



## Table of contents

Table of contents .....	1
Context .....	2
Project details .....	2
Project summary .....	3
Project Description .....	3
Summary of Participating Organisations .....	5
Cooperation arrangements .....	6
Implementation .....	6
Overview of Activities .....	6
Impact and Follow-up .....	9
Annexes .....	11
Checklist .....	12



## Context

### Project details

Beneficiary organisation:	Stiftelsen Fryshuset
Beneficiary organisation OID:	E10058657
Project code:	2023-3-SE02-KA210-YOU-000176256
Project title:	Inspiration for inclusion and engagement for youth with fewer opportunities
Action type:	Small-scale partnerships in youth (KA210-YOU)
Field:	Youth
Project start date:	01-02-2024
Project end date:	31-01-2025
Grant awarded:	30 000,00 €
National Agency receiving the report:	SE02 - Swedish Agency for Youth and Civil Society
Language used to fill in the form:	EN



## Project summary

Please summarise the information about your project in form of short answers to the following questions.

Please use full sentences and clear language. The provided summary will be made public by the European Commission and the National Agencies.

### Background: Why did you apply for this project? What were the needs you have addressed?

The partnership between Fryshuset and Czech organizations was established to exchange knowledge and improve youth inclusion efforts. Czech partners wanted to learn from Fryshuset's experience, while Fryshuset aimed to expand its impact internationally. Both organizations recognized the need to equip youth workers with better skills to support marginalized young people, including LGBTQ+ youth, refugees, and those from disadvantaged backgrounds.

The project addressed key needs such as strengthening youth inclusion methods, building youth workers' capacity to foster trust and relationships, and ensuring inclusion strategies were adapted to different national contexts. It also responded to the rising mental health struggles among young people affected by COVID-19 and regional conflicts by creating supportive environments where they could engage and express themselves.

The initiative promoted youth participation and aligned with the EU Youth Strategy 2019–2027, focusing on inclusive societies, mental well-being, and active youth engagement. Through cross-border knowledge exchange, the project enhanced youth work internationally, ensuring all young people had equal opportunities to learn, participate, and feel empowered.

### Objectives: What did you want to achieve by implementing the project?

The project aimed to strengthen youth workers' knowledge on including young people with fewer opportunities and applying this in practice. It developed a training program on exclusion prevention, equipping youth workers with practical methods to foster inclusion. This program enhanced their professional skills and helped organizations create more welcoming environments.

The project also facilitated knowledge exchange on inclusion and diversity, using methods like mentoring, trust-building, and self-esteem development. Communication and decision-making tools were explored and applied in youth work across participating countries.

Key outcomes included a Needs analysis on youth in the Czech Republic, focusing on disadvantaged youth, and a TOOLKIT with successful inclusive methods. Originally planned as one Toolbox, it was split into two parts. Youth workers were encouraged to apply these tools in Czech and Swedish communities.

The project promoted youth work innovation, active citizenship, youth entrepreneurship, and social inclusion, ensuring equal access to non-formal education and recreational activities.

### Implementation: What activities did you implement in your project?

The project implemented several key activities to enhance youth inclusion and strengthen youth workers' capacities.

- Project management was a virtual activity from February 2024 to January 2025, ensuring smooth coordination and implementation.

A Mapping/Needs Analysis was conducted in the Czech Republic in April 2024 to identify challenges faced by young people with fewer opportunities. This helped tailor project activities to actual needs. For this activity, we conducted a PEST Analysis and a Survey on the youth's needs.

- A capacity-building session for youth workers was held in Sweden right after the needs analysis, which equipped them with skills and best practices for working with marginalized youth.

- TOOLKIT 'Tools and methods for inclusive youth work' was developed between April and August 2024, compiling the most effective youth inclusion methods in Sweden and the Czech Republic.

These activities supported cross-border knowledge exchange, professional development, and the creation of practical resources to foster inclusive youth work.

### Results: What were the concrete outputs and other results of your project?

The project strengthened youth inclusion and the professional development of youth workers through best practice exchanges, a practical training program, and a toolkit on inclusive youth work in the Czech Republic and Sweden.

It highlighted equality by ensuring access to non-formal education and recreational activities, developing the capacity of youth workers to support marginalized youth.

A Needs Analysis and the toolkit "Tools and Methods for Inclusive Youth Work" were developed, providing practical resources. This toolkit is an applicable guide in working with young people, including youth with fewer opportunities. The initiative fostered civic engagement among youth workers and young people, empowering them to participate actively in their communities.

By addressing key challenges in youth inclusion, the project contributed to long-term improvements in the field.

Please translate your replies to English.

