IMPLEMENTATION HANDBOOK

# ROOTS & ROUTES

## Building Empowered, Resilient and Intercultural Youth Workers

A 4-day training course for youth workers · Session plans, annexes and Europass competences

GLOBAL DISTRICT · ERASMUS+ / CERV

2026

## PUBLISHED BY

**BACKSLASH** (2026) · www.backslash.es

## TITLE

Roots & Routes — Building Empowered, Resilient and Intercultural Youth Workers. Implementation handbook.

## FRAMEWORK

Global District · Erasmus+ / CERV


## INTENDED FOR

Facilitation teams and youth workers who want to replicate the training with groups of around 15 people.


> Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

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# Introduction

## Building Empowered, Resilient and Intercultural Youth Workers

Roots & Routes is a four-day training course for 15 youth workers, developed by BACKSLASH within the framework of Global District (Erasmus+ / CERV). It covers professional identity and empowerment, the prevention of radicalisation, interculturality and transculturalism, and closes with the transfer of learning into practice.

This handbook brings together the session plans for all four days so that any facilitation team can replicate the training.

### HOW TO USE THIS HANDBOOK

- Each day opens with its key details, the agenda and a note for facilitators.
- Every activity follows the same template: objective, materials, step-by-step implementation, reflection questions, facilitation tips and, where relevant, variations.
- Printable materials (templates, profiles, cards, worksheets) are in the annexes at the end of each day.
- Each day closes with the competences that can be certified in the Europass Mobility; the summary for the full programme is at the end of the document.

# Programme overview

Four days with a clear arc: from the professional self (Day 1) to difficult conversations (Day 2), building bridges (Day 3) and transfer into practice (Day 4).

| Day | Theme | Schedule | Content | Activities |
|---|---|---|---|---|
| **Day 1** | Who am I here? | 15:00 – 19:00 | Identity, empowerment and collective agency | 6 |
| **Day 2** | Difficult conversations | 09:00–14:00 / 16:00–18:00 | Modules 2 and 3: anti-radicalisation, implicit bias, interculturality | 8 |
| **Day 3** | Building bridges | 10:00–14:00 / 16:00–18:00 | Modules 4 and 5: transculturalism and transversal skills | 9 |
| **Day 4** | Where am I heading? | 09:00 – 12:00 | Synthesis, transfer, evaluation and closing | 5 |

## BEFORE YOU START

- Review each day's annexes and print the materials in advance.
- The group agreement from Day 1 stays on the wall and is revisited at the closing of Day 4.
- Day 2 is the most sensitive: plan for ways out of the room and take care with transitions.

DAY 1

# Who am I here?

Identity, empowerment and collective agency

**SCHEDULE**
15:00 – 19:00 (4 hours)

**GROUP**
15 participants · youth workers

**FRAMEWORK**
Global District · Erasmus+ / CERV

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# Day 1 agenda

*Today the group becomes a group. We start from the personal to explore professional identity as the foundation of empowerment. First afternoon: movement, conversation and design.*

| Time | Activity | Min |
|---|---|---|
| **15:00 – 15:25** | Physical landing — Greetings without words | 25 |
| **15:25 – 15:45** | Group agreement — Our safe space | 20 |
| **15:45 – 16:25** | Who am I here? — Identity silhouette | 40 |
| **16:25 – 16:40** | *Break* | 15 |
| **16:40 – 17:25** | Empowerment line | 45 |
| **17:25 – 18:25** | Designing for agency | 60 |
| **18:25 – 18:40** | Day 1 check-out | 15 |

**Note for facilitators.** First afternoon: the aim is not to complete every activity perfectly, but to create a climate of trust and belonging. If the landing runs over, let it. Transitions between activities usually take longer on the first day.

ACTIVITY 1

DAY 1

# Physical landing – Greetings without words

⏱ 25 minutes | 15:00 - 15:25

## OBJECTIVE

**To create a first physical and symbolic contact between participants, wake the body up after the journey and open an initial reflection on cultural diversity as the starting point of the programme.**

## MATERIALS NEEDED

- Open space, no tables (or tables pushed aside)
- Soft background music (optional, instrumental)
- Nothing else – no written materials

## STEP-BY-STEP IMPLEMENTATION

1. Ask all participants to stand up and start walking freely around the room (2 min).
2. Give the instruction: 'When you cross paths with someone, greet them with a gesture typical of your culture. No words.'
3. Let it flow for 5–6 minutes. Observe without intervening.
4. Stop the movement and form pairs with the nearest person.
5. Ask in pairs (3 min): 'Which gesture did you choose? Why that one and not another?'
6. Short plenary (5 min): collect 4–5 of the gestures shared. Don't analyse; simply name the visible diversity.
7. Close with a sentence welcoming everyone to the programme and briefly present the day.

## REFLECTION QUESTIONS

- *Which gesture did you choose to greet people? Is it one you normally use, or did you choose it consciously?*
- *Was there a gesture you didn't recognise? How did you feel in that moment?*
- *What does this exercise say about how we present ourselves to people we don't know?*

## FACILITATION TIPS

- If the group is shy at first, start yourself with a clear, exaggerated gesture to break the ice.
- Don't explain the objective beforehand — let the experience speak first.
- In the plenary, resist the temptation to run a long cultural analysis: today is just the opening.
- If someone isn't sure what 'their cultural gesture' is, invite them to invent one that represents them.

ACTIVITY 2

DAY 1

# Group agreement — Our safe space

⏱ 20 minutes | 15:25 – 15:45

## OBJECTIVE

**To co-create the group's ground rules from three dimensions (learning, honesty and safety) and produce a visible agreement that stays in the room for the whole programme.**

## MATERIALS NEEDED

- 3 large sheets of paper (one per group) or 1 sheet divided into 3 columns
- Coloured markers (at least 3 different colours)
- Masking tape to stick them on the wall
- Post-its (optional, for individual ideas before sharing)

## STEP-BY-STEP IMPLEMENTATION

1. Divide the group into 3 subgroups of 5 people.
2. Give each group one dimension: Group A → 'To learn well, we need…' / Group B → 'To be honest, we need…' / Group C → 'To feel safe, we need…'
3. Each group has 7 minutes to write its proposals on the paper (keywords or short phrases).
4. The three sheets go up on the wall. 5-minute plenary: each group presents its proposals in 60 seconds.
5. Ask the whole group: 'Is anything missing? Anything we want to remove or qualify?'
6. Summarise the key points aloud and declare the agreement 'active' for the whole programme.
7. The sheet stays on the wall and will be revisited at the closing of Day 4.

## REFLECTION QUESTIONS

- *Is there anything in this agreement that feels especially important to you? Why?*
- *What conditions do you personally need to learn and take part well?*

## FACILITATION TIPS

- Don't write the list yourself — your role is to synthesise, not to propose. The agreement belongs to the group.
- If very general rules come up ('respect', 'punctuality'), invite people to make them concrete: 'What does that mean in practice here?'
- Add a rule on emotional participation aloud yourself: 'Nobody has to share more than they want to.'
- Take a photo of the agreement at the end of the day in case it falls down or gets damaged.

ACTIVITY 3

DAY 1

# Who am I here? — Identity silhouette

⏱ 40 minutes | 15:45 - 16:25

Resource: silhouette template on Canva

## OBJECTIVE

**To explore personal and professional identity through the metaphor of the cultural iceberg (visible vs invisible), raising awareness of how identity shapes practice with vulnerable young people.**

## MATERIALS NEEDED

- 1 printed human silhouette per participant (see Template A in the day's annexes)
- Coloured markers or pens
- A3 paper (alternative if there are no printed silhouettes)
- 1 reference card with the cultural iceberg image (1 per table, or projected)

## STEP-BY-STEP IMPLEMENTATION

1. Hand out a printed silhouette to each participant.
2. Give the instruction (2 min): 'Inside the silhouette, write or draw the aspects of your identity that are visible to the people you work with. Outside the silhouette, the ones that can't be seen at first glance but that define you.'
3. Individual work in silence: 8 minutes.
4. Short presentation of the cultural iceberg by the facilitator (5 min): it isn't a lecture, it's a frame of reference. One image, four ideas. Link it to what they have just done.
5. Sharing in pairs (7 min): share whatever you like from your silhouette. What do you have in common? What surprises you?
6. Optional plenary (5 min): 'Would anyone like to share something that surprised them in this exercise?'
7. The silhouettes are kept: participants take them home or they stay in the room as a visual element.

## REFLECTION QUESTIONS

- *Which aspects of your identity do you think most influence how you work with young people in vulnerable situations?*
- *Is there something about you that you usually 'leave outside' when you enter your work context?*
- *Which parts of your identity do you share with the young people you work with?*

## FACILITATION TIPS

- Don't ask anyone to share in plenary if they don't want to — especially on the first day.
- If someone asks 'is this right?', turn the question back: 'There are no right answers — what do you feel?'

ACTIVITY 4

DAY 1

# Empowerment line

⏱ 45 minutes | 16:40 – 17:25

## OBJECTIVE

**To explore individual perceptions of professional agency and power in work with vulnerable young people, using physical positioning in the space as a tool for making things visible and opening dialogue.**

## MATERIALS NEEDED

- Free space to move around (tables to the sides)
- Tape on the floor or two reference points on the wall (labelled 'Strongly agree' / 'Disagree')
- Prepared list of statements (see Template B in the day's annexes)
- No written materials for participants

## STEP-BY-STEP IMPLEMENTATION

1. Prepare the room beforehand: set up an imaginary or physical line from one end to the other.
2. Explain the dynamic (2 min): 'I'm going to read a statement. Each of you places yourself on the line according to how much you agree. There are no right answers. Nobody has to explain their position.'
3. Read the statements one by one (see list in the annex). After each one, give 20 seconds to take a position.
4. Once people have positioned themselves, invite 2–3 of them to share briefly why they stood there. Not everyone — choose a range of positions.
5. Use 8–10 statements. The last ones should be the most complex or provocative.
6. Closing plenary (8 min): 'What patterns did you notice? What surprised you about your own position?'

## REFLECTION QUESTIONS

- *At which moment did you feel most comfortable with your position, and at which most uncomfortable?*
- *Did any statement make you see something different about your everyday practice?*
- *What does 'having agency' mean in your specific context of work with young people?*

## FACILITATION TIPS

- Don't take a position yourself as facilitator — your role is to observe and get the group talking.
- If the whole group goes to the same side, gently provoke: 'Does anyone have a different perspective?'
- Be careful with statements that may create tension without proper closure; always finish with the most open one.

