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people



Youth Employability through Arts and Crafts

2021-1-BG01-KA210-YOU-000033854



**PROJECT LEVEL
TRAINING TOOLKIT**

Bulgaria, July 2022

Introduction

1. What is Youth Employability through Arts and Crafts?

This project is funded as part of the Erasmus+ YOUTH Partnerships programme, that seeks to support the needs of young people and educators.

The objectives of this project are to learn and develop our skills and materials around the use of arts, crafts and culture to engage, sustain and advance young people with education, training and employment opportunities. In doing this, we will:

- Tackle the barriers to education, training and employment opportunities faced by young people.
- Improve our youth work provision and resources in order to tackle these barriers.
- Build capacity within our organisations to work across the EU and its structures to improve our youth work provision and resources.
- Motivate staff and young people supported by the organisations.
- With the aim of sharing learning with others across the European partnership.

To achieve these objectives, we will be working with partners that are experienced in working with disadvantaged young people from Bulgaria, France, Poland, Romania and Turkey. Our planned activities are:

- A series of online meetings to establish the protocol for the project and the processes needed to make the project a success.
- An inaugural meeting of the partners and study visit (Bulgaria)
- Training course for youth workers to train them on the use of arts, culture and crafts to engage and support the employability of young people (Turkiye)
- Training Web-based resources that can be used by workers and be implemented through local pilots (Toolkit)
- Final Conference (with additional local events)

The partnership

For the project the partnership is represented by organisations from

BULGARIA



Association of Ruse in help
for society and young
people

The Bulgarian Association of Ruse in help of society and young people (RAPO) is an organization that seeks to help young people with fewer opportunities and Adults in their development by using non-formal educational methods and tools. The organization was established in 2014 and has realized local and international projects in the field of youth, sports and education. The organization is implementing different types of trainings and exchange programs in socially significant topics such as discrimination, human rights, good and healthy lifestyle, entrepreneurship. RAPO has been an active organization in European programmes such as Youth in Action, Erasmus+, as well as other international and European programmes. Mostly organization deals with training in socially significant topics such as discrimination, human rights, good and healthy lifestyle, entrepreneurship and developing entrepreneurial skills. In addition, we organize every year festival, sport activities and charity campaigns in local level.

ROMANIA



Fundatia Inima de Copil (The Heart of a Child Foundation) is a non-governmental organisation founded in 1996. Our mission is to provide education, care and social reintegration of children and young people with HIV, living on the streets (homeless) or in placement centres, from poor families and who may have physical and mental disabilities. Our organisation works across the Galati area, a city in Southeast of Romania, an area that faces many social, economic problems and poverty.



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POLAND

Fundacja Cooperacja (Broadening horizons, breaking borders). Behind this motto there is our great faith that through our different activities we will support people's development, we encourage our young people to break barriers they face, both internal ones that limit each of us in taking action, and geographical ones. We bring the culture of the countries of the world to our hometown. Foundation Cooperacja is a non-governmental organization operating since November 2019, promoting mobility, multiculturalism, socio-cultural integration, tolerance, inclusion and European values such as equality and unity in diversity.



TURKEY

Necip Fazıl Kısakürek Mesleki ve Teknik Anadolu Lisesi vocational school was founded in 1990. In 2013, it was turned into a vocational and technical high school. Now, it has 71 teachers and 1037 students. It comprises ICT, Electric Electronics, Mapping and Land registry and Chemistry departments. The school aims to grow individuals who can meet the needs of industrial sectors and works with both large and small companies in the private sector. Young people at the school undergo training in these companies three days a week in their final year of study.

The school provides a 4-year vocational education programme. The school guidance service provides career counselling to the students. Then, the students choose their vocational area of study. Increasingly the School is dealing with young people that are from poor backgrounds and that are facing increased levels of social and economic disadvantage that is leading to increased levels of early school leaving



FRANCE

Paragraf International. Since 2015, PARAGRAF International has been a promoter, organizer or sending organisation of several European actions. These have included Youth Exchanges and Training Courses. We are also working across Erasmus+ Partnership programmes. Paragraf International activities are mostly based on non-formal methods. Through our work we organise different kind of seminars, trainings, exchanges, summer camps, etc that are full of games and energizer. We use this non-formal method while our activities, which makes the learning process easier and much more interesting to the youth, this enables us to tackle the socio-economic problems faced by our young people.

The project

The five organisations have joined together with the aim of developing a training provision to better engage and support disadvantaged young people through the use of arts, crafts and that will help improve the employability of young people.

- Our partnership works with many forms of disadvantaged faced by our young people and their families and includes victims of:
- Early school leaving, poor levels of skills and qualification attainment at schools.
- Poverty and deprivation that leads to poor health and diets
- High levels of unemployment that leads to cycles of poverty and deprivation
- Disability and mental wellbeing
- Early stage pregnancies
- Increased risk of offending and anti-social behaviour
- Substance misuse (that includes drugs and alcohol)
- Bullying and violence
- Social media and its negative impact to learning
- Anti-Social behaviours and violence
- Traditional attitudes that prevent learning

Our project is designed to work with the above victims to engage them in using arts and crafts and then to enhance their employability skills. In order that they are better able to meet the challenges of the labour market.

As part of the project, we have sought to develop a Toolkit. This was decided after the partnership undertook a comparative analysis of learning and teaching methodologies and pedagogies used by the partner countries in supporting a variety of disadvantaged learners using arts and crafts. This analysis has helped us to develop a series of activities, that promote confidence, wellbeing and transferrable skills that can be used to enhance a young person's employability.

Employability

Alongside this Toolkit of art and craft-based lesson plans that can be used to engage and support marginalised young people through the use of informal learning, that promote transferable skills. These transferable skills can then be used as part of the young person's employability needs, they include:

- Planning and managing time
- Attention to detail
- Following instructions
- Using resources in a time efficient way
- Managing work
- Working with others
- Meeting deadlines
- Being motivated
- Being applying creativity to problem solving
- Enterprise



All of the skills developed during arts and crafts lessons are relevant to the world of education and work and have a clear level of transferability. These skills recognition can also sit alongside EU mechanism like **Europass** and **Youthpass**.

Europass encourages you to take the next step in your learning or career by:

- Helping you reflect on your current skills and experiences.
- Presenting you with tailored and trusted learning and job opportunities across Europe;
- Simplifying the writing of CVs and Cover Letters through editable templates;
- Providing you with accurate information on working and learning in Europe;
- Giving links to appropriate support networks.

