



# YOUTHWORKERS4PEACE

PROJECT REFERENCE: 2022-1-PT02-KA153-YOU-000061614

## MOTIVATION:

The project consortium was made up of organizations from several European countries and that have one characteristic in common: they represent countries/places where Peace Treaties have been signed.

The Peace Treaties signed in Europe over several centuries, besides representing stability, peace, political, religious, economic and social development of many regions of our continent after painful and bloody wars, have had and have a very interesting role in the drawing of the map of Europe. The Peace Treaties also played an important role in defining and implementing the current democratic system.





Unfortunately, we realize that the Peace Treaties are the poor relatives of European History and are under-appreciated. The study and research on Peace Treaties and their consequences are rather limited, both in number and in their historical and geographical scope. As a result of these facts, in the vast majority of the more than 300 places in Europe where Peace Treaties are known to have been signed, the historical and collective memory of the populations of those places is dormant and in danger of becoming permanently unleashed.

YouthWorks4Peace (YW4Peace) arose from the consortium's motivation to offer Youth Workers (YW) an opportunity to build capacity on the issues of European history and the Culture of Peace as levers for stimulating active and democratic participation in civil life.

## **OBJECTIVES:**

### GENERAL

Rejuvenate the European Network of Places of Peace through YW capacity building and youth activation;

### SPECIFIC

- To develop skills in YW, through the exchange of knowledge and experiences so that they can introduce change and innovation in their direct work with young people;





- Develop Non-Formal Education methodologies, experimenting them in the project and reflecting on their applicability;
- Foster the development of tools, methods, and techniques that promote youth participation in the preservation of Collective Memory and the Culture of Peace;
- Develop a Guiding Guide on Non-Formal Education for a Culture of Peace;
- Reverse the trend of forgetfulness and loss of historical memory about the importance of the political, social and economic consequences of the European Peace Treaties;
- Attract partners from different cities and countries, enlarging the European representativeness of the Network.





## **IMPLEMENTATION:**

Participants: 4 YW from each organization (2 with fewer opportunities) + 1 ENPP Facilitator + 1 ENPP Trainer.

The implemented activity was a mobility of youth workers, which was structured according to the following organization:

## ORGANIZATION OF ACTIVITIES:

- **1ST DAY:** Recognition of the group, the project and the locality Presentation of the participants and the organizations present; Exploration of Erasmus+ (Typology KA1: Technician Mobility); Exploration of the project considering its deployment so far; Exploration and recognition of the local community.



- **2ND DAY: Conceptual Survey**

Conducting a brainstorming on the theme of Culture of Peace;

Exploring and presenting the local specifics of the Peace Treaties of each country present; Planning the conceptual exploration that was carried out more thoroughly the next day.



- **3RD DAY: Conceptual Exploration**  
Carrying out conceptual exploration activities through group dynamics;  
Exploring perspectives and methods of working with young people connected to the themes explored; Defining the structure of our material result.



- **4TH DAY:** Guiding Guide on Non-Formal Education for a Culture of Peace  
Interaction with the community connected to youth work in order to create a close environment with the organizational culture of Évora Monte and raise a set of constructive inputs for our material result; Celebration (planned) of the International Day of Peace;  
Incorporation of community inputs and development of the Guide.



- **5TH DAY:** Thinking About the Future  
Definition of the "next steps" of the activity namely regarding the finalization of the Guide and its dissemination; Completion of the Youthpass considering the 8 key competencies, through a guided learning reflection process;  
Exploration of other Erasmus+ opportunities that can be incorporated by the consortium organizations



## RESULTS

### TANGIBLE OUTCOME:

Guiding Guide on Non-Formal Education for a Culture of Peace, compiling a set of rigorously explored concepts, methodologies and tools that have applicability in the youth sector, that is, that are oriented to assist organizations and YW that want to work on the issues of Peace, democracy, awareness, active participation and youth activism.



The creation of this material result had an inherent set of skills that the project itself allowed us to develop. We are guided by the skills described in Youthpass to describe the changes produced in the YWs:

### INTANGIBLE OUTCOME:

8 key lifelong skills

-Literacy: The project was a space for YWs to identify, understand and express concepts, facts, feelings and opinions through different creative ways of communication. We had YWs with more critical attitudes towards information, aware of the need for a constructive look.



-Multilingual: The project presupposed intercultural dialogue between YW from different European countries and, in itself, this experience allowed for the training of communication in English, significantly improving the level of vocabulary and grammar.

-Mathematics and science, technology and engineering: The YWs were encouraged to apply logical and critical reasoning to think of solutions for the sustainability and balance of the European (and world) future. These areas of knowledge were essential for thinking about issues such as globalization, climate change, and socio-economic trends.

-Digital: In a highly digital society and in a project like ours with a strong virtual component, these skills were worked on practically and theoretically. The YWs were in constant virtual dialogue and made reflections on the contingencies of technological change, the plot of media literacy, and the importance of discernment in analyzing the dangers of the internet.

-Personal, social and "learning to learn" skills: The project was an enriching moment from a personal, social and professional point of view for the YWs, as they were encouraged to reflect on themselves, to work in teams and collaboratively, and to establish positive interpersonal relationships.

Reflection on the story line and the awareness that balance depends on a complexity of factors, including the positioning of the younger layers, put the YWs in a position of reflection, decision making and problem solving that is essential to their learning process.



-Citizenship: This was a project with a strong citizenship component, since the theme of promoting a Culture of Peace is directly linked to the ability to interact with others, think about global sustainability, the common elements between cultures, and understand democracy and human rights. The YWs saw themselves as responsible citizens who should understand social, economic, political structures and combat movements such as populism, discrimination, xenophobia, racism and social exclusion. This activism was done by motivating the younger ones to become active in the struggle for human rights and the appreciation of the Culture of Peace.

-Entrepreneurship: The very participation in the project represented an entrepreneurial learning in which the YWs improved competence in planning and managing projects, understanding and reflecting on the social and economic opportunities and challenges. The project worked on creativity, imagination, skills in future-oriented domains, and problem solving based on structured and strategic thinking. The awareness that YWs must be persevering in decision making for a sustainable future from the standpoint of youth work, organizational dynamics, and community transformation.





-Cultural awareness and expression: Intercultural mindset comes from the knowledge of different cultural expressions, the diversity of realities regarding youth work, respect for history, cultural heritage and the Collective Memory of each community. In this case, there was an apprehension of cultural diversity as a wealth that should be respected.

