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EASY TROUBLESHOOTING MANUAL

PRACTICAL FIXES AND LESSONS LEARNED FOR IMPLEMENTING THE EASY LEARNING EXPERIENCE

Emerging
Advanced
Skills
Youth

WIPSEE ACCELERAS EPeKa TAVOEUROPA Institutul Bucovina iasis

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EXECUTIVE SUMMARY

Emerging Advanced Skills Youth

The EASY project's Troubleshooting Manual provides a detailed analysis of the impact, challenges, and practical solutions identified during the implementation of its key deliverables: the Online Learning Portal, the Transnational Bootcamp, the Bootcamp Dossier, and the Local Upskilling Academies.

The document highlights outstanding success in competence development and the creation of an inclusive, supportive learning environment, while also candidly addressing technical, logistical, and pedagogical hurdles such as interactive H5P integration delays, participant selection issues, and travel limitations for rural youth.





Through adaptive facilitation strategies, dedicated accessibility funding, and targeted briefing sessions, the project demonstrates how implementation obstacles can be effectively transformed into valuable, replicable best practices across Europe (see Table 1)

To guarantee long-term sustainability and transferability, the manual outlines a structured dissemination strategy coordinated by the Bucovina Institute, where the five partner organizations are each accountable for engaging 20 youth workers (totaling 100 across the network) to review and apply these resources. Feedback data indicates that a highly flexible, experiential approach (which prioritizes real-time local adaptations for vulnerable and diverse cohorts) has secured maximum local relevance and successfully empowered participants to confidently apply their new skills in real-world scenarios.



To easily navigate the core lessons learned during project implementation, Table 2 below centralizes the top 10 challenges encountered, along with their specific impact descriptions and proactive amelioration strategies.

DELIVERABLE	IMPACT ASSESSMENT	PROACTIVE STRATEGIES
Online Learning Portal	Developed 10 online modules covering key European skills. Content design went smoothly, but integration of interactive H5P elements was delayed by ~2 months due to technical gaps.	**Technical Skill Seminars** Deliver 3-hour visual coding/H5P workshops or allocate a dedicated budget for professional web development.
Transnational Bootcamp	6-days successfully built an inclusive "family" environment. Blended practical leadership workshops with outdoor cultural excursions in Bukovina. Highly praised by all participants.	**Facilitator Alignment & Screening** Run pre-bootcamp briefing calls for trainers and implement brief phone screenings to ensure high participant motivation.
Bootcamp Dossier	Co-created using daily participant feedback and written from an empathetic perspective. Confirmed by 20 youth workers to successfully boost confidence in applying these practices.	**Targeted Resource Distribution** Share the dossier directly with partner databases, setting a 10–15 minute reading expectation paired with quick feedback loops.
Local Upskilling Academies	Delivered a 15-hour curriculum receiving outstanding local feedback. 100% of youth workers rated the curriculum's relevance as 5/5.	**Value-Driven Marketing** Use local social media campaigns and ambassador videos to explicitly showcase the real-world utility of non-formal skills.

Table 1. Impact Assessment of Core Deliverables

SECTION	CHALLENGE	DESCRIPTION	AMELIORATION STRATEGY
E-Learning Platform	**1. Cultural Content Mismatch**	Direct translations of digital modules can feel dry and miss local cultural nuances or youth slang.	**Cultural Review Phase:** Have local facilitators adapt and localize content tone before final publication.
E-Learning Platform	**2. H5P Integration Hurdles**	Non-technical staff struggled to embed interactive elements, leading to a 2-month platform launch delay.	**Technical Skill Seminars:** Host a 3-hour seminar on coding/embedding H5P content or contract the technical work.
E-Learning Platform	**3. Remote Youth Engagement**	Peripheral, rural youth face digital fatigue and lack accountability without physical connection.	**Personalized Outreach:** Task counselors with outreach calls and reserve a 15% platform quota for rural youth.
Transnational Bootcamp	**4. Participant Screening**	Distinguishing highly motivated applicants from those prioritizing free travel ("social tourism").	**Vocational Assessment:** Use complex screening questions and conduct brief, structured phone interviews.
Transnational Bootcamp	**5. Facilitator Alignment**	Local trainers struggle to replicate the intended pedagogical spirit of externally designed modules.	**Facilitator Briefing Sessions:** Organize 2-3 hour verbal walk-throughs between module designers and facilitators.

