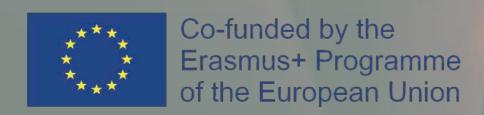
# TIMEFURIEA

# RESOURCES PACK

Developing non-formal education activities



#### **Elaboration**

This publication has been prepared by Regionalne Centrum Wolontariatu, Momentum World CIC, Associazione di Promozione Sociale Joint, and Biderbost, Boscan & Rochin (BB&R), in the framework of "Time for Tea" (2019-1-PL01-KA205-064841), between 07-2019 and 12-2021.

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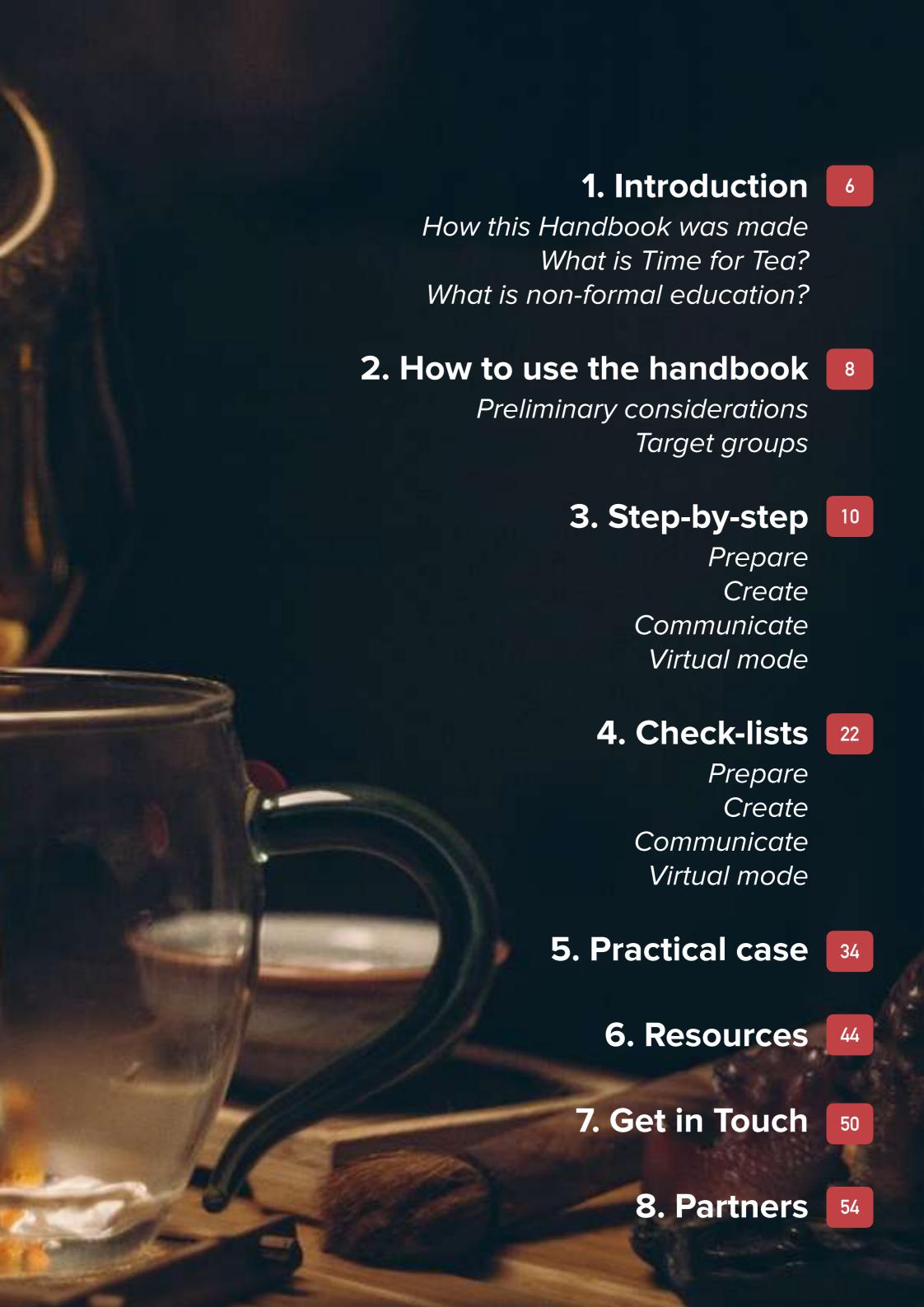
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# Developing NON-FORMAL education activities





#### 1. INTRODUCTION

## How this Handbook was made

This handbook is a product of the project "Time for Tea" (2019-1-PL01-KA205-064841), co-funded by the EU Erasmus+ Programme. It is intended for use by staff, youth workers, trainers and facilitators of youth and educational organisations to prepare, facilitate and support non-formal activities led by young people. In particular, it provides an activity framework to be used in different kinds of institutions, contexts and settings.

As part of the preparation of this handbook, an online survey was created to collect ideas, experiences and considerations from teachers and youth workers in relation to developing successful non-formal education activities in general, and Time for Tea in particular.

We received 115 responses from all over the world. Regarding the countries directly involved in this project, we obtained 23 responses from Poland and Spain, 17 from Italy and 14 from the United Kingdom. The survey was divided into the following main parts: (a) Sociodemographic data; (b) Share your experience of Time for Tea projects; (c) What is important in a non-formal education project with youngsters and decision makers; (d) Implementing non-formal educational projects through digital means.

Based on the survey results, a qualitative and quantitative analysis was carried out to identify common statistical patterns among all the responses and to be able to highlight those aspects which all respondents agree to be important for the execution of a successful Time for Tea activity.



# What is Time for Tea?

Time for Tea is an educational activity which uses tea to give young people a voice. It encourages global learning, creative thinking and social action. It is a 3-stage process which gets children and young people thinking about important issues and then communicating their ideas to people who make decisions. Time for Tea is simple, fun and open to everyone regardless of age, background or ability. Wherever you are in the world, it's easy to get started. There are 3 simple steps:

- **1. Prepare**: Plan your project. Choose a group of young people to work with. Remember it is their project: the leader should only advise and support. Explore the issues that matter to young people about the world, near or far. Decide which topic is most important: what do you want to say about it, and who do you want to listen?
- **2. Create**: Get some tea, and work together to design an imaginative packet for the tea plus your message. How creative can you be?
- **3. Communicate**: Deliver your tea and message to the person or people you want to listen. Ask them to drink the tea and think about your message. With luck, they will answer or offer to meet you. Tell the story of your project, through video, photographs or other media.