## Project Description

In this section you are asked to give information about the objectives and topics addressed by your project



Most relevant horizontal or sectoral priority according to the objectives of your project as defined at application stage.

YOUTH: Increasing quality, innovation and recognition of youth work

Did your most relevant priority change since application stage?

NO

Other relevant horizontal or sectoral priorities addressed by your project as defined at application stage.

HORIZONTAL: Common values, civic engagement and participation  
HORIZONTAL: Inclusion and diversity in all fields of education, training, youth and sport

Did your other relevant priorities change since application stage?

NO

Most relevant topics addressed by your project at application stage.

Inclusion, promoting equality and non-discrimination  
Inclusion of marginalised young people

Did your most relevant topics change since application stage?

NO

What are the concrete outcomes and achievements of your project, and how do they link back to the project objectives? Were all original objectives of the project met? Please comment on any objectives initially pursued but not achieved and describe any achievements exceeding the initial expectations.

The project successfully met its objectives by strengthening youth workers' knowledge of inclusion and equipping them with practical tools to support young people with fewer opportunities.

A key outcome was the development of a Toolbox for Inclusive Youth Work, featuring tested methods, tools, and practical strategies. This resource was created collaboratively, integrating experiences from youth workers in different countries and ensuring adaptability across various contexts. This file, as well as the Needs Analysis, is attached to the report.

The training program focused on exclusion prevention, using mentoring, trust-building, and decision-making tools to enhance inclusion efforts. Participants applied these methods in their Czech Republic and Sweden communities and evaluated their impact.

The Toolbox was made available on the Fryshuset, SKP, and DaR websites and social media, as well as the Erasmus+ Project Results platform, and promoted through European networks. The project also fostered civic engagement, improved the quality of youth work, and reinforced the role of youth workers in reducing inequality.

Please describe how the needs of the identified target groups were addressed and what were the benefits of cooperating with transnational partners.

The project addressed the needs of young people in difficult life situations by developing practical tools to map their emotional states, needs, and self-reflection. The Toolbox included tools like the Johari Window and The Wheel of Feelings, which provided simple, yet effective ways to understand young people's moods, motivations, and emotional conditions. For example, the Johari Window helped youth workers gain insights into how young people perceive themselves and how they are perceived by others, improving communication and trust. The Wheel of Feelings helped young people articulate their emotions and better understand their moods, aiding in emotional regulation.

More complex tools, such as the Solution Focused Approach and Sense of Coherence, helped youth workers guide young people in identifying strengths, solutions, and a sense of purpose in overcoming challenges. These tools provided deeper insights into resilience-building and long-term well-being.

Cooperation with transnational partners brought diverse expertise, enriching the approach to youth work. For example, Swedish youth workers shared their experience using creative arts to engage marginalized youth, while Czech partners focused on integrating local community support networks. The exchange of best practices allowed social workers to learn from different national traditions and experiences, such as the Swedish focus on mentorship and the Czech approach to family therapy, enhancing the overall quality and effectiveness of youth inclusion efforts across Europe.

How was the progress, quality and achievement of the project activities monitored and by whom?

The project's progress and quality were monitored through monthly evaluation meetings, held in person in the Czech Republic and Sweden and online with representatives from Fryshuset.

Additional oversight came from meetings with service coordinators and management from SKP-CENTRUM, o.p.s., DaR, o.p.s., and Fryshuset, where material implementation was assessed.

Coordinator meetings at SKP-CENTRUM, o.p.s., the innovation guarantor from SKP-CENTRUM, o.p.s., the director of DaR, o.p.s., and representatives from Fryshuset further supported coordination and ensured quality control and alignment with project goals.

How did you evaluate the extent to which the project reached its objectives and planned results? Which activities did you carry out to assess the overall success of your project?

The project's success was evaluated through regular project team meetings and consultations with service workers, who applied the findings in practice and provided feedback. A final conference was held to assess the impact of the tools used and discuss strategies for their future sustainability.

The Needs Analysis and Toolbox were highly valued by youth workers in the participating organizations. Many have adopted them as practical guides in their work with young people with fewer opportunities, demonstrating their effectiveness and long-term impact.

Please reflect on the quality of the implementation of your project. What went well and what was more difficult? Which are the lessons that you learnt?



The project was largely successful, with key achievements such as developing the Toolbox and Needs Analysis, which were well-received by youth workers. The exchange of best practices between countries helped us better understand our partners' work and the respective countries' facilities, enriching the project and improving its impact.

However, there were challenges. While many youth workers adopted the new tools, some were hesitant at first, requiring more time and support to get comfortable with the changes. Giving youth workers time to adjust to new methods and providing ongoing support is very important.

