



# Training Club Magazine

TRAINING CLUB MAGAZINE

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## — Media 4 You —

"Media4You" is a youth exchange project initiated by Association TEAM4Excellence and implemented with the support of 10 European partners, under the Erasmus+ Programme.

The project involved 66 participants from: Greece, Turkey, Slovakia, Bulgaria, Italy, Serbia, Republic of North Macedonia, Lithuania, Germany, Croatia and Romania.

While the IT develops rapidly and media becomes more flexible, every day we receive information which is not easy to conceive and analyze.

Challenge: become a correct consumer of today's media.

This magazine summarizes the workshops, exercises, quizzes and other activities organized during the project period.

### Project topics

- ◆ media literacy
- ◆ social dialogue
- ◆ critical thinking



Media4You



**Together  
Everyone  
Achieves  
More**

### Our organisation

TEAM4Excellence empower the Constanta community to share common values and responsibilities through experiences with young European citizens.

Our vision is to share and to involve the local community. We give the opportunity to become educators and mentors and to train people to share the same values. For Europe and for the world.

Over 700 young people from Constanta and about 70 European youth benefited from our activities in 2019.

**Together is better!**



# PROUD OF OUR MEDIA4YOU YOUTH EXCHANGE

The largest youth exchange funded through Erasmus+ programme in Constanta, Romania took place during 27 October– 3 November 2019. The city lies on the western coast of the Black Sea and accommodates several groups of ethnic minorities (about 17%): Bulgarians, Turks, Tatars, Germans, Greeks, Russians, Armenians, Roma.

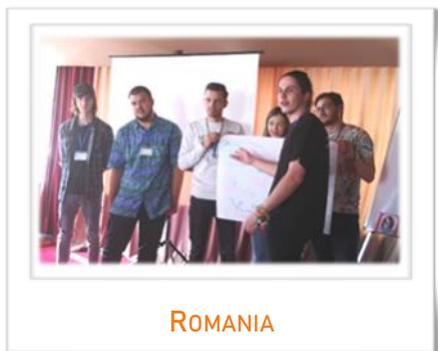


Willing to overcome barriers created by poor goal setting skills while using the media, difficulties in finding good quality information in the media or limited ability to critically evaluate media information, we choose to create an European environment that fosters engagement in participatory and constructive media dialogue.

The Romanian National Agency for Community Programs in the Field of Education and Vocational Training trusted our idea and here we are! 66 European participants from 11 countries.

# PROUD OF OUR PARTICIPANTS

The youth exchange represented an opportunity for experiential learning and for cultural awareness. During the first day, each national group prepared posters and presentations for basic language phrases. This activity contributed to improving the language skills of participants and motivated them to learn more European languages. Also, it was a good tool to develop intercultural competences. We continued this process in a 24/7 youth exchange experience which lasted for six days.



ROMANIA

As hosts, we organised the activities and admin tasks. Our Romanian team tried to make everyone feel comfortable. We were guides in the city centre, promoters of "zacusca", lovers of home-made cookies and supporters of "Rom" chocolate. For "slanina" we have a split decision.



TURKEY

Thanks to the Turkish participants from Osmaniye, we found out a lot about Turkish cultural heritage, traditional dances and history. Oooh, and they have tasty peanuts!



LITHUANIA

From our Lithuanian friends, we learnt what silent joy is. We also know now that potato, meat, curd cheese and mushrooms are ingredients for tasty "Cepelinai". We already sent one of our Media4You participants in a youth exchange in Kaunas to try it!



ITALY

Have you heard about Italian espresso? We think so. But did you know the process? Now we know... We also know that "la pizza" is the most popular food in the world.



SLOVAKIA

We will always remember the Slovakian hat dance! We learnt about the Slovakian mountains, castles and mineral springs. And seems like Slovaks know how to party.



GREECE

Most of us already knew about the Zorba dance and the Greek salad with tomatoes, olives and feta cheese. But we learnt new things about friendship of warm people.



R OF NORTH MACEDONIA

We learnt a lot about an European country with great potential and brave people. Is playing guitar a tradition, or we were just lucky?



GERMANY

From our German team, we learnt how multicultural Germany is nowadays. Some things never change: time-keeping and sausages.



