ENGAGING YOUTH THROUGH EDUCATION: TOOLS FOR ACTIVE CITIZENSHIP

Report on the Transnational Testing of the Educational Toolkit "SMASH THE BARRIER!"

Funded by the European Union

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Deliverables 3.2: Report on the Transnational Testing of the Educational Toolkit "SMASH THE BARRIER!"

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Completion Date of Testing Activities: November 3, 2026

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WORK PACKAGE 3 – ENGAGING YOUTH THROUGH EDUCATION: TOOLS FOR ACTIVE CITIZENSHIP

1. EXECUTIVE SUMMARY

1.1. Objectives of the Report

This document constitutes the Final Evaluation Report on the activities carried out under Work Package 3 (WP3 – *Engaging Youth through Education: Tools for Active Citizenship*) of the European project **EVY-PACT** (*Empowering Voices of Youth for Participation, Action and Civic Transformation*), co-funded by the *Citizens, Equality, Rights and Values* (CERV) Programme of the European Union.

Drafted by **ENAIP Piemonte ETS** as Work Package Leader for WP3, the report formalizes the methodological framework, monitoring system, and quantitative and qualitative analysis of data collected during the transnational testing phase of the educational toolkit **SMASH THE BARRIER!** (Deliverable 3.1).

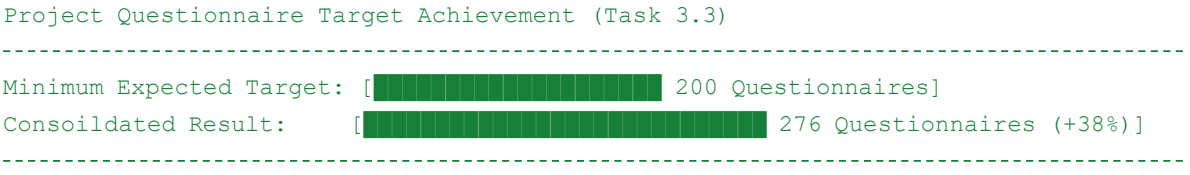
The analytical and evaluation objectives of the investigation include:

1. **Technical and Pedagogical Verification of the Tool:** Analyzing operational playability, mechanics of simulation, appropriateness of the terminology used, clarity of the rulebook, and performance under communication constraint mechanics.
2. **Assessment of Impact on Participants:** Gathering standardized feedback, satisfaction rates, level of active engagement, and critical reflections from young people participating in workshops across the four partner countries (Italy, France, Romania, Belgium).
3. **Analysis of Field Staff Observations:** Collecting and categorizing methodological notes, pedagogical feedback, and evaluations expressed by educators, trainers, and youth workers involved in facilitating the sessions.
4. **Elaboration of Corrective and Strategic Recommendations:** Establishing necessary adjustments to the prototype and formulating overarching recommendations for future dissemination, reuse, and integration of the toolkit in formal and non-formal educational settings across the European Union.

The report examines the extent to which *SMASH THE BARRIER!* succeeds as a socio-political simulation environment and as a catalyst for critical debate on youth-institution relations, social inclusion, and overcoming barriers to active citizenship.

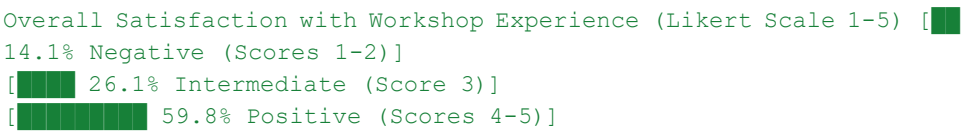
1.2. Summary of Main Results

The transnational testing campaign took place between September 21st and November 3rd, 2026, comprising **18 workshop sessions** involving **298 participants**. Field data collection validated **276 individual evaluation questionnaires**, exceeding the project's minimum target for Task 3.3 (200 questionnaires) by **38%**.



Integrated data analysis demonstrates a highly positive reception of the toolkit:

- **Recommendation Index: 80.8% of respondents** (223 out of 276) stated that they would recommend the game to their peers.
- **Overall Experience Rating:** Reached an average score of **3.61 on a 1–5 scale** (median of 4), with **59.8%** of evaluations concentrated in the highest score tiers (ratings 4 and 5).



Key findings from the survey include:

- **Collaborative Dimension:** Highlighted as the most appreciated feature (3.60/5 average score and 54.6% positive ratings). The structured interaction between the youth team (*Youth*) and institutional team (*Institutions*) effectively fostered role immersion and perspective-taking.
- **Reaching Inexperienced Target Groups: 48.9% of respondents** declared having no prior experience in volunteering or active citizenship activities. This confirms the tool's capacity to serve as an informal entry point to civic topics for youth distant from public life.

- **Areas for Improvement:** Field feedback underscored the need to simplify bureaucratic language on certain cards, introduce flexibility into solution matching, smooth the rule learning curve, and implement high-legibility typography (e.g., Dyslexic-friendly fonts).

1.3. Overview of Overall Participation

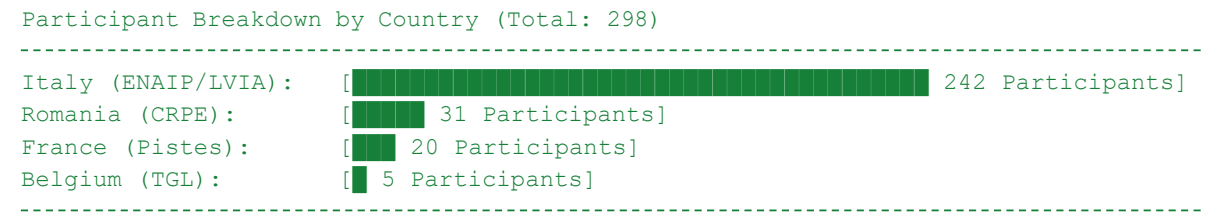
The **298 total participants** registered across official attendance sheets are disaggregated as follows:

Gender Breakdown

- **Female:** 138 participants (46.3%)
- **Male:** 159 participants (53.4%)
- **Non-binary:** 1 participant (0.3%)

Distribution by Country and Partner Organization

- **Italy (ENAIP Piemonte ETS & LVIA ETS):** 242 participants (81.2%)
- **Romania (Centrul Român de Politici Europene - CRPE):** 31 participants (10.4%)
- **France (Pistes Solidaires):** 20 participants (6.7%)
- **Belgium (The Good Lobby Belgium):** 5 participants (1.7%)



Following data quality control and cleaning of the Google Forms dataset, 1 incomplete questionnaire was removed, consolidating a final analytical dataset of **276 valid individual questionnaires**.

1.4. Key Findings from the Survey

Triangulating quantitative questionnaire data with qualitative findings from the 14 Partner Reports reveals four cross-cutting trends:

1. **Efficacy of Game-Based Simulation:** Play mechanics successfully reduce cognitive resistance toward complex administrative concepts (participatory budgeting, petitions, public consultations). Expressive communication constraints (gestures, drawing, formal

bureaucracy) allow participants to experience communication barriers between citizens and public authorities.

2. **Inclusion of Diverse Target Groups:** The participation of 14% self-identified vulnerable or underrepresented youth, combined with 48.9% of participants having no prior civic engagement, demonstrates the accessibility of the team-based dynamics.

3. **Gap Between Perceived and Observed Learning:** While youth self-assessments showed moderate scores regarding factual retention, 92.8% of facilitators observed a clear increase in civic awareness and vocabulary during discussions. This supports adding a structured debriefing phase to consolidate learning.

4. **Need for Technical Refinement:** Shared recommendations call for simplifying card descriptions, allowing facilitators to validate alternative logical matches, and enriching the Facilitation Guide with instructions for conducting demo rounds (*demo-turns*).