With this, the European Commission supports young people in reaching your their potential and finding opportunities across Europe that match their skills and experiences. <https://europa.eu/europass/en/about-europass>

Youthpass is a European recognition instrument for identifying and documenting learning outcomes that are acquired in projects under the Erasmus+ and the European Solidarity Corps programmes.

- Youthpass promotes individual reflection and awareness about learning and helps to make learning outcomes visible for the learners themselves as well as for others.
- It aims to reinforce reflective practices in youth work and solidarity activities, thereby enhancing their quality and recognition.
- It also supports the continued pathways of young people and youth workers, and...
- raises visibility of the value of European engagement.

Youthpass certificates are available for all types of projects and activities within the Erasmus+: Youth in Action and European Solidarity Corps programmes.

All participants of the projects approved within these frameworks are entitled to receive a Youthpass certificate, and thus recognition for their non-formal learning outcomes. The responsibility to issue the Youthpass certificates to the participants/volunteers, in case they wish to receive them, lies with the organisation that signs the contract for the Erasmus+ grant. <https://www.youthpass.eu/en/about-youthpass/about/>

Youthpass

How does the project works?

Funded through the Erasmus+ programme, the project provides the exchange of ideas, experiences, and knowledge. These exchanges have been structured so that the best of the learning available in each of the partners' organisations can be disseminated to partners and made available to the wider EU community. The structure can be summarised as follows:

- to provide training for teacher/trainers in how training can be best delivered to young people and partner organisations
- to provide training in the informal delivery of art and craft skills
- to demonstrate how art and craft can promote employability

Through this structure we hope to show how training can be both attractive and effective to engage and support young people develop the skills and confidence that can propel their employability and using their newly acquired skills into employment, education or training opportunities.

The concept of disadvantaged, in respect of learning, is not centred primarily on those structural causes cited above but focused on denied access to the opportunities needed for self-sufficiency. People see themselves as disadvantaged to the extent that they are denied access to the same opportunities found useful by the majority of society. These include such tangible things as health, education, employment and capital and more personal issues such as autonomy, responsibility and self-respect,

As part of our project, partners will be exploring the key theme of barriers for learning for non-traditional learners. For the purpose of our project, non-traditional learners are those that for various reasons have become "disadvantaged" in that they encounter obstacles created by society that restrict access to resources, benefits and opportunities. The structural causes that underlie disadvantage include disability, race, ethnicity, gender, religion, indigenous or national origin, labour force status (employed or unemployed), income status and geographical location (remoteness from urban-based services).

A major feature of “disadvantage” therefore is the presence of barriers to self-sufficiency. These barriers are the ways in which people are denied access to needed tools to support their development, and include:

- ·Unavailability of Resources. Resources (employment, training, business capital, etc.) may be unavailable in sufficient quality or quantity to certain groups.
- ·Inaccessibility of Resources. Even if available, resources could still be inaccessible to certain groups, because of cost, poor design, locale or distance.
- ·Society’s Regard for a Group. Disadvantaged groups are often unappreciated, devalued, or derided by the larger society.
- ·Institutionalised responses. These include government, programs, agencies, systems etc., that may be inadequate or counterproductive to the needs of certain groups.

Overcoming disadvantage in terms of learning and employment, therefore, means overcoming or removing the barriers to self-sufficiency or self-determination. This can take many forms, depending on the pattern presented, but would include enabling or empowering the learner’s own efforts to develop the opportunities or resources needed for their own self-sufficiency.

A key theme in our project will be to provide an EU-wide context for a comparative analysis report that details the arts and crafts learning and teaching methodologies and pedagogies used by partner states in supporting a variety of disadvantaged learners through the use of arts and crafts. In this respect, we have developed a ten-point plan that we believe will turn disadvantage into “advantages”. This is represented in the form of a mnemonic.

- ·Autonomy. Disadvantaged people must be allowed and encouraged to develop their arts and craft skills in ways that are true to their principles, ideals, and capabilities. They should not be denied access to informal learning if that is their chosen path. The opportunity to develop their talents must also be available.
- ·Development incentives. Disadvantaged people need support in their efforts to achieve self-sufficiency in terms of education, training and employment in the arts and craft sector. Too many existing resources, alleged to serve a disadvantaged group, in fact perform a disservice, by reinforcing dependency or by falling short of expectations, thereby compromising the reality of self-development.
- ·Vision: Disadvantaged people need to know about opportunities in the arts and craft sector and the tools available to them, and to know how to use them to promote their own skills and development.

- **Access to just employment.** Employment in the arts and craft sector, at a subsistence-level income, is not sufficient for becoming self-sufficient. What is needed is “just” employment, which entails employment free from limiting, damaging, or self-fulfilling stereotype, meaningful work, safe work, exploitation-free workplace, career development and advancement opportunities based on merit, job security, and the freedom and means to pursue work.
- **Networks.** People of like situation need each other to form a base of support for creating, using, and maintaining the tools for self-sufficiency.
- **Taking responsibility for decision-making:** Disadvantaged people should not be deprived the opportunity to participate in decisions that affect their own livelihood and well-being.
- **Access to education:** Education that enables progression in the arts and craft sector should enhance the values of someone’s own culture, and be relevant to the values of other segments of society, to their own potential for development, and to employment opportunities.
- **Growth:** While growth capital is obviously needed to be self-sufficient, certain disadvantaged groups are denied the opportunity to create or keep capital.
- Often, government or corporate practices serve to keep capital away from smaller institutions, especially those that focus on the arts and craft sector. Many creative enterprises are content-based businesses with intangibles that the investment community often finds much more difficult to value, monetise, and sell in case of default. This leads to a host of creative enterprises finding it impossible to access growth financing and points to the need for more public policy incentives to ensure creative industry equal access to financial investment and business support programs.
- **Emotional Energy:** To grow towards self-sufficiency, disadvantaged people require the sort of personal and emotional energy that comes from self-respect. The notion of a powerful creative economy challenges artists and creatives alike to reconsider their role in society, perhaps seeing themselves as leaders and drivers of this new world order instead of being a vital and necessary drain on limited resources.
- **Support systems that are responsive:** These include accessible transportation, safety and security, food and clothing, strong neighbourhoods, social services, advocacy and influence, and social, recreational, and aesthetic opportunities.

The Toolkit Lesson Plan Framework

In this part of the proposal, we look at the framework necessary for the planning and delivery of effective lessons to young people. We explain how the lessons that could be structured into schemes of work and the constituents that make up a good lesson will be shared across the partnership.

Scheme of Work

A Scheme of Work is an outline of the complete programme to be delivered. The Scheme of Work should contain sufficient information to enable the teaching organisation to understand, deliver and evaluate the lesson. This must include:

- The purpose of the lesson; including details of the target learning group, lesson objectives and methods of assessment.
- Learner requirements; including how learners will be differentiated in terms of disability and ethnic diversity.
- Additional needs for learners who may have difficulty in learning.
- Further Progression into further education/training or employment.

