

JUST EU and ME - Advocating For Change Workshop By Action Aid Italia (Workpackage 2)

Advocacy plans

Sessions dates:

- Wednesday, 22nd February 2023, 18.00-19.00 (CET), online
- Friday 3rd and Saturday 4th March, 10.00-18.00, Bologna (Italy)
- Wednesday 15th March 2023, 18.00-19.00, online.

Through the workshop's sessions the participants defined the issue of their interest in each national context (Italy, Bulgaria, Spain and Poland), applied the tools they were trained about and designed the first draft of the campaigns they will implement in the project.

Index of the advocacy plans:

- Bulgarian group drafted an awareness raising campaign to make all interested stakeholders understand the difficulties that students face when they have to process the information provided in the textbooks.
- Italian group defined a campaign aimed at raising awareness in civil society and particularly in educational organizations to adopt new teaching methods to eradicate prejudice acting through education to differences.
- Polish Group elaborated a wide campaign for promoting the request for a comprehensive Sex Education in Poland getting support from like-minded organizations.
- Spanish group drafted a campaign aimed at integrating non-formal education into the high school grade curriculum as a mean to counter drop out. They couple the campaign with a pilot project.

BULGARIAN GROUP

HOW TO CHOOSE YOUR ISSUE

10 minutes to **brainstorm**: use the sticky notes to note down individually one or more issues. Click on it and start typing.
 5 minutes to **vote** them using the coloured dots with your name.
 5 minutes to **choose** / mix the most voted issues or mix the most voted ones.
 10 minutes to **discuss** the issue, and at least the main symptoms and causes.
 10 minutes to share **individual tasks** as researching on the specific issue (e.g. I will find more causes) and deciding how to coordinate until Bologna meeting (shared folder, this file, etc.)

It is something that you can realistically address and change within the end of the project.
 It is something that is either relevant for your age group or that you experience directly.
 You see an opportunity to "interact" with, as: election campaign, meeting, national event, a social movement planning to act on the same topic / target group etc.

GROUP BULGARIA - ISSUE TO BE ADDRESSED

The diagram illustrates the process of choosing an issue. It shows a grid of sticky notes with various issues listed, such as 'Lack of medical staff', 'Brain drain in all spheres', 'Youth participation', 'Aging and decreasing of EU population', and 'Lack of port and where not to respect'. Colored dots (red, blue, green, yellow, purple) are placed on the sticky notes to indicate voting. A legend on the left shows the colors corresponding to different groups or individuals.

Кампания УМ (Directly translated as Campaign **BRAIN**)

In Bulgarian the campaign is called **УМ** (the abbreviation of "Уча и Мора", meaning "I Learn and I Can")

The problem: The Bulgarian education is undergoing constant reforms. That is also reflected in the content of the text books produced. Apart from the fact that there are many editing teams developing student textbooks, officially recognized by the Ministry of Education, the content of the textbooks is either written in away that is not understandable for the age level of the students or the information provided is ambiguous. That prevents the students from acquiring the necessary knowledge and at the same time decreases their interest in the educational process. Great numbers of the students start lagging behind and never catch up with the educational material that needs to be covered. They only study to pass the exams and the knowledge and information is never applied properly. Students believe that if the language of the textbook is adequately selected to suit the age and educational level of the students, the learning will be more pleasant, useful and beneficial.

Solution: To organise an awareness raising campaign to make all interested stakeholders understand the difficulties that students face when they have to process the information provided in the textbooks.

Aim of the campaign: The campaign will try to achieve the following concrete objectives:

- To inform the interested stakeholders about the existing problem.
- To make the interested stakeholders understand the complexity of the situation and the possible consequences out of it.
- To encourage the responsible stakeholders to take actions in rewriting, editing and adjusting the content of the textbooks to the needs of the students.

Interested stakeholders: students/ parents, educators/ teachers, book developers/ editing teams, educational experts and decision-and policy-makers in the field of education

Our campaign in 5 steps

1. Branding

It is of high importance that the branding of the campaign is thought in advance. The branding will include logo, motto, slogan, selected colours and images. Also filters and filters and

frames for the different social media will be developed with the logo and branding elements of the campaign.

2. Networks of NGOs working in the field of education (local, regional, national)

Allies at all levels will be sought that are concerned by the issue tackled by campaign. The issue will be addressed from many aspects and that why it is very important to find support in various stakeholders so that the campaign can be multi-dimensional involving and addressing concerned stakeholders at different levels, status and interests.

On national level we will contact:

- The Association of Bulgarian Teachers
- Members of the Parliament working for the commissions of education
- NGOs concerned by the topic of education
- National School Parliament

On regional level:

- The Regional Inspectorates of Education
- Regional NGOs
- Regional associations of teachers

On local level:

- School Parental Councils
- Local NGOs
- School Parliaments (part of each school)
- Associations of parents

3. Recommendations for specifics criteria from students/teachers/parents;

Before starting the campaign, a well-ground information about the problem/ issue will be collected through feedback collection via questionnaires and surveys. Our campaign will be based on the real expressed needs of the students, parents and teachers.

4. Declaration prepared on the basis of the feedback

A declaration will be drafted stating clearly the problem and the manner the issue will be addressed.

