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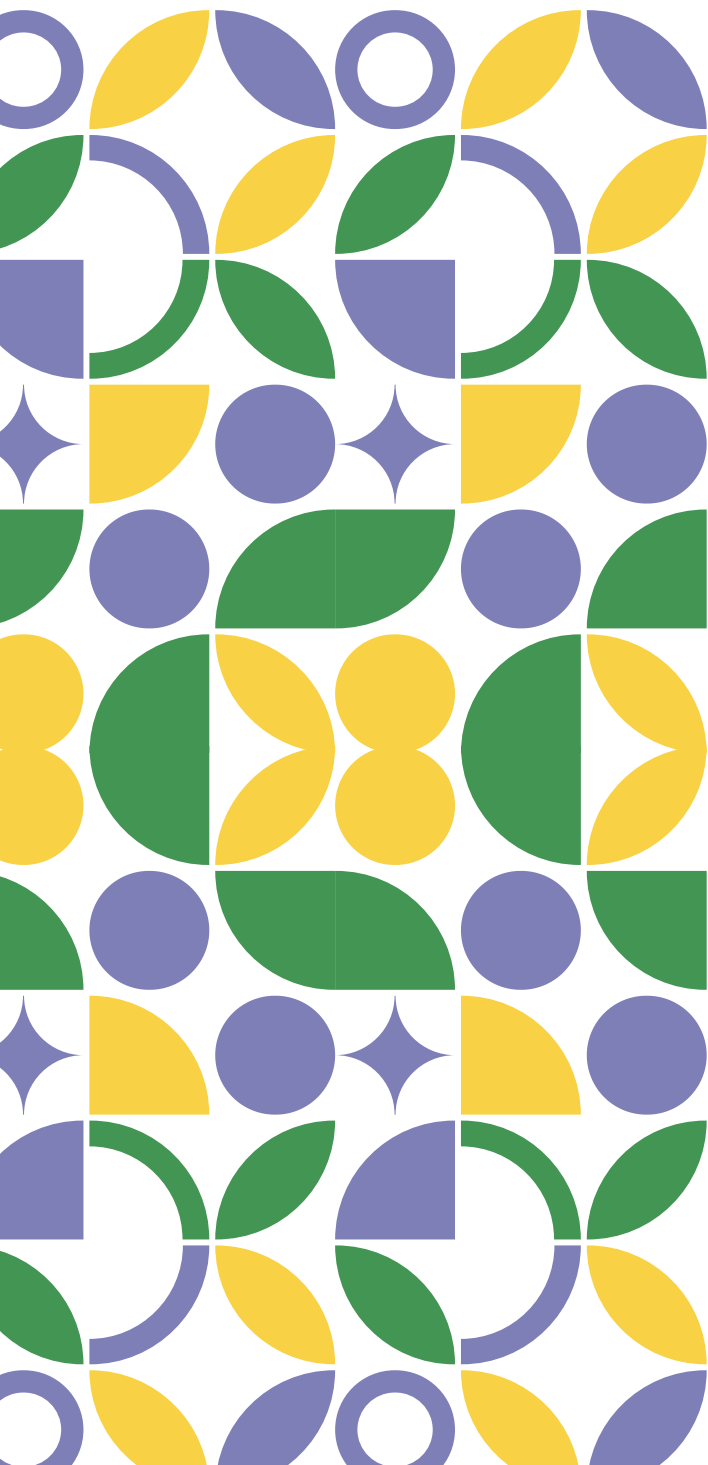
Transformative Youth Leadership: towards
horizontal leadership models in youth work

2024-1-ES02-KA220-YOU-000251305



Towards horizontal leadership models in
youth work - WP4 Pilot Testing

PILOT IMPLEMENTATION & EVALUATION FRAMEWORK





Transformative Youth Leadership (TYL)

KA220-YOU-96C0CF32

WP4 Pilot Testing

Pilot Implementation & Evaluation Framework

WP Leading Organisation: IRIS Sustainable Development - IRIS SD

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1. Introduction & Purpose of the Deliverable

1.1 Overview of WP4 – Pilot Testing

Work Package 4 (WP4) represents a pivotal stage in the implementation of the Transformative Youth Leadership (TYL) project, as it shifts the focus from methodological design to practical validation. Building upon the conceptual and methodological groundwork established in WP3, WP4 aims to test the developed framework in real-life youth work environments across partner countries.

The pilot testing phase is designed to assess the extent to which the WP3 methodology can be effectively applied in diverse socio-cultural and organizational contexts. Given the transnational nature of the consortium, WP4 ensures that the methodology is not only theoretically sound but also adaptable to different national realities, institutional capacities, and target group characteristics.

More specifically, WP4 acts as a bridge between theory and practice, enabling partners to move beyond abstract methodological design and engage in hands-on implementation. This process allows for the identification of practical challenges, contextual limitations, and opportunities for innovation that may not have been fully captured during the design phase.

Furthermore, WP4 contributes to enhancing the overall robustness and credibility of the project by generating empirical evidence. Through systematic data collection and analysis, the pilot phase supports the validation of the methodology and strengthens its potential for transferability and scalability beyond the project's lifetime.

1.1 Role of the Pilot Phase within the Project

The pilot phase plays a central role in the project lifecycle, functioning as the validation and learning mechanism of the TYL project. While WP2 focuses on needs analysis and WP3 on



methodological development, WP4 ensures that these outputs are tested against real-world conditions.

In this sense, the pilot phase is not merely an implementation exercise, but a structured experimentation process. It allows partners to critically assess:

- the usability of the methodology by youth workers,
- the level of engagement and response of young participants,
- the feasibility of implementation within different organisational settings,
- and the extent to which the methodology effectively promotes inclusive participation and democratic leadership.

Importantly, the pilot phase introduces a feedback loop within the project. The insights gathered during implementation feed directly into the refinement process in subsequent WP4 phases (TPM4 and LTT2), ensuring that the final methodology is evidence-based and user-oriented.

Additionally, the pilot phase supports capacity building among partner organisations and youth workers. By actively engaging in the implementation process, partners enhance their practical understanding of the methodology, develop facilitation skills, and strengthen their ability to adapt tools to their local contexts.

Ultimately, the role of the pilot phase is to reduce the gap between intended outcomes and actual impact, ensuring that the final outputs of the project are both relevant and applicable.

1.2 Purpose and Scope of this Deliverable

This deliverable establishes a comprehensive framework for the implementation and evaluation of pilot activities under WP4. Its primary purpose is to ensure a coherent, standardised, and transparent approach across all partner organisations, while still allowing for necessary contextual adaptations.

Specifically, the deliverable:





- Defines the structure and requirements of pilot activities,
- Establishes common evaluation criteria and indicators,
- Provides standardised tools for data collection,
- Clarifies roles and responsibilities among partners,
- Sets timelines and reporting expectations.

By doing so, it ensures that all pilot activities are conducted under comparable conditions, enabling meaningful cross-country analysis and synthesis of results.

At the same time, the framework acknowledges the diversity of contexts in which partners operate. Therefore, while common standards are established, partners retain a degree of flexibility in adapting the methodology to local needs, target groups, and institutional environments.

Another key function of this deliverable is to ensure methodological consistency and data reliability. Through the use of shared tools (e.g. pre/post questionnaires, reflection forms, observation checklists), the project ensures that the data collected is both comparable and robust, supporting evidence-based conclusions.

In essence, this deliverable serves as the operational backbone of WP4, guiding partners throughout the pilot phase and ensuring alignment with the overall project objectives.

