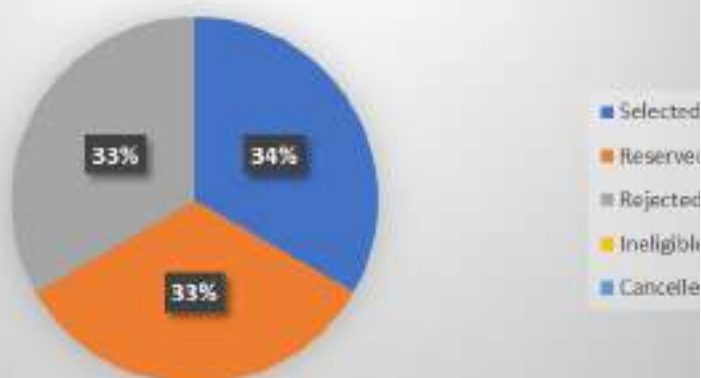
- Adapting vocational education and training to labour market needs
- Increasing the flexibility of opportunities in vocational education and training
- Contributing to innovation in vocational education and training
- Increasing attractiveness of VET
- Improving quality assurance in vocational education and training
- Creation and implementation of internationalisation strategies for VET providers

DURING 2021, EUPA AWARDED A TOTAL OF €1,124,584.00 IN COOPERATION PARTNERSHIP PROJECTS AND A TOTAL OF €120,000.00 IN SMALL-SCALE PARTNERSHIP PROJECTS IN THE FIELD OF VOCATIONAL EDUCATION AND TRAINING.

KA 220 Cooperation Partnerships in Vocational Education and Training



KA210 Small-Scale Partnerships in Vocational Education and Training



PARTNERSHIPS FOR COOPERATION ADULT EDUCATION

In the field of adult education priority will be given to:

- Improving the availability of high quality learning opportunities for adults
- Creating upskilling pathways, improving accessibility and increasing take-up of adult education
- Improving the competences of educators and other adult education staff
- Enhancing quality assurance in adult education
- Developing forward-looking learning centres
- Promoting Erasmus+ among all citizens and generations

DURING 2021, EUPA AWARDED A TOTAL OF €467,686.00 IN COOPERATION PARTNERSHIP PROJECTS AND A TOTAL OF €240,000.00 IN SMALL-SCALE PARTNERSHIP PROJECTS IN THE FIELD OF ADULT EDUCATION.



PARTNERSHIPS FOR COOPERATION YOUTH

In the field of youth:

Priority will be given to actions that contribute to the core areas of the EU Youth Strategy 2019-2027: engage, connect and empower young people. A particular focus will be on strengthening cross-sectorial cooperation that allows for greater synergies across different areas of actions that matter for young people, promoting youth participation in various scales and formats and supporting active citizenship of young people, notably youth at risk of social exclusion.

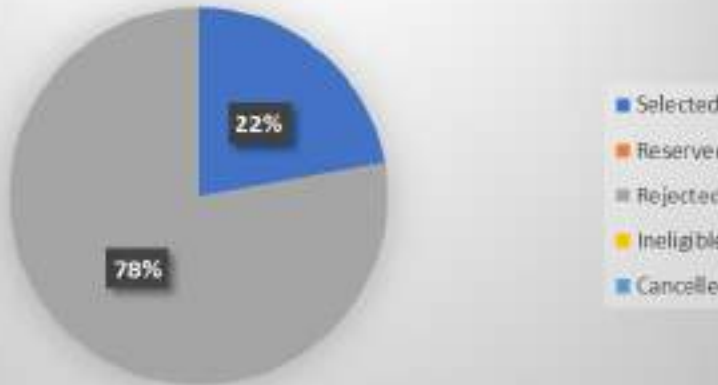
- Specific priorities for the youth field include:
- Promoting active citizenship, young people's sense of initiative and youth entrepreneurship including social entrepreneurship
- Increasing quality, innovation and recognition of youth work
- Strengthening the employability of young people
- Reinforcing links between policy, research and practice

DURING 2021, EUPA AWARDED A TOTAL OF €1,212,264.00 IN COOPERATION PARTNERSHIP PROJECTS AND A TOTAL OF €180,000.00 IN SMALL-SCALE PARTNERSHIP PROJECTS IN THE FIELD OF YOUTH.