5. Launching the online/social media campaign

The Declaration will be spread around via social media channels. A “surprise element” will be applied: NGOs, teachers, students and their parents in all 24 regions of Bulgaria will meet the Chief Inspector of the Regional Directorate of Education in each region in the same day as well as the Minister of Education. That will provoke the interest of regional and national media. That day will mark the launch of the campaign. Short videos of students, teachers, parents (on-line and/or offline) will be created daily. That will be the main tactics of the campaign. Each video will identify and show a fault in the educational textbooks. Videos will be short (tiktok format) and will bear the following hashtags:

For the students - #WhatIDidNotLearn

For teachers - #WhatICouldNotTeach

For parents - #WhatICouldNotExplain

In all the videos will tag the government, the Ministry of Education and the respective Regional Directorate of Education

We expect to produce the “avalanche effect” or the “effect of the butterfly” as daily a great number of videos will be produced and shared.

Influencers that can endorse your campaign:

- Kids influencers,
- Kids of influencers
- Influencers - ex. Dimitar Berbatov(football player), artists, musicians, other famous people

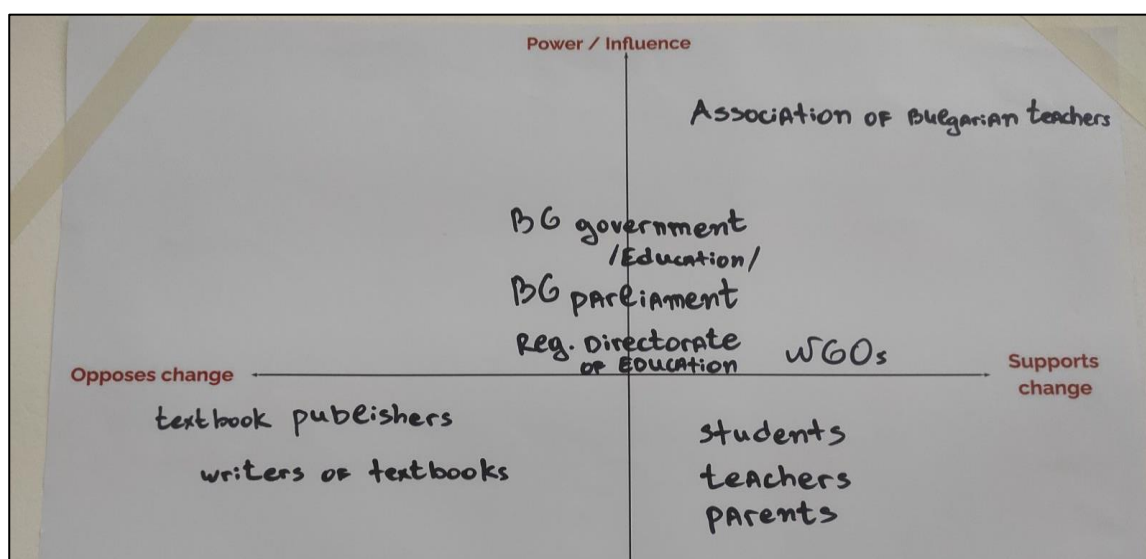
Possible risks: Objections can be expected from conservative teachers and parents as well as textbook writers/ developers

Profiles in social media channels will be created under the name of the campaign in Instagram, Facebook, Tik Tok, YouTube and Twitter. Videos and info will be shared and the moment the campaign become popular it will provoke also the interest of conventional media.

| ISSUE FACTSHEET | |
|-----------------------------|--|
| your name: | Bulgaria |
| issue you want to solve: | Adjust the student books according to the age level (relevance/consistency) <i>for the country</i> |
| nature of your issue: | Education |
| level of your issue: | multiple proposals but no decision on national level |
| stage in the policy cycle: | ? 2 |
| your proposal: | Too many and complicated student books that are not relevant |
| data backing your proposal: | Students' testimonials, online research |
| additional info: | |

OB 1 small areas like schools, cities they want to make a change. But there isn't help from the government. From the level
OB 2 We are backing our proposal from our own perspective as of students. We've experience this from first hand

| STAKEHOLDER FACTSHEET | |
|--|---|
| Stakeholder name: | / |
| Stakeholder role (i.e. within a public institution, within a NGO, within a company) | Association of Bulgarian teachers They are very powerful Their level of authority is national Level of power is 3 of 5 They are positive position |
| Contact information (e-mail, telephone number, Fb/LinkedIn/IG account) | |
| Level of authority (i.e. local/regional/national/international) | 5 Member of parliament in the commission of Education. They are very important (national) representative. They can have the level of power - 5 |
| level of power and/or influence on your cause (ranging from 1 to 5) | |
| position on your issue (i.e. positive, negative, neutral, N/A) | Regional directorate They are public institution and they are level of authority is national level of influence is 3 of 5 And the position not applicable |