Phase	Activity	Key Steps	Role of Lead Partner (IRIS SD)	Role of Partners	Expected Output	Preliminary Timeline
1	Preparation of the implementation	<ul style="list-style-type: none"> • Define which WP3 methodology elements will be tested • Identify pilot contexts and target groups • Define participant 	Lead the design, standardise tools and process	Provide feedback and confirm feasibility at national level	Pilot Implementation & Evaluation Framework	01 Feb – 15 Apr 2026





		<p>profiles and numbers</p> <ul style="list-style-type: none"> • Design common evaluation tools (pre/post questionnaires, feedback forms, observation grids) 				
2	TPM 3 – Testing preparation & mid-term project evaluation	<ul style="list-style-type: none"> • Presentation of the pilot implementation plan • Alignment of partners on scope, tools and timeline • Mid-term evaluation of overall project progress • Adjustments before pilot launch 	Facilitate discussion, consolidate decisions	Agree on common approach and responsibilities	Finalised and approved pilot setup	16 – 17 Apr 2026
3	Pilot testing	<ul style="list-style-type: none"> • Implementation of pilot activities at national level • Application of WP3 methodologies in real settings • Collection of quantitative and qualitative data 	Monitor implementation, provide support, collect data	Implement pilot activities and report results	Primary pilot data (quantitative & qualitative)	19 Apr – 31 Nov 2026





		<ul style="list-style-type: none"> • Documentation of implementation process 				
4	TPM 4 – Mid-testing evaluation	<ul style="list-style-type: none"> • Presentation of preliminary pilot findings • Exchange of experiences and challenges • Identification of strengths and weaknesses • Agreement on issues requiring adjustment 	Synthesize preliminary data, facilitate analysis	Share experiences and initial conclusions	Agreed improvement points	Sep 2026
5	Result evaluation	<ul style="list-style-type: none"> • Analysis of collected data • Comparison of pre- and post-pilot results • Assessment of participation, inclusion and leadership impact • Evaluation of WP4 objectives achievement 	Lead analysis and reporting	Provide final data and clarifications	Methodology Validation & Impact Report	Dec 2026
6	LTT2 – Refinement of the methodology	<ul style="list-style-type: none"> • Collective review of pilot results • Refinement and 	Facilitate refinement process, document decisions	Co-create and validate improvements	Agreed revised methodology	Jan 2027





		<p>simplification of methodologies</p> <ul style="list-style-type: none"> • Adjustment of tools and approaches • Agreement on final methodology structure 				
7	Preparation of final materials	<ul style="list-style-type: none"> • Integration of agreed changes • Inclusion of practical examples from pilot phase • Final editing and structuring of materials 	Final consolidation and support to the refinement process	Editing, final review and validation	Revised Implementation Guide (Final Methodology)	01 Feb – 30 Mar 2027
8	(Follow-up) Translation & dissemination	<ul style="list-style-type: none"> • Translation into partner languages • Preparation for dissemination activities (WP5) 	Coordinate process	Translate and support dissemination	Multilingual final materials	01 Feb – 30 Mar 2027

1.4 Link with WP3 Methodology and Overall Project Objectives

WP4 is intrinsically linked to WP3, as it operationalises and tests the methodology developed in the previous work package. While WP3 focuses on designing tools, approaches, and frameworks to foster transformative youth leadership, WP4 evaluates their practical effectiveness and applicability.





This transition from design to implementation is critical for ensuring that the methodology is not only conceptually strong but also functionally relevant and user-friendly.

Moreover, WP4 directly contributes to the overarching objectives of the TYL project, particularly:

- promoting inclusive participation among young people,
- strengthening democratic engagement and leadership practices,
- supporting youth workers with practical and adaptable tools.

By validating and refining the methodology, WP4 ensures that the final outputs of the project are grounded in real experiences and respond effectively to the needs identified in WP2.

In addition, the findings from WP4 will inform the development of the final Implementation Guide and contribute to the sustainability and transferability of the project results. The validated methodology will be suitable for replication in different contexts, thereby amplifying the project's long-term impact.

2. Objectives of the Pilot Testing Phase

2.1 General Objective

The general objective of the pilot testing phase is to validate the WP3 methodology through its implementation in real-life youth work environments and to assess its effectiveness in promoting inclusive participation and democratic leadership among young people.

This objective goes beyond simple application, as the pilot phase is designed as a structured validation process. It aims to critically examine whether the methodology can function effectively under real conditions, taking into account the diversity of organisational settings, cultural contexts, and target group characteristics across partner countries.

In particular, the pilot phase seeks to determine whether the methodology:





- can be realistically implemented within the operational constraints of youth organisations,
- is accessible and understandable for both youth workers and participants,
- leads to observable changes in participation, inclusion, and leadership practices.

By doing so, WP4 ensures that the final methodology is not only theoretically coherent but also practically relevant and transferable.

2.2 Specific Objectives

The pilot phase is guided by a set of specific objectives that collectively contribute to the validation and refinement of the methodology.

A primary objective is to assess the usability and feasibility of the WP3 methodology in different contexts. This includes examining how clearly the tools are structured, how easily they can be applied by youth workers, and whether they require resources that are realistically available within partner organisations. Particular attention is given to the adaptability of the methodology, ensuring that it can be adjusted to local needs without losing its core principles.

Another key objective is to measure the impact of the methodology on participants' engagement and participation. The pilot phase aims to identify whether participants become more actively involved in activities, more willing to express their views, and more engaged in group processes. This assessment is based on a comparative approach, using pre- and post-pilot data to capture changes over time.

The pilot phase also focuses on evaluating the development of democratic leadership practices. This involves examining whether participants demonstrate increased initiative, take part in decision-making processes, and show greater awareness of group dynamics and collective responsibility. The emphasis here is on qualitative transformation, not only participation as presence, but as active participation.

At the same time, the pilot phase aims to identify the strengths and limitations of the methodology. Through feedback collected from both youth workers and participants, the



project will be able to determine which components are effective, which require simplification, and which may need to be redesigned. This objective ensures that the refinement process is grounded in actual experience rather than theoretical assumptions.

Finally, an important objective is to ensure alignment with the findings of WP2. The pilot phase examines whether the methodology effectively addresses the needs, challenges, and gaps identified during the needs assessment phase, thereby reinforcing the internal coherence of the project.

2.3 Contribution to Inclusive Participation and Democratic Leadership

The pilot testing phase plays a crucial role in operationalising the core priorities of the TYL project, namely inclusive participation and democratic leadership.

In terms of inclusive participation, the pilot phase is designed to create conditions that enable all participants to engage meaningfully in the activities, regardless of their background. Particular emphasis is placed on involving young people with fewer opportunities, ensuring that barriers to participation are actively addressed. This includes creating supportive environments, using inclusive facilitation methods, and encouraging diverse forms of expression.

The methodology promotes participation not only as attendance, but as active involvement in group processes. Participants are encouraged to express their views, share experiences, and contribute to collective discussions. In this way, inclusion is understood as both access and meaningful engagement.

With regard to democratic leadership, the pilot phase supports the development of leadership practices that are collaborative, participatory, and non-hierarchical. Participants are encouraged to take initiative, engage in decision-making, and assume responsibility within the group. The methodology emphasises shared leadership, where roles and responsibilities are distributed rather than concentrated.



Importantly, these elements are embedded in the structure of the pilot activities and are systematically observed and evaluated. This ensures that inclusion and leadership are not treated as abstract goals, but as measurable and observable outcomes.

2.4 Expected Outcomes of the Pilot Phase

The pilot phase is expected to generate a range of outcomes at both methodological and participant levels, contributing to the overall objectives of the project.

At the methodological level, the WP3 framework will be tested and refined based on real-life implementation. This process will result in a validated methodology that is both practical and adaptable to different contexts. The pilot phase will also provide clarity on which components are most effective and which require further adjustment.

At the participant level, the pilot is expected to lead to increased levels of engagement, with participants demonstrating greater willingness to take part in activities and express their views. It is also expected that participants will report a stronger sense of inclusion and belonging within the group.

In terms of leadership, participants are expected to show signs of developing democratic leadership skills, such as taking initiative, participating in decision-making, and collaborating with others. These changes may vary in intensity, but even small shifts are considered meaningful within the context of youth work.

The pilot phase will also contribute to strengthening the capacity of youth workers, who will gain practical experience in applying the methodology and adapting it to their context. This experiential learning is essential for ensuring the sustainability of the project results.