Table 2. Top 10 Implementation Challenges & Amelioration Strategies

Transnational Bootcamp	**6. GenAI Overuse**	Reliance on GenAI can bypass critical thinking and original problem-solving in unsupervised group work.	**Distributed Accountability:** All partners are responsible for *20 youth workers* to review the manual digitally or physically.
Bootcamp Dossier	**7. Dossier Visibility**	Busy youth workers facing information overload may overlook a lengthy PDF, leaving valuable insights unused.	**Targeted Resource Distribution:** Share directly via standardized emails and incentivize feedback via quick surveys.
Local Upskilling Academy	**8. Upskilling Buy-In**	Youth unfamiliar with Erasmus+ are skeptical of abstract "non-formal education" benefits.	**Value-Driven Marketing:** Utilize student-led media campaigns to connect competencies to real work-life scenarios.
Local Upskilling Academy	**9. Dynamic Adaptation**	Rigid, standardized curricula fail to address the specific needs of highly diverse or neurodivergent local cohorts.	**Adaptive Content:** Empower facilitators to dynamically adjust, merge, or re-order modules on the fly.
Local Upskilling Academy	**10. Rural Accessibility**	Poor transit infrastructure and high travel costs physically exclude rural youth from central training academies.	**Geographical Funding & Pop-ups:** Allocate travel grants & deliver decentralized workshops in rural zones.

IMPACT ASSESSMENT

Online Learning Portal represented the initial major deliverable within the Work Package 4, aiming to develop 10 different online modules for each of the top 10 European-relevant skills for youth. The initial design phase operated very smoothly across all partners, which prompted us to have developed all 10 online learning modules on time and based on them to derive the 10 workshop structures which were to be delivered later during the Transnational Bootcamp. There were no obstacles. We created a draft Word template for the module content development, which was standardised and easy to complete.

We encountered difficulties in uploading the interactive H5P learning content upon the project website, primarily because the learning designers responsible with their development did not have the expertise to also embed the activities into the online platform (this process required coding and programming expertise). Because of this challenge, we end up having to delay the opening of the platform for at least one month. Given that the transnational bootcamp was not dependent on the Online Platform, we ensued with delivering the next project milestones, while the partner responsible with integrating the modules on the platform was exploring different solutions.

Transnational Bootcamp feedback reflected the genuine gratitude from participants regarding the positive engagement of the group by the trainers, in their own words "bending to each of our personalities and help us feel like a team, like a family even"; as well as the general mood, honesty, and charisma with which trainers delivered the workshops. Perhaps the notes on having experienced a "suspended judgement" towards the group, made youth in our bootcamp feel safe to be themselves and learn new things about themselves, about each other and about dealing with the complexities of this world (both professionally and personally).

One particular aspect of the bootcamp that was highly appreciated besides the extensive investments by trainers into helping participants experience a cohesive group learning experience, were the numerous opportunities clearly expressed for taking on leadership roles within each of the workshops delivered (in small teams, but also larger groups). This insight is very important because it showcases that leadership and social influence skills are highly necessary and a good bootcamp delivery takes this aspect into consideration by including practical opportunities to take on leadership roles throughout the entire bootcamp, outside of the workshop dedicated to this competence itself.

One improvement that was signaled by participants was some dissatisfaction with the acceptance by trainers of participants who ran late to the workshops. While this, in practice, happened indeed for a maximum of 10-15 minutes for about 3-4 participants in some of the workshops, this feedback reveals that some of the participants value punctuality more than others (as is natural in every group). Nevertheless, the impact of this delay portrayed itself in some demotivation and frustration, which could have been better handled officially by introducing some kind of light-hearted penalty rule for people who run late (like cleaning the workshop room at the end of the day, or doing some kind of challenge that is equitable to their specific person).

As a very noteworthy impact evaluation of the atmosphere and group inclusion, all participants voted highly positively, with one single exception that voted “Mostly”. This feedback indicates clearly that the dynamic and personalised approach of the trainers had our youth feel a sense of belonging to the bootcamp learning experience and towards each other, despite some of them having trouble speaking English or having a highly diverse cultural background. The impact of the bootcamp provided a positive reference for youth on the principles of belonging, fun learning and inclusivity.

As far as the inclusion of outdoor activities were concerned, participants had a very positive appreciation, as we were lucky enough to experience both a very warm spring day during the first day and winter time (opportunity for snowmen!) The trip to Palma, to oversee nature was a positive experience as Bukovina prides itself with one of the most forest-covered mountain regions in Europe, and some youth didn't see snow before this day, which brought tremendous value to their life experience. Furthermore, the hiking trips in the town surroundings (a very traditional small rural town, with cows, and many old churches) revealed an important cultural significance angle which participants were not aware of prior to their visits here. To further build upon the cultural impact, our group had the opportunity to visit one of the oldest churches in the area, as well as to visit the only Museum in the country dedicated entirely to the preservation of wood artifacts (Wood Arts Museum), old houses and interactive experiences about the old traditions within our region regarding wood.