ITALIAN GROUP

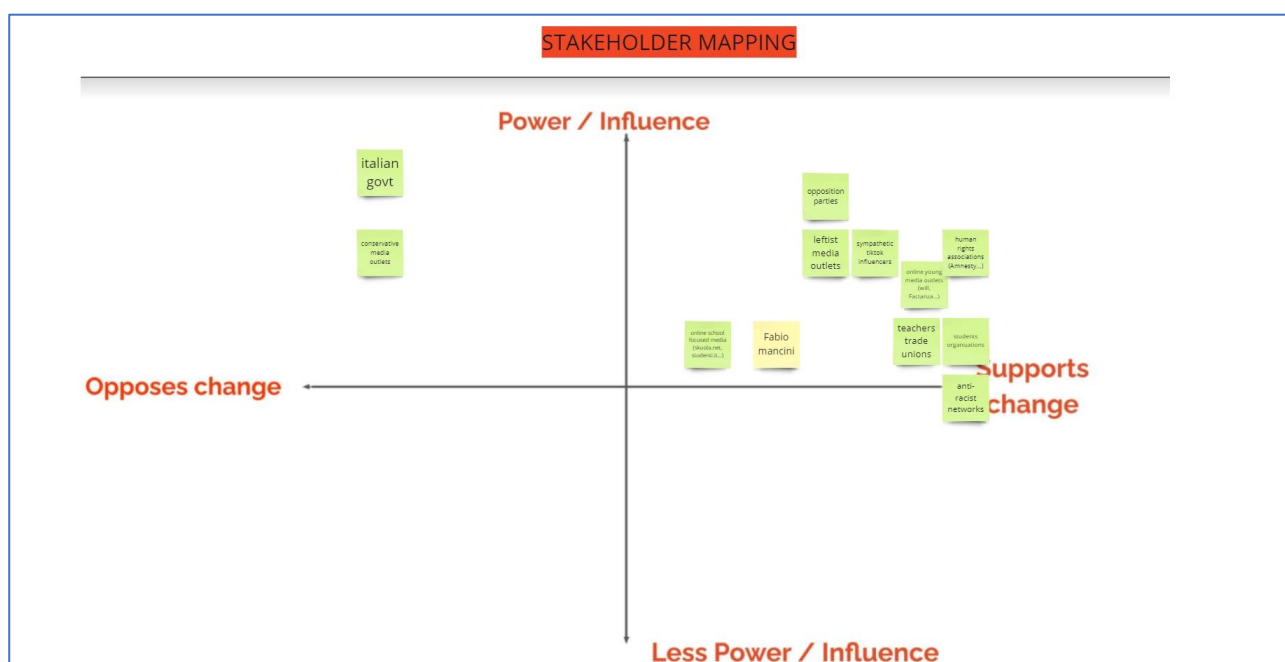
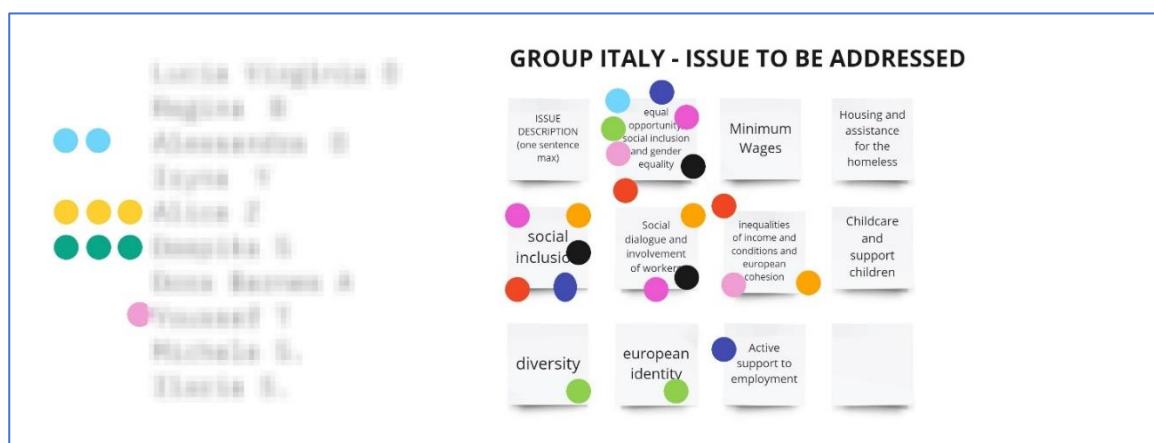
Italian group defined a campaign aimed at **raising awareness** in civil society and particularly in educational organizations to adopt new teaching methods to eradicate prejudice acting through education to differences.

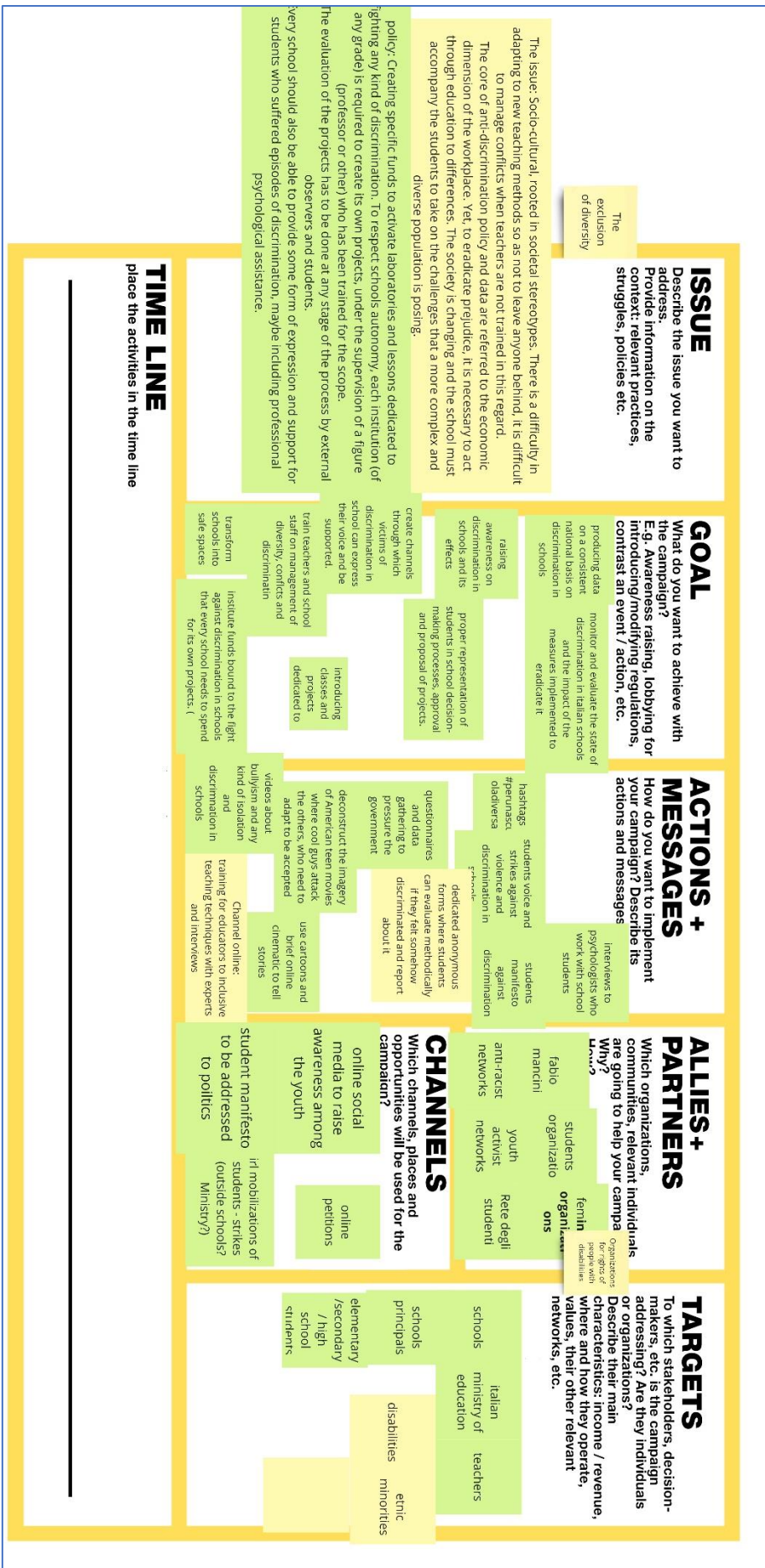
The group shifted from the gender equality, their first choice, to the wider topic of **diversity** as a dimension of the **education**. They haven't completed the assessment of level of education to be addressed. They would like to work on how diversity is taught by teachers; they discussed potential allies as students unions, teachers unions, influencers. They would like to work through social media.