Finally, the pilot phase will produce a set of evidence-based findings, combining quantitative data (e.g. participation rates, pre/post comparisons) and qualitative insights (e.g. feedback, case examples). These findings will directly inform the refinement of the methodology and the development of the final Implementation Guide.



3. Pilot Strategy & Implementation Approach

3.1 Overview of the WP3 Baseline Methodology

The WP3 baseline methodology constitutes the core conceptual and operational framework to be tested during the pilot phase. It has been designed as a structured yet flexible approach that integrates participatory tools, experiential learning methods, and reflective practices, with the aim of fostering inclusive participation and democratic leadership among young people.

At its core, the methodology adopts a learner-centred and process-oriented perspective. Rather than focusing on the passive transmission of knowledge, it prioritises active engagement, interaction, and co-creation. Participants are encouraged to contribute to group processes, reflect on their experiences, and develop a deeper understanding of participation and leadership through practice.

A defining feature of the WP3 methodology is its modular structure. It is composed of interconnected components—such as facilitation techniques, group exercises, and reflection tools—which can be combined and adapted depending on the context of implementation. This flexibility allows partners to tailor the methodology to their specific environments while maintaining a shared conceptual foundation.

Within WP4, the pilot phase aims not only to assess the overall effectiveness of the methodology, but also to examine how its individual components function in practice. This includes understanding how different elements interact, how they respond to varying conditions, and which combinations produce the most meaningful outcomes.

3.2 Selection of WP3 Components for Pilot Testing

The selection of WP3 components for pilot testing is a strategic process that balances the need for consistency across partners with the necessity of contextual adaptation.

Given the diversity of organisational settings and target groups, partners are not required to implement the full methodology in a uniform way. Instead, they are expected to select





components that are most relevant and feasible within their specific context. This selection is guided by several key considerations:

- the needs and challenges identified during WP2,
- the profile, expectations, and level of engagement of the target group,
- the organisational capacity and available resources,
- the format and duration of the planned pilot activities.

At the same time, this flexibility is framed within a shared methodological logic. Partners are expected to preserve the core principles of the WP3 methodology—such as active participation, collaborative processes, and reflection—ensuring that the pilot activities remain aligned with the overall objectives of the project.

This approach allows for meaningful adaptation without undermining comparability, enabling the project to generate insights that are both context-sensitive and collectively relevant.

3.3 Definition of a “Valid Pilot Activity”

For the purposes of WP4, a “valid pilot activity” is understood as a structured implementation process that ensures both the application and evaluation of the WP3 methodology in a coherent and measurable way.

A pilot activity is not considered as a single isolated intervention, but as a sequence of interconnected actions that together form a meaningful learning experience. In order to be considered valid, a pilot activity should meet the following criteria:

- it applies at least two core components of the WP3 methodology in a consistent and intentional manner,
- it involves a clearly defined group of participants corresponding to the target profile,
- it follows a structured process that includes preparation, implementation, and reflection stages,
- it integrates the agreed evaluation tools across all phases of the activity,
- it generates sufficient quantitative and qualitative data to support analysis.





By establishing these criteria, the project ensures that pilot activities are methodologically robust and capable of producing reliable and comparable results, while avoiding fragmented or superficial implementation.

3.4 Minimum Implementation Requirements

To ensure a common baseline across partner organisations, a set of minimum implementation requirements is defined for all pilot activities.

Each partner is expected to implement at least one complete pilot cycle, allowing the methodology to be tested over a period of time rather than through isolated sessions. This continuity is essential for observing changes in participation and leadership dynamics.

In addition, partners are required to:

- involve the minimum number of participants as defined in Section 4,
- ensure, where possible, that the same group of participants is engaged throughout each pilot session,
- apply all agreed evaluation tools consistently (before, during, and after the pilot),
- document the implementation process, including any adaptations, challenges, or contextual factors.

These requirements aim to ensure that the data collected is reliable and that the outcomes observed can be meaningfully linked to the implementation of the methodology.

At the same time, partners retain flexibility in terms of format, duration, and facilitation approach. Pilot activities may take the form of workshops, training sessions, or blended formats, provided that the core requirements are fulfilled.

3.5 Common Implementation Principles for All Partners

Alongside structural requirements, the pilot phase is guided by a set of common implementation principles that reflect the values of the project and ensure coherence across all partner activities.





These principles function as a shared reference framework, ensuring that despite contextual differences, all pilot implementations contribute to the same overarching objectives.

- **Inclusivity:** Activities should be designed to enable the participation of diverse groups, with particular attention to young people with fewer opportunities. Barriers to engagement should be actively addressed.
- **Active and meaningful participation:** Participation should go beyond attendance, encouraging participants to contribute to discussions, share perspectives, and engage in decision-making processes.
- **Contextual adaptability:** While maintaining the core elements of the methodology, partners should adapt activities to their local realities to ensure relevance and feasibility.
- **Ethical engagement:** All activities must respect principles of voluntary participation, confidentiality, and data protection, ensuring a safe and respectful environment.
- **Reflective practice:** Both facilitators and participants are encouraged to engage in continuous reflection, allowing learning to emerge from experience and supporting the ongoing improvement of the methodology.

4. Participant Profile & Selection Criteria

4.1 Target Groups

The pilot activities will involve two main target groups: **young people** and **youth workers**, each with a distinct but complementary role in the pilot process.

Young people, aged between 16 and 30, will participate as the primary beneficiaries of the pilot activities. They will engage directly in the sessions and activities based on the WP3 methodology, allowing the project to assess how the methodology supports participation, inclusion and democratic engagement in practice.

Youth workers will participate in a dual role. On the one hand, they will act as facilitators responsible for implementing the methodology during the pilot activities. On the other hand,





they will act as evaluators, providing structured feedback on the usability, clarity and applicability of the methodology within their organisational context.

This distinction ensures that the pilot phase captures both the experience of participants and the practical perspective of those applying the methodology.

4.2 Minimum Number of Participants per Partner

To ensure a minimum level of consistency and comparability across partner countries, each partner organisation is required to implement at least one pilot cycle applying selected components of the WP3 methodology.

Each partner should involve:

- a minimum of 15 young people, and
- a minimum of 5 youth workers.

Across the partnership (5 partners), this corresponds to at least **75 young people and 25 youth workers involved in the pilot phase**, ensuring a sufficient sample size for meaningful analysis and validation of the methodology.

These minimum thresholds are set to ensure that the pilot generates reliable and comparable data, while remaining feasible for all partners. At the same time, partners are encouraged to involve a higher number of participants where possible, in order to further strengthen the robustness of the results and increase the overall impact of the pilot phase.

While these targets are defined at partner level, **the overall objective is to reach the minimum total number of participants at consortium level**. In this context, a certain degree of flexibility is allowed, meaning that if one partner faces justified challenges in reaching the minimum target, this may be compensated by higher participation from other partners, provided that the overall consortium targets are achieved.





Variations in participation across sessions are acceptable, provided that the minimum number of unique participants is reached and a core group remains consistent throughout the pilot cycle for evaluation purposes.

Each partner should aim for a completion rate of at least 80% of participants, in order to ensure the reliability of the collected data.

4.3 Age Range and Inclusion Criteria

The pilot activities will target **young people and youth workers aged between 16 and 30 years old**, in line with the project's defined target group.

In order to promote inclusiveness and ensure that the pilot reflects diverse realities, partners are encouraged to involve participants from different backgrounds and with varying levels of experience in youth participation.

Where feasible and relevant to the local context:

- at least 20% of participants should be individuals with fewer opportunities, and
- partners should aim for gender-balanced participation.

These elements will be monitored through the Pre- and Post-Pilot Questionnaires, which include specific questions related to participants' background and demographic characteristics. These criteria are not intended to create barriers to participation but to guide partners in designing inclusive pilot activities that reflect the diversity of youth work environments.

