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YouthProAktiv

COLLECTION OF BEST PRACTICES

Inclusive Non-Formal Education Activities Fostering and Promoting the Six Core EU Values

**Equality,
freedom,
democracy,
rule of law,
human rights,
human dignity.**



2025

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1. INTRODUCTION

The European project is built on a common commitment to a set of shared principles that shape how democracy, rights, and social cohesion are understood and practiced across the Union. Human dignity, freedom, democracy, equality, the rule of law, and the protection of human rights, including minority rights, are not only legal references within the EU treaties and the Charter of Fundamental Rights; they also serve as everyday benchmarks for how inclusive and just our societies strive to be.

Against this backdrop, this publication brings together an Exchange of Best Practices in Non-Formal Education developed within the YouthProAktiv International Coalition. The initiative focuses on how these EU values can be translated into concrete educational actions, especially in work with young people facing social, economic, or educational disadvantages. Rather than remaining abstract concepts, the values are explored here through real-life learning processes designed and delivered by grassroots organisations.

The practices presented in this document were implemented in diverse local contexts across Europe. They offered young people opportunities to strengthen their voice, critical thinking, participation, and sense of belonging, while engaging directly with themes such as democracy, inclusion, equality, and rights. In doing so, these initiatives supported young people not only as learners, but as active contributors to their communities.

This compilation brings forward the approaches, experiences, and reflections of the participating organisations, showcasing how non-formal education can serve as a living space for EU values. By sharing these practices across borders, the publication aims to inspire further experimentation, cooperation, and innovation in youth work, contributing to a more participatory, inclusive, and democratic Europe.

1.1 Who this collection of best practices is for

This collection of best practices is designed for youth organisations, educators, youth workers, community practitioners, and policymakers involved in non-formal education and youth development across Europe. It is particularly relevant for those working with young people facing barriers to participation or social inclusion.

The publication offers practical insight into how EU core values can be embedded into educational activities, supporting organisations in designing initiatives that strengthen civic engagement, inclusion, and a sense of belonging among young people.

1.2 Objectives

The main purpose of this collection is to encourage the practical application of EU values through innovative non-formal education practices. It brings forward concrete examples of initiatives that have supported young people to become more engaged, confident, and socially active.

By documenting and sharing these experiences, the collection seeks to support transferability, adaptation, and replication in diverse contexts, contributing to a more inclusive and participatory European society rooted in democracy, equality, and human rights.

1.3 Using this collection

This collection is structured to allow readers to easily navigate through the different practices and learning experiences. Each entry outlines the methodological approach, observed impact, main outcomes, and challenges encountered, together with the solutions developed. It can be used as a tool for inspiration, project design, and organisational learning, as well as a resource to support cross-border cooperation and peer exchange. Readers are encouraged to adapt the practices to their own realities and to use this publication as a reference for strengthening the quality and impact of their youth activities.

2. PARTICIPANT ORGANISATIONS



Social Innovation & Entrepreneurship Center SiNC (Georgia)

Founded in 2017, the Social Innovation & Entrepreneurship Center (SiNC) supports young people and women in Tbilisi and across Georgia to develop innovative ideas through training courses, Erasmus+ mobility exchanges, bootcamps, workshops, and accelerator/incubator programmes for launching social businesses.

SiNC also provides mentoring and volunteering opportunities and promotes international mobility to encourage experience-sharing and the transfer of best practices for local community development.

The organisation implements projects focused on digital and financial literacy, employability skills, and access to education, particularly for young people from disadvantaged and remote regions. Its work includes Erasmus+ projects in areas such as social innovation and entrepreneurship, non-formal education, rural development, NEETs empowerment, green and inclusive youth work, positive leadership, and sustainable development aligned with the SDGs.



PADIL Association (Tunisia)

The Association for the Promotion and Support of Local Development Initiatives (PADIL) is a non-profit organisation working to advance sustainable and inclusive development within local communities across Tunisia.

PADIL delivers capacity-building actions, facilitates access to resources, and implements partnership-based projects. Its work spans key areas such as sustainable agriculture, natural resource management, education, healthcare, and youth employment. Through these efforts, PADIL aims to act as a catalyst for equitable, environmentally responsible, and participatory local development, grounded in solidarity, civic engagement and innovation.

Dar Al Maghreb (Morocco)



The Dar Al Maghreb Association is a non-governmental organisation based in Morocco, dedicated to improving quality of life at community level through actions in community services, volunteering, education, training, and intercultural exchange.

The association works towards building a more inclusive and diverse society where all individuals are valued and respected. Its mission is firmly anchored in the promotion and protection of human rights, with a strong focus on supporting marginalised and vulnerable groups and combating all forms of discrimination in pursuit of social justice.

Dar Al Maghreb places particular emphasis on the empowerment of women, young people, and deaf individuals, strengthening their skills and knowledge across multiple fields, promoting active civic participation, and fostering intercultural dialogue and mutual understanding through a wide range of structured initiatives.

AIDE (Romania)



AIDE is a non-governmental organisation based in Râmnicu Vâlcea, Romania, working to support the social inclusion and active participation of vulnerable groups, with a particular focus on young people.

The organisation's mission is to ensure equal access to learning and development opportunities for youth across Vâlcea County, fostering proactive attitudes, social responsibility, and active civic engagement.

