NEXTGENVOICE · YOUTH EDITION

Toolkit of Case Studies and Best Practices

Fostering Youth Participation and Social Justice

Practical and youth-facing edition for NGOs, youth workers, schools and partner institutions

Project acronym	NextGenVoice
Project number	2024-3-DE04-KA154-YOU-000271505
Action	Erasmus+ Youth Participation Activities (KA154-YOU)
Project period	1 May 2025 to 30 April 2026
Partnership	Germany · Hungary · Türkiye · Romania
National Agency	DE04 - JUGEND für Europa
Document promise	A readable, colourful and reuse-ready toolkit that turns workshop learning into practical youth participation methods.

Digital confidence technology linked to real social problems	**Inclusion in action** belonging designed into the room	**Rights to voice** advocacy translated into public narrative	**Street action** participation tested beyond the seminar room

Designed to be scanned first, read second, and reused in real youth work.

Funded by the European Union

Project identity and publication notes

NextGenVoice youth-facing visual edition

Core data, disclaimer and practical use guidance for readers and partners.

Project acronym	NextGenVoice
Project period	1 May 2025 to 30 April 2026
Partnership	Germany, Hungary, Türkiye and Romania
Document purpose	To document how the partnership prepared, refined, tested and transferred its methodology across four national workshops, and to show what worked best in practice.
Programme and funding	Erasmus+ Youth Participation Activities (KA154-YOU), funded by the European Union
National Agency	DE04 - JUGEND für Europa (National Agency of the applicant organisation)
Project number	2024-3-DE04-KA154-YOU-000271505

Disclaimer

> How this visual edition was designed
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> This youth-facing edition uses colour-coded sections, icon-led signposts, stronger visual hierarchy, brighter table headers, compact evidence cards and energetic chapter framing. The aim is to make the toolkit easier to browse, faster to understand and more attractive for young readers who first respond to the look, rhythm and clarity of a resource before engaging with the full content.

This toolkit was produced within the Erasmus+ project Fostering Youth Participation and Social Justice (NextGenVoice). It acknowledged European Union support and was implemented under the Erasmus+ framework with DE04 - JUGEND für Europa acting as the National Agency of the applicant organisation.

✨ 1. How the toolkit was prepared

Image, consent and data protection note. All photographs used in the toolkit were taken only after participants had received a clear explanation of privacy, consent, storage and later use for dissemination and project documentation. The photography process was organised in line with the

GDPR framework applied by the partnership and with the relevant Turkish personal-data and privacy rules, including Law No. 6698 on the Protection of Personal Data where activities took place in Türkiye. All participants were over 18 years of age at the time of participation and recording.

This final toolkit was prepared after the project had already concluded, and it therefore documented implementation in completed form rather than presenting intended activity. The document was designed as a practical and transferable resource for youth organisations, youth workers, schools and partner institutions, while also offering a credible donor-facing record of how the methodology had actually been prepared, tested, adjusted and consolidated across the full project cycle.

Before each workshop, the partner organisations reviewed methodology in a deliberately critical and collaborative way. They worked through educational videos, published toolkits, adapted handouts, session notes, facilitation scripts, simulation formats and earlier practice materials, and they compared these in advance until the final agenda matched the real group rather than merely looking attractive on paper. This preparatory work also took into account the cultural, religious and gender composition of participants, mixed confidence levels in English, different habits of public participation, and the need to keep each event genuinely youth-led rather than trainer-centred.

During implementation, feedback was gathered every day and then used in a practical way. Facilitators did not only ask whether participants had enjoyed a session. They tracked which blocks had generated energy, where the room had gone quiet for a productive reason, where it had gone quiet because something felt difficult, and which practical adjustments would make the next day and the next national event clearer, safer or more usable. As a result, the methodology became stronger from workshop to workshop rather than simply being repeated.

How to use this toolkit

This toolkit was written for youth organisations, youth workers, facilitators, schools, mixed student groups and small partnerships that wanted to borrow tested parts of the methodology without pretending to copy the project in full. It was most useful when readers first scanned the introductory pages, then selected the workshop chapter closest to their own topic, and only afterwards moved to the synthesis, evidence and annex sections. Some activities could be transferred almost directly, especially short movement debates, reflection structures, Street Action planning tools and post-workshop review routines, whereas more complex blocks such as simulations, forum theatre or mobility-route design worked best when adapted to local time, group confidence, facilitation capacity and safeguarding rules. The toolkit therefore invited reuse, but not mechanical replication.

Readers who needed a quick overview could move from the project timeline to the four case-study chapters and then to the transferability matrix near the end. Readers who wanted practical tools straight away could move directly to the annex pages, while still returning to the case studies to understand why those tools worked in practice. This sequencing made the document easier to use as a real facilitation resource rather than a report to be read once and shelved.

🗓️ Project timeline at a glance

Stage	Dates	Location	Methodological emphasis
Workshop 2	7-15 October 2025	Budapest, Hungary	Digital collaboration, coding confidence, prototypes, digital entrepreneurship and mentor-guided project pitches
Workshop 3	7-15 December 2025	Bilecik, Türkiye	Social inclusion in practice, equality frameworks, field exposure, leadership for inclusion and community engagement plans
Workshop 4	5-13 February 2026	Iasi, Romania	Human rights advocacy, campaign design, local rights issues, coalition thinking and public-facing strategy work
Workshop 1	29 March-6 April 2026	Darmstadt, Germany	Civic participation, outdoor learning, Street Action, public voice, strategic project routes and culmination of the full methodology

Editorial logic

The chapters followed the real implementation calendar, but they were still shaped as a readable methodological progression, with Germany remaining last as the strongest culminating chapter because that workshop carried the richest indoor-outdoor rhythm, the broadest range of participant-led application blocks, and the clearest transfer into public space and future project routes.

✨ 2. Cross-workshop commitments that shaped every event

Methodological area	What the partnership did in practice	Why it mattered
Preparation before each workshop	Partners critically reviewed videos, publications, handouts, facilitation notes and previous practice, then discussed these together before the final agenda was confirmed.	This prevented the programme from becoming generic and made every agenda more responsive to the actual group.
Cultural, religious and gender awareness	Each agenda was checked against the likely composition of the room, including language confidence, sensitivities around public speaking, and different expectations of participation.	This made the activities more inclusive and reduced avoidable discomfort at the start.
Youth-led design	Participants were regularly asked to shape examples, add local cases, reinterpret material and influence the emphasis of later sessions and action planning.	This turned the workshops into co-created spaces rather than fixed trainer performances.
Daily feedback and rapid adaptation	Facilitators reviewed feedback every day and adjusted pacing, grouping, instructions and public-speaking formats before the next block or the next event.	This kept the methodology practical and visibly responsive.
Post-workshop partner review	After every national workshop, the partners held a Zoom review meeting, exchanged observations, compared strengths and weak points, and prepared written minutes.	This gave the project a documented reflective loop rather than a purely informal memory of what had happened.

Toolkit reading note

To keep the document readable, the edition used a stable rhythm in every chapter: context, early adjustments, what worked best, a short practice story, a documented partner follow-up note, and a concise chapter conclusion. This repetition was intentional because it allowed comparison across countries without flattening the differences between them.

✨ 3. Four workshop chapters at a glance

Workshop	Dates and venue	Core focus	Strongest transfer value

Workshop	Dates and venue	Core focus	Strongest transfer value
Hungary	7 to 15 October 2025, Budapest	Digital transformation, innovation and practical digital participation	How digital confidence grew when technology was tied to real social problems rather than abstract tools.
Turkey	7 to 15 December 2025, Bilecik	Social inclusion, equality and inclusive leadership in practice	How inclusion became visible through role, embodiment and programme design rather than only through values language.
Romania	5 to 13 February 2026, Iasi	Human rights, social justice and campaign-based advocacy	How legal and rights language became usable once it was translated into public narrative and community action.
Germany	29 March to 6 April 2026, Furth and external urban application blocks	Civic engagement, community leadership and outdoor public-space application	How the strongest participant agency emerged when indoor learning, outdoor observation, street action and future routes were connected.

A short partnership snapshot at the beginning strengthened the toolkit because it helped external readers understand why the methodology had not emerged from a single organisational culture. The project was implemented through a consortium in which each partner brought a recognisable field of practice, and the workshop design became more credible precisely because civic leadership, digital transformation, social inclusion and human rights were not treated as isolated themes.