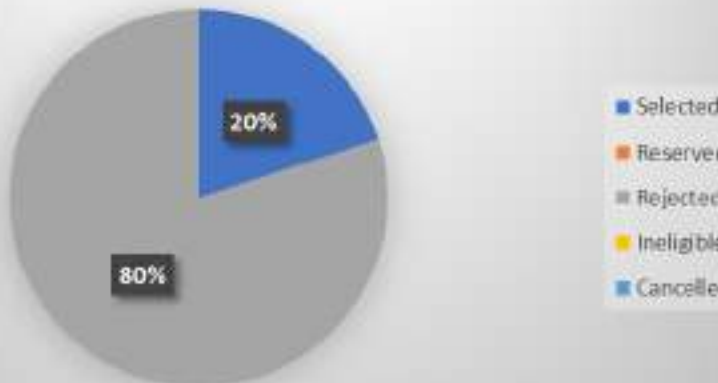


PARTNERSHIPS FOR COOPERATION YOUTH

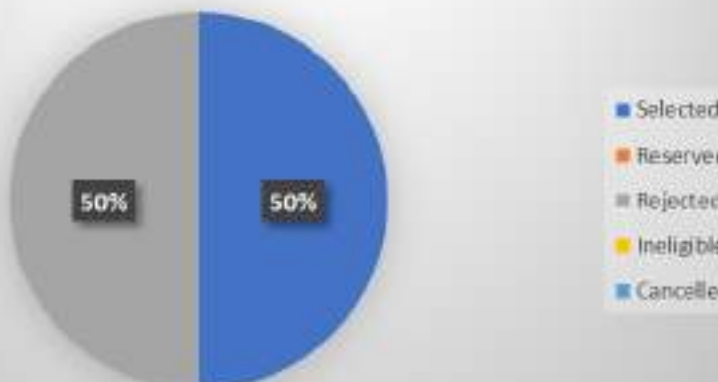
KA220 Cooperation Partnerships - Youth



KA210 Small Scale Partnerships - Youth



KA210 Small Scale Partnerships - Youth



EUROPEAN SOLIDARITY CORPS

OBJECTIVES

GENERAL OBJECTIVE

The general objective of the Programme is to enhance the engagement of young people and organisations in accessible and high-quality solidarity activities, primarily volunteering, as a means to strengthen cohesion, solidarity, democracy, European identity and active citizenship in the Union and beyond, addressing societal and humanitarian challenges on the ground, with a particular focus on the promotion of sustainable development, social inclusion and equal opportunities.

SPECIFIC OBJECTIVES

The specific objective of the Programme is to provide young people, including young people with fewer opportunities, with easily accessible opportunities for engagement in solidarity activities that induce positive societal changes in the Union and beyond, while improving and properly validating their competences, as well as facilitating their continuous engagement as active citizens.

Solidarity Projects:

A Solidarity Project is a non-profit solidarity activity initiated, developed and implemented by young people themselves for a period from 2 to 12 months. It gives a group of minimum five young persons the chance to express solidarity by taking responsibility and committing themselves to bring positive change in their local community. The project should have a clearly identified topic which the group of young people wish to explore together and which has to be translated into the concrete daily activities of the project and involve all the members of the group. Solidarity Projects should address key challenges within the communities, where relevant including those identified jointly in the border regions and it should also present European added value. Participation in a solidarity project is an important non-formal learning experience through which young people can boost their personal, educational, social and civic development.

***DURING 2021, EUPA AWARDED A TOTAL OF
€90,664.00
IN SOLIDARITY PROJECTS.***

Volunteering Projects:

Volunteering projects offer opportunities for young people to take part in solidarity activities and help to address identified needs within local communities and contribute to overcoming important societal challenges on the ground. Volunteering may take place in a country other than the country of residence of the participant (cross-border) or in the country of residence of the participant (in-country). The scope of volunteering projects is broad, covering a wide range of areas, such as environmental protection, climate change mitigation or greater social inclusion.