Future steps could be to mobilize students with actions as strikes or similar demonstrations in specific locations like schools and public buildings.

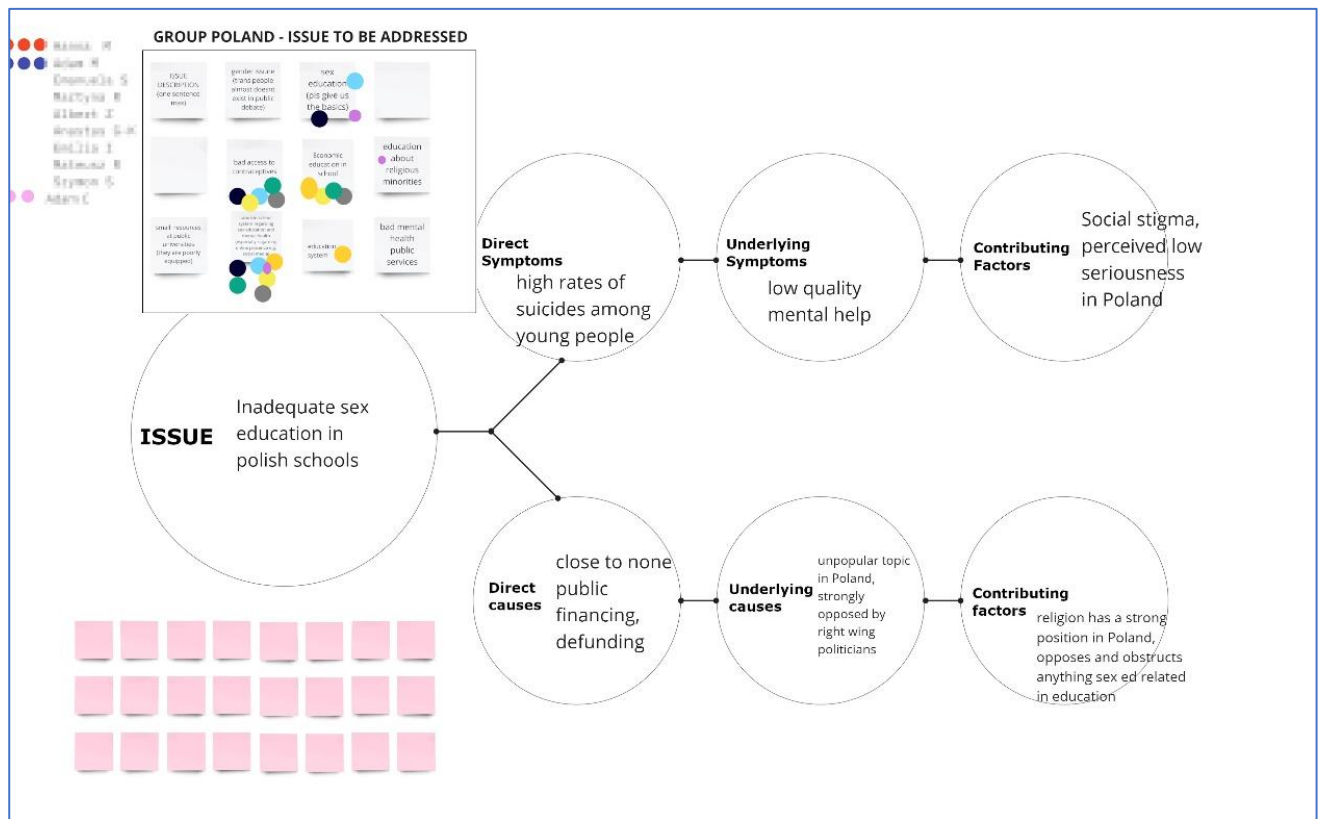
Also, once the students' population is perceived as mostly favorable to the request, they could show the support and our numbers to institutions through online petitions, or physical signatures.