Context note

The partnership combined four complementary organisational perspectives

Partnership snapshot and why the consortium structure mattered

Partner organisation	Country	Role in the project	Main contribution to the toolkit

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Phoenix Knowledge Wings gGmbH	Germany	Applicant and lead partner	Provided the overall project framework and led the civic participation strand, with a strong emphasis on leadership, youth voice and outdoor/public-space application.
Creative Youth Academy Hungary	Hungary	Partner organisation	Strengthened the digital transformation strand by linking innovation to inclusion, teamwork, plain-language facilitation and realistic social-use cases.
ERFEY Bilisim ve Danismanlik	Türkiye	Partner organisation	Brought a strong focus on social inclusion, equality and community-based design, helping the partnership move from declarative language to practical inclusion work.
SKILLHUB Inclusivity	Romania	Partner organisation	Reinforced the human-rights and social-justice dimension, especially where rights language needed to be translated into advocacy, youth work and practical follow-up routes.

Placed this early, the partnership section made the document more readable for people who had not followed the project from the beginning. It clarified why the case studies differed in emphasis from country to country while still belonging to one coherent methodological arc, and it made later references to partner Zoom reviews, shared minutes, cross-event learning and role distribution easier to follow.

Chapter 1

Hungary - Digital transformation became social and usable

Workshop 2: Digital Transformation and Innovation, Budapest, 7 to 15 October 2025

Getting to know each other.

Context and methodological focus

The Hungary workshop worked best when digital transformation was treated as a social practice rather than as a technical showcase. The facilitators avoided the trap of presenting digital tools as neutral or universally empowering. Instead, the room was repeatedly brought back to the same

question: what became possible for young people when technology was linked to fairness, access, local problem-solving and collective action.

Because the partnership had already reviewed a substantial amount of facilitation material before the event, the workshop did not begin from scratch. The final agenda combined the original annex structure with movement-based adaptations, whiteboard evidence, mixed-skill teamwork and a more careful sequencing of confidence-building before pitching. This made the digital strand feel more humane, more youth-led and more realistic for participants who were not approaching the topic as confident coders.

What was adjusted quickly at the beginning

Minor issue noticed early	What was changed quickly and why it helped
Some participants initially hesitated to speak in plenary because they believed that their English was not strong enough for public pitching.	The facilitators shifted the first presentation rounds into pairs and trios, added short rehearsal rounds (*Yes, and* + *Yes, but*), and allowed one person to open while another person completed the point. Confidence rose quickly once the first barrier was lowered.
The room contained very different levels of digital confidence, and a few participants assumed that they would slow the group down if basic coding appeared in the programme.	The workshop was reframed around mixed roles inside each small team. Technical curiosity, problem definition, message design and user perspective were all treated as valid contributions, so the digital blocks became more collaborative and less intimidating.

Example from practice

One participant entered the workshop convinced that she had little to offer because she did not code and disliked speaking in front of the full room. By the final pitch block she was co-leading her group's explanation of why digital access without social support would reproduce exclusion rather than solve it. The shift did not come from pressure. It came from a sequence that let her enter through analysis, then through paired discussion, and only later through public voice.

What worked best in practice

What worked best	Why it landed well	Transfer value
Acronyms and route language were explained early and in plain terms.	Participants stopped pretending that they understood everything immediately, which made the rest of the workshop more honest and more accessible.	This reduced silent exclusion at the very start.

What worked best	Why it landed well	Transfer value
Digital collaboration tools were introduced through concrete social tasks rather than through feature-heavy demonstrations.	The group used the tools because they needed them to solve a shared problem, not because they were told that digital literacy was important.	Other organisations can transfer this without expensive equipment.
Future of Work Sprint gave urgency to the debate about AI, access and inequality.	The simulation forced participants to balance skills, protections and paid entry routes, which prevented the conversation from becoming either techno-optimistic or purely fearful.	This proved strong for mixed groups with unequal confidence.
Re-moving Debate opened hard questions without trapping people inside their usual views.	Assigned positions created empathy and complexity, especially around expertise, participation and the politics of fairness in digital change.	This was a high-transfer format for later policy and advocacy work.
Prototype work stayed attached to social reality.	The teams were repeatedly asked who would actually use the solution, who might still be excluded, and what support would be needed beyond the tool itself.	The result was more grounded project thinking.
Short pitch coaching rounds improved the final presentation quality.	Once the facilitators cut long abstract speaking and encouraged concise public claims, the final pitches became clearer and more persuasive.	This was an easy adaptation that paid off immediately.
Daily feedback was reviewed and used the very next morning.	Participants noticed that their comments changed the room. That increased trust and made later feedback more specific.	Responsiveness itself became part of the pedagogy.
Youth-led framing grew throughout the week.	Participants chose which problem fields deserved more time, which prototype ideas felt worth keeping, and which examples from their own countries should enter the common discussion.	The workshop therefore felt co-authored rather than delivered.

Post-workshop partner follow-up

After the Budapest workshop, the partners met on Zoom to compare how the digital blocks had landed across different confidence levels. The minutes recorded three shared conclusions: that plain-language framing at the start had been essential, that mixed-role teamwork had worked

better than narrow technical grouping, and that the strongest digital sessions had been the ones that stayed tied to social justice rather than drifting into generic innovation language.

☑ What we concluded

The Hungary chapter showed that digital transformation became most useful in youth work when it was framed as a question of access, power, confidence and public relevance. The event did not reward only the fastest or most technically fluent participants. It rewarded the teams that could connect digital tools to fairer participation.

Final day.

Chapter 2

Turkey - Inclusion moved from language into practice

Workshop 3: Social Inclusion and Equality, Bilecik, 7 to 15 December 2025

First day.

Context and methodological focus

The Turkey workshop was strongest when inclusion was treated not as a moral slogan but as a practical design challenge inside youth work itself. The facilitators deliberately resisted the temptation to keep the discussion at the level of declarations. Instead, the week focused on how people entered a room, who spoke first, whose pace set the group rhythm, who carried emotional labour, and how leadership could become more inclusive in structure as well as in intention.

Preparatory partner work mattered especially strongly here because the topic could easily have become either over-cautious or overly abstract. The final agenda therefore combined conceptual framing, embodied work, field learning, community design tasks and carefully paced debriefing. This gave participants enough safety to explore sensitive questions without flattening the topic into correct phrases.

What was adjusted quickly at the beginning

Minor issue noticed early	What was changed quickly and why it helped

Minor issue noticed early	What was changed quickly and why it helped
At the beginning, a few participants were visibly worried about saying the wrong thing when discussing marginalisation and unequal access.	The facilitators moved the first deeper conversations into structured scenario work and small-group reflection before opening them in plenary. This reduced fear of making a mistake in front of the whole room.
Some quieter participants stayed at the edge during early larger discussions.	The room was reorganised into shorter rotations, paired reflection and more embodied entry points so that contribution did not depend only on fast verbal confidence.

Example from practice

One of the most revealing moments came when a participant who had spoken very little in the first two days became central during a forum theatre intervention. He stepped into a scene not to give a speech, but to change the pace, the invitation structure and the distribution of attention. The room immediately saw that inclusion sometimes changed not because someone spoke louder, but because someone redesigned the interaction itself.

What worked best in practice

What worked best	Why it landed well	Transfer value
Pulled in Three Directions created a memorable opening into power and pressure.	Participants physically experienced the tension of competing demands before anyone tried to define participation in theoretical terms.	This format translated well into later reflections on representation.
Embodied Leadership Archetypes widened the idea of who could lead.	Participants explored care, action, authority and vision through the body, which helped quieter or less verbally dominant participants step into leadership differently.	This made the workshop more inclusive from within.
Forum Theatre: Exclusion Inside a Youth Campaign exposed hidden patterns quickly.	The room could see tokenism, hierarchy, urgency and access barriers at work in concrete scenes rather than only in values statements.	The intervention structure was highly transferable.
The field visit prevented the workshop from becoming self-referential.	Meeting practitioners who were working with inclusion in real community settings gave participants language, caution and realism.	This connected training to lived practice.