Through its activities, AIDE creates pathways to education, mobility, and participation for young people facing social, economic, and geographical barriers, enabling them to engage more fully in community life and personal development.



Euromirada (Spain)

Euro Mirada is a Spain-based non-profit organisation committed to advancing human rights, social inclusion, and youth empowerment through international exchange and community engagement programmes. By creating inclusive learning and participation opportunities, the organisation supports young people from diverse backgrounds in strengthening their personal development and active civic role.

Through a broad portfolio of activities, Euro Mirada fosters solidarity, inclusion, and social awareness. The organisation promotes critical thinking, intercultural dialogue, and community responsibility, encouraging young people to engage with key societal challenges and contribute to more equitable and cohesive communities.



New Horizons (Italy)

New Horizons is a non-governmental organisation based in Sicily, Italy, dedicated to strengthening citizen participation, democratic development, and good governance through education, dialogue, and integration programmes.

The organisation works with citizens' groups, civil society organisations, and public and non-governmental actors to promote awareness of civic engagement and effective participation in decision-making processes at all levels.

New Horizons structures its work around three strategic areas: Women and Youth Programmes, Good Governance, and the Inter-Ethnic Dialogue Programme, with the aim of fostering inclusive participation, democratic values, and social cohesion.

YouthProAktiv (Belgium)



YouthProAktiv (YPA) is a Belgium-based organisation dedicated to fostering a proactive and entrepreneurial generation committed to positive societal change. The organisation works with young people, youth leaders, and youth workers to strengthen leadership, employability, and innovation skills, enabling them to contribute to job creation, sustainable development, and active citizenship.

YouthProAktiv also plays an active role in advocating for entrepreneurship-friendly and youth-inclusive policies at both national and international levels, with the aim of empowering young people and promoting decent and sustainable employment opportunities.

At the core of its mission is the ambition to shift youth mindsets from reactive to proactive, promote entrepreneurship as a tool for social and economic inclusion, and support educational reforms that allow young people to identify and develop their talents. Through its training programmes and advocacy work, YouthProAktiv contributes to shaping a new generation prepared to lead, innovate, and engage meaningfully in their communities.

3. COLLECTION OF BEST PRACTICES

Social Innovation & Entrepreneurship Center SiNC (Georgia)

Name of the Activity/Project: Assessment of small businesses and the progress of businesses of young women in domestic violence.

Core EU Values Promoted: Equality and respect for Human Rights.

Target Groups: Young women who overcame domestic violence.

Methodology:

The project *Assessment of Small Businesses and the Progress of Businesses of Young Women in Domestic Violence* was implemented using a participatory, mixed-methods approach. The methodology combined quantitative data collection (such as surveys and business performance tracking) with qualitative methods (including structured interviews, focus groups, and personal narratives).

The activity followed several structured phases: identification and mapping of participants, baseline assessments, training programs focused on business skills, mentoring sessions, mid-term evaluations, and final assessments. A trauma-informed framework was used throughout the project to ensure a safe and supportive environment for the participants. Additionally, the project incorporated continuous feedback loops, where participant input was collected regularly and used to adjust activities to better meet their evolving needs.

Efforts were also made to connect individual progress with broader community development by assessing the businesses' impact on the local economy and advocating for supportive policies.

Main Findings and Learning Points:

Main Findings

Economic Empowerment Drives Broader Change: Supporting young women survivors of domestic violence through entrepreneurship led not only to individual financial independence but also to increased self-esteem, community involvement, and leadership development.

Tailored, Trauma-Informed Support is Critical: Applying a trauma-informed approach was essential to create a safe environment where participants could engage fully. Sensitivity to their personal histories helped foster trust and meaningful participation.

Mentorship is a Key Success Factor: Continuous mentoring significantly enhanced participants' ability to apply business skills, adapt to challenges, and maintain motivation throughout the process.

Community Impact and Ripple Effect: Successful businesses run by survivors inspired others in their communities, demonstrating that empowerment can create a ripple effect of hope, ambition, and initiative among other vulnerable groups.

Policy Support is Essential for Sustainable Impact: Individual success stories highlighted the need for broader structural support—such as access to finance, legal protections, and continued education—to ensure the long-term sustainability of these businesses.

Main Learning Points:

Early Training in Basic Record-Keeping is Vital: Many participants initially struggled with financial tracking and business reporting. Including basic financial literacy training at the start improved their ability to measure and manage growth.

Flexibility Enhances Effectiveness: Building in regular feedback loops and being willing to adjust the program design in response to participant needs led to stronger engagement and better outcomes.

Peer Support Networks Matter: Facilitating opportunities for participants to network, share experiences, and support one another increased resilience and created informal support systems that extended beyond the formal activity.

Assess Both Quantitative and Qualitative Progress: Combining measurable business results with personal development stories gave a fuller, more accurate picture of the impact, highlighting successes that might not be visible through financial data alone.

Advocacy Must Be Ongoing: While supporting individual women is important, lasting change requires continuous advocacy efforts aimed at systemic barriers that limit survivors' economic opportunities.