Perhaps a numerical indicator of the impact on the lives of our participants was the positive feedback on the bootcamp's impact on creating the circumstances for participants to feel more confident about themselves; and the unanimous "Yes" to recommending the bootcamp experience to their friends.

As final recommendation by participants for improving the bootcamp experience, the only constructive ones besides tons of appreciative words towards the organisation and fun-comments regarding the extensive amount of chicken which was eaten throughout the 6 days of bootcamp, was the important insight regarding encouraging some of the team members from the same country to spend less time together with more mix-ups throughout the bootcamp (we did a lot of them, yet some of the younger participants always found their way back with each other immediately after group activities or breaks completed).

Bootcamp Dossier was co-developed with our participants. In order to successfully include participant feedback as well as engage them into the design process, we have included a daily feedback session during the bootcamp, enabling us to get specific reflections immediately after the concrete learning experiences.

We've employed a user-centric writing perspective when drafting the document, so as to include the real world contexts relevant from the eyes of the youth themselves. This was possible by having the trainer who delivered all the training in Romania also be the person responsible with drafting the Bootcamp Dossier. Given his time spent getting to know and interacting with each participant, he was able to speak from their perspective with greater accuracy than a neutral party. The participant feedback detailing that the entire learning experience was personalized for each participant further strengthens the argument that the overall delivery and subsequent insights for the Bootcamp Dossier were articulated with an empathic perspective over the attitudes, intentions, values and beliefs of the youth participants.

We took the liberty to conduct a brief research with a feedback form, assessing the potential impact value of the Bootcamp Dossier for youth workers, by engaging 20 youth workers from all of the project partner countries. The general feedback trends spelled interest in incorporating the workshop elements such as concrete activities, workshop design structuring, and a more comprehensive understanding of why these particular skills are needed. Another important point which was validated is that given how our feedback was based on actual experience, it allows the youth workers consulting it to feel more confident in applying the learnings and information inside it within their own practice further. And finally, the annexes of the actual workshops to the bootcamp dossier provided ease of access rather than having had two separate documents downloaded, facilitating further dissemination through organic channels between youth worker networks.

Local Upskilling Academy feedback was unanimously positive, with exceptionally high ratings that indicated a favourable identification of the top 10 key skills for the emergent EU labour market, a positive development in the form of workshop content and delivery quality.

Participants mentioned that following their learning experience, they are interested in taking part in more European projects, some of them want to define a good business idea, others have grown a conscious awareness of the necessity to practice each skills more within their daily personal lives, yet others felt encouraged to embrace a "fail forward" attitude following the Academy (embracing failure as a necessary bridge for learning) and much value to implement their learning into university and other academic environments where their project-based learning courses can benefit from upskilling in their critical thinking, complex problem-solving, leadership and all the other competences proposed in our Academy. Finally, and likely most important – participants recognised the value of paying forward the learning of this experience to younger people and to promote the premises for their participation in future similar projects.

When asked anonymously to note down potential improvements for the Local Upskilling Academy, the only feedback that we could build upon was to provide more opportunities for participants to interact with each other. Although more than one third of the activities were highly interactive, this one particular feedback indicates that some people do prefer more intensely social activities embedded within the project learning experience, and this can be remediated with including a social and group cohesiveness awareness criteria in the official workshop development guidelines. It's to be noted that roughly one out of twenty participants mentioned this need, which signals that the impression is not necessarily shared by the majority.

In terms of particular challenges that were faced by participants in our Academies, group work was the most noted difficulty. As the majority of formal education institutions continue to employ predominantly individual-focused tasks and learning, with the occasional group assignments without being given specific tools for how communication takes place within group work, it is not surprising that the majority of youth in our project (aged 18-21) faced this issue. It is important to note this observation down because it likely signals the importance of having had one of the emerging skills as “group formation and communication” or similar. If the goal was to maintain the 10 skills, one particular suggestion for improving the skill tree would be to unite the “Technology Exploitation” with “Technology Design” into a single skill, then introducing the 10th one focused on team building and communication strategies such as how to exchange feedback constructively, how to build an inquisitive mindset particularly when it comes to the social field of group dynamics and development.

Then, a second challenge that was identified by our participants were the constraints of time. Given that our feedback was >90% of top rating, it could be surmised that their interest was so engaged that their willingness to continue delving into each particular skill was not satisfied in the 90 minutes window dedicated to each workshop delivery. It could be noted that future Local Upskilling Academies could resemble the Transnational Bootcamps as in the 40-hour learning schedule, in a remote location where participants have the opportunity to get to know each other and form as a group on top of having increasing time to dedicate to the upskilling and learning process.

