

Welcome Positive Attitude



for Youth

Handbook for youth workers on mental health techniques for young people and youth workers



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1. Introduction

1.1. What is this manual for? Objectives and practical use

This manual has been conceived as a **practical tool** for those working with young people who seek to strengthen a **positive attitude** towards life's challenges. Through strategies based on **non-formal learning**, it presents methodologies and activities designed to build **resilience, confidence and adaptability** in different environments. The aim is not just to provide a set of dynamics, but to offer an approach that allows young people to develop **fundamental skills for their personal well-being and social integration**.

In a context marked by **uncertainty and constant change**, it is essential to equip new generations with tools that help them to **face adverse situations with determination and optimism**. A positive attitude does not mean ignoring difficulties, but **learning to manage them effectively**, identifying opportunities even in complex scenarios. To this end, the handbook brings together a series of **good practices and tools** that can be applied in different settings, from educational centres to **community spaces, youth associations or mentoring programmes**.

Beyond its theoretical content, this document has been structured with an **eminently practical approach**. Its usefulness lies in the possibility of **adapting it to different youth profiles and intervention contexts**. The activities included can be applied in **planned sessions** within training programmes, in **spontaneous dynamics** to reinforce emotional and social skills in everyday life or as a **support tool** for facilitators and youth workers. It is not essential to have specialised training to apply its contents, but rather to have an **open and proactive attitude** that facilitates the connection with the participants and fosters a **dynamic learning environment**.

For a **positive attitude to be consolidated in young people**, it is essential that the dynamics and methodologies proposed here are not perceived as **isolated interventions**, but as part of a **process of continuous growth**. For this reason, approaches are proposed that can be **progressively integrated into existing programmes**, allowing their impact to be sustained over time. The **adaptation of**

activities to different groups, the **training of facilitators** and the **monitoring of impact** are key elements to ensure the **sustainability** of the proposed strategies.

The ultimate aim of this document is not only to provide knowledge, but to **inspire those working with young people** to explore **new ways to motivate them, build their confidence and accompany them** in building a future in which they feel able to **face challenges with an open and resilient attitude**.

1.2. How to use this handbook - structure and approach

The manual has been designed as a **practical and flexible tool**, allowing its use in different contexts according to the needs of the group with which it is being used. Its structure facilitates both sequential reading and timely reference to specific activities and resources. It is not necessary to follow a strict order, as each section provides **clear and applicable information independently**.

The content combines **theoretical foundations, methodologies and practical proposals**, ensuring that any facilitator, regardless of previous experience, can successfully implement it. A balance has been sought between the conceptual basis and the applicability of the proposed strategies, ensuring that the dynamics are **easy to understand and adapt**.

The approach is based on **three main principles**:

- **Flexibility**: the activities can be adjusted to different groups, ages and environments, allowing each facilitator to select those dynamics that best suit their reality.
- **Active participation**: all strategies are designed to encourage **experiential learning**, promoting the involvement of young people in their own development process.
- **Immediate applicability**: each section provides **concrete tools** that can be put into practice without the need for extensive preparation or specific resources.

Throughout the manual, different types of content are presented for ease of use:

- **Conceptual explanations** addressing the importance of positive attitude and non-formal learning.
- **Examples and case studies** illustrating how to implement the strategies in different environments.
- **Activity sheets** with detailed instructions for carrying out activities with young people.
- **Facilitation tips** to improve interaction with participants and optimise the implementation of activities.
- **Additional resources** with links, digital tools and complementary materials.

It is not necessary to read the manual in its entirety before applying it. Its structure has been designed so that each facilitator can navigate through it and use it according to their needs. It can be used as a **reference guide**, referring to specific sections depending on the context, or as a structured programme to develop activities in a step-by-step manner.

The ultimate purpose is for this resource to serve as a **dynamic and versatile support**, providing ideas, methodologies and tools that can be naturally integrated into the work of those who accompany young people in their personal and social growth process.

1.3. Methodology of elaboration

The development of the manual has followed a structured process combining background knowledge gathering, field experimentation and validation of the proposed strategies. Its development has been guided by an approach based on **practicality and applicability**, ensuring that the contents are accessible and easy to implement in different contexts.

The first step was the **review of literature and previous experiences** on positive attitude in young people and its relation to non-formal learning. Existing studies, methodologies and programmes were analysed in order to identify best practices and establish a solid theoretical framework to serve as a basis for the proposed activities.

From this conceptual basis, a set of **pilot activities** were designed to strengthen young people's resilience, confidence and coping skills. These dynamics were tested in different settings with the participation of youth workers and educators, who provided valuable feedback on their effectiveness and possible areas for improvement.

The validation process included the **collection of qualitative and quantitative data** through direct observations, questionnaires and feedback sessions with participants. This made it possible to identify which activities generated a real positive impact, which required adjustments and how they could be adapted to different profiles and needs.

Based on the results obtained, the contents of the manual were structured, organising the information in a clear and functional way so that any facilitator can access it easily. Priority was given to an accessible language and a visual presentation that favours its use in training sessions and non-formal education spaces.

The methodology used ensures that this manual is not only a theoretical compendium, but a useful and adaptable tool, ready to be implemented in a variety of youth contexts.

2. Conceptual framework: the importance of positive attitude

2.1. What is a positive attitude and why is it key for young people?

Positivity is a way of interpreting reality that influences the way a person reacts to challenges, interacts with his or her environment and faces his or her own limits. It is not about denying difficulties or maintaining forced optimism, but about assuming a **constructive outlook**, based on **self-confidence**, **adaptability** and **developing strategies** to manage adverse situations. In essence, it involves **recognising problems without getting caught up in them**, learning to manage emotions and actively seeking solutions.

In youth, this capacity is particularly relevant. During adolescence and the transition to adulthood, young people go through processes of **personal, social and professional** transformation, which can generate **uncertainty, frustration and stress**. In this context, a positive mindset acts as a **protective factor**, enabling them to deal with change more confidently, to better manage social and academic pressure, and to develop the **resilience to overcome failures or moments of difficulty**.

Factors influencing the positive attitude of young people

Positive attitude is not a fixed trait, but a **skill that can be trained and strengthened** over time. To this end, it is important to consider some factors that influence its development, such as **emotional education and self-knowledge**, which allow young people to **understand their own emotions and learn to regulate them**, avoiding excessive frustration in the face of challenges. The **social and family environment** also plays a key role, as having support and references that reinforce **autonomy and motivation** can favour a more proactive vision of the world. Another determinant aspect is the **perception of failure**, as many young people interpret mistakes as signs of inability, which affects their self-esteem and reduces their willingness to try new experiences. In contrast, a positive mindset helps to reframe these obstacles as **learning opportunities**, favouring **persistence and personal growth**. Finally, **access to enriching experiences**, such as non-formal learning, volunteering or participation in extracurricular activities, provides situations that reinforce **confidence in one's own abilities**.

Benefits of a positive attitude in youth

The influence of a positive attitude extends to **multiple aspects of young people's lives**, from their emotional well-being to their academic performance and social development. At the individual level, it promotes **greater resilience in the face of difficulties**, allowing them to cope with changes and challenges without these creating emotional blocks. It also contributes to **greater motivation in learning**, as young people with an optimistic mindset tend to be more involved in their education and persevere in achieving their goals. In the area of interpersonal relationships, it facilitates the **building of healthy bonds** based on assertive

communication and empathy, which in turn reinforces their emotional well-being. Another of its positive effects is the **reduction of the impact of stress and anxiety**, as it allows them to relativise difficulties and develop strategies to cope with pressure. In terms of personal autonomy, a positive attitude strengthens the **sense of purpose and confidence in decision-making**, which are fundamental elements in the process of independence and maturity.

How to encourage a positive attitude in young people

Since positive attitude is a skill that **can be trained**, it is important to incorporate **educational strategies and active methodologies** that favour its development. **Encouraging critical thinking and reflection** helps young people to analyse situations from different perspectives, promoting a more flexible and open mindset. **Learning based on experience**, through participatory dynamics and simulations, facilitates the internalisation of these concepts in an experiential way. Another key aspect is the **reinforcement of positive language**, as the way thoughts are expressed influences the perception of reality; rephrasing ideas from a constructive perspective can improve self-confidence. Also, **promoting the creation of support networks** within youth groups allows young people to share experiences, motivate each other and find support in times of difficulty. Integrating **emotional regulation techniques**, such as positive visualisation or mindfulness, can also contribute to reducing stress and strengthening mental well-being.

Developing a positive attitude not only has an impact at the individual level, but also influences the environment, creating **more resilient and collaborative youth communities**. Working in this area not only enables young people to better cope with their own challenges, but also contributes to building spaces where **motivation, empathy and trust** are key elements.

2.2. Non-formal learning as a tool for change

Non-formal learning is an educational approach that complements traditional training through flexible, dynamic and participatory methodologies. Unlike formal education, which follows a structured curriculum, or informal education, which

occurs spontaneously in everyday life, non-formal learning is characterised by being **voluntary, adaptable and experiential**. Its value lies in its ability to foster the development of transversal competences, such as **self-confidence, resilience and adaptability**, which are fundamental skills for the personal growth and social integration of young people.

According to Kolb (1984), non-formal learning follows an experiential model, where the acquisition of knowledge and skills is achieved through action, observation and reflection. Unlike traditional models, where learning is predominantly theoretical, this approach favours the **internalisation of knowledge through practice**. Direct interaction with real or simulated situations allows young people to develop a deeper understanding of key concepts and, more importantly, to apply them in their daily lives.

This type of learning is particularly effective because it places the young person at the centre of the process, allowing them to **actively explore, experiment and construct knowledge** (Dewey, 1938). Participation in hands-on activities, role-plays, discussions and collaborative projects facilitates a **deeper understanding of concepts and values**, as learning is associated with meaningful experiences. It also promotes motivation and engagement, as knowledge is not presented as an imposition, but as a useful tool for everyday life.

Non-formal education has a **direct impact on young people's positive attitudes**, reinforcing their self-esteem and providing them with spaces where they can express themselves without fear of error or rigid evaluation. In these environments, **experiential learning** is encouraged, where participants gain confidence in their own abilities and develop a growth mindset, which is key to facing challenges constructively (Dweck, 2006). Growth mindset theory argues that people who believe in their ability to improve through effort tend to have a greater resistance to frustration and a more positive attitude towards challenges. In this sense, non-formal learning helps young people to **reframe failure as a learning opportunity**, which reinforces their motivation and willingness to take on new challenges.

Another key aspect of non-formal learning is its **adaptability to different contexts and youth profiles**. It can be applied in community settings, youth associations, volunteering programmes, vocational training or even in digital spaces, making it an accessible and versatile tool for change. Moreover, it allows addressing **relevant topics for youth** that are often left out of the traditional education system, such as emotional intelligence, stress management, conflict resolution or civic participation. According to Unesco (2019), non-formal education plays an essential role in the formation of competences for life and work, allowing young people to develop practical skills that strengthen their autonomy and social integration.

