building connections: a humanness toolkit for youth engagement

Building Connections: A Humanness Toolkit for Youth Engagement

Navigating Relationships, Promising Experiences, and Challenges

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INTRODUCTION

? About the Humanness Project

Conceived and designed by four European organizations (Libera - Italy, Between - Portugal, OBESSU - Belgium, "Hope For Children" CRC Policy Center - Cyprus) and the Uganda Intercultural Development Agency as a partner country, *HUMANNESS: EU Social Challenges and Civic Engagement for Solidarity* is an innovative transnational project, established with the clear objective of developing strategic tools and methodologies to facilitate the intervention of youth workers particularly with regard to social inclusion and skills development of marginalized youth. Each partner brings in their specific knowledge, expertise and vision in order to improve and facilitate knowledge sharing related to cohesion, social development, democracy and inclusion.

Libera (Italy) is a network of associations, social cooperatives, movements and groups, schools, unions, dioceses, parishes, and scout groups, involved in a commitment not only against mafias, corruption, crime and those who feed them, but also strongly 'for': for social justice, the search for truth, the protection of rights, transparent politics, and a democratic legality based on equality.

OBESSU or the Organising Bureau of European School Student Unions (Belgium) is the largest and only platform for organised students at European level, representing their needs and interests and fighting for the advancement of their rights through democratic political processes, fostering inclusive spaces and dialogue, exchange of tools, and solidarity.

"Hope for Children" CRC Policy Center (Cyprus) is an International Humanitarian and Independent Organization established on the standards of the UN Convention on the Rights of the Child and European Union Law. HFC implements multifaceted humanitarian programs related to the promotion of children's rights, prioritizing their wellbeing, their education and the prevention of any kind of violence against children.

Between (Portugal) is a diverse network of professionals organised as a non-profit organisation focused on promoting the civic participation and well-being of citizens and establishing partnerships for regenerative social development.

IDA or the Intercultural Development Agency (Uganda) is an organisation promoting a poverty free citizenry of Uganda through the conservation and exploitation of local natural resources, cultural resources and the environment towards sustainable development. IDA focuses on agriculture, clean energy, water sanitation and green growth.

Aims and target of the Toolkit

The Humanness Solidarity Toolkit is designed to support youth workers and practitioners in their work of empowering young people to promote change in their community. Every young person deserves equal opportunities and support, and this toolkit aims to provide you with the knowledge, tools, and strategies necessary to improve your day-to-day practice and make a lasting difference in the lives of the young people you work with.

The Humanness Solidarity Toolkit is the result of over one year of research in consultation with more than 100 youth workers from Europe and the world. It starts from the challenges faced by youth workers looking to engage various types of marginalized youth. It is structured to provide practical guidance, innovative approaches, and adaptable tools that can be integrated into your work, regardless of your level of experience.

Content

The toolkit is structured to tackle the **3 main challenges** youth workers face when engaging young people according to our research. These are:
1. building and establishing a relationship of trust with young people;
2. managing the requirements of solidarity projects from a development and implementation perspective;
3. making youth work more sustainable.

How to use the Toolkit

Whether you're seeking inspiration for a new program, looking to enhance your existing practices, or simply in need of guidance on a specific issue, this toolkit is your go-to resource. Feel free to explore the contents at your own pace, adapt the materials to suit your needs, and share insights and experiences with fellow practitioners.

What is youth engagement?

Youth Engagement is the active involvement, participation, and inclusion of young people in decision-making processes, programs, and activities that affect their lives. It encompasses empowering young people to voice their opinions, contribute ideas, and take leadership roles in shaping their communities and society at large.

Even if youth engagement projects and initiatives are meant to benefit young people, engaging them can be tricky, especially when the young people in question come from marginalized and/or underserved communities. Marginalized and disadvantaged youth often face a myriad of obstacles, ranging from socio-economic disparities to systemic barriers, that prevent them or makes it challenging for them to engage.

Definition of youth engagement actions

Any action by a collective/body/organization designed with the scope of empowering young people to be active members of their community through practice. Effective youth engagement actions must have a participatory design and be prompted by an authentic social, contextual or environmental need. They must promote a vision of the future that offers solutions to respond to the challenges identified, and that can go beyond the scope or outcome of a specific solidarity action. They often start from the individual dimension (i.e. one young person and personal their development) and only later they embrace a collective dimension, which is necessary to achieve change. Often, to this end, youth engagement actions are inspired by, issued from, or traceable back to a specific set of values, a world-view, or a philosophy.