4.4 Role of Youth Workers in the Pilot Phase

Youth workers play a key role in translating the WP3 methodology into practice within their respective organisational and national contexts.

During the pilot phase, youth workers will be responsible for:

- facilitating the pilot activities and applying the methodology,





- adapting the activities where necessary to fit the local context,
- documenting implementation challenges, adjustments and observations, and
- reflecting on the overall experience of using the methodology.

After completing the pilot cycle, all participating youth workers are expected to complete the Youth Worker Reflection Form.

At least 70% of youth workers are expected to report that the methodology is clear, usable and applicable in their organisational context. This feedback will provide essential insights into the feasibility and transferability of the methodology.

5. Evaluation Framework

5.1 Evaluation Objectives

The evaluation framework of WP4 is designed to systematically assess the effectiveness, relevance, and applicability of the WP3 methodology when implemented in real-life youth work settings. It aims to generate reliable and comparable data across partner organisations, allowing for evidence-based conclusions and informed refinement of the methodology.

The evaluation does not focus solely on measuring outputs, but also on understanding processes and experiences. It seeks to capture both quantitative changes (e.g. participation levels, completion rates) and qualitative transformations (e.g. shifts in group dynamics, perceptions of inclusion, leadership behaviours).

More specifically, the evaluation framework aims to:

- assess the extent to which the methodology enhances participation and inclusion,
- examine the development of democratic leadership practices among participants,
- evaluate the usability and feasibility of the methodology from the perspective of youth workers,
- capture the perceived impact of the pilot activities on both participants and facilitators.





By combining these dimensions, the evaluation framework ensures a holistic understanding of the pilot phase, moving beyond simple measurement towards meaningful interpretation.

5.2 Evaluation Dimensions

The evaluation of the pilot phase is structured around four key dimensions, each addressing a different aspect of the methodology's implementation and impact. These dimensions are interrelated and together provide a comprehensive picture of the effectiveness of the pilot activities.

Participation & Inclusion

This dimension focuses on the extent to which the pilot activities successfully engage participants and create inclusive environments. It examines both the level and the quality of participation.

The evaluation explores whether participants:

- actively take part in discussions and activities,
- feel comfortable expressing their views,
- experience a sense of belonging within the group.

In addition, particular attention is given to the inclusion of participants with fewer opportunities, assessing whether the methodology effectively reduces barriers to participation and supports diverse forms of engagement.

Participation is therefore understood not only as presence, but as active and meaningful involvement in group processes.

Leadership Practices

This dimension assesses the extent to which the pilot activities support the development of democratic and participatory leadership practices among participants.

The focus is placed on observable behaviours and attitudes, such as:





- taking initiative within group activities,
- participating in decision-making processes,
- demonstrating responsibility and collaboration.

Rather than promoting hierarchical leadership models, the evaluation examines whether the methodology encourages shared and horizontal leadership dynamics. It also considers whether participants become more aware of their role within a group and their ability to influence collective outcomes.

Usability & Feasibility

This dimension evaluates the practicality of the methodology from the perspective of youth workers and partner organisations.

It examines:

- how easy the methodology is to understand and apply,
- whether the tools are clear and well-structured,
- the extent to which the methodology can be implemented within existing organisational constraints (e.g. time, resources, skills).

The evaluation also considers the adaptability of the methodology, assessing whether youth workers are able to adjust it to their specific contexts without compromising its core principles.

This dimension is particularly important for ensuring that the final methodology is not only effective, but also realistic and sustainable.

Perceived Impact

The perceived impact dimension captures the subjective experiences and reflections of both participants and youth workers regarding the pilot activities.

It explores:





- participants' perceptions of their own development (e.g. confidence, participation, leadership),
- the overall experience of the pilot activities,
- the perceived relevance and usefulness of the methodology.

This dimension complements the more measurable aspects of the evaluation by providing insight into how the methodology is experienced in practice. It helps identify not only what changes occur, but also how these changes are understood and valued by those involved.

5.3 Indicators

The evaluation of the pilot phase will be based on a combination of quantitative and qualitative indicators, allowing for a comprehensive assessment of both the implementation process and the impact of the methodology.

Quantitative Indicators

Quantitative indicators will be used to measure the level of implementation, participation and the overall quality of the methodology.

A. Implementation Indicators

The following indicators will be used to assess the implementation of the pilot activities:

- Number of pilot activities implemented per partner (minimum of one structured pilot cycle per partner)
- Total number of young participants involved in the pilot phase
- Total number of youth workers involved
- Completion rate of participants (target $\geq 80\%$)

These indicators ensure that the pilot is implemented consistently across all partner organisations and that sufficient data is collected for analysis.

B. Participation & Inclusion Indicators





Participation and inclusion will be measured through a comparison of pre- and post-pilot data collected from participants.

The following targets are defined:

- At least 60% of participants report increased active participation
- At least 60% report feeling more heard in group processes
- At least 60% report improved understanding of democratic leadership practices

These indicators aim to capture changes in participants' perceptions and experiences as a result of the pilot activities.

C. Methodology Quality Indicators

The quality and effectiveness of the methodology will be assessed against the following criteria:

- The methodology provides a theoretical response to at least 85% of identified difficulties
- At least 75% of key research points include two alternative approaches, ensuring that for the majority of identified challenges, the methodology provides more than one practical way of implementation. This allows organisations to select the most suitable option based on their context, available resources, and participant needs.
- At least 40% include three alternative approaches, further strengthening the flexibility of the methodology. For a substantial number of key points, partners are provided with multiple implementation options, enabling them to adapt their approach to different organisational contexts, group dynamics, and delivery formats (e.g. online or offline). This enhances the practical applicability of the methodology across diverse settings and avoids reliance on a single fixed approach.
- At least 70% of youth workers rate the methodology as clear and usable
- At least 70% confirm its feasibility within their organisational context
- 100% of partners formally validate the revised methodology





These indicators ensure alignment with the criteria defined in previous work packages while incorporating insights derived from the pilot phase.

Qualitative Indicators

Qualitative indicators will complement the quantitative data by capturing deeper insights into the implementation and impact of the methodology.

Data will be collected through open-ended questions and reflection forms, focusing on:

- Evidence of changes in group dynamics
- Examples of increased inclusion
- Concrete examples of shifts in leadership practices
- Identified strengths of the methodology
- Identified weaknesses and suggested improvements
- Evidence that lessons learned from the pilot are integrated into the revised methodology

These qualitative insights will be essential for understanding contextual factors and informing the refinement of the methodology.

5.4 Data Collection Tools

A set of standardised evaluation tools will be used across all partner organisations to ensure consistency and comparability of data across countries.

The following tools will be applied:

- [Pre-Pilot Questionnaire \(for participants\)](#): Used to collect baseline data on participants' perceptions of participation, inclusion, and leadership before the pilot begins.
- [Post-Pilot Questionnaire \(for participants\)](#): Used to measure changes in participants' perceptions and assess the overall impact of the pilot activities.
- [Youth Worker Reflection Form](#): Used to capture facilitators' perspectives on the usability, feasibility, and effectiveness of the methodology in practice.





- Participant Feedback Form: Used to collect immediate feedback on participants' experience, including satisfaction, engagement, and perceived value of the activity.
- Observation Checklist (recommended for facilitators where applicable): Used to systematically record observations during the pilot, including group dynamics, participation levels, and implementation conditions.

Each tool serves a specific purpose within the evaluation process and is directly linked to the indicators defined in Section 5.3.

All evaluation tools will be developed by the WP4 Lead (IRIS SD) and will be provided to partners as **standard templates**. The final versions of the tools will be included in the [Annexes of this deliverable](#), ensuring transparency and ease of use. All questions included in the tools are mandatory and should be completed by participants, unless explicitly indicated as optional (marked in brackets).