Youth Workers that delivered the Local Upskilling Academies also provided important insights into the design, development and delivery process.



The implementation feedback from youth work organizations across Lithuania, Romania, Slovenia, Austria, Greece, and France delivers an exceptionally strong validation of the Local Upskilling Academies, with 100% of respondents awarding perfect scores (5/5) for both local relevance and alignment with current labor market needs. While facilitators flagged real-world challenges like maintaining high motivation during intensive sessions and unpacking complex tech modules, they achieved outstanding outcomes (averaging 4.6/5 for positive impact on competence development and 4.4/5 for model transferability) through dynamic, on-the-fly adaptations. The qualitative data shows that the program's true impact lies in moving away from rigid, slide-heavy theory and instead embracing interconnected learning flows (such as merging empathy mapping with live prototyping, hands-on games, and real-life project discussions) that bridge the gap between abstract competencies and professional reality.

TOP 10 CHALLENGES & AMELIORATION STRATEGIES

I. E-Learning Platform

1. Cultural Content Mismatch

- Definition: Direct translations often fail to capture the specific cultural nuances, slang, and values essential for engaging diverse European youth populations.
- Early Warning Sign: High rates of drop-out during early stages of module completion.
- Reason 1: Literal translation ignores local cultural context.
- Reason 2: Youth slang evolves faster than static content.
- Impact: Participants may feel disconnected from the learning material.



Though we lack a specific assessment to validate this insight, the most vulnerable learning section prone to this cultural content mismatch is the Online Learning Portal – specifically because there is no trainer or aide present to "translate" some of the concept or to guide their cultural adaptations through inquiry. In a physical setting as is the case for the Transnational Bootcamp this issue can more easily be overcome by having a team from each country that can help each other's understanding by sharing different perspectives, while also having a trainer present to address such questions. Similarly, in the Local Upskilling Academies, this particular challenge is even more easily addressed by having participants from the same country, as well as the trainer. The facilitator must only articulate ideas in locally-relevant nuances, which in most cases would happen naturally.



💡 Proactive Amelioration Strategy

Particularly concerning the Online Learning Platform.
Cultural Review Phase: Introducing a mid-stage local content adaptation by facilitators from corresponding countries (the same ones who developed the content - preferably). Checking for tonality, cultural nuances, etc. Finally, managers verify quality, later sharing cultural insights during partner meetings to improve transnational collaboration efforts.

2. H5P Integration Hurdles







Definition: Non-technical staff may struggle to implement interactive H5P elements, leading to technical glitches or simplified, less effective digital content.
Early Warning Sign: Broken interactive elements on pages.
Reason 1: Staff lack fundamental web development training.
Reason 2: Complex interfaces intimidate non-tech savvy users.
Impact: Reduced interactivity leads to a passive and boring user experience.

In our case, we had a delay of approximately 2 months following a lack of understanding for how the H5P integration can be included on our website (besides a series of other technical issues that related to the platform itself). In order to counteract the negative effects of such delays, we would have benefitted from specialised insights into the programming aspects that relate to embedding interactive content on our online platform. Furthermore, it is arguably also a matter of having had a more increasingly proactive attitude early on towards identifying this as an issue, which would have possibly mitigated the obstacle early on.

💡 Proactive Amelioration Strategy

Technical Skill Seminar: Conduct visual coding seminars for staff or allocate budget for third-party contractors to ensure professional and interactive H5P content integration. The specific duration can be a single day, as it concerns a very specific need. Furthermore, the delivery can be digital in order to save costs on travels.

The curriculum for the Seminar should include as a deliverable the implementation of at least one H5P element on a website, as well as theoretical fundamentals regarding H5P interactive elements and their advantages / disadvantages for different learning styles and different youth populations. If the H5P learning design expert is part of the facilitators/trainers of the partner organisations, they can uphold the theoretical aspects for all other partners, while only the technical coding and embedding elements can be contracted separately in a 3-hour Technical Skill Seminar.



3. Remote Youth Engagement

Definition: Maintaining motivation in participants located far from headquarters is difficult without the rapport built through consistent face-to-face interaction.
Early Warning Sign: Ghosting after the initial registration.
Reason 1: Lack of physical connection reduces accountability.
Reason 2: Digital fatigue makes solo learning unappealing.
Impact: Low completion rates among isolated and rural youth participants.