2. BACKGROUND AND CONTEXT OF THE ACTIVITY

2.1. Background of the EVY-PACT Project and Purpose of WP3

The **EVY-PACT** project aims to address growing youth disinterest toward democratic institutions and representative political processes. Socio-political surveys across Europe indicate that the gap between youth and decision-makers widens when systemic vulnerabilities are present (NEET status, vocational track enrolment, living in marginalized urban areas or isolated rural regions).

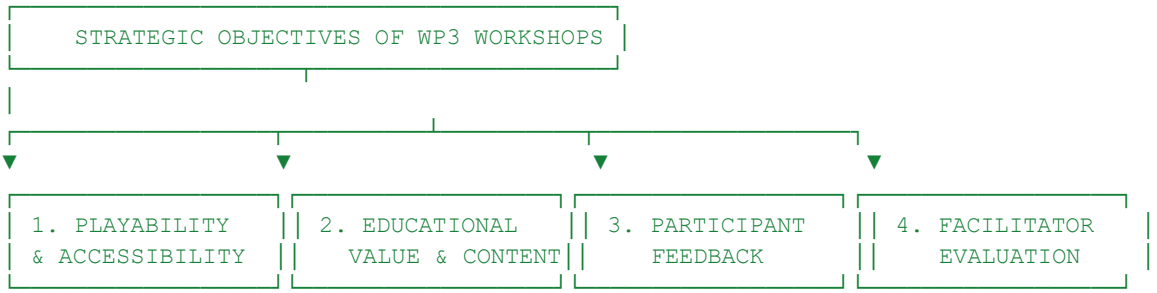
In this context, **Work Package 3** (*Engaging Youth through Education: Tools for Active Citizenship*), led by **ENAIP Piemonte ETS**, develops and validates non-formal educational methodologies for youth civic empowerment. WP3 provides teachers, trainers, and youth workers with pedagogical tools to:

- Translate complex institutional architectures into accessible experiential formats.
- Stimulate critical thinking, root-cause analysis of social issues, and negotiation skills.
- Offer simulated environments to analyze bureaucratic, cultural, and communicative barriers hindering public participation.

The educational card game **SMASH THE BARRIER!** (Deliverable 3.1) represents the core output of WP3. The testing campaign constituted a vital step to evaluate the tool's effectiveness before final production.

2.2. Specific Objectives of the Testing Workshops

Planned under Tasks 3.2 and 3.3, local workshops pursued four interconnected objectives:

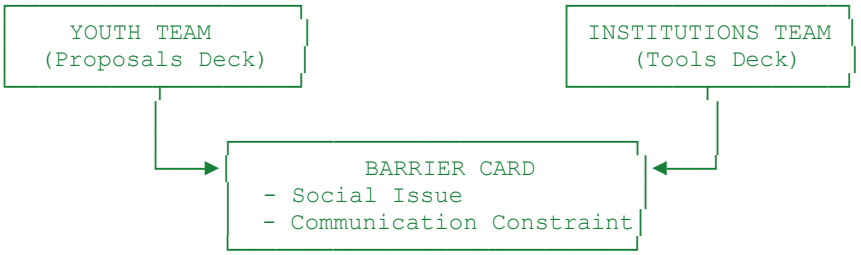


1. **Evaluate Playability and Operational Accessibility:** Assess rule comprehension, turn fluidity, timing appropriateness (3 minutes per phase), and text clarity.
2. **Explore Pedagogical Content Value:** Measure how game mechanics foster understanding of relationships between social problems (*Barriers*), youth demands (*Proposals*), and administrative responses (*Tools*).
3. **Gather Target Audience Feedback:** Quantify satisfaction, engagement, and perceived realism via standardized surveys.
4. **Collect Field Staff Observations:** Document facilitator notes on managing large groups, resolving doubts, and leading debriefing sessions.

2.3. Architecture and Game Mechanics of "SMASH THE BARRIER!"

SMASH THE BARRIER! is a collaborative role-playing simulation designed for groups of 4 to 16–22 participants (optimal size: 8–12 players). The game relies on cooperation and negotiation between two teams:

- **Youth Team:** Represents young people's needs, perspectives, and modes of expression.
- **Institutions Team:** Represents public administration, political decision-makers, and legal constraints.



Toolkit Components

1. **Barrier Cards:** Feature real-world challenges to civic participation (architectural obstacles, lack of night transport, complex bureaucracy, scarcity of youth spaces). The back of each card contains correct solution pairs and the turn's *Communication Constraint*.

2. **Proposal Cards:** Held by the *Youth* team, presenting actions, campaigns, and demands initiated by youth.

3. **Tool Cards:** Held by the *Institutions* team, depicting administrative and legal resources required to execute proposals (participatory budgeting, petitions, public hearings, municipal regulations).

4. **Summary Boards & Tokens:** Overview sheets placed in the center of the table displaying lists of Proposals and Tools, accompanied by tokens to mark selected choices.

Communication Constraint Mechanics

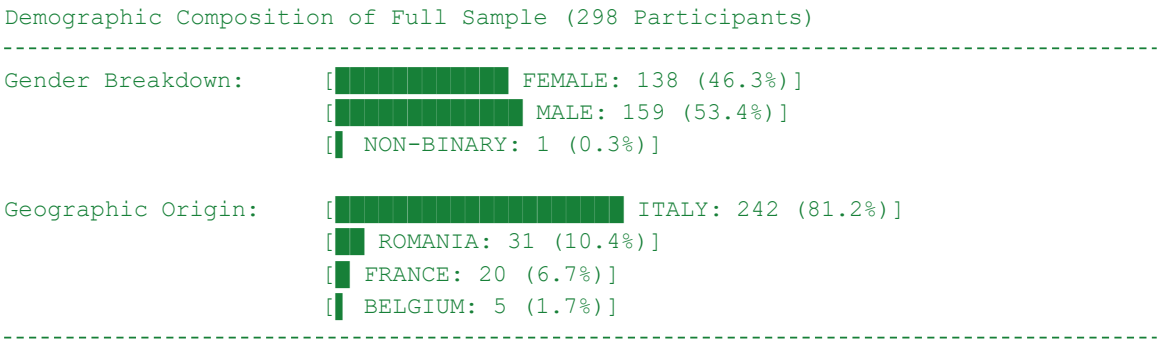
Each Barrier card forces teams to communicate their choice (which Proposal or Tool was selected) using a restricted channel (gestures/miming, drawing, formal bureaucratic jargon, limited word counts). This mechanic symbolically replicates the misunderstandings and delays that characterize interactions between citizens and public authorities.

2.4. Target Group and Profile of Participants

WP3 activities targeted youth aged **17 to 35**. Aligned with CERV inclusion guidelines, recruitment prioritized underrepresented groups:

- Youth with migrant backgrounds or refugees.
- Persons with disabilities or learning difficulties.
- Residents of rural, mountain, or peripheral areas.
- LGBTQIA+ youth.

- NEET youth or students in basic vocational training.



Including school-based workshops allowed whole-class testing (including a small number of students aged 15–16). For quantitative survey analysis, data was filtered to include eligible respondents.

2.5. Countries Involved and Implementation Timeline

Testing took place between **September 21 and November 3, 2026**, covering 18 documented sessions.