ACTIVITY
5

DAY 1

# Designing for agency

⏱ 60 minutes | 17:25 – 18:25

## OBJECTIVE

**To put into practice the empowerment concepts explored during the afternoon by designing a concrete three-step intervention for a profile of a vulnerable young person, and to receive peer feedback.**

## MATERIALS NEEDED

- 3 printed fictional youth profiles (see Template C in the day's annexes — 1 per group)
- A3 paper or a large sheet per group
- Post-its in two colours for the gallery walk
- Thick markers
- Masking tape to put the work up on the wall

## STEP-BY-STEP IMPLEMENTATION

1. Form 3 groups of 5 people.
2. Each group receives a different fictional youth profile (see annex).
3. Instruction (2 min): 'Design a three-step intervention to support this young person towards greater autonomy and participation. Think of something real and applicable, not theory.'
4. Group work: 20 minutes. The facilitator circulates and listens, but doesn't steer.
5. Each group puts its A3 design on the wall. Gallery walk: all participants circulate in silence for 5 minutes and leave post-its (colour A: 'what inspires me' / colour B: 'a question or suggestion').
6. Back to groups: 5 minutes to read the post-its received.
7. Plenary (15 min): 'What patterns do you see across the three designs? What assumptions do we share about what "empowers" young people?'
8. Closing (5 min): connect with the framework of the Global District project — global citizenship as a tool for empowerment.

## REFLECTION QUESTIONS

- *What assumptions did you make about the young person when designing the intervention? Where were you starting from?*
- *At which point in the three steps does the young person's voice appear?*
- *How much of this design could you apply next week in your real practice?*

### FACILITATION TIPS

- The youth profiles should be concrete enough to work with but not stereotyped. Review them beforehand.
- If a group gets stuck, ask: 'What would be the first small step this person could take on their own?'
- In the final plenary, push towards critical reflection: 'Who holds the power in this design: you or the young person?'

ACTIVITY 6

DAY 1

# Day 1 check-out

⏱ 15 minutes | 18:25 – 18:40

## OBJECTIVE

**To close the first day with a round of active listening that lets each participant name how they are and lets the facilitator take the group's pulse before Day 2.**

## MATERIALS NEEDED

- None, just a circle and listening
- Facilitator's paper or notebook to jot down keywords (optional)

## STEP-BY-STEP IMPLEMENTATION

1. Ask the group to form a circle, standing or sitting.
2. Explain the dynamic (1 min): 'We're going to close with a single word. That word describes how you're leaving today. You don't need to explain it. We just listen.'
3. Start with a word yourself if the group is new — it breaks the ice.
4. Full round with no interruptions, no comments, no applause. Just listening.
5. After the round, the facilitator sums up the general tone aloud without naming anyone: 'I'm hearing words like energy, curiosity, a bit of tiredness… that makes a lot of sense for a first afternoon.'
6. Briefly announce what's coming tomorrow (in 2 sentences) and close with a sentence of care for the group.

## REFLECTION QUESTIONS

- *There is no group reflection in the check-out — it's a space for listening, not analysis.*
- *The facilitator can do their own private reflection afterwards: which words came up? Is there anything to attend to tomorrow?*

## FACILITATION TIPS

- If someone says more than one word, don't correct them — let it flow on the first day.
- If the group is energised, you can ask 'one word and one gesture?' to add movement.
- Don't drag it out. 15 minutes is enough — the group needs rest and informal time.
- Note down the words you hear: they are valuable qualitative data on the state of the group.

# Annexes · Printable materials for Day 1

## Template A — Identity silhouette (Activity 3)

Resource: template on Canva

Print one copy per participant on A4. If printing isn't possible, draw a simple human silhouette on A3 paper. What matters is the visual distinction between the inside (visible) and the outside (invisible) of the figure.

**IDENTITY SILHOUETTE** *OUTSIDE the silhouette = What can NOT be seen at first glance (values, beliefs, experiences, fears…) INSIDE the silhouette = What CAN be seen (professional role, language, appearance, behaviour…) [ Space to draw or stick the silhouette — use A4 paper in portrait ]* Name: ___ **Country/Context:** _____

## Template B — Statements for the Empowerment line (Activity 4)

Read each statement aloud, slowly. Allow 20 seconds for the group to take a position before inviting people to share. Use 8–10 statements depending on the time available. The last ones should be the most provocative.

| # | Statement |
|---|---|
| 1 | I have a real ability to influence decisions that affect the young people I work with. |
| 2 | My organisation gives me the space and resources I need to do a good job. |
| 3 | I know how to respond when a young person questions my authority or my values. |
| 4 | Vulnerable young people have more power than they realise to change their situation. |
| 5 | Sometimes, the system I work within perpetuates the very inequalities it seeks to combat. |
| 6 | I feel confident talking about my own vulnerabilities in front of the young people I work with. |
| 7 | True youth empowerment means that they rely on me or my organisation less and less. |
| 8 | There are contexts and situations where I don't know what to do, and this causes me professional distress. |
| 9 | Global citizenship is a real tool for empowering young people in my context. |
| 10 | As an educator, I am more privileged than most of the people I work with. |
| 11 | If I'm honest, some of my own prejudices still shape how I read a young person before I know their story. |
| 12 | Sometimes I feel that my professional worth is measured more by what I report on paper than by what actually happens in the room. |

## Template C — Youth profiles (Activity 5)

Resource: profiles on Canva

Print one profile per group (3 groups, 3 different profiles), each on a separate sheet. They are fictional but based on real situations from the context of the Global District project.

| Profile | A — Amara, 19 | B — Jovan, 22 | C — Lena, 17 |
|---|---|---|---|
| **Context** | Arrived 14 months ago as a refugee. Lives in a reception centre. Speaks Arabic and some French. No social network in the host country. Does not yet have regular documentation. | Grew up in a neighbourhood with high unemployment and conflict. Left school at 16. Has had contact with the justice system for minor offences. Doesn't trust institutions. | Young person diagnosed with social anxiety. Attends a non-formal education programme because she couldn't continue in mainstream education. Lives with her mother, who works two jobs. |
| **Strengths** | Highly organised. Led youth groups in her country of origin. Very interested in photography. | Great social intelligence. Informal leadership skills. Highly respected by his peers. | Very creative. A talented writer and artist. Empathetic towards her peers. |
| **Barriers** | Language, legal uncertainty, isolation, low self-esteem stemming from her dependent situation. | Distrust of adults and organisations. Lack of formal qualifications. Financial insecurity. | Low frustration tolerance, difficulty working in groups, fear of others' judgement, financial insecurity at home. |
| **Design challenge** | How can we support her to take an active part in her local community while her legal situation is resolved? | How can we build a relationship of trust and activate his leadership potential without reproducing paternalistic dynamics? | How can we design a participation space that is safe for her and helps her build confidence gradually? |

## Template D — Post-its for the Gallery Walk (Activity 5)

Prepare post-its in two colours for the gallery walk. Write the meaning of each colour on the wall or on large cards before you start.

| GREEN post-it | BLUE post-it |
|---|---|
| ***What inspires me or seems especially useful in this design*** | *A question or suggestion this design raises for me* |

# Europass competences · Day 1

*The following competences can be certified in the Europass Mobility of participants who have completed the Day 1 activities.*

| Competence (Europass) | Description of the work done |
|---|---|
| **Communication in a foreign language** | Active participation in activities in English (or an agreed lingua franca); intercultural communication in diverse contexts. |
| **Social and civic competences** | Designing interventions for the civic participation of vulnerable young people; reflection on agency and power in educational work. |
| **Intercultural competence** | Exploring one's own and others' cultural identity; analysis of the cultural iceberg; working with profiles of young people from diverse contexts. |
| **Learning to learn** | Reflection on one's own professional practice through experiential methodologies; receiving and using peer feedback. |
| **Sense of initiative and entrepreneurship** | Creative design of interventions applied to real contexts; decision-making in teamwork under time constraints. |
| **Non-formal education methodologies** | Taking part in and co-designing activities based on experience, movement and guided reflection, typical of non-formal education. |

DAY 2

# Difficult conversations

## Anti-radicalisation, implicit bias and intercultural friction

**SCHEDULE**
09:00–14:00 / 16:00–18:00 (7 hours)

**GROUP**
15 participants · youth workers

**MODULES**
2 and 3 · Anti-radicalisation · Interculturality

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# Day 2 agenda

*The most thematically demanding day. The morning works on preventing radicalisation through practice, not theory. The afternoon tackles implicit bias and intercultural communication experientially.*

> **Note for facilitators.** This is the most sensitive day of the programme. The difficult conversations lab and the implicit bias exercise may stir up personal experiences. Always keep the door open for anyone who needs to step out, and take particular care with the transitions between activities.

## MORNING BLOCK — 09:00 TO 14:00

| Time | Activity | Min |
|---|---|---|
| **10:00 – 10:20** | Re-entry energiser + Day 1 round-up | 20 |
| **10:20 – 10:35** | Certainty thermometer | 15 |
| **10:35 – 11:35** | Mapping warning signs | 60 |
| **11:35 – 11:50** | *Break* | 20 |
| **11:50 – 13:00** | Difficult conversations lab | 75 |
| **13:00 – 13:30** | Self-care for professionals | 30 |
| **13:30 – 14:00** | Self-care toolkit | 30 |

## AFTERNOON BLOCK — 16:00 TO 18:00

| Time | Activity | Min |
|---|---|---|
| **16:00 – 17:00** | Implicit bias in action | 60 |
| **17:00 – 17:45** | Misunderstanding cards | 45 |
| **17:45 – 18:00** | Day 2 check-out | 15 |

ACTIVITY 1

DAY 2

# Day 2 opening

⏱ 20 minutes | 09:00 – 09:20

## OBJECTIVE

**To wake up body and mind after the night, reconnect the group and briefly gather the learning or questions left open from Day 1.**

## MATERIALS NEEDED

- Open space to move around
- The words from the Day 1 check-out, noted down by the facilitator
- Paper or whiteboard to note emerging questions (optional)

## STEP-BY-STEP IMPLEMENTATION

1. Ask the group to stand up and move around the room for 2 minutes with simple instructions (fast, slow, greet with your elbow, with your eyes).
2. Stop the movement. Standing in a circle, quick round: 'One word on how you're arriving today.' No comments, no analysis.
3. The facilitator briefly reflects back the words from the Day 1 check-out (30 seconds): 'Yesterday you closed with words like… Today we start from there.'
4. Open question to the group (optional): 'Is there anything that stayed with you overnight that you'd like to name before we begin?' Take 2–3 answers at most.
5. Announce the day's programme in two sentences and get started.

## REFLECTION QUESTIONS

- *What are you bringing from yesterday that you want to keep present today?*
- *Is there anything you want to leave outside so you can be present today?*

## FACILITATION TIPS

- The initial movement matters even if it only lasts 2 minutes — it activates the body and shifts the state.
- Don't open a debate about Day 1 — if someone wants to go deeper, note it and tell them there will be time later.
- The tone of this opening sets the tone for the day. Keep the energy calm and focused.

## VARIATIONS

- If the group arrived very tired the night before: replace the movement with 1 minute of collective breathing.

