

# ACTIVITY REPORT

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WITH PARTNERS FROM:



the Netherlands  
WOW Go Amsterdam



Italy  
Scambieuropoli



Spain  
Ayuntamiento de Alguazas



Malta  
Nadur Local Council

## INTRODUCTION

The project “Youth Innovators” brought together 29 participants, including group leaders and a coordinator, from 4 European countries: the Netherlands, Malta, Italy, and Spain. The participants were age 17-26 years old and represented diverse social, cultural, and educational backgrounds. A majority of the young people participated in an Erasmus+ Youth Exchange for the first time.

The project was coordinated by WOW GO Amsterdam (Netherlands) and hosted by the Nadur Local Council (Malta), in cooperation with Scambieuropei ETS (Italy) and the Youth Department Ayuntamiento de Alguazas of Murcia (Spain). The partner organisations worked closely together during the preparation, implementation, and follow-up phases, ensuring a safe learning environment, effective communication, and high-quality educational content.



The main aim of the Youth Exchange was to empower young people to become more aware, capable, and confident in acting on topics related to sustainability, responsible consumption, youth entrepreneurship, and digital skills, while strengthening youth participation, community involvement and European awareness. The program was designed using non-formal education methods, combining workshops, group work, creative activities, intercultural learning, community engagement, and daily reflection sessions.

Learning was guided by the Youthpass framework and the 8 Key Competences to support participants in identifying and reflecting on their learning outcomes. Through mixed-nationality teamwork, practical challenges, and youth-led activities, participants developed competences such as communication in English, teamwork, initiative-taking, digital and media literacy, and civic engagement.

This activity report provides an overview of the Youth Exchange describing the implemented activities, the applied methodologies, and the learning processes experienced by the participants. It highlights how each day contributed to the overall objectives of the project and demonstrates the educational, social, and intercultural impact achieved through the Erasmus+ Youth Exchange.

This project was funded by the the Erasmus+ Programme of the European Union.



## PREPARATION PHASE

### Preparatory Visit (PV)

Prior to the implementation of the Youth Exchange, a Preparatory Visit (PV) was organised in Malta from 15-17 May 2025 with representatives of the partner organisations. The main purpose of this visit was to ensure a high-quality implementation of the project by aligning expectations, clarifying roles, and finalising the programme.

During the PV, partners reviewed the project objectives, learning outcomes, and NFL education methods, with particular attention to inclusion, safety, and the participation of young people with fewer opportunities. Based on the agreed programme, each group leader received a clear instruction manual outlining the activities, roles, and methodologies. This allowed the partners to divide responsibilities effectively, prepare the sessions in advance, and ensure a smooth and coherent implementation of the Youth Exchange.

Practical arrangements such as accommodation, training venues, transportation, risk management, and emergency procedures were discussed and agreed upon. This preparation contributed to a safe and well-structured learning environment during the Youth Exchange.

In addition, the PV allowed the team to establish strong local connections in Nadur. Together with the Nadur Local Council, the partners explored the town's social infrastructure and planned key activities such as the SDG Scavenger Hunt, the Cultural Exchange Market that actively involved local entities and fostered community engagement.



Face-to-face planning and shared decision-making ensured a smooth implementation phase and enabled the teams to respond flexibly to minor challenges during the exchange. Overall, the PV laid a solid foundation for effective collaboration, meaningful learning outcomes, peer group leadership and long-term partnership development.

## Virtual meetings and Building Connection Before the Youth Exchange

Before the physical start of the Youth Exchange, a strong emphasis was placed on preparation and early group connection. Prior to arrival, the coordinating organisation from the Netherlands created a shared WhatsApp group including all participants, group leaders, and coordinators. This digital space was introduced as the project's main communication and learning platform, used to share updates, links, practical information, and materials throughout all phases of the project.

The WhatsApp group also functioned as an important preparatory energiser and group-building tool. Participants were invited to introduce themselves by posting a photo, their first name, country, and a short personal description, including a fun fact. Group leaders were encouraged to lead by example, helping participants feel more comfortable and motivated to engage.

This early interaction helped break the ice before meeting in person, especially for participants with fewer opportunities or limited international experience. By the time the exchange officially started, many participants already felt familiar with each other's names, backgrounds, and personalities. This significantly strengthened group dynamics and made the transition into face-to-face activities smoother and more inclusive.

Through this preparatory phase, participants were also introduced to the purpose of the Youth Exchange, its international character, and the idea of learning together as a group. The initiative supported early intercultural awareness, digital communication skills, and a sense of belonging, laying a solid foundation for trust, openness, and active participation during the exchange itself.



## YOUTH EXCHANGE

### Day 1, 11 July 2025

#### Arrival and Informal Welcome in Gozo, Malta

The first day marked the arrival of participants and group leaders from the Netherlands, Italy, Spain, and Malta. After traveling from different countries, participants arrived in Gozo and were supported by the host organisation with coordinated transfers and clear guidance, ensuring a smooth and safe arrival process.

#### Arrival of Participants

The morning and early afternoon were dedicated to arrivals and settling in at the accommodation.

Participants had time to rest, recover from travel, and get familiar with their surroundings. This unstructured time was important to support well-being and energy levels, especially for those traveling for the first time without prior Erasmus+ experience.



Coordinators from Netherlands and Malta were early present to welcome the national teams, provide practical information, and ensure that everyone felt comfortable and supported from the very beginning. The focus of this first gathering was on creating a warm atmosphere rather than delivering intensive content. Conversations, shared snacks, and a calm environment helped participants ease into the group and begin forming connections naturally.

Basic safety rules and practical guidelines were shared to ensure clarity and reassurance. The informal approach allowed everyone to arrive at their own pace, while already fostering trust and openness within the group. This careful balance between structure and relaxation created the ideal starting point for the more intensive learning activities that would follow in the coming days.

## Day 2, 12 July 2025

### Introduction

The second day of the Youth Exchange marked the official start of the learning. After the arrival day, this day focused on creating a safe, inclusive, and motivating learning environment while introducing participants to the purpose, structure, and values of the project. Each national group was presented, allowing participants to see the diversity within the exchange and recognize familiar faces from the preparatory WhatsApp introductions.

### Introduction to the Youth Exchange Programme and Learning Agreement

The day began with a warm and formal welcome at the Nadur Town Council, where participants and group leaders from the Netherlands, Italy, Spain, and Malta gathered for the first official programme session. The organisers introduced the Youth Exchange “Youth Innovators” by explaining why the project was created and how it connects to shared European and global challenges, particularly sustainability, responsible consumption, and youth participation.

Peer group leaders from Malta and Netherlands guided the groups through the overall programme timeline and the daily activities. Basic safety rules and practical guidelines of accommodation and townhall venue were being explained and reminded of to ensure clarity and reassurance to help participants understand expectations. Practical information about logistics, and the functional and sustainable use of the training spaces was shared, ensuring clarity and transparency from the start.



Participants discussed values such as respect, inclusion, active participation, and mutual support. By signing the agreement and displaying it visibly in the venue, the group collectively committed to a safe and supportive learning environment. This process encouraged ownership and responsibility, helping participants feel secure and confident to engage actively throughout the exchange.

### Getting to Know Each Other Activities

Following the introduction, the group moved into interactive “getting to know each other” activities designed to break the ice and build trust. Through energisers, name games, and small group challenges, participants learned about each other’s backgrounds, motivations, and expectations in an informal and playful way.