# What is non-formal education?

This project and handbook were developed with a focus on non-formal learning. From an international perspective, the principles and requirements of non-formal learning may be understood in various different ways, depending on different goals that may be set for the development of learning and education, and how these may benefit individuals and/or organisations.

Non-formal education is learning which takes place through planned activities which are structured in terms of both learning objectives and learning time. Some form of learning support is present, but this is not part of the formal education and training system. Activities and courses are planned, but are seldom structured along the lines of conventional curriculum subjects. Non-formal learning is also normally connected to an institution (e.g. an organisation or association with a special interest such as culture or sports) within the non-formal education sector. In some countries, non-formal learning is funded as part of statutory provision (e.g. by national or local government) but this is not always the case. At the European or international level, funding is most often from grants from sources such as the Sports or Youth programmes within Erasmus+.

#### 2. HOW TO USE THE HANDBOOK

# Preliminary considerations

This handbook has been designed so that each chapter can be read separately, using only the information that is needed at each stage of a Time for Tea activity. On the other hand, if the handbook is read as a whole, it offers a complete overview of what Time for Tea is and how to put its methodology into practice in the best possible way.

The handbook is divided into four modules and offers the following features:

- The Step-by-Step Chapter discusses the essential steps that should be followed to successfully develop a Time for Tea activity. The information focuses on being clear about what characteristics are necessary to Prepare, Create and Communicate. As an added value, this chapter also provides recommendations on how to develop activities in a Virtual Mode given the Covid-19 situation.
- The Check-Lists Chapter presents four matrices to control the quality of each Time for Tea activity before its start. These matrices are presented in a check-list format in order to help you internally ensure that everything is ready to develop your Time for Tea project through each of its three stages (i.e. Prepare, Create and Communicate) and in a virtual mode.
- The Practical Cases Chapter offers two best practice examples of actual Time for Tea projects. The information focuses, especially, on the following areas: countries involved, coordinator, profile of the participants and how young people prepared, developed and delivered their Time for Tea activities.
- The Get in Touch Chapter provides some tips on how to disseminate Time for Tea activities and make a greater impact. At the same time, it will allow any young person, educator, youth worker and/or organisation to contact the partners of this project and share their own experiences.



# Target groups

This handbook is intended to be used by educators, teachers, youth workers and other adults in charge of facilitating Time for Tea projects. As we mentioned in previous sections, the handbook aims to make sure that they have all the necessary frameworks and tools to support young people at all stages of the process. The handbook can also be read by youth leaders and young people involved in Time for Tea initiatives, in order to gain experience and tools for the design, implementation and evaluation of non-formal education projects in general.

Time for Tea projects and activities can be developed with any of the following groups:

Children in kindergarten / pre-school — ages 2 - 6 years

Children in primary education — ages 7 - 12 years

Youngsters in secondary education — ages 12 - 17 years

Young people in tertiary education - ages 18 -24 years

Young adults - ages 25 - 30 years





# **PREPARE**

#### 1. Session Room



Identify a physical space where young people can carry out their Time 4 Tea sessions.



It is important that this space is large enough to accommodate the number of young people expected.



In addition, it will be an asset if the room is equipped with technological resources (internet, computer, projector, etc.)



Pay attention to the physical safety and security of the space. Always conduct a risk assessment before you start.

### 2. Resources

You will need a small amount of money to buy stationery or other materials for the activities (paper, pens, scissors, markers, stickers etc) as well as some packets of tea. You could also collect "found" materials from around the local area. Think about getting some refreshments (soft drinks, biscuits etc) and always make sure there is drinking water available. This not only helps everyone to fully enjoy the activity, but also shows that it is different from a normal lesson at school. It is a good idea to involve all the young people in making these decisions and collecting resources.



The adult facilitator has an important role in supporting and motivating young people in their Time for Tea sessions. He/she should guide the group, but not make decisions for them. Remember this project is all about empowerment. It is useful if this person has previous experience in non-formal education, youth work, teambuilding etc.





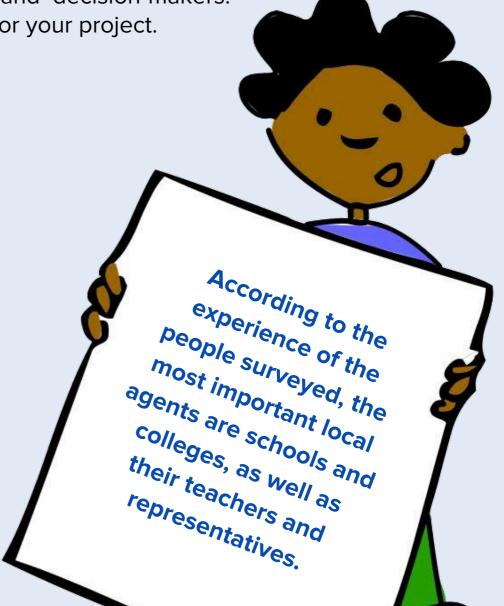
# 3. Group of Young People



Without a doubt, the most fundamental thing about a tea project is having a youth group. According to the people surveyed, the ideal is to have a group that is made up of between 6 and 10 young people. As a second option, it is also possible to work correctly with a group made up of 11 to 15 young people.

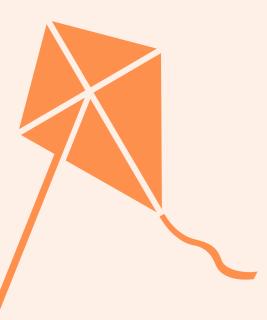
#### 4. Local Involvement

It is important to involve local stakeholders in Time for Tea projects for the following reasons. First, to get support in finding and providing rooms, materials and other resources. Second, so that the youth sessions make an impact not only on the young people, but also their communities. Third, to create a framework for working together to encourage meetings between young people and decision-makers. Finally, to generate wider interest and publicity for your project.



# CREATE

# 1. Child



Regarding the facilitation of sessions with young children, our survey responses indicate that it is essential to organise simple activities that work metaphorically, so to speak, through the use of their hands, movement and creative imagination, thus allowing the children to feel free from adults' control. Nevertheless, such activities still have a real underlying social purpose. It is therefore recommended that sessions for young children should be based around:

Gamification processes

Drama and theatre



Art and handcraft workshops





# 2. Young People

When it comes to facilitating sessions with young people, the people surveyed suggest that it is essential to develop activities where theoretical information can lead to practical and experiential learning. Furthermore, they highlighted that it is important to give young people a real sense of responsibility and purpose during all the sessions and activities, in order to enhance their leading role in all phases of the process. To that end, it is recommended to use the following types of activity:



Energisers, icebreakers and team building

Role play games

Theatre of the oppressed



Peer learning activities

Creative
workshops

(film making, podcasts, photographs, festivals)

# COMMUNICATE

# 1. Before

In this step the young people invite decision makers to have tea and present to them their requirements. Before that meeting, the people surveyed suggest that youth groups:



#### Clarify the final topic

What topic will be addressed in the session with the decision-makers?