Activity Distribution by Partner Country:

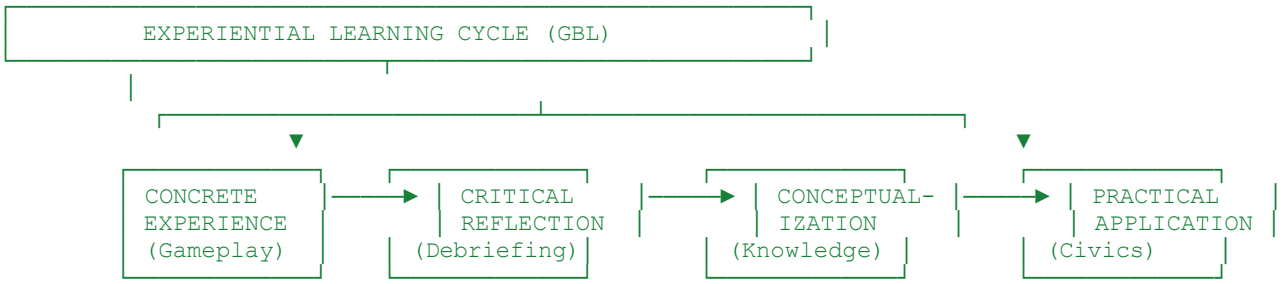
1. **Italy (ENAIP Piemonte ETS & LVIA ETS):** 14 sessions in Piedmont (Turin, Rivoli, Grugliasco, Avigliana, Piossasco, Cuneo, Alessandria) across urban, suburban, and rural environments.
2. **Romania (Centrul Român de Politici Europene - CRPE):** 1 high-school session in Bucharest (October 13th, 2026).
3. **France (Pistes Solidaires):** 2 sessions in Pau within youth vocational programs (October 27th – 28th, 2026).
4. **Belgium (The Good Lobby Belgium):** 1 session in Brussels with a diverse target group (November 3rd, 2026).

The testing completion date was extended from October 18th to November 3rd, 2026, due to widespread student demonstrations across several European cities in October, which required rescheduling school workshops.

3. METHODOLOGY AND EVALUATION FRAMEWORK

3.1. Methodological Approach: Game-Based Learning and Facilitation

The pedagogical framework relies on **Game-Based Learning (GBL)** and experiential learning principles. Immersing participants in a simulation allows them to explore civic concepts, test strategy choices, and observe communication failures in a safe environment.



The **facilitator** serves a vital educational role:

- Frame activities within project objectives.
- Moderate team dynamics and manage timed phases.
- Assist participants with technical terminology.
- Lead the **final debriefing**, linking game experience to real local civic opportunities.

3.2. Operational Organization of the Workshops

Workshops followed standardized **WP3 Guidelines** developed by ENAIP Piemonte.

Standard Workshop Schedule:

1. **Welcome & Profiling (15 min):** Attendance sheets, EVY-PACT introduction, GDPR consent, and testing objectives.
2. **Setup & Teams (10 min):** Forming *Youth* and *Institutions* teams, handing out mazzi, laying out summary boards.
3. **Rules Explanation (15 min):** Explaining mechanics, card layout, and communication constraints.
4. **Gameplay (45–60 min):** Playing 6–10 rounds with mandatory role rotation between teams.

5. **Guided Debriefing (15–20 min):** Open reflection on barriers, solutions, and real-world action ideas.

6. **Questionnaire Completion (10 min):** Individual evaluation surveys via Google Forms.

3.3. Game Structure, Rules, and Solution Mechanics

Each turn proceeds through a structured sequence:

```
Operational Turn Flow (Total Duration: ~10 min per Barrier)
-----------------------------------------------------------------------------------------------------------------------
[Phase 1]  Draw BARRIER Card & Read Communication Constraint (1 min)
[Phase 2]  YOUTH Team: Select PROPOSAL Card (Max 3 min)
[Phase 3]  YOUTH Team ──(Constrained Communication)──► INSTITUTIONS Team (2 min)
[Phase 4]  INSTITUTIONS Team: Select TOOL Card (Max 3 min)
[Phase 5]  INSTITUTIONS Team ──(Constrained Communication)──► YOUTH Team (2 min)
[Phase 6]  Check BARRIER Back, Award Points & Switch Roles (2 min)
-----------------------------------------------------------------------------------------------------------------------
```

Scoring Criteria:

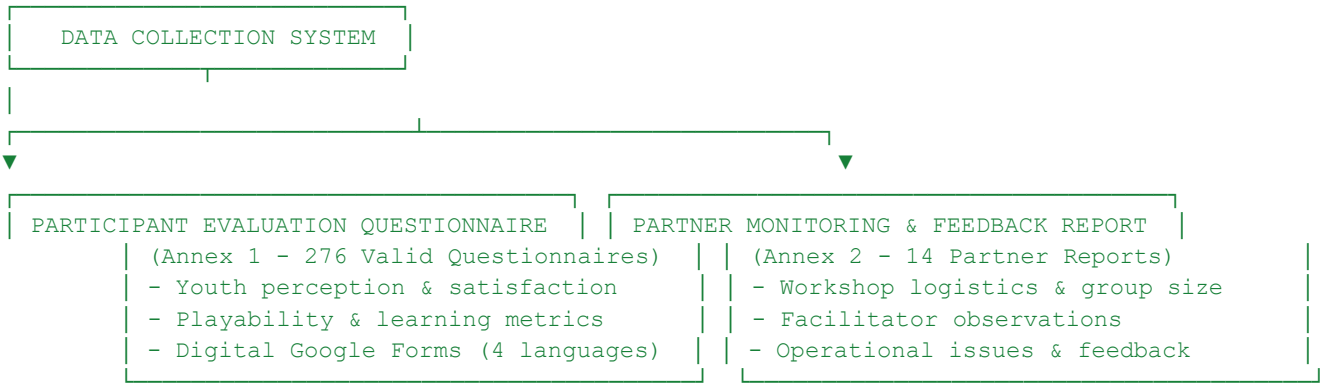
- **Perfect Match (1.0 Point):** Team selections match one of the **two official solution pairs** printed on the back of the Barrier card.

- **Communication Success (0.5 Points):** Teams correctly decode the transmitted message, even if their selected combination differs from the card's printed solutions.

- **Unsuccessful Attempt (0 Points):** Awarded when decoding fails and the selected pair is logically incorrect.

3.4. Data Collection System and Quality Control

The WP3 monitoring architecture integrated two data collection instruments:



Instruments were administered in four languages (Italian, French, Romanian, English). Partners also provided supporting administrative documentation (attendance registers, GDPR forms, photo evidence for Annex 4).

3.5. Architecture of Data Collection Tools (Annex 1 & Annex 2)

1. Participant Questionnaire (Annex 1)

- **Demographics:** Country, age group (17-20, 21-25, 26-30, 31-35), gender, vulnerability category, prior civic experience (Yes/No), interest in civic themes (1–5 Likert).
- **Playability (The Game & Game Experience):** Board game frequency, 6-item Likert grid (rule clarity, card information, pace/duration, enjoyment, team collaboration, decision interest).
- **Content & Learning:** 4-item Likert grid (understanding participation channels, acquiring new knowledge, future interest in topics, relevance of barriers).
- **Synthesis:** Most and least liked features, most representative barriers, suggested usage contexts, recommendation intent (Yes/No), overall rating (1–5 scale), open comment field.

2. Facilitator Monitoring Report (Annex 2)

Completed by partner staff per session: duration, facilitator count, prior group knowledge rating (0–5), group demographics, qualitative assessment of observed civic awareness shifts, and priority improvement areas.

3.6. Mixed Analysis Methodology (Quantitative & Qualitative)

Data processing followed a **mixed descriptive approach**:

```
Quantitative Analysis                    Qualitative Analysis
-----------------------                  -----------------------
- Descriptive statistics (Means/Medians) - Recursive thematic coding (Open coding)
- Absolute and percentage frequencies    - Direct quote extraction & categorization
- Likert score clustering                - Triangulation (Youth vs. Facilitator
                                           data)
  (Negative: 1-2 | Mid: 3 | Positive: 4-5)
```

Google Forms dataset entries underwent consistency checks and cleaning. Open-ended comments were translated, coded into thematic categories, and triangulated with findings from the 14 Partner Reports.