BULGARIA

Winners of three category awards: best energisers, best DJ and most Erasmus+ experience. Cyrillic is a national pride and pickles are widely appreciated.



SERBIA

What do Tesla, Djokovici and Kusturica have in common? Yes, they were all born in Serbia. From what we gathered from our Serbian participants, success is a combination of talent and ambition.



CROATIA

We are still puzzled about what is Croatia best for: islands and beaches, summer festivals or Mediterranean cuisine. And there is much more - Croatian participants told us everything about it.

The next pages present the workshops, exercises and activities proposed by facilitators, collaborators & participants and delivered during the **Media4You** youth exchange.



# DESIGN THINKING

## Evaluate Media Information

Workshop scenario

### Scope

- design better ways to improve the ability of youth to evaluate media information

### Time

2.5-3 hours



### Participants

Groups of 5-6 persons  
18+ years

### Materials

Coloured pens, pencils  
Flipchart paper,  
Coloured post-its

## Facilitation steps

Split participants into groups of 5-6 persons. Explain the steps (10 min). Each group will have a facilitator.

Give each group one piece of paper with a category that might impact on the youth behavior on media: e.g. Youth worker, Youth (age 18-29), Trainer, Parent of youth.

1. Each group brainstorms and "Create the profile of persona" on the flipchart. Task: draw a profile, give this person a name, and establish their age, sex, location and occupation (20 min)

2. Empathy map. Each person write on individual post-it notes the persona's thoughts, words, actions, and feelings towards the media skills (10-15 post-it notes pe person). Stick them on the flipchart in the proper corner.

What does the persona Feel/Say/Do/Think regarding their skill in evaluating media information? (40 min. )

Each group cluster pain points by grouping similar ones together and then prioritize pain points based on urgency and importance.

3. Explore ideation. Using new flipchart papers, the groups generate as many solutions as possible to solve the problems (the above pain points)

Identify which are the most effective/important solutions (40 min).

4. Each group delegate a person to present the conclusions. Facilitator help group (10 min per group).

## Lessons learnt

 Participants improve own presentation skills and critical thinking skills.

 They have the possibility to give feedback.

 Be sure that each group have a facilitator who understands the scope and the steps of the exercise.

Adapted from IBM design thinking, by Romanian team



# #BRIANTHEONION

## Impact of online picture/video

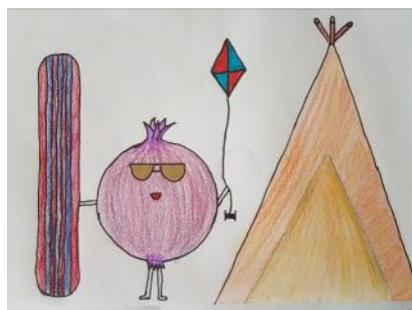
Workshop scenario

### Scope

- address digital education topics, engage participants and foster team building processes

### Time

2,5-3 hours



### Participants

Groups of 3-4 persons  
18+ years

### Materials

Onions, Markers, Arts and craft materials, colored paper, scissors, glue, eyes to create a costume for the onions

## Facilitation steps

Divide participants into groups of 3-4 persons. Explain the steps of the exercise. Each group need an Instagram app installed.

Give each group 1 or 2 hashtags which you have previously written on different cards. E.g. #youthwork, #mentoring, #timefortea, #socialmedia, #ethics; #OMG; #love; #freetime; #schooltime; #timeout; #timeforlove; #bedtime; #safety\_first; #happiness; #KeepGoing; #StayPositive; #GoodVives; #mondaymood

1. Ask the groups to use onions (as characters) and art and craft materials (costume parts etc.) to create few scenes according to the hashtags.

2. Ask them to share picture of the scenes on Instagram using the hashtag #briantheonion and the hashtag that represents the scene.

3. The facilitator logs in with personal Instagram account and searches for #briantheonion. Share the screen on video-projector for the participants to see the results (refresh the page).

4. Ask every group to write down a few ideas about Brian The Onion character, way of acting, what he likes or dislikes, his personality.

5. Each group delegate one person to present the character.

6. Facilitate a discussion on how easily labels can be attached out of online pictures. Is this the real Brian?

## Lessons learnt

 Understand how people can interpret very differently the same picture.