Principles of youth engagement

The core principles of youth engagement actions, as identified by our research, are the following:
- The use of co-design, participatory, youth-led methods and approaches.
- The need for action and the ability to imagine transformative change.
- Understanding youth as a diverse group, facing multiples challenges (intersectionality).
- Seeking out partnerships and establishing cooperation with other community actors.
- The reference to specific methodologies, world-views and philosophies.

What is non-formal education?

Non-formal education (NFE) refers to **organized educational activities that occur outside the formal school system**. These activities are intentional, structured, and designed to meet specific learning needs, but they do not adhere to the official curriculum unlike traditional schools or universities. The nature of **non-formal education activities is typically practical, learner-centered, and focused on real-world applications**. These activities are often hands-on, experiential, and designed to build skills, knowledge, and attitudes that are directly relevant to the learners' lives. NFE programs may include community education initiatives, vocational training, adult literacy classes, workshops, online courses, and extracurricular activities. This flexibility allows NFE to be responsive to diverse learning needs and contexts,

making it accessible to individuals who might not engage with or benefit from formal education systems.

In NFE, the role of the facilitator is crucial. Facilitators guide the learning process rather than simply delivering content. **They create a supportive and flexible learning environment, encourage active participation**, and adapt the content and methods to the needs of the learners. Facilitators often work closely with participants, fostering a more collaborative and interactive approach to learning.

Grassroot solidarity & institutional action

Grassroot solidarity and institutional action are often interconnected in the effort to bring about social change and address various societal issues. However, they operate in different ways, relating and complementing each other.

Grassroot Solidarity refers to the collective efforts of individuals and community-based groups working together to address local issues and support one another. This often involves direct action, community organizing, advocacy, and mutual aid. Key characteristics include the community-driven origin of initiatives; flexibility and adaptability; empowerment and agency of individuals and communities; use of local knowledge and resources.

Institutional Action involves formal measures taken by established organizations, such as governments, non-governmental organizations (NGOs), and other large institutions. These actions can include policymaking, funding, program implementation, and systemic reforms. Key characteristics include: strong structure and regulation of procedures; wide influence and significant resources; legitimacy and authority; long-term change through reform.

The ideal connection between grassroot solidarity and institutional action is synergistic. Grassroots movements provide the foundation and initial momentum for social change (awareness raising, advocacy, mobilization, innovation) while institutions have the capacity to sustain, scale, and legitimize these efforts, leading to comprehensive and lasting societal transformation.

Challenges of Youth Engagement

The research behind this toolkit

The research informing the contents of this toolkit has been conducted in the scope of the Erasmus+ project HUMANNESS - EU social challenges and civic engagement. It was structured in three distinct stages:

- a mapping of youth-related citizenship initiatives and solidarity practices across the EU, aimed at collecting good practices and identifying relevant methodologies and initiatives already existing in the field.
- several rounds of focus group discussions with youth workers and practitioners in Europe and beyond, with the goal of identifying the main challenges faced by youth workers in their day-to-day practice, as well as potential adaptation and mitigation strategies.
- a week-long event, the *Humanness School of Active Citizenship*, reuniting over 30 youth workers from partner countries in Soroti, Uganda, meant to test the contents of this toolkit and add on to its Resources section.

The mapping identified around 60 good practices and methodologies that were then investigated more in depth through interviews of 20 selected professionals in the youth field in Spring 2023. The semi-structured focus group discussions involved around 100 youth workers coming from different backgrounds and active in different EU and non-EU countries and took place between the end of 2023 and the beginning of 2024.

Challenges identified by the research

The main challenges identified by the Humanness research pertain to three different aspects of youth work, namely:

- Successfully engaging youth from marginalized and underserved communities in projects and initiatives at their benefit;
- Managing the administrative and bureaucratic requirements of project management, and particularly the tension between requirements and successful implementation of solidarity projects;
- Navigating the profession of youth workers, including opportunities and remuneration, recognition of skills and competences, sustainability and well-being of youth workers.

Each section includes quotes from the focus groups conducted as part of the research. More detailed information on the nature and implications of these challenges in the thematic sections below.