# Clarify the goals of the meeting

What milestones do you want to achieve with the activity?



# Find your target group

What person or institution is the one most closely related to our topic?
Which person or institution can help improving the issue at stake?



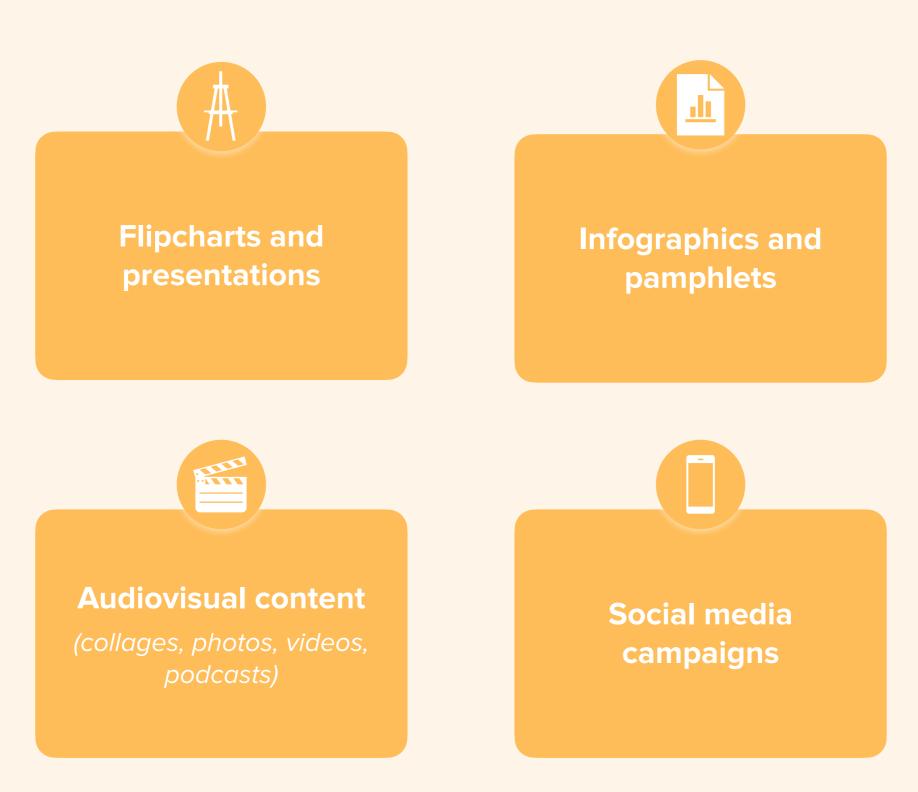
# **Clarify expectations**

What do we hope to achieve on a personal level with this meeting?
What do you hope to get from the invited person or institution?



# 2. During

It is also important for young people to be able to present their ideas or recommendations in an innovative and attractive way. Based on the comments of people surveyed, the ideal is to create a face-to-face event where interactive methods are used to engage and involve the audience. Some ideas are:





Unusual or artistic objects related to tea, preferably created by the young people, that can be given to the guests together with the messages.

# VIRTUAL MODE

This section was born from the need to carry out virtual non-formal education activities due to the pandemic, isolation and physical distancing. In relation to this, here are some suggestions on how to develop these activities remotely.

Based on our survey responses, the best tools to use for promoting Time for Tea activities are well known communication applications such as Zoom, Google Meet, or Blackboard Collaborate.





Blackboard ocllaborate.



# 1. Before



Make sure that participants and facilitators have access to the internet, a computer, a camera, microphone and headphones.



Provide the participants with clear instructions on how to use the chosen communication application.



Schedule the day and time of the session, and share this information with all participants well in advance. Send out reminders 48, 24 and 2 hours before the start.



Plan the activities in advance and share a simple script with the participants. This will make it easier to run the session, ensure everyone is clear about what is going to happen when, and avoid overlapping interventions.

# 2. During

Ask the participants to keep their microphones turned off when they are not speaking.



It is recommended that participants and facilitators select the gallery mode to view all the people within the platform.



The facilitator, especially in the first session, should demonstrate how the platform is used so that all participants are clear about this.



Encourage participants to use the chat function as an open space to express their opinions, ask questions and give feedback.



# 3. Other Options



The people surveyed suggest that, if it is not possible to use communication applications, an alternative option is to use social networks and generate digital educational content (e.g. knowledge pills, podcasts and interactive presentations).