From the very beginning, emphasis was placed on learning from one another, highlighting the diversity of experiences within the group, social inclusion as a key strength of the project.

These activities helped participants feel more relaxed and connected, lowering language barriers and encouraging openness. Many participants who initially felt shy or uncertain became more confident in expressing themselves, laying a strong foundation for cooperation, teamwork, and peer learning in the days ahead.

## Tree of Innovation – Expectations, Contributions and Fears

Later in the morning, participants took part in the Tree of Innovation activity, which served as an important reflective and diagnostic tool. A large tree was drawn on a flipchart, symbolising growth and development throughout the Youth Exchange.



Participants were invited to write their expectations, fears, and potential contributions on post-it notes and place them on different parts of the tree. This activity was done individually but shared collectively, creating a sense of transparency and trust within the group. This helped normalise uncertainty and strengthened group cohesion. The Tree of Innovation was clearly presented as a living tool that would be revisited at the end of the exchange to reflect on personal growth and achieved learning outcomes.

## Journalist Team

The Journalist Team was introduced during the daily announcements, with 4 participants each day (one from Malta, Spain, Italy, and the Netherlands) taking on the role of documenting the day by making photos and writing short reports for daily social media updates. On the first day, the journalist team consisted of the group leaders from the 4 countries, serving as a form of *leading by example* so that participants clearly understood their tasks and responsibilities for the following days.

## Youthpass Introduction and 8 Key Competences (8KeyCom) Activity



In the afternoon, the program focused on increasing participants' awareness of learning processes and competence development through the introduction of Youthpass. Participants watched a short introductory video explaining what Youthpass is and how it helps to recognise and validate learning outcomes gained through non-formal education activities, such as youth exchanges. This introduction helped participants understand the importance of reflecting on their learning and making their competences visible for future educational and professional paths.



Following the introduction, participants took part in an interactive group-building activity based on the 8KeyCom (8 Key Competences) tool, also known as the *First Aid Kit Backpack*. This educational tool consists of 8 non-formal education games designed to develop and deepen understanding of the eight key competences for lifelong learning as defined in the European framework. These competences include communication in the mother tongue and foreign languages, mathematical and scientific competences, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, and cultural awareness and expression.



Participants were divided into mixed-nationality groups and engaged in a series of playful and dynamic challenges connected to these competences. The activities were highly interactive and learner-centred, allowing participants to experience competence development in practice rather than through theoretical explanations. The games encouraged teamwork, communication, creativity, problem-solving, and intercultural cooperation, while also strengthening group dynamics and mutual trust.



The tool is designed to be flexible and adaptable, with different levels of difficulty, making it accessible both for beginners and for participants who already have experience in competence development. Through the built-in debriefing and reflection phases, participants were supported in linking the activities to their personal lives, future goals, and learning paths. Learning occurred spontaneously, as participants became fully engaged in the games and challenges.



Overall, this session provided a strong foundation for ongoing reflection during the exchange and supported participants in recognizing how their competences would continue to develop throughout the project. At the same time, it reinforced the value of non-formal learning and strengthened participants' sense of belonging to a broader European learning community.

### Secret Friend, Introduction

On the first day of the exchange, the Secret Friend activity was introduced as an additional activity for group bonding. This initiative was proposed by one of the Dutch participants, who also took on the role of peer group leader during the project. The idea was warmly received by the group and became a meaningful element throughout the entire week. The Secret Friend activity aimed to encourage kindness, connection, and mutual care among participants. At the start of the exchange, participants secretly drew the name of another participant from a box, who then became their "secret friend" for the whole week. Each day, participants were encouraged to do small acts of kindness for their secret friend, such as leaving anonymous notes, messages, or small gifts in a shared secret box. All actions were done discreetly, without revealing identities, creating curiosity and a positive atmosphere during the exchange.



### Reflection Time



At the end of each day, participants were given dedicated reflection time to consolidate their learning. They first reflected in national groups, supported by their group leaders, creating a familiar and safe space to express thoughts and emotions in mother tongue. Participants identified personal learning objectives and reflected on which competences they wanted to strengthen during the exchange.

### Welcome Dinner and Discovering the Social Infrastructure of Nadur

The day concluded with a welcome dinner at the Nadur Town Hall, combined with an informal exploration of the town's social environment. Sharing a meal together created a relaxed atmosphere where participants could continue building relationships outside the formal learning setting. This moment also introduced participants to the local context and community of Nadur, strengthening the connection between the Youth Exchange and its host environment. A special highlight of the evening was celebrating the Dutch Group Leader's birthday together, which further enhanced group bonding and created a sense of belonging and shared experience.

By the end of Day 2, participants felt welcomed, informed, and connected. They had a clear understanding of the project's goals, the learning framework, and their role within the group. The strong focus on trust-building, reflection, and intercultural interaction ensured a solid foundation for deeper learning and collaboration in the days to follow.

## DAY 3, 13 July 2025

### Morning check-in

The day began with a morning check-in, allowing participants to reflect on the previous day's activities, share questions or comments, announce next Journalist Team, and engage in discussions on non-formal learning, active participation, intercultural experiences, and group dynamics. These daily sessions helped consolidate learning and set the tone for the day.



Following the check-in, participants took part in their daily energizer, which proved to be a fun and engaging way to energize the group and strengthen team cohesion. These energizers contributed to a positive learning atmosphere throughout the exchange and gave participants to initiate as well.

### Active participation "Questions Sustainability"

In this activity, participants share their perspectives on sustainability. Each participant receives a question about sustainability on a piece of paper. As music plays, they rotate their papers, and when the music stops, they discuss their question with a partner.



There were questions such as:

- ❖ What do you consider the biggest challenge when trying to live sustainably, and why?
- ❖ What is your best green travel tip?
- ❖ It is harder to change our lifestyle than to change policies governing our society. Do you agree with this sentence?
- ❖ Are there any ethical dilemma's related to fashion, if yes give some examples.
- ❖ You should research in advance about the working conditions of the people involved in the production of a product you want to buy (eg. Clothes, electronics, food items). Do you agree?
- ❖ Do you think you are climate-privileged? Why?
- ❖ When choosing transportation (for personal or professional reasons) do you prioritize eco-friendly options, even if they are more expensive?
- ❖ Do you buy local and seasonal food even if they are more expensive than imported alternatives?

This process continues, allowing everyone to interact with multiple people. Questions cover topics such as personal sustainability challenges, impactful changes, and opinions on animal consumption and corporate boycotts. This activity helps participants measure each other's knowledge and viewpoints on sustainability while fostering meaningful conversations.

### Interactive digital Game based group-building



This activity was a first review in a playful way by using a digital game-based interactive learning Quizz. The activity was a great way to assess the groups understanding about the different topics aligned to the project, or to familiarize with the different elements in the youth exchange, such as Erasmus+, European values, Countries involved in the YE, Culture, Sustainability, GreenComp and so on. It was also an enjoyable way to create group dynamics.

### Entangling Global Interdependencies



This activity explored the interconnectedness of global resources, actors, and products. Each participant was assigned a role, representing either a product, a societal actor, or a natural resource, and introduced themselves while using a string to visually map the complex web of global connections. Participants particularly enjoyed seeing these connections visualized, which made abstract concepts tangible and engaging. This activity helped participants understand the impact of global interdependencies, encourages reflection on the consequences of these connections, and develops critical thinking and debating skills about global issues.