 Be prepared with credentials for Instagram accounts. Some groups might not want to use their accounts.

Adapted from Michele Di Paola, by Romanian team

# PHOTOVOICE

## Old town off-season opportunities

Activity scenario

### Scope

- serve as the starting point for community development process.

### Time

6 hours



### Participants

Groups of 5-6 persons  
18+ years

### Materials

On site: Camera/Phone, pencil and notebook, Consent form

Classroom: Color Printer + PC,

## Facilitation steps

Split participants into groups of 5-6 persons.

1. Explain the objective: to record and reflect on community's strengths and challenges and to promote dialogue through discussion and display of photographs and stories. Choose a tourist location—old town city. (1 hour preparation and getting to the location)

2. Field work to take photos and investigate strengths as well as opportunities — positives as well as negatives. Interview people/take photos. Reflect on how you might answer your questions using a photo. Write down ideas of photos you would like to take. (2.5 hours)

Way back and lunch

3. Prepare story. Look at your photos. Is there one that "speaks" to you? What do you see? What does this photo show? What do you want to say about it? How does this help or slow down community? What can we do to support community?

Write the story for your chosen photo (7-10 lines). Share on the social media. Prepare presentation (1.5 hours.)

4. Each group delegate one person to tell the story (1.5 hours presentations). Facilitator initiate discussions to focus on impact on community.

Second day: have photos and stories printed and organize an exhibition. Give colored dots for the participants to vote the favorite story.

## Lessons learnt

 Participants improve own presentation skills and critical thinking skills.

 Include one local participant to each group. Local people might not understand the scope of taking photos.

 Be sure that participant have their own badge with the project details and the facilitator phone number.

Adapted from Caroline C. Wang, by Romanian team

# GOOGLE HUB

## Online marketing

Workshop scenario

### Scope

- Improve the media usage goal setting skills of young people

### Time

2 hours



### Participants

Groups of 5-6 persons  
18+ years

### Materials

Pencils  
Pieces of paper  
PC and video projector

## Facilitation steps

*"Marketing is no longer about the stuff that you make, but about the stories you tell." Seth Godin*

#### A. Presentation

Local team from Google Hub give a presentation about marketing online, strategy of differentiation and how to use online tools for your business.

#### B. Workshop

1. Divide participants into groups of 5-6 persons. Each group choose a business idea.
2. Groups start creating a marketing strategy to attract the right customers: Logo, brand, company's value proposition, design, competitive advantage,
3. Each group prepare a pitch for selling own product/service. Formulating a pitch (limited time/words) forces you to think critically and creatively about the main highlights of your offering. It can also help you trim the unnecessary fat from your sales presentation.
4. Presentation of product/service. Discussions with participants about offer.

## Lessons learnt

-  Discover media tools with which to develop your company.
-  Challenge: What would your sales pitch sound like if you only had 140 characters to work with?

Created by learndigital.withgoogle



# ROLE-PLAYING

## Expressing identity

Role-play scenario

### Scope

- to take on the role of one or more characters to empower young people in social and decisional skills.

### Time

3 hours



### Participants

Groups of 5-6 persons  
16+ years

### Materials

Improvised stage  
Improvised backstage

## Facilitation steps

Split participants into groups of 5-6 persons.

#### Step 1: Identify the situation

To start the process, gather people together, introduce the problem, and encourage an open discussion to uncover all of the relevant issues.

#### Step 2: Add details

Next, set up a scenario in enough detail for it to feel "real". Make sure that everyone is clear about the problem that you're trying to work through, and that they know what to achieve by the end of the session.

#### Step 3: Assign roles

Once the scene is set, identify the various fictional characters involved in the scenario. Some of these may be people who have to deal with the situation when it actually happens.

#### Step 4: Act out the scenario

Each person can then assume their role, and act out the situation, trying different approaches where necessary.

#### Step 5: Discuss what you have learned

When you finish the role-play, discuss what you've learned, so that you or the people involved can learn from the experience.

Teams have designed and delivered scenarios with social media content.

## Lessons learnt

 Some people feel threatened or nervous when asked to role-play.

