

B.O.L.D.



Erasmus + KA 2 Youth Initiatives
"Jobs at Risk of Disappearance"

VADE MECUM FOR YOUTH EDUCATORS

A Practical Guide for Youth Workers



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What is This About?

This Vade Mecum, including its annexes, is a non-formal educational material created during a project "Trades, professions and traditional jobs at risk of disappearance in Europe as the inspiration to create new businesses" (short B.O.L.D.) which was implemented under Erasmus+: Youth in Action program from August 2018 until December 2019.

Here you can find information about youth mentors' experience on how to use different learning approaches in the framework of non-formal education of young people. The information gathered in this booklet is the practical experience of mentors working with young leaders for more than a year in this project.



About the Project

"Trades, professions and traditional jobs at risk of disappearance in Europe as the inspiration to create new businesses" (short B.O.L.D., see the quote on the right) was a project implemented under Erasmus+: Youth in Action program, specifically under Key Action 2 mobility activity Strategic partnerships for youth.

Project was coordinated by Polish organisation "The Ad Meritum Foundation"/ SBICO from Warsaw, in the partnership with "Digijeunes" – a non-governmental organisation from Toulouse in France, "Kvartāls" – a multifunctional youth initiative centre from Līvāni in Latvia, CREF - Centro de Recursos Educativos e Formação from Sesimbra in Portugal (with participants from secondary school Escola Michel Giacometti), and secondary school I.T.E.S. A. Fraccacreta from San Severo in Italy.

The idea of this project was to create an electronic catalogue of 20 disappearing trades, jobs and professions in Europe, using photographs, descriptions and video interviews with the representatives of trades, jobs and professions, and to develop eight business plans in order to see the potential how traditional jobs can be transformed into new business opportunities. The electronic catalogue and business plans are now available on the project's internet page www.bolderasmus.eu.

All of this work was done by youth leaders from Poland, Latvia, Italy and Portugal, with a support from adult mentors from France and each country mentioned above.

The job, trade or profession at risk of disappearance was defined by project participants as the traditional profession, meaning:

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**"B.O.L.D.
means Businesses
that are
Old but
Demanded"**

performed by hand, without using modern technologies, very often associated with folklore and craftsmen; an occupation, which has not been transformed to any other trade; performing this profession is associated with low financial profitability; the one who deals with such a profession is an entrepreneur, not a laborer; usually the tradesmen have no successors or learners who could continue their profession in the future.

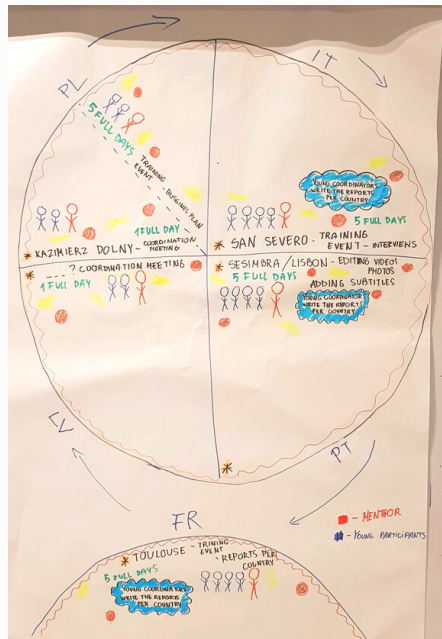


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Learning Approach

In the project B.O.L.D. we worked with the young people (youth leaders) in the area of non-formal and in-formal education. It is the education away from school or academic benches, which in Europe is increasingly recognized and a widespread way to learn about oneself and the world, to acquire and develop competences.

Non-formal education is particularly important in the context of changing realities of the modern labour market. Entering the labour market to a young man is connected not only to the achievement of specific knowledge and professional skills, but also to having highly developed interpersonal, intercultural, language, social skills. Non-formal education creates perfect conditions to acquire and develop these competencies. In our project we were talking about different than the traditional paradigm of learning, departure from the master-apprentice knowledge transfer model based on authoritative teaching ex-cathedra to the paradigm of learning through experience and learning from each other. Young people now live in a complex world, full of internal contradictions, in which



they must nonstop adapt to changes. As Donald Tusk, the Prime Minister of the Republic of Poland, said: "The world which we live in ceased to be structured, predictable, constant, there are no (because cannot be) universal solutions, any fixed points of reference, ready-made patterns, the obvious truths and authorities. The knowledge, skills and qualifications gained during formal education, some time ago, could play a significant part in life and be sufficient for work environment. Today, a young man already in the process of formal education is faced with technological changes, labour market and social policies that make it necessary to be ready to adapt to changes". (Report "Youth" 2011, Warsaw 2011, p. 29) In this project we wanted to help young people to cope with a

rapidly changing world by improving their knowledge and skills.