The lessons learned include the importance of clear communication, setting realistic expectations, and managing deadlines, especially when working internationally. During the project, we had to adjust the timing of the exchange of best practices. After coordinating with the MUCF coordinator, we decided to hold both exchanges in April. Additionally, scheduling the conference was challenging. Initially planned for the autumn, it was delayed due to unforeseen circumstances, but we found a suitable time later.

What steps were taken (if any) to address the Erasmus+ horizontal aspects of project implementation (inclusion and diversity; digital transformation; green transition and environmental sustainability; participation in democratic life, common values and civic engagement)?

All of the Erasmus+ key priorities were addressed in our project.

To promote inclusion and diversity, the project focused on supporting youth workers working with youth from disadvantaged backgrounds. The Toolbox helped youth workers address emotional needs and foster inclusion. These resources were made accessible on the Erasmus+ Project results platform, as well as on partner websites and social media, to ensure broad access to youth workers across Europe.

Digital transformation was integrated by making the Toolbox available online, encouraging the use of digital tools in youth work. This not only increased the accessibility of resources but also promoted the digitalization of youth work practices.

Regarding environmental sustainability, the project embraced digital solutions to minimize the need for physical materials. This approach reduced waste and aligned with sustainability goals by promoting eco-friendly practices in the project's activities.

Finally, the project emphasized civic engagement by empowering both youth workers and young people to take an active role in their communities. Activities encouraged leadership, participation in democratic life, and discussions about common values like equality, respect, and social cohesion.

To sum up, the project successfully aligned with Erasmus+ priorities to different extents, promoting inclusion, digital transformation, sustainability, and active participation.

Was the granted lump-sum amount sufficient to implement properly the activities? If not, please elaborate. Did the lump-sum approach make the management of the project easier and, if so, how ?

Yes, Fryshuset handled the financial management, and for Fryshuset, SKP-CENTRUM, and DaR o.p.s., the allocated lump-sum amount was sufficient to implement the planned activities.

We carefully planned the budget based on the activities we had outlined when applying for the project. However, one challenge arose when we planned the budget for the travel to Pardubice, Czech Republic. We had expected lower travel costs, but the prices were almost the same as those for travel to Sweden, which was an unexpected expense.

The lump-sum approach did make project management easier as it allowed for simpler financial tracking and less paperwork. It provided flexibility in how the funds were allocated, making it easier to adapt to changing needs during the project's implementation.

## Summary of Participating Organisations

Role of the Organisation	OID of the Organisation	Name of the Organisation	Country of the Organisation	Type of Organisation	Partnership Entry Date	Partnership Withdrawal Date
Partner Organisation	E10329040	SKP-CENTRUM, o.p.s.	Czechia	Non-governmental organisation/association	01/02/2024	31/01/2025
Partner Organisation	E10329410	DaR - Centrum pro díté a rodinu, o.p.s.	Czechia	Non-governmental organisation/association	01/02/2024	31/01/2025
Beneficiary	E10058657	Stiftelsen Fryshuset	Sweden	Foundation	01/02/2024	31/01/2025

Total number of participating organisations 3



## Cooperation arrangements

What were the strengths that each partner brought to the project? Please describe how the tasks and responsibilities were distributed among the partner organisations.

Each partner brought unique strengths to the project. Fryshuset, with its extensive experience in Erasmus+ projects, took the lead in coordinating the project and organizing international meetings. Since SKP-CENTRUM o.p.s. and DaR o.p.s. were new to Erasmus+, they focused on holding internal meetings and supporting the practical use of the tools.

SKP-CENTRUM o.p.s. and DaR o.p.s. specialized in working with socially vulnerable youth, which complemented Fryshuset's focus on participation, prevention and early intervention. While Fryshuset worked on preventing issues among young people, the Czech organizations helped with follow-up support for those at risk of exclusion. This combination of skills created a strong and effective partnership.

All three organizations worked together to develop the project tools, with Fryshuset handling the final graphic design, ensuring the tools were both useful and visually appealing. This collaboration allowed each partner to contribute their expertise and strengthen the project overall.

How did you ensure sound management of the project and good cooperation and communication between partners during project implementation? If relevant, please describe any difficulties you have encountered in managing the implementation of the project and how you and your partners handled them.

To ensure smooth management and communication, Fryshuset took the lead in overseeing the project. They were responsible for document management, audits, and reporting. SKP-CENTRUM and DaR o.p.s. helped by organizing meetings and monitoring progress. Communication was handled through email, Microsoft Teams, and Google Drive to share documents and keep everyone updated.