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CHALLENGE 1

Relationship and Co-Design

Establishing a trust relationship between youth workers and the young people they work with is a prerequisite for meaningful engagement in solidarity activities. A trust relationship cannot be formed without two fundamental components: empathy and respect. It also requires an amount of sharing from both sides.

"You have to show me your humanity, why should I show you mine otherwise?"
J, Sweden.

There is no *one way* to successfully establish a trust relationship. However, there are a few factors to keep in mind while trying to do so:

→ **Background and life situation of the target group:** Many young people who are the target of solidarity actions come from a specific background, life situation and/or experience certain material conditions, such as poverty, trauma, financial or health hardships. These can affect their ability, willingness and capacity to establish meaningful relationships. Earning their trust requires time and patience. It also requires an understanding of their situation and how it influences their behavior, attitudes and actions (empathy).

"The young people [we work with] are tired of words and broken relationships."
E, Norway.

Little or insufficient understanding of how personal situations affect target groups can foster misunderstanding and prejudice on the part of youth workers, who may feel like their beneficiaries are "uninterested" "disrespectful" or that they somehow "deserve" to be finding themselves in situations of hardship.

→ **Power and knowledge imbalance:** Youth workers tend to "position" or "categorize" the beneficiaries they work with, locating them within a context and acting accordingly. But each relationship is (at least) a two-way street, and it is important for youth workers to acknowledge their own position and background, and how this can affect power dynamics in their relationships with beneficiaries. Indeed, youth workers hold more authority and access to resources, which can unintentionally create a dynamic where young people may feel disempowered or hesitant to voice their needs.

"The hierarchy of knowledge and life experiences really stands in the way of being able to listen to where beneficiaries are from."
J, Sweden.

On the side of the youth worker, there is always going to be a tension between the need to maintain a degree of professionalism and to "show oneself" enough to establish a human relationship. This tension is an essential component of youth work and while there is no size-fits-all solution, tools such as *codes of conduct, safe-guarding policies, transparency and accountability guidelines* can support youth workers in dealing with this tension and its implications.

→ **The importance of co-design:** More often than not, it is the youth workers who design and plan projects and activities to support or improve the situation of young people. While the aims are noble, the lack of participation of the target group in the design of the project can mean that the activities developed do not reflect their needs, they do not tackle them from the "right" perspective or do not take into account the way the target group can engage in a project or an activity. Often this impacts the project negatively, and the negative impact can be seen in the way the target group engages with the various activities in a project.

"We often talked about our activities being co-created, but then when we are carrying out the activities, staff members take up a lot of space…"
E, Norway.

A true and empowering co-creation sees the youth worker "meeting" the target group, providing the frame of what is possible (project timeline, tools, resources) and working with the target group to:
1. Identify the needs through a joint assessment with the target group.
2. Set a realistic goal and/or specific objectives to be achieved together.
3. Develop activities according to the identified needs.
4. Establish a set of practices and activities that can achieve the goals and objectives.
5. Implement a feedback and response mechanism to adapt activities to changes.

Even with genuine co-creation efforts, things can still go in an unexpected direction and deviate from the original idea(s). This is why it is important to maintain a degree of flexibility and an open door for feedback and dialogue in order to adjust to circumstances and events and adapt, in case, the original project to new and emerging needs of the target group, shifting contextual factors, etc.

According to **the mapping** of HUMANNESS, the approaches that privilege *Non-Formal Education* and *participatory methodologies such as experiential learning, youth-led, community-based or bottom-up approaches* as well as *peer education* are particularly successful with young people.

⇒ **Tips and tricks for relationship-building:**

Challenge	Mitigation strategy / Good practice
Low self-confidence and self-esteem of target group, sense of powerlessness in achieving change	Use of real-life examples Demystify complexity of processes, when applicable, i.e. difficulty on going on mobility Facilitate and encourage the planning and realization of small actions that young people want to carry out
Basic needs of target group not met	Flexibility in participation to activities Meet needs of target group (when possible) and investigate those needs by using needs assessment and feedback methods, i.e. surveys, quizzes and checklists Invite and encourage young people to take part in processes to diagnose their own needs
Everyday issues target group faces: substance addiction, violence, lack of rights, unemployment, segregation, disease, disabilities, poor parental support, early pregnancies	Counseling and guidance Specific training for youth workers Dialogue with parents/guardians/mentorship figures in the community Creating spaces/developing activities that make it possible to strengthen ties between young people and their peers Develop commonly agreements/rules of conduct Education based on value/belief systems (cultural, political, religious, etc) Referral of the situation to specialised services (health services, psychology, psychiatry, child and youth protection services, etc.)