ACTIVITY 2

DAY 2

# Certainty thermometer

⏱ 15 minutes | 09:20 – 09:35 | Module 2 · Anti-radicalisation

## OBJECTIVE

**To make visible the group's prior assumptions and certainties about radicalisation before any input, so that learning starts from real experience rather than imported theoretical frameworks.**

## MATERIALS NEEDED

- Free space for physical positioning
- Two signs at opposite ends of the room: 'I'm sure about this' / 'I have a lot of doubts'
- Prepared list of statements (see Annex A)

## STEP-BY-STEP IMPLEMENTATION

1. Explain the dynamic (1 min): 'I'm going to read statements about radicalisation. Place yourselves on the line according to your level of certainty — not agreement or disagreement, but how much you know or think you know.'
2. Read 4–5 statements from Annex A, one at a time. After each one, allow 20 seconds to take a position.
3. Invite 1–2 people to explain their position briefly. Don't debate — just listen.
4. Closing (3 min): 'What patterns do you see? Where is there most spread? That's exactly what we're going to work on today.'

## REFLECTION QUESTIONS

- *Which aspects of radicalisation are you most certain about? Where does that certainty come from?*
- *What makes you most uncertain, and why?*

## FACILITATION TIPS

- Choose statements that create spread — avoid ones everybody will answer the same way.
- Don't correct positions or give hints about which one is 'right'. The aim is to make the diversity of perspectives visible.
- If the group is homogeneous in its position, gently provoke: 'Does nobody have doubts about this?'

## VARIATIONS

- Online: use Mentimeter or Slido with a 1–5 scale projected in real time.

ACTIVITY 3

DAY 2

# Mapping warning signs

⏱ 50 minutes | 09:35 – 10:25 | Module 2 · Anti-radicalisation

## OBJECTIVE

**To develop the ability to identify warning signs in profiles of vulnerable young people, distinguishing real signs from assumptions based on prejudice, through group analysis of fictional cases.**

**Point of attention.** Some profiles may resonate with participants' personal experiences. If you notice intense emotional reactions, pause briefly and remind the group of the group agreement.

## MATERIALS NEEDED

- 3 printed fictional youth profiles (see Annex B — different from those on Day 1)
- Cards in three colours per group: RED (warning sign), YELLOW (doubt / need more information), GREEN (not a sign)
- A3 paper or a large sheet per group to organise the cards
- Markers
- 1 reference sheet with the three-colour model (projected or printed)

## STEP-BY-STEP IMPLEMENTATION

1. Form 3 groups. Each group receives a different youth profile.
2. Instruction (2 min): 'Read the profile. Identify behaviours, attitudes or situations that catch your attention. Classify them with the coloured cards: red (clear warning sign), yellow (doubt, I need more information), green (not a sign, even if it may look like one).'
3. Group work: 15 minutes.
4. Briefly present the three-colour model (5 min): it isn't a lecture — it's a frame of reference to name what they have just done. One image, three key ideas.
5. Each group presents its analysis to the others (3 min per group). The other groups may add cards or move colours.
6. Plenary (10 min): 'What did you classify as red that another group classified as green? Why? What does that say about our own biases?'
7. Closing (5 min): connect with the concept of the 'false positive' — the risk of labelling as radicalisation what is simply distress, grief or an identity under construction.

## REFLECTION QUESTIONS

- *What factors led you to classify something as a red sign? Were they objective data or interpretations?*
- *Is there any behaviour in the profile that you wouldn't classify the same way in another cultural context?*
- *What additional information would you need to be more confident in your assessment?*

### FACILITATION TIPS

- The profiles should deliberately include ambiguous elements — avoid 'textbook' profiles.
- Pay attention to how the group talks while working: are they using stereotyped language? That's material for the plenary.
- Don't give the 'right answer' — the colour model is a tool, not an oracle.
- If the group gets stuck, ask: 'What else would you need to know about this person before deciding?'

## VARIATIONS

- With more time: add a fourth phase in which each group redesigns a red sign as an opportunity for intervention.
- Online: use a Miro board with coloured zones per group.

ACTIVITY 4

DAY 2

# Difficult conversations lab

⏱ 75 minutes | 10:45 – 12:00 | Module 2 · Anti-radicalisation

## OBJECTIVE

**To practise concrete responses to problematic discourse from young people in vulnerable situations, developing active listening, emotional management and support without direct confrontation.**

**Point of attention.** This is the most emotionally demanding activity of the programme. Make sure the transition into Self-care, which follows straight after, is clear. If the group is very activated at the end of the plenary, add 2 minutes of silence or breathing before continuing.

## MATERIALS NEEDED

- Printed scenario cards (see Annex C — one per trio, 5 different scenarios)
- Role cards for each participant in the trio: YOUNG PERSON / EDUCATOR / OBSERVER
- Observation sheet for the observer role (see Annex D)
- Space with chairs in groups of 3, far enough apart that conversations don't mix
- Visible timer or sound signal for changing rounds

## STEP-BY-STEP IMPLEMENTATION

1. Explain the structure (3 min): trios — one person plays a young person with problematic discourse, one plays the educator who responds, one observes with a sheet. Three rounds of 12 minutes. After each round, roles rotate and there is de-roling.
2. Hand out roles and scenarios. Give 2 minutes for everyone to read their card.
3. ROUND 1 (12 min): the trios work. The facilitator circulates without intervening, just observing.
4. Stop. Compulsory de-roling (3 min): 'Shake off the role. Say your real name out loud and one thing you do in your life outside work.' This is non-negotiable.
5. Feedback within the trio (5 min): the observer shares what they saw using the sheet. No judgements — only observed facts.
6. ROUND 2 (12 min): roles rotate. New scenario if possible.
7. De-roling + feedback (8 min).
8. ROUND 3 (12 min): third rotation.
9. Final de-roling (3 min): longer and more important — 'Shake off the role completely. Breathe. You're yourselves again.'
10. Plenary (15 min): 'What was hardest? Which strategies worked? What are you taking away for your practice?'

### REFLECTION QUESTIONS

- *At what point in the role play did you feel the greatest emotional challenge? How did you handle it?*
- *Which response strategies did you find most useful? Which didn't work?*
- *Is there anything in the 'young person's' discourse that, although problematic, you understand from your experience with vulnerable young people?*

### FACILITATION TIPS

- De-roling is not optional — it's as important as the role play itself. If you skip it, the discomfort stays in the body.
- Circulate among the trios during the role play but don't intervene. Note what you hear for the plenary.
- If a participant gets stuck in their role, let them step out of character: 'Step out of the role for a moment. What do you need?'
- In the plenary, validate both the strategies that worked and the moments of being stuck — both are learning.
- Avoid scenarios with extreme content (explicit terrorism, direct violence) — use ambiguous discourse of exclusion or disaffection.

### VARIATIONS

- With less time: two rounds instead of three.
- With a large group (20+): add a fourth person as a second observer.
- Online: trios in breakout rooms, with the observation sheet shared in a collaborative document.

ACTIVITY 5

DAY 2

# Self-care for professionals

⏱ 30 minutes | 12:00 – 12:30 | Module 2 · Anti-radicalisation

## OBJECTIVE

**To recognise the specific factors of emotional strain in work with young people at risk, and to collectively build a map of resources and strategies for professional sustainability.**

**Point of attention.** This activity comes straight after the difficult conversations lab. The group may arrive emotionally activated. Start slowly, with a calm voice and no rush.

## MATERIALS NEEDED

- Post-its in two colours (one for 'what drains me', another for 'what sustains me')
- 2 sheets of paper on the wall: one titled 'What drains me in this work' / the other 'What sustains me'
- Fine markers
- Soft background music during individual writing (optional)

## STEP-BY-STEP IMPLEMENTATION

1. Briefly introduce the concept of compassion fatigue (2 min): it isn't a lecture — it's naming something everyone knows. One sentence: 'Working with vulnerable young people affects us. That isn't weakness — it's a sign that we're present.'
2. Individual work in silence (5 min): each participant writes on colour A post-its what drains them and on colour B what sustains them. It can be personal or professional.
3. They get up and stick their post-its on the corresponding sheets. No presenting, in silence (2 min).
4. Collective reading: the whole group goes up to the sheets and reads them in silence (3 min).
5. In pairs (5 min): 'What surprised you on the sheets? Do you recognise something of yours in someone else's?'
6. Groups of 4–5 (8 min): build a small 'resource map' — what concrete strategies do you use to keep yourselves going? Write them on a large post-it.
7. Short plenary (5 min): each group shares one strategy. The facilitator sums up and reminds everyone that this map is collective — it stays on the wall.

## REFLECTION QUESTIONS

- *Of what you wrote under 'what drains me', what have you been carrying since before this programme?*
- *Do you have clear self-care strategies, or do you improvise as you go?*
- *What could you do differently when you go back to your work context?*

### FACILITATION TIPS

- Name something that drains you in your own facilitation work first — it breaks the ice and gives permission for honesty.
- Don't turn this into group therapy — the focus is professional, although the personal may come up.
- If someone shares something very intense, thank them without going deeper: 'Thank you for naming it. It stays here.'
- The collective resource map left on the wall is a visual reminder for the rest of the programme.

## VARIATIONS

- If time is short: drop the group phase and build the resource map directly in plenary.
- Deeper version: add a short individual letter to oneself about a self-care strategy you want to commit to practising.

ACTIVITY 6

DAY 2

# Implicit bias in action

⏱ 60 minutes | 16:00 – 17:00 | Module 3 · Interculturality

## OBJECTIVE

**To explore how implicit biases work in everyday educational practice, identifying one's own patterns without public exposure, and to connect this with the concrete impact on work with young people in vulnerable situations.**

**Point of attention.** The exercise may cause discomfort or embarrassment. Normalise it from the start: 'Everyone has biases. The aim isn't to eliminate them but to know them.'

## MATERIALS NEEDED

- Set of 15–20 printed or projected photographs (diverse people in ambiguous contexts — see instructions in Annex E)
- Individual quick-response sheet (see Annex F — one per participant)
- Sealed envelopes for individual reflection (optional, for privacy)
- Projector or screen if the photos are digital

## STEP-BY-STEP IMPLEMENTATION

1. Introduce the exercise (2 min): 'We're going to do a quick-response exercise. There are no right answers. The results are for you alone — you won't share them unless you want to.'
2. Show each photograph for 10 seconds. Participants write on their sheet the first word or phrase that comes to mind (without thinking).
3. After all the photos (15 min in total), pause in silence. Each participant reviews their own answers (3 min): 'What patterns do you see? Does anything surprise you?'
4. Mini-input on implicit bias (8 min): where it comes from, why we all have it, how it works in educational contexts. One image, four ideas. No judgement.
5. Individual written reflection (5 min): 'What bias do you recognise in your answers? How might it be affecting your practice with young people?' This reflection is private.
6. In groups of 3 (10 min): share whatever you wish — not the specific answers, but the experience of doing the exercise. 'What did it bring up for you?'
7. Plenary (15 min): reflection on practical implications. 'How can we reduce the impact of bias in our everyday work?' Collect concrete strategies.

