

EMPOWERING YOUTH VOICES

E-BOOKLET · EDUCATIONAL TOOLKIT & FACILITATION MANUAL

Empowering Youth Voices

Mastering facilitation for inclusive dialogue & decision-making: tools, methods and workshops for youth workers

40 youth workers · 8 countries · Sfântu Gheorghe, Romania · September 2026

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Erasmus+ KA153 · Mobility of youth workers
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ABOUT THIS PUBLICATION

Empowering Youth Voices
Educational Toolkit & Facilitation Manual

An open educational resource on facilitation tools for conflict prevention and resolution, consensus-building, inclusive decision-making and the active participation of young people with fewer opportunities.

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WELCOME

A toolkit made by youth workers, for youth workers

In September 2026, forty youth workers, trainers and educators from eight countries spent a week in Sfântu Gheorghe, Romania, practising one demanding skill: helping groups of young people talk, disagree and decide together, especially when not everyone in the room starts with the same voice, language or confidence.

This booklet collects what we used and what we created. Part of it explains the ideas behind good facilitation. Most of it is practical: step-by-step methods, templates and six complete workshops that participants designed and ran themselves on the sixth day of the training.

Everything here has been tested in a real, multilingual, mixed group. Nothing here is meant to be followed rigidly. Take a method, adapt it to your young people, your space and your time, and make it yours.



HOW TO READ THE METHOD PAGES

Time needed

Group size

Materials

Numbered steps give the running order. **Debriefing** boxes hold the questions that turn an activity into learning. **Facilitator tips** flag risks and inclusive adaptations.

A note on language: we write about “young people with fewer opportunities” and “youth with diverse cultural backgrounds”, and we name specific communities (Roma, migrant and refugee youth) where the project worked with them directly.



01

The project and the partnership

Why the project was needed, who took part, and what happened during nine days of training in Sfântu Gheorghe, Romania.

Project overview | Key facts | Programme | 8 partner organisations | Inclusion approach

Why facilitation, why now?

Across Europe, youth workers meet young people from very different backgrounds in the same room: minority and majority, local and newly arrived, urban and rural. Bringing those voices into one conversation, and into real decisions, takes skill.

Our partners told us the same thing in the needs analysis before the project: many youth workers feel confident running activities, but much less confident when a discussion becomes tense, when a few voices dominate, or when a group has to agree on something that matters. Young people with minority, Roma, migrant or refugee backgrounds, and those living in isolated rural areas, are the first to drop out of such conversations.

Empowering Youth Voices was designed to close that gap. It is an Erasmus+ Key Action 1 mobility of youth workers, coordinated by Asociația StartUp HUB and approved by the Romanian National Agency (ANPCDEFP). Its core was a seven-day training course in Sfântu Gheorghe, Covasna County, for 40 youth workers, trainers and educators from eight countries.

What the training aimed for

- Understand the many roles of a facilitator and the dynamics of a group
- Practise non-violent communication, feedback and conflict de-escalation
- Use consensus methods and inclusive decision-making tools
- Make meetings accessible with graphic facilitation and clear minutes
- Design and run activities on inclusion topics, then take them home

KEY FACTS	
Title	Empowering Youth Voices: Mastering Facilitation for Inclusive Dialogue & Decision-Making
Acronym	Y-FI
Project number	2025-1-RO01-KA153-YOU-000298586
Action	Erasmus+ KA153-YOU · Mobility of youth workers
National Agency	ANPCDEFP, Romania
EU grant	€42,784
Coordinator	Asociația StartUp HUB (OID E10286990)
Venue	Sfântu Gheorghe, Covasna County, Romania
Training dates	19–25 September 2026 (travel days 18 & 26 September)
Participants	40 youth workers, trainers and educators from 8 countries
Planned reach	~10,000 youth workers and youth leaders across Europe



Day 3: participants present Erasmus+ and their own organisations.

Nine days in Sfântu Gheorghe

Day 1
FRI 18 SEP

Arrival

Travel, check-in and an informal welcome.

Day 2
SAT 19 SEP

Getting to know each other

Official welcome · name games and teambuilding · introduction to the programme · exploring “hot issues” in the inclusion of young people · reflection groups.

Day 3
SUN 20 SEP

Exploring participation

Erasmus+ and Youthpass · video messages with young people · treasure hunt through the city · reflection groups · intercultural evening.

Day 4
MON 21 SEP

Facilitation, conflict & communication

Youthpass tree · the facilitator and facilitation · the concept of conflict · communication and feedback · non-violent communication · practising facilitation techniques · decision-making processes.

Day 5
TUE 22 SEP

Community experience

Youthpass tree · visit to the StartUp HUB · field visit to the Őrkő neighbourhood and its community centre.

Day 6
WED 23 SEP

Practising facilitation

Six participant teams design and run their own workshops on hot issues in the inclusion of young people with fewer opportunities, each followed by peer feedback (see page 27).

Day 7
THU 24 SEP

Future cooperation

Youthpass tree · sharing local actions · project ideas for youth exchanges · personal and group action plans · final evaluation · Youthpass certificates and farewell evening.

Day 8
FRI 25 SEP

Cultural visits

Study visit to a local school · cultural trip to Brașov.

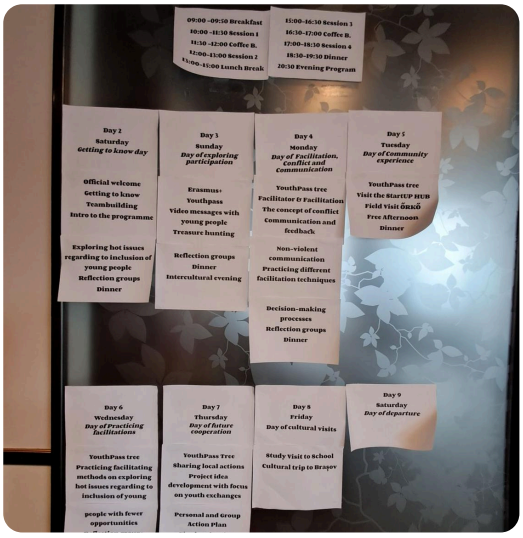
Day 9
SAT 26 SEP

Departure

Travel home and the start of local follow-up.

A TYPICAL DAY

10:00–11:30	Session 1
12:00–13:00	Session 2
15:00–16:30	Session 3
17:00–18:30	Session 4 · reflection groups
20:30	Evening programme



The programme as it hung on the wall of the training room.



Evenings mixed cultures, music and dance.

Meeting the community

The training did not stay inside the hotel. Participants met local youth organisations, visited a community centre and a school, and explored the city with local residents. Seeing how inclusion work happens on the ground gave the methods in this booklet a real context.



Field visit, Day 5. Participants walk through the Őrkő neighbourhood on the edge of Sfântu Gheorghe, home to a large Roma community.



StartUp HUB, Day 5. The coordinating organisation presents its work with young people and entrepreneurs in Covasna County.



Intercultural evening, Day 3. National teams share food, music and stories, and the questions start flowing.



Study visit, Day 8. A visit to a local school, followed by a cultural trip to Brașov.

TRY THIS AT HOME

Before running any of the methods in this booklet with a new group, spend time where your young people already are: their school, their community centre, their street. Ask who is *not* in the room and why. The answers will shape how you adapt every activity.

Eight organisations, eight countries

The partnership mixes organisations with long Erasmus+ experience and newcomers to European youth work: NGOs, informal groups, vocational education networks and a city municipality. Each brought its own target groups and expertise, and each took responsibility for part of the training and its follow-up.

ROMANIA · COORDINATOR

Asociația StartUp HUB

Sfântu Gheorghe · OID E10286990

Founded in 2021, StartUp HUB supports young people and entrepreneurs in Covasna County and works especially with youth from rural areas and ethnic minority backgrounds.

Role: project management, finances and logistics; content, methodology and trainers; communication between partners. Co-leads the follow-up conflict resolution workshops.

HUNGARY

Kárpát-medencei Szakképzésért Egyesület (KMSZE)

Budapest · OID E10310925

A network of vocational educators and youth workers representing young people with different social and minority backgrounds, active in cultural diversity and human rights education.

Role: Youthpass process and certificates; decision-making simulations and community engagement; co-leads the conflict resolution workshops.

PORTUGAL

Check-IN Association – Cooperação e Desenvolvimento

Beja & Lisbon · OID E10036020

A non-profit founded in 2010, focused on youth mobility, non-formal education and local projects in disadvantaged neighbourhoods of Lisbon and Beja.

Role: quality control, baseline and follow-up evaluation surveys; local social-inclusion expertise; co-leads the community ranking sessions.

SERBIA

Profession VET doo Ada

Ada, Vojvodina · OID E10338751

Runs internships, training courses and youth exchanges for young people in the multi-ethnic Vojvodina region, in cooperation with schools and community organisations.

Role: expertise in the social inclusion of culturally diverse youth; leads the Energy Triangle constellation sessions in the follow-up.