A steering group with key representatives from all partners made important decisions and tracked the project's progress. Smaller teams worked on specific tasks while the steering group reviewed everything and ensured reports were submitted on time. Social media communications followed GDPR rules.

Fryshuset managed the project's budget, and each partner's legal representative was in charge of their own budget. A team was set up to track spending and ensure it matched the planned activities. We followed clear financial rules to prevent confusion.

We did face some challenges, mainly with scheduling and coordinating between countries, which caused some delays. To address this, we stayed in constant communication, adjusted timelines, and ensured everyone was flexible and ready to adapt.

## Implementation

### Overview of Activities

Activity title	Venue of the activity	Activity start date	Activity end date	Activity duration(days)	Grant amount allocated to the activity (EUR)
Project Management	Virtual activity	01/02/2024	31/01/2025	366	6 000
Mapping /Needs Analysis of youth with fewer opportunities in Czech Republic	Czechia	08/04/2024	12/04/2024	5	7 200
Capacity Building for youth workers in Sweden	Sweden	22/04/2024	25/04/2024	4	12 800
Create Educational tool with best methods working with youth inclusion in the context of the Czech Republic and Sweden	Virtual activity	29/04/2024	30/08/2024	124	4 000
Total					30 000
Project Lump Sum					30 000

### Project Management

Describe the content of the implemented activity. Has there been any divergence from the initially planned activity ? If yes, please explain

All partners were responsible for selecting one Project Manager from their organization. Each partner was also responsible for using their network of partners and members to disseminate the knowledge and results they gained from this project. Fryshuset was responsible for the overall project management and coordination, as well as community management. Based on the core team's experience, Fryshuset completed the final report.



All partners were responsible for:

Planning three monitoring sessions to guarantee adequate budget control and time management.  
Executing bank transfers following the specified budgets for each organization according to the official partnership agreement. Transparency and the quality of the project's outputs were assured.  
Create a Project Steering Committee that includes representatives from each partner.  
Daily management and communication.  
Hold monthly partner meetings online through Microsoft Teams to communicate progress, coordinate activities, and identify possible difficulties early so that necessary modifications can be made.  
Time management and deadline compliance.  
Issuing Activity, Dissemination, Finance, and Evaluation Reports semi-annually.  
Completing the Interim and Final Reports.  
Developing templates for evaluating actions (e.g., meetings, events, intellectual outputs, etc.).  
Providing progress updates on quality and milestones. Each partner was responsible for reporting on their local operations to guarantee effective budget control, time management, and high-quality intellectual outputs. Their reports were compiled into quality and milestone progress reports and the budget control sheet.

Describe the target group for this implemented activity. Has there been any divergence from the initially planned target group? If yes, please explain.

Project management team: 1 contact person from each organization involved and 1 person from Fryshuset as the overall manager of the whole application.

Youth workers in the organizations benefited from the result, as well as youth workers outside of the organizations. Sound project management helped them not spend time on organizational questions and concentrate on their capacity building and the creation of Needs Analysis and Educational Tools.

Explain how is this activity helped reaching the project objectives.

The Project Management activity allowed the project to reach its objectives as the partners were able to structure the upcoming activities, clarify responsibilities, and deepen their cooperation. Shared responsibilities allowed all partners to contribute equally to the achievement of the project results. Proper budget control, organized during the project, ensured that all activities started on time and avoided any possible delays. Scheduled meetings set the foundation for the partnership and provided the project with more solid ground. They were also important in minimizing and preventing future risks. Constant monitoring and reporting allowed the partners to evaluate the project's progress and deliver the results effectively.

Describe the achieved results of the activity.

As a result of the project management activity:

- Proper management of the budget and project activities was achieved.
- Clear agreements were set, and specific activities were refined, which made significant progress in the project.
- Sharing information and resources, maintaining open communication, managing the budget, monitoring progress, and timely reporting helped achieve the project goals.
- Monitoring was held throughout the entire project, and project reports were delivered timely.

## Mapping /Needs Analysis of youth with fewer opportunities in Czech Republic

Describe the content of the implemented activity. Has there been any divergence from the initially planned activity ? If yes, please explain

The 5-day visit to SKP-CENTRUM and DaR facilities in Pardubce provided Fryshuset's youth workers with an opportunity to learn about activities, projects, and methods of work with children, young adults, and families at risk and to exchange experiences with their Czech colleagues. The main objective was to work on the Needs Analysis of youth with fewer opportunities in the Czech Republic, and after that, we continued this work in Sweden.

During the visit, Fryshuset conducted a Mapping/Needs Analysis of youth with fewer opportunities in the Czech Republic. To identify their needs and challenges, a workshop with youth workers and youth living in the Czech Republic was arranged. The participants had different backgrounds and experiences and included at-risk youth or those who already faced exclusion.