3.7. Methodological Limitations of the Analysis

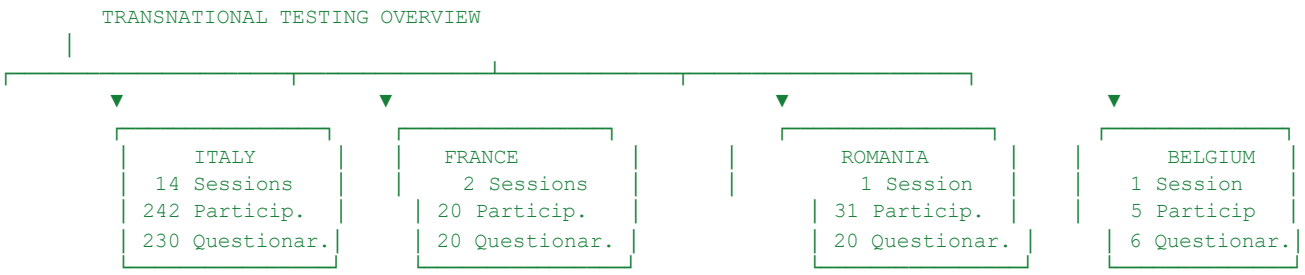
Analysis interpretation should consider these methodological boundaries:

1. **Geographic Asymmetry:** Italy represents 83.0% of valid questionnaires (230 of 276), reflecting the higher volume of sessions conducted by Italian partners. Cross-country comparisons must be interpreted descriptively.
2. **Perceptual Nature of Metrics:** Survey data captures **self-perceived learning by participants** and **observed engagement by staff**, which do not replace pre/post psychometric testing.
3. **Survey Anonymity:** Anonymous data collection prevents direct linkage between individual questionnaires and specific local workshop settings (urban vs. rural) outside of aggregate Partner Reports.

4. IMPLEMENTATION OF TESTING IN PARTNER COUNTRIES

4.1. Executive Overview of Transnational Testing

Testing *SMASH THE BARRIER!* engaged diverse educational settings across four partner countries.



Workshops took place in secondary schools, vocational centers, youth hubs, and NGO facilities, confirming the toolkit's versatility across formal and non-formal settings.

4.2. Testing in Italy (ENAIP Piemonte ETS & LVIA ETS)

Italy represented the largest testing environment, featuring **14 workshop sessions** between September 21st and October 22nd, 2026, organized by ENAIP Piemonte ETS and LVIA ETS across Piedmont (Turin, Rivoli, Grugliasco, Avigliana, Piossasco, Cuneo, Alessandria).

Participation and Educational Settings

Italian sessions registered **242 total participants**, yielding **230 valid questionnaires**.

```
Italy Testing Summary
-----------------------------------------------------------------------------------------
Scheduled Sessions:       14
Total Participants:       242
Valid Questionnaires:     230
Target Audience:          Vocational Students, Apprentices,
                          Civic Service Volunteers, Rural Youth.
-----------------------------------------------------------------------------------------
```

Sessions covered three primary settings:

1. **Vocational Training Centers (ENAIP Piemonte):** Vocational students completing mandatory education, for whom the game served as an introduction to institutional processes.

2. **Civic Service & Apprenticeship Groups (ENAIP Piemonte):** Young adults involved in community service and work-based training, who approached simulations analytically.
3. **Rural Settings (LVIA ETS):** Workshops in Avigliana, Piossasco and Turin provinces engaging youth from small rural or mountain communities where public transport and local services are key issues.

Italian Facilitator Feedback

Educators highlighted the tool's ability to clarify administrative concepts. An ENAIP facilitator noted:

> *«I believe we gained greater awareness of certain topics covered by the game, as discussions developed during, and especially after, the game session.»*

Challenges identified by Italian staff included complex phrasing on administrative cards and perceived rigidity in rigid solution keys.

4.3. Testing in France (Pistes Solidaires)

In France, **Pistes Solidaires** conducted 2 workshops in Pau on October 27th and 28th, 2026.

```
France Testing Summary
-----------------------------------------------------------------------------------------
Scheduled Sessions:       2
Total Participants:       20 (11 Male, 9 Female)
Valid Questionnaires:     20
Target Audience:          Youth aged 18-30 (Avg age: 23), Urban setting,
                          inclusion of young migrants.
-----------------------------------------------------------------------------------------
```

Target Audience and Logistics

Workshops engaged **20 participants** (11 men, 9 women; average age: 23), predominantly urban, including young migrants and participants in European mobility programs. Sessions were managed by two Project Managers.

French Partner Feedback

Pistes Solidaires emphasized the toolkit's capacity to demystify complex subjects:

> *"It made a complicated subject easier to understand."*

Staff noted that initial rule explanations could feel abstract, but gameplay quickly rendered mechanics intuitive. Pistes Solidaires recommended opening with a **guided trial round (demo-turn)**.

4.4. Testing in Romania (Centrul Român de Politici Europene - CRPE)

The Romanian session was delivered by **Centrul Român de Politici Europene (CRPE)** in Bucharest on October 13th, 2026.

```
Romania Testing Summary
-----------------------------------------------------------------------------------------
Scheduled Sessions:       1
Total Participants:       31 (23 Female, 8 Male)
Valid Questionnaires:     20
Target Audience:          High School Students (18-20 years),
                          Urban context, high school integration.
-----------------------------------------------------------------------------------------
```

Group Profile and Delivery

The session involved **31 high school students** (23 female, 8 male; average age: 19), resulting in 20 valid surveys. The workshop was co-facilitated by a CRPE coordinator and a high school teacher.

Qualitative Observations

Facilitators noted strong student interest in non-verbal communication constraints:

> *"The participants were interested in using the game in school"*

CRPE reported that conducting a large-group session in a single classroom required extra effort to maintain focus during rule explanations, suggesting smaller sub-groups for future sessions:

> *"next time we will play in smaller groups to test this strategy."*

4.5. Testing in Belgium (The Good Lobby Belgium)

In Belgium, **The Good Lobby Belgium** organized a workshop in Brussels on November 3rd, 2026.

```
Belgium Testing Summary
-----------------------------------------------------------------------------------------
Scheduled Sessions:       1
Total Participants:       5 (Attendance Sheet) / 6 (Survey Respondents)
Valid Questionnaires:     6
Target Audience:          Young adults (17-25 years), suburban areas,
                          inclusion of LGBTQIA+ youth.
-----------------------------------------------------------------------------------------
```

Session Characteristics

The session engaged a **small group** of 6 young adults from suburban Brussels, including representatives from the LGBTQIA+ community. The workshop was facilitated by a Policy and Education Manager.

Key Outcomes

Despite small group size, the session offered valuable insights regarding civic learning:

> *"They have found out about previously unknown methods of youth participation."*

Belgian participants rated reflection dynamics highly, while recommending enhanced visual design for cards.

4.6. Comparative Analysis Across Partner Countries

Cross-country analysis highlights several common patterns:

COMPARATIVE SUMMARY ACROSS PARTNER COUNTRIES

COUNTRY	VALID RESP.	AVG RATING (1-5)	KEY QUALITATIVE FEATURE
Italy	230	3.61 / 5	Inclusive engagement of vocational youth
France	20	4.05 / 5	High praise for demystifying topics
Romania	20	3.17 / 5	Strong interest in school integration
Belgium	6	3.57 / 5	Focus on micro-groups & visual design

Common Findings:

1. **Practical Rule Learning:** Across all countries, verbal rule explanations proved challenging, whereas active gameplay quickly clarified mechanics.
2. **Debate as Educational Core:** Educational value emerged primarily during intra-team discussion before selecting cards.
3. **Facilitator's Role:** Experience quality correlated strongly with facilitators' ability to contextualize card content and moderate discussions.