The rest of the lesson plan should cover the breakdown of what learners will be learning. The breakdown should follow a logical sequence of outcomes that learners must have achieved before they can progress on to the next step. Learning outcomes should therefore be expressed in terms of what the learner is expected to have achieved by the end of the lesson and not what the teacher is teaching.

Lesson Plan

A lesson plan covers all of the information necessary to deliver an effective lesson. It should be easy to cross-reference the lesson plan to learning outcome. A good lesson plan is one that if for some reason someone has to cover for the regular class teacher, the replacement can pick up the lesson plan and teach the class. It should therefore include:

- I. Logistical information.
- II. Learner profile
- III. The learning outcome.
- IV. Expected levels of achievement.
- V. Resources needed.
- VI. How learning will be assessed
- VII. Health & Safety considerations
- VIII. A timetable/schedule of what will be taught.
- IX. An evaluation of the lesson.

Here is a summary of the important points in each aspect of the lesson plan:

I. Logistical information.

This should cover information about where and when the lesson is to be taught and the number of learners to expect.

II. Learner Profile.

This should be an attachment to the lesson plan that contains useful information about each of the learners in the class. Useful information could include:

- Their existing levels of ability/understanding of the subject
- Their preferred learning style.
- Any additional needs they have (personal and cultural as well as educational).

III. The Learning Outcome

The learning outcome (sometimes referred to as a learning objective), should be a clear statement of what learners are expected to have achieved by the end of the lesson. This should correspond to what the learning outcome is for that lesson on the scheme of work and start with the phrase “By the end of the lesson, learners will.....” Examples of what should follow include:

- ...know the names of the craft cutting tools and be able to identify them.
- ...understand the importance of following health and safety procedures when using cutting tools.
- ...be able to cut a piece of cloth or leather to the precise size and shape stipulated.

Use the mnemonic “**SMART**” when writing a learning outcome. This stands for:

- **S**pecific: Is it clear what the learners will be achieving during the lesson?
- **M**asurable: Is there a clear method for assessing achievement?
- **A**ceptable: Is this what the learners want from the session?
- **R**ealistic: Are you certain that learners can achieve the expected outcome?
- **T**imeline: Is there a realistic timescale for the achievement?

IV.Expected Levels of Achievement

In this section we have included concepts that cover a hierarchy of learning objectives for knowledge, skills and feelings. These are referred to as the learning domains:

- Development of knowledge is said to be the Cognitive domain.
- Skills development is said to be the Psychomotive domain.
- Feelings and Emotional development is said to be the Affective domain.

Within each of these domains there is a structure denoting levels of learning from the very basic through intermediate levels to advanced levels.

We accept that not all learners will achieve at the same rate and level as others we therefore need a process for differentiating between the learners.

A simple way of doing this is to express outcomes in terms of what:

- **All** Learners **must** be able to achieve XXX
- **Most** learners **should** be able to achieve YYY
- **Some** learners **could** be able to achieve ZZZ

With sufficient understanding of the learners' abilities, we can then start to replace All/Most/Some with actual names or codes that can be referenced to a learner profile.

V.Resources Needed

This is where we list all the resources you need for the lesson. This may include:

- Laptop and projectors
- Flip chart and pens
- Tools and Materials
- Handouts

VI.How learning will be assessed

This is a checklist to go through when devising the assessment strategy for the lesson:

- Rather than rely on one single form of assessment, we will look to use a diverse range of assessment tools so as to cater for the needs of the individual learners and make a positive contribution to their learning.
- We will make sure that the purpose of the assessment is made clear to the learner and is understood by the learner and everyone who has a stake in the learning process.

- We will use assessment methodologies from which meaningful feedback can be given and both the teacher, and their learners, can reflect on performance.
- We will design teaching and learning elements of the programme which takes account of the sort of assessments learners will encounter.
- We will endeavour not to compromise the quality of teaching by overloading the learners with unnecessary amounts of assessment.

The assessments we will design constitute the means by which learning can be assessed and supported. In this respect, they will always align with course goals and planned lesson outcomes. If the purpose of the lesson is to make a paper aeroplane that will fly 10m across the room, we won't set them a written test on the history of aviation.

VII. Health & Safety Considerations

All learners should be able to learn in an environment that is free from physical or psychological harm. This isn't just a health and safety consideration, learner progress will be seriously hindered if their physical or psychological needs are being compromised. Questions to consider include:

- Are there any trailing wires?
- Do all learners know the evacuation procedure?
- Is there a plentiful supply of safety equipment (gloves, safety glasses etc.)?
- Are adequate instructions given in the use of equipment or substances that might be dangerous?
- Is the potential for classroom conflict or intimidation being properly addressed?

VIII.A timetable/schedule of what will be taught.

We will look on this as a framework for how the lesson will flow and not as something that must be adhered to at all costs. If the teacher feels comfortable breaking the schedule down into 5 or 10 minute blocks then they will do so, but if learners are engrossed in a particular point or need extra teaching to help them understand how to do something then we will encourage them not to be afraid to break with the schedule. We recommend four or five sections to the schedule that covers:

- An introduction where the teacher outlines the expected learning outcome for the lesson.
- The main body of the lesson. This could be delivered through formal instruction, demonstration or discussion.
- An assessment of learning. This could be a written test, verbal questioning or observation.
- A conclusion where the teacher will summarise what has been learned. We recommend going round each learner and asking them for one thing that they have learned during the session.

IX.An Evaluation of the Lesson.

This is the thing that most people forget to do, or remember to do some time after the lesson has ended. We recommend that it is done as soon as possible after the lesson, while the teacher is thinking in the here and now rather than the there and then. We will emphasise to the teacher that the longer they leave it, the more difficult it becomes to recollect what happened. A good lesson evaluation will include:

- What happened?
- Why it happened?
- What you would do differently next time?

We will stress to the teacher not to just focus on the negative aspects of what happened (that they may want to avoid next time), but to look also at the good things that happened (that they can build on next time).

The lesson plans in the appendices reflect the different approaches across the partnership. The important thing to bear in mind is that you need a lesson plan that not only works for you but will work for anyone who has to cover a session for you.