Main Challenges Experienced and Solutions:

Main Challenges	Solutions
Limited Financial and Business Literacy Skills Many participants initially lacked basic skills in financial management, record-keeping, and business operations, which made it difficult for them to track their progress or make informed decisions.	Introduction of simplified financial literacy sessions early in the project and provided one-on-one coaching during mentoring to reinforce these skills.
Emotional and Psychological Barriers Some young women, due to their past experiences with domestic violence, initially faced low self-confidence, fear of failure, and reluctance to fully engage.	Application of a trauma-informed approach throughout all activities, offering continuous emotional support, creating a safe and respectful space, and celebrating small achievements to build confidence.
Inconsistent Engagement and Attendance Personal challenges, such as childcare responsibilities or unstable living situations, sometimes affected participants' ability to consistently attend trainings or mentoring sessions.	Flexible scheduling and remote mentoring options were offered where possible, providing also logistical support (e.g., transport reimbursements, childcare solutions during key events).
Difficulties in Measuring Business Progress Since many businesses were informal and newly established, tracking reliable performance data (income, customer base, etc.) was challenging.	Simple tracking templates were developed, and participants were encouraged to record basic indicators regularly. Mentors also helped review and verify this information during visits.

Future Sustainability:

The Assessment of Small Businesses and the Progress of Businesses of Young Women in Domestic Violence project significantly contributed to creating a foundation for long-term partnerships between organizations. Throughout the activity, collaborations were established with local NGOs, business development services, financial institutions, and public agencies working on women's rights and economic empowerment.

By involving these stakeholders not only as supporters but also as active participants in training, mentoring, and policy advocacy, the project fostered a shared sense of ownership and commitment to the objectives. Regular coordination meetings, joint workshops, and information-sharing sessions helped strengthen professional networks and encouraged ongoing dialogue beyond the life of the project.

Additionally, the documentation of best practices, lessons learned, and success stories created resources that organisations can continue to use and build upon. The advocacy work initiated by the project also opened opportunities for institutional partnerships aimed at influencing policy changes, which will require sustained collaboration moving forward.

Overall, the activity laid important groundwork for future joint initiatives, increased knowledge sharing among partners, and promoted a collaborative ecosystem focused on supporting young women survivors in their entrepreneurial journeys.



PADIL ASSOCIATION

Name of the Activity/Project: REVITAL-METLINE

Core EU Values Promoted: Respect for Human Dignity, Equality, and Respect for Human Rights, including those of minorities.

Target Groups: Marginalised groups – particularly young unemployed women and minorities with disabilities.

Methodology:

Within the REVITAL-METLINE project, a strong emphasis was placed on creating a safe, inclusive, and welcoming environment for all participants, particularly young women and persons with disabilities. The project was designed to ensure that all individuals felt respected, supported, and able to participate on equal terms.

Inclusive Environment	Mentorship and Peer Support	Feedback and Check-ins
Trainers were equipped to prevent and address any form of discrimination, ensuring that all participants felt safe, respected, and fully included throughout the training process. Clear rules and protocols were in place to prevent any form of unfair treatment.	Participants were also paired with mentors or peer supporters to provide both emotional and practical guidance throughout the training, reinforcing a supportive and inclusive learning environment.	Regular feedback was collected through surveys and individual exchanges, allowing continuous improvement of the training activities and ensuring that participants consistently felt comfortable, heard, and supported.

Main Findings and Learning Points:

Listening First Made the Difference: One of the most powerful lessons was that truly listening to the women and young people with disabilities – before, during, and after the training – led to a much more meaningful experience. Their insights shaped the way the sessions evolved.

Flexibility Was Essential: Although the training was carefully designed in advance, it became clear that a flexible approach was essential. The ability to adapt the pace, tools, and methodologies in real time allowed the activities to better respond to each participant’s learning rhythm and individual needs.

The Community Spirit Was Stronger Than Expected: Even participants who were shy at first began to share knowledge and encouragement among themselves. This informal support network became one of the most valuable outcomes of the training.

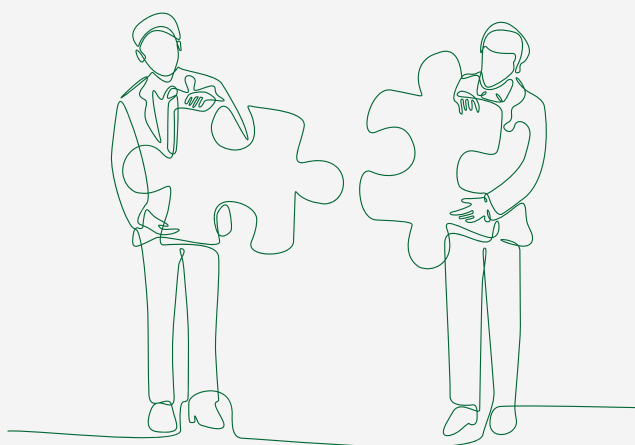
Training Is as Much About Confidence as About Skills: Beyond transferring knowledge, the most lasting impact seemed to be helping participants believe more in their own abilities. Many expressed that this was their first time feeling truly included in such an initiative.

Partnerships Strengthen Roots: Working closely with local organizations and community members proved essential – not only for organizing the sessions but also for ensuring the participants felt seen and valued as part of Metline’s future.

