



Cross-Country Needs Analysis

Germany | Italy | Lithuania | Poland

WOOD WORK IN YOUTH WORK

Erasmus+ 2025-1-PL01-KA220-YOU-000363271



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Research period: March–April 2026

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At a glance

- 128 valid questionnaires across four partner countries.
- 86.7% work often or sometimes with young people with fewer opportunities (weighted descriptive result).
- Community impact, soft skills and inclusion each score around 4.5/5 across the combined evidence.
- Planning learning outcomes is the weakest readiness area (weighted mean 2.47/5).
- Only 16.4% report access to a dedicated workshop; Lithuania accounts for 16 of the 21 such responses.
- The evidence supports one modular implementation bundle: scenarios + technical plans/BOM + safety tools + videos + inclusion adaptations.

SECTION 01

Executive summary

The consortium has a strong educational case for using woodwork in youth work. The implementation challenge is to convert that interest into safe, realistic and transferable practice.

CORE CONCLUSION The project should not produce a conventional craft manual. It should produce a confidence-building implementation system that connects learning design, technical making, safety, inclusion and practical delivery conditions.

Across all four country reports, respondents see woodwork as more than a manual activity. The strongest combined ratings concern community impact (weighted mean 4.51/5), soft-skills development (4.49/5), inclusion and confidence-building (4.48/5), and circular-economy learning (4.33/5). The method is therefore well aligned with non-formal education, participation, sustainability and work with young people who may engage less effectively in discussion-heavy or screen-based formats.

The readiness picture is much weaker and more uneven. Facilitators feel most capable of debriefing practical work (3.60/5), but confidence declines for managing delivery conditions (2.96/5), leading a tool-based session (2.86/5), and planning explicit learning outcomes (2.47/5). This value-readiness gap is the central design problem the project must solve.

Safety is simultaneously a concern and an enabling condition. Concern about accidents averages 3.85/5, while the reported clarity of organisational procedures is only 2.57/5. Respondents strongly endorse practical safety checklists (4.14/5) and adaptable risk-assessment templates (3.84/5). Safety should therefore be integrated into every activity, plan and video rather than placed in a separate introductory chapter that users may skip.

Infrastructure reinforces the need for portability. Only 16.4% of all respondents report a dedicated workshop, and this figure is heavily driven by Lithuania. Excluding Lithuania, only 5.1% report workshop access. At the same time, 30.5% across the full sample report no suitable space. The core offer must work in multipurpose rooms and safe outdoor settings, with workshop-dependent variants clearly separated.

National priorities differ in useful ways. Germany places tutorial videos first; Italy prioritises safety materials; Lithuania strongly prioritises ready-to-use scenarios; and Poland prioritises technical sketches and bills of materials. These are not competing directions. Together they define the minimum viable architecture of the project outputs.

Priority recommendations

1. Build each activity as one linked package: educational scenario, technical plan and bill of materials, safety/risk sheet, inclusion options, reflection questions and a short demonstration video.
2. Use a three-level progression model: portable low-risk activities; supervised intermediate activities; and workshop-dependent advanced activities with explicit go/no-go conditions.
3. Create a first-session pathway for facilitators with no prior experience, designed for a visible result within 60–180 minutes and minimal equipment.
4. Make learning outcomes and debriefing explicit. The project should teach facilitators how to turn making into competence development, not only how to construct an object.
5. Pilot in at least three operating conditions: dedicated workshop, multipurpose room and outdoor/temporary workspace. Record time, cost, supervision, adaptations, incidents and near misses.
6. Audit and harmonise the underlying datasets before publishing consortium-wide headline statistics; several report tables contain missing categories, inconsistent totals or duplicated qualitative material.

SECTION 02

Purpose, scope and analytical approach

This report synthesises four partner-level needs analyses to guide the design, piloting and quality assurance of the project's practical results.

2.1 Evidence base

Country	Partner context	Study period	Valid responses
Germany	eSquare	March–April 2026	31
Italy	Twoplustwo	March 2026	30
Lithuania	Eduplus	April 2026	30
Poland	Fundacja Active Kids	March 2026	37
Total	Four-country consortium	March–April 2026	128

Each country report combines background questions, Likert-scale items, multiple-choice questions and thematic summaries of open-ended responses. This synthesis compares like-for-like indicators where wording and reported categories allow meaningful comparison. It also uses the qualitative sections to identify recurring implementation needs, while avoiding direct country attribution of quotations where provenance cannot be independently verified.