Partner organisations will be responsible for:

- translating the tools into their national language, where necessary,
- ensuring that the content, structure and meaning of the tools are preserved during translation,
- adapting only formatting aspects if needed (e.g. platform requirements), without modifying the core questions,
- administering the tools to participants using a platform of their choice (e.g. online forms or paper-based formats),
- ensuring accessibility and ease of use for participants, and
- collecting and storing the data in line with the agreed data protection principles.
- In order to maintain consistency across the partnership, partners are expected to follow the provided templates closely and avoid modifications to the content of the tools unless explicitly agreed with the WP4 Lead.





Indicator Type	Tool	Timing of Use	Purpose
Participation change	Pre/Post Questionnaire	Before & After the pilot session	To measure changes in participation over time
Perceived inclusion	Pre/Post Questionnaire	Before & After the pilot session	To assess changes in inclusion and sense of belonging
Usability & feasibility	Youth Worker Reflection Form	After the pilot cycle	To evaluate how practical and applicable the methodology is
Practical challenges	Youth Worker Reflection Form	After the pilot cycle	To identify implementation difficulties and constraints
Immediate experience	Participant Feedback Form	At the end of each activity	To capture participants' immediate reactions and satisfaction
Group dynamics observation	Observation Checklist	During the pilot implementation	To monitor participation, interaction, and group behaviour in real time

This integrated evaluation approach ensures alignment between indicators, tools and data collection phases.

5.5 Data Collection Methods & Pilot Implementation Modality

Definition of Pilot Testing

The pilot is not a theoretical exercise but a **hands-on implementation process**, where partners apply the methodology through real activities involving young people and youth workers. The objective of the pilot phase is to:





- test the applicability of the methodology,
- observe how it functions in different organisational and cultural contexts, and
- collect structured feedback to support its refinement.

Each partner organisation is expected to implement at least one pilot cycle applying selected components of the WP3 methodology.

Structure of Pilot Activities

For the purposes of this project, a **pilot cycle** is defined as a structured set of pilot activities that:

- include **3 to 5 structured sessions**,
- have a total duration of **at least 6 hours**, with a recommended range of 6–10 hours,
- applies **at least two (2) components (chapters)** of the WP3 methodology, and
- includes the full implementation of the evaluation process (pre-pilot, during, and post-pilot data collection).

Pilot activities may be implemented in **offline, online or hybrid formats**, depending on the organisational context and practical constraints. However, offline activities are strongly encouraged, as they are considered more effective for fostering interaction, participation and group dynamics.

This flexible structure ensures that the pilot is sufficiently robust to generate meaningful results, while remaining feasible for all partners.

Selection of Methodology Components

Partners are expected to test a minimum of **two (2) components (chapters)** of the WP3 methodology during the pilot phase. As follows:





WP3 METHODOLOGY CHAPTER	LEAD PARTNER ORGANIZATION DURING WP3
Chapter 1: Core Principles of Inclusive Youth Leadership	EUNOIA
Chapter 2: DOs and DON'Ts of Inclusive Leadership	Sciara Progetti
Chapter 3: Youth-Friendly Leadership Structures	Sciara Progetti
Chapter 4: Accessible Tools for Participation and Dialogue	Alternativi International
Chapter 5: Inclusive Outreach and Representation	IRIS SD
Chapter 6: Micro-Level Leadership Development – Growing Leaders Step by Step	Creant Europa
Chapter 7 – Strategies for Overcoming Barriers to Inclusive Leadership	Creant Europa
Chapter 8: Evaluation and Feedback for Inclusive Leadership	EUNOIA
Chapter 9 – Digital Leadership and the Role of Technology	IRIS SD
Chapter 10: Best Practices, Resources, and Frameworks for Inspiration	Alternativi International

Documentation of Pilot Activities

Each partner organisation will be responsible for documenting the pilot activities in a structured way.

For each pilot cycle, the following information should be recorded:





- Partner organisation
- Title of the activity
- Date(s) of implementation
- Location (physical or online)
- Number of participants (young people and youth workers)
- Duration of each session
- Methodology components applied (chapters)

A standard reporting [template](#) will be provided by WP4 Lead to ensure consistency across partners.

Supporting Evidence and Materials

In order to support transparency and provide evidence of implementation, partners are encouraged to collect supporting materials, such as:

- photos from pilot activities,
- short video excerpts (where appropriate),
- screenshots (for online sessions),
- examples of materials used during the sessions.

All visual material must respect GDPR and consent requirements.

These materials will be used for:

- internal documentation,
- reporting purposes, and
- dissemination activities (where applicable).





Data Collection Approach

Data collection during the pilot phase will combine:

- structured evaluation tools (questionnaires and reflection forms),
- facilitator observations and implementation notes, and
- qualitative examples and case insights.

All partners are responsible for collecting and submitting data in accordance with the common framework, ensuring comparability and consistency across countries.

6. Data Collection Process & Timeline

6.1 Data Collection Phases (Before, During, After Pilot)

Data collection will be carried out in three main phases, ensuring a comprehensive understanding of both the implementation process and the outcomes of the pilot activities.

Phase 1 – Before the Pilot (Baseline Measurement)

Before the start of the pilot activities, baseline data will be collected from participants in order to establish a reference point for subsequent comparison.

This phase includes:

- the administration of the **Pre-Pilot Questionnaire** to participants,
- the collection of initial expectations and baseline perceptions regarding participation, inclusion, and leadership, and
- the confirmation of participant profiles and basic demographic information.

Purpose: To establish a clear baseline against which changes observed during and after the pilot can be measured.





Phase 2 – During the Pilot (Process Monitoring)

During the implementation of the pilot activities, data will be collected to monitor how the methodology is applied in practice and to capture contextual factors that may influence the results.

This phase includes:

- the use of an **Observation Checklist** (where applicable),
- the **documentation of key implementation conditions** (e.g. duration, format, number of sessions), and
- the collection of **ongoing notes from facilitators** regarding challenges, adaptations, and participant engagement.

Purpose: To monitor the fidelity of implementation and better understand the conditions under which the methodology is applied.

Phase 3 – After the Pilot (Impact Measurement)

Following the completion of the pilot activities, data will be collected to assess the outcomes and overall effectiveness of the methodology.

This phase includes:

- the completion of the **Youth Worker Reflection Form**,
- the completion of the **Participant Feedback Form** at the end of each pilot activity,
- the administration of the **Post-Pilot Questionnaire to participants** at the end of each pilot cycle, and
- the submission of **qualitative examples and case-based insights** (where applicable).

The Participant Feedback Form is used to capture immediate reactions at the end of the activity, while the Post-Pilot Questionnaire is used to assess changes in participants' perceptions and overall impact.



Purpose: To measure changes in participation and inclusion, assess the usability and feasibility of the methodology, and collect concrete suggestions for its refinement.

6.2 Responsibilities for Data Collection

Each partner organisation will be responsible for:

- administering the evaluation tools at local level,
- ensuring that completion rates meet the agreed minimum thresholds,
- collecting, anonymising and securely handling the data, and
- submitting all required data within the agreed timelines.

The WP4 Lead (IRIS SD) will be responsible for:

- designing and standardising all evaluation tools,
- providing templates, guidance and ongoing support to partners,
- consolidating and analysing the data collected across all partners, and
- preparing the **Methodology Validation & Impact Report**.

6.3 Data Submission and Consolidation Process

- Partners will be responsible for submitting anonymised datasets in English within three (3) weeks after completing their pilot activities.
- For internal monitoring purposes (e.g. tracking responses or completion rates), partners may collect and retain participants' contact details at local level. However, all data shared with the WP4 Lead (IRIS SD) must be **fully anonymised**, and no personally identifiable information should be included in submitted datasets or reports.
- To ensure consistency, a standardised reporting template will be provided and must be used by all partners.
- All data will be centrally consolidated by the WP4 Lead (IRIS SD), who will be responsible for organising and preparing the dataset for analysis.
- Data collection will be carried out using tools selected by each partner (e.g. Microsoft Forms or equivalent), while ensuring a structured and comparable format across all partners.





