

# IMELO



## Project objective

The Erasmus+ project entitled "Identity Mosaic: Exploring Life Orientation" (IMELO) had two objectives: firstly, to develop the professional and personal competences of youth workers so that they are well prepared to support young people in the social, psychological and existential challenges of their lives; on the other hand, to develop young people through international exchange programmes, during which they acquired practical skills and coping methods for dealing with everyday difficulties. One of the outstanding results of the project is that the methodological toolkit developed contributed to the professional renewal and sustainable development of youth work.

## Target group:

The project offered safe and supportive development opportunities for a total of 28 participants – 16 young people and 12 youth workers.

- For young people aged 16–20, the programme provided an opportunity to develop self-awareness, emotional intelligence, resilience and life skills – all within an international, interactive and experiential framework.
- For youth workers aged 20–30, the project brought professional and methodological renewal: they were able to develop through learning new techniques, exchanging experiences and practical application, enabling them to support young people even more effectively.

## Toolkit

The aim of the Toolkit is to provide youth workers with a comprehensive, immediately applicable methodological basis that directly helps young people to deal with the difficulties they face in their lives. It serves a dual function: on the one hand, it develops the professional skills of youth workers, and on the other hand, it contributes to strengthening the resilience, mental well-being and career orientation of young people.

### The Toolkit has three main components:

- **Methodological toolkit** – 10 presentation modules that introduce scientifically based and practical methods, models and techniques (e.g. SMART goals, Johari window, Eisenhower matrix).
- **Case study collection** – 10 detailed lesson plans that offer realistic dilemmas directly affecting young people, using drama teaching methods to encourage personal involvement.
- **Educational videos** – facilitate the practical application of what has been learned.

### Identity Mosaic: Exploring Life Orientation

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### Identity Mosaic: Discovering Life Paths

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Erasmus+ KA210-YOU – Small-scale  
youth partnership

Contact & further  
information:

[imelo.hu](https://imelo.hu)

## Life Balance Masters Training

The trainer training implemented as part of the project consisted of the following elements:

### Local training courses in Hungary and Romania

The four local training sessions focused on the professional preparation of youth workers and the identification of the most important social and individual challenges affecting young people.

### International youth worker training

The aim of the international training was to expand the methodological toolkit of youth workers and prepare them to deal with the social, psychological and existential challenges affecting young people. One of the key outcomes of the training was the creation of the Toolkit: a collection of methodologies that systematises exercises, techniques and support tools, which will be further tested in the project's youth exchange programmes.

### Youth exchange programmes in Hungary and Romania

Within the framework of international exchange programmes, youth workers were given the opportunity to try out the Toolkit independently and adaptively, while young people were offered workshops that developed their self-awareness, resilience, communication skills and emotional intelligence.

## Results and feedback

The project yielded outstanding results in terms of both professional content and impact. Participants highlighted the professional quality, relevance and methodological diversity of the training courses, particularly the drama-based and coaching-based approaches.

Key results:

- Practical testing of the Toolkit proved that the methods are flexible and effective – both in local and international contexts.
- The professional competences of youth workers – especially in the areas of facilitation, reflectivity and intercultural sensitivity – improved significantly. They acquired new, effective coaching, training and drama teaching methods.
- The personal and social competences of young people (self-awareness, communication, cooperation, emotional intelligence, problem solving) have been significantly strengthened. They have learned practical methods and techniques that have made them better prepared to face difficulties.
- The co-creative learning process promoted community thinking, trust building and a learning culture based on partnership.
- The long-term impact of the programme is already noticeable: participants are actively incorporating what they have learned into their own community, professional and private lives.