From a social perspective, this educational approach is a **transformative tool**, as it **empowers young people and gives them an active role in their own development**. It not only enables them to acquire knowledge and skills, but also fosters critical thinking and the ability to solve problems autonomously. Freire's (1970) pedagogy emphasises the importance of education as a liberating process, where young people are not passive recipients of information, but agents of their own learning and social transformation.

Non-formal learning therefore contributes to the creation of more resilient and engaged youth communities, where participants not only benefit on an individual level, but can also influence their environment. It helps them to understand that they have the capacity to influence their reality and bring about positive changes both in their personal lives and in their community. Through this approach, young people develop not only knowledge, but also a **critical vision, a proactive attitude and greater autonomy**, essential skills to face today's challenges with confidence and determination.

2.3. Methods of evaluation and validation of activities

The process of evaluation and validation of activities is fundamental to ensure the effectiveness of the methodologies used in non-formal learning. An educational strategy can only be considered successful if it generates a real and measurable impact on participants, enabling them to **acquire new skills, strengthen their resilience and develop a positive attitude** towards challenges. This requires an approach that combines qualitative and quantitative tools, facilitating the collection of information on young people's progress and the tailoring of activities to their needs.

According to Kirkpatrick and Kirkpatrick (2006), evaluation in learning environments needs to be approached at different levels, considering **participant feedback, learning gained, changes in behaviour and long-term impact**. In this sense, the validation of activities within non-formal learning requires a methodology that addresses these levels, adapting them to the experiential and participatory nature of this type of training.

Tools and approaches to evaluation

To ensure a comprehensive analysis of the impact of activities, different assessment tools can be used, each with its own advantages depending on the objective of the analysis:

- **Direct observation:** Allows to assess the participation of young people, their level of involvement and group dynamics in real time. It is recommended to use checklists or scales to structure the observation and make it more objective (Patton, 2015).
- **Pre- and post-activity questionnaires:** These facilitate the measurement of changes in participants' perceptions of their learning, attitudes and skills. They can include closed-ended questions to obtain quantitative data and open-ended questions to explore personal reflections.
- **Interviews and focus groups:** These provide in-depth information about young people's experience and assessment of the activities. These

techniques allow to identify aspects that can be improved and to explore the subjective impact of learning on each participant.

- **Reflection diaries:** A useful tool for young people to record their emotions and learning throughout the training process. This strategy facilitates self-evaluation and allows for the identification of patterns in the development of positive attitude.
- **Analysis of products generated by participants:** In creative or problem-solving activities, the materials produced (posters, mind maps, action proposals) can be analysed to assess the application of the knowledge acquired.
- **Self-assessments and co-assessments:** These involve the participants themselves in the evaluation process, promoting reflection on their learning and fostering a sense of responsibility for their personal development.

Criteria for validation of activities

For an activity to be considered effective, it must meet certain criteria to ensure its applicability and relevance to young people. Key aspects that need to be validated include:

- **Relevance and appropriateness to the group:** The activity should respond to the needs, interests and characteristics of the participants, ensuring its accessibility and relevance in different contexts.
- **Level of participation and involvement:** An essential indicator of success is the level of interaction and motivation of young people during the activity. A high level of participation often correlates with greater ownership of the learning.
- **Transferability and application in everyday life:** It should be assessed whether the knowledge acquired can be applied in real situations, favouring the development of practical skills and youth empowerment.
- **Impact on personal and social development:** Beyond individual learning, it is important to measure how the activities contribute to strengthening support networks, improving interpersonal relationships and increasing self-confidence.

- **Flexibility and adaptability:** Validation should consider the ability of the activity to adjust to different groups and scenarios without losing its effectiveness.

Monitoring and continuous improvement

Evaluation should not be conceived as a static process, but as a tool that allows for the continuous improvement of the activities and methodologies applied. According to Kolb (1984), experiential learning is based on a cycle of **action, reflection and adjustment**, which implies that educational strategies must be reviewed and adapted according to the results obtained.

To ensure this evolution, it is recommended that monitoring mechanisms be established to identify areas for improvement and to consolidate good practices. Among the most effective strategies for this purpose are:

- **Feedback sessions with participants**, where they can express their opinions and proposals for improvement.
- **Regular meetings between facilitators and youth workers** to share experiences and adjust the methodologies used.
- **Comparison of data over time**, analysing the evolution of key indicators and the sustained impact of activities on young people.

The evaluation and validation process is essential to ensure that non-formal learning activities are not only dynamic and participatory, but that they bring about real change in young people, boosting their personal development and strengthening their positive attitude towards the challenges of the present and the future.

3. Activities to promote a positive attitude

3.1. Selecting and designing effective activities

The design of activities within non-formal learning should respond to a **structured and flexible strategy**, allowing for meaningful experiences for young people and ensuring their applicability in different contexts. An effective activity should not only be engaging and participatory, but also aligned with clear objectives that favour the development of competences such as **resilience, self-confidence and a positive attitude towards challenges**. To this end, it is necessary to consider the characteristics of the group, the application environment and the expected results, adapting methodologies to the needs and realities of the participants.

criteria for the selection of activities

To ensure that an activity is effective, it is essential to assess its appropriateness to the learning objectives and its impact on the participants. Relevance and connection to the reality of the group is an essential aspect, as activities should respond to their interests, concerns and challenges, facilitating their active participation and promoting learning that they can apply in their daily lives (Knowles, 1984). It is also important to encourage participation and interaction, allowing young people to take an active role in the learning process. The balance between structure and flexibility is key, as clear planning should allow for adaptation to group dynamics, encouraging spontaneity and exploration. Integrating different methodologies, such as experiential learning, teamwork or creative dynamics, helps each participant to find a meaningful way of learning. Also, the feasibility of the activity should be considered, making sure that it can be implemented with the resources and time available. Finally, evaluability and feedback allow the impact of the activity to be measured and adjustments to be made for continuous improvement.

key elements in the design of activities

Any activity within non-formal learning must have a clear structure that allows it to be implemented effectively. Defining the objective of the activity precisely is fundamental, ensuring that it is specific, measurable and aligned with the needs of

the group (Bloom, 1956). The duration and sequence should be well organised, balancing the time between introduction, development and closure, which facilitates a better dynamic of participation. Identifying the materials and resources needed is another essential aspect, ensuring that they are accessible and suitable for the group. Instructions should be clear and precise, allowing participants to understand the dynamics well before starting. It is also essential to include adaptation options for different groups and settings, ensuring that the activity is inclusive and flexible. Finally, space should be set aside for reflection and evaluation, allowing participants to share their learning and connect the activity to their personal reality.

recommended types of activities

Non-formal learning allows the use of a wide variety of methodologies to address different educational objectives. Role-playing games and simulations help young people to experience real situations in a safe environment, encouraging decision-making and the development of empathy. Group dynamics promote interaction and teamwork, strengthening skills such as communication and conflict resolution. Self-exploration exercises allow young people to reflect on their strengths, emotions and life perspectives. Collaborative challenges stimulate critical thinking and motivation by requiring creativity and cooperation to achieve a common goal. Creative and artistic activities, such as the use of art, writing or music, provide means of expression and reflection. Structured debates and dialogues provide spaces for discussion of relevant topics, where participants can argue their ideas and learn to listen to other perspectives.

Designing activities within non-formal learning should not be seen as a rigid process, but as an opportunity to explore, innovate and adapt strategies according to the group and context. Including variety in methodologies and ensuring that activities are meaningful and accessible will help young people not only to participate but also to integrate learning into their daily lives.

3.2. Examples of recommended activities and exercises

The design of activities within non-formal learning should be based on approaches that **encourage active participation, critical thinking and personal development**. Based on the analysis of the *focus groups* carried out in the framework of the project, key issues of concern to young people have been identified, such as **self-esteem management, resilience to failure, emotional regulation and the influence of social networks on their well-being**. These activities have been selected and adapted to **respond to these needs**, ensuring that they are **dynamic, accessible and have a real impact on their daily lives**.

The activities are based on **experiential learning models**, such as Kolb's cycle (1984), which emphasises the **importance of action and reflection** in the acquisition of knowledge and skills. They also take into account principles of **positive psychology** (Seligman, 2011), which emphasise the need to reinforce individual strengths and promote a resilient approach to challenges.

The following are structured activities that have been tested in different non-formal learning environments and have proven to be effective in building a positive attitude in young people.

Stories of overcoming (*Focus groups - Reflection on resilience and growth mindset*)

In the *focus groups*, the need for young people to have **references and role models** to help them develop a positive attitude in the face of difficulties was identified. Exposure to the experiences of others who have overcome similar challenges helps them to identify and be inspired to apply similar strategies in their own lives.

Objective: To reflect on the ability to overcome obstacles and learn from personal experiences.

Materials: poster board, markers, sheets of paper, cards with real stories of overcoming adversity.

Development:

Small groups are formed and given an index card with a true story of a young person who has overcome a significant challenge (such as failure at school, social pressure or economic difficulties). Each group should analyse how this person managed to overcome, what tools they used and what decisions were key in their process. After the group reflection, each team makes a visual poster with the key learnings from the story and presents it to the rest of the group.

To make the activity more personal, participants are invited to **write their own story of overcoming** a challenge they have faced, how they overcame it and what they learned from the experience. They can then voluntarily share their reflection with the group.

Evaluation:

At the end, a space for dialogue is opened where young people can comment on what learnings they can apply in their personal lives. They are also encouraged to write a letter to themselves, highlighting a challenge they are currently facing and the internal resources they can use to address it.

Emotional toolbox (*Focus groups - Emotional regulation and stress management*)

One of the most recurring themes in the *focus groups* was the **difficulty of managing stress and pressure in everyday life**, especially in situations of uncertainty and external expectations. This activity aims to **provide young people with concrete tools to regulate their emotions and face difficult situations with greater control and security**.

Objective: To identify practical strategies for managing stress and developing greater emotional regulation.

Materials: Cards with common stressful situations for young people (exams, family problems, social pressure), box or container, coloured counters.

Development:

Each participant receives a card with a realistic stress situation and has to write on

it what his or her usual reaction to that kind of problem has been. Then, the facilitator introduces the "emotional toolbox", which contains cards with different strategies for emotional regulation based on positive psychology and emotional intelligence (e.g. diaphragmatic breathing, cognitive reframing, writing about the emotion, asking someone you trust for support, physical activity).

Participants should read through the tools available and identify which ones they could apply in their particular case. A discussion ensues about **which strategies have worked best for each of them and why**.