### Reflection Time

Participants reflected in national groups on their personal learning goals and key insights, supported by group leaders in a safe and familiar setting. They meet and share with each other how was the day. The groups reflect on the day, answering a few guideline questions like 'How do you feel?', 'What have you learned', 'Which was your favorite moment?', 'What do you expect in the next days?', 'How did you challenge yourself today?'

### Intercultural Evening



In the evening, the Intercultural Evening hosted by Spain allowed participants to share and celebrate cultural elements from their countries. The Spanish team prepared a cultural dinner, providing a sense of belonging and fostering mutual understanding among participants. This activity enhanced participants' global perspective and highlighted how cultural diversity can be shared and appreciated within an international group.

## DAY 4, 14 July 2025

### Daily Morning check-in

The day started with the morning check-in, a brief session that included group dynamics activities, feedback from the previous day's reflection groups, recognition of participants who contributed to the previous intercultural evening, morning and Journalist Team announcements, and a short overview of the day's programme. These daily check-ins helped participants stay engaged, informed, and connected.

### Daily life questions

The morning continued with daily life questions and card games, providing a relaxed and interactive way for participants to get to know each other more deeply and strengthen intercultural bonds.



### BINGO Sustainable Lifestyle

In this session, participants played a sustainability-themed Bingo game.

BINGO Sustainable Lifestyle	
You have to go around the room and find people who can say YES to the sentences from the table below. You have to find one person for each place. In case of an answer, please write it down with the name of the person next to it. You say BINGO when you have found people for all the sentences mentioned.	
I know the meaning of Sustainability and Sustainable Lifestyle. <i>Lea Fenger</i>	I recycle the recyclable waste I create (paper, plastic, glass, metal, batteries, electronics etc) <i>MATHILDE</i>
I prefer to eat local products (made in the country/region where I'm situated, even if they are more expensive than imported ones).	I prefer to travel only by sustainable means of transport (train, bicycle, public transport, by land, etc). (Even if you have to travel for more than 24 hours) <i>Paula</i>
I never waste food. <i>Felicity</i>	I compost my organic waste. (Home) <i>Giorgia</i>
I avoid or try to reduce meat consumption.	I am very careful and cautious about my electricity consumption in every place I am.
I use only energy-saving appliances in my house.	I can make different useful objects out of tetra pack (what kind of objects)
I have my own bag while shopping and I don't take bags provided by shops. <i>Imma</i>	I get involved in actions/initiatives which make my city/country more sustainable. (What kind of actions/initiatives?)
I avoid products with a high water footprint.	I consume only seasonal products.
I compensate for the CO2 emissions of my flights (when I fly flights).	I use renewable sources of energy at my house/workplace.
I know there are eco-villages in my country. (Have you been to any?) <i>Se</i>	I measure my eco footprint every year and try to reduce it. (How?)

There were statements such as:

- ❖ I know the meaning of sustainable and sustainability lifestyle.
- ❖ I recycle the recyclable waste I create (plastic, glass, metal, electronics etc)
- ❖ I prefer to travel only by sustainable means of transport (train, bicycle, public transport, by land etc).
- ❖ I compost my organic waste.
- ❖ I am very careful and cautious about my electricity consumption in every place I am.
- ❖ I use only energy-saving appliances in my house.
- ❖ I never waste food.
- ❖ I avoid or try to reduce meat consumption.
- ❖ I avoid products with a high water footprint.

They circulate within the room to find individuals who can affirm various statements, such as understanding sustainability, recycling waste, using sustainable transport, and measuring their eco footprint. For each affirmative response, participants will note the person's name next to the statement.

The goal is to fill out the Bingo card by finding someone who can say "yes" to each statement, promoting discussion and awareness of sustainable practices.

## SDG Sustainability Scavenger Hunt



The “Sustainability Scavenger Hunt: Discovering Nadur through 17 SDGs.” In this interactive exercise, participants from the 4 partner countries worked in mixed teams to explore the city of Nadur while learning about the 17 Sustainable Development Goals (SDGs).



Local shopkeepers, restaurants, offices, and other community organizations displayed SDG signs in their windows, which participants had to find. Teams solved riddles and puzzles that led them from one location to another, researching and discussing the meaning and relevance of each SDG using their iPads or smartphones. This activity not only increased awareness of sustainability issues but also encouraged teamwork, problem-solving, critical thinking, and active engagement with the local community. Participants particularly enjoyed the treasure-hunt format, combining learning with movement, exploration, and friendly competition.



Later that day, participants reflected on their experiences through an SDG evaluation session, then we solved the riddles together, followed by a country presentation from the Netherlands.

## Reflection Time

Participants could document their learning through notes, drawings, voice recordings, or discussions, allowing each to reflect in their preferred way.

## Intercultural Evening



The Dutch country presentation was paired with an intercultural dinner where the Dutch team introduced a mix of their culture and prepared international cuisine. Sharing a meal in this way fostered intercultural understanding, group cohesion, and enjoyment of cultural diversity.

## DAY 5, 15 July 2025

### Daily Morning check-in

The day began with the morning check-in and some fun energizers, designed to reconnect participants after the previous day's activities outside the programme space. Participants shared experiences and impressions from the day before. There was the next Journalist Team announcement and it was an opportunity to integrate learning into the day ahead.

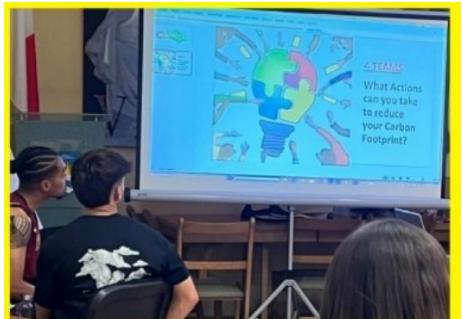


### Carbon Footprint



Through interactive discussions, games, and videos, participants explored the environmental impact of daily actions, including the use and disposal of electronic devices.

The 3 sessions focused on sustainable choices and understanding and reducing personal carbon footprints through interactive and participatory methods. Participants began with a live word-cloud brainstorming activity and short videos to build awareness of what a carbon footprint is and how daily actions impact the environment.



The second session centred on discussion and critical reflection. Participants explored questions such as *“What actions can you take to reduce your carbon footprint?”* and reflected on the environmental impact of daily choices, including transportation, energy use, consumption, and electronic devices. Open discussions encouraged participants to share perspectives, challenge assumptions, and learn from each other.



In the third session, participants worked in small groups to prepare short presentations on the environmental impact of specific behaviours and practical solutions for reducing carbon emissions. The groups presented their ideas to the rest of their group, fostering peer learning, collaboration, and a sense of shared responsibility for environmental sustainability. All together, these sessions highlighted practical ways to adopt eco-friendly habits and encouraged participants to integrate these practices into their lives, fostering responsibility for both personal and global environmental well-being.

### Step Forward

Later, participants engaged in the “Step Forward” exercise, conducted outdoors.

Participants were asked to take a step forward when they can relate to a statement about life opportunities or privileges.

As the exercise progresses, participants visually experience the differences in opportunities.

The activity concludes with a group debriefing to reflect on the feelings, inequalities, participation and issues that emerged during the exercise. This experiential activity helped participants reflect on privilege and inequality, highlighting how different social, economic, and cultural circumstances can shape opportunities and life experiences. It encouraged empathy, critical thinking, and personal reflection on social responsibility.



### Free TIME

Having free time to digest so far contents of the project.