Visiting the coordinator, StartUp HUB, on Day 5 (left) and getting to know Youthpass on Day 3 (right).

TÜRKIYE

Istanbul Sustainable Development Association (ISKD)

Istanbul · OID E10266190

Founded in 2021, ISKD works on sustainability, social entrepreneurship and social inclusion through non-formal education with young people.

Role: experience in youth participation, conflict resolution and consensus-making; target-group analysis for youth facing geographical and social barriers; leads the minutes-taking training.

ITALY

Comune di Bologna

Bologna · OID E10207992

The City of Bologna brings the perspective of a local authority, with extensive educational, social and youth services and a strong tradition of civic participation.

Role: community engagement as a tool for youth participation in decision-making; link to municipal youth policy; co-leads the graphic design workshops.

NETHERLANDS

Bridge 4 Youth

The Hague · OID E10338767

An informal group connecting young people in the Netherlands with peers on Sint Maarten through non-formal education, workshops and cultural exchange.

Role: minutes-taking workshop at the training; digital learning and daily newsletters; co-leads the graphic design workshops.

SPAIN

Associació multidisciplinar Xarxaires

Daimús, Valencia · OID E10351057

A cultural non-profit working from a feminist perspective on inclusion, volunteering and leadership, including with young people not in education, employment or training.

Role: quality control and evaluation (with Check-IN); inclusive facilitation tools and project management; co-leads the community ranking sessions.





Partners presenting their countries at the intercultural evening (left) and the last morning together (right).

Our inclusion approach

This booklet is for anyone who facilitates groups of young people: youth workers, youth leaders, trainers, teachers and volunteers. It pays particular attention to young people whose voices are most often missing from decisions.

The young people we have in mind

- **Youth with diverse cultural backgrounds**: young people from ethnic and national minorities, including Roma communities.
- **Migrant and refugee youth**: newly arrived young people, and those facing displacement, legal uncertainty or language barriers.
- **Youth facing economic and social obstacles**, including young people not in education, employment or training (NEET).
- **Youth facing geographical barriers**: those living in rural or isolated areas with little access to services and international opportunities.

The barriers facilitators meet

Language and confidence gaps, unequal status inside the group, past experiences of being ignored or judged, practical obstacles (travel, money, time) and simple unfamiliarity with formal meetings. Every method in this booklet tries to lower at least one of these barriers.

HOW THE PROJECT PUT INCLUSION INTO PRACTICE

- Partners selected participants who work directly with these young people, and gave priority to youth workers who share those backgrounds themselves.
- Dedicated inclusion support covered extra needs so that cost was not a barrier to taking part.
- Mixed small groups, visual methods and silent or non-verbal techniques made sure fluency in English was never the price of participation.
- Real encounters during the field visit, the community centre and the school kept the discussion grounded.

EU YOUTH GOAL #9

Space and Participation for All: strengthen young people's democratic participation and autonomy, and provide dedicated youth spaces in all areas of society. Every tool in this booklet serves that goal.



Field visit to the Őrkő community, Day 5.



02

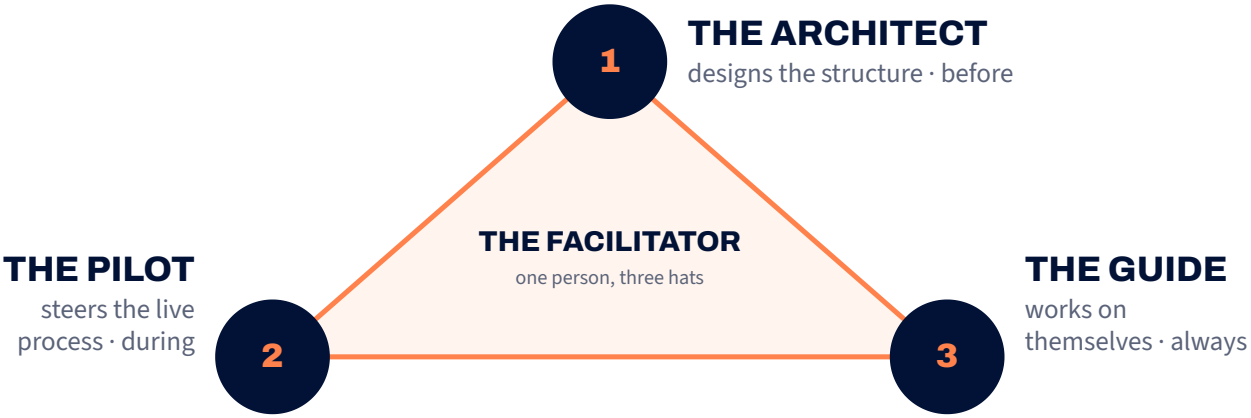
Foundations of facilitation

Before the tools: what a facilitator actually does, how group energy works, and why power and rank matter in every room.

Three roles | Energy Triangle | Rank & privilege | Group agreements | Feedback

Three roles of the facilitator

A facilitator does not deliver content. A facilitator makes it easier for a group to think, talk and decide together. In practice that means switching between three roles, often within the same minute.



1 · THE ARCHITECT

Structural design. Sets clear objectives, chooses methods that fit the group, plans timing and transitions, arranges the physical space and prepares visual agendas. Most problems in a session can be prevented here.

Ask yourself: What should be different for the group at the end? Who might find this format hard?

2 · THE PILOT

Real-time navigation. Reads the room, balances speaking time, notices who has gone quiet, handles tension and changes the plan when the group needs it. The plan serves the group, never the other way round.

Ask yourself: What is happening right now? Is the energy rising or falling? Whose voice is missing?

3 · THE GUIDE

Inner work and empathy. Stays present and calm, notices personal triggers and biases, listens actively and models the behaviour the group is invited into, including non-violent communication.

Ask yourself: What am I feeling? Whom do I instinctively favour or avoid? Am I listening or waiting to talk?

> **A good session is designed by the Architect, survives thanks to the Pilot, and feels safe because of the Guide.**



Day 4: the whole group explores what a facilitator does.

The Energy Triangle

Every group puts its energy into three things at once. When one corner is neglected, the whole group loses momentum, even if it does not yet know why.

Objectives are the task and content: what we are here to achieve. **Processes** are the methods, structure, timing and rules of how we work. **Relationships** are the trust, belonging, power and respect between people.

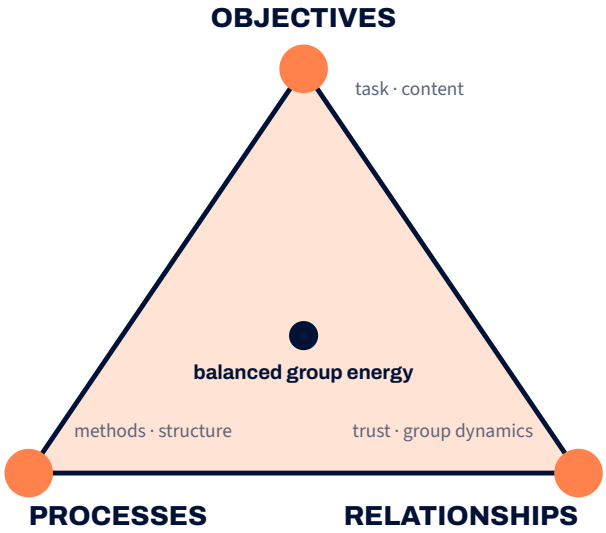
Groups and facilitators tend to over-invest in one corner. A task-driven team rushes to results and leaves people behind. A very sociable group enjoys itself but never decides anything. A process-heavy group follows the rules perfectly and runs out of purpose.

FACILITATOR RULE OF THUMB

If tension appears in **Relationships**, change the **Process** first (pause, switch to pairs, introduce a talking round) to restore trust before pushing on with the **Objectives**.



Reading the group's energy in plenary, Day 4.



Exercise: Energy Triangle constellation

45–60 min · 8–30 · 3 signs, tape

1. Mark three corners of the room as Objectives, Processes and Relationships, with an open space in the middle.
2. Ask: *"Where do you usually put your energy in your team?"* Everyone stands where they feel they belong. Let people explain their position.
3. Repeat with new questions: *"Where does our group need more energy right now?"*, *"Where are you when you are stressed?"*
4. Debrief: What did you notice about the pattern? What happens to a group with nobody in one corner? What will you do differently?

Rank, power and privilege

No group is a room of equals. Some people arrive with more power than others, often without noticing it. Inclusive facilitation starts with making that power visible and then sharing it out.

Building on the work of psychologist Arnold Mindell, we distinguish three kinds of rank. Rank is not good or bad: it is a resource. The problem starts when people with high rank are unaware of it and the group quietly organises itself around them.

STRUCTURAL RANK

Power from position and status: being the trainer or group leader, holding citizenship or legal residence, having money and education, belonging to the majority.

PSYCHOLOGICAL RANK

Power from inside: self-confidence, emotional resilience, being used to speaking in public, feeling that your opinion is worth hearing.