5. DETAILED ANALYSIS OF RESULTS AND FINDINGS

5.1. Respondents Overview and Final Demographic Profile

Quantitative evaluation is based on **276 valid questionnaires**. The demographic breakdown reflects a balanced and inclusive cohort:

1. Gender Distribution

- **Male:** 159 participants (53.4%)
- **Female:** 138 participants (46.3%)
- **Non-binary:** 1 participant (0.3%)

2. Geographic Distribution

- **Italy:** 230 valid surveys (83.3%)
- **France:** 20 valid surveys (7.2%)
- **Romania:** 20 valid surveys (7.2%)
- **Belgium:** 6 valid surveys (2.2%)

3. Age and Inclusion Metrics

All respondents fall within target age brackets (17–35 years). The largest cohort is **17–20 years (57%)**, followed by **21–25 years (28%)**. Youth aged 17–25 represent **85% of survey respondents**.

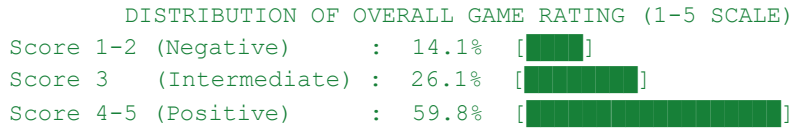
Social inclusion indicators show:

- **14% of respondents** identified with one or more vulnerable or underrepresented groups.
- **48.9% of respondents** (135 of 276) reported **no prior involvement** in volunteering or active citizenship.



5.2. Overall Assessment of the Workshop Experience

Overall satisfaction among participants remained high:



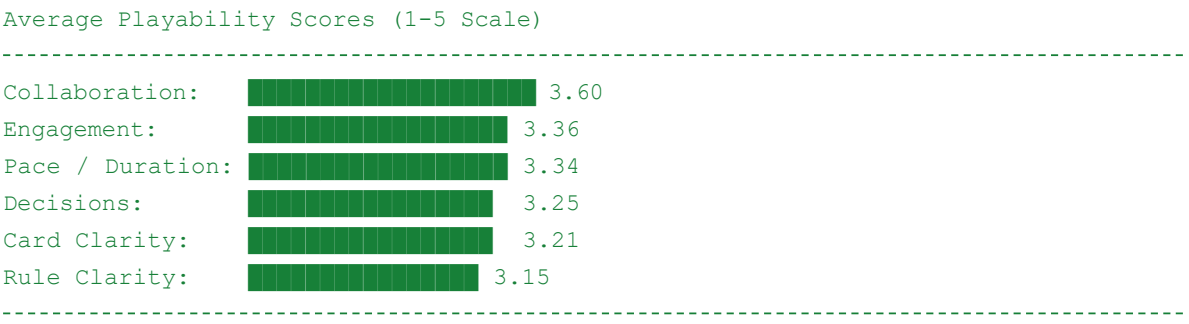
- **Mean Overall Score: 3.61 out of 5** (median: **4.0**).
- **Recommendation Intent: 80.8% of participants** (223 of 276) answered positively to *"Would you recommend this game to other young people?"*.

5.3. Assessment of Playability and Toolkit Components

Playability dimensions were evaluated on a subset of **238 questionnaires** with complete Likert matrices:

Table 5.3 – Assessment of Playability Dimensions

Evaluated Dimension	Average Score (1-5)	Positive Rating (Scores 4-5)	Negative Rating (Scores 1-2)
Team Collaboration and Discussion	**3.60**	**54.60%**	**15.10%**
Personal Engagement and Fun	**3.36**	**47.90%**	**21.80%**
Game Pace and Duration	**3.34**	**43.70%**	**23.10%**
Interest of Required Decisions	**3.25**	**42.40%**	**26.10%**
Clarity of Card Information	**3.21**	**40.80%**	**26.50%**
Understandability of Game Rules	**3.15**	**37.40%**	**29.40%**



5.4. Educational Impact, Civic Awareness, and Perceived Learning

Self-assessment ratings for pedagogical metrics yielded the following results (1–5 Likert scale):

Table 5.4 – Perceived Content and Learning Outcomes

Learning Metric	Average Score (1-5)	Positive Rating (Scores 4-5)
Relevance of Represented Barriers	**3.24**	**41.60%**
Discovery of New Civic Content	**2.97**	**30.70%**
Understanding Participation Opportunities	**2.94**	**29.80%**
Future Interest in Civic Topics	**2.87**	**26.90%**

Comparison with Facilitator Reports

Across 14 Partner Reports, **13 staff teams (92.8%)** reported observing increased civic awareness among participants. This contrast with moderate youth self-assessment scores suggests that youth evaluate learning based on formal recall, whereas facilitators observe qualitative shifts in group argument maturity during discussions.

5.5. Disaggregated Data Analysis by Partner Country

Table 5.5 – Comparative Overview of National Evaluation Metrics

Partner Country	Valid Surveys	Mean Overall Score (1-5)	Recommendation Rate (% YES)
France (Pistes Solidaires)	20	**4.05**	**95.00%**
Italy (ENAIP & LVIA)	230	**3.61**	**81.20%**
Belgium (The Good Lobby)	6	**3.57**	**71.40%**
Romania (CRPE)	20	**3.17**	**65.00%**

5.6. Qualitative Feedback from Participants and Facilitators

Qualitative open-ended comments and report notes highlight consistent technical feedback regarding toolkit materials:

SUMMARY OF FEEDBACK ON MATERIALS AND STRUCTURE

REPORTED FOCUS AREA	SPECIFIC FIELD FEEDBACK FROM FACILITATORS & YOUTH
1. Visual Accessibility	Request for high-legibility fonts (e.g. Dyslexic font)
2. Graphic Design	Preference for higher contrast & vibrant colors
3. Text Simplification	Simplify technical administrative phrasing on cards
4. Rule Flexibility	Allow facilitators to accept alternative valid choices

Participant Direct Quotes:

- **Collaborative Gameplay:** A French participant (22 years old) noted: *"L'aspect ludique et collaboratif du jeu permet de discuter de sujets compliqués sans prise de tête."*
- **Linguistic Complexity:** An Italian student (16 years old) commented: *«Some words on the cards were really difficult; we had to ask the teacher for help constantly.»*
- **Solution Rigidities:** An Italian participant (18 years old) stated: *«In my opinion, some solutions didn't make sense; we found a great idea, but the card marked it as wrong.»*

Facilitator Observations:

- **Typographic Inclusivity:** The ENAIP staff report emphasizes: *«One thing that could be improved is the card font, making it more inclusive (e.g., Dyslexic-friendly font or high-legibility typography).»*
- **Visual Restyling:** The Good Lobby Belgium suggested: *"I think the graphics might be more colourful."*
- **Facilitator Flexibility:** LVIA ETS proposed allowing facilitators to accept logically sound alternative combinations proposed by teams.

6. KEY FINDINGS

6.1. Youth Participation, Engagement, and Inclusion

1. **Reaching Target Groups:** The toolkit effectively engaged youth without prior civic experience (48.9%) and participants from vulnerable backgrounds (14%).
2. **Validating Team Dynamics:** Two-team collaborative simulation encouraged active participation, including among quieter participants.
3. **High Recommending Intent:** The 80.8% recommendation rate provides a strong foundation for future dissemination in formal and non-formal networks.

6.2. Civic Awareness and Learning Outcomes

The testing provided insights into the potential contribution of SMASH THE BARRIER! to youth knowledge of civic opportunities and reflection on obstacles to public participation.

Youth survey responses show moderate scores for perceived learning. Understanding of participation channels reached 58.8% of the maximum score, while discovering new civic information reached 59.4%. Future interest in exploring civic themes stood at 57.4%.

The highest-rated educational metric was the perceived relevance of the game's Barrier cards to real-world youth experiences, reaching 64.8% of the maximum score (mean score of 3.24 out of 5). This indicates that participants recognized game scenarios as authentic representations of real challenges.