What worked best	Why it landed well	Transfer value
Designing inclusion programmes in teams produced better discussion than generic brainstorming.	The task required participants to think about access, feasibility, trust and sequencing, not only good intentions.	This supported practical planning skills.
Leadership for social change was linked to community engagement rather than personal charisma.	Participants examined how belonging could be built through outreach, pacing and shared responsibility.	This shifted the leadership frame in a useful way.
Mentor feedback improved the quality of programme design.	The mentors repeatedly pushed teams to clarify who the programme was for, what barrier it addressed first, and what could go wrong.	The process sharpened realism without dampening energy.
Consent-based decision methods supported fairer closure.	When the room selected a next step through a more participatory process, participants could feel the difference between majority speed and legitimate collective agreement.	This gave the inclusion topic a structural ending.
Daily feedback protected the workshop from moral fatigue.	Because the facilitators tracked energy and difficulty carefully, they could rebalance the room before discussion became heavy or repetitive.	This kept the week alive and usable.

Post-workshop partner follow-up

After the Bilecik workshop, the partners held a Zoom review meeting and kept formal minutes. The discussion focused on three issues that the team wanted to carry forward: the value of embodied entry before sensitive discussion, the need to keep community design tasks concrete, and the effectiveness of forum theatre as a way of testing whether an apparently inclusive campaign still reproduced exclusion in practice.

☑ What we concluded

The Turkey chapter demonstrated that inclusion became convincing only when it changed the mechanics of participation. The workshop therefore left behind a strong methodological lesson: inclusion had to be visible in facilitation design, leadership distribution and decision-making, not only in the words used to describe the programme.

After YouthPass interactive session.

Chapter 3

Romania - Rights language became public action

Workshop 4: Human Rights and Social Justice, Iasi, 5 to 13 February 2026

Preparing national situations with social justice and youth.

Context and methodological focus

The Romania workshop translated rights and social justice into forms that participants could actually use in youth work and community advocacy. Instead of treating legal frameworks as an end in themselves, the facilitators worked consistently to turn them into stories, messages, campaigns, public positioning and strategic choices. This protected the workshop from becoming too textbook-like while still preserving the seriousness of the topic.

By this stage of the project, the partnership had already learned that rights language could either empower or distance a mixed group, depending on how it was introduced. The agenda in Romania therefore moved carefully from global and local issue mapping into legal frameworks, then into advocacy and campaign design, and finally into public presentation. That sequencing kept the chapter intellectually clear without losing energy.

What was adjusted quickly at the beginning

Minor issue noticed early	What was changed quickly and why it helped

Minor issue noticed early	What was changed quickly and why it helped
Some participants expected the workshop to become too legalistic, while others feared that the rights language would remain abstract and disconnected from daily life.	The facilitators quickly anchored the opening sessions in local examples, issue mapping and public framing tasks before expanding into legal protections. This made the later legal blocks easier to absorb.
A number of participants were uneasy about hostile questioning and public scrutiny.	Before the strongest interview and campaign-pitch formats, the room practised in shorter, lower-risk rounds, which made the later public work noticeably stronger.

Example from practice

A participant who had initially described human rights as important but distant changed position during the workshop once the campaign work asked a different question: not what the law said in theory, but how a young person could explain the issue to a neighbour, a school, a local official or a hesitant ally. Once the language shifted from recitation to communication, her confidence increased markedly and her group's campaign became far clearer.

What worked best in practice

What worked best	Why it landed well	Transfer value
Global and local issue mapping grounded the rights discussion early.	Participants linked international concerns to local realities, which gave the workshop a practical entry point.	This reduced the distance between principle and lived context.
TV Interview: Youth Power Under Pressure made advocacy visible and demanding.	The format combined media framing, improvisation and leadership under pressure, which helped participants test their arguments rather than merely write them down.	This proved especially strong for rights-based work.
Legal frameworks were translated into usable public language.	Instead of staying inside terminology, the facilitators repeatedly asked what the framework meant for a young person, a local campaign or a community barrier.	This kept the legal content connected to action.
Rights Advocacy in Action brought strategy into the room.	Participants worked in teams to identify legal gaps and propose responses, which helped them move from diagnosis to leverage.	The exercise transferred well into final campaign work.

What worked best	Why it landed well	Transfer value
Campaign-building blocks improved the workshop's public dimension.	When participants shaped messages, audiences and goals, rights language stopped sounding abstract and became strategic.	This was one of the strongest bridges into practice.
The field visit gave the chapter an institutional anchor.	Hearing directly from a human rights organisation made both the possibilities and the limits of advocacy more visible.	This prevented the training from idealising the field.
Whiteboard strategy work made decisions visible.	Teams were asked to make their campaign logic public, which made the feedback sharper and the trade-offs easier to discuss.	Public evidence improved the debrief quality.
Final campaign presentations produced clear ownership.	Because teams had refined their work in stages, the final round felt earned rather than performative.	The chapter ended with strong participant agency.
Daily feedback protected both pace and clarity.	The facilitators adjusted explanation length, public-speaking scaffolds and reflection timing as needed, so the rights focus stayed accessible throughout the week.	This kept the workshop serious without becoming heavy.

Post-workshop partner follow-up

After the Iasi workshop, the partners met on Zoom for a structured review and kept minutes. The record highlighted that the rights content had worked best when it moved through a visible sequence from issue mapping to legal framing to public campaign design, and that the interview-based formats had been especially effective for helping participants cope with pressure, simplification and sceptical questions.

☑ What we concluded

The Romania chapter showed that human rights education in youth work became stronger when it was connected to message design, public narrative and local advocacy strategy. The event therefore acted as a bridge between legal seriousness and communicative confidence.

Grouping for street action in the center of Iasi.

Chapter 4

Germany - Civic participation reached its strongest form outdoors and in public space

Workshop 1: Civic Engagement and Community Leadership, Furth, 29 March to 6 April 2026, with outdoor and external urban application blocks

Outdoors learning by doing activity on issues of discrimination. Day 1.

Context and methodological focus

The Germany workshop became the strongest culminating chapter of the toolkit because it combined several methodological layers that had often appeared separately elsewhere in the project. It brought together identity work, participant-led agenda shaping, embodied communication, outdoor observation, public-space interaction, advocacy practice and future-route thinking. This created a rich arc in which the room did not only discuss participation, but repeatedly had to enact it.

The strongest design decision in Germany was spatial rather than rhetorical. The facilitators did not treat outdoor work as a break from learning. They treated space itself as part of the pedagogy. Short movement-first openings, outdoor pair walks, observational tasks, embodied exercises, and later public interaction in the city all made the workshop feel less like a classroom and more like a lived participation lab. This was also the chapter where youth-led initiative became most visible in the structure of the week.

What was adjusted quickly at the beginning

Minor issue noticed early	What was changed quickly and why it helped

Minor issue noticed early	What was changed quickly and why it helped
At the start, some participants assumed that outdoor tasks would be lighter or less serious than the indoor sessions.	The facilitators explicitly framed outdoor blocks as full learning modules with the same expectation of reflection, evidence and transfer. Once participants saw that the debriefs were as rigorous as the indoor ones, the distinction disappeared.
A few participants felt uneasy about approaching members of the public during the street-action component, especially in English.	The task was reorganised into pair roles with a two-step consent approach, one person opening and the other following up or taking notes. This reduced hesitation quickly and made the public interactions feel more respectful and manageable.

Example from practice

During the street-action block, one pair initially approached the task with visible caution. They worried that they would interrupt people awkwardly and that their English would sound uncertain in a fast public setting. After one hesitant attempt, they adopted the simpler opening used in the guide, kept the question short, and ended with the same calm thank-you every time. Within a small number of interactions their energy changed. What began as a fear of public interruption became an exercise in disciplined, respectful civic listening.

What worked best in practice

What worked best	Why it landed well	Transfer value
Quote opening, avatars and early identity work created a precise rather than superficial start.	Participants entered the room through symbols, resonance and short interpretation tasks, which built trust without forcing immediate biographical exposure.	This gave the whole week a stronger foundation.
Open Space and participant-led additions changed the room environment.	Participants added materials, examples, references and visual traces across the days, which made the workshop feel collectively owned rather than pre-packaged.	This was one of the clearest youth-led design gains.
Movement-first entries and outdoor pair walks kept analysis alive.	Instead of long seated openings, the workshop repeatedly used walking, positional choice and observation to start thinking through the body as well as through language.	This was especially effective for post-lunch energy and for mixed confidence groups.