Then we could start to construct documents guiding schools to activate anti-discriminations' projects.





POLISH GROUP



ISSUE

**Describe the issue you want to address.
Provide information on the context: relevant practices, struggles, policies etc.**

The lack of comprehensive sexual education in Poland is a pressing issue that has drawn significant concern from both local and international organizations. The Polish education system does not have a standardized sexual education program, and there are no clear guidelines on how to teach the subject. As a result, the quality of sexual education varies greatly across the country, with some schools offering no information at all, while others provide outdated, biased, or inadequate information. The lack of sexual education in Poland has several consequences. First, it increases the risk of sexually transmitted infections (STIs), unwanted pregnancies, and unsafe abortions, especially among young people. According to the World Health Organization, Poland has one of the highest rates of teenage pregnancies in Europe, which can lead to social, economic, and health problems. Second, the lack of sexual education contributes to the perpetuation of gender stereotypes and reinforces the notion that sex is a taboo subject. This can lead to discrimination against LGBTQ+ individuals, and make it harder for people to access accurate information and support related to their sexual orientation or gender identity. Third, the lack of sexual education in Poland has led to the rise of alternative sources of information, such as the internet or peers, which may not provide reliable or accurate information. This can lead to misconceptions about sex, relationships, and consent, and can increase the risk of sexual exploitation, harassment, and violence. Overall, the lack of sexual education in Poland is a complex issue that requires a comprehensive solution involving policymakers, educators, parents, and communities. It is crucial to provide accurate, up-to-date, and unbiased information about sexuality and relationships to young people, so they can make informed decisions about their health and well-being.

GOAL

**What do you want to achieve with the campaign?
E.g. Awareness raising, lobbying for introducing/modifying regulations, contrast an event / action, etc.**

I think given current political climate in Poland it would be a win to even raise awareness about such issue. If we would get needed exposure and help by NGOs, we could try to propose updating curriculum to modern standards.

ACTIONS + MESSAGES

How do you want to implement your campaign? Describe its actions and messages.

1. Advocacy: Local and international organizations can collaborate to develop public campaigns to raise awareness of the lack of sexual education in Poland. They can engage with media outlets, organize events, and use social media to spread their message.
2. Parental involvement: Schools can organize workshops or information sessions for parents to help them engage in conversations about sexuality and relationships with their children. Resources such as brochures or online materials can be provided to parents to assist them in these conversations.
3. Teacher training: Teacher training programs can be developed to provide teachers with the necessary skills and knowledge to deliver comprehensive sexual education. Professional development sessions can be organized to update teachers on the latest research, resources, and best practices.
4. Curriculum development: A working group of experts and stakeholders can be established to develop a standardized sexual education curriculum for all schools in Poland. This curriculum should be evidence-based, comprehensive, and inclusive of diverse perspectives.
5. Youth engagement: Young people can be involved in the development of sexual education programs by participating in focus groups, surveys, and other consultation activities. Schools can also establish student-led groups to promote sexual education and provide peer support.
6. Research and evaluation: Research studies can be conducted to assess the effectiveness of sexual education programs, identify areas for improvement, and inform policy decisions. Evaluation can be built into the design of the sexual education curriculum to monitor its implementation and outcomes.

ALLIES+ PARTNERS

Which organizations, communities, relevant individuals are going to help your campaign? Why?

1. Anja Rubik
- Adam Szustak
- Kasia Koczulap
2. They have a big impact on our target groups
3. Anja and Kasia are already promoting sex education and holding workshops. Adam is very open-minded and by virtue of being a priest he is able to convince the most discouraged part of society, the elderly closely associated with the church

CHANNELS

Which channels, places and opportunities will be used for the campaign?

First step would be to create a petition among decent size of participants among all age groups to measure the perceived need/importance of the issue. Petition could have be digital, via e.g. google forms or traditional one. I believe the digital one would be better since we can reach to larger audience

TARGETS

To which stakeholders, decision-makers, etc. is the campaign addressing? Are they individuals or organizations? Describe their main characteristics: income / revenue, where and how they operate, values, their other relevant networks, etc.

Certainly some media outlets, preferably left side leaning (much easier to convince to our cause) who can start motion to change and raise awareness of the issue Ministry of national education: they create and modify the curriculum, so to add anything we need to advocate for changes in sex ed curriculum Potential allies: Grupa Porozumienia (already engaged in informal sexual education). They perform the voluntary work in schools teaching about sex ed