In countries with a very high NEET population amongst the rural population, with infrastructure deficiencies for transportation and a lower social support for vulnerable youth – the project needs to consider the psychological barriers and the physical distance that impedes participants to follow through on their initial interest for participation specifically in Local Upskilling Academies (but also in the Online Learning Portal). Although the project did not specifically target solely NEETs, nor aim to bridge rural and urban regions, this particular challenge would complement the objectives of the project by providing increased accessibility and support for vulnerable groups as a quality standard for other European projects. Furthermore, an increased network of support which successfully includes peripheral-rural youth builds trust and connections that later on can be a launchpad for future involvement in other initiatives that fits their profile, with less friction in having them involved in the process.

💡 Proactive Amelioration Strategy

Personalized Remote Outreach: Initiate introductory calls with remote learners & reserve specific quotas for rural youth in Local Academies to foster authentic connection.

It would be preferable to have the callers be vocational counselor or other staff with some form of psychological and/or social work training as their background, in order to maximise the chances of a positive and empathetic sense of “I am understood and listened to” by youth from rural and/or peripheral areas, with more vulnerable accessibility chances.

Furthermore, adding a specific quote of having rural/peripheral youth participants in the Local Upskilling Academies would impose beyond recommendation such accessibility (our recommendation is at least 3 or 4, out of the min. of 20 participants). Similarly, for the Online Platform to have at least 15% youth from rural / peripheral areas, which can be verified by the city of residence in the application form (anything <5.000 inhabitants).

II. Transnational Bootcamp

4. Participant Screening

Definition: Distinguishing between youth seeking genuine skill development and those prioritizing social "tourism" during the competitive selection and application process.
Early Warning Sign: Siloed national groups during breaks.
Reason 1: Vague application questions allow dishonest answers.
Reason 2: Free travel attracts low-motivation "tourist" participants.
Impact: Group dynamics suffer, hindering collective learning and transnational exchange.

Disinterest in the genuine learning experience can sometimes be difficult to spot, especially as the application forms can be bypassed with enthusiasm that is mistakenly assumed to be directed towards learning (rather than tourism). Naturally, the Erasmus+ projects promote an opportunity to visit different countries otherwise inaccessible for some youth participants. Nevertheless, it is highly important for the values and principles of the project, as well as for the group work itself to select those who are genuinely motivated to develop themselves and step outside their comfort zones.



Perhaps one very specific pattern to avoid is being content with the applicants once the number of spots is covered by the initial batch, instead of creating a competitive edge to the application format (at least a 50% pass chance, thus double the number of applicants than participants in the bootcamp).



Another important aspect regarding the screening process is their openness towards different cultures, which can more easily be identified by "tricky" questions such as "When did you last interact beyond brief conversations with a member of a different culture? Can you describe your experience? What did you learn new?". Depending on the time and the description, one may tell the extent of interest shown in the other person.

💡 Proactive Amelioration Strategy

Vocational Applicant Assessment: Implement thorough application forms and brief assessment calls by vocational counselors to evaluate participant motivation beyond simple written responses.

A brief phone interview based on the application form can surmount doubts regarding the validity of the answers. Although this is generally a standard practice, sometimes it becomes a routine task rather than a conscious evaluation. Thus, the importance of paying attention and having enough applicants for a selection process.

5. Facilitator Alignment

Definition: Facilitators may struggle to replicate the intended pedagogical spirit and complex logic of workshops designed by external team members.
Early Warning Sign: Confusion during workshop transition phases.
Reason 1: Insufficient preparatory meetings between different designers.
Reason 2: Abstract pedagogical goals lack concrete instructions.
Impact: Inconsistent delivery confuses participants and dilutes the educational message.





Every trainer / facilitator / learning designer has unique footprints on the meaning and visualisation of their activities, which sometimes are difficult to capture in written language – even for the more seasoned youth workers. The trouble with such misunderstandings is that the original intentions may be overlooked in the implementation process, while the steps themselves were followed step by step on paper. Our project did include a "Tips for Facilitator" section, which was exactly for this purpose – yet it was still in writing. Furthermore, the staff present in most digital partners meetings were management staff, not the trainers / facilitators (sometimes, not always). It is our shared belief that a 2-3 hours call following the workshop development could nit pick nuances and best practices, strengthening the impact on delivery.

5. Facilitator Alignment

💡 Proactive Amelioration Strategy

Facilitator Briefing Sessions: Organize sessions where designers verbally explain workshop logic and nuances, ensuring facilitators grasp the pedagogical spirit beyond written documentation.