Staff members from Fryshuset traveled to visit SKP Centrum and DaR, which helped to increase their understanding of the organization's project design, methods, challenges, and lessons learned. Mutual learning promoted a trustful partnership and eased the project design in the next phase.

Project participants met with local stakeholders, including municipality officers and Pardubice region representatives responsible for youth and family support, to learn about the support system in the Czech Republic. They discussed good practices for supporting young people within the framework of education and social work to foster social inclusion and the well-being of children and youth at risk. Meeting with representatives of the regional office of the Pardubice Region and Ministry of Labour and Social Affairs - Cooperation between countries was organized during the visit.

Describe the target group for this implemented activity. Has there been any divergence from the initially planned target group? If yes, please explain.

Youth workers, youth living in the Czech Republic and Sweden, local stakeholders, including municipality officers and Pardubice region representatives responsible for youth and family support

Explain how is this activity helped reaching the project objectives.

The activity enhanced our understanding of the specific needs, challenges, and lessons learned working with youth in diverse contexts. This mutual learning process strengthened our partnership and provided a better understanding of our work locally in our respective countries. It also served as the foundation for developing a training program on exclusion prevention for youth workers, which we did later in Sweden. This program equipped youth workers with practical strategies to include young people with fewer opportunities in their activities.

Describe the achieved results of the activity.

- Study Visits of SKP Centrum and DaR





The study visits to SKP Centrum and DaR provided valuable insights into their services and methods. Fryshuset's youth workers could observe and learn about various social services, including low-threshold facilities for children and youth, halfway houses, low-threshold day centers, intervention centers, and city sanctuaries for women and mothers with children. These visits helped to understand the practical implementation of these services and their impact on the target groups.

#### - Meetings with Youth Workers and Youth Organized by SKP Centrum and DaR

Meetings with youth workers and youth organized by SKP Centrum and DaR facilitated direct interactions and discussions. These meetings allowed Fryshuset's staff to engage with local youth workers and youth, gaining firsthand knowledge of their experiences, challenges, and needs. The diverse backgrounds and experiences of the participants, including youth at risk or facing exclusion, enriched the discussions and provided a comprehensive understanding of the local context.

#### - Discussions of Needs and Challenges

Discussions with youth workers, youth living in the Czech Republic and Sweden, and local stakeholders, including municipality officers and Pardubice region representatives responsible for youth and family support, were instrumental in identifying the specific needs and challenges faced by youth with fewer opportunities. These discussions highlighted the importance of youth participation and influence in various processes and provided valuable insights into the support systems.

#### - Exchange of Best Practices and Methods

The exchange of best practices and methods between Fryshuset, SKP Centrum, and DaR fostered mutual learning and strengthened the partnership. Both parties shared their experiences, project designs, methods, and lessons learned when working with youth in different contexts. This exchange promoted a trustful partnership and laid the foundation for future collaboration.

#### - Materials and Data Collection for Needs Analysis

During the study visits and meetings, materials and data for the Needs Analysis of youth with fewer opportunities in the Czech Republic were collected. This data was crucial for conducting a comprehensive Mapping/Needs Analysis and developing strategies to address the identified needs and challenges. The collected materials also supported the development of a training program on exclusion prevention for youth workers.

## Capacity Building for youth workers in Sweden

Describe the content of the implemented activity. Has there been any divergence from the initially planned activity? If yes, please explain

The 3-day visit to Fryshuset in Stockholm was a valuable opportunity for the participants from the Czech Republic to learn more about Fryshuset's best practices and methods for youth inclusion projects and to build strong relationships with the team at Fryshuset.

The delegation had the chance to visit Fryshuset's various facilities and see firsthand the youth inclusion projects that Fryshuset was working on. This included visits to youth centers, cultural centers, and other locations where Fryshuset engaged with young people.

The participants from SKP Centrum, DaR, and Fryshuset participated in capacity building of youth workers, workshops, and training sessions led by Fryshuset's professionals, which provided insights into new tools and approaches in youth work. These sessions focused on working with trust and relations, working with minorities such as LGBTQ+ people, and learning the Fryshuset inclusion model.

The delegation had the opportunity to exchange ideas and insights with their colleagues at Fryshuset, sharing their own experiences and expertise in youth work. This helped to foster mutual learning and collaboration between the two organizations.

The delegation also learned more about Swedish culture and society, which helped to build cultural understanding and promote cross-cultural exchange between the Czech Republic and Sweden.

Describe the target group for this implemented activity. Has there been any divergence from the initially planned target group? If yes, please explain.