 Role-playing is most useful for helping young people prepare for unfamiliar or difficult situations.

 In the social media context, role-playing can make young people aware of personal biases and of potential risks associated with the digital environment.

Adapted from Mind Tools  
By Serbian team

# ARTFUL-VISUAL THINKING

## Lost memories

Workshop scenario

### Scope

- develop participants' critical reflection about the reliability of communication via Internet

### Time

2 hours



Les Amants (René Magritte, 1928)

### Participants

Large groups  
Groups of 5-6 persons  
18+ years

### Materials

Pencils  
Pieces of paper  
PC and video projector

## Facilitation steps

Divide participants into groups. Explain the aim of the exercise: understand the contribution of the artful-visual thinking method to the development of the participants' critical reflection about the reliability of communication via Internet

1. Facilitator presents the question: What does online communication mean to you?  
Ask the groups to discuss and write the most basic elements.
2. Facilitator turn on the video and groups are watching the movie: Lost Memories (Francois Ferracci 2012).  
Ask the groups to discuss and write the most basic elements.
3. Facilitator present the artwork: Les Amantes (Rene Magritte, 1982)  
Ask every group to look at the artwork for a moment.
  - What do you see?
  - What do you think about what you see?
  - What do you wonder about?
 Ask them to write the answers
4. Facilitator ask the question: What do you think are the benefits and risks of the Internet?
5. Each group delegate one person to present the results.

## Lessons learnt

-  Understand the impact of artful-visual thinking on the reliability of communication via Internet.
-  Be prepared to help the groups with responses like: I used to think ....., now I think .....

Adapted from Harvard Project Zero, Traverse City, Michigan Area Public Schools, by Greek team

# MEDIA REFLECTION QUIZ

## We are all information and stories

Activity scenario

### Scope

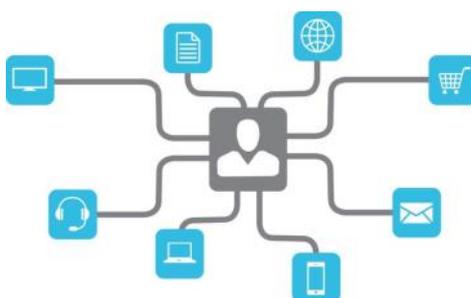
- reflect upon how media information and stories impact on our behavior.

### Participants

Groups of 5-6 persons  
18+ years

### Time

2 hours



### Materials

Pencils  
Pieces of paper  
PC and video projector

## Facilitation steps

Split participants into groups of 5-6 persons.

1. Explain the objective: to record and reflect on the challenges we are facing in the technology and communication era.

2. Facilitator displays the question and give time to groups to reflect and note some insights.

- What is information? How information is changed in the digital age?
- What are the media? Which media do you usually use to take the information?
- What is the difference between fake news, misinformation and disinformation?
- How do you recognize correct information?
- Social media are the main fake news players. What do you think about it?

3. Each group delegates a person to present the conclusions. The facilitator guides each presenter (10 min per group).

## Lessons learnt

 Participants improve own critical thinking and analytical skills.

 Have prepared some controversial images available online to show how the fake news are spread worldwide.

Created by Italian team



# LOVE QUIZ

## Celebrity

Exercise scenario

### Scope

- improve the ability of youth to engage in participatory and constructive dialogue while working in teams.

### Time

2 hours



### Participants

Groups of 5-6 persons  
18+ years (can be adapted to younger students)

### Materials

Pencils

Pieces of paper

PC and video projector

## Facilitation steps

Divide participants into groups. Explain the aim of the exercise, number of rounds (3 in our exercise), number of questions for each round (10) and the evaluation steps.

Each round has a theme: well known advertisements, media, international signals, celebrities, scenes from movies, etc.

1. Each team choose a name and write it on the paper. Write the number of the round, too (e.g. Round One).
2. The facilitator shows questions one by one and each group note the answer. Max 1 min per question. After one round, the facilitator shows the responses and the groups tick the correct answers.
3. Second and third rounds. Continue in the same manner.
4. Collect the pieces of papers, count the correct answers and announce the winner.

## Lessons learnt

 Participants improved their international communication skills.

 Be prepared with sets of questions from various areas. Stay away of images than can discriminate.