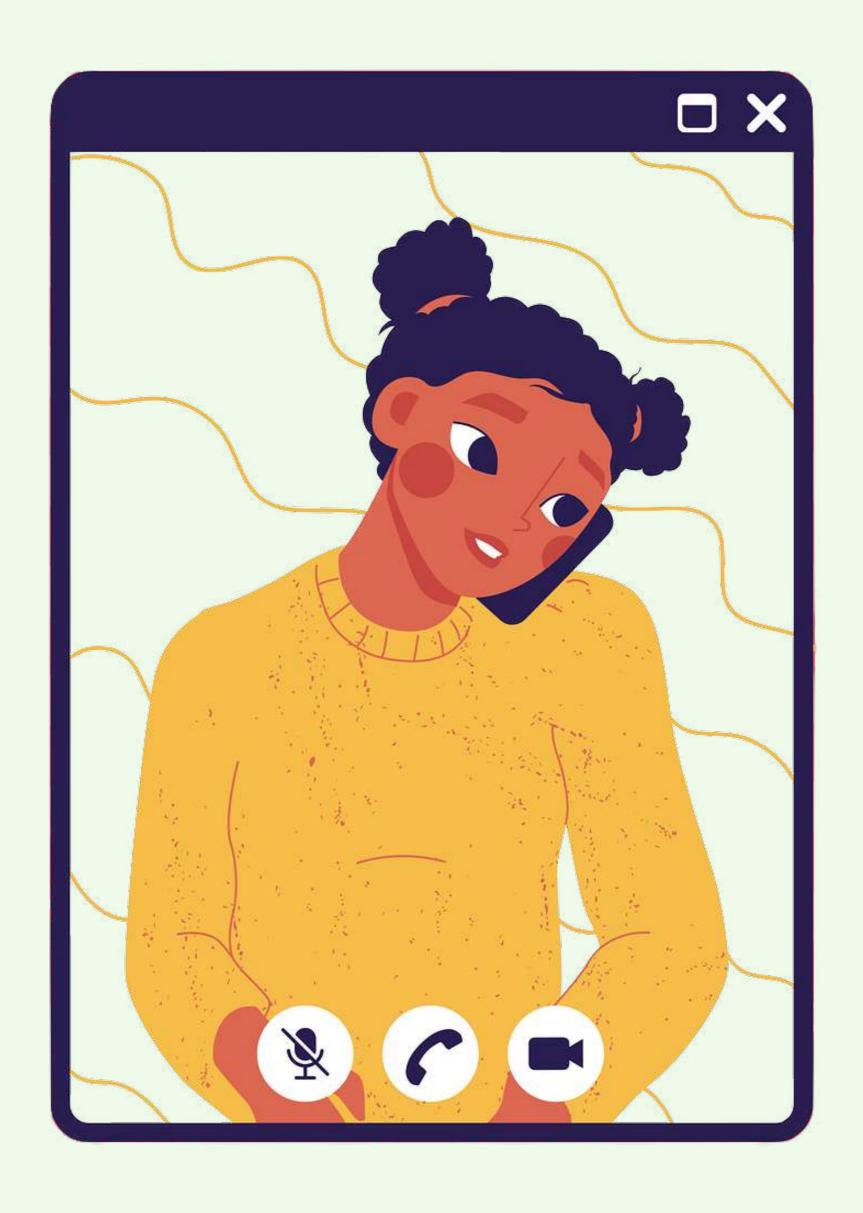


It is also recommended that any digital content should specifically promote the desired skills and address the themes selected by young people in their Time for Tea activities. That is, ask young people first to view the content and, based on this, to comment on their impressions in the virtual space of their social networks.

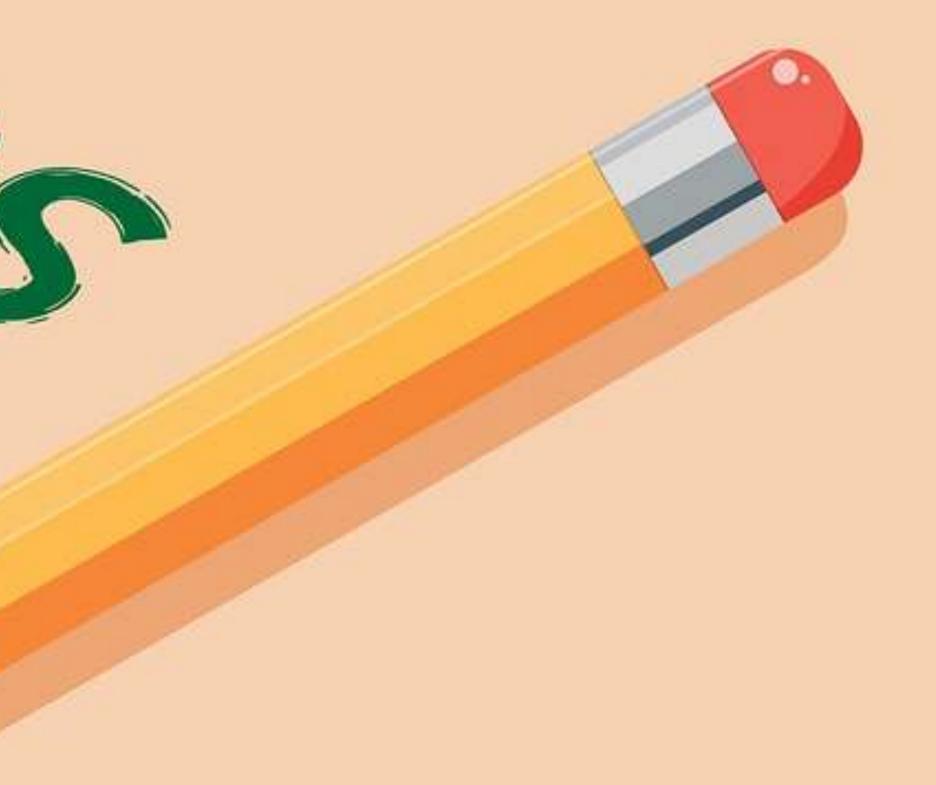


Finally, virtual reality is clearly highly attractive and engaging for young people, although it is not yet developed or accessible enough to be a viable option. Platforms such as eTwinning and Moodle are also useful, but these tend to be closely associated with formal education so they might be regarded as contrary to the spirit of an activity based around tea, which is by nature something with an informal purpose.









# 4. CHECK-LISTS

# PREPARE

#### **PREPARATION**

#### **SESSION ROOM**

QUESTION	Finished	Not necessary
Have you already found a room where you can run your Time for Tea sessions?		
Does the room have enough space for your group?		
Do the members of your group already know the room?		
Does the room have the technical resources you need?		
Is it suitably safe for young people? Have you done a risk assessment?		

#### RESOURCES

QUESTION	Finished	Not necessary
Have you got enough money to buy your resources, tea and refreshments?		
Can you find free materials in your local area?		
Is there drinking water available?		
Do you have a facilitator with experience in non-formal education?		



#### GROUP OF YOUNG PEOPLE

QUESTION	Yes	No
Have you selected a group of at least 6 participants?		
Will there be more than 10 participants in your group?		

#### LOCAL INVOLVEMENT

QUESTION	Yes	No
Have you already contacted schools or colleges in your local area to be part of your Time for Tea activity?		
Have any local schools or colleges already been involved in your activities?		
Have you identified / contacted any other local stakeholders who could support your Time for Tea project?		

# CREATE

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#### ACTIVITY DESIGN FOR CHILDREN

QUESTION	Finished	Not necessary
Have you designed simple activities that work as metaphors?		
Have you designed activities that allow children to feel free from adults' control?		
Have you designed activities that allow children to use their bodies, hands and creativity?		

#### METHODOLOGIES FOR CHILDREN

QUESTION	Finished	Not necessary
Gamification processes		
Drama and theatre		
Art and handcraft workshops (painting, singing, playing dough).		



#### ACTIVITY DESIGN FOR YOUTH

QUESTION	Finished	Not necessary
Have you designed activities where theoretical information can translate into practical and experiential learning?		
Will your activities develop young people's responsibility, motivation and sense of purpose?		
Will your activities allow young people to take the leading role in the whole process?		