What worked best	Why it landed well	Transfer value
Embodied communication and message-design blocks improved later public work.	Because participants had already practised how voice, posture and framing changed meaning, they entered the advocacy and street-action moments with more awareness and confidence.	This was a high-transfer preparatory layer.
Forum-based exclusion and participation scenes produced realistic alternatives.	The workshop did not stay with abstract calls for leadership. It tested what actually changed when someone intervened inside a difficult scene.	This generated practical rather than decorative reflection.
Street Action in Frankfurt extended the workshop into real public space.	Participants tested short questions on youth participation, fairness and feeling heard with real passers-by, using simple, respectful openings and clear time boundaries. The activity proved that public listening could be practised without turning into performance or intrusion.	This was one of the strongest applied blocks in the whole project.
Mobility and Project Routes activity linked participation to future pathways.	The group explored how youth-led project ideas, mobility options and organisational routes could support longer-term social justice work. This moved the workshop from expression to continuity.	It was especially useful for participants who wanted a next step after the training.
Public evidence on whiteboards strengthened negotiation and reflection.	Whenever movement, coalition talk or decision-making happened, the facilitators insisted that some part of it became visible. This made the learning easier to track and the debriefs more precise.	Visibility prevented good ideas from disappearing into informal talk.
Daily feedback and late-week recalibration produced the most coherent final rhythm of all four workshops.	By this stage, the partnership used feedback quickly and confidently, which allowed the week to keep momentum without becoming rigid.	This is one reason why Germany worked as the culminating methodological chapter.

Germany special block - Street Action in Frankfurt

The Street Action block was one of the most distinctive applied elements of the German chapter. It took discussion out of the training room and placed participants in a real urban environment where they had to test whether their language of youth participation sounded clear, respectful and credible to people who had not shared the training experience. The design was intentionally

modest. Participants used very short openings, asked for consent in two steps, kept the exchange brief, and avoided performative over-explanation.

This mattered methodologically because the block did not reward loudness or theatricality. It rewarded clarity, timing, listening and restraint. Participants had to notice the rhythm of public space, choose locations that allowed a calm exchange, and accept refusal without drama. In other words, the task taught civic contact as a practice of respect, not only of visibility.

Street Action transfer value

For youth organisations, the strongest lesson was that a public-space activity did not need heavy equipment, spectacle or confrontation in order to generate learning. A well-framed short question, clear consent, careful location choice and a disciplined closing line were enough to turn public interaction into a strong training method.

After briefing on Erasmus+ street action - interviewing and dissemination of the project.

Germany special block - Mobility and Project Routes for social justice through youth work

The Mobility and Project Routes activity gave the German workshop an unusually strong forward-looking close. Instead of ending only with reflection, the chapter helped participants think through which programme routes, organisational forms and practical setups could carry youth-led social justice work beyond a single workshop. This prevented the week from feeling self-contained.

The activity also corrected a common problem in youth training, namely the gap between motivation and route knowledge. Participants were not left with the vague feeling that they should do something next. They were helped to understand which pathways were lighter, which required stronger organisational structure, what could be done through an existing actor, and how a first project idea might be kept realistic rather than overbuilt.

Mobility routes transfer value

This block showed that dissemination could include more than inspiration. It could also include route literacy. When participants understood how future projects, mobility pathways and institutional options actually worked, social justice work felt more durable and less symbolic.

Post-workshop partner follow-up

After the Germany workshop, the partners held a Zoom review meeting and wrote minutes in the same way as after the later events. The discussion focused on the unusual strength of the indoor-outdoor rhythm, the value of treating public space as a learning environment rather than a background, and the fact that participant-led ownership had increased when the room included Open Space, public evidence and direct urban application tasks.

☑ What we concluded

The Germany chapter showed the most convincing integrated methodology of the project. Participation became strongest when participants could move from identity to observation, from observation to intervention, from intervention to public contact, and from public contact to future project routes. In that sense, the workshop did not only teach civic engagement but it let participants practice it across several environments. Important to note that the group was very strong and motivated.

Chapter 5

Cross-workshop synthesis and transfer for other organisations

What the four national chapters revealed when read together

What travelled successfully across all four workshops

When the four chapters were read together, several design choices stood out as consistently effective across different topics and countries. The first was the partnership's refusal to rely on one single mode of participation. The strongest sessions did not ask everyone to learn in the same way. They moved between embodiment, small-group design, visible public evidence, mentor feedback, reflective writing, public speech and, where suitable, outdoor or field-based application.

The second clear lesson was that youth-led practice did not arise automatically just because young people were present. It became visible when the methodology left real room for participants to influence examples, pacing, emphasis, local cases and next-step design. The toolkit therefore recommended youth-led structure as a design choice, not as a slogan.

The third lesson concerned adjustment. None of the workshops required major rescue. However, each one improved because the team responded quickly to small signs at the beginning. Hesitation in English, fear of public speaking, uncertainty around sensitive vocabulary or mixed confidence in technical work were all manageable when they were noticed early and treated as facilitation information rather than as participant weakness.

Transferable practice	How it functioned in the project	Why others may want to reuse it
Critical pre-work by partners	Partners reviewed materials together before the agenda was finalised.	This improved fit and reduced decorative programming.
Daily feedback loop	Comments were discussed every evening and used the next day.	This made responsiveness visible and increased trust.
Youth-led case input	Participants shaped examples, public issues and action directions.	This increased ownership and relevance.
Embodied entry before analysis	Several workshops opened difficult themes through movement or role rather than abstract explanation.	This supported engagement and access.
Visible whiteboard evidence	Key claims, trade-offs and proposals were made public in the room.	This sharpened both decision-making and debrief.
Field or public-space contact	Site visits and public interaction brought the topic into lived settings.	This improved realism and transfer.
Short, scaffolded public-speaking steps	Participants moved from pair work into fuller public voice gradually.	This reduced avoidance and improved final speaking quality.
Post-workshop Zoom review with minutes	Each event ended not only with participant evaluation but also with a partner review record.	This created a documented reflective cycle that can be reused in future projects.

Final editorial note

This toolkit deliberately combined narrative explanation with structured comparison. The aim was not only to celebrate what had happened, but to leave behind a usable document showing how a partnership had prepared carefully, adapted intelligently, and turned four different national workshops into one coherent methodological learning process.

Twelve cross-workshop best practices that remained useful beyond the project

The four national chapters did not produce four isolated recipes. They revealed a coherent methodology that could be transferred to youth organisations, schools, universities, youth centres, informal initiatives and mixed transnational groups. What made the methodology durable was not novelty for its own sake, but the repeated combination of careful preparation, live adjustment, visible group decision-making, structured reflection and follow-up that extended beyond the travel period. The matrix below gathered the strongest repeatable practices in one place so that other teams could adapt them without having to reconstruct the whole project history.

Best practice	What it achieved in the project	How another organisation could adapt it
Critical partner preparation before every workshop	The partners reviewed methodology, short educational videos, draft handouts, room logic and cultural sensitivities before finalising the agenda, which reduced weak sessions and made the content feel more intentional from the first day.	Replace last-minute agenda writing with one shared preparatory grid covering objectives, likely risks, language support, sensitive themes, room setup and the proportion of movement to stillness.
Youth-led design as a structural principle	Participants were not only invited to speak. They shaped walls, examples, case inputs, public questions, whiteboard records and follow-up directions, which made ownership more visible and more credible.	Build youth-led elements into the structure itself by allocating space for participant-generated examples, participant moderation, rotating public roles and choice over the final action pathway.
Daily feedback with immediate use	Every workshop used daily feedback to identify what energised the group and what blocked participation, which allowed the next session or the next national event to improve without defensive delay.	Use a short daily feedback routine and decide in advance who reads it, when it is discussed, and which changes can realistically be made within twenty-four hours.
Movement before abstraction	Embodied entry points, room movement and visible repositioning prevented early sessions from becoming rhetorical or dominated by the most fluent speakers.	Start difficult topics through space, posture, movement or object placement before shifting into analytic discussion.
Whiteboard evidence rather than hidden discussion	Mission cards, public columns and live wall records turned negotiation into visible evidence and made learning easier to debrief later.	Whenever the room negotiates, assign one public surface where every group has to make its position visible in writing.