***DURING 2021, EUPA AWARDED A TOTAL OF
€61,315.00 IN VOLUNTEERING PROJECTS.***

SHARING OF GOOD PRACTICES

PROJECTS 2021

GOOD PRACTICE PROJECTS 2021

Key Action: 1 - Mobility of Learners and Staff - Youth

Project Reference Number - 2019-2-MT01-KA105-051278

Name of Sending Organisation (Applicant organisation)
TDM 2000 Malta

Website of Sending Organisation (Applicant organisation)
www.tdm2000malta.org

Start and end date of project - 01/08/2019 till 31/05/2021

Hosting Organisation/s - TDM 2000 Malta

Website/s of Hosting Organisation/s - www.tdm2000malta.org

Countries represented in the project (apart from Malta)

- O'CLOCK (Romania);
- Free Minds Youth Association (Turkey);
- Aktive Kosmos (Spain);
- Young Improvers for Youth Development (Bulgaria);
- Associazione Studenti per la Città (Italy);
- Permaculture Dalmatia (Croatia);
- Associação Inspira! - Intervenção juvenil e ambiental (Portugal);
- DOREA EDUCATIONAL INSTITUTE WTF (Cyprus)

Objectives of the project

The project, through its seminar, aimed at developing and sharing innovative models of social entrepreneurship for facilitating the increase of sustainable tourism in rural areas, by fostering community involvement and underlining methods and techniques to raise the level of awareness in European countries towards a more inclusive society. Specific objectives of the seminar derived from the specialized activities planned in the agenda and carried out during the run of the project:

- To share and exchange best practices, tools, ideas, and challenges among youth workers to promote active inclusion and engagement of people from rural communities;
- To improve social entrepreneurship knowledge, skills, and attitudes for the sustainable development of rural communities;
- To exploit and capitalize tourism as a development economic opportunity supporting the creation, administration, and promotion of rural tourism initiatives\;
- To create a set of guidelines that contains instruments, ideas, and tools for local heritage promotion and local rural tourism product development;
- To foster cohesion, networking, and participation in new partnerships at different levels.

GOOD PRACTICE PROJECTS 2021

Target group

The participants were youth workers/leaders that are working/volunteering with the partner organisations listed above. We did not need any specific accompanying/reinforced measures as the participants did not have any form of disability that impaired personal safety or mobility. We had 2 participants per country.

However, the main target group of the project was young people whom the partner organizations work with, both from rural/disadvantaged areas and not. They will be targeted by new activities thanks to the newly acquired competencies and instruments to facilitate their dialogue and overall inclusion patterns. The new approach, the innovative ideas, and the newly acquired and developed tools will indeed bring a new wave of results in the work done in this field, adding value to it and ensuring a better-tailored approach.

Short description of beneficiary institution

TERRA DI MEZZO (TDM) 2000 Malta is a non-profit, non-governmental voluntary organization. One of its main aims is to create opportunities and to help its youth members develop their skills in order to be active in society on a local and international level. We strive to achieve this aim by organizing and hosting a number of various activities of a voluntary nature regularly. These activities include;

1. Hosting and/or sending youths on several youth exchanges, initiatives, training courses, and networking projects addressing topics such as:
 - active participation in society; on a local and European Level - interest in all EU affairs and the relationship the EU has with its neighbouring countries
 - the environment
 - health and healthy eating and a healthy lifestyle
 - volunteering and inclusion in society - project management,
 - respect for cultural differences
 - active participation in society and citizenship
 - democracy and human rights
2. Doing charity work for local charitable institutions in Malta by organizing:
 - fundraising activities
 - project management of the local charitable projects
3. Regularly creating team and group building activities on a monthly basis to give the TDM members the opportunity to meet in a leisurely atmosphere.
4. Creating Work and Career-related placements in industries such as construction, catering, tourism, surveying, and learning a foreign language. Through these events, youths are able to learn the real meaning of active European citizenship as well as the benefits that come with being active in society in a fun and enjoyable environment

GOOD PRACTICE PROJECTS 2021

Summary of results and impact

At the end of the activities, the participants always acquired new skills and got familiar with new models of inclusion of vulnerable categories. They learned basic concepts related on how to revitalize rural communities and enhance the quality of life as it is particularly in rural areas, where tourism often succeeds to meet the visitor's search for authenticity and to let them immerse into local experiences.