Evaluation:

Each young person selects one strategy that they commit to try in the coming days and writes down their experience on a sheet of paper to share in a future session. The facilitator can follow up in subsequent meetings to assess whether they have integrated the tool into their daily routine.

Building trust in a team (*Focus groups - Personal safety and group cooperation*)

In the *focus groups*, the importance of strengthening **self-esteem and confidence in teamwork** was highlighted, as many young people expressed insecurity when interacting with others, which limits their active participation in different spaces. This activity is designed to **build self-confidence as well as confidence in others, promoting cooperation and mutual support**.

Objective: To develop self-confidence and trust in others through collaborative dynamics.

Materials: Sturdy rope, low-risk physical obstacles (chairs, cones), blindfolds.

Development:

Pairs are formed and one person from each duo is blindfolded. Their partner must verbally guide them through an obstacle course. The only condition is that the blindfolded person **cannot touch their guide** and must trust their directions. Once all participants have gone through the experience, roles are exchanged.

After completing the activity, the group comes together to reflect on **how they felt about relying on another person, what emotions they experienced and what difficulties they encountered in the process**. The importance of **mutual trust and effective communication** in personal development and in building healthy relationships is discussed.

Evaluation:

Each participant writes down on a sheet of paper what aspects they need to improve in their ability to trust others and themselves. A discussion is opened on strategies to strengthen self-confidence and teamwork in everyday life.

Debate on social networking and well-being (*Focus groups - Impact of technology on youth mental health*)

The *focus groups* showed that many young people have an **ambivalent relationship with social media**, leading to anxiety and unhealthy comparisons. Constant exposure to idealised images and unattainable standards of success or beauty influences their perception of themselves. This activity aims to get young people to reflect on the impact of social media on their self-esteem and emotional well-being, helping them to develop a more critical and balanced perspective.

Objective: To analyse how social networks influence self-esteem and to generate strategies for a more conscious and healthy use.

Materials: Screenshots of social media posts (modified for analysis), sheets of paper and pens.

Development: Participants are divided into groups and presented with social media images reflecting different types of content (seemingly perfect lives, motivational messages, destructive criticism, edited images). Each group should analyse how these posts can influence the perception of reality and the self-esteem of those who consume them. A discussion follows in which each group presents its analysis and explores strategies for a healthier use of social media, such as setting time limits, following inspirational accounts or questioning the veracity of digital content.

Evaluation: Each young person writes a short reflection on their relationship with social media and makes a personal commitment to improve their digital well-being.

Invisible support network (*Focus groups - Importance of social support and trust in the environment*)

One of the key findings of the *focus groups* was that many young people underestimate the support they have around them and, in times of difficulty, do not ask for help. This dynamic aims to encourage participants to **recognise and value the support networks in their lives**, promoting empathy and a sense of community.

Objective: To visualise the importance of support networks and strengthen the bonds of trust between participants.

Materials: Ball of wool or strong rope.

Development: Participants sit in a circle and the facilitator tosses the ball of yarn to a random person, asking them to name someone who has supported them in a difficult moment. That person then holds up one end of the yarn and throws the ball of yarn to another partner, mentioning another instance of support. In this way, little by little, a visual web is woven between the participants. At the end of the activity, the facilitator invites reflection on the web formed and how it represents the supportive links that exist, even when they are not obvious.

Evaluation: Each participant writes down the names of three people they could turn to in difficult times and a concrete action to strengthen those relationships.

The Resilience Bridge (*Focus groups - Overcoming obstacles and making decisions*)

Many young people expressed in the *focus groups* that they feel uncertain about their future and find it difficult to visualise the necessary steps to reach their goals. This activity helps to identify the obstacles they face, but also the resources they have to overcome them.

Objective: To foster resilience and the ability to plan strategies to overcome personal challenges.

Materials: Cardboard, markers, stickers or coloured cards.

Development: Each participant draws a bridge on their card connecting two ends: on one side they write a personal goal (e.g. passing an exam, improving their social relations, finding a job) and on the other, their current situation. Then, they should add "blocks" or "pillars" on the bridge with the resources they have to reach their goal (family support, effort, training, positive attitude) and obstacles that might hinder them (fear of failure, lack of time, insecurity). After completing their bridge, there is a group reflection in which everyone shares their experience and receives suggestions for strengthening their strategies.

Evaluation: A collective list of coping strategies is generated and each young person selects one action that they commit to implement in order to get closer to their goal.

Conflict resolution role-playing (*Focus groups - Negotiation and assertive communication skills*)

In the discussion groups, it was identified that many young people find it difficult to manage disagreements in a constructive way, which generates frustration and, in some cases, prevents them from actively participating in group spaces. This activity allows them to **experience different conflict resolution strategies** in a safe environment, helping to strengthen assertive communication and empathy.

Objective: To develop conflict resolution skills by experimenting with communication strategies.

Materials: Cards with conflict situations, sheets of paper and pens.

Development: Participants are divided into small groups and each group is given an index card with a conflict situation that is common in young people's daily lives (disagreements with friends, misunderstandings in social networks, differences in a work team). Each group acts out the scene using a different strategy to solve the

problem (passive, aggressive or assertive communication). After the role-play, a debate is opened where the rest of the group analyses the results of each approach and discusses strategies to improve conflict management in everyday life.

Evaluation: Each participant writes down a concrete action they will implement to improve their way of dealing with conflicts in the future.

Invisible Thank You Card (*Focus groups - Strengthening emotional well-being and recognition of others*)

In several sessions, the importance of strengthening the sense of community and mutual recognition within the youth groups was noted. This activity helps to **value the positive qualities of others and strengthen the atmosphere of support and trust.**

Objective: To promote the recognition of positive qualities in others and strengthen collective self-esteem.

Materials: Blank cards and envelopes.

Development: Each participant receives a card and has to write on it a positive quality or a thank you addressed to another partner without the partner knowing who wrote it. All cards are then placed in envelopes and distributed anonymously. When the envelopes are opened, the young people read out their message and reflect on the importance of positive recognition in interpersonal relationships.

Evaluation: Participants are invited to write a personal note to someone in their life outside the group, applying what they have learned about the importance of expressing gratitude.

Personal Strengths Diary (*Focus groups - Self-confidence and identity development*)

Many young people stated that they find it difficult to identify their own strengths, which impacts on their confidence and motivation. This activity aims for **each person to recognise their skills and how they can apply them in their daily lives.**

Objective: To promote self-knowledge and the development of a positive self-image.

Materials: Notebooks or sheets of paper, pens.

Development: Each participant is given a sheet of paper to write down three personal strengths they feel they possess. The sheet is then passed to a partner, who adds another strength from his or her perspective. The process is repeated two or three times, so that each participant receives a sheet of paper with strengths added by others. Finally, each participant writes a reflection on how they can use these strengths in future situations.

Evaluation: A commitment is made to record for one week concrete examples of how they have used their strengths on a daily basis, encouraging the integration of learning into their routine.

The circle of trust (*Focus groups - Building secure relationships and reinforcing interpersonal trust*)

In the analysis of the groups, it became clear that trust in others is an aspect that influences youth participation and the development of healthy relationships. This dynamic allows participants to **identify the people who are part of their circle of support and to reflect on how they can strengthen those bonds.**

Objective: To recognise the value of trusting relationships and reflect on how to strengthen them.

Materials: Blank sheets of paper, pens or markers.

Development: Each participant draws three concentric circles on a sheet of paper. In the innermost circle, write the names of the people you fully trust. In the second circle, those whom he/she trusts in some circumstances, and in the third circle, those with whom he/she does not yet feel a relationship of trust. Then, in small

groups, reflect on the characteristics of trusting relationships and how to strengthen the bonds in the different circles.

Evaluation: Participants are invited to choose one person in the outermost circle and come up with an action to strengthen the relationship with that person in the coming days.

The emotional backpack (*Focus groups - Identifying and managing emotions*)

One of the recurring points in the meetings with the young people was the **difficulty in expressing and managing emotions**, which often leads to blockages in their personal well-being. This activity allows them to **visualise the impact of emotions and to reflect on ways to lighten the emotional load**.

Objective: To become aware of the emotions that each person carries and learn strategies to manage them.

Materials: Backpacks or bags, objects of varying weight (books, small stones, water bottles).

Development: A backpack is given to each participant and objects representing different emotions are placed inside (each object symbolises something: stress, worries, joys, achievements). Participants then walk around the room with the backpack on and reflect on how the load influences their movement. As a group, they discuss how certain emotions can weigh more than others and identify ways to alleviate that emotional burden in everyday life.

Evaluation: Each person writes on a sheet of paper what "emotional weight" they can let go of and how they will do it in their daily life.

Mapping my future (*Focus groups - Goal planning and personal projection*)

Many participants expressed uncertainty about their future and the feeling of being unclear **about how to chart a path towards their goals**. This dynamic helps each person to visualise their future in a clear and tangible way.

Objective: To reflect on the future and design an action plan to achieve personal goals.

Materials: Cardboard, magazines, scissors, glue, markers.

Development: Each participant creates a 'map' of their future, using images, keywords and symbols that represent their short, medium and long-term goals. Then, in pairs or small groups, they share their map and explain what steps they think are necessary to achieve their goals. A joint reflection takes place on possible obstacles and strategies to overcome them.

Evaluation: Participants are asked to choose a concrete first step towards their goal and write it down on a piece of paper to carry with them as a reminder.

The line of success (Focus groups - Reinterpreting failure and building the growth mindset)

In the meetings with young people, it was identified that many see failure as an indicator of inability, rather than as a learning opportunity. This activity aims for participants to **recognise the challenges they have overcome and to reframe their view of success and failure**.

Objective: To reflect on the relationship between success, failure and learning, promoting a growth mindset.

Materials: Long string or tape, sheets of paper, pens.

Development: A line is drawn on the ground representing each participant's life. As they walk along it, they should stop and mark with slips of paper or sticky notes moments when they felt they failed. They should then write on another sheet of paper what they learned from each of these moments. A debriefing is held, highlighting how these 'failures' were actually part of their growth and contributed to their skills development.

Evaluation: They are asked to write a reflection on how they will change their perception of failure in the future and a concrete action to deal with challenges in a more positive way.

The Talent Chair (*Focus groups - Development of self-esteem and recognition of personal potential*)

Many young people find it difficult to recognise their own talents and strengths, which affects their self-confidence. This activity helps them to **visualise their abilities from an external perspective and to reinforce their self-confidence.**

Objective: To boost self-esteem and the recognition of personal talents.

Materials: Chair, sheets of paper, pens or markers.

Development: One participant sits in the 'talent chair' while the rest of the group writes on a piece of paper positive qualities, skills or talents they see in him or herself. These notes are then read aloud and given to the participant. The activity is repeated until everyone has passed through the chair. A group reflection takes place on how external perception is sometimes more positive than self-perception and how this can influence the building of self-esteem.