The target group was the youth workers of SKP-CENTRUM, DaR and Fryshuset (more than 10 people were involved) as well as the youth themselves.

Explain how is this activity helped reaching the project objectives.

The Capacity Building for Youth Workers training held in Sweden drew on the findings of the Mapping/Needs Analysis of youth with fewer opportunities research conducted in the run-up to this event and the combined experience of project partner organizations in working with inclusion and empowerment of youth, particularly the most vulnerable and disadvantaged ones.

The training promoted staff in project partner organizations to:

Think together (open innovation).

Listen and explore—what were the prerequisites for youth work in different contexts and share knowledge and experience.

Learn and adjust—what could be learned from each other regarding youth work and the context they were working in.

Participants shared knowledge and experience of working with youth on different levels (local, regional, national, and EU levels) and from different contexts. This mutual learning process helped reach the project objectives by fostering collaboration, enhancing understanding, and equipping youth workers with practical strategies to include young people with fewer opportunities in their activities.

Describe the achieved results of the activity.

#### - Participation in Workshops and Training

The delegates attended workshops and training sessions led by Fryshuset's professionals. They learned new tools and approaches in youth work, including building trust, working with minority groups like LGBTQ+ individuals, and understanding the Fryshuset inclusion model.

#### - Exchange of Ideas

The visit allowed participants from the Czech Republic and Sweden to share their experiences and expertise in youth work. This exchange fostered mutual learning and collaboration.





#### - Building Networks

The activity helped project partners build and strengthen networks of contacts on national and international levels. Visiting Fryshuset's facilities provided insights into their youth inclusion projects.

#### - Mutual Learning

The activity generated mutual learning effects in non-formal learning regarding youth work. Meetings with youth workers and youth facilitated direct interactions and discussions, providing firsthand knowledge of their experiences and challenges.

#### - Data Collection

The activity provided valuable data for the next stage of the project, specifically the creation of the Educational Tool. Materials and data for the Needs Analysis of youth with fewer opportunities in the Czech Republic were collected during the visits and meetings.

These results reflect the successful implementation of the planned activities and the achievement of the objectives set for the visit. The insights gained and the data collected later contributed to the ongoing efforts to support youth with fewer opportunities and foster social inclusion.

## Create Educational tool with best methods working with youth inclusion in the context of the Czech Republic and Sweden

Describe the content of the implemented activity. Has there been any divergence from the initially planned activity? If yes, please explain.

The project developed a practical educational tool designed for youth workers. This tool included exercises and informative content focused on promoting inclusion among marginalized groups and youth at risk through youth work. It offered recommendations and methods tailored for various roles, including youth workers, youth leaders, trainers, project managers, and others involved in youth-related activities.

The educational tool provided guidance on making youth work more inclusive for young people, along with training modules to assist youth workers in their outreach efforts to support vulnerable youth. These training modules were tested within participating organizations and their respective communities.

The methodology created and the data gathered during the research phase, specifically the Mapping and Needs Analysis of youth facing fewer opportunities, as well as the knowledge and experiences developed through the Capacity Building of youth workers, served as the foundation for the content of this educational tool. Surveys were conducted to measure participants' skills learned, how they implemented the new tools in their daily work, and the project's impact in expanding and improving their activities with young people with fewer opportunities.

Describe the target group for this implemented activity. Has there been any divergence from the initially planned target group? If yes, please explain.

Youth workers, youth with fewer opportunities, and local stakeholders, including municipality officers and countries' representatives responsible for youth and family support.

Facilitators of the activities for young people, as well as youth leaders who are interested in youth inclusion

Explain how is this activity helped reaching the project objectives.

This activity helped to achieve the project objectives by developing a practical educational tool for youth workers. The tool, which includes exercises and information on promoting inclusion of marginalized groups and youth at risk, directly addressed the project's goal of improving youth work practices for vulnerable young people.

The tool provided recommendations and methods for youth workers, youth leaders, trainers, and project managers on how to make their work more inclusive. By incorporating training modules to assist youth workers in their outreach efforts, the tool ensured that youth workers could directly apply what they learned to better support marginalized youth.

The methodology and data collected during the research phase, specifically the Mapping and Needs Analysis of youth with fewer opportunities, formed the foundation of the educational tool, ensuring that the content was grounded in real-world needs.

This activity contributed to the recognition of youth work as a key tool in promoting inclusion and reducing inequality. It helped ensure that young people with fewer opportunities had access to non-formal education and recreational activities, fulfilling the project's priority of fostering youth participation and inclusion.

Describe the achieved results of the activity.