One of the basic competences that young people acquired through participation in the project activities was learning to learn. This is a competence which helps you to stay ahead of any changes and continuously develop. This competence is recognized by the European Commission as one of the eight key competences - which is necessary to live an independent, responsible and successful live. Some consider the competence of learning as the most important, calling it a meta-competence.

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"Some consider the competence of learning as the most important, calling it a meta-competence."

Empowering Young Leaders to Work Independently and as a Team

Start small

Start with giving young leaders small responsibilities and set a clear goal which they have to achieve individually and as a team. At the beginning, always explain everything in detail and make sure they understand what you are saying. While they work, be reachable to support them, provide necessary resources if possible, but do not do their tasks for them. When they have proven that they are able to handle small responsibilities on their own, they are more likely to develop the courage and willingness to do more on their own. This way young leaders learn to handle responsibilities step by step.

Give them choice

Do not force young leaders to do what they are not interested or not willing to do – it will not help anyone. Let them choose their tasks based on their own needs, interests and strengths. This allows them to enjoy the process of doing, which most likely leads to better achievements. When each member of the team is interested or skillful in the field of its assigned task, it can take less time to reach the goal which lets the whole team to succeed. When each member does what he or she is willing to do, she or he can work more independently than when the task is forced.

Do not wait for a miracle

Young leaders are still at the beginning of their journey to be independent and being able to do everything on their own. Do not expect everything to be perfect. Let them work, because that is the only way they can improve. Let them make mistakes without criticizing. Instead, teach how to evaluate and learn from any experience, so they can do better the next time.



Be patient

Young leaders are not professionals yet – let them take more time to accomplish a task, if they need it. Try not to put too much pressure on them just to achieve the result. Instead, ask what are the reasons for being late and offer them advice to find a solution. If something is not working as great as planned, let them experience consequences of their actions and encourage

them to learn from them to avoid a similar situation in the future.

Give them information

Remind them that young leaders are the key of any youth project. Remind them from time to time what is their role in the project and that they must be the main action makers. Give them a chance to make decisions on their own, not to rely on adults too often. Share all the information about the project. Even if adults think that young leaders do not need to know some practical information that they have no chance to affect anyway, they still need to know it in order to be involved in every stage of the project. By getting to know all sides of the project, young leaders feel more connected to the idea of the project, therefore they are more likely willing to act.

Recognize and celebrate achievements

When young leaders succeed, recognize it by letting them know that you are thankful and happy with their job. Encourage them to keep up their good job. Create an environment where one achievement leads to many other. Do not forget to remind that every achievement is a lesson as well – they can learn something from each of them.

Video as a Means of Expression as Opposed to Writing

When used appropriately, video can be a powerful tool, in particular when it comes to contributing to society and raise awareness of social issues.

Generally speaking the research relating to online video has shown it to be the most effective medium to promote content, the following in particular confirms this fact:

- Before reading any text, 60% of site visitors will watch a video if available. (Diode Digital)
- The average user spends 16 minutes and 49 seconds a month watching online video ads. (ComScore)
- YouTube has become the 2nd largest search engine – bigger than Bing, Yahoo, Ask, and AOL combined. (Etail Insights)
- Video search results have a 41% higher click-through than plain text results. (Animoto)
- Your website is 50 times more likely to appear on the first page of a search engines results page if it includes video. (Forrester Research)

In the following text we will examine the different types of video kinds and link these with youth work and youth initiatives.

The three major types of video are (1) Classic video advocacy; (2) Digital storytelling using photos + narration; (3) Videos with a call to action; (4) Animation.

Classic video advocacy

Speaking to the audience directly these videos tend to contain direct call to action, and work on their emotional power to reach their objectives. Example video of Repower America: bit.do/Breathe-Video. "Thousands of Repower America members around the country took a stand for clean air and submitted their photos and videos in support of the Clean Air Act. This new video is a declaration that we won't stay quiet while we lose our last, best line of defense against big polluters." (Repower America, 2010)

Digital story telling using photos + narration

A video type often used when there is a lack of professional video footage. Digital storytelling using photos and voice over is a technique frequently used by NGOs. Example video by "Room to Read": bit.do/Mountaintop-Video.