Evaluation: Participants are encouraged to write a letter to themselves highlighting their talents and keep it to read at a time when they need motivation.

The Hero's Journey (*Focus groups - Identity building and development of personal purpose*)

In several sessions, young people expressed confusion about who they are and what they want to achieve in the future. Inspired by Joseph Campbell's (1949) theory of the *hero's journey*, this dynamic allows them to **visualise their personal development as a story of self-improvement in which they are the protagonists.**

Objective: To help participants structure their personal story and visualise their life purpose.

Materials: Worksheets with the steps of the hero's journey, pens.

Development: Each participant receives a sheet of paper where they have to write their story as if they were a hero in a story. Following the classic structure, they should identify the "call to adventure" (an important challenge or goal), the "obstacles" they have faced, the "allies" who have supported them and the personal transformation they have experienced. Then, they share some stories as a group and reflect on the idea that each person is in a process of constant growth.

Evaluation: They are asked to write down what their next step in their 'hero' story will be and what skills they need to strengthen to overcome the next challenge.

3.3. Tips for the facilitation of activities

The success of any activity within non-formal learning depends on both its design and the way it is facilitated. It is not enough to have a well-structured methodology if the facilitator fails to engage the group and create an environment conducive to participation. **Facilitation is a dynamic process, where flexibility, empathy and adaptability are essential to achieve meaningful learning.**

Each group is unique and has its own dynamics, so the facilitator must act as a **guide who motivates, listens, adapts and allows young people to be the protagonists of their own learning.** Below are some key aspects to optimise the implementation of activities and ensure that participants are actively and positively involved.

Creating an atmosphere of trust and openness

The first step to effective facilitation is to create a climate where young people feel **safe, valued and motivated to participate.** If people feel that they can express themselves without fear of judgement, they will be more willing to share ideas and actively engage in the dynamics.

To achieve this, it is advisable to start with a short introductory conversation to break the ice. You can ask general questions about their expectations or even integrate a quick introductory activity. The facilitator's attitude is key at this stage:

a friendly tone, open body language and a willingness to listen have a positive effect on the group.

It is important to establish some **basic rules of coexistence**, such as respect for each other's words, active listening and the possibility of expressing opinions without being interrupted. These rules do not need to be imposed; it is often more effective for the young people themselves to agree on them together, as this reinforces their commitment to the dynamic.

Explaining the activity in a clear and accessible way

One of the main reasons why an activity can fail is the lack of clarity in the instructions. If participants do not fully understand what they are supposed to do, they will lose interest and the dynamics will become less fluid. To avoid this, the facilitator should make sure to **explain the purpose of the activity before giving detailed instructions**, so that young people understand why they are doing it and what they are expected to achieve.

It is advisable to break down the instructions into simple steps and avoid overly long or abstract explanations. If the activity allows, doing a short demonstration with a few volunteers can help the group to better visualise what is expected of them. It may also be useful to **ask someone in the group to rephrase the instructions in their own words**, thus ensuring that they have been understood.

If there are participants with different levels of understanding or skills, the facilitator can offer different ways of following the activity. For example, allowing some to do it in written form and others orally or with visual representations. **Adapting the explanation to different learning styles helps more people to feel included in the process.**

Encouraging active participation

Learning in non-formal settings is based on interaction and experimentation. The facilitator should promote participation without forcing it, ensuring that all young people have the opportunity to contribute. Some strategies to achieve this include:

- Ask open-ended, thought-provoking questions rather than closed questions with concrete answers.
- Divide the group into small teams before opening the discussion in the large group, so that those who are more introverted feel more comfortable sharing their ideas.
- Avoid responding immediately to questions or comments from the group; sometimes leaving a short silence allows the participants themselves to reflect and find answers for themselves.
- Validate each intervention in a non-judgmental way, either with a simple statement or by rephrasing the comment to integrate it into the conversation.

When a group is very participatory, the facilitator must find a balance so that the same people do not always speak and ensure that those who are usually silent are also motivated to speak.

Adapting the activity to the group and the context

Each group has its own pace and dynamics, so an activity will not always unfold as planned. A good facilitator knows when to make adjustments without compromising the objective of the activity. If it is perceived that the group is not responding as expected, it is possible to make modifications to the structure of the activity, shortening or lengthening certain parts or even changing the methodology if necessary.

In addition to the group, the context influences the way in which an activity can be carried out. The physical space, the materials available and the number of participants can affect implementation. If an activity involving movement is not feasible in a small space, it can be transformed into a discussion or reflection exercise in pairs. **Flexibility is key to ensuring that the learning experience remains effective regardless of external conditions.**

Managing the timing and pace of the activity

Poor time management can make an activity less effective. If an activity is too long, participants may become bored; if it is too short, there may not be enough time for

reflection. **It is important to balance the running time with the energy of the group.**

Some strategies for maintaining an adequate pace include

- Have an estimated timetable but be willing to modify it if the group needs more time for reflection or discussion.
- Identify signs of fatigue or distraction in participants and take active breaks if necessary.
- Use agile closing dynamics to prevent the activity from ending abruptly.

If the group is engaged and motivated, it may be useful to extend certain moments of reflection, as long as this does not interfere with the rest of the programming.

Facilitating reflection and closure of the activity

The closing moment is essential to consolidate learning. It is not enough to end the exercise without giving space for reflection on what has been experienced. To do this, the facilitator should lead a conversation in which participants **express their learning, share their impressions and connect the activity with their daily lives.**

Some questions that may help in this process include:

- What surprised you or was interesting about the activity?
- How did it feel to participate?
- Have you identified any ideas or skills that you could apply in your personal life?

Depending on the group, this reflection can be done as a large group, in pairs or in written form, allowing each person to express what they have learned in the way that is most comfortable for them.

Evaluating activity and continuously improving

The facilitator should also reflect on his or her own work and evaluate which aspects of the activity worked well and which could be improved in future sessions. Asking participants for feedback can be a useful strategy to adjust the dynamics according to their interests and needs.

To collect impressions, different techniques can be used, such as asking each person to express in one word how they felt or to write on cards what they liked the most and what they would change. It is also useful for the facilitator to do a self-evaluation after the session, identifying which parts of the activity generated the most interaction and which could be adjusted in future implementations.

An effective facilitator does not just run activities, but **constantly learns from experience**, adjusting their approach to make each session more meaningful for participants. With a flexible, empathetic and motivating attitude, any activity can become a transformative learning opportunity.

4. Implementation in different contexts

4.1. Adaptation of activities according to the group (age, training, environment)

Activities within non-formal learning should be designed with **flexibility** to adapt to the characteristics of the group. There is no single methodology applicable to all participants, so it is essential to **adjust the dynamics to the age, level of training and the environment in which they take place**. The adaptability of the facilitator is key to ensure that the activity is **accessible, meaningful and motivating**. A rigid approach can lead to disinterest or frustration, whereas a well-planned adaptation allows the experience to be **enriching and participatory**.

Adaptation according to age

The age of the participants influences the way they **assimilate learning, interact with the group and engage with the activity**. The same objective can be approached with different strategies depending on the age group targeted.

In **adolescents aged 12-16**, learning is most effective when it is based on **experience and exploration**. At this age, curiosity is a key driver for participation, but lack of concentration is also common if the activity is not dynamic enough. It is advisable to use active methodologies, such as **role-playing, group dynamics and collaborative challenges** that allow for **constant interaction and progressive**

discovery of knowledge. Activities should include **playful elements** and be structured in **short phases** to avoid fatigue. **Gamification, challenge-based learning and the use of narratives** can make the dynamics more engaging for this group. It is also important to encourage the **development of social skills**, as at this stage young people are building their identity and their relationships with others are fundamental to their learning.

For **17-25 year olds**, **critical reflection and debate** become more relevant. Activities may include **case studies, simulations of real problems and structured discussions**, where participants have the opportunity to **express their views and link the subject matter to their personal experience**. At this age, young people are in the process of **consolidating their identity, making decisions about their future and developing autonomous thinking**. Therefore, methodologies that allow them to **question their environment, generate proposals for change and reflect on their own experiences** are more effective. It is recommended to encourage **spaces of autonomy**, where they can assume active roles within the dynamics and participate in the planning or evaluation of activities. It is also important to **allow flexibility** in implementation, as an excessively directive approach can lead to rejection at this stage.

In **groups with participants of different ages**, it is essential to **adapt communication and the pace of activities** so that everyone feels included. Age diversity can be a great advantage if the **exchange of experiences can be enriching**. To this end, methodologies can be combined, such as **discussion in small teams before the sharing** or the integration of dynamics in which each person can contribute from his or her personal experience. It can also be useful to design activities with **different levels of depth**, allowing each participant to choose how they want to contribute according to their level of comfort and experience.

Adaptation according to the level of training

The educational level and previous experience of the participants may affect their **understanding and participation in the activities**. The aim is not to **simplify or make the content more complex**, but to find a **balance between language,**

methodology and form of interaction to ensure that everyone can engage in a meaningful way.

In **groups with less academic background**, it is advisable to avoid **overly theoretical** explanations and to focus on **practical examples and real-life situations** with which participants can identify. **Visual and kinaesthetic learning**, i.e. learning based on **manipulation of objects, movement or experimentation**, is often more effective in these cases. Participatory methodologies, such as **action-based learning or problem solving**, help to reinforce understanding and allow knowledge to be internalised through practice. It is also important to pay attention to the **language used**, avoiding **overly technical or abstract** terms and replacing them with **clear and accessible** explanations.

In **groups with a more academic background**, **complementary theoretical materials** can be integrated, **encouraging critical thinking** and providing the **opportunity to analyse the activity from different perspectives**. The depth of discussion can be greater and **challenges requiring more analysis and autonomy** can be introduced. Unlike the previous groups, the practical approach is still relevant here, but it is advisable to combine it with moments of **structured discussion**, where participants can **explore more complex concepts and discuss their applicability in different contexts**.

In **groups with diverse backgrounds**, it should be avoided that the most knowledgeable participants **dominate the conversation or impose their pace on the rest**. To achieve a balance, **work teams** can be formed where **levels of expertise are distributed**, allowing learning to be **collaborative and enriching for all**. It is also useful to offer a **variety of forms of participation**, such as allowing some to **present their ideas orally**, while others do so **in writing or through the production of visual materials**. In this way, each person can contribute from their **own comfort and level of knowledge**.

Adaptation according to the environment

The space in which an activity takes place also influences its development. The conditions of the environment can **facilitate or limit certain dynamics**, so the

facilitator must be prepared to make **adjustments according to the space and resources available**.