Conclutions

In wake of the Covid pandemic and the Russian invasion of Ukraine, the EU economy is still struggling to return to any form of sustained recovery. The rise in unemployment has been substantial, and hit hardest upon those at the margins, including those with low skills and young people. Unemployment amongst the 16-24 year olds in the EU is over 20% and is four times that for the rest of the working age population. There has also been an increase in 'precarious' forms of employment, including casual and very short-term arrangements. Young people are particularly vulnerable and susceptible to precarious practices such as those used by employers wanting to exploit their naivety through low pay and informal working arrangements. This is particularly prevalent in the creative industries, with many examples of the exploitation of young people working in manufacturing sweat shops. EU Policy makers therefore need to: ensure that public investment supports the skills provision in the creative industries that meets employer needs; encourage art and craft employers to take ownership of skills and develop training solutions; support those with lower-level skills to reskill and take opportunities in a changing labour market; and mitigate local, regional and demographic disparities in access to jobs and skills.

This project is designed to work with the victims of disadvantage and deprivation in the education, training and employment markets by engaging them in using arts and crafts that promote confidence, wellbeing and transferrable skills that can be used to enhance a young person's employability, in order that they are better able to meet the challenges of the labour market. This is a very ambitious project that will involve the cooperation of partners who have different cultures and different ways of doing things. In that respect, it is both a challenging and exciting prospect. The Toolkit is clearly a significant part of the project.

Our decision to undertake a comparative analysis of learning and teaching methodologies and pedagogies that are used by the partner countries in supporting a variety of disadvantaged learners using arts and crafts is evidence of the partners commitment to the project. This analysis has helped us to develop a series of lesson plans that have been designed using a corporate format by the partners. We have also sought the advice of an international best-selling author of coaching and education reference books on the design of lesson plans which we believe once again demonstrates our commitment to achieving the project aims

The Arts and Crafts Based lessons

All these lessons work well to:

- Engage the young person into learning using informal learning, that is creative and can feel less threatening than a formalized classroom environment.
- Allow the young person to learn through doing and following instruction that can then be used to build confidence to sustain formalized learning
- Develop a young person's creativity and well being
- Show the importance of learning using different methods and activities that apply common concepts like following instructions, reading, maths, communication, critical analysis and the application of learning

In terms of Employability of young people these lessons work well to develop:

- communication
- motivation and initiative
- leadership and planning
- reliability/dependability
- following instructions
- teamwork
- patience
- adaptability
- emotional control
- resilience
- creativity and analysis

These activities and their impact can be measured by:

- Observations
- Asking questions about the activities and how they make the young person feel
- The level of engagement and advancement to other arts and crafts activities
- Connecting the non-formal learning environment to the formal classroom
- Tutor feedback

Entrepreneurial Skills

Please note, that from our partnership activities we have undertaken, we have seen young people who have been introduced to arts and crafts-based learning have been developing their entrepreneurial skills, by making and then selling the item they have made to friends and family. This has led to a formalized approach by our young people and using social media to sell the items they have produced at profit. These skills include:

- Business awareness.
- Decision making
- Supply change management
- Costs analysis
- Problem solving.
- Prioritisation.
- Strategic thinking.
- Working independently.
- Being able to communicate professionally.

This concept of arts based entrepreneurial learning is now being explored by the partnership.

Subject: Making Bulgarian traditional bracelet Martenitsa

Country: Bulgaria

Prior Learning:

- What do they know: In the first part of the workshop the participants were introduced to the Bulgarian tradition behind the bracelet called Martenitsa. They learnt what materials are used in the process of making the bracelets and what is the meaning behind each of them.
- What do they need to know: After an introductory talk, we explained to all participants what we would be doing during the workshop and explained the different methods of creating the bracelets.

Aims:

- enriching the participants knowledge of different foreign traditions,
- building the capacity to undertake artistic activities
- providing environment which helps the participants to develop their fine skills like braiding and sewing,
- increasing awareness of arts, crafts and their practical usefulness

Learning Objectives:

By the end of the course the learner will:

1. Demonstrate an understanding of a new traditions as well as the needed skills for it;
2. Feel confident taking part in the artistic creation process;
3. Understand the skills being developed and be able to demonstrate them – sewing, braiding;
4. Identify specific challenges and obstacles to their success;
5. Demonstrate an appreciation of the attitudes that are key to achieving their goals (creativity, improvisation, openness to new things);
6. Be aware of the support they can access.

Success Criteria:

That after completing this activity learners feel able to use the skills they have developed for fun, to advance learning and to share with others.

Resources:

none

Making A Tasks (Art, Cultural, Other)

Introduction

- What will they do?

Participants will create the Bulgarian traditional wool bracelets Martenitsa.

- What will they get from the session?

Participants will build fine skills like sewing, braiding and working with small details as well as gain new knowledge about the different traditions in different countries around the world.

- What are they expected to do – their commitment:

Participants will have to choose the design of the Martenitsa that they want to create as pick the proper materials.

- Learning outcomes:

Participants will learn how they can put their new skills into practice.

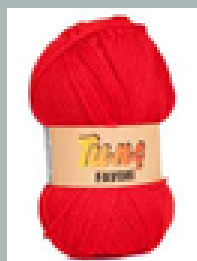
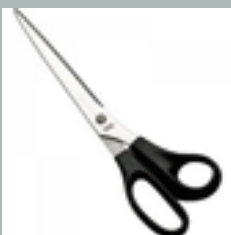
- What are their priorities?

The priority in this action is to encourage young people to try new things, be open to new forms of artistic expressions.

Making

- Materials Needed – Descriptions of items and where to purchase (photos):

1. Woollen red and white strings
2. Scissors
3. Lighter



Please breakdown tasks with Photos and steps - clear descriptions

- participants decide for who they want to braid a Martenitsa
- they receive red and white woollen strings and scissors
- participants measure the strings to the desired length and cut two equal pieces from each colour
- after making a knot in one of the ends they can start twisting the two pieces of string to create the traditional red and white pattern
- the activity is repeated until the desired length for a bracelet is braided
- finally, the ends are sealed with the help of a lighter

Reflecting learning

- What has been learnt:

Participants learnt one of the oldest traditions that comes from Bulgaria – the woollen red and white bracelet called Martenitsa

- What was the value:

The greatest value was to enrich the participants' cultural knowledge and develop their fine skills

- How will it help:

Young people are now aware of a tradition which although not popular worldwide has a great importance for people from Eastern Europe

- What skills have been developed:

Fine skills for working with fine materials and details.

- Next Steps:

Participants will use the learned method to create new things.

Subject: Lagernica

Country: Bulgaria, Romania, Turkey

Prior Learning:

- What do they know – In the first part of the workshop, we had a discussion with the participants about how arts and crafts can enhance their entrepreneurship. About how they can save or even earn money through small handicrafts. In this case that was a hand built wooden kart for kids called lagernica.
- What do they need to know – After an introductory talk, we explained to all participants what we would be doing during the workshop and how art helps build competence, confidence and increases our entrepreneurial spirit.