This step can be included in one of the partner calls, or set up separately. For the initial phase of the Transnational Bootcamp where one trainer delivers the entire first set of workshops, he/she/they should lead the inquiry process. At the same time, it is important for every other trainer to familiarise themselves with any gaps in their understanding given that during the next stage of the Local Upskilling Academies, they would themselves need to deliver all the workshops.

As an important mention here, it is preferable that the same trainers/facilitators involved in developing the workshops based on the Online Learning Platform, ought to deliver them in person during the Local Upskilling Academies, as well as provide insights during the initial call prior to the Transnational Bootcamp (where they would inform the bootcamp trainer of the more specific insights).

6. GenAI Overuse

Definition: Finding the balance for AI usage so participants enhance their work without bypassing critical thinking and original creativity.
Early Warning Sign: Unnaturally polished and similar outputs.
Reason 1: Students prioritize speed over deep learning.
Reason 2: Unclear boundaries for acceptable AI usage.
Impact: Superficial task completion replaces genuine skill development and reflection.

In today's world, it has become almost a reflex to consult Generative Artificial Intelligence (genAI) for completing a wide range of tasks from personal and professional areas of our lives. More importantly, in educational settings (including non-formal ones), learning can be hindered by employing genAI support without participants consulting their own available resources first. Yet even more concerning is that a reactive use of GenAI most likely doesn't reflect a good usage of its capacity to solve the problems, leaving the solutions or perspectives at surface levels – symptoms, not root causes.

In our learning experience, there have been a few cases where participants relied on artificial intelligence to provide answers within group work, that was unsupervised (not at a concerning level). Nevertheless, what we saw was that once applications such as Gemini or ChatGPT offered youth a perspective, even though they have discussed amongst themselves different answers (all valid), there was a tendency to rely and promote the one prompted by the application (thus reinforcing reliance on genAI and lowering self-confidence in one's own perspectives and judgement).



💡 Proactive Amelioration Strategy

AI Usage Guidelines: Provide clear directives on positive AI integration alongside concrete examples of improper use to maintain critical thinking during workshop activities.
While genAI could've been targeted more during the technology exploitation workshop and learning module, it is our belief that even more importantly, a specific guideline for the Transnational Bootcamp and the Local Upskilling Academies, pertaining to a correct use of genAI would have greater effects as it would spread across all the learning experiences. Furthermore, some of the workshops could play around with different AI tool usage (specific apps, no phones at all, or just for a limited specific use, or number of uses). This would encourage a prototyping mindset towards engaging with genAI tools.

An additional strategy could be to openly discuss and agree about GenAI during the phase of rule-setting on Day 1. It will of course not solve the problem completely, but a shared agreement at an early stage can support learners to not rely on it when not needed.

III. Bootcamp Dossier

7. Dossier Visibility

Definition: Capturing the attention of busy youth workers to ensure the Bootcamp Dossier becomes a practical, widely-used professional resource.
Early Warning Sign: Few downloads from the portal.
Reason 1: Information overload prevents reading long documents.
Reason 2: Marketing fails to highlight practical benefits.
Impact: Valuable pedagogical insights remain unused by the intended professional community.

Although the bootcamp dossier is designed to bolster the capacity of youth workers across Europe to deliver higher caliber trainings and learning experiences, basing those insights on a concrete experiment, it's not exactly easy to convince facilitators / trainers to take away time from their busy schedules to "tell them" how to do better, or at least to consult (if the information is presented in the latter way, they may not see the benefits entirely). We are all knee-deep in papers and an additional PDF with "useful information" may simply get buried, and the Dossier ends up being simply ticked without looking at its harvested knowledge, attitudes and insights which could genuinely have an impact that spreads further than the scope of our bootcamp.

In our particular case, we struggled to have a highly engaged group of trainers willing to parse insightfully the bootcamp dossier we have developed (at the present time of writing, the time for reaching the desired target youth workers consulting the dossier is still not over yet).



💡 Proactive Amelioration Strategy

Targeted Resource Distribution: Send digital copies of the Dossier and brief feedback forms to youth workers databases via standardized emails, incentivizing engagement through clear, professional communication.
Every partner organisation is connected to other local, regional and national networks of organisations which have a number of youth workers in their database. They can be contacted and evenly split amongst the project partners, in order to directly email and call them to explain the need of our project and the potential value they could derive. Also, to set a specific time for reading (10-15 minutes), followed by a brief 2-3 minutes questionnaire. Setting the expectation clearly from the start would increase the chances of collaboration.