Documenting the Journey Matters: Taking the time to record stories, photos, challenges, and breakthroughs during the training helped us reflect honestly on what work.

Main Challenges and Solutions

Challenges	Solutions
Create a strong group dynamic while respecting each participant's differences: Bringing together women and young people with different types of disabilities, backgrounds, and experiences meant that we had to find ways to make everyone feel safe, heard, and valued from the very start.	To address these challenges, a strong emphasis was placed on creating an open and inclusive learning environment in which every voice was valued. Methods were adapted by allowing additional time when needed, using varied communication approaches, and encouraging peer support within the group. As participants increasingly felt respected and included, their confidence gradually grew. This climate of trust and mutual support became a key driver of sustained motivation throughout the entire training process.
Gaining their trust and building enough confidence for them to stay committed through the entire program: Some participants were hesitant at first, unsure if they belonged or if the training could truly meet their needs.	

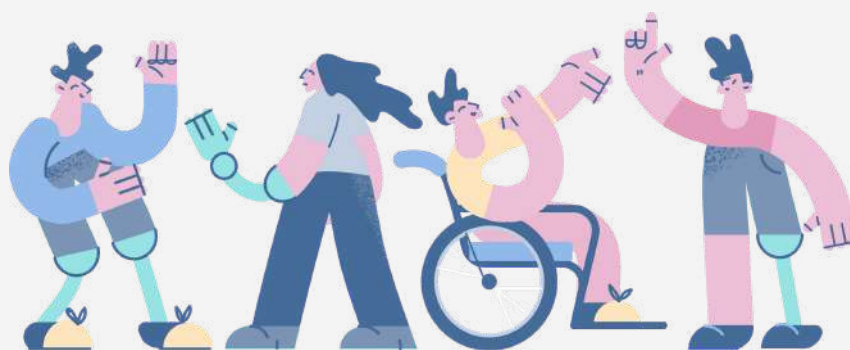


Future Sustainability:

As part of the REVITAL-METLINE training, close cooperation was established with the Association of People with Disabilities in Metline. This partnership was developed through direct local engagement and included the use of the association's conference facilities, the direct involvement of the association in identifying and selecting young participants with disabilities, and the participation of one of its teachers in the training process, who later transferred the acquired knowledge to her own students.

This collaboration went beyond logistical arrangements and contributed to fostering a strong sense of ownership, pride, and active involvement within the local disability community. In addition to the training itself, participants were encouraged to take further steps towards economic empowerment by exploring the creation of their own small businesses. To support this transition, access to a small funding opportunity was provided, enabling participants to translate newly acquired skills into concrete economic prospects.

This approach strengthened inter-organisational cooperation and established a solid basis for continued collaboration, knowledge exchange, and the development of community-led initiatives in Metline.



Name of the Activity/Project: Amazig Digital Women Advocates

Core EU Values Promoted: Respect for human dignity

Target Groups:

Primary Beneficiaries: Amazigh women and girls (16–45) in the Middle Atlas region, especially those with limited prior technology exposure.

Secondary Beneficiaries: Indigenous women nationwide facing compounded marginalization by gender and culture.

Accessibility Focus: Women with physical or cognitive disabilities, with all materials designed according to universal design principles.

Recruitment & Partnerships:

- Collaboration with local cooperatives, cultural centers, and women’s associations.
- Engagement of community elders and religious leaders to build trust.
- Media professionals and influencers to co-create vernacular digital content.
- Liaison with data protection authorities and cybercrime units for expert sessions on legal rights and safety.



Methodology:

Assessment & Co-Design	Training of Trainers (ToT)	Culturally Relevant Materials
Focus groups with Amazigh women to identify digital risks and cultural needs, ensuring local ownership.	Intensive three-day workshops for 30 peer mentors, covering digital literacy, privacy protection, advocacy, and legal rights.	All resources—including the Digital Safety Guide—available in Tamazight, Arabic, and French.
Blended Outreach	Stakeholder Engagement	Sustainability Measures
A moderated Facebook group for ongoing support, complemented by audio-visual content and print materials distributed at markets and cooperatives.	Expert-led sessions with NGOs, data authorities, and police cybercrime units to align with gender-inclusive policy standards.	Volunteer-led online communities and integration of modules into existing literacy and cooperative training programs.

Analysis of success:

Digital Skills: Pre- and post-training assessments showed a 72% average increase in basic ICT competencies.
Peer Reach: Each mentor guided an average of 32 peers, reaching approximately 960 women (exceeding the 900 target).

Community Engagement: Online group membership grew to 1,200 members; campaign materials reached an estimated 8,000 individuals through digital and print channels.

Behavioral Change: 85% of participants gained confidence in privacy management; 60% reported adjusting social media settings or reporting harassment.

Institutional Adoption: Five women's cooperatives and two regional councils formally integrated the Digital Safety Guide into their programs.

Main findings and learning points:

Cultural Relevance: Delivering content in Tamazight achieved a 90% training completion rate, underscoring the importance of native-language materials.

Peer-Led Model: The ToT approach fostered trust and exceeded mentor-to-peer targets, demonstrating cost-effective scalability.

Flexible Delivery: Combining online, offline, and in-person sessions mitigated connectivity challenges and accommodated socio-cultural constraints.