Best practice	What it achieved in the project	How another organisation could adapt it
Forum-theatre logic for social themes	Forum theatre exposed tokenism, silence, rushed leadership and exclusion in a way that ordinary discussion rarely managed.	Use short scenes from youth work reality and allow participants to interrupt and replace behaviour rather than only describe ideal values.
Pressure-based simulations with follow-through	Simulations such as Burnout Budget Battle or Reconnect the Missing Youth translated fairness, trade-off and participation into lived pressure rather than abstract agreement.	Keep the simulation short, role-based and physically active, then debrief first on feelings, then on power, then on transfer to practice.
Outdoor learning as pedagogy rather than leisure	Outdoor pair walks, public-space observation and Street Action improved attention and widened the sense of what counted as participation.	Move at least one block outside when the learning objective benefits from observation, public encounter or re-scaling of the room.
Mentor feedback at the point of use	Mentors gave guidance inside project drafting, presentation practice and reflection instead of only speaking as distant experts.	Place mentor input after participants have already produced something concrete, so feedback improves agency instead of replacing it.
Public speaking through low-risk progression	Participants who initially doubted their English or avoided public voice often engaged better when expression moved from pairs to small groups to public formats.	Build a graduated ladder of public voice rather than sending participants directly into plenary speaking.
Follow-up as continuation, not closure	Zoom reviews, progress reports, follow-up meetings and virtual support kept workshop learning connected to local projects and to the final toolkit.	Schedule follow-up dates before the workshop ends and assign a simple template for reporting progress, barriers and adaptations.
Toolkit and game connection	The workshops did not remain as memories only. Their strongest tensions and facilitation moves fed directly into the final toolkit and the design logic of the digital game.	Document scenarios, tensions, quotes, whiteboard structures and debrief prompts during implementation so they can later become game content, trainer cards or reusable learning tools.

🔗 Why these practices worked together rather than separately

One of the strongest lessons of the project was that no single activity carried the whole learning weight by itself. A movement debate was more powerful because the room had already built trust. A mentor intervention landed better because the participants had already tested their own ideas. A

Street Action became more meaningful because it followed internal country presentations and not a random excursion. The toolkit therefore treated best practice as a sequence question as much as an activity question. It mattered when a method appeared, what it followed, how it was framed, and what visible record of the experience remained for later use.

Another reason the practices worked together was that the facilitation did not confuse intensity with quality. The strongest sessions were not always the loudest ones. Some of the most productive learning appeared in quiet pair walks, reflection circles, whiteboard sorting tasks and tightly guided feedback moments. This matters for organisations that work with mixed confidence levels, multilingual groups or participants who initially experience public visibility as a risk rather than a pleasure.

> Transfer note The project repeatedly showed that strong youth participation practice depended on design discipline. The room became more youth-led when the structure gave participants a real role in generating content, interpreting evidence, revising public positions and deciding next steps.

Chapter 6

Evidence base, reflection architecture and what the project data actually showed

Using surveys, reflection circles, mentor feedback, project reports and partner minutes without inventing false certainty

This toolkit was not based on memory alone. Its strongest claims were grounded in the forms of evidence that the project actually generated throughout implementation and follow-up. The evidence base remained qualitative and practice-oriented rather than statistical. This was appropriate for a project whose aim was to strengthen participation, leadership, digital confidence, inclusion and rights-based action in mixed youth groups. Instead of pretending to hold exact numerical proof for every facilitation judgement, the project relied on recurring patterns captured through daily feedback, end-of-workshop reflection, mentor observations, post-workshop Zoom reviews with minutes, follow-up meetings, participant progress reports and the practical testing of the digital game. The goal was not to simulate laboratory certainty. The goal was to learn responsibly from repeated project evidence and make that learning reusable for others.

Main evidence streams used across the project

Evidence stream	What it captured best	How it influenced later decisions
Daily participant feedback	Energy level, clarity of instructions, pace, confidence in English, room comfort, and whether the day felt youth-led or trainer-heavy.	Allowed quick reshaping of the next day and also informed design changes for the following national workshop.
Reflection circles and written end-of-day notes	Learning transfer, emotional residue, unresolved tensions, and moments participants found honest or difficult.	Helped the team distinguish between a stimulating challenge and an unnecessary barrier.
Mentor observation notes	Patterns of dominance, hesitation, task ownership, practical feasibility of projects, and whether participants were moving from talk to action.	Improved sequencing, mentor timing, and the balance between instruction and participant initiative.
Workshop presentations and public debriefs	Whether groups could explain an issue, hold a position under pressure, and propose a realistic next step.	Clarified which formats strengthened public voice and which needed more scaffolding.
Post-workshop partner Zoom meetings with minutes	Cross-country comparison, weak points that should not be repeated, and stronger practices worth transferring.	Turned one workshop into preparation for the next rather than treating each event as a closed island.

Evidence stream	What it captured best	How it influenced later decisions
Follow-up meetings and progress reports	How far participants translated workshop energy into local action, what barriers appeared later, and where mentor support still mattered.	Prevented the project from confusing immediate enthusiasm with sustained application.
Preparatory materials and agenda reviews	What the partnership had expected before implementation and where those expectations were later adjusted.	Made it easier to document improvement honestly, including small corrections rather than dramatic rescue stories.
Digital game testing and resource use	Which scenarios felt engaging, what kind of language was accessible, and how workshop themes could survive beyond live facilitation.	Linked the final toolkit to sustainable resources instead of leaving the workshops as one-off experiences.

💬 What participant feedback repeatedly revealed

Participant feedback across the four workshops pointed in a remarkably coherent direction. The group valued challenge, but not obscurity. Sessions were rated more positively when the task was demanding yet concrete, when people knew what they were doing and why it mattered, and when they could move from a low-risk entry point into a more public one. This was especially visible in relation to public speaking and English confidence. In more than one workshop, some participants initially hesitated because they assumed that their English was too weak for public intervention or that others would sound more polished. Those anxieties usually softened once the facilitation moved through pairs, trios, visual work, body-based formats or assigned-position speaking before expecting full plenary confidence. The evidence therefore supported a graduated visibility model rather than an immediate open-floor model.

Daily feedback also showed that participants responded well when the room did not rely on endless explanation. Long trainer monologues reduced energy quickly, especially in the afternoons. By contrast, short inputs followed by movement, quick production tasks, whiteboard work or embodied debate kept the group more present. This pattern was consistent with the design logic already anticipated in the project application, which emphasised experiential learning, project-based work, peer learning and mentor-guided activity rather than lecture-based transmission. The practical evidence from implementation confirmed that this was the correct choice for the target group and the project aims.

Another recurring theme in participant reflection concerned relevance. The strongest sessions were the ones in which participants could recognise a real social tension rather than only discuss values in the abstract. For Germany this meant public space, community issues and Street Action. For Hungary it meant digital skills linked to real community use rather than isolated tool demonstrations. For Turkey it meant inclusive design, discrimination and the practical conditions of belonging. For Romania it meant advocacy, legal frameworks and the move from rights language

to credible campaigns. The more concrete the social tension, the more alive the participation became.

What mentor feedback and partner reviews clarified

Mentor feedback added another layer to the picture. Mentors repeatedly noticed that good group energy did not automatically produce strong project outcomes. Participants often needed one more round of clarification on scope, audience, realism and sequencing. This was especially true when groups moved from identification of a problem to project planning. A project idea that sounded impressive in a presentation sometimes still needed practical tightening once mentors asked who would do what first, with what resources, under whose authority, and how the action would remain inclusive. Because mentors were embedded inside the working process rather than positioned as distant speakers, their comments improved the quality of outputs without collapsing youth ownership.

Partner Zoom reviews with minutes helped the team make the right kind of improvements. They did not search for dramatic failure, because the workshops did not require dramatic rescue. Instead, they recorded smaller observations that had high practical value. The minutes noted, for example, when an activity needed a clearer pre-brief, when the group needed more time for pair preparation before public delivery, when a visual wall needed to stay up longer because it was feeding later work, or when the balance between indoor and outdoor learning could be used more deliberately. This style of review was one of the reasons the methodology became sharper over time. The workshops did not merely happen one after another. They learned from one another in a documented way.