A practical Educational tool for youth workers with exercises and information on how to promote the inclusion of marginalized groups and youth at risk through youth work. The Educational tool includes recommendations and methods for youth workers, youth leaders, trainers, project managers, and others involved in youth work on how to make their work inclusive with young people.

## Impact and Follow-up

What was the impact of the project on the participants, participant organisations, target groups and other relevant stakeholders? Do you have plans to continue using the results of the project or continue to implement some of the activities after the project's end?

The project had a significant impact on the participants, organizations, and target groups involved. It improved the way youth workers engaged with young people by introducing new approaches and methods. These methods helped meet the individual needs of the young people and also increased their participation in planning and organizing activities that affect them.

Local stakeholders, such as representatives from the municipality and region, were informed about the project's outcomes. This has the potential to inspire other organizations working with young people to adopt the successful practices and methods developed during the project.



The tools and methods created during the project are now part of the daily work in the youth services and will continue to be used beyond the project's conclusion. We are considering continuing collaboration on topics like the Sense of Coherence based on Aaron Antonovsky's theory and /or working with free time spaces for young people, as both Fryshuset and the Czech partners focus on these areas. Over the next 5-6 months, we plan to evaluate the impact of the materials we created and then discuss future collaboration based on the results and opportunities.

For impact evaluation, we use surveys and feedback from training participants to measure the skills learned, tool implementation, and project impact. Fryshuset's extensive experience working with young people and fostering participation was crucial in shaping the project. Their approach to engaging youth and promoting active involvement helped develop the Toolkit, ensuring that youth workers had effective strategies for inclusion. Fryshuset's principles of participation are now a key value for all partners, with the Toolkit supporting the transfer of best practices across organizations and benefiting youth workers and young people.

Approximately 155 youth workers and young people participated in the training and project activities. This includes 25 workers and 25 clients from SKP-CENTRUM o.p.s. and DaR, o.p.s., who were involved in a needs assessment using the project Toolkit. Additionally, 80 clients from both services applied participatory elements in practice, with 10 coordinators supporting them.

Short-term impact metrics from all organizations involved:

155 youth workers and young people engaged.

16 training/workshops provided.

14 youth workers contributed to new chapters for the method materials in Toolbox and Needs Analysis.

What was the impact of the project at the local, regional, European and/or international levels?

The impact of the project was at several levels:

**Local Level:** The project helped improve youth work in local communities. SKP-CENTRUM, which serves the Pardubice region, directly benefited from the project. Local organizations were informed about the results through a dissemination conference, allowing them to adopt successful practices for working with young people, especially those at risk of exclusion. DaR o.p.s. also contributed to local efforts by providing practical support to vulnerable youth. Fryshuset, based in Sweden, shared its experiences and methods for engaging young people, especially regarding youth participation and creating inclusive programs.

**Regional Level:** The project's impact extended beyond local communities, primarily through SKP-CENTRUM, which works across a broader area in the Pardubice region. This allowed other organizations to learn from the project's results and apply new methods in their youth services. DaR o.p.s. shared its knowledge within the region, supporting marginalized youth. Fryshuset's input also enriched the regional perspective, as Swedish practices were used as an example of improving youth inclusion and participation.

**European Level:** At the European level, the project encouraged collaboration between Fryshuset (Sweden), SKP-CENTRUM, and DaR o.p.s. (Czech Republic). Each organization brought unique expertise: Fryshuset contributed experience in youth participation and prevention, while SKP-CENTRUM and DaR o.p.s. focused on working with marginalized groups. This exchange of knowledge improved youth work practices across Europe, especially in the areas of inclusion, empowerment, and social work.

**International Level:** The collaboration between Fryshuset, SKP-CENTRUM, and DaR o.p.s. Allowed all partners to share and learn from each other's methods. Fryshuset's expertise in youth engagement, SKP-CENTRUM's experience with at-risk youth, and DaR o.p.s.'s focus on social work created a strong international partnership. The exchange of ideas strengthened the overall effort to support young people at risk of exclusion globally, with Sweden contributing its knowledge of inclusive practices to the broader project.

How did you disseminate the results of your project inside and outside your partnership? Who were the main target groups and what channels did you use to share your results with them?

The main target groups are Youth Workers and Youth. We used the Erasmus+ Project Results Platform, websites, and social media.

We shared the project's results in several ways to reach people inside and outside our partnership.

First, we organized a hybrid dissemination conference, at which we presented the Toolkit to youth workers, leaders of youth organizations, and local stakeholders like regional authorities. This was a chance to discuss the project's outcomes and impact with important people involved in youth work.