TIME LINE

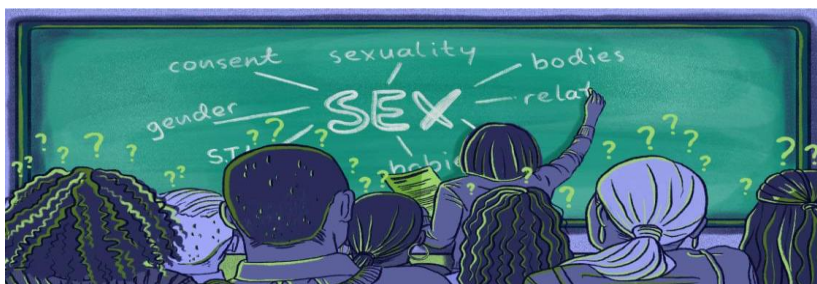
place the activities in the time line

PETITION DRAFT

| | |
|--|--|
| Petition title | Comprehensive Sex Education in Poland: Ensuring the Health and Safety of our Youth |
| Petition Recipient (Decision Makers) | government- minister of education |
| Petition Body Text | <i>Issue Definition</i> |
| <p>In Polish education system we don't have any special subject that could teach us about consent in relationships. young people are not getting equipped with knowledge about healthy relationships and boundaries. What's more there is little taught about std's and contraception which leads to rising numbers of unplanned pregnancies among youth.</p> | |
| <i>How the issue is currently addressed</i> | |
| <p>Firstly, there are various non-governmental organizations that are working to promote sexual education in Poland. Secondly, there have been some efforts to address the issue of lack of sexual education at the community level. Some schools and local organizations have started to offer sexual education workshops and seminars to young people and parents. The government has actually tried to take some steps and announced new educational programme in 2020 but due to the fact that conservative part of Polish society which is the main electorate of the government was in opposition to this programme. The programme was not implemented at all. Overall, the issue of lack of sexual education in Poland remains a contentious one, with ongoing debates and disagreements about the best way to address it. While some progress has been made, there is still much work to be done to ensure that all young people in Poland have access to accurate and comprehensive sexual education.</p> | |
| <i>Your proposal</i> | |
| <p>Firstly, there should be a process of educating people which will be teaching this subject, (sexual educators). They have to be well informed and be responsible. the change should be announced a long period before the date of start. for example one year. In this time there should be a social campaign, aimed to convince society that this is a good idea. Then the subject will be implemented in schools.</p> <p>We want to have sexual education as a mandatory subject in schools on every step of</p> | |

education. The aim is to create a cohesive program that is being taught by competent professionals. From early stages in their life, children will be introduced to the WHO agenda of sexual education. Topics included: safe sex, consent in different forms, healthy communication, different type of relationships, various forms of contraceptives.

Example or description of a picture or video to be included in the petition page



Strengths

- widely known need for thorough sex eduction in schools
- striving to implement EU standars nationwide
- hot topic, controversial & widely known

Weaknesses

- main media outlets evade topic
- unlikely to convince large part of society
- negative look of cause in government media
- sex ed. used as ideologic problem in polish politics

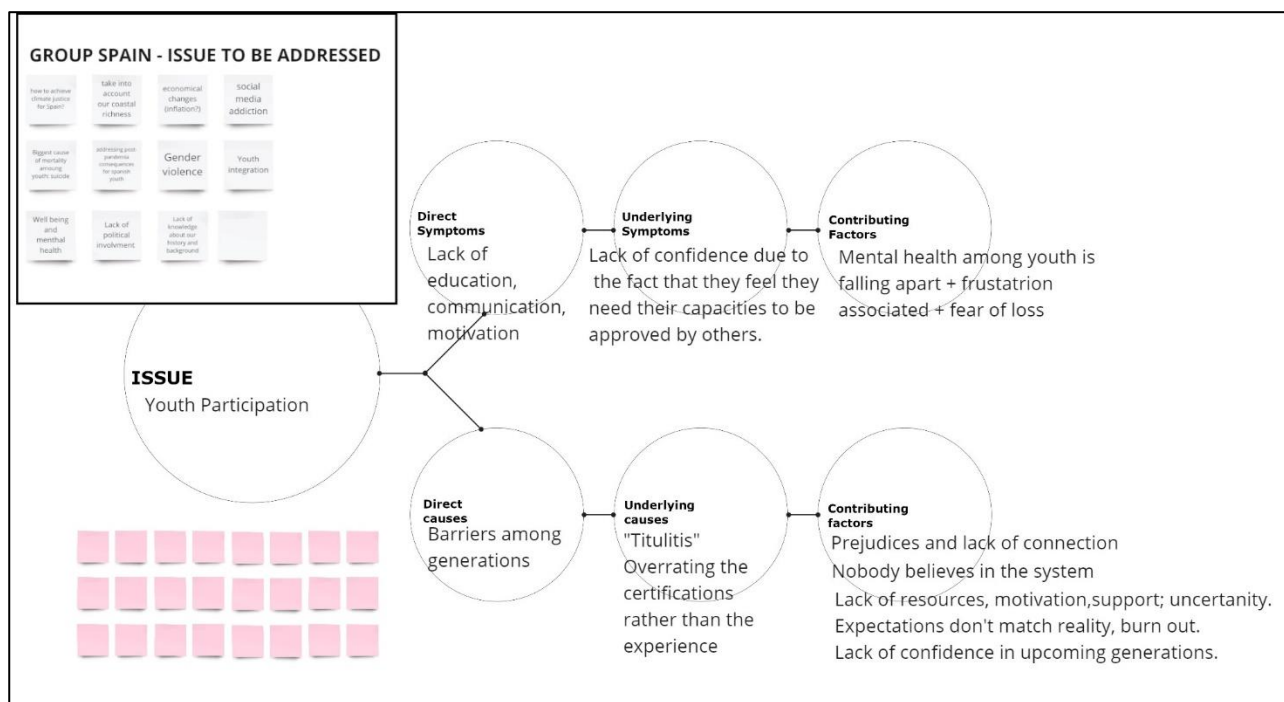
Opportunities

- cooperation with city youth council
- stories- young peoples experience with lack of sex ed and it's impact
- involvement of representatives

Threats

- contrmanifestation by far-right organisations and possible violence (both verbal and physical)
- if approved: twisting the proposed changes by government
- disapproval of youth in school: another obligatory subject
- pushback by government

SPANISH GROUP



-INCLUSION FOR YOUTH PETITION

Since after the pandemic the education and personal development of youth people has become a global priority more than ever. National governments and European Agencies by equal share a common implication in this matter. From our side, we propose a national initiative based on the Spanish context, designed to improve and support our youth directly from the educational system itself.