2.2 How the synthesis was produced

- Country-level percentages and means were transcribed from the detailed tables in the four reports.
- Where a consortium-wide figure is shown, country results were weighted by the number of valid responses (31, 30, 30 and 37).
- Weighted means are approximate because source means and percentages were already rounded in the national reports.
- No significance testing, causal inference or national-sector generalisation was attempted.
- Qualitative themes were treated as convergent evidence only when they appeared consistently across the reports and were supported by quantitative patterns.
- Detected inconsistencies are documented in Section 10 and were not silently corrected or imputed.

SECTION 03

Respondent profile and starting conditions

The sample is strongly connected to frontline youth and educational practice, but countries begin from very different levels of woodworking experience and infrastructure.

Indicator	Germany	Italy	Lithuania	Poland
Valid responses	31	30	30	37
Largest role group	Youth workers 38.7%	Youth workers 43.3%	Educators/teachers 50.0%	Youth workers 35.1%
At least 5 years' experience	48.4%	56.6%	56.7%	56.7%
Often/sometimes work with fewer opportunities	83.9%	93.3%	86.7%	83.8%
Regular or occasional woodwork use	54.9%	33.3%	76.7%	At least 8.1% regular*
No prior use, but interested	32.3%	63.3%	23.3%	64.9%
Dedicated workshop	3.2%	0.0%	53.3%	10.8%
No suitable space	29.0%	33.3%	16.7%	40.5%

*The Polish report states 8.1% regular use and 64.9% no prior use but interested, but does not tabulate every remaining experience category.

Inclusion-oriented practice meets very different starting experience

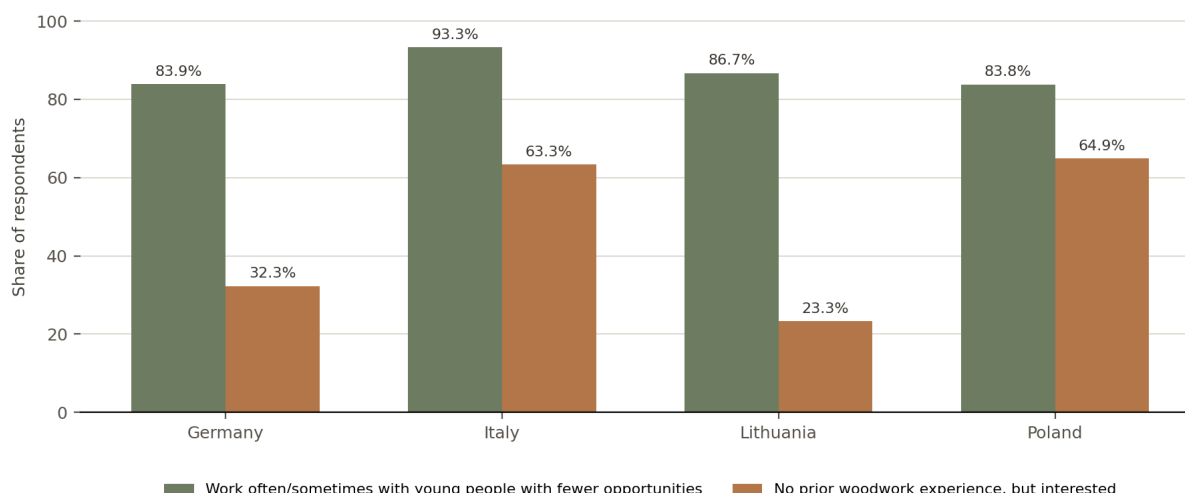


Figure 1. Inclusion exposure and prior woodwork experience. Percentages refer to each national sample; n=128 in total.

The inclusion profile is a major strength. Approximately 111 of 128 respondents work often or sometimes with young people with fewer opportunities. The future toolkit therefore needs to treat inclusive design as a default requirement, not as an optional annex.

The starting-experience contrast is equally important. Lithuania has a comparatively experienced practitioner base and substantial workshop access. Poland and Italy contain many interested first-time users, while Germany sits between these contexts. A single undifferentiated difficulty level would underserve both novices and more experienced facilitators.

DESIGN IMPLICATION Create one common pedagogical framework, but allow multiple technical entry points. Users should be able to select an activity by risk level, space, duration, group profile and facilitator experience.

SECTION 04

Cross-country findings

4.1 Educational value is consistently high

Educational proposition	DE	IT	LT	PL	Weighted mean
Community impact	4.42	4.17	4.70	4.70	4.51
Soft skills	4.29	4.40	4.67	4.59	4.49
Inclusion and confidence	4.23	4.33	4.60	4.73	4.48
Circular economy	4.03	4.10	4.33	4.78	4.33

All four educational propositions score above 4.0/5 in every country. This is unusually coherent evidence for product design: the toolkit should consistently connect the object being made to a social, ecological or community purpose. Decorative making without an educational frame would not exploit the method's strongest perceived value.