#### METHODOLOGIES FOR YOUTH

QUESTION	Finished	Not necessary
Energisers, icebreakers and team building activities		
Peer learning activities (consultations, debates)		
Role play games		
Creative workshops (film making, podcasts, photographs, festivals)		
Social theatre / theatre of the oppressed		
Audiovisual and digital resources (as an asset)		

# COMMUNICATE

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#### MEETING WITH DECISION-MAKERS

QUESTION	Finished	Not necessary
Have you clarified the topic for your meeting with decision-makers?		
Have you identified decision-makers who are connected to your topic?		
Have you set clear goals for the meeting?		
Does everyone have clear expectations for the meeting?		
Have the group found an attractive and innovative way to package and deliver their messages (ideas/recommendations), based around tea?		



#### METHODOLOGIES FOR SHARING RECOMMENDATIONS

QUESTION	Finished	Not necessary
Flipcharts and presentations		
Infographics and pamphlets.		
Audiovisual content (collages, photos, videos, podcasts).		
Social media campaigns.		
Unusual or artistic objects related to tea		

# VIRTUAL MODE

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#### BEFORE VIRTUAL SESSIONS

QUESTION	Finished	Not necessary
Have all participants have access to the internet, computers, cameras etc?		
Have you given participants clear instructions on how to use the chosen communication application?		
Have you scheduled the date and time of the session, and reminded all participants?		
Have you made a plan of the activities and shared this with participants?		



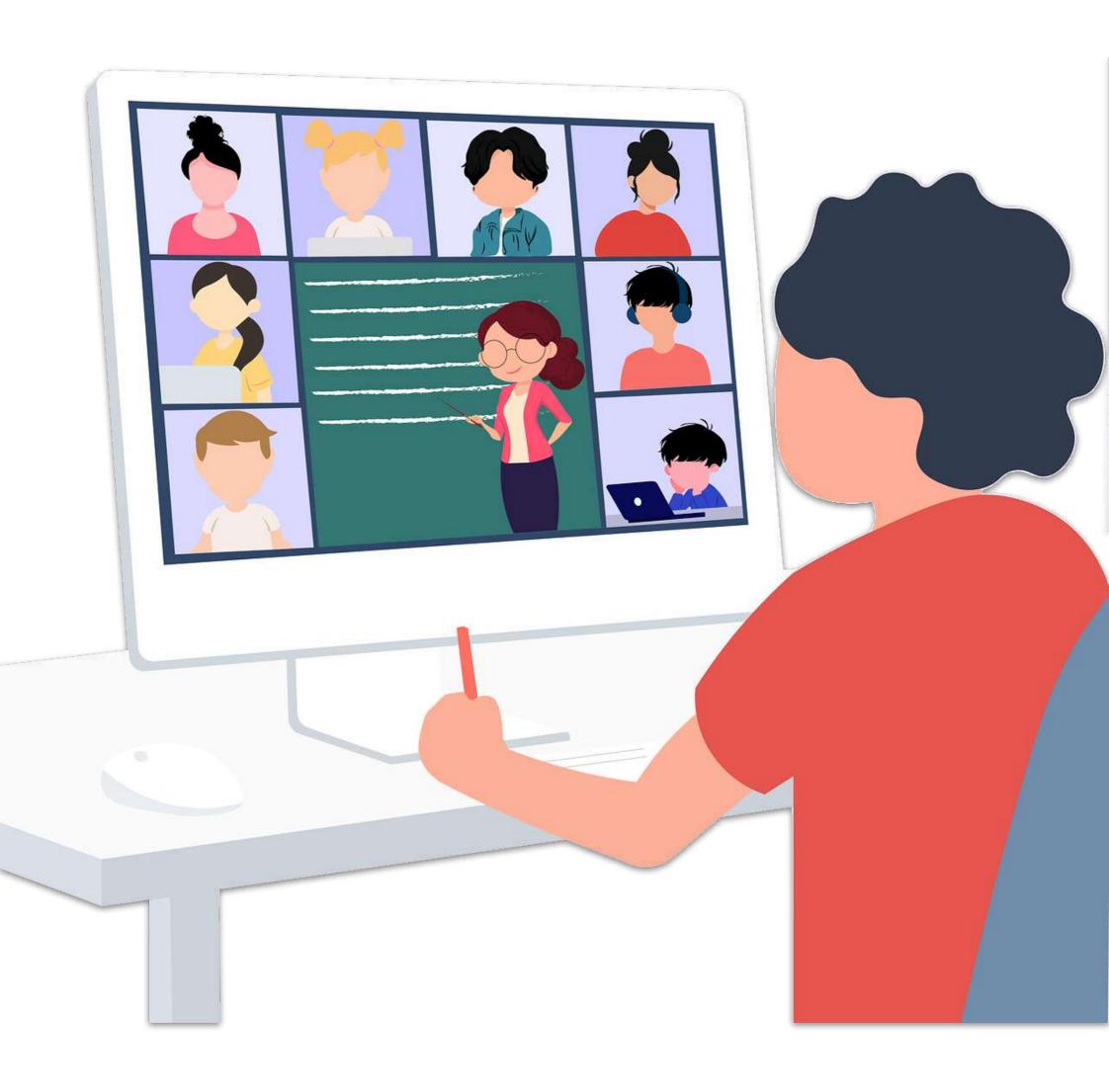
#### DURING VIRTUAL SESSIONS

QUESTION	Finished	Not necessary
Have you asked participants to keep their microphones turned off when not speaking?		
Have you advised participants to use gallery mode so they can see everyone?		
Have you shown them how to use the main features of the platform?		
Have you encouraged them to use the chat as an open space for their comments?		

#### SOCIAL NETWORKS AND DIGITAL CONTENT

QUESTION	Finished	Not necessary
Have you decided which social network to use, and created a group for participants?		
Have you already shared some relevant digital content with the group?		
Have you sent some starter questions to kick-start discussions?		