Evidence patterns by workshop

Workshop	Evidence pattern that stood out	What was adjusted or reinforced	Transfer value for other organisations
Germany, civic engagement and community leadership	Outdoor work, Street Action and graded public-speaking tasks increased ownership and reduced passive listening.	The team kept public tasks short, clear and well framed, and used outdoor observation as pedagogy rather than as an add-on.	Useful for projects that want civic participation to leave the seminar room without becoming chaotic or performative.
Hungary, digital transformation and innovation	Digital content landed best when linked to social use, teamwork and community application rather than tool display alone.	The partnership reduced jargon, kept coding and prototyping practical, and used mentor prompts to keep innovations socially grounded.	Useful for organisations that want digital training to remain civic, inclusive and relevant to mixed-confidence groups.

Workshop	Evidence pattern that stood out	What was adjusted or reinforced	Transfer value for other organisations
Turkey, social inclusion and equality	Inclusion became strongest when treated as a design challenge, not a slogan, and when participants could intervene in exclusion through scenes and plans.	The team used role-play, forum-theatre logic and structured community-planning tasks to keep the topic concrete.	Useful for teams dealing with sensitive social themes that can otherwise become abstract, moralistic or overcautious.
Romania, human rights and social justice	Rights language became usable when linked to campaigns, local issues, field visits and public messaging rather than legal terminology alone.	Facilitators combined frameworks with advocacy design and ensured that every abstract concept returned to action.	Useful for schools and NGOs that want to teach rights without creating distance or passivity.

📌 Why honest evidence use matters

A practical toolkit becomes more trustworthy when it does not claim more certainty than the project actually produced. This project generated substantial evidence, but most of that evidence was qualitative and facilitation-facing. It showed what helped participants engage, what kind of structure improved ownership, what tensions kept reappearing, and how follow-up changed the meaning of the workshops after mobility ended. It did not provide a randomised measure of social change, and this toolkit did not pretend otherwise. The methodology became credible because it kept learning from documented practice, not because it borrowed the language of a different evidence model.

> 🔎 Evidence use principle Use participant feedback, mentor notes, partner minutes and follow-up reports together. Any one of them can mislead when read alone. Together they reveal whether a method was merely enjoyable, genuinely developmental, or strong enough to transfer.

🎮 Chapter 7

Linking the four workshops to the digital game and to structured follow-up activities

🎮 How live facilitation became a longer-term learning resource for youth workers, schools and NGOs

The original project design did not treat the digital game as a decorative extra. It positioned the game as a sustainable educational resource connected to civic engagement, digital transformation, social inclusion and human rights. Later project months focused on content

creation, participant testing, feedback collection, refinement, launch preparation, educator materials and open access so that the learning would survive beyond the mobility period. This meant that the final toolkit could not responsibly end with a description of four workshops alone. It also had to show how workshop-generated tensions, decision points and youth participation methods informed the logic of the final digital resource and the follow-up activities around it.

What moved from live workshops into the game design logic

Workshop theme, linked game logic and follow-up use

Workshop theme	Linked game logic	What transferred into the resource	Typical follow-up use
Digital transformation and innovation	Scenario pressure, prototype thinking, public pitch structure	Short decision rounds, visible trade-offs, confidence-building through structured roles	Digital literacy clubs, innovation sessions, student project labs, youth-centre hack days
Social inclusion and equality	Missing voices, fragile access points, community design under constraint	Inclusion pathways, role-based empathy, visible barriers and action sequencing	NGO inclusion workshops, community dialogues, equality-focused youth clubs and volunteer training
Human rights and social justice	Rights gaps, advocacy framing, coalition building, public reasoning	Campaign logic, legal-context prompts, debrief questions that moved from feeling to structure	Schools, human-rights clubs, youth councils, awareness campaigns and local advocacy groups
Civic engagement and community leadership	Public voice, negotiation, pressure, mobility and next-step route planning	Street-tested questioning, whiteboard missions, coalition logic and continuation planning	Youth councils, civic labs, Erasmus+ follow-up groups, student associations and local action planning

Workshop source	What was transferable into a game or reusable scenario	Why this mattered for long-term learning
Germany, civic engagement	Real public questions, issue mapping, visible trade-off, and the sense that participation happens in shared space rather than in theory only.	It helped the resource keep civic action concrete and people-facing rather than purely textual.

Workshop theme	Linked game logic	What transferred into the resource	Typical follow-up use
Hungary, digital transformation	Decision points around tools, access, skills and innovation for social use.	It connected digital literacy to social consequence instead of treating it as neutral competence.	
Turkey, social inclusion	Situations of exclusion, fragile belonging, queue pressure, representation and hidden barriers.	It made the game capable of surfacing how easy promises fail under reduced capacity or unequal access.	
Romania, human rights and social justice	Campaign strategy, advocacy framing, coalition building and the move from rights language to public action.	It turned human rights content into a sequence of choices, audiences and consequences rather than static principles only.	
Cross-workshop simulation method	Twist cards, whiteboard missions, public decision rounds and layered debrief.	These elements allowed the final resource to preserve pressure, visibility and reflection even when the original facilitators were absent.	

From workshop scenarios to playable learning structures

The methodological documents developed during the project offered a clear bridge from workshop reality to resource design. Simulations such as Burnout Budget Battle, Reconnect the Missing Youth, Future of Work Sprint, Newcomers in the District and Energy Shock Challenge were already structured around positions, competing priorities, public pressure, visible whiteboard records and debrief questions. That architecture was valuable because it did not require the final game to imitate any one workshop literally. Instead, it could absorb the same pedagogical logic: participants would face a social tension, occupy or negotiate positions, respond to new pressure, make trade-offs visible, and then reflect on what the room had normalised, resisted or ignored.

This was particularly important for sustainability. A good post-project resource should not rely on the charisma or memory of the original trainers. It should carry enough structure to help another youth worker, teacher or facilitator create meaningful participation with a different group in another setting. The game therefore benefitted from the same features that had made the live workshops strong: short but high-stakes scenarios, clear roles, visible consequences, and a debrief that moved from feeling to structure and then to transfer.

How the follow-up activities strengthened the resource

Follow-up activity	Project function after the workshop	Why it strengthened the final toolkit and game
Virtual reflection sessions	Participants revisited the workshop after the emotional intensity had settled and could name what they had actually retained.	They filtered excitement into articulated learning, which made later documentation more precise.
Mentor support sessions	Mentors helped participants refine local projects, troubleshoot barriers and keep expectations realistic.	They revealed which ideas survived contact with reality and which needed redesign.
Progress reports from participants	Participants documented steps, delays, small wins and unfinished questions in their own contexts.	They added grounded evidence about transfer beyond the mobility week.
Collaborative online exchanges	Participants and partners compared practices, shared peer feedback and exchanged examples across countries.	They widened the toolkit from one-country lessons to cross-country patterns.
Digital game pilot testing	Young people and organisations tested usability, content clarity and engagement value.	They made the final resource more accessible and less dependent on insider language.

🛠 A simple facilitation sequence for using the toolkit together with the game

Phase	What the facilitator uses	Purpose	Suggested output
Entry	A short embodied or visual opener from the toolkit, such as a movement debate, pair walk or issue-mapping task.	To move the group from passive attendance into noticing tension, stake and relevance.	One visible problem frame or one live wall of issues.
Scenario work	A workshop scenario or game round built around roles, trade-offs and public pressure.	To let participants experience competing priorities rather than only describe them.	A visible decision package, pathway or crisis board.

Phase	What the facilitator uses	Purpose	Suggested output
Debrief	Layered questions moving from emotion to structure to transfer.	To stop the activity from ending at performance only.	A short record of what the group learned and what remained unresolved.
Planning	A consent-based action or route-mapping tool.	To convert learning into a realistic next step.	One named action, one named role, and one named support need.
Follow-up	A digital check-in, mentor note or progress report.	To keep learning alive after the live session.	A short continuation log that can later feed into reporting or resource improvement.

For schools, the strongest adaptation may be to shorten the live scenario and keep the debrief longer. For youth organisations, the opposite may be true when the group already knows one another and needs more pressure and negotiation. For universities and mixed student groups, the Mobility and Project Routes block can be used as a bridge from civic motivation into institutional and funding pathways. In all cases the underlying principle remains the same: live participation should produce a next step, and a reusable resource should carry that next step forward rather than replacing it.

🌱 Sustainability insight The final toolkit became more convincing once it explicitly connected live workshops, follow-up meetings, progress reporting, the digital game and educator-facing materials into one learning ecosystem.