CONTEXTUAL RANK

Power that depends on the setting: speaking the working language fluently, knowing the local culture, being part of the largest national group in the room.

Tools that share power out

- **Talking stick or object:** only the person holding it speaks; it travels around the circle so everyone gets a turn.
- **Silent first:** give 2–3 minutes for individual thinking or writing before any discussion.
- **Pairs before plenary:** people test their ideas with one person before facing the whole group.
- **Anonymous input:** sticky notes, a box or a simple online poll for sensitive topics.
- **Language buddies** and visual materials so that English fluency is not a filter.
- **Rotating roles:** timekeeper, note-taker and facilitator change every session.



Small mixed groups and hands-on materials lower the barrier to speak.

CHECK YOUR OWN RANK

As a facilitator you hold structural rank by default. Notice who you make eye contact with, whose jokes you laugh at, and whom you call on first. Small habits decide who feels invited to speak.

Building a safe learning space

On the first days the group wrote its own agreements: two flipcharts answering *what we should do* and *what we should avoid* to support each other's learning. They stayed on the window for the whole week. Here they are, word for word.

WHAT WE SHOULD DO

1. Communication
2. Respect
3. Active listening
4. Patience
5. Kindness
6. Open-mindedness
7. Let people act and make the experience
8. Be polite and educated
9. Don't judge
10. Take care of ourselves
11. Breathe deeply!

WHAT WE SHOULD AVOID

- Bossing around, limiting someone's learning process
- Judging (facial expressions too)
- Not being empathetic
- Interrupting, not listening
- Language barrier: don't exclude!
- Closed groups
- Taking everything personally
- Not respecting the differences of the group
- Not giving each other space
- Not giving a second chance
- Not taking care of the venue

Giving and receiving feedback

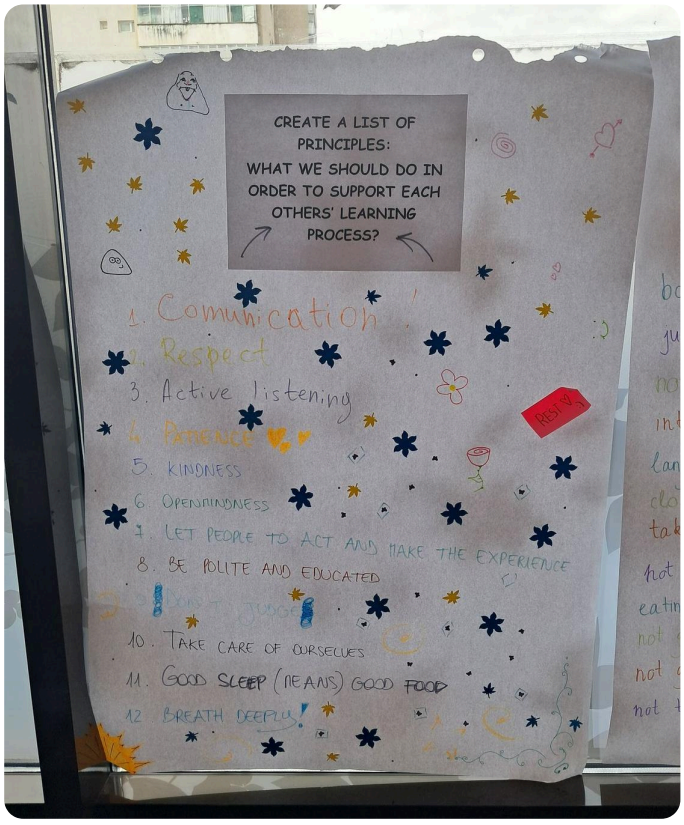
Feedback was practised after every participant workshop on Day 6. The group agreed these principles:

HOW TO GIVE

- In a positive way
- Suggestions for improvement
- Be honest and specific
- Focus on the good things too
- Ask questions; don't judge

HOW TO RECEIVE

- Be open-minded
- Ask for it!
- Be prepared
- Don't take it as criticism
- Ask for clarification
- Accept or not accept, and watch your body language



The group agreement, Day 2. Making agreements together, rather than reading out rules, gives everyone ownership.



03

Toolkits and practical exercises

Four toolkits with ready-to-run exercises, plus six complete workshops designed and tested by participants during the training.

A · Non-violent communication

B · Conflict resolution

C · Consensus

D · Visual facilitation & minutes

E · Participant workshops

Anatomy of a workshop

On Day 6, every team built its workshop around the same six components. Use them as a checklist for any session you design, whether it lasts 20 minutes or a whole afternoon.

1
Preparation
Objectives, timing, materials, room set-up, roles in the facilitation team. Who are the participants and what might be hard for them?

2
Introduction
Why are we here? Explain the aim, the rules and the time frame in simple words. Check that everyone understood.

3
Warm-up
A short energiser or icebreaker that connects people and opens them up to the topic.

4
Transition
Move the group from the warm-up into the topic: form teams, hand out roles, set the scene.

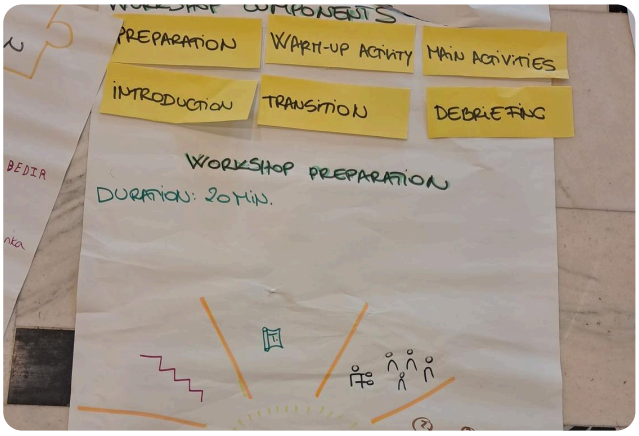
5
Main activities
The experience at the heart of the session: role-play, simulation, game, discussion or creative work.

6
Debriefing
Turn the experience into learning. Never skip it, and plan at least a quarter of your time for it.

A simple debriefing structure

1. **How was it?** Feelings and first reactions, while they are fresh.
2. **What happened?** Facts: what did people do, see and hear?
3. **Why?** What caused it? What does it show about the topic?
4. **So what?** Where do we meet this in real life and in our youth work?
5. **Now what?** What will each of us do differently?

Methods the group listed from SALTO-YOUTH.net: small groups and teams, role play, drawing and collage, icebreakers and getting-to-know games, quizzes, teambuilding, theatre (comedy, forum, invisible), experiential exercises such as eye contact or flash mobs, and the living Human Library.



The workshop components flipchart, Day 6.


Teams preparing their workshops on the morning of Day 6.

Non-violent communication

Non-violent communication (NVC), developed by Marshall Rosenberg, helps people say difficult things without blame and hear difficult things without becoming defensive. The key move is to separate what happened from how we judge it.

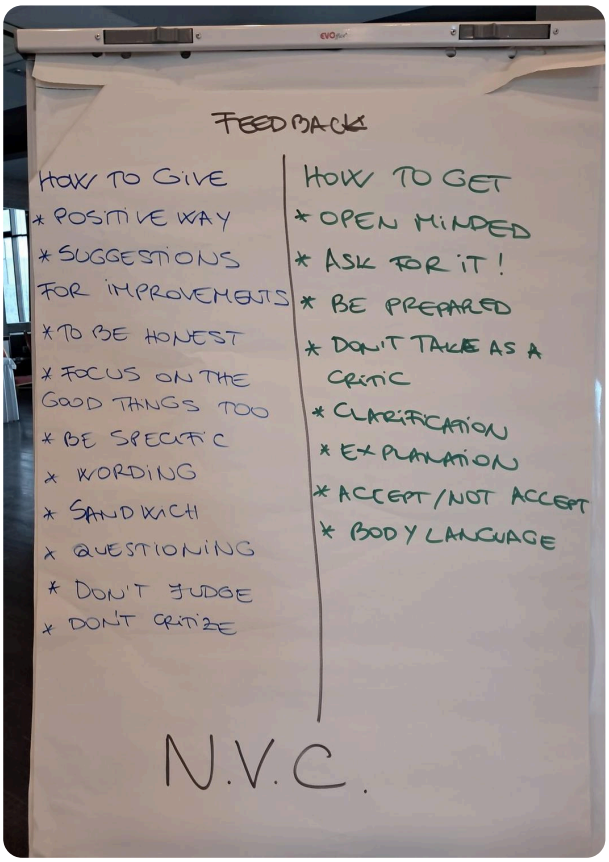
STEP	COMPONENT	WHAT IT MEANS	FACILITATOR PROMPT & CHECKLIST
1	**Observation**	State concrete facts, as a camera would record them, without evaluation or interpretation.	*"When I see / hear…"* Is it observable? Remove words like *always*, *never*, *lazy*, *rude*.
2	**Feeling**	Name the emotion this creates in you, and take responsibility for it.	*"I feel…"* (worried, frustrated, left out). Watch for disguised judgements like "I feel that you…".
3	**Need**	Identify the universal human need or value behind the feeling.	*"…because I need / value…"* (respect, safety, clarity, belonging, rest).
4	**Request**	Ask for a concrete, doable, positive action, here and now, and accept that the answer may be no.	*"Would you be willing to…?"* Is it specific? Is it a request, not a demand?