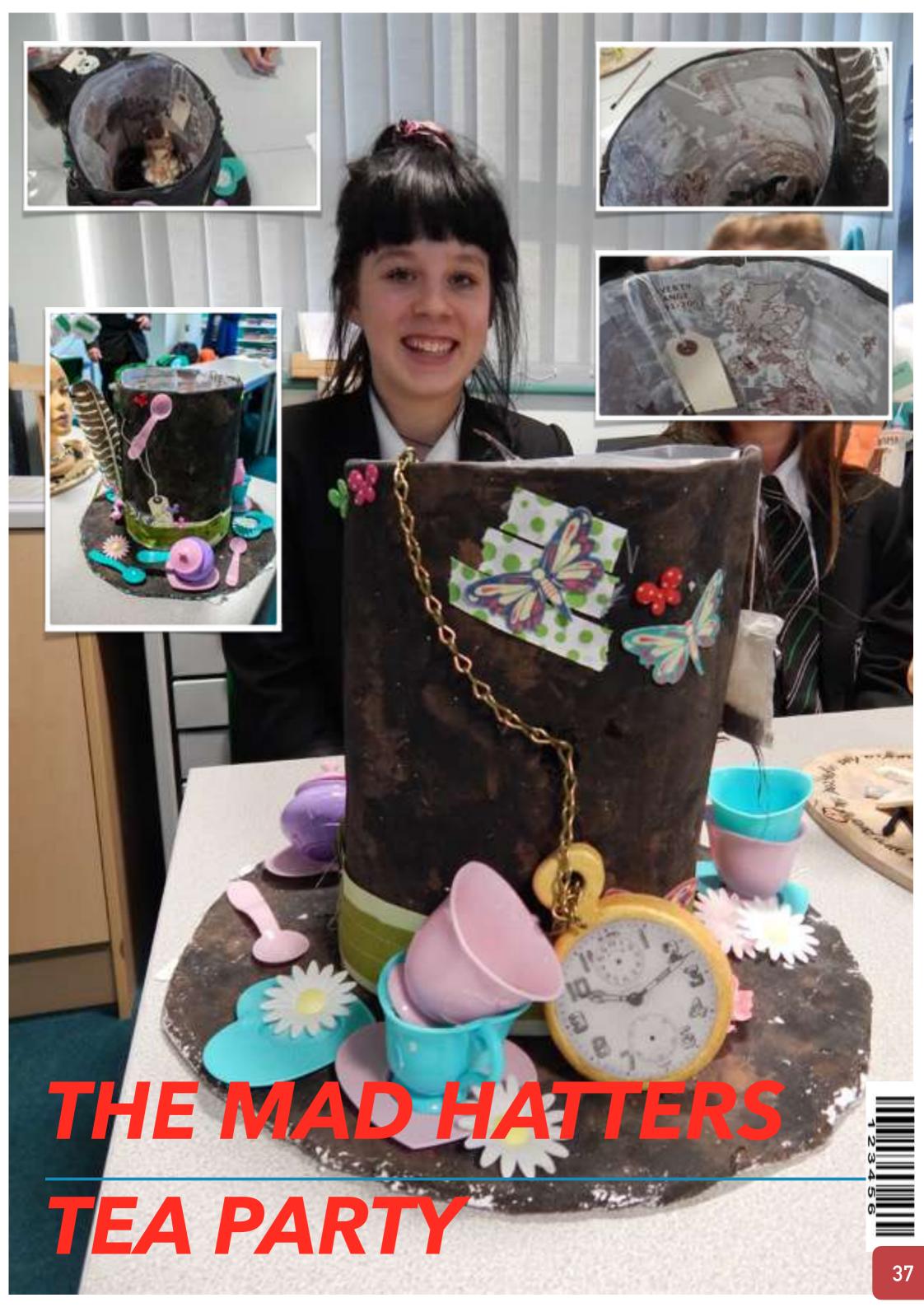


# APRACTICAL CASE STUDY









## Three very different takes on the TIME FOR TEA idea



### **WAR**

The theme of this design is simple, the message: "Mr Prime Minister please sit and have a cup of tea and think about the implications of sending my son/daughter into war". Over the years there has been so much loss of life due to war and this model features the Time For Tea cup in the middle, surrounded by a single cross and poppy and hanging tea bags for a weeping willow tree. Each tea bag tells the story of the loss of a loved one to war. A powerful message - never has a cup of tea been so important for a Prime Minister.

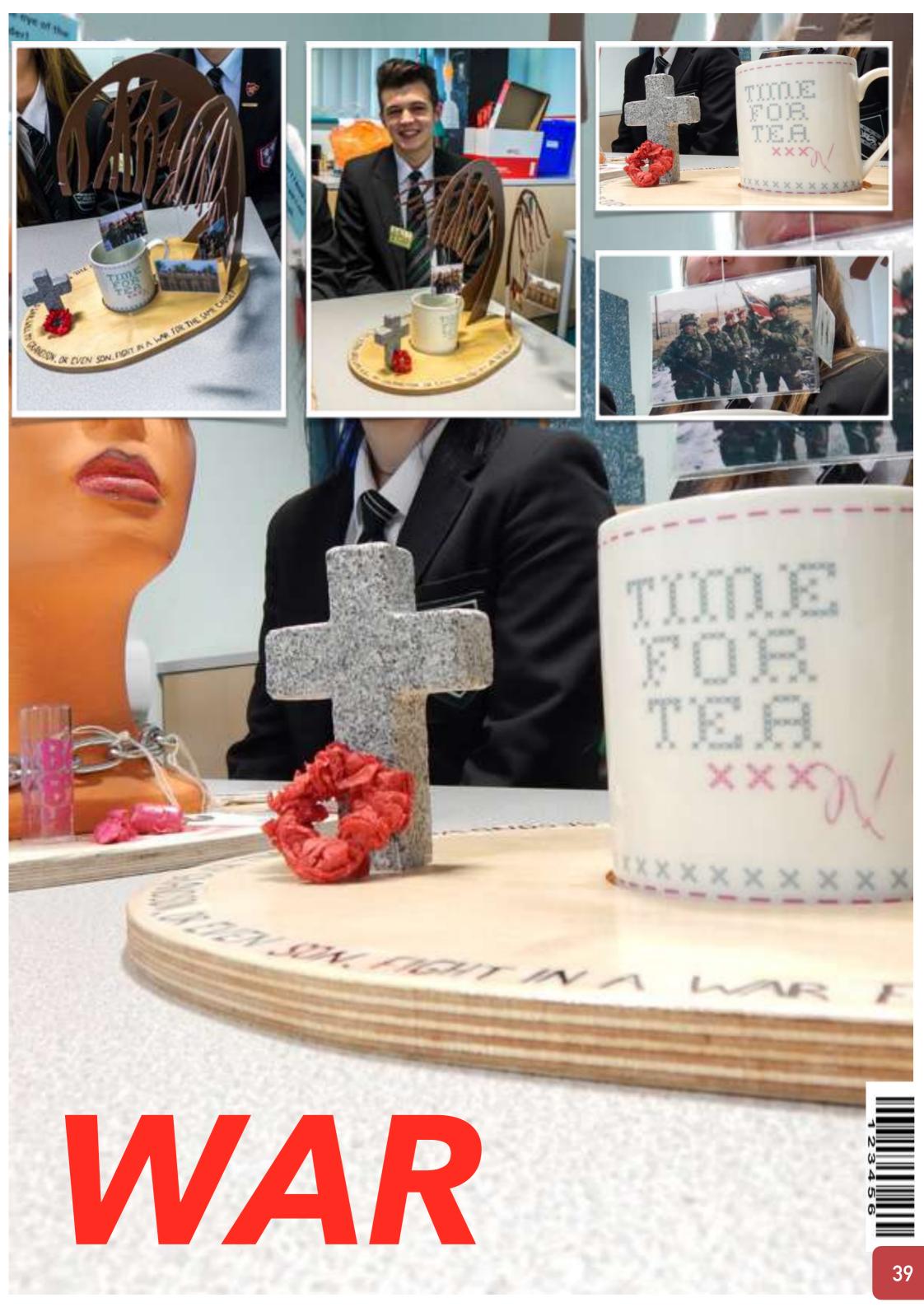
### **MEDIA PRESSURE - MAKE UP**

The theme of this design is powerful, the message: "Heads of Media please sit and have a cup of tea and think about unfair pressure you put on young girls to sell them makeup". From a very young age girls are put under pressure to look good, this comes at a cost of their self esteem and this TFT model shows the two faces of that pressure. The made up face with the chain around her neck, never being able to live up to expectations and the plain face of how young girls should be. Again thought provoking and powerful messages