Challenge	Mitigation strategy / Good practice
High expectations of target group regarding project outcomes and impact	Co-design projects with beneficiaries as a way to manage their expectations Encourage clear and transparent communication about the objectives of the activities with project beneficiaries
Lack of trust in staff and youth workers	**Use of non-formal education methodologies** Learn and listen methodology Showing respect (i.e. learning students/participants' names) Involve organisations already active in the community Relationship building exercises, informal moments Design thinking Creation of rituals Choose a safe venue/place for activities Time and consistency in reaching out Allow yourself to be known to beneficiaries Establish confidentiality tiers in the team Radical transparency to mitigate necessary hierarchies Share power, resources, responsibilities with beneficiaries (for example through microgranting) Try to take part in activities with young people as a participant

Challenge	Mitigation strategy / Good practice
Lack of interest in proposed activities	Develop/support activities that young people consider important to carry out, taking into account the diagnostic processes in which they have been involved. Prioritise activities led by young people Involve youth/people/organizations from the community and get advice on development and implementation of activities Test activities as a participant Test activities by prototyping with a small group of beneficiaries, collecting feedback and suggestions for improvement Continuous feedback from beneficiaries and adaptation Research into needs of target group Outreach and dissemination Carry on activities regardless of initial turnout - if it's good, it will work by word of mouth
Different cultural background, socio-economic status	Learn about the cultural background(s) of the target group Be respectful of cultural specificities Adopt a deep listening approach
Lack of education/literacy	Provide knowledge and training on specific topics Peer learning with other/past project beneficiaries Co-design activities to adapt to beneficiaries' learning style(s) and competence levels
Lack of free time amongst target group	Co-design projects with beneficiaries to fit their needs and schedules

Challenge	Mitigation strategy / Good practice
Language barriers	Provide language support, when possible (translators, interpreters) Non-verbal activities, i.e. sports, expression through art or body Peer learning approach Deliberate attention in facilitation to make space for participants who are less confident / proficient in their language skills Provide group or pair exercises to develop collective, not individual, solutions: overcoming language barrier as added aim of an activity
Maintaining engagement on the long-term, addressing high dropout rates	Flexibility in participation to activities Integrate target group in the project implementation team Creation of a reward system Continuous feedback and adaptation from beneficiaries Include "party" and "leisure" moments in activities Keep inviting people to participate, even if difficult for them to do so Reduce length of activities and projects Take part in activities organized by other local organizations Establish links with formal education/schools, when possible
Working with schools and Formal Education Institutions (FEIs), with their rigid structures and rules and lack of long-term impact beyond project end	Identify ways to embed project results/activities within the school matrix, for sustainability Deepen knowledge of the structures in question. Involve member(s) of the structure in the planning and implementation team

Challenge	Mitigation strategy / Good practice
Reaching and involving rural youth	Decentralize events from big urban areas Use of digital tools Reach young people through school: formal education as first contact Pass by local and municipal authorities Physically visit aggregative/communal spaces
Reaching, involving people from vulnerable groups and enabling them to participate	Pass by local and municipal authorities, social services, etc Physically visit aggregative/communal spaces Foster internal diversity in your association/organization Identify and involve "gatekeepers" to act as bridge
Little trust in small organizations from funding bodies	Better partnerships and links with municipalities Ask for support of national agencies
Time constraints for writing quality project proposals	Partner up with other organizations Create a network of grassroots organizations
Evaluation mechanisms are unsatisfying/not insightful	Establish FCRM - Feedback and Complaints Response Mechanism - for example collect feedback through mailbox or feedback forms after activities. Collect informal feedback through conversations and observations
Lack of follow up after project completion	Integrate follow up activities in project application

Challenge	Mitigation strategy / Good practice
Lack of staff capacity	Better management of tasks, i.e. recurrent check-ins with staff and reallocation of tasks based on capacity, skills and preferences Training Keep all non-priority actions to minimum quality standards Involving young leaders in implementation teams Establish partnerships
Social stigma and isolation of beneficiaries	Peer support system with people in similar situations Creating spaces/developing activities that make it possible to strengthen ties between young people and their peers
Proposed activities do not reflect the needs of target group	Co-design and development of activities Research and needs analysis Formal and informal consultations with target groups