- Preliminary findings will be presented during TPM4 (September 2026), allowing for joint reflection and validation.
- The final analysis will feed into the Methodology Validation & Impact Report, as well as the LTT2 refinement process, contributing to the development of the final version of the methodology (under the responsibility of Alternativi International).

7. Roles & Responsibilities

The effective implementation of WP4 relies on a clear distribution of roles and responsibilities among the WP4 Lead (IRIS SD), partner organisations, facilitators, and participants. This structured allocation ensures coordination, methodological consistency, and the reliable collection of data across all participating countries.

7.1 Role of WP4 Lead (IRIS SD)

As the lead organisation of WP4, IRIS Sustainable Development holds a central coordinating and supervisory role throughout the pilot phase. Its responsibility is to ensure that the implementation of the pilot activities remains aligned with the project's methodological framework and overall objectives.

In particular, IRIS is responsible for:

- developing the Pilot Implementation & Evaluation Framework, establishing a common structure for all partners,
- coordinating reflection and refinement processes during TPM3,
- designing and standardising the evaluation tools to ensure consistency and comparability of data,
- ensuring methodological coherence across partner activities, despite contextual adaptations,
- monitoring the overall progress of implementation and providing guidance where needed,
- analysing the data collected from all partners in a systematic and comparative manner,





- drafting the Methodology Validation & Impact Report, integrating both quantitative and qualitative findings.

Through these tasks, IRIS SD ensures not only coordination, but also the quality assurance of the entire WP4 process.

7.2 Role of Partner Organisations

Partner organisations play a key role in translating the WP3 methodology into practice within their respective national and organisational contexts. Their role is both operational and contributory, as they are responsible for implementing pilot activities while also providing structured input to support the evaluation and refinement of the methodology.

More specifically, partners are expected to:

- implement pilot activities in line with the agreed framework and minimum requirements,
- ensure that participant recruitment follows the defined criteria, particularly with regard to inclusion and target groups,
- administer all evaluation tools correctly and consistently across the different phases of the pilot,
- collect and provide qualitative insights, including contextual explanations that support the interpretation of results,
- contribute feedback, practical examples, and evidence from pilot implementation to support the refinement process,
- participate actively in reflection and validation discussions, supporting the finalisation of the methodology.

In this sense, partners act not only as implementers but also as contributors to the refinement and validation process, providing practical experience and contextual knowledge, while the final consolidation of the methodology remains under the responsibility of the WP3 Lead.





7.3 Role of Facilitators and Participants

Facilitators

Facilitators, namely the participating youth workers, play a crucial role in the direct implementation of the methodology, as they are responsible for delivering the pilot activities and supporting participant engagement.

Their responsibilities include:

- facilitating the implementation of the selected WP3 methodology components,
- creating a safe, inclusive, and participatory environment for all participants,
- ensuring that ethical standards are respected throughout the process, and
- documenting the implementation through observation tools and reflection forms.

Facilitators also act as key observers of the process, providing valuable insights into group dynamics, challenges, and outcomes.

Participants

Participants are at the centre of the pilot phase, as their engagement and feedback are essential for assessing the effectiveness of the methodology.

Their role includes:

- engaging voluntarily and actively in the pilot activities,
- contributing to group processes through participation and interaction,
- providing honest and constructive feedback through questionnaires and discussions,
- sharing experiences and perspectives that support qualitative analysis.

Participants are therefore not only beneficiaries of the pilot activities, but also active contributors to the evaluation and refinement process.



8. Ethical & Data Protection Considerations

8.1 Voluntary Participation

Participation in pilot activities and evaluation processes will be entirely voluntary. All participants will be informed in advance about the purpose, structure, and expected outcomes of the activities, as well as the nature of their involvement in the evaluation process.

Participants will have the right to withdraw from the pilot activities or from any stage of the evaluation process at any time, without providing justification and without any negative consequences. This applies equally to their participation in activities, completion of questionnaires, and contribution to qualitative feedback.

In order to ensure informed participation, clear and accessible information will be provided prior to engagement, allowing participants to make a conscious and voluntary decision. Where applicable, explicit consent will be obtained before the collection of any data.

Special attention will be given to creating a safe and respectful environment, where participants feel comfortable to express themselves freely and engage without pressure. Participation will therefore be understood not only as voluntary in principle, but also as free from coercion in practice.

8.2 Anonymity and Confidentiality

All data collected during the pilot phase will be handled in accordance with the principles of anonymity and confidentiality.

In particular:

- No personally identifiable information (e.g. names, email addresses, contact details or any other identifying data) will be included in reports, datasets, or shared materials.
- All data will be anonymised at partner level before submission to the WP4 Lead (IRIS SD), ensuring that individual participants cannot be directly or indirectly identified.



- Any qualitative data (e.g. open-ended responses, case examples) will be reviewed and, where necessary, adapted to remove references that could reveal the identity of participants or organisations.
- Data will be stored and processed securely by each partner, in line with applicable data protection regulations and internal procedures.
- Results will be presented exclusively in aggregated form (e.g. percentages, general trends, grouped feedback), ensuring that no individual responses can be traced back to specific participants.

These measures aim to protect participants' privacy, ensure ethical handling of data, and maintain trust throughout the pilot process.

8.3 GDPR Compliance

All data processing activities carried out during WP4 will fully comply with the requirements of the General Data Protection Regulation (GDPR) (EU 2016/679), ensuring the lawful, fair, and transparent handling of personal data.

In particular:

- personal data will be collected only for clearly defined project-related purposes and will not be used beyond the scope of WP4 activities,
- partners remain responsible for ensuring compliance with national data protection requirements and institutional procedures applicable in their respective countries,
- informed consent statements will be integrated into all evaluation tools prior to data collection,
- data will be minimised and limited to what is strictly necessary for the evaluation process,
- appropriate technical and organisational measures will be applied to ensure data security and confidentiality.





Where applicable, data will be anonymised or pseudonymised before being shared with the WP4 Lead for consolidation and analysis. No personally identifiable information will be included in reports or dissemination materials.

8.4 Use of Data for Project Purposes

All data collected in WP4 will be used exclusively for clearly defined project-related purposes and in line with the principles outlined in this framework.

Specifically, collected data will be used for:

- the evaluation of WP4 objectives and assessment of pilot activities,
- the refinement and improvement of the WP3 methodology, based on evidence from the pilot phase,
- the preparation of project deliverables and reporting to the funding authority, in accordance with programme requirements.

Under no circumstances will the data be used for purposes unrelated to the project. Any use of data for dissemination or illustrative purposes will be based on anonymised and aggregated information, ensuring that no individual participant can be identified.

This approach ensures that data is handled responsibly and contributes directly to the quality, transparency, and accountability of the project.

9. Risk Management & Mitigation Measures

9.1 Identified Risks

The following risks have been identified as potentially affecting the implementation and quality of the pilot phase:

- low participant recruitment or difficulties in reaching the minimum required numbers,
- inconsistent or partial application of the WP3 methodology across partners,
- incomplete or low-quality data collection,





- delays in data submission affecting the overall timeline, and
- cultural and contextual differences that may impact the comparability of results across countries.

9.2 Preventive Measures

To minimise the likelihood of the above risks, the following measures will be implemented:

- clear definition of minimum participant requirements and pilot structure,
- use of standardised evaluation tools across all partners,
- pre-pilot briefing and guidance for facilitators (youth workers),
- establishment of agreed timelines, accompanied by regular reminders and follow-ups, and
- provision of centralised guidance documentation by the WP4 Lead (IRIS SD).

9.3 Contingency Actions

In case risks materialise, the following corrective actions may be applied:

- extension of the pilot implementation timeline, where justified,
- organisation of additional pilot sessions if minimum participation thresholds are not met,
- targeted support and follow-up from the WP4 Lead (IRIS SD), and
- use of qualitative evidence to complement results in cases where quantitative thresholds are slightly below target, while ensuring transparency in reporting.