4.2 A clear value-readiness gap

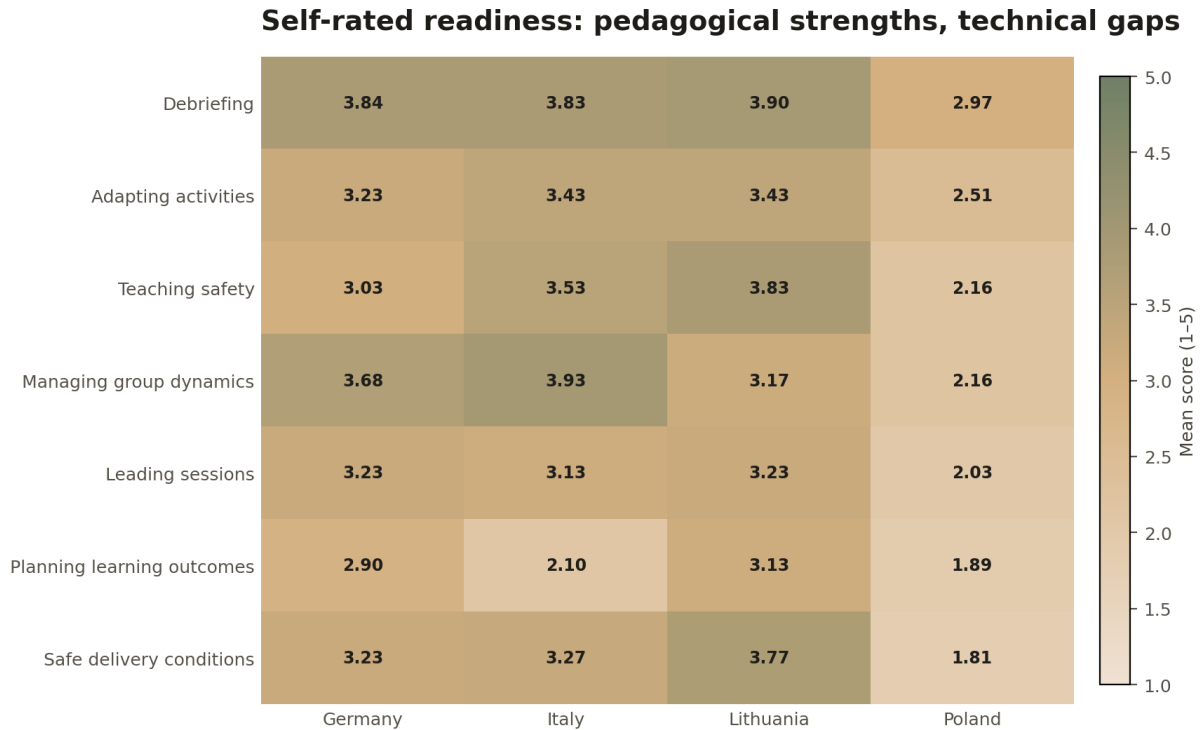


Figure 2. Self-rated readiness by country (mean score, 1–5). Source: four partner reports.

The combined readiness pattern is pedagogically stronger than technically structured. Debriefing scores 3.60/5, followed by group-dynamics management (3.18), adaptation (3.12) and teaching safety (3.08). Understanding safe delivery conditions falls just below 3.0 (2.96), confidence in leading sessions is 2.86, and planning learning outcomes is lowest at 2.47.

A simple descriptive average across the seven readiness items is 3.49 in Lithuania, 3.32 in Italy, 3.31 in Germany and 2.22 in Poland. These are not validated scale scores, but they help identify differentiated support needs. Poland needs a genuine first-entry pathway; Lithuania can test more advanced variants; Germany and Italy need strong bridging support between facilitation and technical delivery.