In contrast, facilitator observations yielded a more positive assessment. In 13 out of 14 reports, facilitators observed clear improvements in group civic awareness and vocabulary during workshops.

This gap between self-reported learning and facilitator observations highlights a key finding: youth evaluate learning against formal academic metrics, while facilitators track qualitative shifts in discussion and perspective-taking.

Given the absence of pre/post psychometric testing, findings represent perceived learning and observed reflection rather than psychometrically measured knowledge gain.

A crucial takeaway concerns the role of debriefing. Both youth and facilitators emphasized that educational value stems not only from matching cards correctly, but from arguing choices and exploring underlying reasons.

Consequently, future toolkit implementation should mandate a structured debriefing session where participants link game experiences to local civic opportunities.

Overall, findings show that SMASH THE BARRIER! is an effective conversation-starter for active citizenship, provided content accessibility is improved and sessions include guided debriefing.

6.3. Main Operational, Linguistic, and Organizational Challenges

Transnational testing identified several operational challenges regarding rules, text clarity, pacing, and group sizing.

Rule Comprehension and Language

Initial rule explanation emerged as a primary bottleneck. Survey respondents rated rule understandability lowest among playability items (3.15/5).

Facilitators in France and Romania confirmed that verbal rule presentations felt complex, whereas active gameplay quickly clarified mechanics.

Card language also posed challenges. Technical administrative terminology hindered quick understanding for less experienced youth, underlining the need for simplified phrasing.

Time Management and Group Size

Workshops tested group sizes up to 22 participants across two teams.

While large groups allowed whole-class participation, facilitators noted that large team sizes reduced individual speaking time and slowed game pace.

Pacing feedback varied: some youth requested more time to analyze cards, while others reported downtime while waiting for the opposing team to finalize decisions.

Solution Matching Perception

Participants occasionally questioned printed solution keys on Barrier cards, highlighting the need for facilitators to explain why combinations work or to validate alternative logical answers.

Facilitation Role

Testing demonstrated that skilled facilitation is essential to guide rules, balance participation, and connect game scenarios to real-world civic channels.

SUMMARY OF OPERATIONAL CHALLENGES AND SOLUTIONS

IDENTIFIED CHALLENGE	METHODOLOGICAL SOLUTION INDIVIDUATED
Complex Rule Explanation	Introduce a guided demo round (demo-turn)
Administrative Terminology	Provide a glossary and facilitator mediation
Rigid Solution Key	Allow facilitator to validate sound alternative choices
Large Group Downtime	Cap table size to 8-12 players max per set

7. CONCLUSIONS AND STRATEGIC RECOMMENDATIONS

7.1. Final Assessment of the Testing Phase

Transnational testing of **SMASH THE BARRIER!** validates the educational design and operational concept developed under EVY-PACT WP3.

Data collected from **298 participants** across **276 valid surveys** confirms that project targets were fully met. The toolkit provides an inclusive, non-formal learning environment that lowers barriers to socio-political debate.

Findings offer clear guidance for toolkit refinements and strategic recommendations for European youth policy implementation.

7.2. Strategic Recommendations for Toolkit Implementation

Aligned with the European Union's *Citizens, Equality, Rights and Values* (CERV) Programme standards, strategic recommendations focus on four pillars:

1. Integration into Formal Education and Citizenship Curricula

- **Practical Tool for Civic Education:** Secondary schools and vocational training providers should embed the toolkit into Citizenship Education curricula, using simulation to connect theoretical concepts to practical civic action.
- **Flexible Lesson Formatting:** Structure workshops into 90–120 minute modules, ensuring adequate time for introductory framing, gameplay, and debriefing.

2. Reaching Marginalized Youth and Promoting Social Inclusion

- **Deployment in Non-Formal & Youth Work Settings:** Youth NGOs and community centers should utilize the toolkit to engage NEET youth, young migrants, and rural youth, leveraging team dynamics to reduce political alienation.
- **Strengthening Youth Worker Facilitation:** Ensure trained youth workers facilitate sessions to clarify technical concepts and manage balanced team dynamics.

3. Formalizing Debriefing and Connecting to Policy Dialogue

- **Mandatory Educational Debriefing:** Mandate a 20-minute post-game debriefing to connect game scenarios to real local issues and youth rights.
- **Bridge to EU Youth Dialogue:** Use workshop outcomes as stepping stones for direct *Policy Dialogue Sessions* between youth and local decision-makers.

4. Dissemination, Replicability, and Open Educational Resources (OER)

- **Open-Access Multilingual Release:** Distribute the finalized toolkit as a free *Print-and-Play* Open Educational Resource (OER) in English, Italian, French, and Romanian.
- **Train-the-Trainer Modules:** Develop short training guides for educators and youth workers on effective facilitation, game pacing, and debriefing management.

8. ANNEXES

Annex 1 – Participant Evaluation Questionnaire

Structure of the evaluation questionnaire administered to participants via Google Forms in English, Italian, French, and Romanian.

Participant questionnaire - EVY-PACT

* Indica una domanda obbligatoria

1. **In which language do you want to fill out the form?** *

Contrassegna solo un ovale.

- English *Vai alla sezione 12 (GAME EVALUATION QUESTIONNAIRE).*
- Français *Vai alla sezione 7 (QUESTIONNAIRE D'EVALUATION DU JEU).*
- Italiano *Vai alla sezione 2 (QUESTIONARIO DI VALUTAZIONE DEL GIOCO).*
- Română *Vai alla sezione 17 (CHESTIONAR DE EVALUARE A JOCULUI).*

QUESTIONARIO DI VALUTAZIONE DEL GIOCO

Grazie per aver partecipato!

Ci interesserebbe conoscere la tua esperienza, le tue impressioni e i tuoi suggerimenti.

La compilazione richiede circa 10 minuti e le risposte saranno analizzate in forma anonima.

CHI SEI

2. Dove abiti? *

Contrassegna solo un ovale.

- Italia
- Belgio
- Francia
- Romania
- Altro: _____

3. Età : *

Contrassegna solo un ovale.

- 17 - 20 anni
- 21 - 25 anni
- 26 - 30 anni
- 31 - 35 anni

4. Genere : *

Contrassegna solo un ovale.

- Uomo
- Donna
- Non binario
- Preferisco no rispondere
- Altro: _____

5. Ti identifichi in uno o più dei seguenti gruppi? *

Seleziona tutte le voci applicabili.

- [ ] Persona con disabilità
- [ ] Persona con background migratorio o rifugiata
- [ ] Persona appartenente alla comunità LGBTQIA+
- [ ] Nessuna delle precedenti
- [ ] Preferisco non rispondere
- [ ] Altro: _____

6. Hai mai partecipato ad attività di partecipazione civica o volontariato? *

Contrassegna solo un ovale.

- Sì
- No

7. Quanto ti interessano i temi della cittadinanza attiva e della partecipazione giovanile? *

Contrassegna solo un ovale.

	1	2	3	4	5	
Per						Tantissimo

IL GIOCO

8. **Con quale frequenza giochi a giochi da tavolo o di carte?** *

Contrassegna solo un ovale.

- Mai
- Raramente
- Qualche volta
- Spesso
- Molto spesso

9. **Esperienza di gioco** *

Esprimi le tue impressioni utilizzando una scala da 1 (Per niente d'accordo) a 5 (Totalmente d'accordo)

Contrassegna solo un ovale per riga.