Community Partnerships: Early involvement of local leaders and institutions was critical for legitimacy, reducing resistance and enhancing uptake.

Accessibility: Adopting universal design (large-print guides, audio materials, screen-reader training) ensured inclusion of participants with disabilities.

Challenges and solutions:

Challenge	Solutions
Unreliable internet and device access	Established computer rooms; mobile "digital caravans"; paper-based guides
High illiteracy rates	Foundational literacy workshops; pictorial guides; one-on-one coaching
Language support gaps	Translated all materials; Tamazight voice over on created contents
Socio-cultural mobility restrictions	Women-only sessions; flexible scheduling; family engagement
Limited funding	In-kind support from cooperatives; partnerships for pro bono services
Inconsistent mentor confidence	"Mentor of mentors" sessions; simplified facilitator guides; role-plays
Accessibility barriers for disabilities	Large-print/audio materials; screen-reader training; tagged documents
Slow institutional buy-in	Informal briefings; co-hosted events; concise impact reports

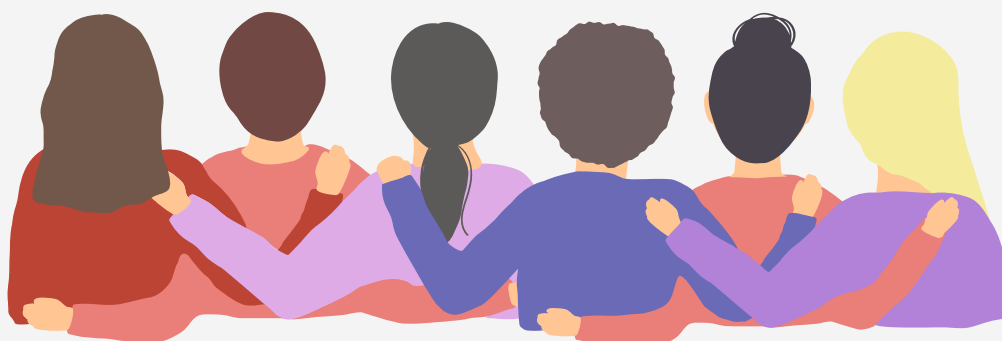
Future Sustainability:

Cultural Relevance: Delivering content in Tamazight achieved a 90% training completion rate, underscoring the importance of native-language materials.

Resource Sharing: Co-development of the Digital Safety Guide fostered mutual ownership and resource pooling.

Knowledge Networks: A moderated Facebook group and helpline, managed by trained advocates, provide continuous peer support.

Program Integration: Digital safety modules are now part of vocational training in cooperatives and local school curricula, ensuring longevity beyond initial funding.



Asociația Ajutam, Integram, Dezvoltam și Evoluăm - AIDE

Name of the Activity/Project: Youth Hub Ramnicu Valcea

Core EU Values Promoted: Freedom, Equality, Democracy, Respect for human rights and minorities

Target Groups: The primary focus is on young Algerians aged 18-30, particularly those from underrepresented backgrounds, students, youth leaders, young activists, and young minority groups.

Methodology:

Workshops and Interactive Sessions: Conducted on topics like human rights, democracy, inclusion, and leadership, using non-formal techniques such as role-playing, group discussions, simulations, and case studies.

Youth-Led Activities: Participants were encouraged to design and implement their own micro-projects within the Hub, promoting ownership, leadership, and active citizenship.

Peer Learning and Mentoring: Older or more experienced participants supported younger members through peer mentoring, encouraging knowledge sharing and intergenerational solidarity.

Community Engagement: Activities extended beyond the Hub, involving local schools, NGOs, and public spaces to increase visibility and community participation.

Inclusive Practices: Specific measures were taken to ensure that activities were accessible to youth from marginalized and disadvantaged backgrounds.

Continuous Feedback: Regular feedback sessions and evaluations (surveys, open discussions) were incorporated to adapt activities to participants' needs and improve ongoing engagement.

Main Findings and Learning Points:

Youth Engagement Needs Flexibility: Young people engage more actively when activities are flexible, creative, and tailored to their interests. Openness and dynamic approaches have proved effective in enhancing motivation and engagement.

Non-Formal Education is Powerful: Non-formal education methods (role-playing, debates, team projects) proved highly effective for transferring knowledge, building skills, and promoting EU values.

Inclusion Requires Proactive Efforts: Involving disadvantaged or marginalized youth was possible but required specific outreach strategies (personal invitations, partnerships with local organizations, offering transport or free materials) and extra support to ensure they felt welcomed and engaged.

Youth Leadership Increases Ownership: When young people were allowed to lead activities and make decisions, their commitment and sense of responsibility grew. Giving them space to design micro-projects helped them feel empowered and directly responsible for promoting values like democracy and equality.

Continuous Feedback is Essential: Regular evaluations were key for adapting activities in real-time to better meet participants' needs.

Community Involvement Amplifies Impact: Extending activities to the wider community (campaigns, public events) not only raised awareness of EU values but also gave young people a sense of real-world impact, reinforcing the lessons learned inside the Hub.

Challenges are Opportunities to Innovate: Logistical challenges (limited space, resource constraints, varying skill levels) forced the team to be innovative, making activities more resourceful, inclusive, and participant-centered. Adaptability became a major strength of the project.