We also published the Toolkit on the websites of Fryshuset, SKP-CENTRUM and DaR o.p.s., so that youth workers and others could easily access it. The tools are now being used and discussed by youth workers in these organizations as part of their daily work. We did the same on the Erasmus+ Project Results Platform to make this Toolbox and Needs Analysis available for all youth workers.

To keep the project visible, we promoted it on social media and our websites, regularly updating everyone on its progress.

We shared the project results on three levels:

**Micro Level:** This included participants, partner organizations, young people, and local communities. These groups helped share the project's impact by talking about it online and organizing local events. They also raised awareness about non-formal education and youth inclusion.

**Medium Level:** This level included youth NGOs, youth workers, and organizations in non-formal education. We shared results on our websites and social media, encouraging others to use the tools and work together on future projects.

**Macro Level:** At the broader level, we shared the project results through all partner organizations' websites and social media, reaching a national and European audience.

This ensured that the project reached as many people as possible and had a broad impact at local, regional, national, and European levels.



Did you use Erasmus+ platforms (e.g E+ project result platform, Europass, Epale...) for preparation and implementation of the project, and do you plan to further use them for follow-up? If yes, please describe how.

Yes, we published the project and its results on the platform to give access to our produced materials to all youth workers, youth, and all who are interested in working with the inclusion of young people.

Erasmus+ promotes an open access requirement for all materials produced through its projects. In case your project has produced tangible deliverables, please describe if and how you have promoted free access to them by the public. How have you ensured that the project's results will remain available and be used by others? In case a limitation was imposed for the use of the open licence, please specify the reasons, extent and nature of this limitation.

How have you ensured that the project's results will remain available and be used by others?

We made the project materials, including the Toolkit, freely available through the Erasmus+ Project Results Platform and the websites of all partner organizations. We also shared them on social media and within our network to ensure they reached a wider audience.

These materials can be freely accessed and used by others, and there are no restrictions on their use. This open access ensures that the project's results remain available for future use and benefit.

The following question represents your feedback to the European Commission about application, implementation and reporting procedures for your Erasmus+ project. When answering this question, please take into account the opinion of organisations involved in your project.

Do you consider that the procedures applicable to your project were proportionate and simple?

YES

The following questions should be addressed taking into account effects on the coordinator organisation and partner organisations (including associated partners, if any).

Do you consider that your organisations have developed high-quality practices as a result of their participation in Erasmus+ Key Action 2?

YES

Please provide more information about your reply: what type of high-quality practices you developed or did not manage to develop? Why?

Yes, our organizations developed high-quality practices through Erasmus+ Key Action 2. As part of the small-scale partnership, we created the Toolkit and Needs Analysis. These tools help youth workers support young people with fewer opportunities. We also conducted a survey to learn the needs of young people and held a workshop to gather feedback and improve our practices.

The project helped us introduce more participatory approaches to involve young people in decision-making. However, some methods, like the Sense of Coherence approach, are still in the early stages and need more time to integrate fully.

## Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.

The maximum number of all attachments is 100.

## Declaration on honour

Please download the declaration on honour, print it, have it signed by the legal representative and attach.

## Other documents

Please attach any other relevant documents. Only upload the relevant documents additional to the ones uploaded in the Erasmus+ Result Platform

If you have any additional questions, please contact your National Agency. You can find their contact details here: [List of National Agencies](#)

## List of documents

No	Name	File size (kB)	Type of document	
0	Toolkit_-_Check_republic_project.pdf	1021	Other document	
1	DOH_CR_report.pdf	259	Declaration on honour	
2	Needs_analysis__on_youth_in_the_Czech_Republic_.pdf	2147	Other document	
Total size (kB)		4965		



## Checklist

Before submitting your report form to the National Agency, please make sure that:

- You have uploaded the relevant results on the Erasmus+ Project Results platform: <http://ec.europa.eu/programmes/erasmus-plus/projects/>; If project results have not been uploaded: I confirm that the project has not produced any results that could be uploaded.
- All necessary information on your project has been encoded in Beneficiary Module;
- The report form has been completed using one of the mandatory languages specified in the Grant Agreement;
- All the relevant documents are annexed:
- Declaration on Honour, signed by the legal representative of the beneficiary organisation;
- The necessary supporting documents as requested in the grant agreement;
- You have saved or printed the copy of the completed form for your records.

### Conditions for the Final report submission

Final report can only be submitted if:

- All mandatory fields in the report have been filled in
- Declaration on Honour has been uploaded
- Checklist has been fulfilled
- Participating organisations involved in activities are valid throughout the entire duration of the activities.
- Report version should not be Cancelled

### PROTECTION OF PERSONAL DATA

Please read our privacy statement to understand how we process and protect

your personal data