 Each group count the correct answers from the piece of paper of other group.

Adapted from Quiz with Narmin by Lithuanian team



# BLOG CAMPAIGN

## International blog

Activity scenario

### Scope

- improve the ability of youth to write good quality blogs for the media.

### Time

2.5-3 hours



### Participants

Groups of 5-6 persons  
18+ years

### Materials

Pencils  
Pieces of paper  
PC and video projector

## Facilitation steps

The activity start with a tornado game where each participant stands up and mostly doesn't sit back down to the same person he was sitting next to. This is just to mix them up. We had 10 multinational teams.

1. Every team gets A4 sheets of paper and writes the "perfect" blog about what has happened during the youth exchange, what have they learned, what did they enjoy most, what was the thing they remembered the most etc... (500 to 1000 words, 30 minutes)
2. Each team transfers the article into digital format. Each article needs 12 relevant photos (only Landscape!) collected via WhatsApp.
3. The facilitator (WhatsApp owner) updates the blog live (on the projector) to the TrainingClub.eu blog.
4. Team members share the blog articles from our page (depending on the webpage settings, you may need to add the photos separately because they do not come automatically in the social media post).
5. Each team delegate one person to present the article to the others.
6. Use Menti survey to vote our winners. The winner takes the Ajvar prize: traditional food from the Republic of North Macedonia. 😊

Second day. We check Google analytics to see who has most views/least bounce rates - public's winners.

## Lessons learnt

-  Participants gain writing experience and understand the main steps to write blog article.
-  Be aware that collecting photos, blog articles and updating the blogs page is time consuming.

Created by the Republic of North Macedonia team



# SPREADING FAKE NEWS

## Communication

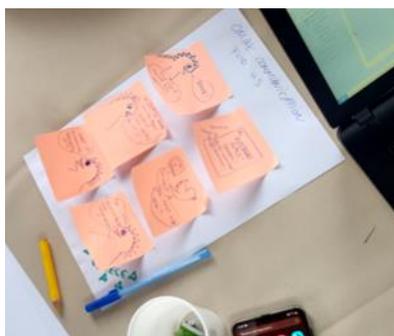
Activity scenario

### Scope

- improve the creativity, international communication skills and teamwork

### Time

2 hours



### Participants

Large groups  
Groups of 9-10 persons  
18+ years

### Materials

Pencils, scissors, glue  
coloured paper, carton,  
PC and video projector

## Facilitation steps

Divide the participants into 6-7 groups. The facilitator explains the scope: create and simulate fake news to understand the multiple faces of disinformation, misinformation and distortion of the reality.

1. Groups of participants prepare stories: "Fake News" about the project, participants, about something connected to the facts happened during the youth exchange.

2. Use art and craft materials to make the story suitable to be presented in an acting way.

*E.g. Presentation like breaking news. The moderator is sitting on a chair in front of the table. One team mate with a handicraft TV-camera is "recording" everything. Moderator says: "Breaking news: One of the "participants", named ....., has been seen doing .....something. Our correspondent is on site of the scene". Then switch the scene to another group member who is maybe interviewing a witness. Maybe find some "proofs" or anything you consider appropriate which the moderator and correspondent are talking about. Continue the story and review the stages before presentation.*

3. Each group present the scenario and participants discuss about the aspects that need to be considered for proper evaluation of the information.

## Lessons learnt

 Participants recognized what the media maker wants us to believe. They learn how to recognize fake news, misinformation & lies.

 Be prepared with a few guideline scenarios, for the less creative groups.

Created by German team

# MEDIA PRESENTATION

## Prezi

Demonstration

### Scope

- to demonstrate how media can be used to inform the audience and to promote ideas or places.

### Time

1 hours



### Participants

Large groups  
16+ years

### Materials

PC  
Video projector  
White wall for projection

## Facilitation steps

In the group presentation or lecture method, the youth worker tells, shows, demonstrates, dramatizes, or otherwise disseminates subject content to a group of learners. This pattern can be utilized in a classroom, an auditorium or online.