From blame to dialogue: an example

Blame: "You newcomers always take over the youth centre and never clean up. You don't respect our space."

NVC: "When I came in on Monday and the kitchen hadn't been cleaned *(observation)*, I felt annoyed and a bit discouraged *(feeling)*, because I need the centre to feel cared for by all of us *(need)*. Would you be willing to make a cleaning rota together this week *(request)*?"

Empathic listening works the same way in reverse: guess the other person's feeling and need. *"Are you feeling frustrated because you need to be heard?"*



Feedback principles linked to NVC, Day 4.

NVC role-play & communication reset

90 min | 12–30, in groups of three | Scenario cards, NVC step cards, observer sheets

Empathy · active listening · de-escalation

1 Introduce the four steps 15 min

Present Observation – Feeling – Need – Request with one example. Put a large poster of the four steps on the wall and hand out a feelings and needs vocabulary list in simple English (and in participants' languages if you can).

2 Form triads and hand out scenarios 5 min

Each group of three gets a scenario card describing a realistic conflict in youth work, e.g. local youth and newly arrived refugee youth disagreeing about who can use the youth centre's sports hall; a volunteer who repeatedly arrives late; a WhatsApp group that turns hostile.

3 Round 1: the blame version 10 min

A (speaker) voices the complaint in everyday blaming language. **B** (listener) just listens and notes the judgements and emotional triggers. **C** (observer) watches tone and body language.

4 Round 2: the NVC reset 15 min

B helps A rephrase the complaint step by step through the four components. Then B responds empathically by guessing A's feelings and needs. C gives short feedback: what changed?

5 Rotate roles 25 min

Repeat so that everyone has been speaker, listener and observer once.

6 Plenary debriefing 20 min

Use the questions in the box. Collect useful phrases on a flipchart for the group to keep.

DEBRIEFING QUESTIONS

- How did it feel to be blamed, and then to hear the NVC version?
- Which step was the hardest? Why?
- Observers: what changed in body language, voice, distance?
- Looking at the Energy Triangle, what did the reset do to the relationship?
- Where could you use this with your young people next week?

FACILITATOR TIPS

- Let participants choose a scenario rather than relive a painful personal conflict.
- NVC can sound artificial at first. Say so openly; it becomes natural with practice and in people's own words.
- For groups with mixed language levels, allow the NVC version in a participant's first language, with a buddy translating.

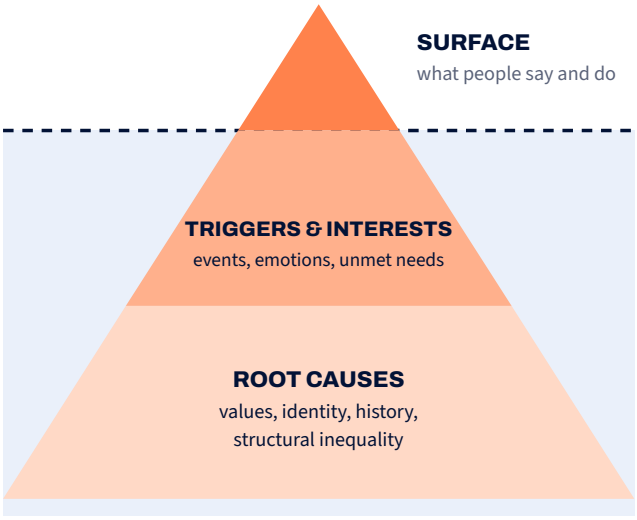


Practising in small groups, Day 4.

Conflict resolution and de-escalation

Conflict is not a failure of the group. It is a sign that something matters to people. The facilitator's job is not to make it disappear but to help the group move from a fight between people to a shared problem to solve.

Map the layers of a conflict



Most arguments happen at the surface. Lasting solutions are found lower down. Ask: *What started this? What does each side really need? What bigger story is this part of?*

The interest-based relational approach

Building on Fisher and Ury's principled negotiation, this approach protects relationships while solving the problem. Four rules:

1. **Separate people from the problem.** Be soft on the person, firm on the issue. "We have a problem with the schedule", not "You are the problem".
2. **Focus on interests, not positions.** A position is what someone demands ("We want the hall on Fridays"); an interest is why ("It's the only evening our members are free").
3. **Agree on objective criteria.** Decide together how a fair solution will be judged (equal hours, safety, cost) before comparing options.
4. **Map the conflict layers.** Distinguish surface behaviour, triggers and root causes, and address each at the right level.

DE-ESCALATION IN THE MOMENT

- Lower your own voice and slow down.
- Name what you see without blame: "I notice this is getting heated."
- Offer a pause, or switch to pairs or silent writing.
- Reflect each side's need back before moving on.

QUICK PRACTICE: FROM POSITIONS TO INTERESTS

"We won't come if the meeting is in English." → need to understand and be understood; not wanting to look foolish. **"The council never listens, so why bother?"** → need for proof that participation leads to change. Ask the group for its own examples, then look for solutions that serve the interests on both sides.

Hot issues simulation with light theatre

120 min | 20–40 | Role cards, flipcharts, simple props

Conflict analysis · de-escalation · perspective-taking

1 Set the scene 10 min

Present a local controversy, e.g. *"The municipality has one empty building. Should it become a drop-in space for migrant and refugee youth, a commercial youth café, or a rehearsal space for local bands?"*

2 Role immersion 20 min

Divide into stakeholder groups: youth council, minority youth advocates, municipal officials, NGO leaders, local residents. Each group receives a role card with its position *and* its hidden interests, and prepares its arguments.

3 Town-hall scene 15 min

Groups act out a public meeting. One volunteer chairs. Let the tension rise naturally.

4 Freeze-frame 5 min

At the peak of tension the facilitator calls "Freeze!". Everyone holds their pose. Ask the audience: *What do you see? What is each person feeling and needing?*

5 Aquarium intervention 30 min

Observers sit in an outer circle. Any of them can tap a player on the shoulder, take their place and try a de-escalation technique: reframing a position as a need, an NVC sentence, proposing objective criteria. Replay the scene several times.

6 De-role and debrief 40 min

Everyone steps out of their role physically (shake it off, say your real name). Then debrief in small groups and plenary.

DEBRIEFING QUESTIONS

- How did it feel to be in your role? When did you feel unheard?
- Which interventions lowered the tension? Which made it worse?
- Whose voice was weakest in the meeting? Why?
- What would a fair process for this decision look like?
- Which real conflict in your community does this remind you of?

FACILITATOR TIPS

- Do not give a participant the role of their own minority group being attacked.
- Agree a "stop" signal anyone can use.
- The de-roling step is not optional.

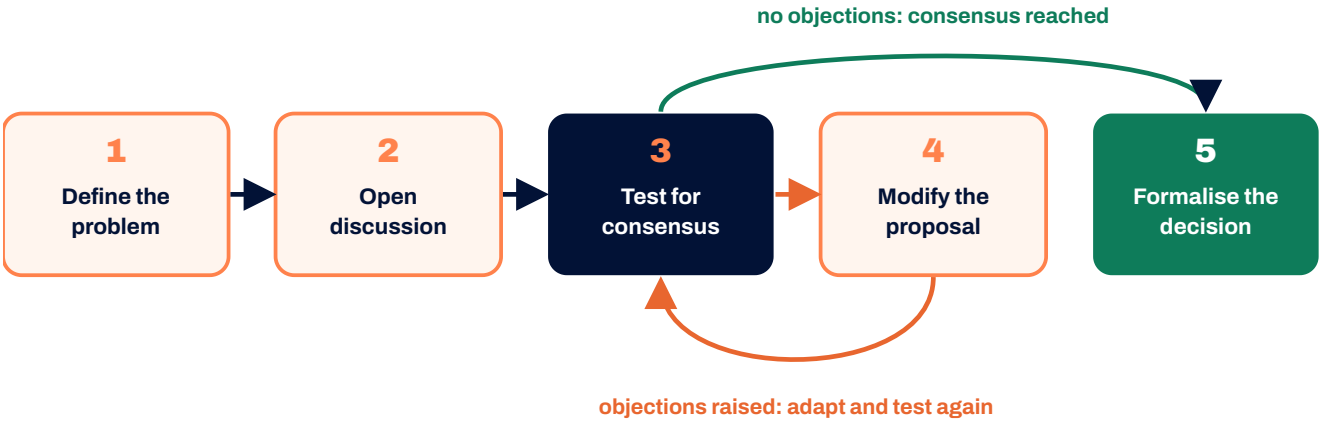


Light theatre during the Day 6 workshops.