## REFLECTION QUESTIONS

- *Was there a photo where your reaction surprised you? Why do you think that was?*
- *How do you think your implicit biases may be affecting the young people you work with?*
- *What conditions or practices in your work could help reduce the impact of these biases?*

### FACILITATION TIPS

- The photos should show people in ambiguous situations — avoid images with very clear context that steers the answer.
- Stress that the reflection is personal and private. Never ask anyone to share their specific answers.
- The mini-input comes AFTER the exercise, not before — if you explain bias first, people self-censor.
- In the plenary, don't look for confessions of bias — look for practical strategies for everyday work.

## VARIATIONS

- Without printed photos: project the images on screen, one by one with a timer.
- Digital version: anonymous individual Google Form with an external timer.

ACTIVITY 7

DAY 2

# Misunderstanding cards

45 minutes | 17:00 – 17:45 | Module 3 · Interculturality

## OBJECTIVE

**To analyse real situations of intercultural misunderstanding in youth work contexts, developing the ability to read beyond visible behaviour to identify the underlying values, norms and expectations.**

## MATERIALS NEEDED

- Set of printed scenario cards (see Annex G — one per participant, 15 different scenarios)
- Paper or post-its for the analysis
- Markers

## STEP-BY-STEP IMPLEMENTATION

1. Give each participant a scenario card. Allow 2 minutes to read it.
2. Instruction: 'Find someone whose card shows a situation similar to, or completely different from, yours.' Form pairs or trios (2 min).
3. In pairs/trios (12 min): analyse the scenarios using three guiding questions — 'What is happening on the surface? What might be happening underneath? What would I need to know to understand this situation better?'
4. Join two pairs/trios together (groups of 4–6). They present their cases to each other (8 min).
5. Each group chooses the richest case to share in plenary (the one that generates most debate or is most ambiguous).
6. Plenary (15 min): analysis of 3–4 cases. Close with the question: 'What do all these misunderstandings have in common? What do they tell us about how we read reality from within our own culture?'

## REFLECTION QUESTIONS

- *Do you recognise similar situations in your own practice? How did you resolve them at the time?*
- *What cultural assumption lay at the root of the misunderstanding?*
- *What would you change in how you respond if you faced this situation now?*

## FACILITATION TIPS

- The scenarios should be recognisable to the group — based on real contexts of work with migrant young people, young people at risk of exclusion or culturally diverse groups.
- Avoid scenarios with an obvious 'right solution' — the more ambiguous, the richer the analysis.
- In the plenary, push towards the structural: not 'what should X have done?' but 'what value system was at play?'
- If time runs out, cut the 4–6 group phase and go straight to plenary with the pairs.

## VARIATIONS

- With more time: add a short role-play phase in which the pair acts out the scenario with an alternative response.
- Online: digital cards shared on Miro or in a collaborative document.

ACTIVITY
8

DAY 2

# Day 2 check-out

⏱ 15 minutes | 17:45 – 18:00 | Day 2 closing

## OBJECTIVE

**To close the most demanding day of the programme with care and attention to the group's emotional state, gathering the open questions that will carry over into Day 3.**

## MATERIALS NEEDED

- Facilitator's paper or notebook
- Post-its (optional)

## STEP-BY-STEP IMPLEMENTATION

1. Form a standing circle.
2. One-word round: 'Which word are you leaving with today?' No comments, just listening.
3. After the round, the facilitator reflects the general tone: 'I'm hearing [words]. That makes a lot of sense after a day like today.'
4. Optional question: 'Is there a question you'd like to leave here for tomorrow?' Note them on paper — these questions come back on Day 3.
5. Close with a sentence of care: briefly name something the group did well today.
6. Announce in two sentences what Day 3 will bring — leave a little intrigue.

## REFLECTION QUESTIONS

- *For the facilitator only, afterwards: How is the group? Is there anything to attend to tomorrow? Does anyone need follow-up?*

## FACILITATION TIPS

- Today there may be more silence, more tiredness, more emotion than yesterday. Don't fill it — let it be.
- If someone shares something very intense in the round, thank them without going deeper. Offer to talk privately afterwards.
- Keep the questions you collected — you'll answer them in the Day 3 check-out.

# Annexes · Printable materials for Day 2

## Annex A — Statements for the Certainty thermometer (Activity 2)

Use 4–5 of these statements. Choose the ones that create most spread in your particular group.

| # | Statement |
|---|---|
| 1 | Radicalisation always follows a visible, gradual process. |
| 2 | A person can become radicalised online without anyone around them noticing. |
| 3 | The main risk factor for radicalisation is social exclusion. |
| 4 | I can tell the difference between someone in a process of radicalisation and someone who simply holds extreme views. |
| 5 | Preventing radicalisation is the responsibility of the security forces, not of educators. |
| 6 | Religion is the most important risk factor in radicalisation processes. |
| 7 | A young woman who becomes radicalised has failed in her integration process. |
| 8 | I have enough tools to act if I identify a warning sign in a young person I work with. |

## Annex B — Fictional profiles for Mapping warning signs (Activity 3)

Deliberately ambiguous profiles. They include elements that may look like signs but need more information before being classified. Print one per group.

| Profile | D — Karim, 21 | E — Yasmin, 16 | F — Dani, 19 |
|---|---|---|---|
| **Context** | Second-generation young man. His parents emigrated 25 years ago. Studied until 18 and dropped out of university. Works in a warehouse. In recent months he has stopped going out with his usual friends and started spending time with a new group he met online. | In foster care since the age of 13. History of several residential centres. Good school performance until 6 months ago. Has started missing classes. Her foster carer reports that she is 'very distant' and spends a lot of time in her room on her phone. | Homeless for 4 months following a family conflict. Attends the day centre irregularly. Very intelligent and articulate. Has had several episodes of verbal aggression towards centre staff. |
| **Observed indicators** | Has changed the way he dresses. Often talks about 'those who hate us'. Has said the system 'will never change'. Often misses activities at the youth centre where he used to be a regular. | Has downloaded several encrypted messaging apps. Has said that 'nobody really understands her'. Has shared content on social media about social injustice in an increasingly angry tone. A classmate says she talks about 'a group that accepts her as she is'. | Often talks about 'revolution' and says 'the system must fall'. Has tattoos with symbols the team hasn't been able to identify. Has started bringing other young people the team doesn't know to the centre. A volunteer says they saw him handing out leaflets. |

| Profile | D — Karim, 21 | E — Yasmin, 16 | F — Dani, 19 |
|---|---|---|---|
| **Questions for the group** | What would you classify as a red, yellow or green sign? What additional information would you need? What would you do over the next 30 days if you were his key worker? | What would you classify as a red, yellow or green sign? Are there elements that could be explained differently? What would your first step be? | Which elements worry you most? Which could simply be signs of distress? How would you approach the relationship with Dani without damaging the bond? |

## Annex C — Scenarios for the Difficult conversations lab (Activity 4)

Print one card per trio. The scenarios are deliberately ambiguous — there is no 'right' answer. The aim is to practise responding, not to solve them.

| Scenario | Situation |
|---|---|
| **1** | During a group activity, a 17-year-old tells you: 'This country isn't mine. They'll never see me as one of them, so why bother trying.' He says it calmly, without aggression, but several people in the group hear it. |
| **2** | A young woman comes to you at the end of a session and says quietly: 'There's a group of lads who told me that if I want to really belong to something, I have to join them. They say they understand me. I don't know what to do.' She seems scared but also drawn to the idea. |
| **3** | During an activity on citizenship, a 20-year-old participant says out loud: 'Democracy is a lie. Only people with money and power decide. The only way to change anything is by force.' Several participants nod. |
| **4** | A young man you have known for two years starts coming to activities with increasingly polarised discourse: 'us and them', 'outsiders take what's ours'. Today he has arrived with someone new you don't know, who actively reinforces that discourse. |
| **5** | An 18-year-old participant shows you a video on her phone from a political group that she describes as 'the only honest thing she's seen on the internet'. The content is clearly extremist, although it doesn't explicitly call for violence. She asks what you think. |

## Annex D — Observation sheet for the Observer role (Activity 4)

One copy per observer in each round. Feedback must be based on observed facts, not judgements.

| Observation question | Notes |
|---|---|
| **What did the educator do in the first 30 seconds?** | |
| **Which active listening strategies did they use?** | |
| **Was there a moment of being stuck or of tension? How did they handle it?** | |
| **Which question or response seemed most effective to you?** | |
| **What would you change or add if you were the educator?** | |

## Annex E — Instructions for the photographs (Activity 6 — Implicit bias)

**Criteria for selecting the photographs** - Use 15 to 20 photographs of people in ambiguous everyday situations (with no obvious context). - Include diversity of gender, age, ethnic origin, clothing and apparent socio-economic background. - Avoid images with recognisable symbols (flags, uniforms, logos) that steer the answer. - Mix positive, neutral and ambiguous situations — not only problematic ones. - Make sure you have permission to use the images (Creative Commons or a free image bank). - Recommended sources: Unsplash, Pexels, or your own photographs with consent.

## Annex F — Individual quick-response sheet (Activity 6 — Implicit bias)

One copy per participant. The sheet is personal and is not shared unless the participant decides to.

| Photo | First word or phrase |
|---|---|
| **Photo 1** | |
| **Photo 2** | |
| **Photo 3** | |
| **Photo 4** | |
| **Photo 5** | |
| **Photo 6** | |
| **Photo 7** | |
| **Photo 8** | |
| **Photo 9** | |
| **Photo 10** | |
| **Photo 11** | |
| **Photo 12** | |
| **Photo 13** | |
| **Photo 14** | |
| **Photo 15** | |

## Annex G — Scenario cards for Misunderstanding cards (Activity 7)

Print and cut out. One card per participant (15 cards for 15 participants). Designed for work with diverse young people.

| # | Scenario |
|---|---|
| **1** | A Spanish educator arrives on time for a meeting with families of Moroccan origin. The families arrive 20 minutes late without apologising. The educator concludes that they don't value her time. |

| # | Scenario |
|---|---|
| 2 | A young man of Chinese origin never asks questions in group sessions. The facilitator thinks he isn't interested or doesn't understand the content. |
| 3 | A participant from Eastern Europe corrects the facilitator out loud during an explanation. The facilitator feels challenged and disrespected. |
| 4 | A young man of sub-Saharan origin avoids eye contact during conversations with adult educators. The team interprets it as a sign of distrust or dishonesty. |
| 5 | A participant always brings extra food to share with the group. The team sees it as a nice gesture but with no special meaning. |
| 6 | A young man refuses to take part in a mixed activity in which boys and girls have to work together with physical contact. The team concludes that he has sexist attitudes. |
| 7 | An educator gives a participant direct critical feedback in front of the group. The participant stops speaking for the rest of the session. |
| 8 | A participant answers 'yes' to every question but then doesn't follow the instructions. The facilitator thinks he isn't paying attention. |
| 9 | A young woman always arrives late to the morning activities. The team records it as a lack of commitment. |
| 10 | A group of participants of the same nationality talk to each other in their own language during breaks. Other participants feel excluded. |
| 11 | An educator hugs a participant at the end of a particularly emotional session. The participant stiffens and doesn't hug back. |
| 12 | A young man who has always been very participative stops speaking in the group after returning from a two-week absence. Nobody on the team asks him what has happened. |
| 13 | A facilitator proposes an activity on 'family' as a group-dynamics exercise. Two participants look uncomfortable from the start. |
| 14 | During an art activity, a participant refuses to depict certain symbols because he considers them sacred. The facilitator insists that 'it's just an exercise'. |
| 15 | A group celebrates the end of a training course with alcohol. One participant doesn't drink but nobody offers her an alternative. She leaves before the party ends. |

