# Youth in Route

**Routes for fostering sense of initiative and active citizenship among disaffiliated youth**

## Level 2 : Facilitator Note



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# Level 3 – Facilitator notes (Lycée Louis Lumière)

Consignes générales : chaque session correspond à un module L3. Prérequis : Levels 1 et 2 et travail actif avec des jeunes désaffiliés. Demandez aux participants d'apporter leur rencontre la plus difficile avec une « porte fermée » institutionnelle ou un obstacle politique. La session 2 ne totalise que 45 min dans le programme : j'ai ajouté un input de cadrage et un check-out (proposés).

## Session 1: Changing from Within: Navigating and Transforming Institutions (60 min)

**Purpose:** understand how youth-serving institutions perpetuate disaffiliation through structural inertia, and develop tools to initiate change from the inside.
**Materials:** institutional case study from the French context, guided change-roadmap template, sticky notes, wall space, Module 1 presentation.

| Time | Min | Activity | Facilitator instructions |
|---|---|---|---|
| 0–20 | 20 | Case study analysis | Brief intro (2 min). Small groups read the case and identify barriers and levers (rules, culture, people, structural inertia). They list allies, pressure points and entry levers on a flipchart. |
| 20–40 | 20 | Change-mapping exercise | Each participant drafts a "change roadmap" for their own institution with the template (goal, allies, obstacles, first step, indicator). Circulate and encourage realistic first steps. |
| 40–50 | 10 | Gallery walk | Roadmaps are displayed. Peers leave sticky-note feedback (one strength, one question). |
| 50–60 | 10 | Collective debrief | Plenary on the question below; record key points. |

**Debriefing questions**

- After the case study: Which barriers were structural, and which cultural or personal? Who were potential internal allies?
- After the roadmap and gallery walk: What feedback surprised you? What is your realistic first step in the next 4 weeks?
- Collective: What makes institutional change sustainable versus superficial? What is your role and positionality as a change agent?

**Watch-outs:** participants may be critical of their own institutions, so keep the discussion constructive and confidential. Keep cases anonymised.

# Session 2: Youth Work and Policy Advocacy (60 min)

**Purpose:** translate lived youth-work experience into credible advocacy arguments and navigate the policy landscape with strategic intent.
**Materials:** pitch template (observation, evidence, ask, audience), peer observation grid, short profiles of "skeptical policymakers" (local councillor, school head, ministry official), Module 2 presentation.

| Time | Min | Activity | Facilitator instructions |
|---|---|---|---|
| 0–10 | 10 | Framing input *(proposed)* | From observation to argument: evidence, framing, the ask. Audiences and coalitions. One worked example. |
| 10–30 | 20 | Advocacy pitch practice | In pairs, draft and deliver a 2-minute pitch to a "skeptical policymaker", based on a real field observation. Swap roles. |
| 30–45 | 15 | Cross-pair feedback | Pairs join up and give structured feedback with the grid (clarity, evidence, ask, audience fit). |
| 45–55 | 10 | Closing synthesis | The group identifies one collective advocacy priority to carry forward, with possible coalition partners and next steps. |
| 55–60 | 5 | Check-out *(proposed)* | Each participant names one thing they will change in how they present their field experience. |

**Debriefing questions**

- After the pitches: What made the pitch convincing, and what evidence was missing? How did you adapt your framing to a skeptical audience?
- After feedback and synthesis: Who could be a coalition partner, and what would they gain? Which priority is both realistic and impactful?

**Watch-outs:** anonymise young people in all observations. Keep feedback specific and kind.

# Session 3: Building Genuine Youth Participation (60 min)

**Purpose:** examine the spectrum from tokenistic consultation to structural co-decision, and build facilitation skills to design and sustain authentic participation for disaffiliated youth.
**Materials:** participation ladder poster, audit rubric, profiles of disaffiliated youth groups for the design sprint, Module 3 presentation, case study, facilitator notes.

| Time | Min | Activity | Facilitator instructions |
|---|---|---|---|
| 0–15 | 15 | Participation audit | Recall the participation ladder (2 min). Participants assess a real participation initiative from their practice with the rubric and place it on the ladder. |
| 15–35 | 20 | Design sprint | Small groups co-design a participation mechanism for a specific youth profile: goal, format, power-sharing, barriers (digital, cultural), how to sustain it. Each group presents in 2 min. |
| 35–50 | 15 | Live facilitation practice | One participant facilitates a segment of the L3 Participation module while peers observe with a feedback grid. Short peer feedback at the end. |
| 50–60 | 10 | Closing circle | One word on readiness to lead systemic change, and one personal commitment. Close the programme. |

**Debriefing questions**

- After the audit: Where does your initiative sit on the ladder, and what would move it up one rung? Where is participation tokenistic in our practices?

- After the design sprint: How does your mechanism handle power dynamics, digital divides and cultural barriers? What would make it sustainable beyond one project?
- After live practice and closing circle: What worked in the facilitation, and what would you change? What is your commitment to lead systemic change?

**Watch-outs:** some participants may feel they cannot change anything, so return to small, concrete levers. Close by linking back to Levels 1 and 2.

# YOUTH in ROUTE

FORUM-CITOYENS-BURGERS ASBL

mindshift

CEPORA
CENTER FOR POSITIVE YOUTH DEVELOPMENT

Louis Lumière Chelles
Lycée des métiers du Commerce et des Environnements Connectés

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