Aims:

- Able to be confident to.
- Able to tackle
- Able to evidence skills
- Understands

Learning Objectives: By the end of the course the learner will be:
Demonstrate an understanding of

1. Feels confident in taking part in the process
2. Understand the skills developed and able to demonstrate them - (detail skills developed)
3. Identify the specific challenges and obstacles to their success.
4. Identify specific challenges and obstacles to their success.
5. Demonstrate an appreciation of attitudes crucial to the achievement of their goals (e.g. confidence, flexibility, resilience, openness to change). Be aware of the support they can access

Success Criteria:

That after completing this activity learners feel able to use the skills they have developed for fun, to advance learning and to share with others.

Resources:

Videos / Links to external websites / Links to internal website

<https://www.youtube.com/watch?v=mVMENet9jH8&t=31s>

https://www.youtube.com/watch?v=roN3sSsvGpl&list=PLx8NxiKG9HXr_HCsmUbgHgCwGyRws6hwX&index=65

https://www.youtube.com/watch?v=-v_OUaprKlM&list=PLx8NxiKG9HXr_HCsmUbgHgCwGyRws6hwX&index=66

https://www.youtube.com/watch?v=aR-S3n2psGk&list=PLx8NxiKG9HXr_HCsmUbgHgCwGyRws6hwX&index=67

https://www.youtube.com/watch?v=LTqfZvcmlSO&list=PLx8NxiKG9HXr_HCsmUbgHgCwGyRws6hwX&index=64

https://www.youtube.com/watch?v=ogr_A0DUa_l&list=PLx8NxiKG9HXr_HCsmUbgHgCwGyRws6hwX&index=39

https://www.youtube.com/watch?v=ERvA4wPG0vY&list=PLx8NxiKG9HXr_HCsmUbgHgCwGyRws6hwX&index=57

https://www.youtube.com/watch?v=LTqfZvcmlSO&list=PLx8NxiKG9HXr_HCsmUbgHgCwGyRws6hwX&index=64

https://www.youtube.com/watch?v=ogr_A0DUa_l&list=PLx8NxiKG9HXr_HCsmUbgHgCwGyRws6hwX&index=39

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https://www.youtube.com/watch?v=ERvA4wPG0vY&list=PLx8NxiKG9HXr_HCsmUbgHgCwGyRws6hwX&index=57

Making A Tasks (Art, Cultural, Other)

Introduction

- What will they do?

Participants will observe and attempt to build from scratch a wooden kart.

- What will they get from the session?

Participants will build self-confidence through artistic means of expression, build entrepreneurial attitudes, use their skills (e.g.

confidence, concentration, creativity, flexibility, improvisation, resilience, openness to novelty) and increase awareness of arts, crafts and their practical usefulness.

- What are they are expected to do – their commitment:

Participants will have to come up with a design and create a plan how they can build the kart so it could be usable and efficient. After writing down and planning their steps ahead they will have to work in teams supporting each other in the developing process.

- Learning outcomes:

Participants will learn how their parents used different materials and were building their own toys from scratch using whatever items they had in hand. This will target their creativity and visual planning as well as math, physics and logical thinking.

- What are their priorities?

The priority in this action is to encourage young people to try new things, be open to new form of activities and have fun without using any electronics.

Making

- Materials Needed – Descriptions of items and where to purchase (photos)
 1. Wooden sticks
 2. Iron nails
 3. Hammer
 4. Kart Weels



Please breakdown tasks with Photos and steps clear descriptions

- participants create a sketch of the kart with measurements
- they receive a few wooden sticks, hammer, iron nails and some protective gloves
- participants combine the materials and follow the steps to create the kart

Reflecting learning

- What has been learnt:

Participants learned how art can be used to build entrepreneurial attitudes and how they can put their skills into practice. They learned to use their creativity and other skills.

- **What was the value:**

The greatest value was to engage young people in new activities and to give them a boost in entrepreneurship through arts and crafts.

- **How will it help:**

Young people are now aware of the usefulness of arts and crafts in various areas of life and are aware of their skills.

- **What skills have been developed:**

confidence, concentration, creativity, flexibility, improvisation, resilience, openness to new things etc.

- **Next Steps:**

Participants will use the learned method to create new things.

Subject: Bulgarian Traditional embroidery workshop

Country: Bulgaria

Prior Learning:

- What do they know: In the first part of the workshop the participants were given a short explanation lecture about the history of the Bulgarian embroidery traditions and how they can differentiate the different types of stiches in the process of the sewing.
- What do they need to know: After the introductory talk, we explained to all participants what we would be doing during the workshop and how art has been a part of the folklore and how this will build competence, confidence and increases our entrepreneurial spirit.

Aims:

- To learn new details about the Bulgarian culture
- Able to sew or embroider themselves
- Able to evidence and repeat the taught actions on their own
- increasing awareness of arts, crafts and their practical usefulness.

Learning Objectives:

By the end of the course the learner will be:

1. Demonstrate an understanding of the traditional Bulgarian embroidery elements
2. Feels confident in taking part in the process
3. Understand the skills developed and able to demonstrate them - (detail skills developed)
4. Identify the specific challenges and obstacles to their success.
5. Demonstrate an appreciation of attitudes crucial to the achievement of their goals (e.g. confidence, flexibility, resilience, openness to change).
Be aware of the support they can access

Success Criteria:

- That after completing this activity learners feel able to use the skills they have developed for fun, to advance learning and to share with others.

Resources:

Videos / Links to external websites / Links to internal website

Attached at the end of the document

Making A Tasks (Art, Cultural, Other)

Introduction

- **What will they do?** - The participants will be able to obtain the process of embroidery and try to learn how to make it themselves.
- **What will they get from the session?** - Participants will build self-confidence through artistic means of expression, build entrepreneurial attitudes, use their skills (e.g. confidence, concentration, creativity, flexibility, improvisation, resilience, openness to novelty) and increase awareness of arts, crafts and their practical usefulness.
- **What are they expected to do – their commitment** - Pay full attention to the mentor and try to take part despite the difficulties they face during the work process.
- **Learning outcomes** - New skills and abilities in an unknown field.
- **What are their priorities?** - The priorities are learning through innovative non-formal methods, to encourage young people to try new things, be open to new forms of artistic expression and realize that everyone is capable of performing this task.