# Europass competences · Day 2

*Competences developed during the Day 2 activities, certifiable in the Europass Mobility.*

| Competence (Europass) | Description of the work done |
|---|---|
| **Social and civic competences** | Analysis of radicalisation warning signs in profiles of vulnerable young people; practising intervention without reproducing stigmatising dynamics. |
| **Communication and interaction in diverse contexts** | Practising difficult conversations with young people expressing problematic discourse; developing active listening and non-confrontational responses. |
| **Intercultural competence** | Identifying and analysing implicit biases in educational practice; analysing intercultural misunderstandings from the perspective of underlying values. |
| **Emotional management and professional self-care** | Identifying sources of strain in work with vulnerable young people; collectively building strategies for professional sustainability. |
| **Learning to learn** | Reflection on one's own practice through role play and peer feedback; ability to receive and use constructive feedback. |
| **Conflict prevention and management** | Practising responses to discourse of radicalisation and exclusion; developing strategies to support young people in situations of risk. |

DAY 3

# Building bridges

Transculturalism and skills in practice — redesigned version: rebalanced energy arc, meaningful movement, no prior tasks

**SCHEDULE**
10:00–14:00 / 16:00–18:00

**GROUP**
15 participants · youth workers

**MODULES**
4 and 5 · Transculturalism · Skills

back slash

# Day 3 agenda

**Note for facilitators.** By today the group has spent two days together. There may be more trust, but also more accumulated tiredness or tension. Observe the group dynamic at the start of the morning and adjust the pace if needed.

This version no longer asks participants to bring any object or do any prior task, and no longer depends on leaving the building: movement happens within the space itself because the content calls for it (positioning yourself on a spectrum, walking while talking about a conflict), not as an excuse to 'go out'.

The day has two intentional energy peaks — the design lab in the morning and the facilitation styles block in the afternoon — with gentle re-entries after the long lunch break and a buffer before lunch, designed especially for the usual third-day fatigue.

## MORNING BLOCK — 10:00 TO 14:00

| Time | Activity | Min | Mod. |
|---|---|---|---|
| **10:00 – 10:20** | Energiser + collecting questions from Day 2 | 20 | — |
| **10:20 – 10:40** | Personal transcultural reflection (no object) | 20 | 4 |
| **10:40 – 11:40** | Transcultural spectrum — zones in the room | 60 | 4 |
| **11:40 – 12:00** | *Break* | 20 | — |
| **12:00 – 13:00** | Design lab — three stations | 60 | 4 |
| **13:00 – 13:20** | Design debrief | 20 | 4 |
| **13:20 – 14:00** | Buffer time (transition, questions, rest) | 40 | — |
| **14:00 – 16:00** | *Lunch* | 120 | — |

## AFTERNOON BLOCK — 16:00 TO 18:00

| Time | Activity | Min | Mod. |
|---|---|---|---|
| **16:00 – 16:10** | Gentle re-entry | 10 | — |
| **16:10 – 16:55** | Three-layer conflict — walk | 45 | 5 |
| **16:55 – 17:00** | *Short transition* | 5 | — |
| **17:00 – 17:45** | Four corners — facilitation styles | 45 | 5 |
| **17:45 – 18:00** | Integrating closure + Day 3 check-out | 15 | — |

**What has changed from the previous version** - Participants are no longer asked to bring any object or do any prior task — Activity 2 has been redesigned to be done entirely on the spot. - The outing to the street has been removed: the Transcultural spectrum is worked on with zones marked on the floor of the room itself, and the Design lab with stations inside the workspace (an adjoining courtyard is optional, never a requirement). - The skills module has been reordered: the three-layer conflict (denser) comes first in the afternoon; the facilitation styles (more playful and with

movement) close the module as an energy peak. - Two new blocks have been added: a gentle re-entry after lunch and a 40-minute buffer before lunch — both designed for typical third-day fatigue.

ACTIVITY 1

DAY 3

# Energiser + collecting questions from Day 2

⏱ 20 minutes | 10:00 – 10:20 | Day 3 opening

## OBJECTIVE

**To reactivate the group's energy at the start of the third day, reconnect with the collective process and answer the open questions collected in the Day 2 check-out.**

## MATERIALS NEEDED

- None

## STEP-BY-STEP IMPLEMENTATION

1. The whole group in a circle, one person in the middle.
2. The person in the middle points at someone at random and calls out the name of a gesture/object.
3. That person (and sometimes their two neighbours as well) do the corresponding gesture as fast as possible.
4. Whoever gets it wrong or is too slow goes into the middle (or is eliminated in the advanced version, until only a couple of finalists remain).

## GESTURES

- **Toaster:** the person pointed at jumps with their arms up like toast popping; the two people beside them make an arch with their arms around them, like the sides of the toaster.
- **Washing machine:** the person spins round like clothes going round; the neighbours form a circle with their arms in front, like the door.
- **Blender:** the person moves their arms like spinning blades in the centre; the neighbours 'hold' the jug with their hands.

ACTIVITY
2

DAY 3

# Personal transcultural reflection

⏱ 20 minutes | 10:20 – 10:40 | Module 4 · Transculturalism

## OBJECTIVE

**To introduce the concept of transculturalism from personal experience, exploring how each participant's cultural identity is in itself already a space of mixing, contact and transformation — with no preparation or prior task.**

## MATERIALS NEEDED

- Small piece of paper and a pen per participant (for 2–3 keywords, no more)

## STEP-BY-STEP IMPLEMENTATION

1. Individual moment in silence (2 min): think of a practice, habit, word, recipe or custom in your daily life that results from a cultural mix. It can be something very small — a word you borrow from another language, a family dish with mixed origins, a celebration that combines different traditions. Note down just 2–3 keywords.
2. Form trios. Each person has 90 seconds to share what they thought of: 'What is it? Why does it represent a cultural mix in your life?'
3. After the three contributions, the trio answers together (3 min): 'What makes this transcultural and not simply multicultural?'
4. Short plenary (5 min): 2–3 examples shared with the whole group. The facilitator connects them with the module's central question: 'What happens when cultures don't just coexist but transform each other?'

## REFLECTION QUESTIONS

- *What does this example say about your own cultural identity? Are you also 'transcultural' in that sense?*
- *What is the difference between having references from several cultures and being transformed by contact with other cultures?*

## FACILITATION TIPS

- Don't ask for anything in advance — the strength of this version is that anyone can take part without having prepared the night before.
- If someone struggles to find an example on the spot, offer prompts aloud before the individual silence: a borrowed word, a fusion dish, a mixed celebration, a way of greeting.
- The distinction between multicultural and transcultural doesn't need a long explanation here — the activity introduces it by itself.

## VARIATIONS

- If the group is more comfortable drawing than writing: replace the 2–3 keywords with a quick 60-second sketch.

ACTIVITY 3

DAY 3

# Transcultural spectrum, zones in the room

⏱ 60 minutes | 10:40 – 11:40 | Module 4 · Transculturalism

## OBJECTIVE

**To apply a visual model of four stages of intercultural encounter (coexistence → contact → exchange → fusion) to the analysis and redesign of real youth work activities, using the body and the space of the room.**

## PHASES OF THE INTERCULTURAL ENCOUNTER

- **1. Coexistence.** Cultures share the same geographical or social space with an attitude of indifference or passive tolerance. There is minimal or no deep interaction; each group gets on 'with its own thing' without mixing or influencing one another.
- **3. Exchange.** Two-way dialogue, mutual enrichment and reciprocity begin. Groups start to share traditions, knowledge, linguistic practices and goods. Both sides give ground and learn without losing their original identity.
- **4. Fusion.** This is the stage of convergence and cultural blending. The original identities become deeply intertwined until they create a new shared, hybrid identity or a completely unified cultural code.

## MATERIALS NEEDED

- 1 transcultural spectrum poster per group (Annex A)
- Four signs or coloured tapes to mark the four zones on the floor of the room (prepare before the activity starts)
- Description of one real activity per group (Annex B) — or a real activity brought by the participants themselves
- A3 paper and markers per group

## STEP-BY-STEP IMPLEMENTATION

1. Before starting: mark the four zones on the floor of the room with tape or signs, with enough space between them for the groups to move comfortably.
2. Present the model in 5 minutes, standing: four stages, one sentence and one example each. It isn't a lecture — it's a map they are going to encounter physically.
3. Form 3 groups. Each group receives an activity from Annex B (or uses a real one from their practice).
4. Instruction (2 min): 'Walk to the zone that matches where on the spectrum this activity is right now. Stay there to discuss why.'
5. Work in the zone (10 min): explore in depth what keeps the activity at that stage.
6. Redesign instruction (2 min): 'Walk towards the zone of the next stage while discussing what would concretely change to get there. You can go back if you change your minds.'
7. Work while moving between zones (15 min): the facilitator circulates and asks pushing questions: 'What would need to change in your role as educators for that next step to work?'
8. Each group presents its journey — from where to where, and what would change — standing in the zone where they ended up (10 min in total; the rest of the group listens around them).

9 Close by connecting with real practice, in plenary (6 min): 'At which stage does your organisation usually work? What would it need to move forward?'

### REFLECTION QUESTIONS

- *At which point on the spectrum does your organisation usually work? And you personally?*
- *What resistance — internal or institutional — appears when you try to move along the spectrum?*
- *What role do young people have at each stage of the spectrum? Does their agency change?*

### FACILITATION TIPS

- The four-stage model is a tool, not a hierarchy of value — avoid giving the impression that 'fusion' is always better.
- Physically standing in a zone before talking changes the quality of the discussion — resist the temptation to let them sit down and debate instead of moving.
- If a group gets stuck in the redesign, ask: 'What would the young person need to know for this activity to work at the next stage?'
- The question about the educator's role at the close usually opens the richest debate — give it time, even if standing.