Main Challenges and Solutions:

Main Challenges	Solutions
Engaging Disadvantaged and Marginalized Youth	
Attracting and retaining participation from young people from vulnerable groups (e.g., minorities, low-income families) was more difficult than anticipated.	Cooperation with local NGOs, schools, and social services supported effective outreach to the target groups. Activities were designed to be free of charge, accessible, and flexible, while personalised invitations helped build trust and encourage participation.
Maintaining Consistent Participation	
Some young people showed interest initially but had difficulty staying committed over a longer period, due to school workload, family obligations, or lack of confidence.	Activities were designed to be diverse, interactive, and engaging in order to sustain motivation. Participants were also actively involved in the planning process, strengthening their sense of ownership and responsibility for the outcomes.
Limited Resources and Budget Constraints	
Budget constraints limited the ability to provide materials, secure venues, and organise larger-scale activities.	Low-cost and creative methods were applied, including outdoor activities and digital tools, while community partnerships provided in-kind support, such as free access to spaces offered by local schools and libraries.

Varied Skill and Knowledge Levels	
Participants came with different levels of knowledge about human rights, democracy, and EU values, which made it challenging to design one-size-fits-all activities.	Differentiated learning pathways were created by combining introductory and advanced tasks within the same activities, enabling peer-to-peer learning to naturally bridge skill gaps.
Adapting to Unexpected Situations	
External factors (like changes in public space regulations or weather conditions for outdoor events) sometimes disrupted our plans.	A flexible contingency approach was maintained throughout, with trained facilitators prepared to adapt quickly while preserving group dynamics and learning momentum.

Future Sustainability:

Creating a Collaborative Network: Throughout the project, local schools, NGOs, youth centres, and municipal institutions were actively involved. These collaborations resulted in the formation of an informal local network committed to continued youth development and civic engagement.
Establishing Common Projects: Through joint workshops, community actions, and shared events, partner organizations identified shared goals (such as promoting inclusion, human rights education, and youth participation). This common ground fostered the willingness to co-create future initiatives beyond the Youth Hub activities.

Facilitating Knowledge Sharing: Regular reflection meetings and informal exchange sessions were organised to enable participating organisations and facilitators to share best practices, tools, and lessons learned. This culture of mutual learning contributed to building a strong foundation for long-term cooperation.

Signing Collaboration Agreements: In several cases, partnerships were further formalised through Memorandums of Understanding (MoUs) or cooperation agreements, ensuring a structured basis for future collaboration, including within Erasmus+ projects and local initiatives.

Empowering Youth to Act as Connectors: Many young participants became ambassadors for collaboration by proposing new partnerships between their schools, NGOs, and local authorities, strengthening the bridge between institutions and youth-led initiatives.



Name of the Activity/Project: Youth Workers Across the MEDiterranea Sea

Core EU Values Promoted: Equality, Respect for human dignity, Respect for human rights (including those of minorities).

Target Groups: 24 youth workers (25–40 years old) from the 7 partner countries: Italy, Spain, Turkey, Jordan, Greece, Albania, Malta. Wider network of youth workers and NGOs through surveys. Indirectly, young LGBTQIA+ individuals are benefiting from more inclusive youth exchanges.

Methodology:

First phase	Second phase	Third phase
Individual research by participants on LGBTQIA+ rights, social contexts, and discrimination patterns in their own countries.	Peer-to-peer learning workshops where participants shared and compared findings, reflecting on key questions: Exclusion from what? Exclusion by whom?	Survey in national contexts targeting youth workers and associations, assessing readiness to include LGBTQIA+ youth in their programs.

The methodologies combined non-formal education (peer learning, participatory reflection) with evidence-based approaches (research, surveys). This dual approach proved highly effective: knowledge among participants grew by over 70% (measured through pre- and post-tests), while the surveys collected 700 responses, offering concrete data to inform future strategies.

Main Findings and Learning Points:

Exclusion mechanisms are both structural and cultural, deeply influenced by stereotypes and social perceptions.

Inclusion strategies must be rooted in the lived experiences of those excluded, not only in policy frameworks.

Peer learning fosters empathy and cross-cultural understanding, enabling youth workers to co-create practical solutions.

Surveys provided an unexpected added value: they revealed significant differences between countries but also highlighted shared challenges across the Mediterranean.

Challenges and solutions:

Main Challenges	Solutions
Sensitive nature of LGBTQIA+ issues in some partner countries.	Adopted a participatory and respectful approach, ensuring safe spaces for dialogue and allowing participants to express challenges in their contexts.
Ensuring balanced participation and data collection across 7 countries.	Set a clear minimum target per country (65 survey responses) and supported partners with communication materials and coordination.

Future Sustainability:

The activity has laid the foundation for long-term cooperation by producing:

- A shared survey database across 7 countries, useful for future projects and advocacy.
- Communication and awareness materials to keep the conversation alive.

By co-developing these outputs, Euro Mirada and its partners strengthened trust, created a transnational network of youth workers, and ensured that the lessons learned will inform future Mediterranean collaborations.