4.3 Safety is the gateway to implementation

Safety support is an implementation condition, not an appendix

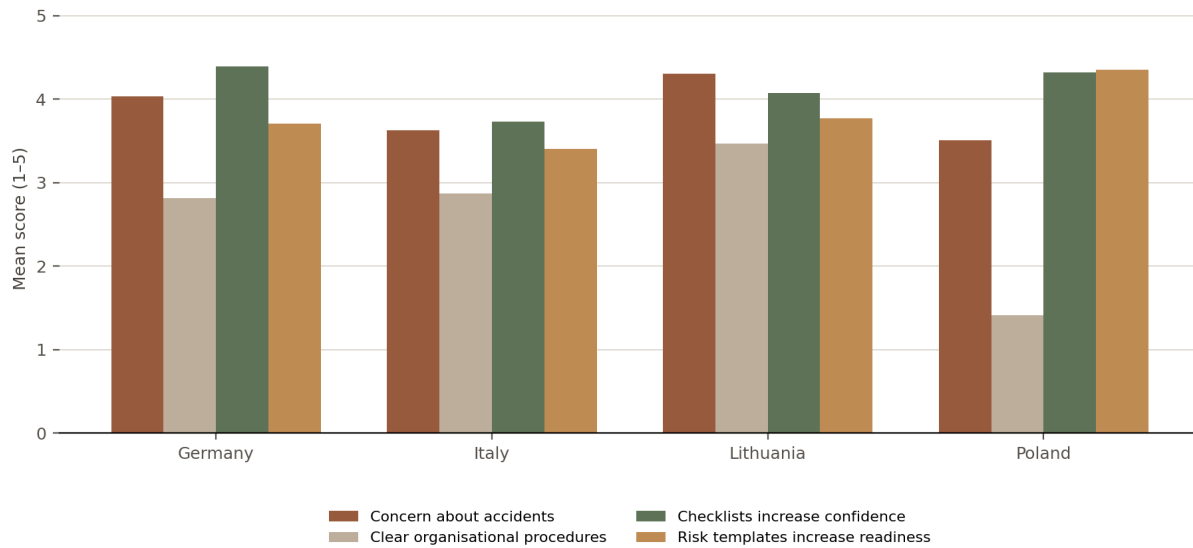


Figure 3. Safety concern, organisational procedures and desired support (mean score, 1–5).

Across the combined evidence, concern about accidents (3.85/5) substantially exceeds the reported clarity of organisational procedures (2.57/5). Poland shows the largest concern-procedure gap (2.10 points), but the same structural pattern appears in Germany and Italy. Lithuania has the strongest procedures (3.47/5), yet also the highest accident concern (4.30/5), showing that greater experience does not remove the demand for systematic safeguards.

The preferred solutions are concrete: pre-session, in-session and closing checklists; task-specific risk assessments; guidance on temporary workspace setup; PPE requirements; material inspection; supervision roles; storage; clean-up; and incident/near-miss recording. A generic safety disclaimer is insufficient.

4.4 Infrastructure must be treated as a design variable

Only 21 respondents (16.4%) report a dedicated workshop, while 39 (30.5%) report no suitable space. Lithuania alone contributes 16 of the 21 workshop-access responses. Outside Lithuania, the dedicated-workshop rate falls to approximately 5.1%. This means the consortium should not allow the strongest-infrastructure partner to define the minimum operating conditions of the common toolkit.

- Portable scenario: minimal tools, collapsible workstations, no fixed machinery, controlled material preparation.
- Multipurpose-room scenario: floor/table protection, dust and noise management, tool check-in/check-out, secure zoning.
- Outdoor scenario: weather threshold, stable work surfaces, safe perimeter, first-aid access and material transport.
- Workshop scenario: additional tools only where trained supervision, extraction, storage and local rules permit.