ACTIVITY
4

DAY 3

# Design lab, three stations

⏱ 60 minutes | 12:00 – 13:00 | Module 4 · Transculturalism

## OBJECTIVE

**To design an activity for a multinational youth group without assuming any shared cultural reference, and to test it live simultaneously at three stations, with the rest of the group physically rotating between them.**

## MATERIALS NEEDED

- A3 paper per group for the design
- Markers
- Assorted materials available for testing: post-its, cards, string, paper, everyday objects
- Visible timer or sound alarm to mark the rotations
- Three distinct corners or spaces within the workspace itself (if the centre has an adjoining courtyard and you fancy using it as one of the three stations, that's an option — never a requirement)
- Simple signage for each station (number or colour)

## STEP-BY-STEP IMPLEMENTATION

1. **Group design (25 min):** each group chooses or is given a format (workshop / event / training / street education) and designs the full intervention: objectives, structure, key moments, methodology. The facilitator's challenge question remains: 'What are you taking for granted about the participants?'
2. **Walking share — gallery walk (25 min):** each group displays its design on a different wall or corner. The others move physically between the three designs in small rotating groups (a 7–8 minute stop at each). The design group doesn't 'act out' anything — they explain which tools and methodological decisions they used and why, and which cultural assumptions they spotted while building it.
3. **Plenary close (10 min):** standing, in the centre — which tools were repeated across the three designs, and what was hardest to strip of cultural assumptions.

## REFLECTION QUESTIONS

- *Which cultural assumptions appeared in your design that you hadn't identified at the start?*
- *Did anything change between the first and the third time you tested your activity? Why?*
- *Which elements of an activity are truly universal and which are culturally specific?*

## FACILITATION TIPS

- The challenge question during the design ('what are you taking for granted?') is the most powerful one — use it once per group, no more.
- Trying out the same activity three times with different groups is the heart of this version — invite the designers to notice what they adjust on the fly between runs.
- Have someone keeping time from a point visible to all the stations — the rotation easily gets out of hand if nobody sets the pace.
- If a station fails or causes confusion in the first rotation, it's great material for the debrief — don't fix it mid-way; let it happen and talk about it afterwards.

ACTIVITY
5

DAY 3

# Design debrief

⏱ 20 minutes | 13:00 – 13:20 | Module 4 · Transculturalism

## OBJECTIVE

**To close the transculturalism module by drawing out the key learning from the morning and connecting it with participants' everyday practice.**

## MATERIALS NEEDED

- Paper or whiteboard to note the key learning

## STEP-BY-STEP IMPLEMENTATION

1. Plenary in a circle, seated — the body has done enough work this morning. Opening question: 'Which cultural assumptions came up today — on the spectrum or at the design stations — that we didn't expect?'
2. Collect 4–5 answers on paper or a whiteboard visible to everyone.
3. Second question: 'What would change in the way you usually plan if you applied this perspective to your everyday work?'
4. Close with a summary sentence linking the transculturalism module with the afternoon's skills module: 'Designing without cultural assumptions requires exactly the same skills we're going to work on this afternoon: listening, flexibility and conflict management.'

## REFLECTION QUESTIONS

- *What have you learnt today about your own way of designing activities?*
- *Is there anything you want to change in how you plan when you go back to your organisation?*

## FACILITATION TIPS

- This debrief is short — don't try to exhaust all the learning. There's buffer time afterwards; no need to rush.
- The closing sentence that links to the afternoon module is important — prepare it carefully.
- If the group is very energised after the morning, let them talk. If they're tired, be the one who sums up.

**13:20 – 14:00 · Buffer time.** This isn't an activity — it's a deliberate 40-minute buffer before lunch. Use it for whatever the group needs: individual questions still pending, a longer close to the morning if something important has come up, or simply giving the group transition time without feeling rushed from one thing to the next. If everything has gone smoothly and it isn't needed, letting people go to lunch early is also a legitimate option — the third day appreciates the buffer, whether it's used or not.

ACTIVITY 6

DAY 3

# Gentle re-entry

⏱ 10 minutes | 16:00 – 16:10 | Afternoon transition

## OBJECTIVE

**To reactivate the group after lunch without analytical or performative demands, preparing the ground for the afternoon skills module without asking for an immediate energy peak.**

## MATERIALS NEEDED

- Open space — nothing else

## STEP-BY-STEP IMPLEMENTATION

1. Standing circle. Free, progressive movement for 90 seconds: walking around the space, greeting without speaking, forming random pairs when the facilitator says so.
2. In those pairs, 2 minutes: each person shares one word about how they're arriving after lunch — without going deeper, without comments from the other person.
3. Back to the big circle. Announce in two sentences what's coming this afternoon, without going into content yet.

## FACILITATION TIPS

- Don't force artificially high energy — the aim is to reconnect, not to activate to the maximum.
- If the group naturally arrives with low energy (common on the third day after lunch), that's fine; don't overcompensate — the skills module builds its own peak later on.
- Resist the temptation to turn this into a content activity — it's a bridge, not a stop.

## VARIATIONS

- If the group arrives already energised: shorten it to 5 minutes and go straight to announcing the afternoon.

ACTIVITY
7

DAY 3

# Three-layer conflict, walk

45 minutes | 16:10 – 16:55 | Module 5 · Transversal skills

## OBJECTIVE

**To apply the three-layer conflict model (position / interest / need) to the analysis of real cases from work with vulnerable young people, walking in rotating pairs within the space itself, and then to synthesise intervention strategies at the appropriate level.**

## MATERIALS NEEDED

- Three-layer conflict model, pocket copy per pair (Annex E)
- Conflict cases (Annex F)

## STEP-BY-STEP IMPLEMENTATION

1. Instead of a written case, pairs improvise a 60–90 second conflict scene (invented or freely inspired by their experience, unscripted).
2. The others watch live and, as soon as it ends, call out their hypotheses about each character's position/ interest/need — like a quick game, not a slow analysis.

Why this format:

- It keeps the verbal and dramatic element (closer to the role play already used in the programme) but in a live, improvised format rather than a case prepared in advance.
- Lighter and faster-paced, with room for some humour.

## REFLECTION QUESTIONS

- *Which layer do you find hardest to identify in the heat of a real conflict: the position, the interest or the need?*
- *Did either of the cases you worked on remind you of a real situation from your practice?*
- *Which layer do you tend to intervene in by default? Is it always the most appropriate one?*

## FACILITATION TIPS

- Don't over-explain the model before setting off on the walk — 5 minutes is enough; the rest is learnt by applying it.
- Changing partners while keeping the same case (round 2) is key: it forces people to put their own analysis into words and to receive a fresh view of the same material.
- If a pair gets stuck on the 'need' layer, remind them that needs are usually universal (safety, recognition, autonomy, belonging, justice) — there's no need to invent something unique.
- In the final synthesis, resist the temptation to give 'the right answer' for each case — the value lies in the layering process, not in getting the diagnosis right.

## VARIATIONS

- Very small space: replace the walk with a short movement between two fixed points in the room, keeping the change of partner and the same pace.
- With more time: add a third round with a new case, analysed from scratch applying what was learnt in the previous two.

ACTIVITY
8

DAY 3

# Four corners, facilitation styles

⏱ 45 minutes | 17:00 – 17:45 | Module 5 · Transversal skills

## OBJECTIVE

**To experience and analyse four facilitation styles (directive, coaching, democratic and creative) by moving physically between four zones of the space, developing the ability to choose a style consciously according to the context and the group — as the energy peak and close of the skills module.**

## MATERIALS NEEDED

- 4 facilitation style cards (Annex C) — one per zone
- Signage for four well-separated physical zones (corners of the room; an adjoining courtyard is optional if available)
- Roving observation sheet (Annex D) — one per participant
- Timer or sound alarm
- A simple, neutral discussion topic, the same in all four zones (see Annex C)

## STEP-BY-STEP IMPLEMENTATION

1. Explain the structure (2 min), standing in the centre: four zones, each with a different facilitation style. A small group (4–5 people) stays in each zone as 'resident facilitators' for the whole activity. Everyone else rotates through the four zones.
2. Form 4 resident groups and hand out the style cards (Annex C). Give them 2 minutes to read and prepare.
3. Form the rotating subgroups with the remaining participants.
4. ROUND 1 (9 min: 7 of practice + 2 of handover): each rotating subgroup arrives at a zone and the resident group facilitates a short conversation on the given topic, using its assigned style. The rotating subgroups observe and fill in their sheet as they walk to the next zone.
5. Repeat until every rotating subgroup has been through all four zones (rounds 2, 3 and 4 — 9 min each).
6. Final plenary, everyone standing in a circle (8 min): 'When would you use each style? Which style is closest to your current practice? And to the one you want to develop?'

## REFLECTION QUESTIONS

- *Which style did you feel most comfortable facilitating with? And least comfortable?*
- *Is there a style you never use? Why?*
- *How would your facilitation change if you worked with young people in vulnerable situations using each of these styles?*

### FACILITATION TIPS

- The discussion topic should be neutral enough for the style, not the content, to stand out.
- Time the rounds precisely — with only 45 minutes, if you let them run over there won't be time for all four zones.
- In the feedback, steer towards what is observable: 'What exactly did the facilitator do?' rather than 'Did you like it?'
- The creative style is usually the most chaotic — normalise it: 'Chaos is information too.'
- This is the afternoon's energy peak — let it breathe; don't rush the final plenary unnecessarily, even if time is a little tight.

## VARIATIONS

- With less time: do only 3 styles and leave the fourth as a card to read and comment on briefly in the plenary.
- Online: each style is assigned to a different virtual room (breakout room) and the subgroups rotate between rooms instead of physical zones.
- If the centre has a courtyard and you fancy using it: one of the four zones can be outside — an option, never necessary for the activity to work.

ACTIVITY
9

DAY 3

# Integrating closure + Day 3 check-out

⏱ 15 minutes | 17:45 – 18:00 | Day 3 closing

## OBJECTIVE

**To close the third day with a brief synthesis that does not reopen the topic of conflict, acknowledging the group's journey and preparing the transition to the day of synthesis and closure.**

## MATERIALS NEEDED

- Facilitator's paper for notes

## STEP-BY-STEP IMPLEMENTATION

1. Standing circle. Bridging sentence from the facilitator (30 sec): name in one sentence that today the group has worked on the transcultural lens in the morning and the skills to sustain it in the afternoon — without reopening the conflict content, which was already closed in its own block.
2. Round: 'One word + one imaginary object you're taking away from today.' (It can be literal or metaphorical — no real object is needed, just imagine it in the moment.)
3. No comments after each person. Just listening.
4. The facilitator sums up the tone in one sentence and reminds everyone: 'Tomorrow is the last day. The aim isn't to summarise everything — it's for each of you to leave with something clear and applicable.'
5. Close with care: name something specific the group did well today.

## REFLECTION QUESTIONS

- *For the facilitator only: How is the group after three days? Is there anything to attend to tomorrow in the opening?*

## FACILITATION TIPS

- The imaginary object adds a touch of creativity and lightness without asking for anything prepared in advance — the third day may need it.
- If someone is very tired or saturated, validate it: 'That makes complete sense. Tomorrow is shorter and more yours.'
- Don't give a long summary of the day — the group has already processed a lot. Brevity and care.
- Avoid returning to the conflict cases worked on this afternoon — they already had their own closure; reopening them here only adds weight to a closing that should be light.