On our free afternoon, the entire group opted for the optional boat trip, showing strong group cohesion. This activity was self-funded.

### Intercultural Evening



The Italian Intercultural Evening provided a platform for participants to share and celebrate cultural elements from each country. The Italian team prepared a cultural dinner, which not only offered a sense of belonging but also strengthened mutual understanding among participants. A fun Italian-themed guessing game was included, allowing everyone to actively engage while learning about Italy's traditions, cuisine, and cultural identity. This activity enhanced intercultural awareness and promoted a deeper appreciation of diversity within the group.

## DAY 6, 16 July 2025

### Daily Morning check-in

The day started with the morning check-in, the announcement of today's Journalist Team, allowing participants to reconnect and reflect. These sessions provided a space to address remaining questions or comments from the previous sessions. Morning check-in was followed with some energizers to set the tone for the day.

### Water Jobs

In the morning, participants engaged in the "Water Jobs" game, an interactive activity where they guessed different professions and explored how these roles contribute to environmental protection and sustainable water use. The exercise helped participants understand the interconnectedness of human activity and natural resources, promoting awareness of responsible environmental practices.



### Virtual Water

The group leaders facilitated an interactive Run your own Race Quiz on focused on the concept of "Virtual Water". The activity was designed as a dynamic and engaging learning game, using a PowerPoint presentation with multiple-choice questions (A, B, C, D). For each question, participants had to choose one of the 4 answer options by physically moving to the corresponding letter in the space, turning the quiz into an active "run your race" activity. The format had an elimination element, where participants who chose incorrect answers were temporarily out of the race. This format encouraged movement, quick decision-making, active participation, while keeping the atmosphere competitive, fun and energetic.

The questions addressed key topics such as the meaning of virtual water, water footprints, global water consumption, and the impact of everyday products, food choices, and lifestyle habits on water use. Why is "virtual water" called "virtual"?

- ❖ What is a water footprint?
- ❖ Which sector consumes the most water globally (virtual water)?
- ❖ Which of the following actions helps save the most water?
- ❖ Which option would reduce your virtual water footprint most effectively?
- ❖ Which of the following products has the smallest virtual water use?



After the game we had a discussion and reflected on the correct answers and shared insights, deepening their understanding of how water is indirectly consumed through daily choices. The activity helped participants develop awareness of their personal and collective water footprints, while also promoting critical thinking, sustainability awareness, and responsible decision-making.

Overall, the game provided a playful yet meaningful way to learn about global water issues, making complex concepts accessible through movement, interaction, and group discussion.

## Slavery Footprint

The session focused on modern slavery and its connection to everyday consumer habits. Participants watched an eye-opening video that revealed the hidden realities of forced and child labour worldwide. They then completed the “Slavery Footprint” survey ([slaveryfootprint.org](https://slaveryfootprint.org)), a digital tool that helps us understand the involvement in modern-day slavery. This interactive activity prompted reflection on the ethical and social impact of consumption, sparking discussions on how individuals and companies can take responsibility to make meaningful change.

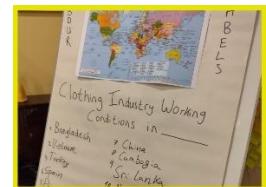


## Labour Behind the Labels

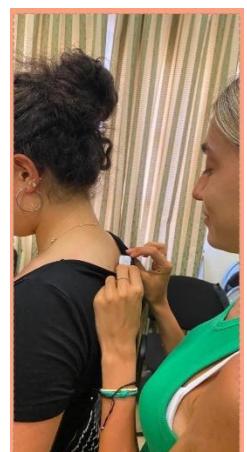


This activity was led by one of the national group leaders and consisted of 3 connected activities designed to raise awareness about global garment production and workers' rights through non-formal, participatory learning methods.

The session started with a short introductory presentation where we were shown a world map and simple visuals. These introduced the topic of global clothing production, explaining how the garment industry is connected to international trade, labour conditions, and consumer choices. The introduction focused on awareness-raising rather than theory, setting the context for self-directed exploration.



In the second activity, participants explored the labels in their own clothing. They formed a circle, read the country of manufacture on each other's clothing labels, and were then divided into small groups based on these countries. Each group researched one producing country and identified one fact, one positive aspect, and one negative aspect related to labour conditions in the garment industry. Findings were shared with the group, encouraging reflection and peer learning.



The workshop concluded with a statement-based discussion activity. Participants chose the statement they most agreed with regarding labour conditions in the garment industry and explained their reasoning.

#### These were the 5 statements:

- ❖ This is barbaric and must stop!
- ❖ This is bad, but what can I do?
- ❖ I don't like it, but I need cheap clothes.
- ❖ It's the free market.
- ❖ Conditions will improve with more trade.



At the end of the workshop, participants reflected on what they discovered about their own clothes and the people who make them. They shared facts and stories from the countries they researched, highlighting both positive and negative aspects of the garment industry. The group discussed the huge gap between what workers earn and what consumers pay, which led to a debate on who holds responsibility for change, companies, governments, or us as consumers. The session closed with each participant feeling more aware, empowered, and connected to the human side of the clothes they wear.



#### Reflection Time

Participants identified which skills and competences they had developed or wanted to strengthen during the exchange.

#### Intercultural Evening



The day concluded with the Maltese Cultural Evening, held at the local resto Rabokk in Nadur. Maltese team presented cultural presentations, enjoyed traditional Maltese food and shared meaningful interactions with locals.

## DAY 7, 17 July 2025

### Daily Morning check-in

The day required flexibility due to shifts in the schedule, caused by rescheduling the Cultural Market and some indoor sessions. Participants adapted quickly, demonstrating resilience and engagement throughout the day. Still there were lot of announcements and reflections to be made from the day before as well as new opportunities to learn for the day ahead.

### Multimedia Session - Video Making Preparatory Session

In the entrepreneurial workshops, participants brainstormed creative ideas for fictional sustainable businesses across sectors such as :

- ❖ Arts and Culture
- ❖ Health and Wellbeing
- ❖ Entertainment and Music
- ❖ Construction
- ❖ Fashion
- ❖ Retail



Teams developed video concepts to promote their eco-friendly business ideas, combining creativity, teamwork, and innovative thinking to inspire young entrepreneurs worldwide. The challenge was clear: how can young entrepreneurs create businesses that are both profitable and environmentally responsible? Guided by group leaders, participants explored how sustainability can be integrated into business models to generate innovative solutions addressing global challenges.



This session fostered teamwork, problem-solving, adaptability, and communication across languages, while encouraging creative and practical thinking to bring their eco-friendly business ideas to life.

### Outdoor Sessions Video Making Workshops

In the afternoon, the multimedia activities moved outdoors, with participants filming and editing their videos around Nadur. This hands-on session challenged teams to communicate their sustainable business concepts effectively while managing resources and collaborating creatively, blending entrepreneurship with practical, real-world execution.



### Promotion Online Sustainable business



Participants uploaded their videos to YouTube and compete to gather the most likes within 24 hours using project hashtags, with additional prizes awarded for the highest engagement.

### Reflection Time

Peer leaders and group leaders facilitated reflection, helping participants process experiences and link them to learning outcomes. This time was followed by additional time to prepare the stalls for the Cultural Connect Evening Exchange market or today.