IV. Local Upskilling Academy

8. Upskilling Buy-in

Definition: Persuading youth unfamiliar with Erasmus+ that investing time in upskilling provides tangible benefits for their future career paths.
Early Warning Sign: Low attendance at informational webinars.
Reason 1: Skepticism regarding the value of non-formal education.
Reason 2: Benefits of upskilling feel too abstract.
Impact: Potential beneficiaries miss opportunities due to lack of perceived value.

For youth who are not familiarised with European youth projects, there is a gap of understanding towards the potential benefits of participation. Even the concept of "non-formal education" may be strange and require explanation. It's not a good strategy if "free pizza" is the main attraction, although sometimes it's the best for young people who come from a low socio-economic status and require a more concrete motivational strategy, rather than intellectual reasons.

A project of the scale of EASY must also take under its wing of responsibilities the spreading of European youth projects values and principles to populations who are unfamiliar to the concept, and help them access such opportunities with ease and a language fits the needs in their specific context.

Given that even in poor rural areas youth have access to social media (TikTok, Instagram, especially), it is perhaps natural to appeal to them with educational content regarding our Academies there. But beyond the importance of upskilling for the emergent European labour market, our applicant needs to also understand the fundamentals of European projects and their importance and value.

In our case, most participants were already familiarised with the concept from their Universities or having had prior encounters with Erasmus+ projects. Nevertheless, this is not necessarily a positive indicator, because we failed to take into consideration the importance (more seriously and directly) of growing awareness of European youth opportunities in our regions.

Youth Worker Insight & Field Reality: Feedback from our implementation partners across Lithuania, Romania, Slovenia, and France highlights that maintaining momentum and interest is deeply tied to how tangibly the competencies connect to real life. Youth workers noted that abstract or overly academic approaches quickly result in "glazed expressions" and drop-outs. For example, partners in France (WIPSEE) explicitly observed that maintaining full-day mobilization and motivation was a core obstacle. To overcome this, successful facilitators did not just present the skills; they actively built direct bridges between the competencies and real work-life scenarios, using games, interactive role-playing, and structured discussion to ground abstract ideas.

When youth can escape their daily routines through immersive, real-world scenario exercises (such as Romania's model of connecting Design Thinking, Empathy Walks, and live prototyping), their motivation shifts from passive attendance to active, self-driven investment..

Core Goal Indicator:
To achieve the target of 100% agreement on competence relevance, marketing and introductory sessions must explicitly highlight practical utility. In the feedback, 100% of implementing youth workers rated the relevance of these competencies to their local contexts as a perfect 5/5, validating that the underlying curriculum is solid (the bottleneck lies entirely in how that value is translated during recruitment)

💡 Proactive Amelioration Strategy

Value-driven Marketing: Launch social media campaigns showcasing Erasmus+ values and student ambassador videos to illustrate the tangible career benefits of non-formal education.

Having already developed a series of student ambassador videos by youth workers who speak the "language" of our youth target groups, it could be very useful to employ those same videos to promote one or two of the skills alongside the information regarding the Local Upskilling Academy. Given that each video targets one specific skill, this provides a valuable context of information regarding what would be studied and what kind of energy is employed within the project, directly from a youth worker.

9. Dynamic Adaptation

Definition: Real-time adjustment of curriculum and delivery methods when the actual participant group differs significantly from the transnational bootcamp group's needs.

Early Warning Sign: Frequent glazed expressions during sessions.
Reason 1: Fixed lesson plans lack necessary flexibility.
Reason 2: Facilitators lack experience in rapid pivoting.
Impact: Learning objectives are missed because the content misses the mark.

Learning styles can be extremely broad and neurodivergent types are easily found different across different groups (sometimes unaware themselves of their specific needs). Therefore, the facilitator needs to consider that during their implementation and delivery of workshops in the Local Upskilling Academies, they may have to adapt the content on the spot (at least during the first day) in order to tailor the learning for the specific group they are engaged with.



In our case, some of the activities were slightly adjusted for their timing, order, scale or method of application (individually vs group, presentation vs oral description, etc). Adaptability required us to be keen observers of the energy of our group and their emergent needs. While our adaptation happened naturally, it is not always the case this happens, nor was it discussed during our meetings, it just organically took place given the flexibility and expertise of our staff. However, if we were to consider a larger application of our project goals and materials, it may be useful to simply stimulate an awareness of this emergent condition, which could otherwise be overlooked, leading to withdrawn behaviour from potentially engaged participants (neither due to issues pertaining to the quality of the materials themselves).



Youth Worker Insight & Field Reality:

Real-world implementation is inherently unpredictable, and our youth workers' experiences strongly reinforce that rigid adherence to lesson plans is the enemy of engagement. In Romania, the academy brought together a highly heterogeneous group (spanning LGBTQ+ individuals, ethnic minorities, NEETs, and highly educated youth aged 16 to 29). Rather than trying to force-fit a standardized delivery, the facilitators dynamically adapted the workshop order based on emerging group needs and merged modules (such as mapping User Empathy directly into technical prototyping flows).