*The practices provided above are **not** to be considered one-size-fits-all solutions: they need to be adapted to a given context or situation, and they might carry additional considerations/risks. For example, the use of digital tools to reach out to rural and isolated communities can exacerbate an already existing digital divide.*

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CHALLENGE 2

Managing Solidarity Projects

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Many organizations working with young people and children are started by community members who do not necessarily have a professional background in project management. This can pose challenges, especially when it comes to the bureaucratic and administrative requirements of project funding. While extensive project management experience is not a *sine qua non* condition for implementing an effective and impactful project, some understanding of the different tools available at the various stages of a project can support youth workers in their day-to-day work.

While project management tools are not necessarily developed to allow for and promote co-creation with beneficiaries, findings of the HUMANNESS research on which this toolkit is based suggest that **democratic, participatory approaches to project management are particularly successful while trying to engage young people**. This is because these approaches can support youth workers in managing and responding to the expectations of beneficiaries, while also serving, in practice, as an intrinsic empowerment factor of the solidarity project.
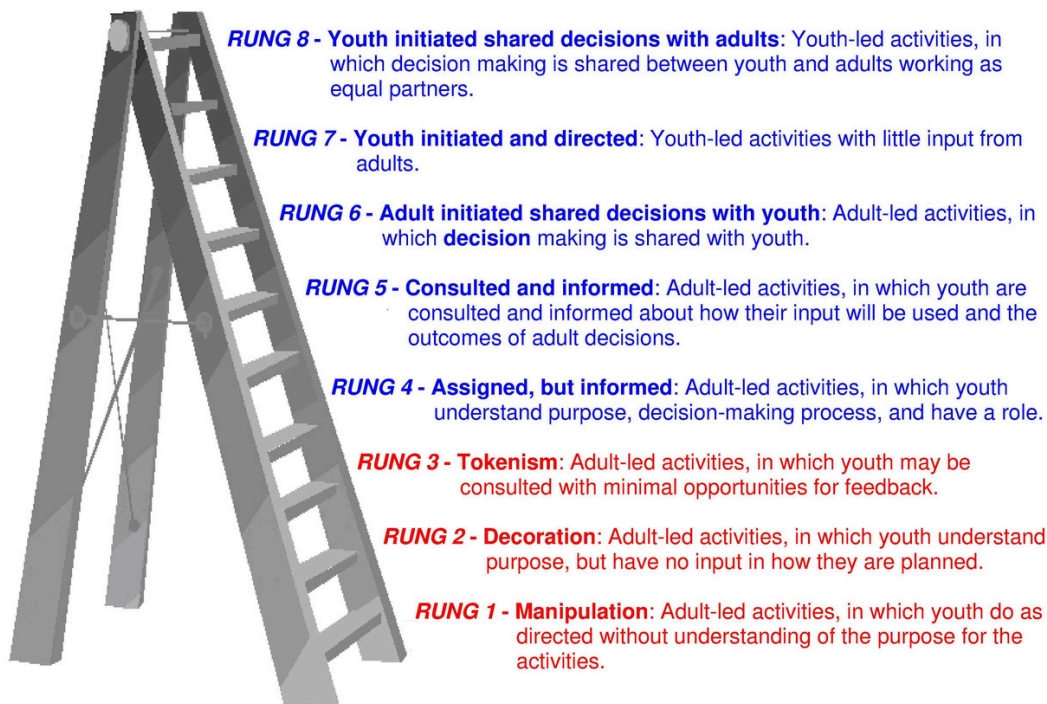
When assessing the ability of your organization or association to implement democratic practices at various stages of a solidarity project, it can be helpful to consider the following questions:

1. Who is involved in the co-creation process?
2. What is the value of youth engagement in design and co-creation?
3. In what stages of co-creation can and should you include young people?
4. Where do you co-create? In what settings?
5. Why engage youth programming design and co-creation? What are the benefits?
6. What are the tools or methods to use for youth inclusion in co-creation and design?

After establishing what methods or tools (if any) your organization normally uses in co-creation, their efficacy and value can be stress-tested using R. Harts' Ladder of Participation:

ROGER HART'S LADDER OF PARTICIPATION

RUNG 8 - Youth initiated shared decisions with adults: Youth-led activities, in which decision making is shared between youth and adults working as equal partners.