### Cultural Connect Evening Exchange Market and Connecting with the Locals

The Cultural Connect Exchange Market was held in the central square of Nadur near the Town Hall. For the first time, Nadur hosted an Erasmus+ youth exchange activity in this public setting, making the event especially meaningful for both participants and the local community. All national teams prepared this activity already on national level before coming to Malta. And each country presented their cultures, share ideas, and actively connect with local residents.

The market created a lively and open space where participants showcased their cultures and perspectives through music, dance, theatre, performances, and interactive presentations. Alongside cultural exchange, participants also introduced Erasmus+ youth mobilities and youth exchanges to locals, many of whom were unfamiliar with these opportunities. They explained what youth exchanges involve, why they had come to Nadur, and how such projects support learning, solidarity, and international cooperation. By engaging directly with local youth and residents, the event strengthened mutual understanding and community connection.



The Maltese team, as hosts, created a warm and welcoming atmosphere for both participants and visitors at the Nadur Central Square with local cultural energy and traditional dance. Their performances highlighted the richness of Maltese culture and fostered engagement with the community.





🇪🇸 The Spanish team brought rhythm and vibrancy, celebrating culture through lively dances that encouraged participation from locals and participants alike, adding a festive and joyful energy to the marketplace.



🇮🇹 The Italian team used a combination of humor, national music, and interactive activities to engage both locals and fellow participants, fostering connections and friendship across cultures.



🇳🇱 The Dutch team highlighted their Dutch and Indonesian heritage through traditional items, an open-air exhibition on Moluccan history and clothing, and interactive dances such as Jospan and Katreji, which locals and participants joined enthusiastically, creating a lively intercultural atmosphere.



Overall, the Cultural Connect Exchange Market demonstrated how young people can build bridges across cultures, promote European values, and actively contribute to local community life, leaving a lasting impression on participants, local youth on the island and other people of Nadur.

## Day 8, 18 July 2025

### Daily Morning check-in



The day began with the usual morning check-in, allowing participants to reflect on the previous day, share experiences and announcement, reflect on learnings.

### Personal Consumption and Lifestyle choices

Participants examined how media and advertising shape consumption habits, lifestyles, and personal identity. Through discussions, collages, and presentations, they reflected on the social and environmental impact of everyday choices and strengthened their awareness of mindful, sustainable living. As one of the final activities of the week, the session consolidated learning on personal responsibility and empowered participants to make more conscious lifestyle decisions.

The 1<sup>st</sup> session started with a joint group discussion on Personal Consumption and Lifestyle choices. Group leaders introduced the topic by focusing on how media and advertising influence personal consumption habits, modern lifestyles, and individual identities.

Participants were encouraged to reflect on questions such as:

- ❖ How do advertisements shape what we think we need?
- ❖ In what ways does social media influence lifestyle choices and self-image?
- ❖ How are consumption and identity connected in modern society?

The discussion created a safe and open space for sharing experiences, opinions, and observations and helped participants recognize common patterns of overconsumption and the subtle pressure created by marketing and media narratives.



In the 2<sup>nd</sup> session participants were divided into 6 small groups. Each group was assigned a specific theme related to daily consumption and sustainability. The guiding question for all groups was: "What can I do in my lifestyle to reduce my daily consumption or make a positive difference in the field of...?" The themes were:

- ❖ Transport
- ❖ Water
- ❖ Energy
- ❖ Food
- ❖ Consumer Habits
- ❖ Community and Social Impact (make a positive difference in the field of...?"

Within their groups, participants brainstormed practical, realistic actions they could apply in their own lives. Emphasis was placed on individual responsibility, accessibility, and small daily changes rather than ideal but unrealistic solutions. This phase encouraged teamwork, critical thinking, and peer learning. Participants exchanged ideas, compared habits between countries, and reflected on how cultural context influences consumption patterns.



In the 3rd and last session, each group translated their ideas into a visual collage. Using magazines, drawings, keywords, and symbols, participants creatively represented both problems and solutions related to their theme. The collage-making process enabled participants to express ideas non-verbally, engage creatively with sustainability concepts, and enhance group cooperation and communication. The creative session and methods were especially effective for inclusive learning, allowing participants with different language levels to contribute equally.



Each group presented their collage, outlining key issues, proposed lifestyle changes, and their potential impact on reducing consumption or strengthening social responsibility. The presentations revealing shared challenges and complementary solutions. As a closing sustainability activity, participants reflected on the week, noting a shift from abstract ideas of sustainability to practical actions in everyday life. This activity served as a meaningful evaluation of participants' learning journey and reinforced the importance of conscious consumption and responsible lifestyles.

## Daily Life Action Plans

In this activity the participants wrote down key takeaways on Post-it notes, capturing what they have learned throughout the project. They were encouraged to identify the most important things they had learned during the youth exchange, particularly in relation to sustainability, personal responsibility, and lifestyle choices. This reflective exercise supported the consolidation of knowledge gained throughout the project and helped participants become more aware of how these insights can be transferred into their daily lives, future decisions, and local communities.



## Summing up the learning outcomes of project and Youthpass

Participants reflected on their learning outcomes using the Youthpass framework and shared key insights in small groups. Discussions focused on applying these lessons in daily life, supporting self-awareness and personal growth.



## Reflection time

Flexible reflection methods were encouraged, allowing participants to choose what worked best for them. This inclusive approach ensured that everyone could reflect in a way that matched their personal learning style.

## Dinner Outing

## DAY 9, 19 July 2025

### Daily Morning check-in

The day began with the usual morning check-in and Journalist Team announcement, giving participants the opportunity to reconnect, reflect on previous activities, and prepare for the day ahead. Daily energizers continued, maintaining energy and engagement among the group.

### Revisit Tree of Innovation



At the end of the Youth Exchange, the Tree of Innovation was revisited to reflect on the participants' journey throughout the week. Participants looked back at the expectations, fears, and contributions they had shared on the first day and discussed how these had evolved. Many expectations were fulfilled, several fears were overcome, and participants were able to clearly identify their personal contributions and learning outcomes. This moment of reflection highlighted both individual growth and collective development, reinforcing the impact of the exchange experience.

### Final Presentations

The main focus of the day was the video promotion and voting challenge. Participants had formed 6 groups, each creating a video message and a logo to promote a sustainable business idea.

The results of the video challenge were presented to each other.



1. Arts and Culture – creative initiatives in the arts sector.

**Link to youtube:**

[https://youtu.be/ISZDrGJKHCM?si=3Y0VwOGlsgF\\_U9Qx](https://youtu.be/ISZDrGJKHCM?si=3Y0VwOGlsgF_U9Qx)

2. Health and Wellbeing – promoting sustainable practices in health and lifestyle.

**Link to youtube:**

<https://youtu.be/0sWTRQUUKgk?si=iVL0VJFX3HJrZ0lh>

3. Entertainment and Music – combining media, sustainability, and performance.

**Link to youtube:**

<https://youtu.be/2Na96ZqOZSo?si=plCYo6g4FFIFmjKo>

4. Construction – eco-friendly building and infrastructure concepts.

**Link to youtube:**

<https://youtu.be/GHcB4PgIc2w?si=ZSd-MJPRgmm8mci3>

5. Fashion – innovative sustainable clothing and textile ideas.

**Link to youtube:**

[https://youtu.be/l2zdvu7h7ec?si=6og2\\_bsw5ykdosTk](https://youtu.be/l2zdvu7h7ec?si=6og2_bsw5ykdosTk)

6. Retail – promoting responsible consumption and smart business solutions.

**Link to youtube:**

<https://youtu.be/pGo26Hb9WXw?si=FLcW7oWAr8mJ4WjM>



### Voting Challenge

All videos were shared on YouTube, with voting opened until this morning. The activity fostered digital literacy, creativity, teamwork, presentation, and communication skills, giving participants hands-on experience in promoting their ideas and engaging with an audience.