Similarly, French partners adjusted timing on the fly, intentionally lengthening highly interactive parts while compressing theoretical slides. The feedback proves that youth workers who embraced a "fail forward" attitude and adapted to the specific profiles and attention spans of their group achieved much higher resonance.

Core Goal Indicator:
To ensure optimal knowledge transfer, the manual targets a high adaptability index. Data shows that 100% of responding youth workers rated the transferability of this training model highly (with 80% giving it a perfect 5/5 and the remainder a 4/5 or 3/5), proving that local adaptability does not dilute the core program impact but rather guarantees it.

💡 Proactive Amelioration Strategy

Adaptive Content Framework: Authorize justified curriculum adaptations and intertwine competencies to reflect real-life application, ensuring content remains relevant to emergent group needs.
Including all trainers / facilitators alongside the management team during the final partners digital meeting prior to the Local Upskilling Academies, could inspire a brief discussion over the potential adaptation of the workshop materials for different learning styles (most common ones at least), as well as exchanging key insights over how to develop a sense of adaptability on spot for any kind of surprises that can naturally happen.

10. Rural Accessibility

Definition: Overcoming logistical barriers like poor public transport and high travel costs for youth living in peripheral or rural areas.
Early Warning Sign: Last-minute cancellations citing transport issues.
Reason 1: Poor infrastructure limits rural mobility options.
Reason 2: Travel costs exceed youth's available budget.
Impact: Geographical isolation leads to social exclusion from central training opportunities.

Besides motivational factors relating to a dynamic, empathic exchange between vocational counselors and rural / peripheral youth interested in participation for Local Upskilling Academies (as proposed in point 3), transportation is an even larger obstacle. As the gas is expensive and most young people don't drive, as well as not having public transportation means from most villages, we need to consider for future iterations of similar projects how to bridge a lack of infrastructure for improving accessibility to underprivileged young participants.

In our implementation process, youth from such villages that participated in the project Academy were already supported by our organisations through different projects, with transportation costs and fuel covered. We did not have any additional youth from villages who did not receive support (this is our alarm signal that we can do better next time).

Youth Worker Insight & Field Reality:
Rural and peripheral youth face systemic isolation that cannot be solved by digital alternatives alone, which often suffer from "digital fatigue" or lack the community feel of physical spaces. In our implementations, partners working with diverse and vulnerable groups (including NEETs and rural residents in Romania) noted that building a genuine sense of community within a limited 15-hour timeframe is an extraordinary challenge.

However, when physical access was successfully facilitated (such as through pre-arranged organization travel support), the inclusion of these diverse profiles deeply enriched the social dynamic. The broad spectrum of perspectives, ranging from younger teens to young adults up to age 29, created a highly vibrant "social field" where urban and rural youth learned directly from one another's lived realities.



Core Goal Indicator: To maintain inclusive participation metrics. With 100% of surveyed youth workers confirming that the training had a highly positive impact on participants' competence development, securing physical access for isolated rural youth directly translates to measurable, life-changing competence growth for those who need it most.

💡 Proactive Amelioration Strategy

Geographical Barrier Funding: Allocate budgets for transportation and accessibility, ensuring youth from peripheral areas and those with disabilities can participate.
Alternatively, there could be a small award / minimal grant, for those youth that covers their participation costs (hundred euros, may be enough for 3 days of transportation), for the quota of 3-4 participants per Academy from small villages. To simplify their logistical operations, participants ought to deliver a written statement of having received the sum, after the full completion of the Academy (to avoid the case where they receive the award and no longer participate in the learning process).

Decentralized "Pop-Up" Academies: Where transport budgets are restricted, encourage partners to coordinate with local rural community centers or schools to deliver condensed 1-day workshops directly within peripheral zones, eliminating the travel barrier entirely.



Troubleshooting Manual Dissemination Strategy

How can we qualitatively deliver this Troubleshooting Manual to 100 youth workers across Europe who would benefit from the insights derived from the EASY learning experience.

Our proposal splits the responsibility between all partners, with accountability from Bucovina Institute as the Work Package 4 lead. We can accomplish this goal by having 20 youth workers consulted by each organisation. The format of acknowledgement for validation from each youth worker can be done digitally (through a direct download of the manual from the website). Each partner can also find youth workers that consult the manual in physical format within their organisational hub, as long as they also download the manual from our website.



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