In **closed spaces**, such as **classrooms, community centres or libraries**, it is advisable to structure the dynamics to **avoid monotony**. Closed environments can generate **distraction or disinterest** if the activity is not well distributed over time, so it is important to **vary methodologies and maintain a dynamic rhythm**. **Visual elements such as whiteboards, posters or projectors** can be used to capture attention and facilitate understanding of the content. It is also useful to incorporate **moments of movement or interaction** to avoid fatigue in prolonged sessions.

In **open environments**, such as **parks, squares or rural areas**, activities can **take advantage of contact with nature and physical movement** to make them more dynamic. It is advisable to use the space **strategically**, allowing participants to **explore the environment or interact in different areas**. However, it is also necessary to foresee difficulties such as **ambient noise or group dispersion**. To counteract this, **defined meeting points can be established and clear signs can be used** to draw the group's attention when necessary.

In **virtual environments**, participation can be affected if the activity is not well structured. Online interaction requires **digital tools that enable smooth communication and equal participation**. It is recommended to use platforms that **facilitate collaboration, such as group work rooms, digital whiteboards or live polls**. It is also important to establish **rules of coexistence from the start**, such as **keeping cameras on** whenever possible or using chat to intervene at times when it is not possible to speak. To avoid **digital fatigue**, it is advisable to structure the sessions in **short segments**, interspersing **moments of active participation with pauses** to maintain concentration.

Flexibility and creativity in adaptation

Each group has unique characteristics, so the key is not only to **adapt activities**, but also to be prepared to make **modifications on the fly**. An effective facilitator is able to **read the dynamics of the group and make adjustments** to make the activity more **inclusive and meaningful**. Observing how participants respond and being

open to change allows the learning experience to be **more enriching and have a real impact on each individual**. **Flexibility and creativity** are key tools to ensure that, regardless of the context, the activity is successful.

4.2. Strategies for ensuring active participation

Learning in non-formal contexts is based on **interaction, experimentation and engagement of participants**. However, getting everyone actively involved in an activity is not always easy. **Factors such as shyness, lack of interest or the perception that their contribution is not relevant can limit participation**. To avoid this, it is essential for the facilitator to apply strategies that foster an inclusive, motivating and dynamic environment.

Active participation does not mean just speaking or intervening in a discussion, but that each person feels **part of the process**, contributing from their own perspective and comfort level. Some people express themselves best through words, while others prefer to express themselves visually or through action. **Respecting and diversifying forms of participation helps to ensure that everyone can engage in an authentic and meaningful way**.

Creating an environment of trust and security

Before seeking participation, it is essential to create a space where people feel comfortable to express themselves without fear of judgement. If participants perceive that their ideas may be ignored, criticised or belittled, they are likely to choose to remain silent. To avoid this, the facilitator should convey **openness, empathy and respect**, ensuring that each contribution is valued.

A useful strategy is to establish **clear rules of coexistence** from the outset, reinforcing principles such as **active listening, respect for the opinions of others and the importance of contributing to the group**. These rules can be created in a participatory way, allowing the young people themselves to define what they consider essential to create a positive atmosphere.

Introductory activities and icebreakers are key resources to reduce initial tension and foster a more relaxed atmosphere. Starting the session with informal questions, short games or body language exercises helps participants to feel **more relaxed and ready to engage**.

Diversifying forms of participation

Not everyone is comfortable participating in the same way. While some people enjoy open discussion and oral presentation, others may prefer to express their ideas through writing, drawing or teamwork. Limiting participation to a single modality may result in certain profiles being left out.

To avoid this, it is advisable to offer **multiple avenues of participation**, allowing each person to find their own way of expressing themselves. Some effective strategies include:

- **Small group work before the general discussion:** To avoid having only those who feel more confident in large audiences speaking, small groups can be formed where people can share their ideas more closely before presenting them to others.
- **Use of cards, notes or whiteboards:** Allowing participants to write down their ideas before sharing them helps to reduce the pressure of direct oral intervention. These cards can be placed on a collective wall and then discussed as a group.
- **Movement dynamics:** Integrating activities where people express themselves through their position in the space, such as "opinion lines" or "idea maps", allows even those who are not comfortable talking to participate actively.
- **Creative expression:** Drawings, concept maps, dramatisations or the use of visual materials can be effective tools to include different forms of communication within the activity.

Ask open-ended questions and avoid single answers

The type of questions asked by the facilitator directly influences the level of participation of the group. If questions are presented with closed answers or

questions that seem to have only one correct solution, many people may choose not to participate for fear of being wrong.

To encourage participation, it is advisable to ask **open-ended questions that are thought-provoking and allow for multiple responses**. Instead of asking "Do you think this strategy is effective?", rephrase it as "**How could we apply this strategy in different contexts?**" This structure allows more people to feel motivated to respond, without the fear of giving the "wrong answer".

Another useful strategy is the **chain thinking** technique, where each participant builds on another participant's idea. Instead of asking "What do you think?", the facilitator can ask participants to **complement or expand on** the previous answer, thus generating a more fluid and collaborative conversation.

Encouraging autonomy and decision making

Participants are more involved when they feel they have an **active role in the activity** and are not just recipients of information. Allowing the group to have a certain degree of autonomy and decision-making over the dynamics helps to reinforce their commitment and sense of belonging.

Some strategies to promote autonomy include

- **Allow participants to choose the methodology:** Giving them the option to decide between different ways of working (e.g. in groups, individually or through discussions) helps them feel more involved.
- **Integrate co-facilitation:** Inviting some participants to take on roles within the activity, such as moderators, brainstormers or small group facilitators, reinforces their involvement.
- **Relate the activity to their interests:** Whenever possible, connecting the subject matter to personal experiences or concerns of the group increases motivation to participate.

Recognising and valuing the contributions of the group

The way the facilitator reacts to the participants' interventions directly influences their willingness to continue participating. If responses are ignored or sharply corrected, motivation will suffer.

To avoid this, it is important to **validate each intervention**, showing interest in what is said and highlighting positive points. If an answer is incorrect or unclear, instead of rejecting it, it can be rephrased or complemented with other opinions. Expressions such as **"That's interesting, is there anything else you want to add?"** or **"That idea leads us to another important question"** help to maintain the flow of the conversation without discouraging the speaker.

It is also advisable to bring each activity to a **positive close**, summarising the main ideas and acknowledging the group's participation. Small gestures such as thanking the participants for their contributions, highlighting the most interesting points or giving space for participants to express how they felt can make a difference in the perception of the experience.

Managing group energy and sustaining attention

The level of participation varies according to the **time of the session and the energy of the group**. If the activity goes on for too long without a change of pace, concentration and motivation may decrease. To avoid this, it is recommended:

- **Alternate moments of intensity with active pauses:** Interspersing group reflections with more dynamic or playful dynamics helps to maintain interest.
- **Observe the body language of the group:** If people show signs of fatigue or distraction, it may be necessary to adjust the activity or take a short break.
- **End with a short but meaningful activity:** A well-structured closure leaves a positive impression and helps to consolidate learning.

Encourage participation as part of the group's culture.

Beyond specific strategies, participation should be integrated as a **central element of the group dynamic**. If it is established from the outset that all voices are

important, that diversity of ideas enriches learning and that there are no wrong answers, a space will be built where participation becomes a natural habit.

Ensuring that activities are inclusive, dynamic and motivating not only enhances the learning experience, but also builds confidence and a sense of community within the group. The key is to provide a space where each person feels **listened to, valued and encouraged to contribute** to their own learning process.

4.3. Impact assessment of activities

The impact evaluation process is fundamental in any non-formal learning activity, as it allows us to know **to what extent the objectives have been achieved, what learning has been acquired and what changes have been generated in the participants**. Evaluating an activity is not limited to measuring the satisfaction of the group, but involves analysing **whether improvements in knowledge, skills, attitudes or behaviour have taken place**.

A well-designed evaluation not only provides valuable information on the outcomes of the activity, but also allows for improving future implementations, adjusting methodologies and identifying opportunities to optimise the learning experience. **The ultimate goal of evaluation is not only to know what has happened, but to use this information to further evolve and ensure that the impact is meaningful and sustainable**.

For impact evaluation to be effective, it is important to combine **qualitative and quantitative methods**, collecting information from different perspectives and over time. Involving young people themselves in the evaluation can enrich the process, as their feedback is key to identifying which elements have worked best and which can be improved.

Define impact indicators

In order to measure the impact of an activity, it is necessary to establish **clear and measurable indicators** that allow objective data on its effectiveness to be obtained.

These indicators should be aligned with the objectives of the activity and can be divided into different categories:

- **Knowledge indicators:** These assess whether participants have acquired new information or understanding about a topic. They can be measured through pre- and post-activity questionnaires, debriefing exercises, self-assessments or discussions where participants explain what they have learned in their own words.
- **Skills indicators:** Analyse whether participants have developed practical skills, such as effective communication, problem solving or teamwork. They can be measured by observing their performance in group dynamics, through simulation exercises or through self-assessment of their own skills before and after the activity.
- **Attitude and perception indicators:** These provide insight into whether there have been changes in the way participants view an issue or in their willingness to act in a certain way. They can be assessed through surveys, reflective questions at the end of the activity or free-writing exercises where participants express how their perspectives have changed.
- **Behavioural change indicators:** These measure whether the activity has had a real impact on participants' daily lives. This type of evaluation usually requires medium to long-term follow-up, using post-event interviews, reflection diaries or questionnaires applied weeks or months after the activity.

Methods to assess the impact of an activity

There are different approaches to assessing the impact of an activity. **Using a combination of methods gives a more complete and detailed picture.**

Direct observation

One of the first methods of impact assessment is **observation during the activity**. An experienced facilitator can detect **levels of participation, enthusiasm, interactions within the group and application of knowledge in real time**. Observing the participants while they are doing the activity allows for an

assessment of whether the methodology is appropriate and whether the proposed objectives are being achieved.

To make this observation more structured, **checklists** can be used, where the facilitator notes down key aspects such as:

- Do participants understand and follow instructions easily?
- Is there interest and commitment to the activity?
- Do they interact with each other and apply the knowledge within the dynamic?
- Are there differences in the attitude of the group before and after the activity?

Self-assessments and individual reflections

Including a reflection phase in the activity allows participants themselves to **analyse their learning and personal development**. An effective strategy is to ask them to answer questions such as:

- What is the most important thing you have learned today?
- How can you apply this knowledge in your daily life?
- Has this activity changed the way you think about this issue, and why?

Responses can be collected in written form or through a group discussion where participants share their reflections. This method not only serves to evaluate impact, but also helps to consolidate learning.

Surveys and questionnaires

Surveys are a useful tool for collecting structured data on the perception and impact of the activity. They can be applied right after the session to get participants' immediate impressions or weeks later to measure long-term impact.