Consensus-building and inclusive decision-making

Majority voting is fast, but it creates winners and losers, and young people who already feel excluded usually lose. Consensus aims for a decision everyone can support or at least live with.

The five-stage consensus model



1 · DEFINE

Agree on the question before looking for answers. Write it up where everyone can see it. Collect ideas freely, without judging them.

2 · DISCUSS

Explore options and concerns. Use rounds so everyone speaks. Look for the proposal that is emerging and write it down clearly.

3 · TEST

Read the proposal aloud and check the depth of agreement, for example with five-finger voting (next page). Explicitly invite objections.

4 · MODIFY

Ask those with concerns what they need. Change the proposal to address those needs, then test again. Repeat as needed.

5 · FORMALISE

Record the decision, who does what and by when (see the minutes template in Toolkit D). Read it back to the group.

When not to use consensus: emergencies, trivial choices, or when the group lacks the information to decide. Say openly which decision method you are using and why.

USEFUL FACILITATOR PHRASES

- "Let me read the proposal back. Is this what we are deciding?"
- "What would you need to be able to live with this?"
- "I hear two proposals. Can we find what they have in common?"
- "Is this a block, or a concern we should record?"

The five-finger vote

A quick, visual way to test consensus. When a proposal is on the table, everyone raises a hand at the same time, showing one to five fingers. It works across languages and shows at a glance where the group stands.

5
Full agreement
"I fully support this and will help lead it."

4
Good agreement
"I support it and am happy to implement it."

3
Stand aside
"I have minor reservations, but I will not block the group."

2
Disagreement
"I have serious concerns that must be addressed first."

1
Block
"This goes against core values or causes harm. I block it."

Rule: if anyone shows 1 or 2 fingers, there is no consensus yet. Invite those people to explain the need behind their concern, without pressure or justification from others, and adapt the proposal. A block should be rare and serious; agree in advance what counts as one.

Ranking and prioritising together

When a group has many ideas (projects to fund, topics for a youth council, activities for the summer), use a transparent ranking before trying for consensus:

1. **Collect** all ideas on cards. Merge duplicates with the authors' agreement.
2. **Agree criteria**: e.g. impact on young people, cost, who benefits, feasibility.
3. **Dot-vote:** everyone gets three stickers to place on their priorities. Allow several dots on one idea.
4. **Discuss the top three:** what do they offer, and who might they leave out?
5. **Test the final choice** with the five-finger vote.



Small groups working through decision-making processes, Day 4.

MAKE IT ACCESSIBLE

Read proposals slowly and write them up in simple words; add drawings or icons. Give quieter participants a chance to vote first with a written or secret vote, then discuss.

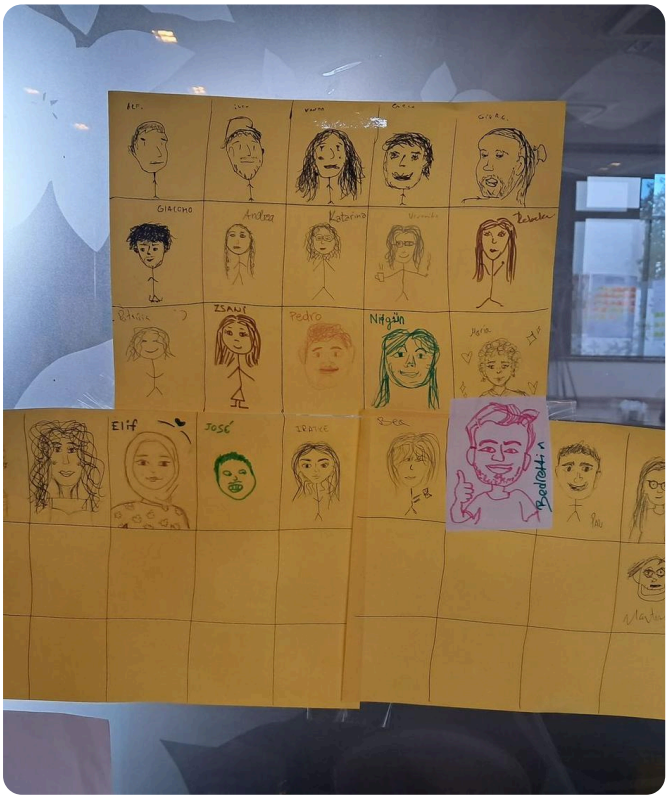
Graphic facilitation and visual agendas

Pictures make a meeting accessible to people with limited language skills, learning difficulties or low literacy, and help everyone remember what was decided. You do not need to draw well; you need to draw clearly.

A graphic agenda template



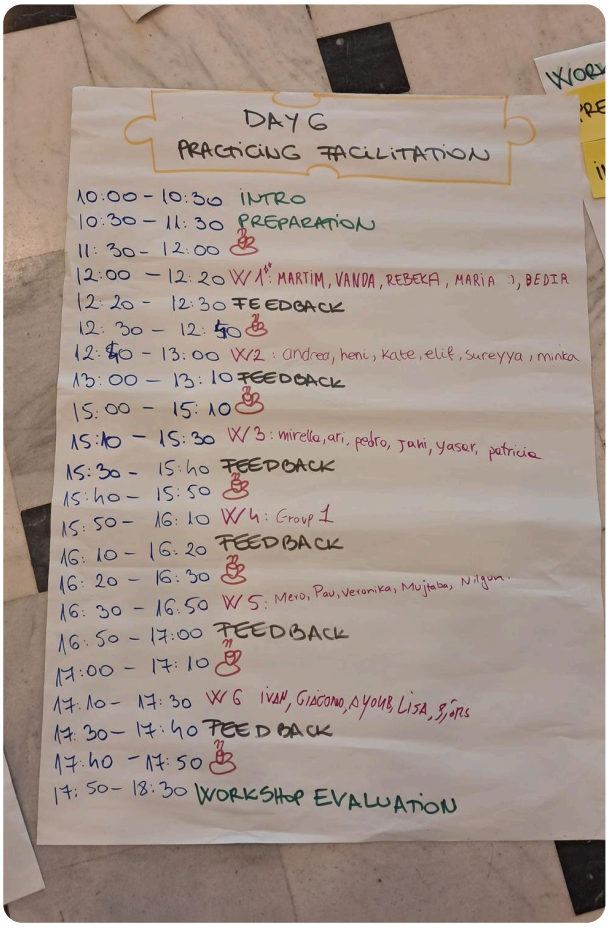
Draw it on a big sheet before the session starts. The **parking lot** holds questions that are important but off-topic, so they are not lost. The **reflection** corner fills up during the day.



Self-portraits from the getting-to-know session: drawing breaks the ice.

Basic visual vocabulary

- **Stick figures** (the “star person”) show people, roles and feelings in seconds.
- **Containers** (boxes, clouds, banners) group ideas.
- **Arrows and paths** show steps, time and cause and effect.
- **Icons**: a lightbulb for ideas, a clock for time, a heart for values, a flag for goals.
- **Colour with meaning**: one colour for decisions, one for open questions. Keep it consistent.
- Write in **capital letters**, big enough to read from the back of the room.



The Day 6 schedule as a hand-drawn agenda.

Structured minutes-taking

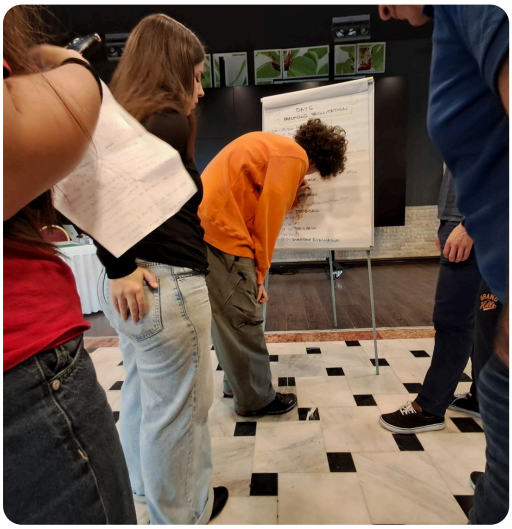
A decision that is not written down tends to disappear. Good minutes make decisions transparent, show who is responsible, and let young people who missed a meeting catch up and stay involved.

The header

- Date, time and place
- Purpose of the meeting
- Facilitator and minute-taker
- Attendees and apologies
- Agenda items

Golden rules

- Record **decisions and actions**, not every word said.
- Read each decision back to the group before moving on.
- Every action needs **one named person** and **a real date**.
- Share the minutes within 48 hours, in plain language.
- Start the next meeting by reviewing the action list.
- Rotate the minute-taker role, so it is not always the same (often female or junior) person.



Documenting group work, Day 6.

The action matrix

ITEM / DISCUSSION POINT	DECISION REACHED	LEAD PERSON	DEADLINE
Youth space rules	Adopt a plastic-free policy in the youth hub	Youth rep. (A.)	15 Oct
Summer activity	Run two dot-voting sessions with members to choose the activity	Coordinator (M.)	30 Oct
Accessibility	Translate the next invitation into Romani and Arabic	Volunteer (S.)	5 Nov

Example entries. Copy the empty rows as a template.