## **CHILD POVERTY**

This theme is based around the Mad Hatter's Tea Party outside is a colourful scene but inside the hat Alice has fallen into the horror of child poverty. The inside of the hat contains tea bags and facts about how bad this is in the UK and when you look inside you see Alice is just another discarded child prey to child poverty, the message: "How can child poverty be such an issue in such a wealthy country and what steps are being taken to address this problem?". This message was aimed at politicians and presented to two of them in the Houses of Parliament, read on to hear what happened... A powerful message which wraps our tea bags into thought provoking dialogue for those in power to address the issue.



## A day in the capital visiting the Houses of Parliament by Eleanor Oxborough

Time For Tea on display, pride of place



The Time For Tea Team presenting to the MP's

### How the day went

A 7am start and a long trip down the M1 to London, we finally e arrived at the Houses of Parliament and had were lucky enough to get a VIP entrance through security, there were many guards surrounding us, some which had guns, this was a little unsettling at first. We took our Time For Tea models through security having them checked many different times, following this we got escorted into a private room. Many different MP's flew by us, rushing to and from meetings and having small breaks in which they talked to fellow colleagues. It was fascinating knowing decisions were being discussed which affected the whole country.

We then had a quick tour of the Houses of Parliament, through into the Great Westminster Hall we were blown away by the magnificence and history of the building. Following this we went through into the central lobby. This was full of many different outstanding decorations such as the phenomenal stained glass windows and the many patterns on the roof which represent the different parts of Great Britain like Scotland and Wales. From the central lobby we made our way into the Houses of Commons, this is where we saw a debate with Teresa May. As we walked into the public viewing area of the Houses of Commons it was silent, no one made a sound. The debate was very interesting and we learnt so much about what was happening in the world today and also learnt about how new laws get passed. We spent almost half an hour watching the debate before we made our way to a small workshop in the House of Parliament.

This workshop is where was we able to present our Time for Tea projects to our local MPs, Toby Perkins and Natascha Engel, we also presented in front of a small group of students from school. The MPs were very interested in our designs and Natasha was very enthusiastic about why we had got involved with Time for Tea. The presentation went really well and everyone was pleased with our performances. From doing this project we have all learnt a lot. We have mostly gained a lot of confidence and Meghan has decided that because of this day she wants to go into politics and she believes that for her it would be an amazing career choice. Time for Tea has given me a number of things, first it has made me aspire to do something to address issues of child poverty, also it has made me think about how much more interesting school is when we have projects like this. Lets hope we can do more in the future.

Thank you for the opportunity Eleanor Oxborough



(Left-right) Jack Bonnington, Eleanor Oxborough, Natascha Engel (MP), Toby Perkins (MP) Meghan Hardy



## What did the Secretary of State for Education think about Time For Tea? by reporter Jack Bonnington

On Thursday 22nd January, the Secretary of State for Education, Rt. Hon. Nicky Morgan, visited Netherthorpe School. Myself and two other students presented our version of Momentum World's Time for Tea project. The project is free and simple, available to young people all around the world and provided as a tool to allow young people to enter into serious dialogue with adults.

The idea behind the project is very simple, when busy people have a cup of tea; they stop and think for a moment. Time for Tea encourages participants to think about an issue that they want advocating to their chosen leader. These leaders are no different to us, and the very idea that they will stop and think about the issue whilst drinking a cup of tea is a powerful one.

My project reflected war and conflict. The idea behind it was that throughout history there have been many wars and battles that have shaped the world today. But even after these battles, there is still conflict going on now. Globally we must strive for world peace, and if we learn lessons from history then we can eventually achieve this.

I was very apprehensive before
Nicky Morgan arrived. I had had
some practice before this, as
previously we had presented our
projects in the Palace of Westminster
to two of our local MP's; Natascha
Engel and Toby Perkins. The praise
we received from the MP's did
somewhat settle my nerves, and by
the time she arrived I was prepared
to deliver a clear speech.

After the two other students (Eleanor Oxborough and Meghan Hardy) had presented their projects, I presented mine. I was a little nervous but I soon became comfortable talking to her and began engaging in natural conversation. I explained the theme of my project and why I felt it was important, and she then asked me a few questions related to my piece. I was extremely pleased with how well my presentation went, as well as grateful that she showed such an interest in the issue and my work.

I was so proud of how well we all presented our issues and spoke to Nicky Morgan. After the presentations, she praised our projects, saying, "I am hugely impressed with the creativity of the project and the passion with which you presented. I am delighted that it has been seen in Westminster". As a group we were thrilled with this comment.

When I first heard about the Time for Tea project, I was more than eager to get involved. I saw the idea of advocating an issue to world leaders as a once in a lifetime opportunity and a chance for me to make the world a better place. I am aware of current events both at home and abroad, and I know that there is so much that can be done to make it a better place to live in. Therefore having an opportunity to do this was something I was sure not to miss out on.

I have already gained so much from participating in the project. I have an even greater understanding of the world around me and how I think we could make it a better place. Time for Tea has created a passion within me to pursue my dream of making a difference in this world, and it has shown me that this is possible. It has also given me a voice when I am at an age where my voice can often be ignored or disregarded - and this has so many benefits. Confidence is probably the main one as a few months ago I would never have imagined that I'd be discussing my ideas to a room full of MP's, pupils and teachers, as well as to the most important figure in UK education.

Before I started the project, I had little experience of group speaking and presenting, but I have gained so much confidence in this area. It has also developed my self-confidence by making me realise that I have the capability to achieve more than I previously thought. As well as these benefits, the project has also developed my creativity and organisational skills.

Last, but not least, it has given me something to talk about to potential universities or employers, which could help me to stand out from the crowd.