Our main goal is to integrate non-formal education into the formal one; we intend to achieve this by taking a first step and developing a pilot project for a specific high school which has the willingness to integrate it in the current system.

Youngsters and young adults can improve their capacities and hidden abilities by merging into the actual educational structure other types of educational roots. With this merger, there is an actual possibility of finding solutions to those problems that can not be solved with the nowadays education; youngsters will be able to figure out problems in their local communities by their own initiative, something that would be useful for their future personal projects and personal development.

Formal education is dissociated from non-formal education, leaving the latter on a secondary level, associating it with extracurricular activities, often not accessible to all children and teenagers.

Integrating non-formal education within the school context, with education being compulsory up to the age of 16, ensures that the contents worked on can reach all students equally.

Therefore, we consider it essential to include non-formal education in the school curriculum through a subject that allows guiding and provides the necessary tools to young people and thus enables their participation in school life, extrapolating these results to future active involvement in society through a greater degree of autonomy and empowerment of the target people.

We also propose this project as a preventive measure against school failure, absenteeism and early school dropout rates, which in Spain are above the European average. Through this proposal, we intend to work on this problem by giving students the opportunity to be active participants in their own educational process.

Instead of making our youth feel like they do not belong to the system, that they are not capable enough if they are not good in math, we want to give them tools to let them know how competent they can be, not only in that field, but in others which they had never imagined. Not matching a specific profile does not mean that a young person is stupid or talentless; it means the inability to find his/her place, a lack of utensils to find it. And, we all share the responsibility to solve that issue. place.

As we stated, non-formal education is hardly found in the Spanish educational system. Nonetheless, this is different in other countries of our surroundings, countries that will be taken as a model: the ones who value lessons that can be taught outside the classroom and beside the manuals.

Finland, for instance, is widely regarded as one of the most successful education systems in the world, achieved through a combination of formal and non-formal education. Formal education in Finland follows a comprehensive system which starts at the age of seven and ends with students graduating from high school at the age of nineteen. The Finnish education system is designed to be inclusive, with students receiving free education regardless of their socio-economic background. Teachers are highly trained and respected professionals who are given a great deal of autonomy in the classroom.

International rankings have proved that a multidisciplinary learning methodology has a major impact on youngsters' ability to identify and solve issues related to their community.

Furthermore, their performance confirms that formal and non-formal education can cooperate successfully to improve the country's development.

In fact, non-formal education is also highly valued in our nation country, Spain, where many programs and initiatives designed to supplement formal education have been created. One example of it is the "hobby schools", which offer a wide range of activities such as sports, music, and art. These schools are attended by children outside of regular school hours and are aimed at developing their interests and talents. Another example is the "Open University" system, which allows anyone to study at a university level without having to meet the formal entrance requirements. The Open University system offers a range of courses that can be taken online or in-person, and is designed to promote lifelong learning.

This is just one incredible example by which we can see that it works, a better system can be built if we want to support this process with our proposal. Let's make formal and non-formal education cohabit, and empower future generations of Spanish society. We are not looking for a replacement, we believe that formal education is important and it cannot be supplanted but to create a synergy with non-formal education in the same place will help individuals and society.

1. Project design and structure

The project will be aimed at students in compulsory secondary education (1 to 4 ESO), being applied progressively in each course, starting in the early stages with an active methodology, where there is a reciprocity in the learning process "teacher" - student, in which the professional is a facilitator and transmitter of knowledge through the implementation of workshops where education in values, teamwork, decision making, peaceful conflict resolution, public speaking, motivation, tolerance to failure, equality, etc. are worked on so that the students themselves are able to apply the knowledge previously acquired in subsequent courses and therefore become a support/guide/mediator figure.

Learning by doing is the main idea of the non-formal education and the soft skills that the youngsters can acquire and that will help them once they finish their formal educational period. Once they can

go to the labor market they will know how to present themselves, how to write a CV and of course and very important is that they will be ready to work in a small or big group.

All those skills can be acquired or enhanced by the pilot program that we propose, where young people will be able to identify their own needs and the problems around them. We propose the following action plan:

To begin, youth workers or NGOs workers would be in charge of delivering workshops; it will be about guidance, the path will be set by them. They will help understand the wide quantity of tools available that sadly are being hidden by disinformation, the capacity of change is there, it just has to be shown. Young people can learn how to be more tolerant, how to develop critical thinking and communication skills, international communication, intercultural dialogue as well as decision making (toolkit).

After that first phase, the youth worker will continue monitoring the process that the youngsters decide by themselves to work on. This mentoring will enhance mutual understanding fighting against the current lack of confidence that exists inside every teenager and young adult. We have to make them believe they are capable, and worth it of being treated as professionals in the fields they were working on (during the project frame).

Empowering the future decision makers, the future NGO workers, will be the key to enhance many of the most sensitive topics that we are facing nowadays.

+ Aims of the activities:

- To strengthen the interest and motivation of students in the educational process and volunteering through the use of non-formal and informal methods and approaches.
- To encourage the initiativeness, creativity and self-expression of students.
- To create preconditions for increasing the personal and professional development of students.

II. Communication plan : project achievement methodology

COMMUNICATION PLAN. METHODOLOGY

Once the project design has been formalized and approved and the pilot program is ready to start, we propose a communication strategy to get the local community in a whole involved.

Regarding the actual situation with non-formal education in today's system, we will start with what it's called "spread the word" between our main target groups, in a regional level, which are:

- 1º Institutions, parents, associations (every organization related)
- 2º Teenagers, youngsters and organizations that work with them.