PRACTICE IDEA

Run a 15-minute mock meeting (for example, planning a neighbourhood clean-up) with three volunteer minute-takers. Compare their minutes afterwards: what did each one capture or miss? Agree on one shared version.



3E

Six workshops designed by participants

On Day 6, six mixed teams each designed a workshop on a “hot issue” of inclusion and ran it for the rest of the group, followed by peer feedback. We have edited their plans so anyone can run them.

Discrimination | Young workers’ rights | Real connection | Empathy | Stereotypes | Inequality



WORKSHOP 1 · GROUP 1

Open your eyes for respect

60 min | 16–30 | Coloured paper, pens, scissors, topic cards | Discrimination · solidarity

Small teams create silent sketches showing discrimination against a group of people, then re-imagine the same scene with a positive ending. Because the sketches are wordless, everyone can take part, whatever their language level.

AIMS

- Recognise discrimination in everyday situations
- Build solidarity, acceptance and open minds
- Learn about the realities of discrimination in other countries

PARTICIPANTS WILL

- feel more connected to each other after the energiser
- practise working in a small, mixed team
- learn to listen to and respect other opinions
- analyse situations and imagine ways to change them

PREPARATION

1. Cut one piece of coloured paper per participant and mark each with a symbol (flower, heart, smile, peace sign…), one symbol per team. Lay them on the floor in the shape of a big symbol.
2. Choose the sub-topics for the sketches, e.g. gender, sexual orientation, religion, disability, ethnic origin. Prepare one folded card per team with the topic and a short definition of discrimination.
3. Agree within your team who explains, who keeps time and who sets up the "stage".



Teams preparing their sketches.

Step by step

1. **Energiser: hug relay** 5 min

   Two equal lines. The first person turns and hugs the person behind, who turns and hugs the next, and so on to the end. The last person runs to the front. The first team back in its original order wins. *Offer a high-five or elbow-bump version for anyone who prefers no hugs.*

2. **Introduce the topic and form teams** 5 min

   One facilitator briefly explains what discrimination is. Participants each pick a paper from the floor; matching symbols form teams of about five. Each team draws a folded topic card.

3. **Prepare a silent sketch** 15 min

   Teams discuss how this form of discrimination looks in their countries and prepare a short sketch. **No talking on stage**: sounds, music and objects are allowed. Meanwhile, facilitators arrange chairs as an audience and set the running order.

4. **Perform and guess** ~5 min per team

   After each sketch, the audience guesses the topic and describes what they saw. The team then explains what they wanted to show.

5. **Re-write the ending** 15 min

   Teams return to their sketch and change it into an ideal, positive version: someone intervenes, the system works, the person is included. Perform a few, or describe them in plenary.

DEBRIEFING QUESTIONS

- What did it feel like to play the person being discriminated against? And the one discriminating?
- Which scenes felt familiar from your own country?
- What changed between the first and the positive version? Who made the difference?
- What can we do, as youth workers, when we see this happen?

FACILITATOR TIPS

- Topics may be personal for someone in the room. Let teams swap a topic card without needing to explain why.
- Remind actors to portray the situation, not mock a group. Stop a scene that turns into stereotyping for laughs.
- Record the positive versions (with consent) for your follow-up and dissemination.



A sketch in performance, Day 6.



WORKSHOP 2 · GROUP 2

Young people at work

90 min | 15–25 | 4 tables, chairs, paper, pens, play-dough, menus, a chef's hat

Labour rights · power relations

A step-forward exercise makes participants' real experiences of work visible. Then a restaurant role-play exposes the toxic power relations young workers often face, and the group discusses what can be done.

AIMS

- Share personal experiences of young people's working conditions
- Raise awareness of exploitation, precarious work and young workers' rights
- Build empathy by stepping into others' shoes through theatre

PARTICIPANTS WILL

- see how common difficult working experiences are in the group
- recognise abuse of power at work and how it feels from different positions
- identify sources of support such as unions, labour inspectorates and youth services

The team piloted a shortened 20-minute version during the training and found it "a bit chaotic". Their own advice: give it the full 90 minutes.

STEP-FORWARD STATEMENTS

Take one step forward if you have ever…

1. been to a workers' union meeting
2. felt patronised by older co-workers
3. worked without a contract
4. done tasks that were not part of your job
5. been rejected for a job because you had no experience
6. been treated badly because you are young
7. worked extra hours without being paid
8. felt anxiety because of your job



The restaurant opens for service.

Step by step

1. **Step forward** 15 min

   Everyone stands in a line. Read the eight statements one by one; people step forward if it applies to them. After the last one, pause and let everyone look around. Return to the line silently.

2. **The job interview** 15 min

   Two facilitators play the restaurant owner and the head chef, "hiring" staff for an imaginary restaurant. They interview volunteers from the audience and select five: cooks, a waiter and a waitress.

3. **Set up the restaurant** 5 min

   One table is the kitchen, where the cooks draw or mould the dishes with paper and play-dough. The others are restaurant tables with menus; the rest of the group plays customers.

4. **Service!** 15 min

   Everyone plays their role. The owner and chef deliberately behave in an exaggerated abusive way: shouting at the cooks, blaming the waiting staff for every problem, demanding impossible speed. The scene ends when one waiter is fired and the restaurant closes.

5. **De-role** 5 min

   Everyone returns to their chair. The "owner" and "chef" step out of role and apologise for their characters.

6. **Small-group discussion and plenary** 35 min

   Groups of four discuss what happened, how they felt and whether they recognise it. Then share in plenary and collect ideas for action.

DEBRIEFING QUESTIONS

- How did you feel in your role: staff, customer, boss?
- Why did nobody stand up to the boss? What would it have cost them?
- Which moments from the step-forward line surprised you?
- What rights do young workers have in your country? Who protects them?
- What could a youth organisation do about this?

FACILITATOR TIPS

- The step-forward line is voluntary; nobody has to explain their step.
- Agree a stop signal before the role-play. The "abuse" is theatre: no personal insults and no comments about real characteristics.
- Anyone can choose to be a customer or observer instead of staff.



The step-forward line.



WORKSHOP 3 · GROUP 3

Disconnect to reconnect

20–40 min | 10–40 (even number) | Music, speaker, chairs in a circle, timer

Presence · non-verbal communication

We are more digitally connected than ever, yet genuine human connection can feel harder to find. This short, quiet workshop invites participants to put their phones away and be fully present with another person.

PARTICIPANTS WILL

- understand the importance of genuine human connection and presence
- experience verbal and non-verbal ways of communicating
- become more aware of how eye contact, body language and facial expressions carry emotions
- reflect on being present with someone without digital distraction
- explore the difference between being *connected* and feeling *connected*
- practise observation, empathy, openness and attentive listening
- find practical ways to create more meaningful connections in everyday life

PREPARATION

- An open space where people can move freely, plus one chair per person in a circle around the edge.
- An upbeat playlist for the energiser and a calm track for the reflection.
- Optional: a set of emotion cards (joy, worry, pride, sadness, surprise…).
- Ask everyone to put their phones in a box or bag at the start.



Sharing in the circle after the exercise.

Step by step

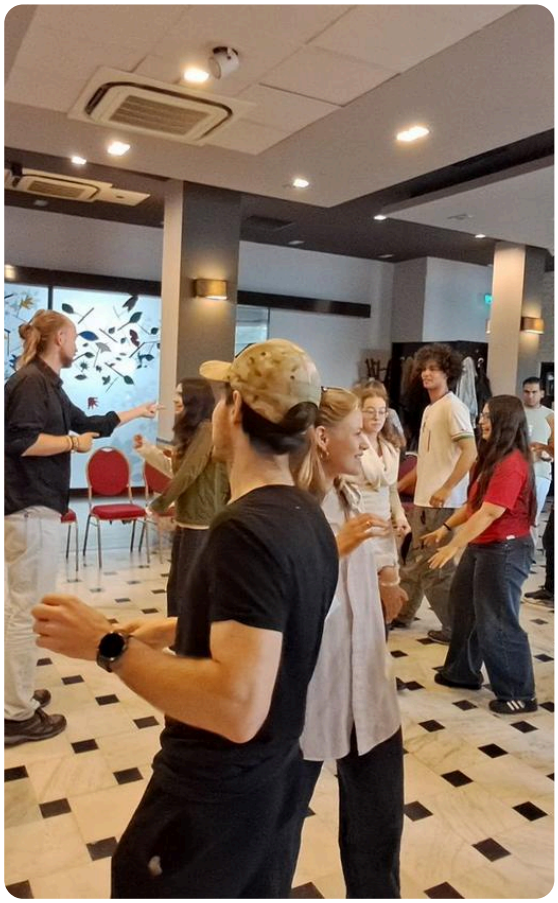
1. **Dancing energiser and pairs** 3 min
   Play music; everyone dances and moves around the room. When the music stops, each person pairs up with the person closest to them.
2. **Eye-to-eye connection** 2 min
   Partners stand or sit facing each other and simply look into each other's eyes in silence for about one minute. Laughing at first is normal; invite them to stay with it.
3. **Feelings without words** 4 min
   Each partner in turn thinks of a feeling (or picks an emotion card) and expresses it only with face and body. The other guesses. Swap.
4. **Eye contact again** 2 min
   Repeat the silent eye contact. Ask participants to notice whether it feels different now.
5. **Silent reflection** 3 min
   Everyone sits in the circle, eyes closed if they wish, with calm music. Prompt: *"When did you last feel truly seen by someone? When did you last truly see someone?"*
6. **Sharing and conclusion** 5–20 min
   Open round: whoever wants to shares how it felt. Close by linking back to digital life: what could each of us do this week to "disconnect to reconnect"?
7. **Feedback** 1 min
   A quick thumbs-up/sideways/down on how useful participants found it.