4.5 The output priorities are complementary

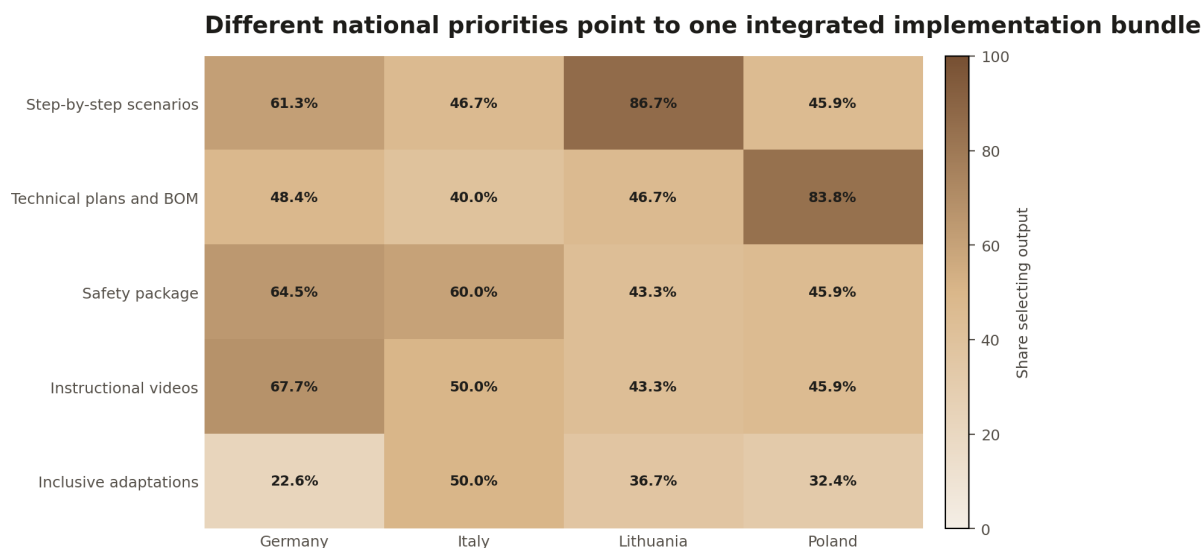


Figure 4. Most requested project outputs by country. Multiple selections were permitted; percentages do not sum to 100%.

When weighted by national sample size, the five most comparable output categories rank as follows: step-by-step scenarios 59.4%, technical plans and bills of materials 56.3%, safety package 53.1%, instructional videos 51.5%, and inclusive adaptations 35.2%. The relatively lower explicit selection of inclusion adaptations should not be interpreted as low relevance, given the very high proportion of practitioners working with young people with fewer opportunities and the high inclusion-value ratings.

PRODUCT DECISION Do not select one ‘winning’ output format. Publish each activity as a connected set of assets so that the scenario, blueprint, safety controls, inclusion options and video refer to the same version of the activity.

4.6 The preferred learning experience is ‘small project, visible effect’

Across the qualitative findings, respondents favour manageable activities that result in a useful object within one session or a short sequence. Frequently recurring ideas include team-building games, reflection tools, signs, organisers, outdoor learning aids, bird feeders, simple furniture and objects for community or youth spaces. The shared success conditions are clarity, visible progress, usefulness, cooperation and a meaningful closing reflection.

SECTION 05

Country-specific interpretation

Country differences should shape piloting and support intensity, not produce four disconnected toolkits.

5.1 Germany: flexible support for moderately ready facilitators

Germany combines moderate readiness with very limited access to dedicated workshops. Respondents are relatively strong in debriefing and group management, but weaker in learning-outcome planning and tool-safety teaching. The strongest output preference is tutorial video (67.7%), followed by safety resources (64.5%) and ready-to-use scenarios (61.3%).

- Prioritise short demonstration videos and temporary-workspace setup guidance.
- Offer ready-to-run examples plus adaptable frameworks rather than rigid scripts only.
- Pilot in multipurpose and outdoor settings; workshop dependence should be exceptional.
- Use the sample’s facilitation strengths to test debriefing and community-impact components.

5.2 Italy: safety-first entry for motivated beginners

Italy has the highest share working with young people with fewer opportunities (93.3%) and a high share of interested first-time users (63.3%). No respondent reports a dedicated workshop in the table, while one-third report no suitable space. Safety materials are the top output (60.0%), and inclusive adaptations and videos each reach 50.0%.

- Start with low- to medium-risk tools and 2–4 hour formats.
- Test inclusion roles and adaptations as core scenario components.
- Provide liability-aware organisational templates and simple supervision guidance.
- Verify incomplete category totals in the national report before using its tool-risk figures externally.

5.3 Lithuania: an experienced testbed for progression

Lithuania has the strongest prior experience and infrastructure profile: 76.7% report regular or occasional use, and 53.3% report a specialised workshop. Safety awareness remains high, while the lowest readiness items concern learning outcomes, group dynamics and confidence in leading sessions. Step-by-step scenarios dominate output preferences at 86.7%.

- Use Lithuanian pilots to test intermediate and workshop-dependent variants after the core version is safe.
- Focus training on facilitation architecture, youth engagement and explicit learning outcomes.
- Test progression rules and determine which elements genuinely require workshop conditions.
- Avoid designing the common minimum standard around Lithuanian infrastructure alone.

5.4 Poland: the strongest need for a complete first-entry system

Poland shows the largest gap between interest and implementation readiness. Almost two-thirds report no prior use but want to begin; the seven readiness indicators average approximately 2.22/5; organisational procedures score 1.41/5; and 40.5% report no suitable space. At the same time, Poland rates educational value especially highly and strongly requests technical sketches and bills of materials (83.8%).

- Create a highly scaffolded 'first contact with wood' route with pre-cut or easily prepared materials.
- Pair every blueprint with a risk sheet, minimum equipment list and low-budget alternative.
- Include explicit organisational approval and pre-session planning templates.
- Use pilots to measure whether novice facilitators can deliver safely without an on-site craft expert.