For surveys to be effective, they should include a combination of **quantitative questions** (with rating scales) and **qualitative questions** (allowing participants to express their opinions in detail). Examples of questions include:

- How would you rate the usefulness of this activity on a scale of 1 to 5?

- Do you feel that this activity has changed the way you think about the issue?
How?
- What was the most interesting or useful part of the session?
- How could we improve this activity in the future?

Closing Dialogues and Discussions

Closing sessions are a key moment to evaluate the impact of the activity. Instead of asking general questions, structured techniques can be used to help participants express their learning, such as:

- **Reflection circle**, where each person shares a key idea that they take away from the activity.
- **Keywords**, asking participants to define the activity in one word and then explain their choice.
- **Chain conversations**, where each intervention connects with the previous one to generate a fluid discussion.

Long-term monitoring

If the activity aims to generate sustainable changes over time, it is advisable to carry out a follow-up afterwards. **This makes it possible to measure whether what has been learned has been applied in the participants' daily lives.**

Monitoring can be carried out through:

- **Individual or group interviews**, where participants share how they have applied what they have learned.
- **Reflection journals**, where participants record their experiences after the activity.
- **Follow-up surveys**, conducted weeks or months later, to assess long-term impact.

Use of the results to improve future activities

Impact assessment not only provides insight into the effects of an activity, but also **provides key information to improve future implementations.**

It is important to analyse the data collected to identify patterns and opportunities for improvement. Some strategies for using the results include:

- **Adjust methodologies** according to what has worked best in previous sessions.
- **Improve the structure of activities**, eliminating ineffective elements and reinforcing the most impactful ones.
- **Share findings with other facilitators** to enrich the design of future activities and generate collective learning.
- **Develop follow-up strategies**, ensuring that the impact of the activity does not end at the end of the session.

When impact assessment is carried out in a structured and participatory way, it becomes a powerful tool to improve the quality of learning and ensure that activities are not just momentary experiences, but that they generate **real transformations in people and their environment**.

5. Good practices and key learning

5.1. Lessons learnt in the implementation of the activities

The process of implementing activities within non-formal learning offers **valuable learning opportunities for both facilitators and participants**. Each experience provides information on what works best, what aspects can be improved and how to adapt the dynamics to make them more effective. **There are no universal methodologies that guarantee success in all contexts, so the ability to observe, adjust and adapt is key in facilitation**.

Throughout the implementation of the activities, **factors influencing their effectiveness** have been identified, from the initial preparation to the subsequent evaluation. These lessons learned enable future implementations to be improved and the impact of non-formal learning to be optimised.

Preparation is key to the success of the activity

One of the main lessons learned is that **prior preparation is crucial to ensure the smooth running of the activity**. Beyond the theoretical design, the implementation requires detailed planning, taking into account aspects such as:

- Clarity of objectives and instructions for participants.
- The availability of adequate materials and their efficient distribution.
- The adaptation of the physical or virtual space according to the needs of the dynamics.
- Anticipation of possible difficulties and strategies for resolving them.

When the activity is carefully planned, it is easier to handle unforeseen events and make adjustments on the fly without losing focus. However, planning should not be rigid, as each group responds differently, so **flexibility is as important as the initial structure**.

The level of participation depends on the environment that is created.

Active participation does not come automatically; it must be **encouraged and facilitated**. It has been observed that when the group feels **safe, valued and free of judgement**, involvement in the activity is much higher. To achieve this, it is essential that the facilitator:

- **Establish an atmosphere of trust** from the outset, using ice-breaker dynamics and promoting respectful interactions.
- **Avoid imposing the limelight on the participants themselves**, encouraging the participation of those who tend to remain in the background.
- **Validate all interventions**, ensuring that every voice is heard and avoiding disqualifications or closed responses that may generate insecurity.
- **Offer different forms of participation**, including both oral discussion and visual or written tools to express ideas in alternative ways.

When these conditions are met, participants tend to become more engaged in the activity, generating deeper and more meaningful learning.

Instructions should be clear and adapted to the group.

One of the most common mistakes in implementing activities is to assume that all participants understand the instructions in the same way. It has been observed that when explanations are **too complex, abstract or extensive**, the group loses interest or fails to connect with the dynamics.

To avoid this, it is advisable:

- **Explain the activity in simple, concrete steps**, ensuring that each phase has a clear purpose.
- **Rephrasing and visual examples**, especially in groups with different levels of education.
- **Ask participants to repeat the instructions in their own words**, which helps to identify possible confusion before starting the exercise.
- **Avoid overloading the activity with prior information**, allowing learning to emerge from experience.

When instructions are clear and well-structured, participants can focus on the experience without being distracted by trying to understand what is expected of them.

The duration of the activity influences its impact

The time allocated to an activity is a determining factor in its effectiveness. It has been observed that:

- **Activities that are too short** can lead to frustration, as participants do not have enough time to delve deeper into the subject matter.
- **Excessively long activities** can lead to fatigue and loss of interest, especially in contexts where concentration tends to be dispersed.

To achieve a balance, it is advisable:

- **Define estimated times and adjust them according to the dynamics of the group.**
- **Observe the level of energy and attention of the participants**, adapting the activity if necessary.

- **Interspersing moments of interaction with active pauses or format changes**, to avoid monotony.

The best results have been obtained when activities are **dynamically paced but allow for moments of reflection and discussion**, thus ensuring that the experience is meaningful.

Activities should be inclusive and accessible

Another key lesson is that activities should be designed to **include all participants, regardless of their abilities, educational level or personality**. It has been observed that some activities may leave out certain participants if accessibility aspects are not taken into account.

To ensure that the activity is inclusive, it is recommended:

- **Offer different ways to participate**, allowing each person to choose the one they are most comfortable with.
- **Take into account possible physical or cognitive barriers** and make adjustments where necessary.
- **Encourage equal participation**, avoiding that the same people always take part in discussions.
- **Create safe spaces** where everyone can express themselves without fear of judgement.

When inclusion is taken care of, group cohesion is strengthened and more enriching learning is generated for all.

Ex-post evaluation improves the effectiveness of future activities

Each activity provides valuable information about its effectiveness and areas for improvement. Facilitators who conduct regular evaluations and analyse the results have been found to improve their methodologies and better adapt them to the groups they work with.

To get the most out of the evaluation, it is recommended:

- **Collect participants' perceptions** through surveys, closing discussions or self-assessment exercises.
- **Observe the application of the learning** in subsequent sessions, identifying whether changes in the attitude or behaviour of the group have occurred.
- **Reflect on the implementation of the activity**, noting what worked well and what could be improved in the future.
- **Use the learnings from the evaluation to redesign dynamics** and make them more effective.

When assessment is incorporated as a regular practice, it strengthens the quality of activities and ensures that learning becomes increasingly meaningful.

5.2. Overcoming common implementation challenges

Implementing activities in the context of non-formal learning always presents a number of challenges that can affect the fluidity of the dynamics and the desired impact. **The key to overcoming these challenges lies in the ability to adapt, be flexible and apply preventive and corrective strategies.** Although not all difficulties can be foreseen, there are approaches and practices that can minimise their effects and ensure the success of the activity. In this sense, reflecting on **common challenges** and exploring effective solutions is key to improving the quality of learning and participation.

1. Time management: how to keep up the pace without losing depth

One of the most common challenges is **time management**. Activities that take place in a single meeting can be affected by time constraints, which can create a sense of rushedness and affect the depth of learning. On the other hand, a session that goes on too long can cause participants to lose concentration or feel fatigued, decreasing the effectiveness of the activity.

How to overcome it:

To avoid these problems, **detailed planning** is essential. The facilitator should **allocate specific times** for each phase of the activity and be prepared to adjust them if necessary. An effective strategy is to break the activity into **shorter blocks of time**, with breaks in between, to maintain the pace without losing focus. This not

only improves participants' attention, but also provides space for reflection and exchange.

In addition, techniques such as the use of **visible timers** can be employed to let all participants know how much time is left for each part of the activity, helping to better manage expectations and avoid the feeling that time is slipping away. If the activity runs longer than expected, it is important to prioritise key objectives and make adjustments on the fly to focus on what is most important, without deviating from the essence of the activity.

2. Disinterest or lack of active participation

In some cases, participants may show **disinterest or resistance to actively engage** in the activity. This may be due to multiple factors, such as lack of connection to the topic, the way the activity is presented or even external factors that affect their motivation (such as tiredness or emotional disconnection with the group).

How to overcome it:

To counter this challenge, it is essential to **foster an inclusive and engaging environment** from the outset. Ensuring that participants understand **the relevance of the activity to their daily lives** or personal interests is key. Relating the content to real and current situations increases **intrinsic motivation**, as participants see that what they are learning has a clear and direct purpose.

An **effective technique** is to use methods that increase **interactivity**, such as games, collaborative dynamics or structured discussions. **Experience-based** activities, where participants can share their opinions and experiences, tend to generate more interest. In addition, allowing the group to have some autonomy in choosing aspects of the dynamic or proposing topics for discussion can also increase engagement. It is important to **give participants space to express themselves** genuinely and without pressure, creating an environment of trust where the fear of error is dissipated.

If disinterest persists, it may be useful to **pause and reflect with the group** on what is not working, gathering feedback to adjust the focus and make the activity more relevant to them.

3. Diversity of skills and levels of knowledge within the group.

Diversity in the group is a common feature, as participants often have different levels of skills, experiences and prior knowledge. This diversity can create challenges in the **uniformity of learning**, as some participants may feel demotivated by not fully understanding the activity, while others may feel frustrated by not being challenged enough.

How to overcome it:

To address this challenge, a useful strategy is to **adapt activities to the abilities of the group**, offering **various levels of difficulty** or different ways of participating. It is advisable to divide the group into **heterogeneous** working teams, where people with more knowledge can support those with less experience. This dynamic not only promotes collaboration, but also reinforces social and collective learning.

Another approach is to provide **complementary resources** to those who need further support, such as written materials, explanatory videos or practical examples. On the other hand, more advanced participants can take on roles as **group leaders or facilitators** within the activity, helping others to resolve doubts or share their knowledge.

In addition, **personalisation of learning** can be implemented, allowing participants to choose focus areas according to their interests or prior knowledge. This not only makes the activity more engaging, but also ensures that all participants can progress at their own pace, without feeling excluded or overwhelmed.

4. Lack of material or technological resources

Sometimes, a **shortage of resources** (material, technological or space) can make it difficult to run an activity smoothly. This challenge can affect both face-to-face and virtual activities, especially when relying on **specific technology or limited resources** for dynamics.