With the official announcement of best Video presentation. The Retail group, consisting of Manaoh (Netherlands), Giacomo (Italy), Sebastian (Malta), and Alicia (Spain), won the most likes on YouTube for their creative sketch promoting a sustainable business.



### Secret Friend, Revealing



The unplanned but warmly received initiative was the Secret Friend activity, led by Zefanja, a Dutch participant and peer group leader. Throughout the entire week, participants left notes and small gifts in a shared box. The secret friends were revealed during the last program day, creating a memorable and heartfelt conclusion.

### Digital Survey

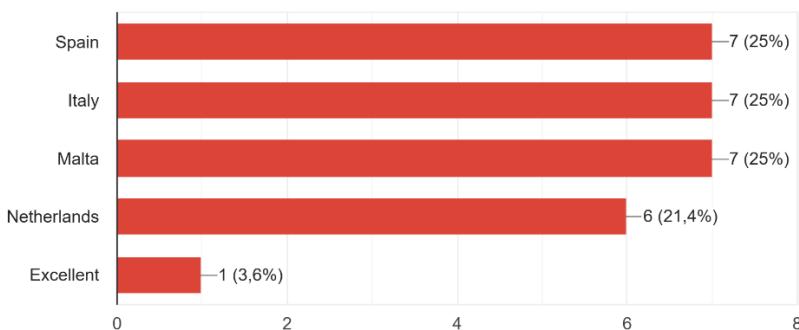
This Evaluation Session is a Digital Survey, gathering feedback from participants allowing them to express their opinions on the activities, the content covered, and their overall experience. The feedback will help assess the effectiveness of the program and identify areas for improvement for our next youth mobility projects.



## RESULTS OF THE DIGITAL SURVEY

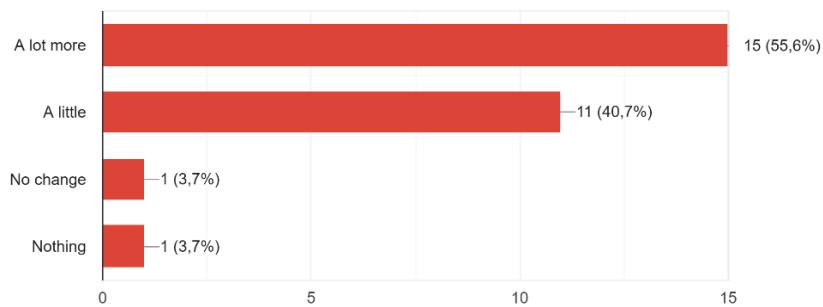
### Your Country

28 antwoorden



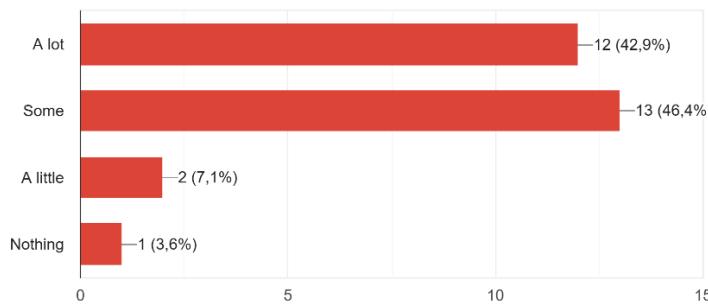
### I know more about the topics sustainability and youth participation than when I started this project

27 antwoorden



### How much did you learn about youth participation, sustainability, responsible consumption?

28 antwoorden



## What was the most valuable activity or session for you?

### Summary of survey responses

- ❖ Video creation & video sessions – 6 responses
- ❖ Virtual water & water management – 5 responses
- ❖ Modern slavery & working conditions – 4 responses
- ❖ Interconnections / global interdependencies – 3 responses
- ❖ Environmental awareness (carbon footprint & labels) – 3 responses
- ❖ Personal development activities (Youthpass, step forward) – 3 responses
- ❖ Outdoor / experiential activities – 2 responses
- ❖ Cultural market – 1 response
- ❖ No specific preference – 1 response

## **Conclusion**

Video-related activities were mentioned most often as the most valuable. Sessions about virtual water and modern slavery were also highly appreciated. Overall, participants valued interactive, creative, and practical activities more than purely theoretical ones.

### **Which 3 words describe this project best for you?**

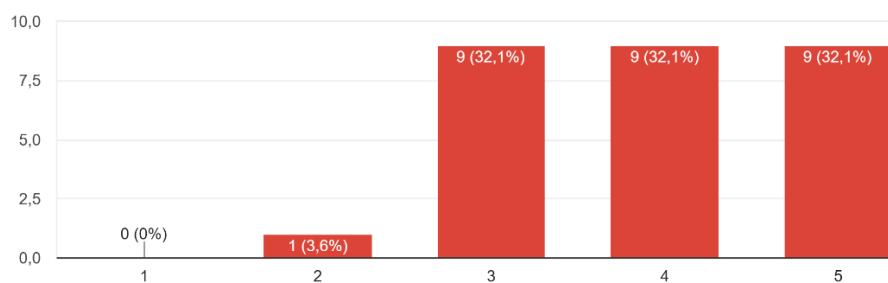
- ❖ Fun / Enjoyment (12 mentions)  
(fun, funny, enjoyment, wow, amazing, chill)
- ❖ Learning / Knowledge (10 mentions)  
(learning, learn, knowledge, informative, insightful, awareness)
- ❖ Sustainability / Environment (8 mentions)  
(sustainability, sustainable, reuse reduce recycle, energy, travel sustainability)
- ❖ Social Connection / Friendship (7 mentions)  
(friends, connection, bonds, teaming, inclusion, hospitality)
- ❖ Unforgettable / Rewarding Experience (6 mentions)  
(unforgettable, rewarding, fruitful, empowering)
- ❖ Activity & Participation (4 mentions)  
(active, participation, activities)
- ❖ Culture / Multicultural Exchange (3 mentions)  
(culture, multicultural, exchange, travel)
- ❖ Challenge / New Experiences (3 mentions)  
(challenging, new, different)
- ❖ Organization / Practical Aspects (1 mention)  
(disorganized)

## **Conclusion**

The project was mainly described as fun and educational, with strong emphasis on learning, sustainability, and social connection. Many participants also highlighted the project as unforgettable and rewarding, showing a positive overall impact.

How inspired do you feel to take action in your own life after this project?

28 antwoorden



### **From 1-5 not inspired to – very inspired**

### **What was your biggest personal takeaway from this experience?**

- ❖ Social connections & friendships (10 responses)  
Making new friends, meeting people, connecting with international participants, feeling less shy, and being together with others.
- ❖ Sustainability & environmental awareness (8 responses)  
Living a greener life, understanding sustainability, reducing waste, knowing where products come from, carbon/footprint awareness, and caring for the planet.
- ❖ Cultural understanding & breaking stereotypes (4 responses)

Learning about other cultures and traditions, understanding similarities and differences between countries, and realizing stereotypes were wrong.