SECTION 06

Specification for project outputs

The ten planned blueprints and ten educational activities should be designed as interoperable modules, not as separate technical and pedagogical products.

6.1 Required package for every activity

Component	Minimum content	Primary problem solved
Scenario card	Aim; competence focus; age/profile; duration; group size; flow; facilitator prompts; reflection	Turns making into non-formal learning
Technical blueprint	Dimensioned drawing; sequence; tolerances; assembly logic; finishing	Reduces technical uncertainty
Bill of materials	Quantities; dimensions; acceptable alternatives; estimated cost band; sourcing notes	Supports preparation and budgeting
Tool and space profile	Required/optional tools; risk tier; indoor/outdoor/workshop; noise/dust; storage	Matches activities to real conditions
Safety sheet	Hazards; controls; PPE; supervision roles; pre/during/post checklist; go/no-go criteria	Builds organisational confidence
Inclusion routes	Alternative roles; dexterity/strength adaptations; language supports; sensory and confidence options	Enables meaningful participation
Sustainability note	Material origin; reuse; waste minimisation; repair; end-of-life; community use	Makes circular economy concrete
Video support	3–5 minute technique clips plus one complete first-session walkthrough	Provides just-in-time visual learning
Evaluation tools	Participant reflection; facilitator log; timing/cost variance; safety/near-miss log; adaptation record	Creates comparable pilot evidence

6.2 Progressive activity levels

Level	Typical conditions	Suitable activity characteristics	Release rule
A — Portable / first contact	Basic hand tools; multipurpose or outdoor setting; 60–180 min	High success probability; simple joints; pre-cut options; visible outcome	Default entry level in all countries
B — Supervised intermediate	More tool handling; half-day; trained facilitator; controlled workspace	Measuring/cutting/assembly; optional supervised low-power tools	Only after Level A safety and facilitation checks
C — Workshop dependent	Dedicated workshop; competent technical supervision; local procedures	Complex cuts, machinery or heavier assemblies	Publish only with explicit contraindications and go/no-go checklist

The levels should describe delivery conditions, not label participants as capable or incapable. A facilitator may choose a lower technical level to accommodate a particular venue, supervision ratio, disability-related adaptation or weather condition.

6.3 Editorial and accessibility rules

- Use plain, non-technical language and define every specialist term at first use.
- Use the same icons, risk labels, measurement conventions and colour meanings across manual, blueprint, checklist and video.
- Provide metric measurements and printable A4/Letter-friendly worksheets; do not rely on colour alone to communicate risk.
- Caption every image; provide alt text in digital versions; use strong contrast and readable type sizes.
- Use QR codes or short links to connect each scenario directly to the matching video and downloadable forms.
- Version-control every asset so that translated materials, videos and safety sheets cannot drift apart.
- Avoid gendered assumptions about tool competence and show diverse young people in technical and leadership roles.

6.4 Recommended activity portfolio

The portfolio should balance immediate success with meaningful use. The following mix would respond directly to the evidence while allowing progression:

- Cooperation and facilitation tools: team maze, balance challenge, reflection cube or emotion wheel.
- Outdoor and environmental learning: trail markers, plant labels, insect habitat, feeder or simple observation tool.
- Youth-space utility: organiser, mobile display, foldable board, simple shelf or seating element.
- Community contribution: sign, planter, shared-game element, repair/upcycling intervention or garden feature.
- Creative ownership: an open-design activity in which participants adapt dimensions, finish or purpose within fixed safety constraints.

PORTFOLIO RULE At least half of the activities should be deliverable without a dedicated workshop, and every workshop-dependent activity should have a lower-resource alternative or a clear reason why adaptation is unsafe.

SECTION 07

Training and piloting recommendations

The training should close the competence gap; the pilots should test whether the outputs work under real delivery constraints.

7.1 Suggested five-day training logic

Day	Focus	Required evidence of learning
1	Woodwork as youth work: inclusion, community value, learning outcomes and group roles	Draft learning objectives and inclusion plan
2	Safety foundations: workspace, material inspection, tool introduction, PPE, supervision and risk assessment	Completed risk assessment and safety briefing
3	Level A builds: basic techniques, task sequencing, troubleshooting and debriefing	Successful portable build and reflection
4	Level B progression: supervised tools, adaptations, sustainability and community-oriented design	Adapted prototype with technical and educational rationale
5	Micro-facilitation, peer assessment, pilot planning and transfer to local contexts	Observed facilitation practice and implementation plan

Training should use a competence-based assessment rather than attendance alone. Participants should demonstrate safe setup, explain a tool, lead a task segment, respond to a simulated safety issue, facilitate reflection and adapt an activity for a participant profile or venue constraint.