They took advantage of visually stunning photos taken in Nepal and weaved together a simple 60 second story about the San Francisco nonprofit's global literacy mission. Nicely done – with no video at all. This is something your organisation can do on its own, cannot it?

Videos with a call to action

Ben Stiller used video to tell Lance Armstrong about his "original" idea to start a charity called "StillerStrong" in order to help the community of Ceverine in Haiti to build a new school there. Example video: bit.do/StillerStrong-Video.

Animation

Some subjects are best told by using evocative imagery or animation rather than documentary or traditional video techniques. "Most good, human loving people will be surprised to know that they own stuff that was produced by slaves. Consumers and businesses can unite to fix this problem," said digital video agency "Epipheo" in 2010. In order to call to action, they created this video: bit.do/Animation-Video.





Video Making as a Tool for Education Purposes

One of the main objectives of the project B.O.L.D. was to understand the phenomenon of disappearing jobs in Europe, raise awareness about the topic and think about how these ancient professions could renovate themselves in order to survive. An important tool that helped us to try to achieve these objectives was video making, which we think is a good tool to be used in non-formal education.

During the training in Portugal the first step for young leaders was to make a video interview to one of the worker of our accommodation, followed by video editing and other interview making workshops. In a second step national teams, once back to their countries, had to collect five video interviews with representatives of jobs in risk of disappearance. One of the reasons why video making is a good tool to be used for non-formal education purposes

among young people is because we believe it can be an interesting and engaging activity for them. Today youths is grown in a society in which communication is mostly based on images, audiovisual materials. The spread of YouTube and Instagram are just two of many examples.

With technological advance, today students are already familiar with using digital devices in their everyday life. For example, our young leaders were already used to take pictures with their cameras or smartphones, or to make videos for sharing with their friends. Purposeful video making activities represent the attempt to take advantage from this trend and to use it for educational purposes.

Another important result we remarked was that our video making workshops encouraged teamwork among young leaders.

Working in team forced them to cooperate, discuss, negotiate and eventually to solve problems. For example, in one of their recorded video interview at a horse stable the sound was disturbed by one of the beasts. This was a huge challenge to solve during editing phase, but thanks to teamwork, they found a solution. Teamwork was also useful to let them be aware of their ability and to make the most of everybody's skills in order to get a good result. For example, one of the leaders had a very good handwriting and this became useful for creating captions for one of videos.

In conclusion, we believe that through a purposeful video making we could take advantage of a communication form that students prefer, and to teach a different way to develop and express ideas. It was also functional to improve teamwork, and eventually to share and develop their interests and skills.



How to Prepare Youth for Implementing an Interview

The interview is a dialogue between an interviewer and an interviewee. The latter can be a prominent character or simply a person with useful information for the interviewer for various purposes.

The interview is similar to a journalistic article, from which, however, it stands out because, in addition to articulating itself in questions and answers, it can be divulged through various media, newspaper, radio, television or the internet.

The interview is a communication tool that brings into play not only the journalist's ability, but also his professionalism, as he is responsible for bringing the content back correctly, without ever altering the meaning of what is declared by the interviewee. A quality interview should be

original and offer interesting insights, without falling into the banal or boring.

Not all journalists are good interviewers

The interview represents one of the fundamental activities of journalism. While some journalists have innate abilities as interviewers, others feel uncomfortable asking questions to others, resulting in unsuccessful interviews.

The basic skills to become a good interviewer can still be learned, starting with some tips to make a good interview.

The equipment

The classic notebook and a person are easy to use, and represent the most classic of equipment for conducting an interview; the recorder, on the other hand, make it possible

not to miss a word said by the interviewee, and is therefore the most widespread tool among interviewers.

Many beginning journalists complain that they can never report everything a source has said in an interview, as they are unable to write quickly enough to get quotes exactly as they were said. In reality, it is not necessary to report everything, also because, during reworking, quite never all the interview material is used.



Interview types

There are different types of interviews such as television, journalism, telephone and radio. Our attention will be focused on the journalistic interview.

Journalistic interview

Unlike other media such as radio and TV, the newspaper offers more opportunities for reflection and the possibility of choosing information based on one's interests, because it is a written text. The journalistic interview can deal with political, cultural, sporting, or news-related issues. Moreover it can foresee the classical alternation of question and answer or it can take the form of an article that brings in quotation marks the words of the interviewed character.