RUNG 7 - Youth initiated and directed: Youth-led activities with little input from adults.

RUNG 6 - Adult initiated shared decisions with youth: Adult-led activities, in which **decision** making is shared with youth.

RUNG 5 - Consulted and informed: Adult-led activities, in which youth are consulted and informed about how their input will be used and the outcomes of adult decisions.

RUNG 4 - Assigned, but informed: Adult-led activities, in which youth understand purpose, decision-making process, and have a role.

RUNG 3 - Tokenism: Adult-led activities, in which youth may be consulted with minimal opportunities for feedback.

RUNG 2 - Decoration: Adult-led activities, in which youth understand purpose, but have no input in how they are planned.

RUNG 1 - Manipulation: Adult-led activities, in which youth do as directed without understanding of the purpose for the activities.

Adapted from Hart, R. (1992). Children's Participation from Tokenism to Citizenship. Florence: UNICEF Innocenti Research Centre, as cited in www.freechild.org/ladder.htm

Roger Hart's Ladder of Participation adapts the original Citizen's Ladder of Participation, making it a useful tracking mechanism for the extent and quality of participation of children and young people in adult-led projects. It is a helpful starting point to support professional groups and institutions looking to rethink the way they work with young people.

Project initiation & conception

When starting a new project, consider:

➞ **involving the target of the intervention** in identifying the main goals of the project, and how to achieve them, via: *consultations, visits, interviews, formal & informal discussions.*

➞ conducting a **needs analysis**, to identify specific needs, challenges, and opportunities and connect them with the strategies or interventions that will constitute the project.

➞ identifying and **assigning roles to staff / volunteers** based on their abilities and skills, including **training needs** and opportunities.

Project definition & planning

When planning the different project steps and activities, consider:

➞ **incorporating activities and informal moments** to build the relationship between youth workers and the target group.

➝ developing and attaching to each step **one or more evaluation tools and strategies** so that you can monitor the implementation of the project.

➝ **getting in touch with other local organizations** and attending their events to create synergies and learn how they work with the community.

Project launch & execution

During project implementation, consider:

➝ taking the time for **relationship-building** activities and getting to know the beneficiaries of your project, to maximize engagement.

➝ having a **code of conduct** and **safeguarding guidelines** to help create a safe space for both youth workers and the target group.

➝ actively practicing, when possible, **democracy-based decision-making processes**, both amongst youth workers and together with beneficiaries, to share power with and maximize engagement and commitment to project objectives.

➝ be receptive to **obstacles and challenges**, also by using the evaluation tools at your disposal, and adapt the original project accordingly.

Project closure

At project completion, consider closing project monitoring and evaluation by:

➡ having **one or more structured debriefs with the team**, and one or more rounds of **feedback with beneficiaries** to identify areas for improvement and lessons learned.

➡ if needed, **plan follow up activities** that are sustainable and suitable for your target group in terms of *time, commitment, skills and resources need.*

CHALLENGE 3

Sustainability of Youth Work

The vision and mission of youth work is often at the forefront of important societal challenges which cannot or are not addressed fully by governments: unemployment, access to services for underserved groups, environmental degradation to name a few. Their work can be seen as a plaster put on a huge leak: it often feels like the impact of a certain project does not match the magnitude of the structural changes needed to "solve" a given problem. This is why it's fundamental to focus on the aspect of sustainability of youth work, as to mitigate the incidence of burnouts, high turnover rates and other challenges experienced by youth workers in their everyday activities on the field.

➙ **Training and capacity building on specific aspects of youth work:** Youth workers can struggle to find the time to dedicate to training and development. However, it is precisely through training that some of the challenges mentioned throughout the toolkit can be best addressed. Many organizations and learning institutions provide free training courses.

➙ **Validation of competences and credentials gained through and for youth work**: There is a growing interest in developing mechanisms to provide youth workers that are training or volunteering with accreditation of their learning and competences (i.e. certificates or diplomas, such as the **Youth Pass**) which often go unacknowledged or unrecognized by formal employment or education processes.

� **Access to opportunities for more and better paid youth work:** Youth work and social work is often performed on a voluntary basis, or with remuneration which does not fully account for the hours worked or the sensitivity of tasks performed. There is a growing body of institutions and organizations offering opportunities for more and better paid youth work.