# Annexes · Printable materials for Day 3

## Annex A — Transcultural spectrum poster (Activity 3)

*Print on A3 or project. One copy per working group.*

| Stage | What happens | Example |
|---|---|---|
| **1. Coexistence** | Different groups share the same space with hardly any interaction. Each keeps its culture intact. There is no conflict, but no transformation either. | Groups of young people from different countries in the same centre, but with separate activities. |
| **2. Contact** | There is interaction between cultures, but each remains clearly distinct. The encounter is superficial or occasional. Differences and similarities are discovered. | A joint activity between groups in which each presents its culture to the other. |
| **3. Exchange** | Cultures influence each other. There is real borrowing, adaptation and learning in both directions. People change something about themselves. | An art project in which participants from different cultures create something new together. |
| **4. Fusion / transformation** | Prolonged, deep contact generates something new that belongs to none of the original cultures. Identities transform one another. | A community of young people with hybrid identities who have created their own norms and shared culture. |

## Annex B — Activities to analyse on the Transcultural spectrum (Activity 3)

*Main material for the activity. One activity per group. If participants prefer to use real activities from their own practice, these remain an equally valid alternative.*

| Group | Activity | Description |
|---|---|---|
| **1** | Cultures exhibition | Each group of young people prepares a stand with food, music and typical objects from their country. The others visit the stands for 30 minutes. At the end there is a joint tasting. |
| **2** | Languages week | For one week, each day a different language from those present in the group is used for the activities. Cards with basic vocabulary are provided. At the end of the week, participants vote on which words from other languages they want to add to their everyday vocabulary. |
| **3** | Community mural | A group of young people from different backgrounds paints a mural on the front of the centre. Each person contributes a symbol or image from their culture. The result is a collective mural in which the elements mix and overlap. |

## Annex C — Facilitation style cards (Activity 8 — Four corners)

*Print and cut out. One card per zone/resident group. The topic for all zones: 'The group has to decide what activity to do together next weekend. Opinions are very different.' Adjust the topic if you think another one suits your group better.*

| Style | How you facilitate | When it's useful | Risk |
|---|---|---|---|
| **Directive** | You decide the structure and the pace. You give clear instructions. You set the rules from the start. You cut off digressions. The group follows your lead. | When the group needs clarity, in crisis situations or when time is very limited. | It can inhibit participation if overused. |

| Style | How you facilitate | When it's useful | Risk |
|---|---|---|---|
| **Coaching** | You ask questions instead of giving answers. You hand questions back to the group. You help each person find their own answer. You don't evaluate — you accompany. | When the group has the resources to solve the issue but needs support to connect with them. | It can frustrate a group that needs concrete direction. |
| **Democratic** | Every voice carries the same weight. You seek consensus before moving on. You give time for everyone to speak. Decisions are collective. | When participation and a sense of belonging are priorities. | Slow, and can lead to deadlock if positions are very different. |
| **Creative** | You introduce surprise, play or a break from the expected. You propose an unexpected dynamic to tackle the topic. You use metaphors, movement or artistic resources. | When the group is stuck, when the topic is sensitive or when you want to generate a fresh perspective. | It can come across as not serious or disconnect the group if not well calibrated. |

## Annex D — Roving observation sheet (Activity 8)

*One copy per rotating participant. Filled in standing up or walking between zones — leave enough space for brief notes at each stop.*

| Zone / Style | Notes |
|---|---|
| **1** | |
| **2** | |
| **3** | |
| **4** | |

Final question, to fill in after the fourth zone: In which contexts of your practice would you use each style?

## Annex E — Three-layer conflict model (Activity 7)

*Pocket copy per pair for the conflict walk. Also project the full model in the room for the final synthesis.*

| Layer | What it is | Example |
|---|---|---|
| **1. Position** | What the person says they want. The visible, the declared. What appears on the surface of the conflict. | 'I don't want to take part in this activity.' |
| **2. Interest** | What the person is really looking for or needs to achieve. The motives behind the position. There may be several interests at once. | 'I want my opinion to be recognised' / 'I don't want to look ridiculous in front of the group.' |
| **3. Need** | The deep human need underlying the conflict. It is usually universal: safety, recognition, autonomy, belonging, justice. | 'I need to feel safe and respected in this space.' |

**Key question for intervention:** *Which layer am I intervening in right now? Is it the most appropriate one for this moment?*

## Annex F — Conflict cases for the walk (Activity 7)

*Print and cut out. One case per pair. Based on real situations from work with vulnerable young people. For each case: what is the visible position? What interests might lie behind it? What deep need underlies it?*

| Case | Situation |
|---|---|
| **1 — The silent strike** | Leila, 17, has not said anything in the group for three sessions. When the educator asks her directly if she's OK, she answers 'yes' with a smile and looks away. The rest of the group starts to ignore her because she 'never takes part'. |
| **2 — The informal leader** | Marcos, 20, dominates every group conversation. When another participant speaks, Marcos interrupts or makes quiet comments to the people next to him. The educator has asked him twice to leave space. He says he's 'just livening things up'. |
| **3 — Invisible exclusion** | A subgroup of participants from the same country always sit together and speak their own language during activities. Other participants have told the educator that they feel excluded, but nobody has said so in the group. The subgroup doesn't seem aware of the problem. |
| **4 — The questioned rule** | During an activity, a participant says that one of the group agreement's rules 'makes no sense in his culture' and refuses to follow it. Other participants tense up. The educator feels that if she gives in she loses authority; if she doesn't, the participant disengages. |
| **5 — Emotional overflow** | In the middle of a role-play activity, a participant bursts into tears and leaves the room without saying anything. The activity stops. The rest of the group doesn't know how to react. The educator has 30 seconds to decide what to do. |
| **6 — Competing for resources** | Two groups of young people share the same space and the same materials. One group starts hoarding the most valued materials. The other group complains to the educator. When she steps in, the first group says they 'got there first'. |

# Europass competences · Day 3

*Competences developed during the Day 3 activities, certifiable in the Europass Mobility.*

| Competence (Europass) | Description of the work done |
|---|---|
| **Intercultural and transcultural competence** | Applying the transcultural spectrum model to the physical analysis and redesign of activities; identifying cultural assumptions in educational design. |
| **Designing educational activities** | Designing activities for multinational groups without assuming shared cultural references; simultaneous testing at three stations and comparative critical analysis of the results. |
| **Group facilitation** | Roving experimentation with four facilitation styles (directive, coaching, democratic and creative); ability to choose a style according to context and group. |
| **Conflict management and mediation** | Analysing real conflicts using the three-layer model (position / interest / need) in a walking format with rotating pairs; developing intervention strategies at the appropriate level. |
| **Shared leadership** | Observing and analysing emerging leadership dynamics in unstructured, moving situations; reflection on one's own leadership style. |
| **Learning to learn** | Reflection on one's own facilitation practice through peer feedback, rotation through stations and analysis of real situations; ability to receive constructive feedback. |

DAY 4

# Where am I heading?

## Synthesis, transfer and closing

**SCHEDULE**
09:00 – 12:00 (3 hours)

**GROUP**
15 participants · youth workers

**FOCUS**
Synthesis and transfer · Programme closing

back slash

# Day 4 agenda

*Half a day. The aim is not to summarise everything that has been experienced — it's for each participant to leave with a clear commitment and a sense of continuity. Keep the energy warm and future-oriented.*

> **Note for facilitators.** Today the facilitator's role changes: you don't introduce new content; you accompany the closing process. Resist the temptation to summarise everything covered — the group already carries it within. Your task is to create the space for each person to name it in their own way.

## MORNING BLOCK — 09:00 TO 12:00

| Time | Activity | Min |
|---|---|---|
| **09:00 – 09:40** | Learning timeline | 40 |
| **09:40 – 10:30** | Planning the transfer | 50 |
| **10:30 – 10:50** | *Break* | 20 |
| **10:50 – 11:15** | Letter to myself | 25 |
| **11:15 – 11:35** | Evaluation | 20 |
| **11:35 – 12:00** | Closing circle | 25 |

## REST OF THE DAY

| Time | Activity | Min |
|---|---|---|
| **12:00 – 14:00** | *Free time / preparing to leave* | 120 |
| **14:00 – 16:00** | *Farewell lunch* | 120 |
| **16:00 –** | *Free afternoon* | – |

ACTIVITY 1

DAY 4

# Learning timeline

⏱ 40 minutes | 09:00 – 09:40 | Synthesis and transfer

## OBJECTIVE

**To visualise collectively the journey of the four days, identify key learning moments individually and connect them with those of the rest of the group to make the shared process visible.**

## MATERIALS NEEDED

- A long rope or piece of yarn laid on the floor from one end of the room to the other (representing the 4 days)
- Post-its in a single colour per participant (at least 3 per person)
- Fine markers
- Labels or small cards to mark the days on the rope: Day 1, Day 2, Day 3, Day 4

## STEP-BY-STEP IMPLEMENTATION

1. Lay out the rope on the floor before the group arrives. Place the labels for each day along the rope.
2. Explain the dynamic (2 min): 'This rope represents the four days. Each of you is going to write on post-its the moments that had the greatest impact on you — learning, questions, surprises, discomfort. At least three moments. Then you'll place them on the rope at the point when they happened.'
3. Individual writing in silence: 8 minutes. The facilitator doesn't intervene.
4. Participants go up to the rope and place their post-its. No order, no presenting yet (3 min).
5. Collective reading: the whole group walks slowly along the rope and reads the post-its in silence (3 min).
6. Plenary in a circle (20 min): 'Without naming anyone, what patterns do you see? Which moments resonated with many people? Is there a moment that surprises you to see there?' The facilitator doesn't name the moments — let the group discover them.
7. Close with an observation on the collective journey: name something the group has built together that didn't exist on Day 1.

## REFLECTION QUESTIONS

- *What was your moment of greatest learning? Why that one and not another?*
- *Is there an uncomfortable moment that you now recognise as learning?*
- *What has changed in the way you see yourself as a professional after these four days?*

### FACILITATION TIPS

- Silence during the reading of the rope is important — don't interrupt it with music or comments.
- In the plenary, resist the temptation to give the synthesis yourself too early. Let the group name the patterns.
- If the rope is heavily concentrated on Days 1 and 2, use that as data: 'Why do you think there are more moments marked at the start?'
- The final observation on what the group has built is your most important facilitation moment of the day — prepare it.

## VARIATIONS

- No floor space: use a wall with masking tape as the timeline.
- Online: collaborative board (Miro) with a timeline and zones per day.