Who to interview

The first step in making an interview is of course the interviewee's choice: he can be a well-known person, a chronicle witness or an expert on any subject. Regardless of who the interlocutor is, the interviewer should always do some research on the person to be interviewed and on the events of what he was the protagonist or witness. In this way you can ask the right questions that will help you to know something more about the subject matter dealt with.

What to ask

A good interview is composed of precise questions, which do not give space to too general

answers and that all those aspects that allow to obtain more information as possible on that particular topic. The interview opens with simple questions to put the interviewee at ease, and then move on to more complex questions, which will form the core of the interview. Despite having prepared a scheme with the various questions, you should keep in mind that it is purely for guidance, as each question is the result of a previous answer. An experienced journalist should be able to foresee the answers, possibly in the case of reticence in the interviewee. The possibility of formulating open questions is very important. An open question (for example: "What do you think of the candidates in the next elections?") is designed to encourage responses to questions, often involving the knowledge of the interviewee. On the contrary, closed questions (for example: "Who will you vote in the next elections?") favor a shorter answer.

Prepare the questions

Writing the questions for an interview requires commitment and it represents the main activity for an interviewer: a well prepared and interesting layout is the real key to a successful interview. On the contrary, it means risking creating content that is not interesting for readers. One of the aspects to keep in mind is that, while it is true that the protagonist on which to

build the questions is the interviewee, on the other it is always necessary to keep in mind that the interview is born to satisfy the needs of the readers: here because it is essential to empathize with them, thinking about asking those questions that could arise spontaneously to many people, an operation that allows you to build more stimulating and involving interviews, obtaining a positive opinion from the reader.

Information collection

This is the first step to be taken, a phase in which it is necessary to be attentive and scrupulous in order not to miss any detail. If you want to carry out an interesting and original interview, touching on points never touched before, you should carefully study the interviewee and the topic to be treated, trying to find other similar interviews to avoid asking the same questions.

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**"Let
yourself be
guided by
curiosity"**

Create a route

It is necessary to consider the individual questions as a route, characterized by a series of consequential passages that make the subject matter clearer and more understandable.

Direct questions

If you opt for questions that are too vague and generic, the interview may be negative in terms of involvement. Although the questions should always leave a margin of freedom in the answer, they should still be set in such a way as to limit the information requested. Instead of generating too dispersive answers, it would be better to increase the number of questions.

Not overdoing it

A good interview should point to the heart of the problem and investigate it in depth and in detail, at most introducing the subject by putting a brief presentation before the interview

Style

It is important to find the right approach depending on the nature of the interview. For example, in the case of the classic interview in which questions are asked to passers-by, the approach must be conventional and easy-going, while a professional tone will be required when interviewing people accustomed to dealing with journalists.

The post interview phase

At the end of the interview, remove the notepad or turn off the recorder and opt for an informal chat: in this way, in addition to being polite and leaving a good impression, the interviewee could let himself go to further confidences.

Reworking

Most interviewers record the interview, so that they can rework it, selecting the most interesting answers and eliminating ones that are useless or of little interest. Language is sometimes revised, especially if it was incorrect during the interview, in a way to make it understandable to a diverse audience.

Additional tips

- To make the interview more pleasant, it is advisable to intersperse the questions with some anecdotes, in order to entertain the listener and relax the interviewee.
- Never go unprepared for an interview, on the contrary, prepare yourself adequately for the basic information, the context and the perspectives of the topic in question. Even a search engine like Google can be a good starting point for your own research, letting you carefully analyze the results obtained and possibly verifying the information.
- The tone of voice can influence the answer:

funny questions will almost certainly be followed by amusing answers, and stimulating questions will be answered with inspired answers.

- Establish a relationship with the interviewee, preventing him/her from starting to wander about topics that are of no use for the interview.
- Let yourself be guided by curiosity, trying to find out everything you want to know about the person interviewed.
- Avoid commonplaces, trying to formulate questions in an original way, so as to provoke more engaging answers.
- Avoid obtaining monosyllabic responses, using open questions as much as possible, which stimulate the interviewee to present the topic in an articulated way.
- Opt for appropriate clothing. Your appearance will influence how the interviewee will answer.
- Smile, maintain eye contact and sit upright.
- Be honest. Lying or omitting important information is not only immoral, but it could damage your career in the long term.
- Never make personal judgments about the interviewee or what is said during the interview.
- Do not interrupt the interviewee abruptly. If it is interrupted, it must be done for some valid reason, such as

asking for more details on what it is talking about or asking it to explain something better.