Name of the Activity/Project: *Youth Social Entrepreneurship Education for All with Moodle*

Core EU Values Promoted: Respect for human dignity, Equality and Respect for human rights

Target Groups: Youth workers (18+) from:

- EU countries: Italy, Greece and Denmark
- Asia: Indonesia, Vietnam, Nepal
- Africa: South Africa, Ghana.

Methodology:

The kick off meeting took place in Thessaloniki, hosted by USB and served to introduce the project to meet face-to-face for the first time and introduce the project activities and objectives.

All preparatory steps for hosting the international mobility were completed and partner organisations were fully ready to participate. However, due to the COVID-19 emergency, the in-person training course could not take place as originally planned.

International Training Course in Tusa: The training course was first delivered online in February 2021 to ensure project continuity and support the development of online courses on the Moodle platform. The subsequent in-person training in Tusa brought together 21 participants to deepen discussions on social entrepreneurship, finalise the courses, and visit three local enterprises.

Local youth consultation workshops were organised in all participating countries to ensure that the Moodle courses reflected local realities and responded to concrete youth needs. Each country hosted two workshops with 25–30 young participants. The first workshop focused on brainstorming local challenges and opportunities, while the second served to review, validate, and refine the initial findings.

Development of Mini-Moodle Pilot course. Participants to the TC, independently developed their own Mini-Moodle course - as main output/deliverable.

Implementation Mini Pilot Course launched by each partner, who was responsible for the recruitment of participants, implementation, monitoring and reporting. Enrolment was done manually (directly adding targeted youths, at least 10 per partner) and automatically (open registration).

Each organization sent and host two youth workers from other partners (apart from some modification due to the issues in traveling from some countries e.g. Nepal) to build their skills and exchange expertise through observation and hands- on working experiences.

Production **YSEEAM's Moodle Course** equivalent to 6-week-learning of Youth Social Entrepreneurship.

Development of **“Moodling Youth Work” Handbook** planned of 30 pages but final version was 70 pages

Local **Seminars**, they served as a multiplier event in each country.

Final Conference in Vietnam. The event aimed to showcase final project results to project and international partners, local community, and stakeholders. Planning for follow-up with local activities and international cooperation. The meeting included a Conference in VIMARU Vietnam Maritime University of Hai Phong with the presence of 200 students.

Main Findings and Learning Points:

Participants to the TC, independently developed their own Mini-Moodle course - as main output/deliverable.

Youth work was updated to meet new technological demands through both in-person and online mobilities, where youth workers, leaders, and NGO members developed new knowledge and skills. Capacity-building activities in each partner country—such as workshops and seminars—allowed participants to share what they learned, creating a multiplier effect in their local communities and among stakeholders.

A core team of 21 skilled youth workers was established to spread the project's results through a MOOC. This was achieved through a blended-learning training course that equipped them with the skills needed to run such initiatives within their organizations. After completing the training, participants were also able to deliver their own online trainings to peers.

Provided free learning access to any young people or stakeholders through the course with an international dimension as we compiled produced course contents and use accumulated experiences to select and develop into the project's Full Moodle Course, equivalent to 6-week-learning of Youth Social Entrepreneurship.

Created a long-lasting cooperation of organizations and a network for exchanges and development of ideas and methods for youth workers and entrepreneurs. This happened thanks to the exchange of good practices that were collected in the Manual.

More participants from different countries and continents became aware of the opportunities of the Erasmus+ and how through these we can support the youth work. Meanwhile, other funding programmes has been presented during local and international activities.

Main challenges and solutions:

Main Challenges	Solutions
COVID-19 pandemic disrupted travel and gatherings.	Activities were rearranged some local tasks done earlier, and part of the training course held online; in-person sessions postponed to 2022.
Difficulty in team mobility and participation (especially from Indonesia and Nepal).	Flexible scheduling and maintaining activity quality through online collaboration.
Partner withdrawal (ActGlobal, Indonesia) due to project suspension and travel issues.	Replacement with OpenM from Vietnam ensured project continuity.
High travel costs and visa issuance problems after the pandemic.	Ongoing consultation with the project officer and adherence to contractual rules allowed smooth implementation despite delays.
Schengen visa rejections for participants from Nepal and Ghana.	Adjusted participation plans and continued project activities without compromising content delivery.

Future Sustainability:

The YSEEAM project created lasting partnerships among diverse organizations, encouraging continued collaboration and knowledge sharing.

Its approach successfully integrated social entrepreneurship and digital skills into partners' educational practices, strengthening their capacity and impact in youth work.

Participants gained practical competences in entrepreneurship, digital learning (e.g., MOODLE), and non-formal education, becoming more adaptable and motivated for lifelong learning.

The project emphasized sustainability and exploitation of results, particularly in the growing field of social entrepreneurship.

Partners actively promoted project outcomes and sought additional funding from EU programs, local authorities, and stakeholders to ensure continuation.

Collaboration with municipalities, local entrepreneurs, and other actors during study visits supported long-term integration and impact of project results.



Name of the Activity/Project: SESI - Social Entrepreneurship as an Enabler to Social Inclusion (KA2 Project).

Core EU Values Promoted: Equality and respect for human rights.

Target Groups: The activities target the young people with fewer opportunities including those with financial difficulties, socially marginalised, have reduced access to education or are at risk of dropping out, unemployed, from different ethnic background or coming from rural areas.