DEBRIEFING QUESTIONS

- What was the hardest moment? Why?
- What changed between the first and second eye contact?
- How easy was it to read feelings without words?
- How much of your day is spent "connected" but not present?

FACILITATOR TIPS

- Eye contact has different meanings across cultures and can be very hard for some neurodivergent people or people with trauma. Offer alternatives: look at your partner's hands or forehead, or sit side by side.
- The results are personal, not tangible. Do not push anyone to share.
- Works well as a calm opener after a heated session.





WORKSHOP 4 · GROUP 4

Walk in my shoes

50 min | 12–30 | Role cards, optional props, open space | Empathy · active bystanders

Two classic methods in one session. Forum theatre lets the audience step onto the stage and change the outcome of a story about discrimination. A privilege walk then shows how unequal starting points shape people's lives.

AIM

A more open-minded and respectful society, with more empathetic people in it.

PARTICIPANTS WILL LEARN

- to be more empathetic and mindful of others' realities
- that they **can** change a situation if they decide to step in
- that stepping in can mean being proactive and asking for help; it never means putting yourself in danger

SAMPLE ROLE CARDS

- A 19-year-old Roma woman, first in her family at university
- The son of a local factory owner
- A 17-year-old refugee who arrived alone two years ago
- A young wheelchair user living in a village
- A gay student at a religious school
- A 20-year-old NEET young man in a small town
- The daughter of two doctors in the capital



Forum theatre on Day 6.

Step by step

PART 1 · FORUM THEATRE (25 MIN)

1. **Play the scene** 5 min
   The facilitation team performs a 2–3 minute scene of everyday discrimination with a bad ending, e.g. a young person is mocked for their accent on a bus while others look away.

2. **Replay with "Stop!"** 15 min
   The scene is played again. Anyone in the audience can shout "Stop!", replace the victim or a bystander, and try something different. The facilitator (the "joker") asks the audience after each attempt: did that work? Was it realistic? Was it safe?

3. **Collect strategies** 5 min
   List on a flipchart what helped: distracting, supporting the victim, asking others to join in, calling for help.

PART 2 · PRIVILEGE WALK (25 MIN)

1. **Take on a role** 5 min
   Each participant draws a role card, reads it silently and imagines that person's life. All stand in one line.

2. **Step forward if…** 10 min
   Read statements; people step forward if their character could answer "yes": *I have never been stopped by the police without reason · I can see a doctor when I need to · My family can support me financially · I see people like me on TV in positive roles · I can travel abroad easily · I am not afraid of being harassed in the street · I expect to have a job I like in ten years.*

3. **Look around, then reveal** 10 min
   Everyone looks at where others stand. People reveal their roles, starting at the back. Move straight into debriefing.

DEBRIEFING QUESTIONS

- How did it feel to move forward, or to stay behind?
- When did you notice others moving away from you?
- Which statements were hardest to decide on?
- In the forum theatre, what stopped people from stepping in?
- What is one small way you can step in this month?

FACILITATOR TIPS

- Use role cards, not participants' real lives. A walk based on personal experience can expose and shame people with fewer opportunities in front of the group.
- Never let a volunteer replace the aggressor to "show how it's done"; only victims and bystanders can be replaced.
- Leave time for de-roling.



Lining up at the start of the walk, Day 6.



WORKSHOP 5 · GROUP 5

Fighting stereotypes

20–35 min | 10–30 | Sticky notes, a marker | Stereotypes · empathy

Each participant wears a label they cannot see, describing a group that is often stereotyped, and is treated by the others accordingly. By feeling the treatment before knowing the label, participants experience the emotional weight a stereotype carries in someone's life.

AIM

To fight discrimination and stereotypes by experiencing how it feels to be judged by a label.

PARTICIPANTS WILL

- experience how it feels to be treated by society according to a stereotype
- develop empathy for people whose lives are shaped by such labels
- understand the emotional strength of a stereotype in a person's life
- reflect on their own automatic reactions to labels

EXAMPLE LABELS

Homeless person · celebrity · refugee doctor · teenage mother · police officer · pensioner · rich heir · wheelchair user · tattooed biker · politician · cleaner · influencer · ex-prisoner · nun

Mix labels with high and low social status so that some people are flattered and others ignored or avoided.



Who am I? Labels on foreheads, Day 6.

Step by step

1. **Stick on the labels** 3 min
   Participants close their eyes while a facilitator sticks a note on each forehead. Nobody may tell anyone what their label says.

2. **Mingle** 7 min
   Set a scene, e.g. a party or a job fair. Everyone moves around and interacts, treating others according to their label as society often does: admiring, ignoring, avoiding, patronising. No insults and no physical contact.

3. **Guess who you are** 3 min
   Each person guesses their label before removing the note and looking at it.

4. **Small-group discussion** 10 min
   In groups of four or five, participants share how it felt to be treated that way, and how it felt to treat others according to a label.

5. **Plenary** 5–10 min
   Collect key insights and link them to the young people participants work with.



Mingling with labels: how do others treat you?

DEBRIEFING QUESTIONS

- How were you treated? When did you start to guess your label?
- How did the treatment change the way you behaved?
- Was it easy or uncomfortable to treat others by their label?
- Where do these stereotypes come from?
- Which labels do the young people you work with carry? What does it cost them?

FACILITATOR TIPS

- Think about who is in the room. Avoid giving someone a label that matches a real identity they carry in a hurtful way.
- Set clear limits: exaggerate attitudes, not insults.
- The debriefing is the workshop. If time is short, cut the mingling, not the discussion.



WORKSHOP 6 · GROUP 6

Wealth and equality

30 min + 20 min debrief | 15–30, in 5 teams | Play money, sticky notes, pens, scrap paper

Global inequality · corruption

A “game of life” in which every team is a country trying to reach the same financial goal. The rules look fair, but they are not: some countries start richer, some get privileges, and the game masters openly favour some and discriminate against others.

AIM

To experience wealth inequality and corruption, and see how discrimination works in today’s world.

PARTICIPANTS WILL

- feel the effect of unequal starting points and unfair rules
- recognise how privilege and corruption keep inequality in place
- link the game to global and local inequality

MATERIALS FOR 5 TEAMS

Play money: 40 notes of 10, 35 notes of 20 and 20 notes of 50 · sticky notes · pens · a stack of scrap paper for “production”.

EXAMPLE COUNTRY PROFILES

COUNTRY	START	SPECIAL RULE
Aurelia	800	For 200 it can “buy” Estmark and receive its income
Borovia	600	Its work is never inspected
Corland	300	Can turn one sheet of paper into as many 1-coin pieces as it can tear
Dravia	100	Pays 20% tax on all income
Estmark	30	Its products are checked strictly and often rejected

The team that designed the game used real countries. For publication we recommend fictional ones, so the game is about structures, not national stereotypes.

Step by step

1. **Set up the countries** 5 min
   Divide the group into five teams. Each receives a country profile, its starting money and the goal: *reach 1,000 by the end of the game*. Do not reveal the other countries' rules.

2. **Production rounds** 3 × 5 min
   In each round, every country sends one worker to the "market" to complete a task, e.g. fold five paper boats or build a paper tower 30 cm high. The game masters pay for each accepted product.

3. **Let inequality play out**
   Game masters apply the special rules, inspect poorer countries' products harshly, accept "gifts" from richer ones, and let Aurelia buy Estmark when it can. Keep a straight face; frustration is part of the learning.

4. **Count the money** 5 min
   Each team announces its total. Ask each team to describe its experience in one word on a sticky note.

5. **Debrief** 20 min
   Reveal all the rules, then follow the questions in the box.



Teams at work during the Day 6 workshops.

DEBRIEFING QUESTIONS

- How did your country feel at the start, in the middle and at the end?
- When did you realise the rules were not the same for everyone? What did you do?
- Did rich countries try to help poorer ones? Why or why not?
- Which real-world situations did the game remind you of?
- Where do similar "hidden rules" exist for the young people you work with?