Making

- Materials Needed – Descriptions of items and where to purchase (photos)

1. Scissors
2. Glue
3. Sewing ring
4. Embroidery floss



Please breakdown tasks with Photos and steps - clear descriptions

- participants decide what design they will be embodying on their sheet
- they receive an embroidery floss, scissors, guiding ring, needle and glue
- participants start to outline their designs on their sheets supervised by the workshop leaders
- the activity is repeated until the design is complete

Reflecting learning

- What has been learnt:

Participants learned how art can be used to build entrepreneurial attitudes and how they can put their skills into practice. They learned to use their creativity and other skills.

- What was the value:

The greatest value was to engage young people in new activities and to give them a boost in entrepreneurship through arts and crafts.

- How will it help:

Young people are now aware of the usefulness of arts and crafts in various areas of life and are aware of their skills.

- What skills have been developed:

confidence, concentration, creativity, flexibility, improvisation, resilience, openness to new things etc.

Next Steps:

Participants will use the learned method to create new things.



Subject: Open-air painting

Country: Poland

Prior Learning:

- What do they know: In the first part of the workshop, we talked to young people about how arts and crafts can enhance their creativity and mood.
- What do they need to know: After an introductory talk, we explained to all participants what we would be doing in the workshop and how art helps build competence, confidence and increases our creativity.

Aims:

- familiarising participants with enhancing their own creativity through artistic expression,
- building the capacity to undertake artistic activities,
- giving space to use skills (e.g. confidence, concentration, creativity, flexibility, improvisation, resilience, openness to new things),
- increasing awareness of arts, crafts and their practical usefulness.

Learning Objectives:

By the end of the course the learner will:

1. Demonstrate an understanding of stimulating creativity through the arts;
2. Feel confident taking part in the artistic creation process;
3. Understand the skills being developed and be able to demonstrate them - confidence, focus, creativity, flexibility, improvisation, resilience, openness to novelty;
4. Identify specific challenges and obstacles to their success;
5. Demonstrate an appreciation of the attitudes that are key to achieving their goals (confidence, focus, creativity, flexibility, improvisation, resilience, openness to new things);
6. Be aware of the support they can access.

Success Criteria:

That after completing this activity learners feel able to use the skills they have developed for fun, to advance learning and to share with others.

Resources:

None

Making A Tasks (Art, Cultural, Other)

Introduction

- What will they do?

Participants will paint a landscape in the open air.

- What they will get from the session?

Participants will build self-confidence through artistic means of expression, build entrepreneurial attitudes, use their skills (e.g. confidence, concentration, creativity, flexibility, improvisation, resilience, openness to novelty) and increase awareness of arts, crafts and their practical usefulness.

- What are they are expected to do – their commitment:

Participants must set their imagination in motion and indulge in relaxed outdoor creativity.

- Learning outcomes:

Participants will learn how art can be used to build their creativity and how they can put their skills into practice.

- What are their priorities?

The priority in this action is to encourage young people to try new things, be open to new forms of artistic expression and realize that everyone is capable of performing this task.

Making

- Materials Needed – Descriptions of items and where to purchase (photos):

1. stretch wrap
2. paints + brushes + water

- Please breakdown tasks with Photos and steps - clear descriptions

1. unfold the stretch wrap between the trees
2. participants receive paints and brushes and start to paint the landscape depending on the number of people and the length of the stretch wrap, the work will be finished after just a few minutes to a few hours!



Reflecting learning

- What has been learnt:

Participants learned to use their creativity and other skills.

- What was the value:

The greatest value was to engage young people in new activities and to give them a boost in creativity through arts and crafts.

- How will it help:

Young people are now aware of the usefulness of arts and crafts in various areas of life and are aware of their skills.

- What skills have been developed:

confidence, concentration, creativity, flexibility, improvisation, resilience, openness to new things etc.

Next Steps:

Participants will use the learned method to create new things.

Subject: Creation of clay pots

Country: Poland

Prior Learning:

- **What do they know:**

In the first part of the workshop, we talked to young people about how arts and crafts can enhance their entrepreneurship. About how they can save or even earn money through small handicrafts.

- **What do they need to know:**

After an introductory talk, we explained to all participants what we would be doing during the workshop and how art helps build competence, confidence and increases our entrepreneurial spirit.

Aims:

- familiarising participants with enhancing their own entrepreneurship through artistic expression,
- building the capacity to undertake artistic activities
- giving space to use skills (e.g. confidence, concentration, creativity, flexibility, improvisation, resilience, openness to new things),
- increasing awareness of arts, crafts and their practical usefulness.

Learning Objectives:

By the end of the course the learner will:

- Demonstrate an understanding of stimulating entrepreneurship through the arts;
- Feel confident taking part in the artistic creation process;
- Understand the skills being developed and be able to demonstrate them - confidence, focus, creativity, flexibility, improvisation, resilience, openness to novelty;
- Identify specific challenges and obstacles to their success;
- Demonstrate an appreciation of the attitudes that are key to achieving their goals (confidence, focus, creativity, flexibility, improvisation, resilience, openness to new things);
- Be aware of the support they can access.

Success Criteria:

That after completing this activity learners feel able to use the skills they have developed for fun, to advance learning and to share with others.

Resources:

None

Making A Tasks (Art, Cultural, Other)

Introduction

- **What will they do?**

Participants will create vessels and other everyday objects from clay.

- **What they will get from the session?**

Participants will build self-confidence through artistic means of expression, build entrepreneurial attitudes, use their skills (e.g. confidence, concentration, creativity, flexibility, improvisation, resilience, openness to novelty) and increase awareness of arts, crafts and their practical usefulness.

- **What are they are expected to do – their commitment:**

Participants will have to decide which vessels and objects they want to create and then make them out of clay with their own hands and decorate them.

- **Learning outcomes:**

Participants will learn how art can be used to build entrepreneurial attitudes and how they can put their skills into practice.

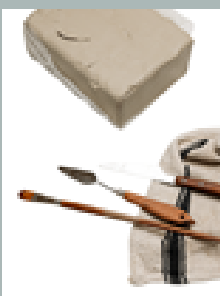
- **What are their priorities?**

The priority in this action is to encourage young people to try new things, be open to new forms of artistic expression and realize that everyone is capable of performing this task.

Making

- **Materials Needed – Descriptions of items and where to purchase (photos):**

1. air drying clay and kitchen towels as a surface to work on
2. leaves, lace and other things that can be imprinted in the clay to decorate it
3. a rolling pin for rolling clay and imprinting objects in it (leaves, lace, etc.).
4. clay modelling tools for shaping clay, carving shapes, etc.



Please breakdown tasks with Photos and steps - clear descriptions

- Participants receive a piece of clay, a kitchen towel as a work surface, a rolling pin and a selection of decorations (leaves, lace, etc.)
- Using a rolling pin or their hands, roll out the clay to the desired shape. Using shaping clay tools, they cut the shape, decorate it and shape it
- The decoration of their choice (e.g. leaves, lace) is imprinted in the clay using a rolling pin.
- The work thus created is left to dry completely and is finished.