At the end of the mobility, an evaluation was carried out in order to understand if all the objectives were reached during the run of the main event. The cooperation with the consortium of partners continued till the end of the project when collecting and putting in practice a set of follow-up ideas has taken place.

Participants explored best practices and success stories; they were particularly inspired by them and through them, they became able to develop new strategies/itineraries/tools using the combination of experiences and talents presented during our brainstorming sessions and idea tool laboratory, in which new workshops and ideas were put together and experimented with the rest of the group, who tested and discuss how useful they can be in their rural context back home. The dissemination of this project contains all the results achieved.

We believe that the impact is three-fold. Primarily it is the participants themselves who have had the whole experience of the main activity and the workshops and results in it contained. The secondary impact was the organisation's networks and target groups who will benefit from the follow-up of the project and learn about the opportunities created by this project and other Erasmus + projects. The tertiary impact is to be felt by those persons who may not be involved in creating the opportunities and executing them for the benefit of rural areas, but in actual fact, it will be those that will, through this snowball effect that we wish to create, be experiencing rural tourism in a better way.

Any Tools/Products Developed

As a result of the project, we created a set of guidelines aimed at sharing best practices on the topics of sustainable development, tourism, social entrepreneurship and empowerment of rural/disadvantaged communities. It contains the following contents:

- Introduction;
- Best practices and successful cases;
- Modules: entrepreneurship, management, information and communication technologies, engagement of communities,
- marketing, sustainability

GOOD PRACTICE PROJECTS 2021

The participants shared and explored best practices and success stories; they were inspired through these workshops and became able to develop new strategies/itineraries/tools using the combination of experiences and talents presented during our brainstorming sessions and the idea tool laboratory, in which new workshops and ideas were put together and experimented with the rest of the group. The group also went on to discuss how useful they can be in their national/rural context.

We expect, through the tools shared, that the NGOs taking part in the seminar will be able to involve, as much as possible, at least 300 new youngsters in their activities, giving priority to those who are coming from poor/rural areas.

Specific theme

(e.g. employability, social exclusion, early school leaving, citizenship ...)

The main theme of the project was to raise European awareness of the realities and possibilities for more inclusive societies towards people coming from disadvantaged areas (such as rural areas), providing youth workers with tools to work on it and giving them the space to share best practices in the field, with special concentration on rural tourism.

Testimonials

(positive comments from participants in final report)

'The project was interesting and with many various types of activities, both indoors and outdoors. A great learning experience that I hope to use back home with the countryside children'

'Gozo is incredible. How can such a small place manage to be self-sufficient and so different from Malta. How do they manage to keep giving opportunities to young persons in their farms and enterprises'

'Although the programme was quite intense and I am tired now, the trainers did a good job. It's important to do indoor and outdoor activities.'

'I wasn't used to the food and living with people I don't know, and I didn't trust them at the beginning. I think I need some time to think about this whole experience. This was a lot of changes in one week for me.'

'Malta is small and has little farmland. Gozo has all the farmland. You must spend loads of money importing vegetables and fruit. Maybe we should use all these methodologies here to try it out and see the change.'

'I'm not too sure I can use these actions with my target groups back home because they find it difficult to try something new but it's worth a try. Thanks for the effort. Malta is great.'

GOOD PRACTICE PROJECTS 2021



GOOD PRACTICE PROJECTS 2021

Key Action: 2 - Strategic Partnerships for School Education

Project Reference Number - 2017-1-MT01-KA201-026976

Name of Sending Organisation (Applicant organisation) -
University of Malta

Website of Sending Organisation (Applicant organisation) -
peerment.eu

Start and end date of project - 01.09.2017 to 31.12.2020

Hosting Organisation/s :

- Consorzio Istituti Professionali
- Progettomondo.mlal
- School Centre Nova Gorica
- Solidarité Laïque
- Youth Association Breza

Website/s of Hosting Organisation/s :

- <http://www.consorzioprofessionali.it/>
- www.progettomondomlal.org
- www.scng.si
- <https://www.solidarite-laique.org>
- <http://breza.hr/peerment/>

Countries represented in the project (apart from Malta) -

- Italy, Slovenia, France & Croatia

Objectives of the project

The purpose of this project with the acronym of PEERMENT was to lay-out, test, improve and disseminate a new model of Mentoring and Peer – Mentoring for Education for Sustainable Development (ESD).