Having in mind that every target group will be reached in a different way and using different languages and channels, we have developed a communication plan in order to achieve our goal to be heard from all of them.

The tools used are going to be adjusted to the necessities and priorities of the people who compose the different groups. While the first one (Institutions, parents, associations) will be more connected with Facebook and email, the second one (young collectives) will be with Instagram and TikTok; every field will be covered up. Furthermore, we will create a website to be redirected by every social network used. However, no physical treatment with the group would be missed.

We will build a network with the Educational and Sport Counselors, and the Youth Council which are the civil servants that work directly with our target groups and associations related in Spain.

All this will be done always considering the risks associated, that are based on the effectiveness due to the possibility of lack of motivation of the workers and volunteers over a long-term period. A risk management plan will be implemented in the final proposal.

The range of disclosure platforms is wide, passing through disclosure WhatsApp groups, informing volunteer agencies, meetings in high schools with both teachers and students, meetings with future teachers as a matter of prevention, "story telling" short videos published and linked with project, and creation of QRs taking into account the psychology of colors to make them more attractive to city dwellers.

A dissemination plan and calendar will be established, followed and adapted in every step of the project.

| | |
|--|-------------------------------------|
| Petition title | NON-FORMAL YOUTH |
| Petition Recipient (Decision Makers) | Regional Education Youth Council(s) |
| Petition Body Text | <i>Issue Definition</i> |
| <p>Including non-formal education into the formal one.</p> <p>The main aim is to design a pilot project to develop a program based on non-formal education enhancing young adults to fully improve their capacities and hidden abilities by the actual system. They will be able to figure out problems in their local communities and find the proper way to solve them on their own (using the acquired knowledge).</p> <p>Address why young people do not have access to other formative opportunities rather than formal education- making them feel inadequate if they do not match a specific profile.</p> <p>Our main goal is to integrate non-formal education into the formal one, something that can be done by taking a first step and developing a pilot project for a specific high school which has the willingness to integrate it in the current system.</p> <p>Youngsters and young adults can improve their capacities and hidden abilities by merging into the actual educational structure other types of educational roots. With this merger, there is an actual possibility of finding solutions to those problems that can not be solved with the nowadays education; youngsters will be able to figure out problems in their local communities by their own initiative, something that would be useful for their future personal projects and personal development.</p> <p>Instead of making them feel like they don't belong to the system, that they are not capable enough if they are not good in math, we want to give them tools to let them know how competent they can be, not only in that field, but in others that they had never imagined. Not matching a specific profile doesn't mean talentless; means lack of utensils to find your place.</p> | |
| <i>How the issue is currently addressed</i> | |

Currently, non-formal education is hardly found in our national education system. However, this is different in other countries of our surroundings where they value the lessons that can be taught outside the classroom and beside the manuals. International rankings have proved that a multidisciplinary learning methodology has a major impact on youngsters' ability to identify and solve issues related to their community. Furthermore, their performance confirms that formal and non-formal education can cooperate successfully to improve the country's development.

This is the case of Finland, A country widely regarded with one of the most successful education systems in the world, achieved through a combination of formal and non-formal education.

On the one hand, formal education in Finland follows a comprehensive system which starts at the age of seven and ends with students graduating from high school at the age of nineteen. The Finnish education system is designed to be inclusive, with students receiving free education regardless of their socio-economic background. Teachers are highly trained and respected professionals who are given a great deal of autonomy in the classroom.

On the other hand, non-formal education is also highly valued in this country, where many programs and initiatives designed to supplement formal education are created. One example of it is the "hobby schools", which offer a range of activities such as sports, music, and art. These schools are attended by children outside of regular school hours and are aimed at developing their interests and talents. Another example is the "Open University" system, which allows anyone to study at a university level without having to meet the formal entrance requirements. The Open University system offers a range of courses that can be taken online or in-person, and is designed to promote lifelong learning.

Your proposal

By creating a space in which formal and non-formal education could cohabit, contributing to the empowerment of the future generations of Spanish society.

We are not looking for a replacement between both types of education, we believe that the formal education is important and it cannot be replaced but to create a synergy with non-formal education in the same place will help to have better citizens. Learning by doing is the main idea of the non-formal education and the soft skills that the youngsters can acquire will help them once they finish their formal educational period. Once they can go to the labor market they will know how to present themselves, how to write a CV and of course and very important is that they will be ready to work in a small or big group. Through those pilot programs young people are going to be able to identify their needs and the problems around them. Also, the acquired knowledge is going to allow them to solve some of the problems that are being faced nowadays.

To begin, youth workers or NGOs workers would be in charge of delivering workshops; it will be about guidance, the path will be set by them. They will help understand the wide quantity of tools available that sadly are being hidden by disinformation, the capacity of change is there, it just has

to be shown. Young people can learn how to be more tolerant, how to develop critical thinking and communication skills, international communication, intercultural dialogue as well as decision making (toolkit).

After the first step, the youth worker will continue monitoring the process that the youngsters decide by themselves to work on. This mentoring will enhance mutual understanding fighting against the current lack of confidence that exists inside every teenager and young adult. We have to make them believe they are capable, and worth it of being treated as professionals in the fields they were working on (during the project frame). Empowering the future decision makers, the future NGO workers will be the key for many sensitive topics that we are facing every day.

Example or description of a picture or video to be included in the petition page

Aproximar las enseñanzas formales y las no formales: una confluencia necesaria
Bringing formal and non-formal education closer: an essential meeting point
Pilar Alegría Continente
Ministra de Educación y Formación Profesional