FACILITATOR TIPS

- Expect strong emotions from the poorest teams. That is intended; give them space first in the debriefing.
- Step out of your "corrupt game master" role clearly before debriefing.
- Adapt the profiles to local reality: neighbourhoods of one city instead of countries work well with young people.



04

Reflection, assessment and recognition

How we made learning visible before, during and after the training, and how you can do the same with Youthpass and simple reflection tools.

Three-tier assessment | Youthpass tree | Reflection groups | Daily newsletter | Self-assessment methods

A three-tier assessment architecture

Non-formal learning is real learning, but it is easily forgotten if no one names it. We followed participants' learning in three phases, using the European Training Strategy (ETS) competence model for youth workers as the common reference.

BEFORE
Baseline needs assessment

DURING
Daily reflection & Youthpass tree

AFTER
Self-assessment & transfer to practice

1 · BEFORE THE MOBILITY

A baseline questionnaire measured participants' starting competences in facilitation, NVC, conflict management and group dynamics. In conversation with mentors in their organisations, participants wrote down personal learning goals, which they brought to the training and refined on Day 2.

2 · DURING THE TRAINING

Every morning opened with the Youthpass tree and every afternoon closed with reflection groups: small, mixed-nationality groups that met daily with the same members to talk through the best and hardest moments of the day.

3 · AFTER THE MOBILITY

On Day 7 participants returned to their goals, assessed what they had achieved and wrote down their learning outcomes. Follow-up surveys look at how they apply the learning in their youth work.

The Youthpass tree

A large paper tree on the glass wall of the training room. Each morning, after a short guided meditation on the previous day, participants wrote their key learning on a coloured paper leaf, and how they would use it at home, then added it to a branch. By the end of the week the bare branches had become a full canopy: a visible record of the group's learning.



Day 2: the bare tree.



Day 7: full of leaves.



Adding a new leaf.

MAKE YOUR OWN

Paper, scissors, tape and 10 minutes a day. Use leaf colours for categories, e.g. green for knowledge, yellow for skills, blue for attitudes.

From experience to learning outcomes

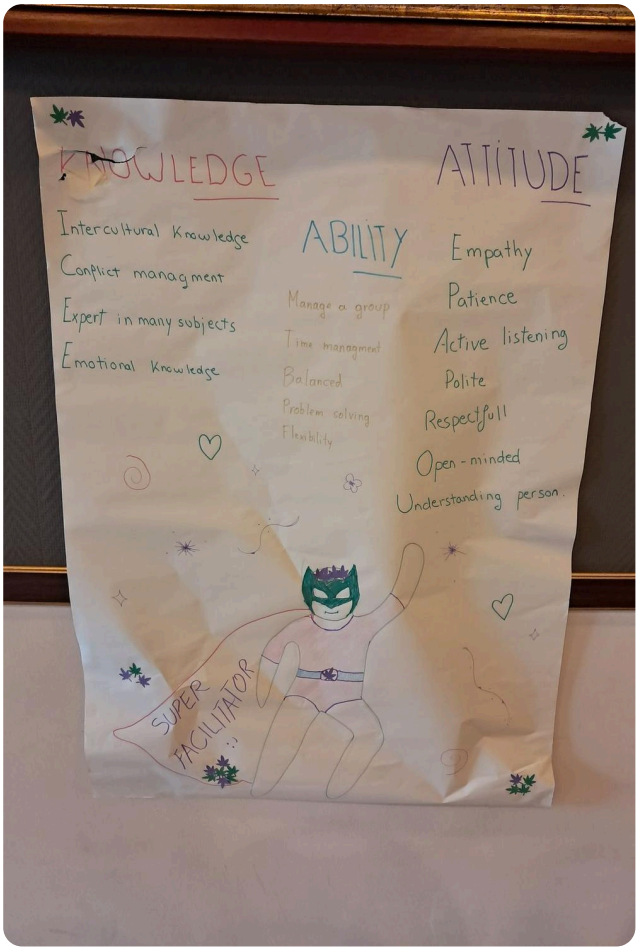
The daily learning newsletter

Each morning a different pair of participants presents a short newsletter about the previous day: a **quote of the day**, the group's **"a-ha" moments**, a summary of the methods used, and a list of ways to apply them in youth work at home. It costs ten minutes, creates a written record of the training and gives every participant a turn in front of the group.

Youthpass self-assessment methods

On the last day, participants used a sequence of methods to name and formulate what they had learned:

- **The Two Sides of the Coin.** On one side of a paper circle, write a challenge you faced during the training. On the other, write the competence you developed by dealing with it. Difficulties often hide the most important learning.
- **Connecting the Dots.** Draw dots for the tools and insights you gained; connect each one to a concrete activity you will run with your young people at home.
- **Learning Outcomes Interview.** In pairs, interview each other with open questions (*What can you do now that you could not do before? How do you know?*), using the ETS competence areas as a guide.
- **Also used:** Learning with Emotions · Name your Competences · the eight Key Competences · The Many Whys · The Cheat Sheet and the Flower of Competences.



A participant's map of knowledge, abilities and attitudes of a facilitator.

QUESTIONS THAT WORK IN ANY REFLECTION GROUP

- What was the best moment of today? The hardest?
- What did you learn about facilitation? About yourself?
- What surprised you about someone else in the group?
- What will you try at home?





Youthpass certificates handed out on Day 7.



05

Taking it home: follow-up and dissemination

What participants and partners committed to do after the training, and how this booklet will reach youth workers across Europe.

Local multiplier action plan | Targets & indicators | SALTO dissemination roadmap

Six follow-up activities in the partner communities

Within six months of the training, participants organise, facilitate and evaluate local activities with young people, supported by trainers and mentors in each partner organisation.

ACTIVITY	TARGET AND INDICATOR	WHO IT IS FOR	LEAD PARTNERS
Conflict resolution workshops	4 workshops; at least 30% improvement in self-assessed conflict resolution skills	Young people aged 18–25 with minority, migrant and Roma backgrounds	StartUp HUB, KMSZE
Decision-making simulations	3 simulations; at least 50 young people more involved in community decisions	Diverse groups aged 18–30, with local youth councils and decision-makers	KMSZE
Energy Triangle constellations	3 sessions; documented insights on objectives, processes and relationships	Youth workers and partner staff teams	Profession VET
Minutes-taking training	20 youth leaders trained; effective minutes documented at 5 public meetings or events	Youth group leaders aged 18–30	ISKD
Graphic facilitation & design workshops	4 workshops; work shown in at least 2 exhibitions and online	Young peer leaders aged 16–25	Comune di Bologna, Bridge 4 Youth
Community ranking & prioritisation	5 sessions; community projects carried out according to youth-ranked priorities	Youth groups in community projects, aged 18–30	Xarxaires, Check-IN

Measuring what changes

Short pre- and post-surveys, participant feedback and simple documentation (photos, minutes, exhibitions). Results are shared at online partner meetings.

YOUR OWN ACTION PLAN

Pick one method. Write down **who** you will run it with, **when**, **what you will adapt** and **how you will know** it worked. Tell a colleague.



Planning local actions in pairs, Day 7.

Dissemination roadmap

Our commitment is to put these tools in the hands of around 10,000 youth workers and youth leaders across Europe. Here is how, and how you can help.

1. **SALTO-YOUTH Toolbox.** The e-booklet and its individual methods are uploaded to the SALTO Toolbox for Training under facilitation, inclusion and conflict management, free for anyone to download and rate.
2. **Erasmus+ Project Results Platform.** The booklet, evaluation results and photos are published as the project's open result.
3. **Partner channels.** All eight partners share the PDF on their websites, newsletters and social media, and through their national and international youth networks.
4. **Video interviews.** Short interviews with participants encourage young people and youth workers to take part in Erasmus+ and to address social exclusion.
5. **Local roundtables.** Participants present the methods to colleagues, local decision-makers and regional youth worker networks during the follow-up activities.

USEFUL RESOURCES

- SALTO-YOUTH Toolbox for Training: salto-youth.net/tools/toolbox
- Youthpass: youthpass.eu
- European Youth Goals: youthgoals.eu
- ETS Competence Model for Youth Workers: salto-youth.net/ets
- Council of Europe, *Compass*: manual for human rights education with young people

USED A METHOD? TELL US!

If you adapt a workshop from this booklet, share your version and photos with the coordinator, Asociația StartUp HUB, or rate the tool on SALTO. Your feedback helps the next youth worker.



The last evening together, Day 7.

EMPOWERING YOUTH VOICES

Facilitation is the art of making room: room to speak, to disagree, to decide together. This booklet is our invitation to make more of it.

PARTNER ORGANISATIONS

Asociația StartUp HUB · Romania (coordinator)

Check-IN Association · Portugal

ISKD · Türkiye

Bridge 4 Youth · Netherlands

KMSZE · Hungary

Profession VET doo Ada · Serbia

Comune di Bologna · Italy

Associació Xarxaires · Spain



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