Specifically, it sought to:

- Spread and improve both the use of Mentoring and Peer Mentoring approaches and Education for Sustainable Development, in a combined and effective way.
- Catalyse a larger use of Mentoring and Peer- Mentoring in initial and in-service teachers' training, for any kind of disciplinary, multi-disciplinary and inter-disciplinary subject, with a focus on ESD and global citizenship.
- Contribute to the achievement of an innovative approach for teachers training more efficaciously through the strong involvement of mentors and mentees.

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Target group

This aim of the project was achieved through a process of Action - Research involving Education Specialists as teachers' trainers and senior mentors, and teachers as peer mentors through purposefully set up Local Testing Groups (LTGs).

Short description of beneficiary institution

The project coordinator was the University of Malta through the Centre for Environmental Education and Research (CEER).

CEER's role is to promote Education for Sustainable Development and research in the Euro-Med region by seeking to catalyse change toward a sustainable society.

It endeavours to offer opportunities for environmental education to empower citizens to actively participate in environmental decision-making fora and in initiatives that promote a good quality of life for all.

Summary of results and impact

The partnership developed a wider knowledge of the methodologies used by different groups and tapped into the huge expertise and social capital of each other.

Taken overall, the project impact concerned different target groups:

- Education Specialists improved and learned how to use the peer mentoring model.
- The teachers involved in the LTGs produced didactic materials to use directly in their work in their classes and shared with their colleagues.
- The teachers involved felt more supported in their work and less isolated.
- The work carried out with the teachers, particularly in carrying out the study, which was based on an active method of peer-mentoring practice, enabled them to become aware of the potential of the approach, which they found reassuring.
- Further impacts reported by teachers include increased ESD expertise and inspiration, improved familiarity with learning by doing, got used to not knowing everything in advance, teamwork, experience of working with other professions to achieve the common goal, interdisciplinarity and internationality, and proactivity.
- The students of the teachers involved in the LTGs experimented with a learning approach that was very involving. During the lockdown period, they worked with WebQuest which was useful for the schools.
- In some cases contact with the regional and national authorities improved or was established, leading to a better and long-term working relationship.
- For the participating institutions, Peer Mentoring in ESD became a very important tool for the training of teachers (where previously it was more used outside of ESD and usually for the training of new teachers).

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With regard to ESD, the project has highlighted the importance of not merely equipping educators with resources or content but of training them in a more cross-cutting approach to the subject and in understanding it more in groups, with other subjects, in order to gain the confidence needed to transmit it effectively.

It has also demonstrated the importance of giving teachers and concrete projects in schools spaces for collective construction, with recognition of their contribution by the directors/authorities.

Any Tools/Products Developed

PEERMENT produced various Intellectual Outputs, all of which are available on the project website.

1. A study on good practices existing in the EU in the field of Mentoring and Peer-Mentoring.
2. A system for recognizing and validating the new competence of “Mentor for ESD”.
3. Guidelines for Education Specialists who want to work as “Mentors for ESD”.
4. Guidelines for teachers who want to be involved in Mentoring and Peer-Mentoring systems.
5. A set of didactic materials on some relevant “Global Challenges”, in form of WebQuests.
6. A training video for teachers on WebQuests focused on ESD.

All the outputs were produced through strong involvement of direct target groups.

Specific theme

(e.g. employability, social exclusion, early school leaving, citizenship ...)

- SCHOOL EDUCATION: Strengthening the profile(s) of the teaching profession.
- HORIZONTAL: Open and innovative practices in a digital era
- HORIZONTAL: Achievement of relevant and high-quality skills and competences

Testimonials

(positive comments from participants in the final report)

This anecdote gives an indication of the impact on teacher-student relations, and on the empowerment of students participating in pilot implementation.