How to overcome it:

To overcome this challenge, **creativity** is key. An **experienced facilitator can find alternative solutions** that do not necessarily rely on costly or complicated to

manage resources. For example, if audiovisual or digital materials are not available, **physical tools such as cardboard, paper, whiteboards or recycled materials** can be used to create interactive visuals. Activities can also be designed to require **fewer technological resources**, taking advantage of **direct interaction** between participants and focusing more on debate, discussion or teamwork.

In the case of **virtual** activities where technology can be a challenge, it is advisable to use platforms that are **easy to use and accessible to all**. If technical problems occur, it is useful to have **contingency plans**, such as complementary activities that can be done offline or with simple tools, ensuring that learning does not stop.

5. Conflict management within the group

Managing **conflicts** or differences within the group is an unavoidable challenge, as participants may have different opinions, disparate personalities or disagree during activities. These conflicts can divert attention from the objectives of the activity and create tensions within the group.

How to overcome it:

The facilitator must be prepared to **intervene in a constructive and non-authoritarian manner**, acting as a mediator in conflicts. It is important to **establish clear rules** from the outset that promote **peaceful conflict resolution and mutual respect**. If a dispute arises, techniques such as **open dialogue** can be used, where participants have the opportunity to express their opinions and emotions, always within a respectful framework. In addition, when disagreements arise, it is helpful for the facilitator to focus the conversation on **finding common solutions** rather than focusing solely on the conflict.

Sometimes, **group dynamics** techniques can be used to enable participants to learn to resolve differences collaboratively, promoting empathy and mutual understanding.

6. Additional resources for facilitators and educators

6.1. Detailed activity sheets

Title of the activity:

Write here the clear and descriptive title of the activity.

Objective of the activity:

Briefly describe the purpose of the activity: What skills, knowledge or attitudes do you want participants to develop or learn by the end of the activity?

Example: Promoting peaceful conflict resolution through assertive communication.

Estimated time:

Indicate the total estimated time to carry out the activity, divided by phases if necessary (introduction, development, closure).

Example:

- **Total:** 45 minutes
 - Introduction: 5 minutes
 - Activity duration: 30 minutes
 - Closing and reflection: 10 minutes

Materials required:

List all the materials that facilitators will need to carry out the activity (including technological resources if necessary). Also include the quantity of each material or any alternatives that can be used in case the resources listed are not available.

Example:

- Coloured cardboard (5 per group)
- Scoreboards
- Blackboards or writing sheets
- Adhesive tape

- Projector (optional)

Description of the activity (step by step):

Explain each step of the activity in detail so that the facilitator can follow it without difficulty. Make sure the steps are clear and the objectives of each step are detailed.

Example of the development of the activity:

1. Introduction (5 minutes):

- Briefly explain the objective of the activity. Introduce the concept of assertive communication and its importance in resolving conflicts.
- Give simple examples of how passive, aggressive and assertive communication manifest themselves in everyday situations.

2. Development (30 minutes):

- Divide participants into small groups (3-5 people).
- Assign each group a conflict situation (e.g. a misunderstanding between friends, co-workers, etc.).
- Ask the groups to act out the conflict situation using different types of communication (passive, aggressive and assertive).
- Each group should interpret the three forms of communication and then share with the others how they felt in each of the performances.

3. Closing and reflection (10 minutes):

- Invite participants to share what they learned about different forms of communication.
- Ask how they feel about applying **assertive communication** in their own lives.
- Gather briefly the group's impressions and possible doubts.

Methodology used:

Describes the pedagogical approach to be used, such as cooperative learning, action-based learning, role-playing, etc.

Example:

- **Experiential learning:** Participants learn by **acting out real situations**, reflecting on their own and others' behaviours.
- **Group work:** Collaborative work is encouraged so that participants can share their experiences and learn from each other.

Evaluation and monitoring:

Details how the activity will be evaluated, whether feedback will be collected from participants, whether there will be any reflections, etc. Also indicate whether there will be any subsequent follow-up to check the application of the knowledge acquired.

Example:

- **Immediate evaluation:** Participants complete a short survey about what they learned, what they found most useful and how they plan to apply assertive communication in their daily lives.
- **Mid-term follow-up:** One month later, participants receive an email with a survey to reflect on how they have implemented what they have learned and whether they have experienced changes in conflict resolution.

Special considerations:

Include any additional aspects that need to be taken into account for the correct implementation of the activity, such as possible accessibility barriers, adjustments according to the group or special conditions.

Example:

- Ensure that all participants have equal access to materials.
- If working with an able-bodied group, offer flexible participation options (e.g. visual activities for those with hearing difficulties).

6.2. Recommended digital tools and platforms

In today's digital age, digital tools and platforms have become key resources for enhancing non-formal learning. These tools not only facilitate the organisation of activities, but also enable interaction, collaboration and evaluation in a more efficient and accessible way. Below are some of the **digital tools and platforms recommended** to facilitate the implementation of activities in educational and training projects for young people. These tools can be adapted to different needs, objectives and contexts, whether in face-to-face, hybrid or virtual environments.

1. Tools for collaboration and group work

Collaboration tools allow participants to work together on projects or activities, even when they are not physically present in the same space. These platforms are useful for promoting teamwork, sharing ideas, resources and documents, and encouraging active participation.

- **Google Workspace (Docs, Sheets, Slides, Meet):** Google offers a **suite of online collaboration tools** that allows users to create, share and collaborate on documents, spreadsheets, presentations and more. Through **Google Meet**, virtual meetings can be organised, while documents and presentations can be collaboratively edited in real time. It is an excellent choice for **group work** and **feedback sessions**.
- **Trello:** Trello is a visual project management platform that allows users to organise tasks into **boards, lists and cards**. It is ideal for **collaborative project tracking**, allowing participants to assign tasks, set deadlines and monitor the progress of group activities. Its interface is intuitive and facilitates team **task management**.
- **Miro:** Miro is an online **collaborative whiteboard** tool that allows groups to work together in real time. Participants can add notes, images, links and other items on a virtual whiteboard. It is useful for creative activities, brainstorming and **visual group dynamics**.

2. Tools for content creation and editing

The creation of visual and multimedia content is essential to maintain the attention and engagement of participants. Content creation tools allow you to design attractive and dynamic educational materials, such as videos, infographics and presentations.

- **Canva:** Canva is an easy-to-use graphic design tool that allows you to create **infographics, presentations, posters and other visual materials**. It is ideal for creating attractive content for activities or support materials. It has pre-designed templates that make it easy to work with and allows for real-time collaboration.
- **Loom:** Loom is a screen recording tool that allows you to create **video tutorials** or recordings of educational activities. Ideal for recording instructions, presentations or visual explanations in a simple way. Videos can be easily shared and made accessible to participants at any time.
- **Powtoon:** Powtoon allows the creation of **animated videos** and interactive presentations. It is an excellent option to make educational sessions more dynamic and visual, facilitating the understanding of complex concepts through animations and interactive graphics.

3. Tools for communication and participation

Communication tools allow facilitators and participants to maintain a constant flow of interaction, regardless of the modality of the activity (face-to-face, hybrid or virtual). These platforms are essential to facilitate debates, discussions and consultations, and to keep participants connected.

- **Slack:** Slack is a team communication platform that makes it easy to **organise discussion channels**, send direct messages and collaborate in real time. It is very useful for **large groups**, as it allows them to organise conversations in different thematic channels and to share documents, links and other files.
- **Padlet:** Padlet is an **interactive board** tool that allows participants to add **notes, images, links or files** to a common space. It is ideal for encouraging **active participation**, as it allows all members of the group to contribute and share their ideas in one place.

- **Mentimeter:** Mentimeter is an interactive tool that allows you to create polls, questions and presentations in real time. It is very useful for **gathering quick feedback** from participants, **voting**, and encouraging **active participation** in activities.

4. Evaluation and feedback tools

Evaluation tools allow gathering information on participants' performance and the impact of activities. These platforms are useful for both formative and summative evaluation, and allow for faster and more efficient feedback.

- **Kahoot!:** Kahoot! is a platform that allows you to create **question and answer games**. It is a perfect tool to **test knowledge** in a fun and interactive way, encouraging **healthy competition** among participants. The results are displayed in real time, which facilitates immediate feedback.
- **SurveyMonkey:** SurveyMonkey allows you to create **customised surveys** to collect data from participants about their experience of the activity. Surveys can include multiple-choice, open-ended or scaled questions, and the results can be easily analysed to assess the impact of the activity and gather suggestions for future sessions.
- **Google Forms:** Google Forms is a simple and free tool for creating **forms and surveys**. It allows you to create customised evaluation forms and analyse the results in real time. It is ideal for obtaining **direct feedback** from participants on the activity and their perceptions.

5. Tools for activity and project management

Activity and project management platforms facilitate the organisation, monitoring and coordination of the different dynamics within an educational programme. These tools make it possible to keep a record of the activities carried out, define deadlines and objectives, and coordinate the different facilitators and participants.

- **Asana:** Asana is a project management tool that allows teams to **assign tasks, track the progress of activities** and manage deadlines. It is useful for **coordinating educational projects**, ensuring that all activities are well organised and carried out as planned.

- **Notion:** Notion is a multifunctional tool that allows users to create **databases, documents, calendars and to-do lists**. It is excellent for organising the planning of activities, managing projects collaboratively and keeping track of tasks and goals achieved.
- **ClickUp:** ClickUp is a project management platform that allows you to **create tasks, set priorities** and track progress. It is useful for more complex projects that require detailed tracking and coordination between several groups.

6. E-learning and e-learning platforms

When activities are conducted in **virtual** or **hybrid** format, e-learning platforms facilitate the distribution of educational materials and the monitoring of participants' progress.

- **Moodle:** Moodle is an **online course management** platform (LMS) that allows creating and managing **educational content**, conducting tests and exams, and tracking students' progress. It is widely used in formal and non-formal education, allowing activities to be customised according to the needs of the group.
- **Zoom:** Zoom is one of the most widely used platforms for **virtual meetings and webinars**. It allows **video conferencing**, screen sharing, recording sessions and splitting participants into small groups for collaborative activities. It is ideal for real-time activities, both synchronous and recorded.
- **Microsoft Teams:** Teams is a **communication and collaboration** tool that integrates meetings, chats and file storage. It is especially useful for **workgroups**, as it allows you to organise communication in channels, share documents and work collaboratively online.

6.3. Practical guides and supplementary manuals

Implementing non-formal educational activities involves a number of challenges, both in planning and execution, especially when seeking to involve diverse groups of young people. **Practical guides** and **accompanying manuals** play a crucial role in facilitating this process by providing facilitators with tools and approaches to ensure the **quality, inclusiveness** and **effectiveness** of activities. These resources not only help facilitators manage content, time and resources, but also offer strategies to encourage active participation and meaningful evaluation.

In the following, we explore the main complementary guides and manuals that can be used in the implementation of activities, providing both pedagogical strategies and approaches to **group management, impact assessment** and **adaptation to diversity**.