Reflecting learning

- **What has been learnt:**

Participants learned how art can be used to build entrepreneurial attitudes and how they can put their skills into practice. They learned to use their creativity and other skills.

- **What was the value:**

The greatest value was to engage young people in new activities and to give them a boost in entrepreneurship through arts and crafts.

- **How will it help:**

Young people are now aware of the usefulness of arts and crafts in various areas of life and are aware of their skills.

- **What skills have been developed:**

confidence, concentration, creativity, flexibility, improvisation, resilience, openness to new things etc.

Next Steps:

Participants will use the learned method to create new things.



Subject: Making gift-wrapping paper for different occasions

Country: Poland

Prior Learning:

- **What do they know:** In the first part of the workshop, we talked to young people about how arts and crafts can enhance their entrepreneurship. About how they can save or even earn money through small handicrafts.
- **What do they need to know:** After an introductory talk, we explained to all participants what we would be doing during the workshop and how art helps build competence, confidence and increases our entrepreneurial spirit.

Aims:

- familiarising participants with enhancing their own entrepreneurship through artistic expression,
- building the capacity to undertake artistic activities
- giving space to use skills (e.g. confidence, concentration, creativity, flexibility, improvisation, resilience, openness to new things),
- increasing awareness of arts, crafts and their practical usefulness.

Learning Objectives:

By the end of the course the learner will:

1. Demonstrate an understanding of stimulating entrepreneurship through the arts;
2. Feel confident taking part in the artistic creation process;
3. Understand the skills being developed and be able to demonstrate them - confidence, focus, creativity, flexibility, improvisation, resilience, openness to novelty;
4. Identify specific challenges and obstacles to their success;
5. Demonstrate an appreciation of the attitudes that are key to achieving their goals (confidence, focus, creativity, flexibility, improvisation, resilience, openness to new things);
6. Be aware of the support they can access.

Success Criteria:

That after completing this activity learners feel able to use the skills they have developed for fun, to advance learning and to share with others.

Resources:

None

Making A Tasks (Art, Cultural, Other)

Introduction

- **What will they do?**

Participants will create handmade gift wrapping paper for various occasions.

- **What will they get from the session?**

Participants will build self-confidence through artistic means of expression, build entrepreneurial attitudes, use their skills (e.g. confidence, concentration, creativity, flexibility, improvisation, resilience, openness to novelty) and increase awareness of arts, crafts and their practical usefulness.

- **What are they are expected to do – their commitment:**

Participants will have to choose the different occasions for which they want to create gift wrapping paper and then cut out stamps from potatoes with different shapes (e.g. hearts, Christmas trees, stars, boxes, clouds, etc.) and imprint them with paints on plain craft paper.

- **Learning outcomes:**

Participants will learn how art can be used to build entrepreneurial attitudes and how they can put their skills into practice.

- **What are their priorities?**

The priority in this action is to encourage young people to try new things, be open to new forms of artistic expression and realize that everyone is capable of performing this task.

Making

- Materials Needed – Descriptions of items and where to purchase (photos):

1. roll of plain kraft paper
2. potatoes
3. knife
4. paints + brushes + water



Please breakdown tasks with Photos and steps - clear descriptions

- participants decide for which occasion they want to create gift-wrapping paper
- they receive a roll of kraft paper, some potatoes, a knife, paints, brushes and water
- participants create stamps by cutting the potatoes in half and carving them into the shape of a stamp
- the stamp is painted in a colour of their choice and then imprinted on the paper
- the activity is repeated until the whole roll of kraft paper has been stamped
- the paper is left to dry and then used to wrap gifts

Reflecting learning

- **What has been learnt:**

Participants learned how art can be used to build entrepreneurial attitudes and how they can put their skills into practice. They learned to use their creativity and other skills.

- **What was the value:**

The greatest value was to engage young people in new activities and to give them a boost in entrepreneurship through arts and crafts.

- **How will it help:**

Young people are now aware of the usefulness of arts and crafts in various areas of life and are aware of their skills.

- **What skills have been developed:**

confidence, concentration, creativity, flexibility, improvisation, resilience, openness to new things etc.

Next Steps:

Participants will use the learned method to create new things.

Subject: European youth goals - learning about them through a workshop on creating collages

Country: Poland

Prior Learning:

- **What do they know:** In the first part of the workshop, we talked to young people about European youth goals. We asked them if they knew them, if they knew what resolution they were written in as well as how many there were and what they were about. We also talked about art - how it can be used to raise important social issues. We asked about their experience in creating collages and the other art techniques they know and like.
- **What do they need to know:** After an introductory discussion, we explained to all participants what the European Youth Goals are and what they are about? We talked about their essence and how art helps in self-expression, raising important social topics, building competence and self-confidence.

Aims:

- familiarize participants with the European Youth Goals,
- build self-confidence through the means of artistic expression,
- build capacity to express important social issues,
- giving space to use skills (e.g. confidence, focus, creativity, flexibility, improvisation, resilience, openness to new things),
- increase awareness of arts, crafts, and their practical utility.

Learning Objectives:

By the end of the course the learner will:

1. Demonstrate an understanding of European Youth Goals.
2. Feel confident in taking part in the process of artistic creation.
3. Understand the skills developed and able to demonstrate them – confidence, focus, creativity, flexibility, improvisation, resilience, openness to new things.
4. Identify the specific challenges and obstacles to their success.
5. Demonstrate an appreciation of attitudes crucial to the achievement of their goals (confidence, focus, creativity, flexibility, improvisation, resilience, openness to new things);
6. Be aware of the support they can access.

Success Criteria:

That after completing this activity learners feel able to use the skills they have developed for fun, to advance learning and to share with others.

Resources:

European Youth Goals icons - <https://youth-goals.eu/downloads>

Making A Tasks (Art, Cultural, Other)

Introduction

- **What will they do?**

Participants will learn about the European Youth Goals - their meaning, as well as their iconography. They will then choose one of the objectives with which they most identify and make an interpretation of it in the form of a collage.

- **What they will get from the session?**

Participants will learn about the European Youth Goals, build self-confidence through artistic means of expression, build capacity to express important social issues, use their skills (e.g., confidence, concentration, creativity, flexibility, improvisation, resilience, openness to new things), and increase awareness of arts, crafts and their practical usefulness.