ACTIVITY 2

DAY 4

# Planning the transfer

⏱ 50 minutes | 09:40 – 10:30 | Synthesis and transfer

## OBJECTIVE

**To turn learning into action by identifying which changes each participant will apply in their practice over the next 30 days, what resources they need and who can support them.**

## MATERIALS NEEDED

- Printed individual planning sheet (see Annex A — one per participant)
- Pens
- Space with chairs in pairs for the peer review phase

## STEP-BY-STEP IMPLEMENTATION

1. Hand out the individual sheet. Explain the structure (1 min): three columns — 'What will I apply in the next 30 days?' / 'What do I need to do it?' / 'Who can support me?'
2. Individual work in silence: 10 minutes. The facilitator circulates without intervening.
3. Form pairs. Instruction (1 min): 'Share your sheets. Your partner has three questions to ask you: Is it concrete? Is it realistic in 30 days? What could get in the way?'
4. Peer review in pairs: 12 minutes. Each person has 6 minutes in the spotlight.
5. Back to individual work: 5 minutes to refine the sheet after the partner's feedback.
6. Plenary (20 min): a round in which each participant shares one concrete commitment out loud — a single sentence. No comments from the group, no debate. The facilitator writes all the commitments on visible paper.
7. Close by showing the list of commitments: 'This is what this group is taking away. This is what will change in your contexts.'

## REFLECTION QUESTIONS

- *What is the most concrete thing you can do in your first week back in your context?*
- *Which obstacle are you most likely to meet? How will you deal with it?*
- *Who in this group could you contact when you need support to put this into practice?*

## FACILITATION TIPS

- Being concrete is key — if someone writes something vague ('improve my facilitation'), help them pin it down: 'What will you do differently in your next session?'
- The partner's questions are the most important part of the activity — make sure the group is clear about them before starting.
- The list of commitments on visible paper is powerful — photograph it at the end and share it with the group.
- Don't evaluate the commitments in the plenary — they are all valid, big or small.

## VARIATIONS

- With more time: add a phase in groups of 3 in which each person presents their commitment and the other two offer to be 'follow-up buddies' over the coming months.
- Online: digital sheet shared in a collaborative document; commitments on a Padlet or Miro board visible to everyone.

ACTIVITY 3

DAY 4

# Letter to myself

⏱ 25 minutes | 10:50 – 11:15 | Synthesis and transfer

## OBJECTIVE

**To create a personal artefact of commitment and continuity that connects the present of the programme with the future of practice, through a letter the participant will receive by post in 3–6 months.**

**Point of attention.** This activity can bring up intense emotion — it's the most intimate moment of the programme. Give it the space it needs. Don't rush the writing time.

## MATERIALS NEEDED

- Writing paper or sheets (one per participant)
- Envelopes (one per participant)
- Pens
- List of postal addresses or email addresses collected beforehand (for sending)
- Soft background music during the writing (optional)

## STEP-BY-STEP IMPLEMENTATION

1. Introduce the activity calmly (2 min): 'You're going to write a letter to yourself. You'll receive it in 3 or 6 months — when the programme is already a memory and you're in the middle of your everyday practice. The letter comes from the moment you're in now: with everything you've experienced here still fresh.'
2. Give optional guidance for those who don't know where to start (projected or on a card): 'What are you feeling right now? What have you learnt that you don't want to forget? What commitment do you want your future self to remember? What message would you give the person you were before you arrived here?'
3. Writing in silence: 15 minutes. Nobody interrupts. The facilitator may write too if they wish.
4. Participants seal the envelope and write their own address on it. The facilitator collects all the envelopes.
5. Short close (3 min): 'This letter is yours. I'll keep it and send it. When you receive it, you'll be in a different moment — and you'll have written it to yourselves.'

## REFLECTION QUESTIONS

- *There is no group reflection in this activity — the space is intimate and personal.*
- *If someone wants to share something they have written, they can do so voluntarily at the end. It isn't asked for.*

### FACILITATION TIPS

- Soft music helps create the atmosphere — choose something instrumental at low volume.
- Don't read the letters — keep them in sealed envelopes and send them unopened.
- If the group is international, collect email addresses as an alternative to postal addresses.
- Decide beforehand whether you'll send them after 3 or 6 months — and tell the group so they keep it in mind.
- If someone doesn't want to write a letter, they can write three words or a sentence. Don't force the format.

## VARIATIONS

- Digital version: each participant writes an email that the facilitator saves and forwards on the agreed date.
- Recorded version: those who prefer can record a voice message instead of writing.

ACTIVITY
4

DAY 4

# Evaluation

⏱ 20 minutes | 11:15 – 11:35 | Programme evaluation

## OBJECTIVE

**To gather participants' assessment of the programme in a structured way to improve future editions, combining an individual written evaluation with an anonymous visual method.**

## MATERIALS NEEDED

- Printed evaluation questionnaire (see Annex B — one per participant)
- Pens
- 1 sheet of paper on the wall with three columns: What worked best / What I would change / What was missing
- Post-its in three colours (green, yellow, red)

## STEP-BY-STEP IMPLEMENTATION

1. Hand out the written questionnaire. Explain (1 min): 'You have 10 minutes to complete it individually and anonymously. It matters to us — and to future editions of the programme.'
2. Individual completion: 10 minutes.
3. Collect the questionnaires.
4. Complementary visual activity (5 min): each participant writes one contribution for each column of the sheet on post-its of the three colours and sticks them on the wall.
5. Quick collective reading of the sheet (2 min): the facilitator reads aloud some representative post-its from each column without commenting on them.
6. Close with a sentence of genuine thanks: 'Your feedback is what makes this work better. We'll read it carefully.'

## REFLECTION QUESTIONS

- *There is no group reflection — the evaluation is a data-gathering tool, not a moment for debate.*

## FACILITATION TIPS

- Guarantee the anonymity of the written questionnaire — don't ask for names on it.
- The visual sheet is complementary and public — some people will prefer the written questionnaire for the most critical points.
- Don't respond to or justify anything that appears on the sheet — today isn't the moment.
- Share the questionnaire results with the group (or with the participating organisations) in the following weeks.

## VARIATIONS

- Online: anonymous digital form (Google Forms, Typeform) + collaborative wall for the visual sheet.

- With less time: only the written questionnaire, without the visual sheet.

ACTIVITY 5

DAY 4

# Closing circle

⏱ 25 minutes | 11:35 – 12:00 | Programme closing

## OBJECTIVE

**To close the programme with a ritual of listening and presence that acknowledges the collective journey, gives back the group agreement created on Day 1 and lets each participant leave with an image and a word.**

> **Point of attention.** There may be tears, emotion or intense silence. All of that is part of the closing. Don't manage it — accompany it.

## MATERIALS NEEDED

- The group agreement created on Day 1 (take it down from the wall before starting the circle)
- No other materials — just presence and listening

## STEP-BY-STEP IMPLEMENTATION

1. Form a standing circle. No tables, no chairs — everyone standing together.
2. The facilitator takes the Day 1 group agreement and reads it aloud slowly (2 min): 'This is what you agreed on the first day. What you asked for in order to learn, be honest and feel safe.'
3. Ask the group (1 min): 'Have we kept to it?' Brief, no analysis — just a moment of acknowledgement.
4. Fold or roll up the agreement symbolically: 'This space is closing. What you have built here doesn't close — you take it with you.'
5. Final round (15 min): one word + one image. Each participant says aloud: 'I'm leaving with the word [X] and the image of [Y].' No comments, no applause. Just listening.
6. The facilitator closes the round with their own word and image.
7. 30 seconds of silence. And then: 'Thank you.'

## REFLECTION QUESTIONS

- *There are no reflection questions in the closing circle — it's a space of presence, not analysis.*
- *The facilitator can do their own private reflection afterwards: what happened in this group? What am I taking away?*

### FACILITATION TIPS

- The final 30 seconds of silence are the most important moment of the circle — don't fill them.
- If someone gets emotional during the round, let it happen. Don't console or interrupt — just accompany.
- Your own word and image as facilitator matter — choose something genuine, not something that 'sounds good'.
- If the group wants to prolong the moment with hugs or physical contact, allow it — don't rush the exit.
- Don't summarise the programme. That's not what the circle is for. It's for being present at the close.

## VARIATIONS

- If the group has a lot of energy and wants something more active: replace the round with a 'symbolic gift' — each person tells someone else in the group a word they're taking away from them. Free format, unstructured.

# Annexes · Printable materials for Day 4

## Annex A — Transfer planning sheet (Activity 2)

One copy per participant. Print on A4 landscape so the three columns have enough space.

**MY TRANSFER PLAN — ROOTS & ROUTES** *What will I do differently in the next 30 days?*

| What will I apply? | What do I need? | Who can support me? |
|---|---|---|
| ***Concrete actions in the next 30 days*** | *Resources, permissions, institutional support* | *People from the programme, colleagues, network* |
| | | |

**My concrete commitment to share in the plenary:** *In the next 30 days I will…*

## Annex B — Programme evaluation questionnaire (Activity 4)

Anonymous. One copy per participant. The results are shared with the group and the participating organisations in the weeks following the programme.

**PROGRAMME EVALUATION — ROOTS & ROUTES** *Anonymous · Valencia, July 2025*

| # | Question | Answer |
|---|---|---|
| **1** | Overall, how would you rate the programme? (Mark with an X) | 1 — Very low · 2 · 3 · 4 · 5 — Very high |
| **2** | To what extent has the programme met your prior expectations? | 1 — Not at all · 2 · 3 · 4 · 5 — Completely |
| **3** | Which activity or moment had the greatest impact on your learning? Why? | |
| **4** | Is there anything you would change about the programme (content, methodology, pace, logistics)? | |
| **5** | To what extent do you feel able to apply what you've learnt in your everyday practice? | 1 — Not at all able · 2 · 3 · 4 · 5 — Very able |

**Anything else you'd like to add?**

*Thank you for taking part.*

# Europass competences · Day 4

*Competences developed during the Day 4 activities, certifiable in the Europass Mobility.*

| Competence (Europass) | Description of the work done |
|---|---|
| **Planning and transfer of learning** | Identifying key learning from the programme and designing a concrete action plan applicable in one's own professional context over the next 30 days. |
| **Self-assessment and critical reflection** | Analysing one's own learning journey throughout the programme; identifying key moments and changes in professional practice. |
| **Communication and expression** | Writing a personal letter of commitment; ability to synthesise learning into one word and one image in the closing circle. |
| **Networking and peer support** | Identifying people from the programme network as sources of support for transfer; building professional links between participants from different European contexts. |
| **Evaluation of non-formal education programmes** | Active participation in the formative and summative evaluation of the programme through written and visual tools. |

# Summary of Europass competences

| Day | Competences |
|---|---|
| **Day 1** — Identity, empowerment and collective agency | Communication in a foreign language · Social and civic competences · Intercultural competence · Learning to learn · Sense of initiative and entrepreneurship · Non-formal education methodologies |
| **Day 2** — Anti-radicalisation, implicit bias and interculturality | Social and civic competences · Communication and interaction in diverse contexts · Intercultural competence · Emotional management and professional self-care · Learning to learn · Conflict prevention and management |
| **Day 3** — Transculturalism and transversal skills | Intercultural and transcultural competence · Designing educational activities · Group facilitation · Conflict management and mediation · Shared leadership · Learning to learn |
| **Day 4** — Synthesis, transfer and closing | Planning and transfer of learning · Self-assessment and critical reflection · Communication and expression · Networking and peer support · Evaluation of non-formal education programmes |




**ROOTS & ROUTES**

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