I believe that it is vitally important that younger people like me participate in projects like this. It makes you so much more aware of the world around you. I stress that if anyone is given the opportunity to participate in this project or one similar to it, then they should make the most of it and volunteer, because opportunities like these can be once in a lifetime. I would like to take this opportunity to thank Momentum World and school for the opportunity that they have given me.



The Minister with (left to right) Meghan Hardy, Jack Bonnington, Eleanor Oxborough and teacher Miss Beattie



**The Minister and Meghan** 



The Minister exploring Time For Tea



**Eleanor's presentation to the Minister** 



The Minister meets Meghan to talk about media and the manipulation of young women





# SUSTAINABLE DEVELOPMENT GOALS (SDGs)

The United Nations declaration "Transforming our world: the 2030 Agenda for Sustainable Development" is one of the most ambitious and far-reaching global agreements in recent history. The agenda, with the 17 Sustainable Development Goals (SDGs) as its central axis, is a guide to address the most pressing global challenges: ending poverty and promoting economic prosperity, social inclusion, environmental sustainability, peace and good governance for all peoples by 2030.

























7 AFFORDABLE AND CLEAN ENERGY







9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



AND COMMUNITIES







13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



17 PARTNERSHIPS FOR THE GOALS



## HOW TO WORK ON THE SDGs

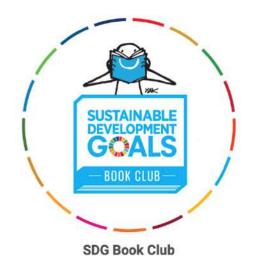
Non-formal education activities, such as "Time for Tea", can make important contributions to both knowledge and fulfilment of the SDGs. To achieve this, children and young people need to take a leading role in sustainable development and implementation of the SDGs in their communities.

In this regard, "Time for Tea" activities can provide a comprehensive approach to address the SDGs. Here are some steps to begin, or deepen, the commitment of children and young people to the SDGs:

- Find out what is already being done in your community to promote knowledge and action regarding the SDGs.
- Identify priorities, opportunities and weaknesses in your community's approach to the SDGs.
- Incorporate one or more of the SDGs into the "Time for Tea" activities that you develop in your community.
- Encourage children and young people to take ownership of the SDGs, so that they can design their own activities based on the SDGs and explain which one they are contributing to.
- Monitor, evaluate and communicate the actions and projects that young people are developing to promote knowledge and fulfilment of the SDGs.







## RESOURCE BANK



The Erasmus+ Project Results Platform will give you access to descriptions, results and contact information of all projects funded under the Erasmus+ programme.



The European Youth Portal offers young people information about learning, work and volunteering opportunities in Europe and beyond, and also how to make their voices heard as young European citizens.



Eurodesk is a European youth information network that provides comprehensive and accessible information on learning mobility for young people and those who work with them.



SALTO-YOUTH is a network of seven Resource Centres working on European priority areas within the youth field.

This is an online platform of the European Parliament, where youth can outline their own ideas on the issues that Europe is facing today and their ideas for the Europe of tomorrow.



The Youth Goals are the outcome of the Youth Dialogue process with over 50.000 young people. They represent views of young people from all over Europe and are part of the EU Youth Strategy.



This United Nations web page is a source of learning materials on the Sustainable Development Goals, aimed at adults and youth. It offers a fun and engaging way to learn about the SDGs.



UNESCO designed resource bank for educators, education planners and practitioners, with hundreds of pedagogical ideas for classroom activities and multimedia resources on SDGs.







WE ARE VERY INTERESTED TO KNOW YOUR OPINION ABOUT THIS RESOURCES PACK AND THE IMPLEMENTATION OF YOUR OWN "TIME FOR TEA" INITIATIVES. SO WE ENCOURAGE YOU TO SHARE YOUR IDEAS, METHODS, RESULTS, FEEDBACK, KNOWLEDGE, EXPERIENCES OR ANY OTHER COMMENTS.





Organise meetings with your colleagues and other organisations.

Generate a chain of storytelling through pictures, questions or descriptions of your experience.

Create a new blog where you describe what you personally have learned and how.

Share your own experience through Time for Tea social media channels.

Share your best practice experience in relation to Time for Tea.

Share your own experience with your colleagues and friends on your own social media, using the hashtag #TimeforTea

## 8. PARTNERS



## Regionalne Centrum Wolontariatu

We are one of the most active non-governmental organisations operating in Świętokrzyskie region. For over 10 years, our main activity is helping people who want to become volunteers and intermediation between volunteers and organisations that need help. We promote volunteering, we uphold the enforcement of volunteers laws, we give our experience, advice and we inspire action. Regional Volunteer Centre also supports the initiatives of young people and offers high-quality workshops and training, as well as many fantastic international projects! The mission of the Regional Volunteer Centre in Kielce is to inspire and encourage active citizenship and volunteering for the development of civil society.

http://centrumwolontariatu.eu



## Momentum World CIC

Momentum World is a not for profit international education and training provider based in the UK. We specialise in international projects and networks for young people, youth worker training and digital media skills. Our aims are: to inspire young people and develop their employability; to increase young people's understanding of global issues; to facilitate employment opportunities and career pathways; to add value to formal education; to promote intercultural understanding and inclusion. With expertise across the youth and non-formal education sector, we have been involved in more than 200 European and international projects.

http://www.momentumworld.org





## Associazione di Promozione Sociale Joint

Joint Association is a Social Promotion Association based in Milan. The Association has been operating in the non-profit sector from more than 12 years and offers young people international mobility and learning opportunities in non-formal contexts. We are specialised in projects related to non-formal education and intercultural learning. We work with young people between 18 and 30 years old, providing additional education for high school students and for the weakest groups in society such as disadvantaged young people.

https://associazionejoint.org/en/



## Biderbost, Boscan and Rochin

Biderbost, Boscan & Rochin (BB&R) is a professional, international consulting firm located in Salamanca (Spain). BB&R specialises in many distinguished fields of expertise including social responsibility in the field of youth. BB&R's team consists of ten young and qualified professionals from all over the world, with various backgrounds and proficiencies in different subject matters. BB&R has collaborated with different notable organisations (European Union, EU-LAC Foundation, InterAmerican Development Bank, United Nation Development Programme, World Bank, International Organization for Migration), NGOs and government agencies (Spain, Brazil, Norway, Canada, Bulgaria, UK) in an effort to train European youth to be more qualified in today's work force, and to live a more active civic life.

http://bbyr.com/en/



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#### Web

https://www.time4tea.info

#### **Facebook**

https://www.facebook.com/T4TUK

#### **Twitter**

https://twitter.com/Time\_for\_TeaUK

#### Instagram

https://www.instagram.com/time\_for\_teauk/

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## TIME FOR TEA