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“Teachers are the ones who can stimulate and encourage students. By participating in the project teachers are able and willing to change their teaching methods and meet new challenges. They are prepared to establish a supportive, professional and inspiring relationship with students and can support them throughout the process from their early steps (starting to explore the topics of WebQuests) through progress monitoring until the goal is reached (presentation of the findings). Students were actively involved. They became proactive actors. They can choose their own way of investigation and presentation of the topic to be more motivated, develop their ideas, learn to take responsibility for ESD. The teacher does not offer them their final knowledge but leads and directs students with some links to find their own answers (WebQuest). This makes a great difference for both. The role of the teachers changes, and he/she has to be OK with not knowing everything in advance. Also, the role of students changes - they become involved in choosing their own process of work. They become more responsible about their progress and learning process, they develop critical thinking and they become more aware of importance and challenges of ESD.



GOOD PRACTICE PROJECTS 2021

Key Action: 2- Strategic Partnerships for Youth

Project Reference Number - 2019-1-MT01-KA205-051132

Name of Sending Organisation (Applicant organisation)

Karl Vella Foundation

Website of Sending Organisation (Applicant organisation)

<https://karlvellafoundation.org/>

Start and end date of project - 01-06-2019 until 30-11-2020

Hosting Organisation/s

Prisms, Istanbul Avrupa Arastirmalari Dernegi, Zavod Anima

Website/s of Hosting Organisation/s

www.prismsmalta.com, www.animavita.si

Countries represented in the project (apart from Malta)

Turkey and Slovenia

Objectives of the project

The main objectives of this project were to:

- Offer support to young persons who are going through a rough patch in their lives due to a serious illness within their family
- Share experiences with senior citizens and share values and coping skills
- Offer a space for young people to express their emotions
- Use art and storytelling as a method of expression and coping mechanism
- Create innovative online tools so that the stories and pictures produced will be used in schools and youth centers so that more young people can benefit from it.

Target group

This project focused on young people who deal with a serious illness within their family. It also focused on roping in senior citizens so that they can share their life experiences with the young people.

Short description of beneficiary institution

The Karl Vella Foundation (V/O 0992) was established to provide educational and psychological assistance to children in families disrupted by the serious illness of a family member. All too often, in situations where one has been taken seriously or chronically ill, the focus in the family shifts completely to the invalid. This is only natural. The other members of the family mould to the situation and families cope as best they can in the prevailing circumstances. What often happens to children in these situations is that they are looked after by relatives, friends, and anyone else who comes to the assistance of these families. The result is that oftentimes, through absolutely no fault of the parents/guardians, these children end up feeling isolated, forgotten and lonely, despite the best efforts made to ensure they are looked after.

GOOD PRACTICE PROJECTS 2021

Summary of results and impact

Through this project, young people were given space where they could channel their worries, anger, frustration, fears, and other issues that are essential to them. The young people could express themselves through the art of storytelling and drawing. Wrinkles and Twinkles offered participants the support and motivation needed to tackle these difficulties and embed them in the meaning-making process which is vital for all adolescents. The young people, throughout this project, have interviewed the senior citizens and asked them about the values which they see essential. The senior citizens spoke about their experiences and how they overcame obstacles in their lives. This instilled a mentor-learner relationship. All the stories created throughout this project are based on the interviews which the young people conducted with elderly persons. These have translated into stories that were written by the young people themselves. These stories were used as a basis to create the Toolkit educators can use with the students/young people they work with.

Any Tools/Products Developed

<https://wrinklesandtwinkles.com/>

Specific theme

(e.g. employability, social exclusion, early school leaving, citizenship)

- Social Inclusion
- Promoting engaging
- Connection and empowering young people

Testimonials

(positive comments from participants in final report)

“The experience was truly wonderful. Meeting old people who shared their history and knowledge was all so fun, and I learned a lot from their wise words. I hope many people will like it”

“I think wrinkles and twinkles was a fantastic project. I really enjoyed interviewing people but my favourite part was when we made the stories because these were realistic examples of things we face in our daily lives”

“I like that during every session I got to learn something new or discuss a particular topic that I never really discussed before”