	1	2	3	4	5
Le rregolle dell giioco sono faciillii da comprrenderre	◯	◯	◯	◯	◯
Le iinforrmaziionii rriiporrttatte sullle carrtte sono chiiarre e perrttiinenttii	◯	◯	◯	◯	◯
Illl rriittmo dell giioco e lla durratta dellla parrttiitta sono sttattii adeguattii	◯	◯	◯	◯	◯
Illl giioco è coiinvollgentte e mii sono diiverrttiittə	◯	◯	◯	◯	◯
Illl giioco favorriisce lla collllaborraziione e iill confrrontto	◯	◯	◯	◯	◯
Le deciisiionii da prrenderre sono iintterressanttii e lle miie scelltte hanno iinfluenzatto lla parrttiitta	◯	◯	◯	◯	◯

10. **Contenuti e apprendimento** *

Esprimi le tue impressioni utilizzando una scala da 1 (Per niente d'accordo) a 5 (Totalmente d'accordo)

Contrassegna solo un ovale per riga.

	1	2	3	4	5
Illl giioco mii ha aiiuttattə a comprrenderre meglliio lle opporrttuniittà dii parrtteciipaziione giiovaniille	◯	◯	◯	◯	◯
Ho scoperrtto quallcosa dii nuovo sull ttema delllla parrtteciipaziione ciiviica	◯	◯	◯	◯	◯
Dopo averr giiocatto mii sentto piiù iintterressattə ad apprrofondiirre questtii ttemii	◯	◯	◯	◯	◯
Le carrtte rrappresenttano siittuaziionii viiciine allll'esperriienza giiovaniille	◯	◯	◯	◯	◯

11. **Qual è stato l'aspetto che ti è piaciuto di più?** *

Contrassegna solo un ovale.

- La collaborazione, il confronto e il lavoro di squadra
- Riflettere e risolvere le diverse situazioni proposte
- Le informazioni riportate sulle carte
- Le diverse modalità di comunicazione
- Assumere ruoli diversi nel corso della partita
- Altro: _____

12. **Qual è stato l'aspetto che ti è piaciuto meno?** *

Contrassegna solo un ovale.

- Durata della partita
- Dinamiche e tempi di gioco
- Grafica delle carte
- Complessità di alcune carte
- Altro: _____

13. **Barriere alla partecipazione** *

Secondo te, quali sono le carte barriera che rappresentano meglio le difficoltà incontrate dai/dalle giovani?

Seleziona tutte le voci applicabili.

- [ ] Barriere economiche
- [ ] Barriere strutturali
- [ ] Barriere fisiche
- [ ] Barriere socio-culturali
- [ ] Barriere comunicative
- [ ] Barriere legislative

14. **Secondo te, in quale contesto si potrebbe usare questo gioco?** *

Seleziona tutte le voci applicabili.

- [ ] Scuola superiori
- [ ] Università
- [ ] Associazioni giovanili
- [ ] Centri aggregativi
- [ ] Eventi pubblici
- [ ] Formazione di volontariə
- [ ] Altro: _____

VALUTAZIONE COMPLESSIVA

15. ***Smash the barrier!*** ti ha permesso di conoscere meglio le barriere e le opportunità di partecipazione civica giovanile? *

Esprimi la tua opinione da 0 (Per niente) a 5 (Moltissimo)

Contrassegna solo un ovale.

	0	1	2	3	4	5	
Per	◯	◯	◯	◯	◯	◯	Moltissimo

16. Consiglieresti questo gioco ad altrə giovanə? *

Contrassegna solo un ovale.

- Sì
- No

17. Dai un giudizio complessivo al gioco e alla tua esperienza! *

1 2 3 4 5

☆ ☆ ☆ ☆ ☆

GRAZIE PER IL TUO CONTRIBUTO!

QUESTIONNAIRE D'EVALUATION DU JEU

Merci d'avoir participé !

Nous aimerions connaître ton expérience, impressions et suggestions.

Il faut environ 10 minutes pour le remplir et les réponses seront analysées de manière anonyme.

QUI ES-TU?

18. Dans quel pays habites-tu ? *

Contrassegna solo un ovale.

- France
- Belgique
- Italie
- Roumanie
- Altro: _____

19. Âge : *

Contrassegna solo un ovale.

- 17–20 ans
- 21–25 ans
- 26–30 ans
- 31–35 ans

20. Genre : *

Contrassegna solo un ovale.

- Femme
- Homme
- Non-binaire
- Je préfère ne pas répondre
- Altro: _____

21. Te identifie-tu à l'un ou plusieurs des groupes suivants ? *

Seleziona tutte le voci applicabili.

- [ ] Personne en situation de handicap
- [ ] Personne issue de la migration ou réfugiée
- [ ] Membre de la communauté LGBTQIA+
- [ ] Aucun des précédents
- [ ] Je préfère ne pas répondre
- [ ] Altro: _____

22. As-tu déjà participé à des activités de participation citoyenne ou de bénévolat ? *

Contrassegna solo un ovale.

- Oui
- Non

23. Dans quelle mesure les thèmes de la citoyenneté active et de la participation des jeunes t'intéressent-ils ? *

Contrassegna solo un ovale.

	1	2	3	4	5	
Pas						Énormément

LE JEU

24. **À quelle fréquence joues-tu à des jeux de société ou à des jeux de cartes ?** *

Contrassegna solo un ovale.

- Jamais
- Rarement
- Parfois
- Souvent
- Très souvent

25. **Expérience de jeu** *

Partage ton ressenti en utilisant une échelle de 1 (tout à fait d'accord) à 5 (tout à fait d'accord)

Contrassegna solo un ovale per riga.

	1	2	3	4	5
Les rrèglles du jjeu sontt faciilles à comprrendrre	◯	◯	◯	◯	◯
Les iinforrmattiions figurrantt surr lles carrttes sontt cllaiirres ett perrttiinenttes	◯	◯	◯	◯	◯
Le rrytthme ett lla durrée du jjeu ontt étté apprroprriiés	◯	◯	◯	◯	◯
Le jjeu estt capttiivantt ett jje me suiis amusé((e)	◯	◯	◯	◯	◯
Le jjeu favorriise lles échanges ett lla collllaborrattiion enttrre lles parrttiiciipantts	◯	◯	◯	◯	◯
Les déciisiions à prrendrre sontt iinttérressanttes ett mes choiix ontt iinfluencé lle dérroullementt de lla parrttiie	◯	◯	◯	◯	◯

26. **Contenu et apprentissage** *

Partage ton ressenti à l'aide d'une échelle de 1 (tout à fait d'accord) à 5 (tout à fait d'accord)

Contrassegna solo un ovale per riga.

	1	2	3	4	5
Le jjeu m"a aiidé(e) à miieux comprrendrre lles possiibiilliittés de parrttiiciipattiion offerrttes aux jjeunes	◯	◯	◯	◯	◯
J"aii découverrtt quellque chose que jje ne connaiissaiis pas surr lle sujjett de lla parrttiiciipattiion ciiviique	◯	◯	◯	◯	◯
Aprrès avoiirr jjoué au jjeu„ jje me sens davanttage iinttérressé(e) parr ces tthémattiiques	◯	◯	◯	◯	◯
Les carrttes rreprrésenttaiientt des siittuattiions prroches de ll"expérriience des jjeunes	◯	◯	◯	◯	◯

27. **Quel est l'aspect du jeu que tu as le plus apprécié ?** *

Contrassegna solo un ovale.

- La collaboration, l'échange et le travail d'équipe
- Réfléchir et résoudre les différentes situations proposées
- Les informations figurant sur les cartes
- Les différentes modalités de communication entre les équipes
- Jouer différents rôles au cours du jeu
- Altro: _____

28. **Quel est l'aspect du jeu que tu as le moins apprécié ?** *

Contrassegna solo un ovale.

- Durée du match
- Dynamique et rythme de jeu
- Design des cartes
- Complexité des informations rapportées
- Altro: _____

29. **Barrières à la participation** *

À ton avis, quelles sont les cartes barrières qui représentent le mieux les difficultés rencontrées par les jeunes ?

Seleziona tutte le voci applicabili.