10. Link to Subsequent WP4 Phases

10.1 Transition to Result Evaluation

Following the completion of the pilot implementation phase, the project will transition into a structured result evaluation stage. This phase focuses on the systematic analysis of the data collected across all partner organisations, combining both quantitative and qualitative evidence.





The transition ensures continuity between implementation and evaluation, allowing the project to move from observation to interpretation. Particular attention will be given to identifying patterns, measuring changes in participation and leadership, and assessing the overall effectiveness of the methodology.

This stage forms the analytical foundation upon which further refinement decisions will be based.

10.2 Contribution to TPM 4 and LTT2

The findings of the pilot phase will be presented and discussed during TPM4, where partners will exchange experiences, compare results, and identify key strengths and weaknesses of the methodology.

This collective reflection process is essential for ensuring that different perspectives and contextual insights are taken into account. It allows the consortium to move beyond individual experiences towards a shared understanding of what works and what requires adjustment.

Building on this, the LTT2 phase will focus on the refinement of the methodology. The evidence gathered during the pilot phase will guide:

- the simplification or adaptation of tools,
- the improvement of facilitation approaches,
- the clarification of methodological components where needed.

In this way, TPM4 and LTT2 function as key moments of collective learning and co-refinement, directly informed by WP4 results.

10.3 Integration into the Revised Implementation Guide

The final stage of WP4 involves the integration of all validated findings into the Revised Implementation Guide, which constitutes the final version of the project methodology.





The WP3 Lead will take responsibility for the consolidation and final structuring of the methodology, ensuring alignment with the original framework. At the same time, WP4 (led by IRIS) will ensure that all relevant evidence from the pilot phase is properly reflected in the final output.

This includes:

- incorporating validated practices and successful approaches,
- addressing identified limitations and challenges,
- integrating practical examples and case-based insights from pilot implementation.

Through this process, the Implementation Guide becomes a fully evidence-based and practice-oriented tool, suitable for application beyond the project context.





ANNEXES

ANNEX I - Pilot Activity Reporting Template

(Structured Reporting Tool – to document the implementation process, activities, and key outcomes)

Section 1: General Information

- **Partner Organisation:**
- **Country:**
- **Contact Person (Name & Email):**
- **Title of the Pilot Activity:**
- **Date(s) of Implementation:**
- **Location:** (Physical / Online – specify platform if online)

Section 2: Participants

- **Total Number of Participants:**
- **Number of Young People:**
- **Number of Youth Workers:**
- **Gender Distribution (if available):**
- **Participants with Fewer Opportunities (if applicable):**

Section 3: Pilot Structure

- **Number of Sessions Implemented:**
- **Duration per Session:**
- **Total Duration (hours):**
- **Format:**
 - Offline
 - Online
 - Hybrid

Section 4: Methodology Application

- **WP3 Methodology Chapters Tested:**
(Please indicate chapter numbers and titles)
- **Chapter(s):**
- **Brief Description of Activities Implemented:**
(Describe how the methodology was applied in practice – max 200–300 words)

Section 5: Implementation Notes (During the Pilot)

- **What worked well during implementation:**





- **Challenges encountered:**
- **Adjustments made (if any):**
- **Observations on group dynamics and participation:**

Section 6: Key Insights & Lessons Learned

- **Most important insight from the pilot:**
- **Strengths of the methodology:**
- **Weaknesses / areas for improvement:**
- **Recommendations for refinement:**

Section 7: Supporting Evidence

(Please attach or link where applicable)

- Photos
- Videos
- Screenshots (for online sessions)
- Materials used

⚠ All materials must comply with GDPR and participant consent requirements.

ANNEX II - Pre-Pilot Questionnaire (Participants)

(Baseline Measurement Tool)

Section 1: General Information

1. **Age Group:**
 - 16–18
 - 19–24
 - 25–30
 - 31+
2. **Country:**
 - Spain
 - Italy
 - Sweden
 - North Macedonia
 - Bulgaria
3. **Gender:**
 - Female
 - Male





- Non-binary
- Prefer not to say

4. Which pilot session(s) will you participate in (please indicate the corresponding methodology chapter)?

5. Have you previously participated in similar activities (e.g. workshops, trainings, youth projects)?

- Yes
- No

6. Do you identify as a person with fewer opportunities (e.g. due to social, economic, geographic or other barriers)?

- Yes
- No
- Prefer not to say

Section 2: Participation & Inclusion

(Scale: 1 = Strongly Disagree → 5 = Strongly Agree)

- 4. I feel comfortable expressing my opinions in group activities.
 1 2 3 4 5
- 5. I feel that my voice is heard in group settings.
 1 2 3 4 5
- 6. I actively participate in discussions and activities.
 1 2 3 4 5
- 7. I feel included regardless of my background.
 1 2 3 4 5
- 8. I feel confident interacting with others in group settings.
 1 2 3 4 5

Section 3: Leadership & Engagement

(Scale: 1 = Strongly Disagree → 5 = Strongly Agree)

- 9. I understand what inclusive leadership means.
 1 2 3 4 5
- 10. I feel confident taking initiative in group situations.
 1 2 3 4 5
- 11. I feel comfortable contributing to group decisions.
 1 2 3 4 5
- 12. I can recognise good and bad leadership practices.
 1 2 3 4 5





13. I feel that my opinions can influence group outcomes.

- 1 2 3 4 5

Section 4: Perceived Barriers to Participation

14. What challenges do you usually face when participating in group activities?

(Select all that apply)

- Lack of confidence
- Fear of being judged
- Language barriers
- Lack of opportunities
- Not feeling included
- Lack of motivation
- Time constraints
- Other

Section 5: Expectations

15. What do you expect from this activity?

(Select all that apply)

- Improve my participation skills
- Feel more included
- Learn about leadership
- Gain confidence
- Meet new people
- Learn new tools or methods
- Other

Section 6: Consent

16. I agree to participate in this activity and in the evaluation process. I understand that my responses will be collected and used anonymously for project purposes, in accordance with the General Data Protection Regulation (GDPR – EU 2016/679).

- Yes
 No

17. I give my consent for photos and/or videos to be taken during the activity and used for project-related purposes (e.g. reporting, dissemination), in line with GDPR requirements.

- Yes
 No





ANNEX III - Post-Pilot Questionnaire (Participants)

(Impact Measurement Tool)

Section 1: General Information

1. Age Group:

- 16–18
- 19–24
- 25–30
- 31–35

2. Country:

- Spain
- Italy
- Sweden
- North Macedonia
- Bulgaria

3. Gender (optional):

- Female
- Male
- Non-binary
- Prefer not to say

4. Which pilot session(s) did you participate in (please indicate the corresponding methodology chapter)?

5. Do you identify as a person with fewer opportunities (e.g. due to social, economic, geographic or other barriers)?

- Yes
- No
- Prefer not to say

Section 2: Participation & Inclusion

(Scale: 1 = Strongly Disagree → 5 = Strongly Agree)

3. I feel comfortable expressing my opinions in group activities.

- 1 2 3 4 5

4. I feel that my voice is heard in group settings.

- 1 2 3 4 5





5. I actively participate in discussions and activities.
 1 2 3 4 5
6. I feel included regardless of my background.
 1 2 3 4 5
7. I feel confident interacting with others in group settings.
 1 2 3 4 5
-

Section 3: Leadership & Engagement

(Scale: 1 = Strongly Disagree → 5 = Strongly Agree)

8. I understand what inclusive leadership means.
 1 2 3 4 5
9. I feel confident taking initiative in group situations.
 1 2 3 4 5
10. I feel comfortable contributing to group decisions.
 1 2 3 4 5
11. I can recognise good and bad leadership practices.
 1 2 3 4 5
12. I feel that my opinions can influence group outcomes.
 1 2 3 4 5
-

Section 4: Perceived Impact

13. Compared to before the activity, how would you describe your participation?
 Much lower
 Slightly lower
 No change
 Slightly improved
 Significantly improved
14. Compared to before the activity, do you feel more included?
 Much less
 Slightly less
 No change
 Slightly more
 Significantly more
15. Compared to before the activity, how has your confidence changed?
 Decreased
 Slightly decreased
 No change