GOOD PRACTICE PROJECTS 2021



GOOD PRACTICE PROJECTS 2021

Key Action: 2- Strategic Partnerships for Youth

Project Reference Number - 2019-1-MT01-KA205-051165

Name of Sending Organisation (Applicant organisation)
VisMedNet Association

Website of Sending Organisation (Applicant organisation)
<https://vismednet.org/>

Start and end date of project - 01/09/2019 - 30/04/2021

Hosting Organisation/s - (Partners)

- Associazione Vallda
- African Media Association Malta
- Migrant Offshore Aid Station
- Conflict Resolution and Migration Awareness Initiative
- Le LABA
- International Telematic University UNINETTUNO
- Social Empowerment Hub
- Institute for African Studies

Website/s of Hosting Organisation/s -

- <http://validanet.eu/>
- <https://www.africanmediamalta.com/>
- <https://www.moas.eu/>
- <https://lelaba.eu/>
- <https://www.uninettunouniversity.net/en/default.aspx>
- <http://www.social-empowerment.org/>
- <http://african-studies.org/>

Countries represented in the project (apart from Malta)

- Italy
- Greece
- Slovenia
- Nigeria
- France

Objectives of the project

The Objectives of The Real Picture were to:

- equip the partners, youths and youth leaders with horizontal skills that up their respective professional profiles and potential related to capacity building, employability and
- professionalism in the youth sector and
- engage youths in creative social awareness campaigning to raise awareness and impart social education on the subject of migration via higher media literacy.

Target group

- Youths
- Youth Leaders
- Youth Organisations
- NGOs and bodies working with migrants and in support of media literacy and integration of migrants

GOOD PRACTICE PROJECTS 2021

Short description of beneficiary institution

VisMedNet Association is a non-profit organisation established in 2012 to become a platform for networking and close cooperation between disciplines and professionals from education, research, youths and career development.

It is high in focus on the discipline required for creativity and growth toward sustainability at the individual level. It works with a number of organisations in Malta that share its concerns and focus and with a large network of partners in Europe from Higher Education, Education and VET, Youth, Culture and Heritage.

It has become, over the years, a household name for networks and communities of practice as virtual learning clusters as well as in the area of concept development for innovation through rejuvenation. Summary of results and impact

Results included (not exclusively)

- An EU-wide social media campaign still and moving picture, creative content, strategies for optimisation of distribution to the right audiences, post engagement in social media platforms showing the general public real stories narrated by recent survivors of illegal migration routes from Sub-Saharan Africa to Europe making audiences aware of reasons (not only war and conflict) that pushes migrants away from their countries, the manipulation of migrants luring them into dangerous hands and the voyage itself. It also included difficulties upon landing in Europe.
- The campaign had two audiences ie. the general public in Europe and youths in Nigeria.
- A media library to feed the social media campaign and for use beyond the project partnership and project lifetime.
 - <https://therealpicture.internprize.eu/MARSAproject>
 - <https://therealpicture.internprize.eu/Stories>
- the skills gained in the process, the involvement of migrants and organisations that work with them beyond the partnership.

Another result and impact is the evident higher capacity building for all the partners and for the participants was also achieved in the process of learning.

Any Tools/Products Developed

- A social media content library on the subject of migration
- A social media campaign running for three years and beyond the project lifetime all run by youths from different interests, disciplines and talents.

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Specific theme

(e.g. employability, social exclusion, early school leaving, citizenship)

- Youth Engagement
- Migration
- Media Literacy

Testimonials

(positive comments from participants in final report)

The best testimonial ever is the large number of stakeholders beyond the partnership in all partner countries that participated in testimonials and interviews for the social media campaign.

Three icon comments:

- “lean social media campaign on such a hot subject made me think of how much heated arguments are the result of lack of information and of lack of media literacy”,
- “creative activities around a socially disruptive subject has been an adventure”,
- “there must be a follow up to this great experience please”.