Method or block	NGOs	Youth workers	Schools	Mixed groups
Movement debates and human barometers	Very suitable for opening tension and plurality	Very suitable for quick diagnosis and energy	Suitable if statements are simplified and debrief is longer	Very suitable when trust is still forming
Forum theatre and exclusion scenes	Strong if facilitation is confident and voluntary	Strong for practice-based reflection	Use in adapted form, with careful framing and shorter scenes	Useful, but only after group safety has been built
Simulation games with twist cards and whiteboard missions	Highly transferable for civic and social topics	Highly transferable for leadership and participation work	Use shorter rounds and clearer language	Very strong for mixed-confidence groups when roles are well framed
Street Action and public micro-interviews	Strong for participation, visibility and confidence	Strong when linked to local campaigns	Use only with clear consent, preparation and adult facilitation	Useful where the group needs reality-testing beyond the room

🗺 Transferability matrix for NGOs, youth workers, schools and mixed groups

The matrix below was added because the methodology did not suit every context in the same way. Some activities transferred very well into schools, others made more sense in NGO training or in mixed student groups, and some required experienced facilitation before they could be used responsibly. Showing this openly made the toolkit more practical for reuse and reduced the temptation to treat every method as universally suitable.

Chapter 8

Annexed tools and reusable templates for NGOs, youth workers, schools and mixed student groups

Practical pages that can be copied, printed or adapted after the project

The pages below were included because a toolkit becomes far more useful when it helps another team act, not only read. These templates did not pretend to reproduce the exact internal paperwork of the project. Instead, they translated the project methodology into practical formats that another organisation could adapt quickly. Each template kept the same logic that had shaped the project itself: careful preparation, visible youth participation, light but real evidence collection, structured partner review and a realistic path from workshop energy into follow-up action.

Template 1. Pre-workshop partner preparation grid

This grid translated the project preparation logic into a compact tool for partnership use before any national event. It worked best when partners completed it together on a preparatory call and then refined it asynchronously before the final agenda was locked.

Planning field	Guiding prompt	Working note
Workshop objective	What single learning shift should the workshop produce by the end of the week?	
Participant profile	Which confidence levels, language needs, cultural or religious sensitivities, access needs and gender dynamics should shape the design?	
Methods under review	Which activities, short videos, handouts, simulations, role-plays or field elements are being considered, and why?	
Likely risks	Where might instructions become unclear, confidence drop, or the topic become too abstract, too sensitive or too trainer-heavy?	
Youth-led design points	Where will participants generate content, moderate, question, choose, revise or decide something visible?	
Evidence plan	How will daily feedback, mentor notes and post-workshop review be captured without overloading the team?	
Room and space logic	Which blocks need movement, outdoor work, wall space, projection or quiet corners?	
Follow-up plan	What is already scheduled after the workshop ends so learning does not collapse into goodbye energy only?	

Template 2. Daily feedback and micro-adjustment sheet

This sheet mirrored the project habit of collecting short daily feedback and using it quickly. It was intentionally small so that participants could answer honestly without feeling they were writing a report every evening.

Feedback prompt	Participant note	Facilitator response for tomorrow
Which part of today felt most alive or useful?		
Which part felt less clear, less relevant or too difficult to enter?		
Did the room feel youth-led today? Why or why not?		
Did language, pace or confidence in English affect your participation?		
What should definitely stay tomorrow?		
What should be clarified, shortened or made more practical tomorrow?		

⚙ Use in practice This template worked best when completed immediately after the relevant session rather than hours later from memory. The project improved most when evidence and next steps were captured while the experience was still precise.

Template 3. Mentor observation note

Mentor notes became more helpful when they stayed concrete. The purpose was not to grade participants, but to identify where support, clarification or one extra design choice could improve learning and project realism.

Observation area	What the mentor noticed	Possible support move
Participation balance		

Observation area	What the mentor noticed	Possible support move
Confidence in public speaking		
Group project realism		
Inclusion and accessibility inside the task		
Response to pressure or disagreement		
Need for extra language support or framing		
Follow-up potential after the workshop		

Template 4. Post-workshop Zoom review minutes

Every national workshop in the project was followed by a Zoom review among all partners, and minutes were kept. This template preserved the same discipline in a reusable form.

Minutes section	Prompt	Record
What worked best in practice	Which activities genuinely produced participation, ownership or transfer?	
Small adjustments made early	Which minor barriers appeared at the beginning, and how were they corrected quickly?	
Participant evidence	What did daily feedback, reflection notes or presentations reveal?	
Mentor evidence	What did mentors notice that participants did not always name directly?	
Transfer to next workshop	Which design choices should be retained, strengthened or dropped?	

Minutes section	Prompt	Record
Follow-up responsibilities	Who will contact participants, mentors and partners, and by when?	
Documentation	Which materials, wall records, photos, templates or scenarios should feed the final toolkit or game?	

Use in practice This template worked best when completed immediately after the relevant session rather than hours later from memory. The project improved most when evidence and next steps were captured while the experience was still precise.

Template 5. Street Action planning canvas

This canvas adapted the Germany Street Action logic into a short tool for any group that wants to test youth participation, fairness or public voice in real urban space without turning the task into random interviewing.

Planning element	Working question	Decision or note
Public question	What single short question can an ordinary passer-by answer in twenty seconds?	
Place and timing	Which open public location offers foot traffic without blocking movement or creating pressure?	
Opening line	How will the group explain who they are, why they are asking, and how little time it takes?	
Privacy boundary	Will notes, audio or video be used, and what must not be recorded?	
Pair roles	Who opens, who listens, who thanks, and who keeps the record?	
Debrief prompt	After the action, what will the group compare: public reactions, language choices, surprising answers or what felt difficult?	

Template 6. Mobility and Project Routes follow-up canvas

This page was designed for mixed student groups that had energy for action but still needed a realistic path towards Erasmus+, ESC or related structures. It kept the emphasis on the next thirty days rather than on abstract ambition alone.

Route field	Clarifying question	Next step this week
Immediate purpose	Is the group trying to join, partner, coordinate or simply explore options?	
Usable actor	Which legal or institutional body can act now: student group, university unit, NGO, association or partner organisation?	
Best first route	Which programme logic fits best at this stage: KA154, Youth Exchange, ESC Solidarity Project, higher education mobility or staged preparation?	
Administrative blocker	What would stop the group from moving forward right now?	
Support source	Who can answer the next real question: university office, National Agency, mentor, partner NGO or student affairs structure?	
First thirty-day action	What one concrete administrative or organisational step will be completed first?	

Use in practice This template worked best when completed immediately after the relevant session rather than hours later from memory. The project improved most when evidence and next steps were captured while the experience was still precise.

Template 7. Whiteboard mission card builder

Visible whiteboard missions were one of the project strengths because they turned room movement into public evidence. This blank version lets another facilitator design similar pressure points without copying the original scenarios word for word.

Card field	Prompt or content
Scenario title	
Public tension to surface	
Three visible columns or stations for the board	
What every group must contribute	
When the card should be introduced	
Debrief question that links the board back to real youth participation	