- Ask appropriate questions, following the thread of the discourse: every connection that will be formed between the various questions will contribute to the solidity of the article.
- Explain the questions clearly and concisely and let the person talk without intervening. Show empathy, especially if sensitive subjects are touched, possibly asking permission before asking challenging or embarrassing questions.
- Avoid talking about yourself or adding your own opinions. The public does not care about the opinions of the interviewer.

- The job of the interviewer is closely associated with psychology: this is why it is important for the interview to allow a thorough investigation of the interviewee's thinking.
- Trying to gather anecdotes, moments of life linked to situations or people connected to the topic you are talking about. This additional material serves to make the interview more brilliant and interesting.
- Before closing the interview and dismissing the interviewee, make a brief check of the answers. It is very important to verify that you have correctly followed your own layout.

Further technical tips

In order to make a successful journalistic interview you have



necessarily be at least in three:

- A journalist, who asks the questions;
- A cameraman, who deals with video recording;
- A sound expert, who deals with audio recording.

The choice of the location is often the assignment of cameraman. According to his experience, he may choose the most suitable places. Habitually a set apart place, with a neutral background.

The illumination is a cameraman assignment as well. In case of inadequate illumination, he may set appropriate spotlights.

Finally, always keep attention to what your interviewee says because you could find a prompt for new questions and, who knows, even for a little scoop: maybe he could feel more comfortable and say more than he would.



Business Plans in Non-Formal Education

Working with business plans was an important part of the whole educational process of the B.O.L.D. project. How we worked in the project, step by step? Let us give the floor to the young leaders themselves, who described the successive stages of the project work in this way:

"Erasmus+ project "Trades, professions and traditional jobs in risk of disappearance in Europe as the inspiration for the new businesses' creation", shortly called B.O.L.D., for us was an opportunity to learn something new, meet new friends and travel around the Europe.

Everything started in Poland in Kazimierz Dolny. There we were talking about this project, future plans and goals, and as well we tried to get to know each other better. One day we prepared a plan of our future activities in a shape of a pizza. We wanted to make everything in a very creative way.

Our second travel was to San Severo in Italy. For us this training was an opportunity to learn something from journalistic sphere because our main goal was to make an interviews with artisans who represent disappearing jobs in our countries. This was the first time when we really started to think seriously and realistically about the project. We worked in

groups, prepared the place of interview, and questions. It was something new for us. We had a chance to meet artisans from San Severo and the province of Foggia, and visit their workshops. It was very helpful for us to understand how important these old professions are.

The following training took place in Portugal. There we explored technical part of our interviews. We spent a lot of time on editing our videos which we made during several workshops. We were talking a lot of about sound, pictures, and editing. For some of us it was something new. That is why we really like our Erasmus+ project - we can learn new skills which can be helpful in the future. At the end of this training we had really great videos and our first interviews. Our next task was to apply the acquired skills and knowledge in practice - each team had to create five video interviews with representatives of disappearing professions.

Later we met again in Warsaw in Poland. We had a lot of meetings with people from business sphere who helped us to understand the reason why business plans are so important. During one of the workshops we started to write our own business plans for our interviewed artisans, which we finished after returning back home.

At the end of the summer we had our last international training which took place in Avignon in France. There we saw and practically experienced how disappearing professions can benefit from using opportunities offered by local FabLabs.

Now, we are at the end of this project. As a result we have created an electronic job catalogue www.bolderasmus.eu with 20 video interviews, descriptions and photos about disappearing professions and traditional trades in Poland, Latvia, Portugal, and Italy. In order to find new ways how to develop these old professions, we have created eight business plans (two per each country).

After all these months that we have spent on the project, we are really proud of our own work, and of course, we are proud of ourselves. We have learned a lot from our mentors, and from each other as well. We gained not only interviewing and video editing skills, but also organising skills, how to be responsible for the work entrusted to us, improved our English skills, and learned how not to be afraid to present in front of groups from abroad. This has been an amazing experience for us."

Preparation for work on business plans for disappearing professions primarily consisted of

young leaders' participation in a lecture and a workshop which happened during the international training in Poland, Warsaw.