While lecturing, the teacher may include media materials, such as transparencies, recordings, slides, video recordings, or multimedia presentations, either singly or in multi-image combination. These activities illustrate the one-way transmission of information from instructor to learners, often for a set period of time (generally a 40- to 50-minute class period). There may be some degree of two-way communication between teacher and learners, but most frequently, learners are passively listening and watching.

#### Strengths:

- This method is the most common form of instructional delivery.
- Places the instructor in direct control of the class.
- Large numbers of learners can be served at one time.

#### Limitations:

- Learning is typically passive, involving listening, watching.
- Attendees may lose attention.
- The assumption is made that all learners are acquiring the same understanding, with the same level of comprehension, at the same time.

## Lessons learnt

-  Participants get examples of text, photo, graphic and video used to present ideas or places.
-  Keep in mind that learning is enhanced when learners are actively involved.
-  It is important to develop a plan for including learner participation activities when lecturing.

Adapted from Stanford Edu by Turkish team

# WHY, WHAT & HOW

## Fears, expectations & Contributions

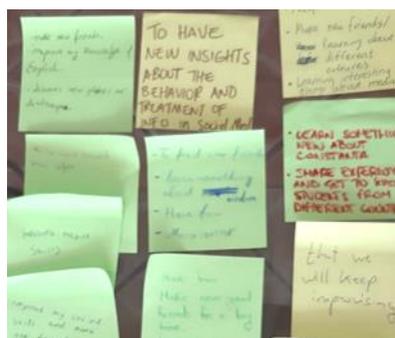
Activity scenario

### Scope

- express personal fears, expectations and contributions about the project, its activities and objectives.

### Time

1 hour



### Participants

Large groups  
16+ years

### Materials

- flipchart paper
- post it notes
- pens

## Facilitation steps

After the general explanation of the project, the enunciation of the objective and the description of the activities to be implemented, the facilitator/youth trainer delivers post it notes to participants in three different colours - one for each category (fears, expectations and contributions).

The facilitator gives further hints and explanations to participants to reflect on their expectations related to the results of the project and write them in the upper weighing pan, to think about their fears and concerns about the obstacles to the implementation of the project, the efficacy of the activities, their involvement in it and write them in the lowest weighing pan; finally the participants should reflect on their personal contribution to the project, writing down in the post it notes what they can practically do during the project to support its implementation and which among their competences and abilities could be made available for the group.

Participants take time to write down ideas on separate post it notes and place them on the flipchart papers dedicated to each category.

When all the participants will have finished, the facilitator/youth trainer asks each participant to take and read one of them at random, in order to share the results of the activity and evaluate the participants' involvement and their feedback.

## Lessons learnt

 Most of us have fears. Expressing them may take some pressure off the participant and surely gives a chance to the facilitator to address them.

 Expectations are a good indication of the intrinsic motivation of participants.

 Everyone's contribution is part of the overall experience.

Adapted from Salto-Youth by Bulgarian team



## REFLECTIONS



### Scope

- to allow participants to take some time and think about what they have learnt during the entire day.

### Materials

Pen, paper, personal notes

## How to

During the youth exchange, we allocated up to 30 minutes every evening for reflections in national groups. These reflections were guided by each group leader. During these sessions, participants discussed about their learning in relation to the 8 Key Competences, about how they perceived the day, about any admin issues which they may have, about any "aha moment" and cultural revelation.

Each group choose their reflection methods. Most groups used brainstorming, while others employed reflection corners or collaboratively answered questions.

## CULTURAL EVENINGS



### Scope

- to raise awareness on culture and traditions of people across Europe and beyond.

### Materials

Traditional music, dances, clothes, food, stories, national flags

## How to

One of the areas Erasmus+ focuses on is intercultural exchange. During cultural evenings, participants share their traditions from their countries and satisfy their curiosity about other cultures. Participants at Media4You dressed in national clothes, showed their national flags, played and danced traditional music, made short presentations with the most relevant information about their country, shared personal stories, brought food from their regions and even cooked traditional dishes. The photo above represents the Slovakian hat dance, which was among the most appreciated moments during the cultural evenings.



# SECRET FRIEND



## Scope

- to give and take positive memories and appreciations of one's personality, attitudes, behaviors, skills, friendship.