GOOD PRACTICE PROJECTS 2021



GOOD PRACTICE PROJECTS 2021

European Solidarity Corps

Project Reference Number 2021-1-MT01-ESC30-SOL-000036590

Name of Sending Organisation (Applicant organisation)

Youths Marsaskala

Website of Sending Organisation (Applicant organisation)

- <https://www.facebook.com/youths.marsaskala>
- <https://www.facebook.com/For-the-Youth-by-the-Youth107698528452566>

Start and end date of project : 20/09/2021 - 19/09/2022

Hosting Organisation/s - NA

Website/s of Hosting Organisation/s - NA

Countries represented in the project (apart from Malta) - NA

Objectives of the project

Inclusion is one of the most important aspects of our organisation but also for us personally. Our dream is to continue building on what we have inherited from leaders before us, that our youth be always welcoming to all, regardless of difficulties. Since this is a solidarity project, we wanted to promote solidarity and inclusion with those who are most at risk of marginalisation - immigrants, persons from disadvantaged economic backgrounds, the elderly, those with mixed abilities, etc. Our project activities are focused mostly on promoting awareness among youths about the importance of the inclusion of everyone, and our activities are open to different target groups so that participants can get to know each other and discuss together. This project is important for us because we have a social responsibility for our community and we want this project to have a positive impact for vulnerable people in our community. We wanted to promote the social inclusion of such persons among our community, but especially with youths. Youths are tomorrow's adults therefore educating youths will help to spread more awareness among the community and build a better future for all. Marsaskala is a very open community and people from different nationalities and social backgrounds feel welcome to live here. We thought of taking advantage and seize the opportunity through this project focusing on inclusion.

The slogan of our project is "Inclusion - What kind of society do we want to build?" and our theme is youths promoting the social inclusion of people of all abilities from different backgrounds.

Target group

We started with YM members and gradually widened the target groups to parents/guardians, non-YM member youths and the general community. Through the various activities we are:

- where possible involving parents/ guardians of participants to help reduce the impact of the age gap, which from experience is a very real divide we see between youths and adults
- creating fun informal activities targeted to different age groups intended to raise awareness among youths and the community of the importance of social inclusion

GOOD PRACTICE PROJECTS 2021

- promoting a multicultural, multiethnic, multi-faith view of social inclusion, involved persons outside our normal social group and highlighted the commonalities among us, instead of what divides us
- involving persons from different backgrounds in our activities to promote tangible social inclusion aside from raising awareness about its importance .

The target groups of our project are youths aged 12-25 (both members of Youths Marsaskala and others) with the following :

- Profile: different faiths/ religions, different abilities (skills, learning difficulties), different states of mental health (youths can have different mental health needs, so there should be a welcoming environment e.g. for youths suffering with anxiety, or different social backgrounds e.g. EU and non-EU citizens residing in Malta, especially in Marsaskala's different ethnic background or different economic backgrounds ;
- Decisionmakers at national and local level, including Marsaskala Local Council representatives ;
- Persons at risk of social exclusion such as immigrants (including irregular immigrants such as asylum seekers and refugees), the
- Elderly, persons from disadvantaged economic/ social situations, persons with mental health difficulties, people with different abilities and the LGBTIQ community
- Other NGOs such as sport - organisations e.g. waterpolo and social NGOs e.g. girl guides.

Short description of beneficiary institution

Youths Marsaskala (YM) is a church based voluntary and non-profit organization. Its fundamental purpose is to provide programmes of spiritual, social and personal development. It also provides empowerment programmes, voluntary experiences and various activities in the community. Our Group's aims are:

- Educate today's youths
- Provide a friendly environment where they make new friends and grow responsible
- Organise activities to enjoy themselves.

Summary of results and impact

Our youths have reacted very well to this project and show interest in the activities and sessions related to it. We notice that they are more open to discussing subjects related to inclusion and are even more eager to welcome others in their groups. We also noticed that since the start of the project the bond between members of one of the YM groups has strengthened.

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Any Tools/Products Developed

During Advent, our youths prepared videos about episode in the life of Jesus and all that he went through and compared them to realities happening in our society today. These videos were shared online on our socials and on YouTube. They were also shown to the community during Mass.

Specific theme

(e.g. employability, social exclusion, early school leaving, citizenship)

Our Project is called For the Youth by the Youth, which focuses on Inclusion. These are 3 areas that we address while implementing our project Bridging intercultural, intergenerational and social divide Inclusion of marginalised young people European identity, citizenship and values.

Testimonials

(positive comments from participants in final report)

NA



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