The workshop was run by a graduate of the Faculty of Management of the University of Warsaw. For 14 years this trainer he has been involved in business analysis in large companies, starting from a single project and ending with the budget of the entire organization. At the same time, he supports small entrepreneurs by sharing his knowledge in the field of organisation and management, as well as methods of analysis.

PROGRAM OF THE WORKSHOP

Theory

- 1) Economic activity - where did it come from, what are the main forms of conducting it, why do companies exist (survival, profit, passion), how and why the image of the economy has changed over the centuries.
- 2) What is needed to start a business: from an idea, through competence, to financing.
- 3) Entrepreneurial world: laws, customers, market, competitors, suppliers, collaborators.
- 4) What to do not to get lost: situation recognition - who am I and which environment I am in; entrepreneurship, macro and microeconomics (tools: SWOT analysis, Porter's five forces analysis); designing the future - planning, decision horizons (strategic, tactical, operational).

- 5) Daily business of the entrepreneur: methods and elements of management (planning, organising, motivating, controlling); success and failures (what they can give, how to live with them).

Practice

- 1) Professions over the centuries. How they have changed, why some professions disappear, others appear, and some are all the time, although in a different form.
- 2) Disappearing professions - are you sure they are? What is a market niche?
- 3) Carpenter, blacksmith, weaver, beekeeper, shoemaker, tailor, furrier, watchmaker - what they used to do, why they disappeared from the market, why they returned, what they are doing now? From creating necessities to luxury goods.
- 4) Characteristic of the participant countries - local competitions; brainstorming, collecting ideas for the third part.

Theory in practice

A task for 4-person or 2-person teams.

- 1) Choice of profession (or country of operation, if we want to include in the analysis the meaning of cultural differences - but in a very simplified scope and only features neutral in terms of world view, to signal the subject).
- 2) Back to start: the idea vs. the purpose of the action.

- 3) Building a simplified business plan with the use of the elements discussed in the theoretical part.

- 4) Final: presentations of the material worked out by each team. Suggestions from the audience and trainer - complementing business plans with suggestions - when, why and who to listen to. The importance of flexibility in business.

In addition, the training was supplemented with meetings with business people, a lecture on the history of entrepreneurship and analysis of several businesses (SuperJam, ChattyFeet and L37). The work on the business plan consisted of working in groups. They filled in the template, quite general, on the basis of main topics, slogans, then a representative of the group presented an idea, which the workshop leader commented on and supported with practical tips. The group also received feedback from other participants. Thanks to this, after the workshop, the young people worked on business plans in local teams, working on all the issues in detail. The next step was to present the idea of a business plan on 5 slides. All the presentations were presented during the last international training in France and can be viewed on the project website: www.bolderasmus.eu.

About the Authors

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Entrepreneur since 2000, specialised in language learning management and educational project management. Mentor of young entrepreneurs. Entrepreneurship competences trainer. Board member of Fundacja Ad Meritum, Director of SBICO - Small Business International Cooperation Office in Warsaw, Poland and Vice-President of the ESBA - European Small Business Alliance in Brussels, Belgium. Position in B.O.L.D.: project coordinator and mentor for Polish team.

EVIJA PASTARE

Involved in youth work since 2010. Has worked as a youth affairs specialist and a manager of a youth centre, managed several youth related projects at local and international level, participated in several Erasmus+ youth worker mobilities. Position in B.O.L.D.: mentor for Latvian team.

VALTER ANTONIO PRESUTTO

Teacher of legal-economic subjects at the ITES "A.Fraccacreta" of San Severo and contact person for entrepreneurship education and orientation in exit. Within the project B.O.L.D. accompanied students during the mobility in Avignon and helped colleague Antonia Malizia to carry out the activities requested in the last project phase. Position in B.O.L.D.: mentor for Italian team.

ANTONIA MALIZIA

English teacher at ITES "A. Fraccacreta" of San Severo. Engaged in Erasmus+ projects for several years. Within the project B.O.L.D. she accompanied the students during the mobility in Warsaw. From then on she became the contact person for the present project, preparing the work for the mobility in Avignon and all the activities required for the mobility in Latvia. Position in B.O.L.D.: mentor for Italian team.

MASSIMO RUSSO

Psychology is his primary field of experience. Has worked for several Erasmus+ projects as a facilitator, including in Turkey, Romania and Italy. Has also worked as a tutor for the University of Lille (France) and University of Campania (Italy). Position in B.O.L.D.: mentor.

SIMONE FERRECCHIA

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