A practical guide to designing educational activities

One of the first stages in implementing activities is **design**. Without clear and proper planning, even the best activities can lose their effectiveness. This is where a practical guide to activity design becomes an essential resource. This guide should provide the necessary steps to structure the activity efficiently, ensuring that it is **participatory, inclusive and aligned with the learning objectives**.

The **planning of a non-formal educational activity** starts with the **definition of clear and achievable objectives**. This implies knowing what skills, knowledge and attitudes you want to develop in the participants. For example, if the aim is to promote **collaboration** among young people, activities should be designed to encourage teamwork, joint problem solving and **interdependence**.

In addition to the objectives, the guide should propose an appropriate methodology for each group of participants, taking into account their characteristics and needs. An important component of the planning is the **selection of appropriate didactic tools**. For larger groups, collaborative work dynamics or technological tools that encourage interaction, such as virtual group work platforms or applications that facilitate the collection of opinions and reflections, could be used. For smaller

groups, more personalised activities, such as role-plays or guided discussions, may be more effective.

The guide should also suggest an **active and participatory methodology**, promoting the continuous involvement of young people. Priority should be given to activities that stimulate **critical thinking, experiential learning** and participants' **autonomy**, such as debates, collective creation dynamics or practical exercises based on solving real problems. Activities should be **learner-centred** rather than passive, such as simple lectures or exhibitions.

Handbook for group facilitation

The role of the **facilitator** is crucial in any non-formal learning activity. A facilitation manual should provide detailed strategies for managing groups of different sizes and profiles. It should cover the essential aspects of **managing group dynamics**, which involves creating an environment where all participants feel safe and motivated to share their ideas.

One of the key aspects is the **management of diversity** within the group. Young people participating in non-formal educational activities have different profiles, interests and levels of knowledge. Therefore, the facilitator must have the ability to identify the strengths and weaknesses of the participants and manage the dynamics in an inclusive way. The guide should provide practical examples of how to organise participants into groups that favour collaboration and mutual learning. For example, instead of grouping young people by affinity, a mix can be created that encourages the exchange of ideas from people with different experiences.

The manual should address how to **motivate participants**, especially when there are signs of **disinterest** or **low participation**. In these cases, it is useful to apply **soft intervention** techniques such as the use of open-ended questions, **icebreaker** activities at the beginning of the session, and **energising dynamics** that keep participants focused. Special attention should also be paid to **conflict management** within the group. The facilitator should be trained to identify tensions and resolve them in a way that fosters mutual respect and maintains the educational purpose of the activity.

Impact assessment and monitoring handbook

The **evaluation** of non-formal educational activities is one of the most complex and often neglected aspects. However, an effective evaluation manual can provide a clear framework for measuring the **impact of activities** in terms of knowledge acquired, skills developed and attitudes changed.

It is essential that the evaluation does not just collect superficial opinions about the activity (such as group satisfaction), but should **measure the real impact** on the participants. The manual should include tools for **formative evaluation** during the activity, to adjust the dynamics in real time as needed, and a **summative evaluation** at the end, to measure the change in knowledge and behaviour in the long term.

Evaluation tools can include **surveys, self-assessment questionnaires, individual interviews** and **direct observation**. In addition, it should be a **participatory** evaluation, where young people themselves are part of the process of reflecting on their learning. Questions such as "What have I learned today?" or "How can I apply what I have learned in my daily life?" can provide valuable information on the impact of the activity.

The manual should also include **long-term follow-up** strategies, as the real impact of non-formal learning is not always seen immediately. It is advisable to **follow up afterwards** to see how participants apply what they have learned in their daily lives, which may include post-surveys or feedback meetings. This follow-up allows for adjusting future activities and verifying that the results obtained are in line with the objectives set.

Guide to digital tools and online resources

In the current context, digital tools play an increasingly important role in the design and implementation of educational activities. A **guide on digital tools** should provide a list of online platforms and resources that can enrich educational activity and facilitate the learning process.

Online collaboration platforms such as **Google Drive, Trello, Slack** or **Padlet** enable real-time interaction, project management and team collaboration. These

tools are essential when groups participate in a virtual or hybrid way. They can also be used to **collect information** during the activity, such as quick polls, comments or ideas that participants want to contribute.

Learning platforms such as **Moodle, Edmodo, and Kahoot!** allow the integration of **interactive assessments, educational materials and results tracking**, facilitating the facilitator's work by managing activities and assessing participants' performance. These platforms are especially useful in **distance learning** activities, but can also be used in **face-to-face environments** to make the process more dynamic and interactive.

In addition to platforms, the **use of multimedia resources**, such as **educational videos, online tutorials and interactive simulations**, can make activities more engaging and accessible, especially for **young people with different learning styles**.

Handbook on inclusion and accessibility

Finally, it is essential that any educational activity is designed to be **accessible to all**. A handbook on **inclusion and accessibility** should provide strategies to ensure that activities are **adaptable to the needs of people with different abilities and contexts**.

The guide should provide approaches to adapt activities for people with **physical disabilities** (for example, by ensuring accessibility in spaces), **sensory disabilities** (by providing materials in accessible formats such as captioning, Braille, or easy reading), and **cognitive disabilities** (by simplifying instructions or using visual tools). In addition, the manual should address **cultural and social diversity**, helping to create an inclusive space that respects differences and fosters mutual respect among participants.

7. Glossary of key terms

Non-formal learning and the implementation of educational activities can involve a variety of terms and concepts that are fundamental to understanding and applying teaching methodologies. Below is a **glossary of key terms** that facilitates the understanding of essential concepts, especially for facilitators, educators and participants seeking clear guidance on the tools and approaches used in these types of educational contexts.

Non-formal learning

Non-formal learning refers to educational activities that take place outside the traditional education system, such as **workshops, seminars, community projects, extracurricular activities** and other spaces where learning is **voluntary, flexible and practical**. Unlike formal learning, it is not based on a rigid curriculum or academic certification, but seeks to develop practical skills and knowledge tailored to the needs of the participants.

Experiential learning

Experiential learning is based on the **active learning** of knowledge through direct experience. Rather than just passively receiving information (as in traditional classes), participants **learn by doing**, reflecting on their experiences and connecting them to real situations. This approach promotes deep and lasting learning by integrating **action, reflection and practical application**.

Gamification

Gamification refers to the use of **game mechanics** (such as points, rewards, levels, competitions or challenges) in non-game contexts, such as learning. This technique seeks to **motivate and engage** participants through game elements, making learning more **fun and engaging**. It is widely used in educational activities to encourage participation and improve information retention.

Formative evaluation

Formative assessment is a type of assessment that takes place during the learning process with the aim of **monitoring** participants' **progress** and making adjustments to teaching in real time. Unlike summative assessment, which measures performance at the end of an activity, formative assessment takes a more dynamic approach, seeking **continuous feedback** to improve the quality of learning while the activity is ongoing.

Summative evaluation

Summative evaluation is carried out at the end of an educational activity or project to measure the level of **knowledge** or **skills acquired** by participants. Its aim is to make a final assessment of the **impact** of the activity and to determine whether the set objectives have been achieved. It is usually carried out through **exams, surveys** or **final projects**.

Facilitator

A **facilitator** is the person in charge of **guiding** and **supporting** participants in the learning process. Unlike the traditional teacher, who is usually at the centre of teaching, the facilitator **acts as a mediator**, encouraging **active participation** and promoting reflection, exchange of ideas and collaborative problem solving. Their role is to support and encourage **self-discovery**.

Collaborative learning

Collaborative learning refers to a pedagogical approach that emphasises teamwork and **interaction** among participants. In this type of learning, learners work together to achieve a **common goal**, sharing knowledge, skills and perspectives, which fosters **social development, empathy** and **effective communication**.

Critical reflection

Critical reflection involves the process of **examining and questioning** one's own ideas, beliefs and assumptions, as well as those of others, in search of a **deeper understanding** of a topic. In the context of learning, critical reflection enables

participants not only to acquire information, but also to **analyse, evaluate and apply it** in a more meaningful way.

Inclusion

Inclusion in education refers to the practice of **ensuring that all participants**, regardless of **gender, cultural background, ability or socio-economic status**, have equal opportunities to actively participate in the educational process. Inclusion involves **adapting activities** and the learning environment to make them accessible and relevant to all, promoting an environment where everyone feels **valued** and **respects** their differences.

Accessibility

Accessibility refers to the **ease** with which participants can **access and use** educational resources, materials and activities, regardless of their physical, sensory or cognitive abilities. Accessibility applies not only to physical resources (such as buildings adapted for people with disabilities), but also to accessible **educational content** in different formats, such as **subtitles, easy reading, sign language**, among others.

Empowerment

Empowerment is the process by which participants acquire the **skills and confidence to make informed decisions**, take control of their own learning and actively contribute to their community. Empowerment in educational activities fosters participants' **autonomy, self-efficacy** and ability to bring about positive change in their lives and environment.

Gamification

Gamification in education involves incorporating **game elements** such as **scores, levels, medals or challenges** into educational activities with the aim of **motivating and increasing participation**. This strategy makes the learning process **more fun, competitive and challenging**, which can improve the **intrinsic motivation** of participants and foster a **more dynamic learning** environment.

Educational technology

Educational technology encompasses all those **digital tools** and **platforms** that are used in the teaching-learning process to enhance interaction, access to educational resources, collaboration and assessment. This includes **learning management platforms** (such as Moodle or Google Classroom), **online collaboration tools** (such as Slack or Trello), and **educational apps** (such as Kahoot!, Quizlet, or Edpuzzle).

Digital skills

Digital competences are the skills needed to **use** digital tools effectively in learning and everyday life. They include skills such as **software use**, **Internet navigation**, **information management**, **online communication** and **digital critical thinking**. These competences are essential in today's world, where **technology** plays a central role in all aspects of life.

Distance learning

Distance learning involves the use of **digital technologies** to **teach and learn** without the need for participants to be physically present in the same space. **Distance learning** platforms allow access to educational content, **progress monitoring** and interaction with facilitators and other participants through tools such as **videoconferencing**, **online forums** and **virtual educational materials**.

Hybrid education

Hybrid education combines **face-to-face** and **virtual** learning, allowing students to participate in both online activities and face-to-face classes. This flexible approach allows **learning** to be **tailored** to the individual needs of students, using **technology** to expand opportunities for participation and access to resources.

Project-based learning

Project-based learning is a pedagogical approach in which students work collaboratively to **solve real problems** or develop meaningful projects. This



approach fosters **critical thinking** skills, **creativity** and **teamwork**, as students not only acquire knowledge, but also **apply** it in practical situations.



Welcome Positive Attitude



for Youth

Handbook for youth workers on mental health techniques for young people and youth workers



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