Template 8. Post-project action and continuation log

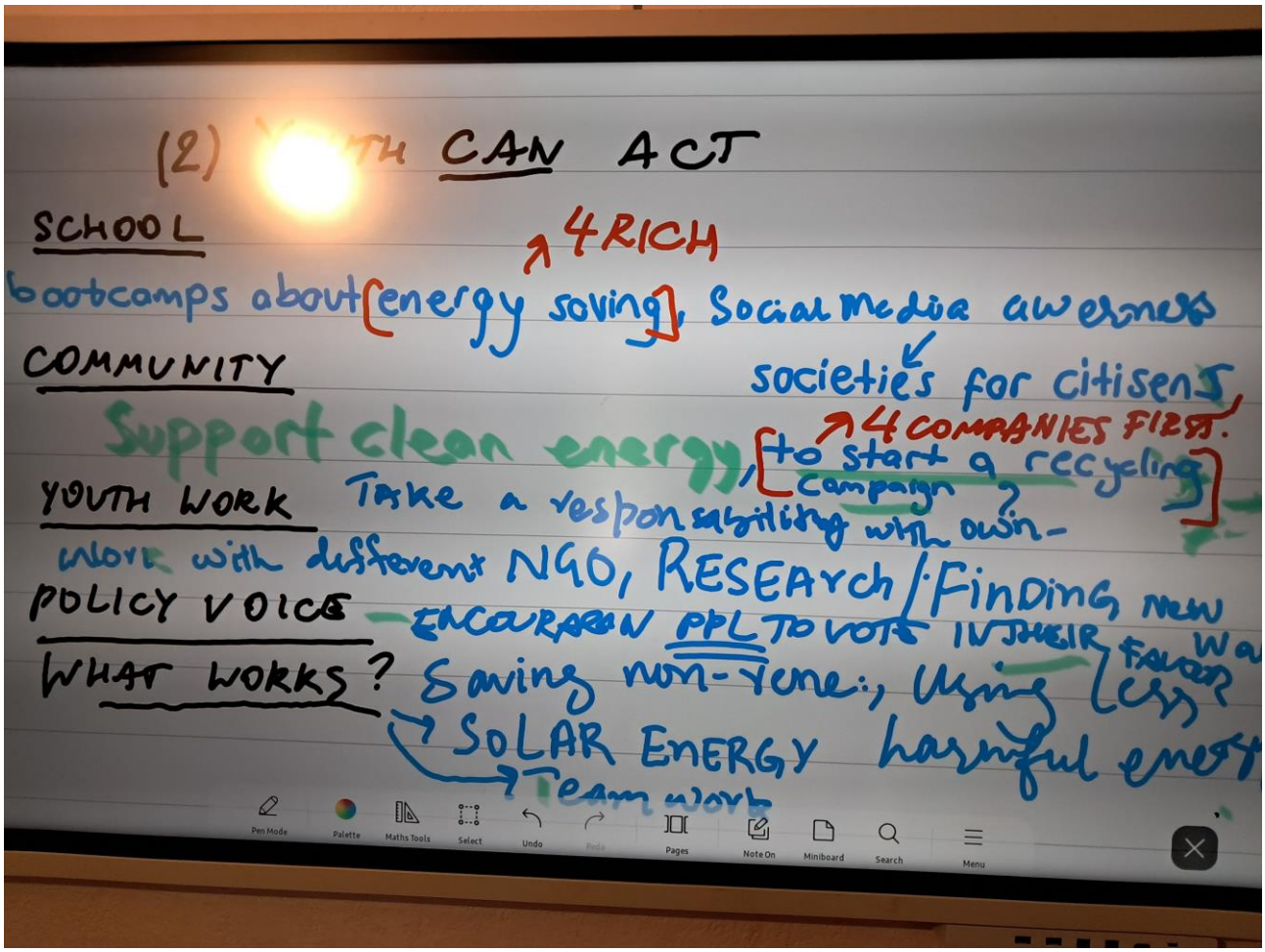
The project repeatedly showed that a workshop felt more responsible when it named a next step and then checked whether that step survived normal life. This log captured continuation without demanding a full formal report every time.

Continuation prompt	Short record
What action did the participant or group actually take after returning home?	
What became easier than expected?	
What became harder than expected?	
Which ally, institution or mentor helped most?	
What still needs follow-up support?	
What example or lesson should be fed back into the toolkit or future workshops?	

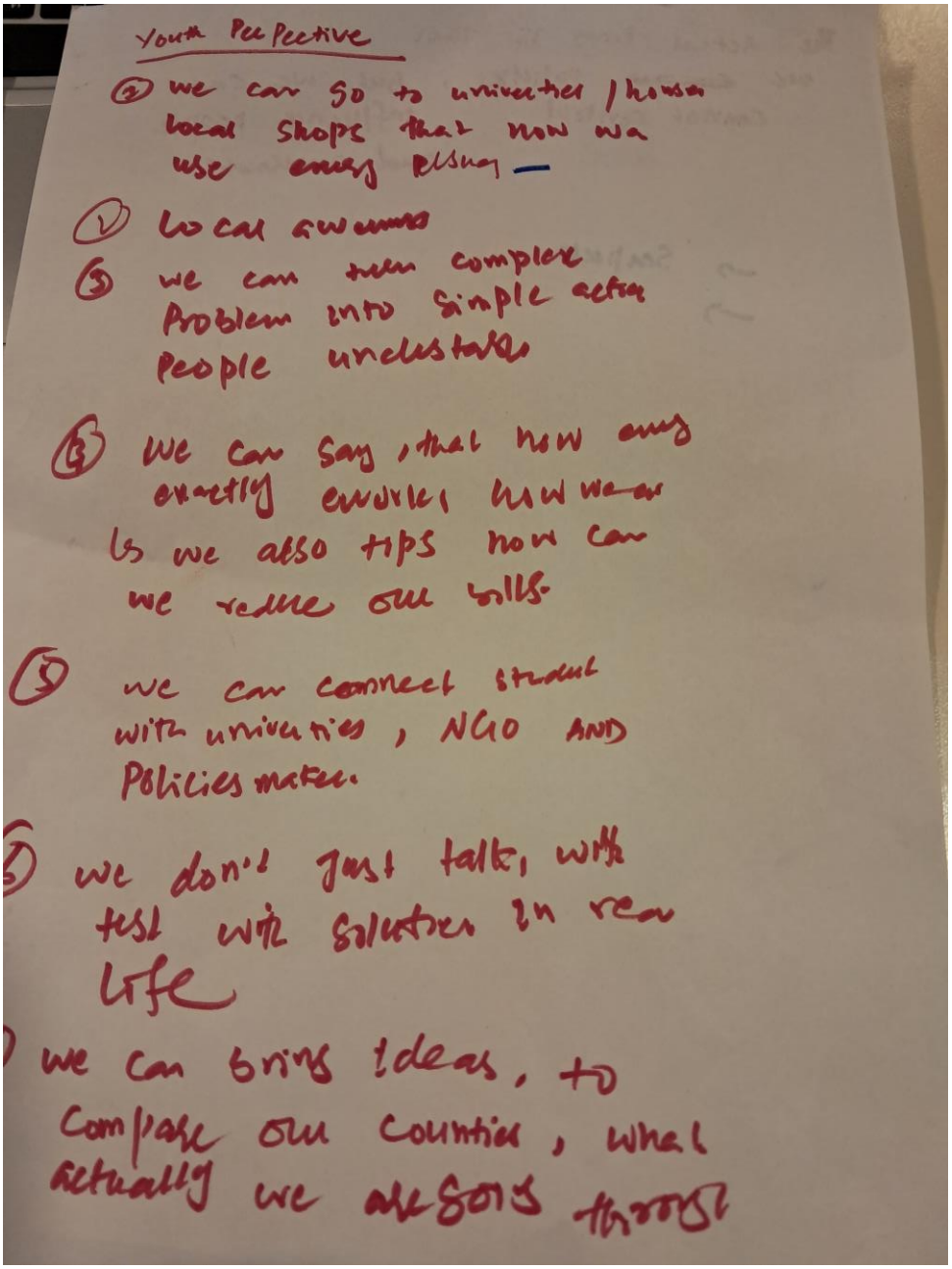
What we would do differently next time

The project ended strongly, but one of the reasons it remained credible was that the partnership did not treat every choice as perfect in hindsight. Several adjustments worked so well precisely because they revealed what should be built in from the start next time. We would begin earlier with participant-facing route information for projects and mobility, because many young people became most energised when they could see a concrete next step. We would also formalise the daily feedback routine even more clearly on Day 1, so that quieter participants understood from the beginning that short written comments could shape the next day without requiring public speaking.

We would prepare more parallel versions of the same activity for different confidence levels, especially where public speaking, rights language or digital terminology could trigger unnecessary hesitation. We would keep outdoor work as a methodological core rather than an optional supplement, because the German chapter showed how strongly space changed participation quality. We would also photograph whiteboards, detailed written notes, pathways and public decision points even more systematically, since these visual traces often captured evidence of learning more clearly than memory-based reporting.



One example from the digital board on social justice campaign.



A group memo during simulation game on youth in action during energy crisis.

Finally, we would build one short cross-country participant exchange between workshops, because by the end of the project it had become clear that participants were ready not only to learn locally, but also to compare how similar tensions looked across different contexts.

Closing note

This toolkit deliberately moved beyond a short descriptive report. It combined four workshop-based case studies, a cross-workshop synthesis of best practices, an evidence chapter grounded in real project learning, a section on the digital game and follow-up logic, and a practical annex that other teams could adapt. In this form, the toolkit matched the project more honestly. The project had never been only four mobility events. It had been a connected learning process in which preparation, implementation, feedback, partner review, follow-up and resource creation kept shaping one another until the end.