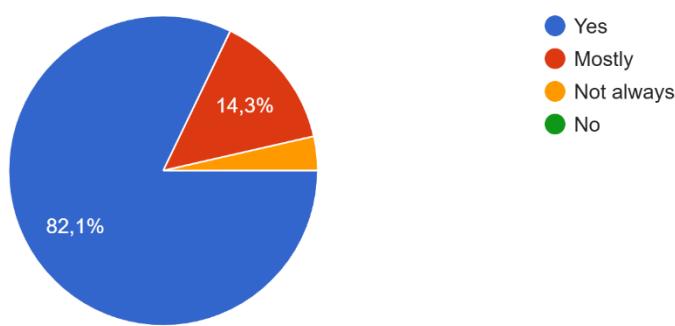
- ❖ Experience & memories (2 responses)  
Valuing the overall experience, memories of the group, places visited, and Erasmus+.
- ❖ Entrepreneurship & business mindset (2 responses)  
Learning about starting a business and understanding the effort needed for an entrepreneurial life.
- ❖ Personal growth & confidence (2 responses)  
Becoming more confident and less shy.

### Conclusion

Most participants highlighted social connections and friendships as their biggest personal takeaway, followed closely by increased awareness of sustainability. Cultural learning and international exchange were also important outcomes, showing that the experience had both a personal and educational impact.

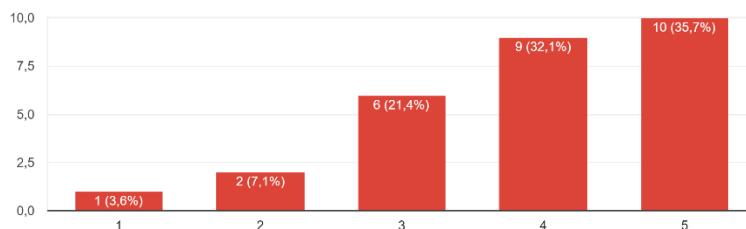
Did you feel safe and included in the group?

28 antwoorden



How would you rate the organisation and coordination of the program? Host Organisation (Malta)

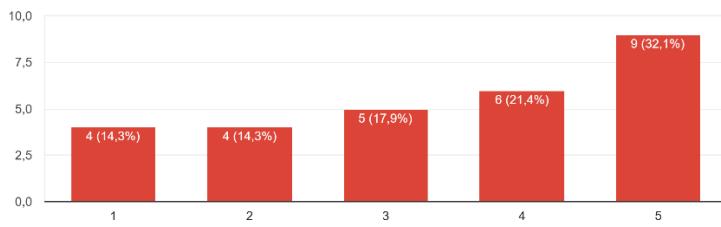
28 antwoorden



**From 1-5 very poor to – excellent**

How would you rate the organisation and coordination of the program? Coordinating Organisation (NL)

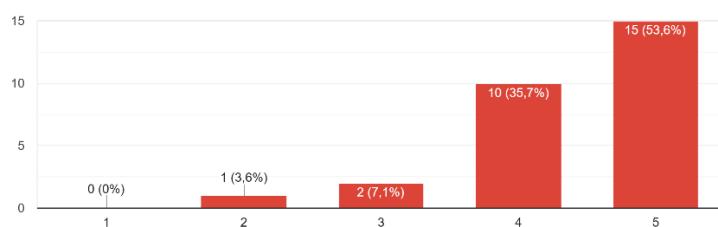
28 antwoorden



**From 1-5 very poor to – excellent**

How would you rate the organisation of your own sending Organisation (any of the 4 sendings)

28 antwoorden



From 1-5 very poor to – excellent

### What do you want to do differently in your daily life from now on?

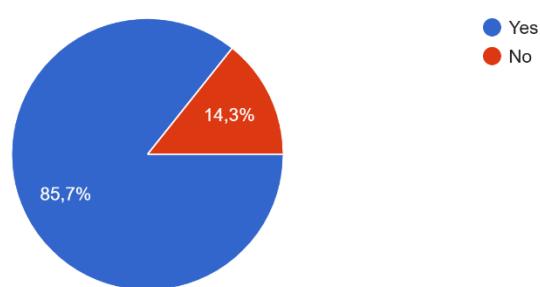
- ❖ More sustainable lifestyle & awareness (9 responses)  
Being more sustainable, more aware of daily actions, environmental impact, and pollution.
- ❖ Reduce waste (food, water, plastic) (8 responses)  
Wasting less food, less water, less plastic, and generally reducing waste.
- ❖ Recycling (6 responses)  
Recycling more and being more aware of recycling practices.
- ❖ Conscious consumption & shopping habits (6 responses)  
Buying fewer clothes, avoiding fast fashion, shopping less online, buying local, and being more careful when purchasing products.
- ❖ Reducing meat consumption (4 responses)  
Eating less meat or changing diet choices.
- ❖ Clothing awareness / fast fashion (3 responses)  
Being aware of where clothes come from and reducing clothing consumption.
- ❖ Influencing others / taking action (1 response)  
Encouraging other people to take action.
- ❖ No change / already practicing sustainability (1 response)  
Already doing everything that was taught.

### Conclusion

Out of 28 respondents the answers were overlapping. We may conclude that most participants want to adopt a more sustainable and conscious lifestyle, especially by reducing waste, recycling more, and changing consumption habits. The responses show a strong intention to turn awareness into practical daily actions.

Did you discover something new about yourself during this project?

28 antwoorden



### If yes, please explain shortly what you discovered new

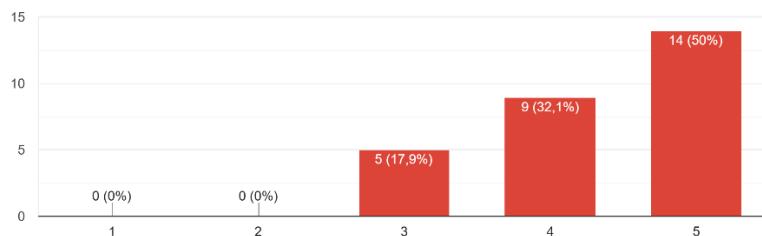
- ❖ Increased confidence & stepping out of comfort zone (6 responses)  
Participants discovered they were more confident than expected, such as speaking in front of a group, overcoming fear, dancing with others, and stepping outside their comfort zone.

- ❖ Social skills & ability to connect with others (6 responses)  
Many respondents realized they could connect easily with new people, build relationships across cultures, get along with everyone, and bond better than expected.
- ❖ Personal growth & mindset (4 responses)  
Learning patience, adaptability, facing difficulties, appreciating small things, and gaining energy from group bonding.
- ❖ Not applicable/Discovered nothing new about myself (4 responses)
- ❖ Awareness of sustainability & environmental impact (4 responses)  
Discovering a lack of sustainable behavior, learning about water usage (e.g. avocados, drinking water), and gaining new insights into sustainability and modern slavery.
- ❖ Cultural openness & appreciation (2 responses)  
Recognizing similarities with others, appreciating people from other countries, and enjoying intercultural interaction.
- ❖ New skills or knowledge about oneself (2 responses)  
Learning new things about personal abilities, such as learning idioms or discovering unexpected interests.