Methodology:

Phase 1 Learning & Co-Creation	Focused on building knowledge and ideas collaboratively through joint training for young people and youth workers. Activities combined theory, practical exercises, and field visits, and addressed three key topics: defining a social business idea, financial literacy, and turning ideas into action.
Phase 2 Coaching & Mentorship	Aimed to transform ideas into feasible projects through six months of tailored coaching. It included individual and group mentoring sessions, practical problem-solving, and continuous feedback loops. As a result, participants strengthened their confidence, leadership skills, and readiness to implement their projects.
Phase 3 Project Development & Impact	Focused on implementing social entrepreneurship projects at local level. Activities included the development of final project plans, testing through local engagement, and the integration of lessons learned from previous phases. The main result was the creation of real, community-driven social enterprises with tangible local impact.

Main Findings and Learning Points:

Participatory Learning through Transnational Workshops: A key success was the replication-friendly structure of the workshops, which allowed participants to develop and refine concrete business ideas while gaining inspiration from real-world examples.

Localised Coaching as a Sustainability Tool: Youth workers noted that one-on-one coaching helped maintain motivation and accountability, especially for disadvantaged youth facing external constraints.

Building an Ecosystem - SEED Connect App: Designed through user-centred interviews and iterative testing, it functions as a networking space for youth workers, social entrepreneurs, and funders.

Added Value and Emerging Patterns Across Countries: One key finding was the value of long-term engagement. Participants who took part in both transnational trainings and local coaching demonstrated significantly greater confidence in articulating their business ideas and navigating obstacles. This confirms that continuity and mentorship (not just exposure) are critical for lasting impact.

Webinar as a Platform for Reflection and Consolidation: Their narratives showed that, beyond tools and funding, what disadvantaged youth most value is a sense of ownership and recognition.

Challenges and solutions:

Main Challenges	Solutions
Ensuring effective interaction between youth workers and young participants requires careful matching, so that differences in experience, skills, and interests do not hinder engagement or learning.	Implement a thoughtful pairing or grouping process that considers participants' backgrounds, experience levels, and interests, fostering balanced teams that encourage meaningful collaboration and shared learning.
Participants had varying learning paces, and some required additional time and support to fully engage with practical tasks, risking that some might feel left behind or ahead.	Adapt session pacing and provide targeted support to accommodate different learning rhythms, ensuring all participants can actively engage and benefit from hands-on activities.

Future Sustainability:

Trains youth workers to empower young people as changemakers in their communities and internationally.
Builds youth workers' capacity and multi-stakeholder engagement to inform policies and support marginalized youth.
Promotes social entrepreneurship to strengthen local economies and ensure long-term sustainability.
Enhances partners' skills, knowledge, and best practices for improved youth work.
Fosters local, national, and EU collaborations for future project follow-up.

4. CONCLUSIONS & RECOMMENDATIONS

The Best Practices on Non-Formal Education Activities project has demonstrated the powerful role of non-formal education in advancing the core values of the European Union. Focusing on disadvantaged and marginalised youth can creatively engage them, strengthen civic participation, and help build a more cohesive and democratic European society.

The participating organisations illustrated several key outcomes that reinforce the EU's commitment to a fair, inclusive, and democratic society by promoting youth engagement, inclusion, skill development, and sustainable practices.

- **Youth-Centered Approach:** Each point emphasizes putting young people at the center—through engagement, empowerment, leadership, or participation.
- **Inclusivity and Accessibility:** All points highlight the importance of ensuring that diverse and disadvantaged youth can participate fully.
- **Capacity Building and Skill Development:** They all aim to strengthen knowledge, skills, confidence, and agency.
- **Sustainability and Transferability:** Each reflects a focus on long-term impact, scalability, and the ability to replicate or share successful practices.

To build upon these successes, the following recommendations are suggested:

- **Promote Flexible, Youth-Centered Approaches:** Design activities that allow young people to take ownership, participate actively, and shape the content and methods to match their interests and needs.
- **Ensure Inclusion and Accessibility:** Develop targeted strategies to reach disadvantaged or marginalised youth, including culturally relevant materials, accessible formats, and support measures to remove barriers to participation.
- **Strengthen Mentorship and Peer Support:** Incorporate ongoing guidance, peer learning, and feedback loops to build skills, confidence, and long-term engagement.
- **Foster Community and Institutional Partnerships:** Collaborate with local organizations, schools, and community leaders to enhance legitimacy, outreach, and impact.
- **Encourage Innovation and Adaptability:** Equip facilitators to respond creatively to challenges, including resource constraints, diverse skill levels, and unexpected circumstances.
- **Support Sustainability and Knowledge Sharing:** Document practices, create manuals, and leverage digital tools or networks to enable replication, scaling, and long-term benefits across communities.

In summary, this collection demonstrates how non-formal education can empower young people, foster inclusion, and promote EU values in meaningful and sustainable ways. The experiences shared by participating organizations highlight the importance of flexible, youth-centered approaches, proactive inclusion, mentorship, and community collaboration. By documenting and sharing these practices, the collection provides valuable insights and practical guidance for organizations aiming to create impactful initiatives that strengthen social cohesion, active citizenship, and a fair, democratic, and inclusive European society.



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