7.2 Pilot design

- Test each activity in at least two delivery conditions; collectively cover workshop, multipurpose-room and outdoor settings.
- Include both novice and more experienced facilitators; do not let technical experts be the only pilot leaders.
- Recruit mixed participant profiles, including young people with fewer opportunities, and record which adaptations were actually used.

- Separate technical feasibility from educational quality: an object can be completed while learning outcomes or inclusion remain weak.
- Record setup time, activity time, clean-up time, material cost, tool availability, supervision, completion rate, incidents and near misses.
- Use a short after-action review to identify unclear steps, unsafe assumptions, accessibility barriers and unnecessary complexity.

SAFETY TARGET The operational target should be zero reportable injuries. Near misses and minor process deviations should still be recorded and used to improve the materials; an absence of reports is not automatically evidence of safe delivery.

SECTION 08

Monitoring, quality and risk framework

8.1 Proposed monitoring indicators

Dimension	Indicator	Suggested success threshold	Collection point
Readiness	Change in facilitator confidence for leading the tested level	+0.8/5 among participants starting below 3.0	Pre/post training and post-pilot
Learning design	Facilitators who can state and debrief at least two learning outcomes	≥80%	Observed practice rubric
Safety	Reportable injuries	0	Every session
Safety culture	Completed checklist and near-miss log	100% of pilots	Before/after each pilot
Usability	Facilitators rating instructions clear and usable	≥80% rate 4 or 5/5	Post-pilot survey
Feasibility	Delivery within planned time and cost band	≥80% within ±20%	Facilitator log
Inclusion	Pilots documenting participation roles/ adaptations	100% where relevant	Observation and facilitator log
Transfer	Trained facilitators implementing locally within three months	Proposed ≥50%	Follow-up survey

8.2 Priority risk register

Risk	Evidence signal	Mitigation	Owner
Injury or unsafe delivery	High accident concern; weak procedures	Independent safety review; tiered tools; mandatory checklists; stop-work rule	Safety lead + pilot host
Toolkit assumes workshop access	Only 16.4% report workshop access	Portable minimum standard; venue tags; non-workshop pilots	Output lead
Facilitators complete the object but miss learning	Learning-outcome planning is weakest readiness item	Learning objective and debrief fields mandatory in every scenario	Pedagogical lead
Low uptake due to complexity	Many first-time users in Italy and Poland	First-session route; short videos; prepared-material options	Training lead
Inclusion becomes symbolic	86.7% work with fewer-opportunity groups	Alternative roles, adaptations and observation criteria in every relevant activity	Inclusion lead
Translations/assets diverge	Multiple formats and country versions	Asset IDs, version register and linked release checklist	Project manager
Evidence is challenged	Source-report inconsistencies	Raw-data audit; data dictionary; corrected country annexes	Evaluation lead

SECTION 09

Prioritized action plan

Priority	Action	Deliverable / decision	Timing
1	Reconcile national tables with raw survey exports and agree a common data dictionary	Validated cross-country dataset and correction log	Immediate
2	Appoint technical, pedagogical, safety and inclusion reviewers	Named review responsibilities and approval route	Immediate
3	Approve the common activity-package template	One template linking scenario, blueprint, BOM, safety, inclusion, reflection and video	Before drafting
4	Select the ten activity concepts against portfolio criteria	Balanced list across risk levels, settings, purposes and complexity	Early development
5	Draft Level A versions first	Portable beginner versions ready for internal testing	Development round 1
6	Safety-review all technical instructions and materials	Signed review checklist; corrected hazards and controls	Before any youth pilot
7	Run training and micro-facilitation assessment	Competence evidence and individual local pilot plans	Training phase
8	Pilot across contrasting settings and facilitator profiles	Comparable pilot logs, participant feedback and incident/near-miss records	Pilot phase
9	Revise as one linked release	Aligned manual, blueprints, checklists, videos and translations	After pilot review
10	Publish accessibly and monitor transfer	Open-access package, version register and three-month follow-up	Finalisation

SECTION 10

Data quality and limitations

The reports are sufficiently consistent for design decisions, but not yet clean enough for unrestricted publication of every cross-country statistic.