- **What are they are expected to do – their commitment:**

Participants will have to choose one of the European Youth Goals with which they most identify, and then create a collage that is their artistic interpretation of that goal. To create the collages, participants will need coloured cardboard as a base for the collage and as a background, as well as newspapers and magazines from which they will cut out pictures, photos, letters or pieces of text, which they will glue onto the collage. Markers or paints will also be useful if anyone would like to paint something onto their collage.

- **Learning outcomes:**

Participants will not only learn about the European Youth Goals and the resolution in which they were included, but also learn how art can be used to raise important social issues and how they can put their skills into practice.

- **What are their priorities?**

The priority in this action is to encourage young people to try new things, be open to new forms of artistic expression and realize that everyone can perform this task.

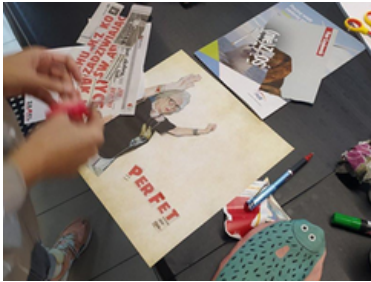
Making

Materials Needed – Descriptions of items and where to purchase (photos):

- 1.coloured cardboards
- 2.glue and scissors
- 3.colour magazines and newspapers
- 4.coloured markers, paints + brushes + water

Please breakdown tasks with Photos and steps - clear descriptions

1. each participant chooses a coloured sheet of paper for the background of the collage, receives his/her own pair of scissors and glue;
2. participants share magazines, from which they cut out or tear out pictures, images, letters or words that interest them;
3. they arrange the elements they have chosen from the magazines into a composition of their choice, and then attach the elements to the background with glue;
4. at the end, they can write or draw on things with markers or paints.



Reflecting learning

- **What has been learnt:**

Participants learned about the European Youth Goals and also how to use art as a means of expression to help raise important social issues. They learned to use their creativity and other skills.

- **What was the value:**

The greatest value was the involvement of young people in new activities and the transfer of important content through art and handicraft.

- **How will it help:**

Young people are now aware of the usefulness of arts and crafts in various areas of life and are aware of their skills.

- **What skills have been developed:**

confidence, concentration, creativity, flexibility, improvisation, resilience, openness to new things etc.

Next Steps:

Participants will use the learned method to express other important social issues.

Subject: European youth goals - learning about them through a workshop on painting on eco material bags

Country: Poland

Prior Learning:

- **What do they know:** In the first part of the workshop, we talked to young people about European youth goals. We asked them if they knew them, if they knew what resolution they were written in as well as how many there were and what they were about. We also talked about art - how it can be used to raise important social issues. We asked about their experience in painting bags and the art techniques they know and like.
- **What do they need to know:** After an introductory discussion, we explained to all participants what the European Youth Goals are and what they are about? We talked about their essence and how art helps in self-expression, raising important social topics, building competence and self-confidence.

Aims:

- familiarize participants with the European Youth Goals,
- build self-confidence through the means of artistic expression,
- build capacity to express important social issues,
- giving space to use skills (e.g. confidence, focus, creativity, flexibility, improvisation, resilience, openness to new things),
- increase awareness of arts, crafts and their practical utility.

Learning Objectives:

By the end of the course the learner will:

1. Demonstrate an understanding of European Youth Goals
2. Feel confident in taking part in the process of artistic creation.
3. Understand the skills developed and able to demonstrate them – confidence, focus, creativity, flexibility, improvisation, resilience, openness to new things.
4. Identify the specific challenges and obstacles to their success
5. Demonstrate an appreciation of attitudes crucial to the achievement of their goals (confidence, focus, creativity, flexibility, improvisation, resilience, openness to new things)
6. Be aware of the support they can access.

Success Criteria:

That after completing this activity learners feel able to use the skills they have developed for fun, to advance learning and to share with others.

Resources:

European Youth Goals icons - <https://youth-goals.eu/downloads>

Making A Tasks (Art, Cultural, Other)

Introduction

- **What will they do?**

Participants will learn about the European Youth Goals - their meaning, as well as their iconography. They will then choose one of the goals with which they most identify and make a representation of it on an eco-friendly fabric bag using textile paint.

- **What they will get from the session?**

Participants will learn about the European Youth Goals, build self-confidence through artistic means of expression, build capacity to express important social issues, use their skills (e.g., confidence, concentration, creativity, flexibility, improvisation, resilience, openness to new things), and increase awareness of arts, crafts and their practical usefulness.

- **What are they are expected to do – their commitment:**

Participants will have to choose one of the European Youth Goals and then reproduce it on an eco-bag, using first carbon paper and pencil (tracing the goal icon) and then textile paints, with which they will paint the icon in the corresponding color.

- **Learning outcomes:**

Participants will not only learn about the European Youth Goals and the resolution in which they were included, but also learn how art can be used to raise important social issues and how they can put their skills into practice.

- **What are their priorities?**

The priority in this action is to encourage young people to try new things, be open to new forms of artistic expression and realize that everyone is capable of performing this task.

Making

Materials Needed – Descriptions of items and where to purchase (photos):

1. eco cotton bags
2. pages of the newspaper
3. printed icons of the European Youth Goals (download from website: <https://youth-goals.eu/downloads>)
4. carbon paper
5. Pencils
6. paints for textiles
7. brushes
8. cups of water

Please breakdown tasks with Photos and steps - clear descriptions

1. each participant receives an eco-bag,
2. she/he puts newspaper pages inside the bag, so that the painting does not penetrate the other side of the bag,
3. she/he places a carbon paper on the bag and an icon of the European Youth Goal of her/his choice on the top of the carbon paper,
4. she/he draws the outline of the icon with a pencil,
5. after removing the carbon paper, we start painting our icon with textile paints,
6. we put the bag aside until it is completely dry,
7. the next day we can iron the painted icon through the kitchen towel using an iron.



Reflecting learning

- **What has been learnt:**

Participants learned about the European Youth Goals and also how to use art as a means of expression to help raise important social issues. They learned to use their creativity and other skills.

- **What was the value:**

The greatest value was the involvement of young people in new activities and the transfer of important content through art and handicraft.

- **How will it help:**

Young people are now aware of the usefulness of arts and crafts in various areas of life and are aware of their skills.

- **What skills have been developed:**

confidence, concentration, creativity, flexibility, improvisation, resilience, openness to new things etc.

- **Next Steps:**

Participants will use the learned method to express other important social issues.

Dr. Mustafa Demirer - Turkey

"We met new people. We shared our cultural values with each other and we felt blissful. The project provides us a wide frame of communication, cultural interaction and how art is important in our lives."



Add a little bit of body text

"European Commission doesn't have any responsibility for the content of the provided toolkit."