- Slightly increased
- Significantly increased

Section 5: Overall Experience

(Scale: 1 = Very Low → 5 = Very High)

16. How would you rate your overall experience?
 1 2 3 4 5
17. How useful was the activity for you?
 1 2 3 4 5
18. Would you participate in similar activities again?
 1 2 3 4 5

Section 6: Feedback

19. **What did you like most about the activity?**
 (open answer – optional)
20. **Do you have any suggestions for improvement?**
 (open answer – optional)

Section 7: Consent

18. I agree to participate in this activity and in the evaluation process. I understand that my responses will be collected and used anonymously for project purposes, in accordance with the General Data Protection Regulation (GDPR – EU 2016/679).
- Yes
 No
19. I give my consent for photos and/or videos to be taken during the activity and used for project-related purposes (e.g. reporting, dissemination), in line with GDPR requirements.
- Yes
 No

ANNEX IV – Youth Worker Reflection Form

(Facilitator Evaluation Tool)

Section 1: General Information

- **Partner Organisation:**
- **Country:**





1. Number of sessions facilitated:

- 1
- 2–3
- 4–5
- More than 5

2. Total duration of pilot activities:

- Less than 6 hours
- 6–8 hours
- 9–12 hours
- More than 12 hours

3. Which pilot session(s) did you facilitate in (please indicate the corresponding methodology chapter)?

Section 2: Usability of the Methodology

(Scale: 1 = Very Low → 5 = Very High)

- 3. The methodology was clear and easy to understand.
 1 2 3 4 5
- 4. The methodology was easy to implement in practice.
 1 2 3 4 5
- 5. The instructions and materials provided were sufficient.
 1 2 3 4 5
- 6. The methodology can be adapted to different contexts.
 1 2 3 4 5

Section 3: Feasibility & Applicability

(Scale: 1 = Strongly Disagree → 5 = Strongly Agree)

- 7. The methodology is feasible within my organisation.
 1 2 3 4 5
- 8. The required resources (time, materials, staff) are realistic.
 1 2 3 4 5
- 9. The methodology can be integrated into existing activities.
 1 2 3 4 5
- 10. I would use this methodology again in the future.
 1 2 3 4 5

Section 4: Impact on Participants





(Scale: 1 = Strongly Disagree → 5 = Strongly Agree)

11. Participants were actively engaged during the activities.
 1 2 3 4 5
12. Participants showed increased participation.
 1 2 3 4 5
13. Participants appeared more confident in expressing their opinions.
 1 2 3 4 5
14. Participants demonstrated better understanding of inclusive leadership.
 1 2 3 4 5
-

Section 5: Implementation Challenges

15. What challenges did you encounter during the pilot?

(Select all that apply)

- Time constraints
- Low participant engagement
- Difficulty applying the methodology
- Lack of resources
- Language barriers
- Limited time for preparation
- No major challenges
- Other
-

Section 6: Overall Assessment

(Scale: 1 = Very Low → 5 = Very High)

16. Overall effectiveness of the methodology:
 1 2 3 4 5
17. Likelihood of recommending this methodology to others:
 1 2 3 4 5
-

Section 7: Future Use & Sustainability

18. Would you consider applying this methodology in your organisation after the project?
 Yes
 Maybe
 No
19. Under what conditions would you use it?
 As it is





- With minor adaptations
- With additional training
- With more resources
- Not applicable

20. Please provide us with any suggestions you may have:

Section 8: Consent

20. I agree to participate in this activity and in the evaluation process. I understand that my responses will be collected and used anonymously for project purposes, in accordance with the General Data Protection Regulation (GDPR – EU 2016/679).

- Yes
- No

21. I give my consent for photos and/or videos to be taken during the activity and used for project-related purposes (e.g. reporting, dissemination), in line with GDPR requirements.

- Yes
- No

ANNEX V – Participant Feedback Form

(Immediate Experience Tool – separate from Post-Pilot Questionnaire)

Section 1: Overall Experience

(Scale: 1 = Very Low → 5 = Very High)

1. How would you rate your overall experience?
 1 2 3 4 5
2. How engaging did you find the activity?
 1 2 3 4 5
3. How comfortable did you feel during the activity?
 1 2 3 4 5

Section 2: Content & Delivery

(Scale: 1 = Strongly Disagree → 5 = Strongly Agree)

4. The activities were interesting and relevant.
 1 2 3 4 5
5. The facilitator supported participation effectively.
 1 2 3 4 5





6. The environment was inclusive and respectful.
 1 2 3 4 5

Section 3: Immediate Takeaways

7. I learned something new during the activity.
 1 2 3 4 5
8. I feel motivated to participate more in similar activities.
 1 2 3 4 5

Section 4: Quick Feedback

9. What did you like most about the activity?

- Interactive activities
- Group discussions
- Learning new concepts
- Meeting new people
- Facilitator approach
- Other

10. What could be improved?

- Duration of sessions
- Clarity of instructions
- Level of engagement
- Materials used
- Nothing – everything was clear
- Other

11. Please provide us with any suggestions you may have:

ANNEX VI – Observation Checklist (Facilitator Tool) (where applicable)

(Process Monitoring Tool – used during the pilot implementation by facilitators)

Section 1: General Information

- **Partner Organisation:**
- **Country:**
- **Facilitator Name (optional):**





- **Date of Session:**
 - **Session Number:** (e.g. Session 1 / 2 / 3)
 - **Location:** (Physical / Online / Hybrid)
 - **Number of Participants Present:**
-

Section 2: Implementation Overview

- **WP3 Methodology Chapter(s) Applied:**
 - **Type of Activity:** (e.g. workshop, discussion, group exercise)
 - **Duration of Session:**
-

Section 3: Participant Engagement

Rate the following (1 = Low / 5 = High):

- Level of participation: 1 2 3 4 5
- Level of interaction among participants: 1 2 3 4 5
- Openness to express opinions: 1 2 3 4 5
- Inclusiveness of the group: 1 2 3 4 5

Comments (optional):

Section 4: Group Dynamics

- Was the group collaborative?
 Yes Partially No
- Were all participants involved?
 Yes Mostly Limited participation
- Any signs of exclusion or imbalance?
 No Yes (please describe)

Comments:

Section 5: Methodology Application

- Was the methodology easy to apply?
 Yes Partially No
- Were instructions clear to participants?
 Yes Partially No
- Did the activity achieve its intended objective?
 Yes Partially No

Comments:





Section 6: Challenges & Adaptations

- Were there any challenges during implementation?
 No Yes (please describe)
- Were any adaptations made?
 No Yes (please describe)

Short description:

Section 7: Key Observations

- What worked particularly well?

- What could be improved?

- Any notable behaviours, reactions, or insights?

Section 8: Overall Assessment

- Overall session effectiveness: 1 2 3 4 5
- Would you consider this session successful?
 Yes Partially No

All questions are obligatory unless it is mentioned optional in the brackets.

ANNEX VII – Introductory Note for Evaluation Forms

This form has been developed within the framework of the **Transformative Youth Leadership (TYL) Project – KA220-YOU-96C0CF32**, co-funded by the Erasmus+ Programme of the European Union.

The project aims to promote more inclusive, open, and democratic leadership in the youth field by developing and validating innovative methodologies that strengthen participation, inclusion, and active engagement among young people.

As part of WP4 – Pilot Testing, this form contributes to the evaluation and refinement of the project methodology through the collection of feedback, experiences, and observations from participants and youth workers involved in the pilot activities.

The information collected will be used exclusively for project-related purposes, including evaluation, reporting, and improvement of the methodology. All responses will remain confidential and will be anonymised before analysis, in accordance with the General Data Protection Regulation (GDPR – EU 2016/679).





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Participation in this process is voluntary, and participants may withdraw at any stage without any negative consequences.

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