10.1 Source-report issues requiring correction

Report	Observed issue	Implication	Recommended correction
Germany	Executive-summary tool-risk and complexity shares differ from the detailed Tables 11–12; one percentage bracket is missing in Table 3.	Headline description could conflict with the detailed evidence.	Check against raw export and retain one verified set of values.
Italy	Role table accounts for 29 of 30 respondents; space table accounts for 23 of 30; tool-risk categories total 73.3%; complexity values exceed 100% if read as exclusive.	Some categories are missing or question type is unclear.	Restore omitted categories and label multiple-choice questions explicitly.
Lithuania	Several table titles repeat 'Preferred level of tool risk and complexity' although the content concerns barriers or space; subsection numbering skips 9.6.	Editorial ambiguity, but core values remain interpretable.	Correct table titles and subsection numbering.
Poland	The complexity table lists categories totalling 86.4%; the experience narrative does not tabulate every response category.	The distribution cannot be fully reconstructed.	Add omitted categories and counts from the raw dataset.
Cross-report	Several qualitative quotations and passages recur verbatim across country reports.	Country-specific attribution may be unreliable and repeated text is not independent evidence.	Verify provenance; use anonymised coded quotations only after confirmation.
Cross-report	Terminology varies: workshop/multifunctional/outdoor space; low/medium/high risk; scenarios vs adaptations.	Direct aggregation may combine non-identical concepts.	Adopt a data dictionary and common response-category labels.

10.2 Analytical limitations

- Purposive, small samples limit representativeness and may over-represent practitioners already interested in hands-on methods.
- Self-rated competence does not necessarily predict observed safe performance.
- Country means conceal variation between organisations, participant ages, venues and local rules.
- The source reports do not provide raw-response distributions for every Likert item, preventing confidence intervals and robust significance testing.
- Some multiple-choice questions allow several selections, while this is not always labelled consistently.
- Local legal, insurance and safeguarding requirements require separate verification before implementation; the survey cannot replace that review.

SECTION 11

Final conclusions

The needs analysis gives the consortium a coherent mandate: make woodworking educationally meaningful, technically achievable and organisationally safe.

The evidence supports investment in woodwork as a non-formal education method. Respondents consistently associate it with teamwork, problem-solving, confidence, inclusion, sustainability and community benefit. There is no meaningful motivational deficit in the surveyed group.

The principal challenge is implementation confidence. The project must bridge the distance between an appealing educational concept and the practical realities of tools, supervision, venue constraints, learning design and organisational responsibility. The bridge is a connected implementation bundle, not a longer theoretical introduction.

A successful result will allow a novice facilitator to choose an appropriate activity, understand why it is educational, prepare the materials and space, identify when not to proceed, involve young people in differentiated roles, complete a useful object and lead meaningful reflection. At the same time, it will give more experienced practitioners room to progress toward more complex activities without lowering safety standards.

SECTION A

Appendix: comparative data matrix

A.1 Readiness and safety

Indicator (mean 1–5)	DE	IT	LT	PL	Weighted
Debriefing	3.84	3.83	3.90	2.97	3.60
Adapting activities	3.23	3.43	3.43	2.51	3.12
Teaching safety	3.03	3.53	3.83	2.16	3.08
Managing group dynamics	3.68	3.93	3.17	2.16	3.18
Leading sessions	3.23	3.13	3.23	2.03	2.86
Planning learning outcomes	2.90	2.10	3.13	1.89	2.47
Safe delivery conditions	3.23	3.27	3.77	1.81	2.96
Concern about accidents	4.03	3.63	4.30	3.51	3.85
Clear organisational procedures	2.81	2.87	3.47	1.41	2.57
Checklists increase confidence	4.39	3.73	4.07	4.32	4.14
Risk templates increase readiness	3.71	3.40	3.77	4.35	3.84

A.2 Educational value and format preferences

Indicator (mean 1–5)	DE	IT	LT	PL	Weighted
Community impact	4.42	4.17	4.70	4.70	4.51
Soft skills	4.29	4.40	4.67	4.59	4.49
Inclusion and confidence	4.23	4.33	4.60	4.73	4.48
Circular economy	4.03	4.10	4.33	4.78	4.33
Short instructional videos	4.03	3.80	3.93	4.73	4.16
Ready-to-use scenarios	3.32	2.93	4.13	4.57	3.78

A.3 Requested outputs

Output selected	DE	IT	LT	PL	Weighted
Step-by-step scenarios	61.3%	46.7%	86.7%	45.9%	59.4%
Technical plans and BOM	48.4%	40.0%	46.7%	83.8%	56.3%
Safety package	64.5%	60.0%	43.3%	45.9%	53.1%
Instructional videos	67.7%	50.0%	43.3%	45.9%	51.5%
Inclusive adaptations	22.6%	50.0%	36.7%	32.4%	35.2%



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