➜ **Spaces and opportunities for peer reflection, learning and exchange:** Youth workers working with youth at risk put the needs of the target group before their own. Yet, one's internal state can affect the quality of one's work and the satisfaction that comes from performing it. Therefore, making time for peer reflection and exchange is a very important practice that can support youth workers in overcoming challenges, devising collective and collaborative solutions, and strengthening the bonds between them.

➜**A comprehensive approach to well-being in youth work:** Due to budget constraints and the target group of solidarity interventions, youth workers are a category at a high risk of psychosocial risks at work. It is fundamental for youth workers to address this issue collectively, from an organizational culture perspective, in order to mitigate the risks and reduce the impact of work-related sickness. We recommend **making use of some of the resources above -** co-participatory development, needs analysis - **to create tailor-made policies** (burnout prevention, conflict resolution) which can be used as a roadmap to deal with these risks.

Partners in the HUMANNESS projects are exploring the possibility of creating a weekly care space that allows youth workers to become aware of their internal state, strengthen the bonds between them, share difficulties and inter-support. This can foster a climate of openness in discussing challenges and thus facilitate the formulation of collective solutions, as well as enhancing the quality of collaboration.

While structuring or planning to create similar spaces, it is important to keep in mind the possible risks, such as:

- Vicious cycle of mutual negative influence - where youth workers who are negatively affected by their work can influence others, creating a cycle of generalized dissatisfaction and conflict. It is important to keep proactivity and the priority of turning complaints into finding solutions central.
- (when applicable) Reduced professionalism and accountability. The results of these peer-sharing moments should be the improvement of processes, practices, and services; the focus should be on productive complaints made to improve an undesirable situation.

Resources

This section contains the full list of each resource/tool included in the Toolkit so far, as well as any other non-specific resources that can support the aims of the toolkit. These are a mix of internally developed and externally proposed resources, which vary in their scope, aim and practical application. As already mentioned above, there is no size-fits-all solution(s) to many of the challenges youth workers face in their daily work, and many of the tools proposed below will require a degree of contextual and linguistic adaptation. Most of the resources listed are in English. Some tools might overlap across the different sections/challenges.

Anything specific that you would like to see listed here? Flag it via this **Google form**.

Challenge 1: Relationship Building and Co-design

- **Design inclusive activities**
- **Save The Children Toolbox: Participatory Tools and Approaches**
- **Participatory Evaluation Methods with Young People**
- **Forum Theatre activity**
- **U-school** (Deep listening; Feeling the System and Co-Diagnosis; Prototyping, **Social Presencing Theater**)

Resources

- **Citizenship Circles** (PORTUGUESE - strengthen ties between young people and their peers; co-diagnosis, encouraging conscious participation, systems thinking)
- **Personal Storytelling — Heroic Imagination Project**
- **Deep Democracy - Perspectivity**
- **Gen D-Liberation methodology**
- **Toolbox search engine**
- **Manuals and handbooks - Youth (coe.int) Compass: Manual for Human Rights Education with Young People - Manual for Human Rights Education with Young people (coe.int)**

Challenge 2: Requirements of Project Management

Project initiation & conception
- **UNICEF Tool for Participatory Evaluation with Youth**
- **Measuring impact for youth organisations**
- **Focus group - reporting grid template - HUMANNESS Research Focus Group Template**
- **Citizens' circle workshop activity**
- **Starbusting activity: assess co-creation**
- **Deep Democracy - Perspectivity**
- **Gen D-Liberation methodology**

Resources

Project definition & planning

- **Toolbox search engine**
- **Manuals and handbooks - Youth (coe.int)**
- **Compass: Manual for Human Rights Education with Young People - Manual for Human Rights Education with Young people (coe.int)**

Project launch & execution | Project closure

- **More on safeguarding and codes of conduct**
- **Example of briefing, debriefing and feedback questions**
- **Measuring impact for youth organisations**

Challenge 3: Sustainability of Youth Work

- **SALTO training calendar**
- **Database of volunteering opportunities by CEV**
- **Volunteering in Humanitarian Aid | European Youth Portal (europa.eu)**
- **Sustainability & Well-being in Youth Work**
- **Example of briefing, debriefing and feedback questions**
- **Guided self reflection tool**

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