## Conclusion

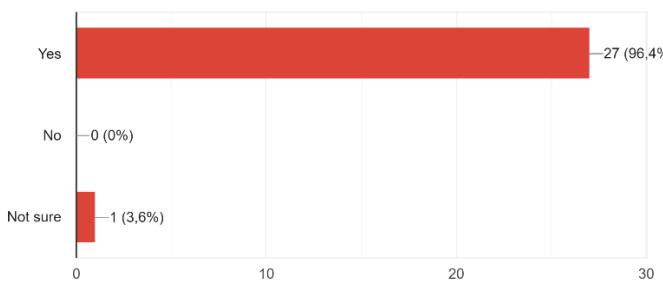
The responses show that many participants discovered greater self-confidence and stronger social skills, particularly in connecting with others and stepping out of their comfort zone. Additionally, the project helped raise personal awareness of sustainability and individual behavior, highlighting meaningful personal growth beyond academic learning.

How connected do you feel to people from other countries after this week?  
28 antwoorden



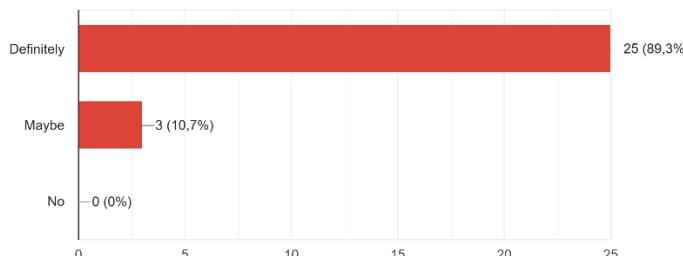
From 1-5	
Not at all – very connected	
1	0
2	0
3	5
4	9
5	14

Do you feel more confident in working in a team now?  
28 antwoorden



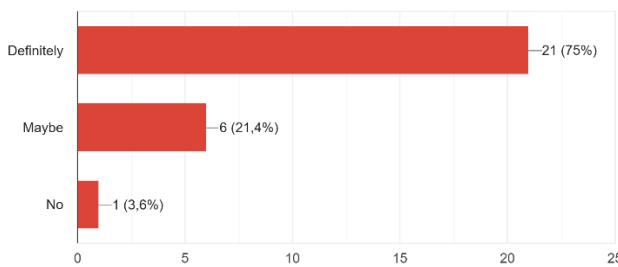
Definitely	27
No	0
Not sure	1

Would you recommend this kind of project to a friend?  
28 antwoorden



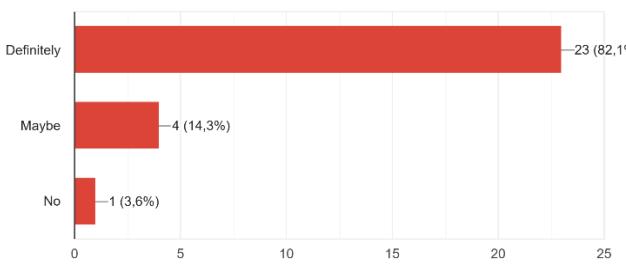
Definitely	25
Maybe	3
No	0

I know more about Youthpass than at the start of this project  
28 antwoorden



Definitely 21  
Maybe 6  
No 1

Would you participate again in an Erasmus+ Youth Exchange like this?  
28 antwoorden



Definitely 23  
Maybe 4  
No 1

### What is one thing you would improve in this project?

- ❖ Food & catering (7 responses)  
Requests for more food, better food quality or variety, clearer menus in advance, and improved food organization.
- ❖ Transport (7 responses)  
Concerns about transportation, logistics and delay in buses or drivers.
- ❖ Overall organization (4 responses)  
Issues related to organization of activities, training rooms, structure, and overall management.
- ❖ Communication & openness (2 responses)  
Need for clearer communication, more openness, better response to requests, and improved coordination.
- ❖ Mixing groups & social connection (2 responses)  
Suggestions to mix countries earlier in the program preferably on first day to have more opportunities to connect.
- ❖ Time & program structure (2 responses)  
Shorter sessions and explanations, and more free time and activities on the beach
- ❖ No improvements needed (2 responses)  
Participants felt the project was already good as it was.
- ❖ Safety & sustainability consistency (1 response)  
More attention to safety and better implementation of sustainability practices (e.g. waste separation).
- ❖ Accommodation facilities (1 response)  
Improved facilities (e.g. air conditioning).

### Conclusion

Most suggested improvements focused on food and logistics, indicating practical and structural aspects as the main challenges. At the same time, few participants felt no improvements were necessary, suggesting that despite organizational issues, the overall project experience was positive and engaging.

How would you describe your overall experience in this project?

28 antwoorden



### Any final thoughts or message you'd like to leave us with?

Responses are shown as submitted, grouped for clarity. No changes have been made to the original wording for transparency and improvements.

#### Thank you / gratitude (9 responses)

- ❖ Thank you for me participate in the project
- ❖ Thanks everyone for this experience!
- ❖ Thank you for the hospitality and for letting me join this nice Erasmus+ project! <3
- ❖ No, thank you!
- ❖ Thanks
- ❖ I really enjoy it, thanks a lot
- ❖ thank you for choosing me to join this project
- ❖ Thank you <3
- ❖ thanks for being here and share this great opportunity together

#### Positive overall experience (4 responses)

- ❖ I learned more about the topics and i enjoyed the free time like the boat tour, beachday and cultural market
- ❖ Was a very good travel
- ❖ I like it a lot, I would recommend all my friends sure
- ❖ it was a really great experience that has expanded my perspective

#### Critical / constructive feedback (3 responses)

- ❖ Don't be passive agressive any more when we say stuff to you pls
- ❖ I think spread the logistics and facilitating task between mor people would be better. A single person cannot do it all.
- ❖ The European funds allocated to Erasmus are a serious matter and must be handled seriously.

#### Personal / informal messages (2 responses)

- ❖ I love you Michael
- ❖ I like it here dont take me

### Conclusion

Most final messages expressed gratitude and positive feelings about the project. A smaller number of participants shared constructive criticism, mainly related to organization and responsibility, while a few left personal or informal messages.

### Distribution Youthpass

Finally, participants took part in the Youthpass certificate exchange, where each person received a certificate of another participant and personally handed it over with a genuine compliment or meaningful reflection. This activity reinforced peer appreciation, reflection, and recognition of learning outcomes. This activity also served as a closing activity, symbolizing mutual recognition and official conclusion of the program.



### Farewell

The day concluded with a final BBQ dinner giving participants the chance to relax, connect, and celebrate their achievements from the youth exchange.

### DAY 10, 20 July 2025

Farewell and departure of participants

## Acknowledgements

This project was funded by the Erasmus+ Programme of the European Union.



We would like to express our sincere gratitude to our partner organisations for their valuable collaboration and active contribution to the Erasmus+ Youth Innovators Gozo Malta, a dynamic youth exchange dedicated to fostering sustainable youth entrepreneurship and encouraging active youth participation.

The youth exchange took place from 11–20 July 2025 in Nadur, Gozo, Malta.

### Our partners in this youth exchange:



- Applicant Coordinator:  
Stichting WOW Go Amsterdam,  
The Netherlands
- Host Organisation:  
Nadur Local Council, Malta
- Sending partner:  
Scambieuropei, Italy
- Sending Partner:  
Ayuntamiento de Alguazas, Spain



Together, we empowered young people to think creatively, act sustainably, and build meaningful connections across borders. We look forward to continue this journey of inspiring and connecting young people in future projects.

### *Main hashtags used during this project:*

#erasmusplus @erasmusplusjeugd, #wowgozoyouthinnovators

A video compilation of the Youth Innovators Youth Exchange can be found here:

<https://youtu.be/I4IVjqd8JVA?si=XrfYUUBpt3dEwcMC>