## Materials

Pen, paper, envelopes, sticky tape, wall

### How to

The secret friend is another activity added to the youth exchange experience. Actually, this was suggested by participants a couple of days into the exchange. We gave everyone pieces of paper and we glued envelopes on a wall inside the activity room. Whoever wanted to leave a message to any of the participants was free to do so. All of us got lots of notes, some of them signed and others anonymous. It was interesting to see how other perceive us after a week full of experiences. This activity is particularly beneficial to those who have little experience in multicultural settings. It was a great opportunity to help young people learn how to make others feel good.

# YOUTHPASS AWARD CEREMONY



## Scope

- to offer YouthPass certificates and moments to remember

## Materials

YouthPasses, seaside, friends



### How to

Youthpass is a European recognition tool for non-formal and informal learning in youth work. Youthpass is for projects funded by Erasmus+ youth programmes and helps project participants to record their learning and skills development, which could then be used to support job applications or applications for further courses for example. At the end of Media4You, we took advantage of the sunny day and the seaside which was just 10 minutes walk from the hotel to award YouthPasses on the beach. The photos speaks for itself...

## OUR PARTNERS



TEAM4EXCELLENCE

A Youth Organization from Constanta, Romania, focused on building a community of young citizens with the cooperation of Europe through Erasmus+.

We share and involve the local community. We give the opportunity to become educators or mentors and to train the future youth to share the same values. We operate the brand name TRAININGCLUB.EU



NERIBOTA ATEITIS

An NGO from Lithuania, dealing with non-formal education activities among youth and adults.

Aims to see a sustainable world, to teach people to respect and understand each other, to be able to express themselves, to find their place in society and to realize their full potential.



ANPCDEFP

The institution which aims to transform Romania through learning in the last 20 years.

The year 2017 marked the 30th anniversary of successful European programs in the fields of education, training and youth. More than 9,000,000 students, young people, teachers, youth workers and volunteers from all over Europe benefited from mobility projects and programs during this period.



SCAMBIEUROPEI

Scambieuropei is a Cultural Association from Italy dedicated to youth formed by a group of young people specialized in a wide range of fields, including but not limited to: non-formal education, international cooperation, communication & marketing and social work.

The mission of Scambieuropei is to provide and promote mobility opportunities for young people in order to help them improve their work and/or educational skills.



YOUTH CAN

Youth Can aims to empower young people from the Republic of North Macedonia to take active participation in the development of a democratic society through active citizenship and social activism. The organization was founded by young people and for young people to share the idea of youth as catalysts in today's society.



ESAI EN RO

A Greek Cultural Association activated in the Fine Arts era, in Cultural conscience & Cultural issues related to "Quality of Life" and "Sustainable Environment" development. We strongly believe that quality of life could be generated through sharing ideas among young people.

Thank you for cooperation!

## OUR PARTNERS



JuBUK

Jubuk brings positive change to the community and especially to youth in Germany.

Since 2008, JuBuK organized a lot of national and international projects on the topics of active citizenship, entrepreneurship, inclusion, interreligious dialogue, gender, migrant issues, intercultural dialogue, capacity building, change making.



OSMANIYE İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ

A governmental school directorate in charge with planning and coordination of all kind of educational and training activities from pre-school to high school education in the Osmaniye region, Turkey.



Association Walktogether

WALKTOGETHER

Aims to offer high quality non-formal education to Bulgarian adults and young people, covering the three main areas of non-formal education: is socio-cultural (popular) education, education for personal development and professional training.

WalkTogether was created to serve as a learning organization that gathers trainers, youth and social workers, youth policy makers, experts, and volunteers with different levels of competences to actively be involved in the creation of civic activities with European dimension and with benefits for their local communities.



ADEL

ADEL are NGO from Slovakia which implements various projects, training courses, youth exchanges and other educational activities, organize various events, conduct research and analysis and cooperate with wide network of institutions.



LOTA'S BOX

LOTA'S BOX

A Croatian NGO founded in Zagreb to promote values of democracy, active citizenship and equality. Projects are mostly based on activities related to youth in the community, promoting lifelong learning, active citizenship, and European values.



EDUFONS

A civil society organisation which was established to strengthen social community in Serbia through lifelong education, informing, promotion of active democratic citizenship, respect for diversity and earning key competences.

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