- [ ] Barrières économiques
- [ ] Barrières structurelles
- [ ] Barrières physiques
- [ ] Barrières socioculturelles
- [ ] Barrières à la communication
- [ ] Barrière législatif

30. **À ton avis, dans quels contextes pourrait-on utiliser ce jeu ?** *

Seleziona tutte le voci applicabili.

- [ ] Lycées
- [ ] Universités
- [ ] Associations de jeunesse
- [ ] Centres de jeunes
- [ ] Événements publics
- [ ] Formation des bénévoles
- [ ] Altro: _____

ÉVALUATION GLOBALE

31. ***Smash the Barriers !*** t'a-t-il permis de mieux comprendre les obstacles et les opportunités de participation civique pour les jeunes ? *

Donne ton avis sur une échelle de 0 (Pas du tout) à 5 (Tout à fait)

Contrassegna solo un ovale.

	0	1	2	3	4	5	
Pas	◯	◯	◯	◯	◯	◯	Tout à fait

32. Recommanderais-tu ce jeu à d'autres jeunes ? *

Contrassegna solo un ovale.

- ◯ Oui
- ◯ Non

33. Donne ton avis global sur le jeu et ton expérience ! *

1 2 3 4 5

☆ ☆ ☆ ☆ ☆

MERCI POUR TA CONTRIBUTION !

GAME EVALUATION QUESTIONNAIRE

Thank you for participating!

We'd like to hear about your experience, your impressions, and your suggestions.

It takes about 10 minutes to complete, and answers will be analyzed anonymously.

ABOUT YOU

34. Where do you live? *

Contrassegna solo un ovale.

- ◯ Belgium
- ◯ France
- ◯ Italy
- ◯ Romania
- ◯ Altro: _____

35. Age : *

Contrassegna solo un ovale.

- 17–20
- 21–25
- 26–30
- 31–35

36. Gender : *

Contrassegna solo un ovale.

- Woman
- Man
- Non-binary
- Prefer not to say
- Altro: _____

37. Do you identify with any of the following groups? *

Seleziona tutte le voci applicabili.

- [ ] Person with disability
- [ ] Person with a migrant background or refugee
- [ ] Member of the LGBTQIA+ community
- [ ] None of the above
- [ ] I prefer not to say
- [ ] Altro: _____

38. Have you ever participated in civic engagement or volunteering activities? *

Contrassegna solo un ovale.

- Yes
- No

39. How interested are you in active citizenship and youth participation? *

Contrassegna solo un ovale.

	1	2	3	4	5	
Not						Extremely

THE GAME

40. **How often do you play board games or card games?** *

Contrassegna solo un ovale.

- Never
- Rarely
- Sometimes
- Often
- Very often

41. **Game experience** *

Express your impressions using a scale from 1 (Strongly disagree) to 5 (Strongly agree)

Contrassegna solo un ovale per riga.

	1	2	3	4	5
The rrulles of tthe game arre easy tto underrsttand..					
The iinforrmattiion prroviided on tthe carrds iis cllearr and rrellevantt					
The durrattiion and rrhytthm of tthe mattch werre apprropriiatte					
The game iis engagiing and II enjjoyed pllayiing					
The game encourrages diiscussiion and exchange among parrttiiciipantts					
The deciisiions II had tto make werre iintterresttiing and my choiices iinfluenced tthe outcome of the game					

outcome of the game

42. **Content and learning** *

Express your impressions using a scale from 1 (Strongly disagree) to 5 (Strongly agree)

Contrassegna solo un ovale per riga.

	1	2	3	4	5
The game hellped me tto betttterr underrsttand tthe opporrttuniittiies forr youtth parrttiiciipattiion	◯	◯	◯	◯	◯
II diiscoverred sometthiing new on tthe ttopiic of ciiviic parrttiiciipattiion	◯	◯	◯	◯	◯
Aftterr pllayiing tthe game,, II feell morre iintterrestted iin llearrniing morre aboutt tthese tthemes	◯	◯	◯	◯	◯
The carrds rrepresentt siittuattiions tthatt arre rrellevantt tto young peoplle"s experriience	◯	◯	◯	◯	◯

43. **What was the aspect you liked the most?** *

Contrassegna solo un ovale.

- Collaboration, discussion and teamwork
- To reflect on the different situations and find solutions
- The information on the cards
- The different ways to communicate between teams
- Taking on different roles throughout the game
- Altro: _____

44. **What was the aspect you liked the least?** *

Contrassegna solo un ovale.

- Duration of the match
- Game dynamics and times
- Card design
- Complexity of the information provided
- Altro: _____

45. **Barriers to participation** *

In your opinion, which are the Barrier cards that best represent the difficulties encountered by young people?

Seleziona tutte le voci applicabili.

- [ ] Economic barriers
- [ ] Structural barriers
- [ ] Physical barriers
- [ ] Socio-cultural barriers
- [ ] Communication barriers
- [ ] Legislative barriers

46. **In your opinion, in which contexts could this game be used?** *

Seleziona tutte le voci applicabili.

- [ ] High schools
- [ ] Universities
- [ ] Youth associations
- [ ] Youth centres
- [ ] Public events
- [ ] Volunteer training
- [ ] Altro: _____

OVERALL EVALUATION

47. Did ***Smash the barrier!*** help you learn more about the barriers and opportunities for youth civic participation? *

Rate your opinion on a scale from 0 (Not at all) to 5 (Very much)

Contrassegna solo un ovale.

	0	1	2	3	4	5	
Not	◯	◯	◯	◯	◯	◯	Very much

48. Would you recommend this game to other young people? *

Contrassegna solo un ovale.

- Yes
- No

49. Give an overall rating of the game and your experience! *

1 2 3 4 5

☆ ☆ ☆ ☆ ☆

THANKS FOR YOUR CONTRIBUTION !

CHESTIONAR DE EVALUARE A JOCULUI

Îți mulțumim pentru participare!

Ne dorim să aflăm părerea ta despre experiența avută, impresiile și sugestiile de îmbunătățire.

Completarea chestionarului durează aproximativ 10 minute, iar răspunsurile vor fi analizate anonim.

DESPRE TINE

50. În ce țară locuiești? *

Contrassegna solo un ovale.

- Belgia
- Franța
- Italia
- România

51. Vârsta *

Contrassegna solo un ovale.

- 17–20 ani
- 21–25 ani
- 26–30 ani
- 31–35 ani

52. Gen *

Contrassegna solo un ovale.

- Femeie
- Bărbat
- Non-binar
- Prefer să nu răspund
- Altro: _____

53. Te identifici cu unul sau mai multe dintre următoarele grupuri? *

Contrassegna solo un ovale.

- Persoană cu dizabilități
- Persoană care a migrat din altă țară sau care are statut de refugiat
- Persoană care face parte din comunitatea LGBTQIA+
- Niciuna dintre variantele de mai sus
- Prefer să nu răspund
- Altro: _____

54. Ai participat vreodată la activități de implicare civică sau voluntariat? *

Contrassegna solo un ovale.

- Da
- Nu

55. În ce măsură ești interesat(ă) ești de cetățenia activă și participarea tinerilor? *

Contrassegna solo un ovale.

	1	2	3	4	5	
Delc	◯	◯	◯	◯	◯	Extrem de mult

JOCUL

56. **Cât de des joci jocuri de societate sau jocuri de cărți?** *

Contrassegna solo un ovale.

- Niciodată
- Rareori
- Uneori
- Des
- Foarte des

57. **Experiența de joc** *

Evaluează pe o scară de la 1 (Dezacord total) la 5 (Acord total)

Contrassegna solo un ovale per riga.

	1	2	3	4	5
Regulliille jjocullui suntt ușorr de îînțțelles..					
IInformațțiiille de pe carrdurrii suntt cllarre șii rrellevantte					
Riittmull șii durratta jjocullui au fostt pottrriiviitte					
Jocull estte capttiivantt șii m--am diisttrratt					
Jocull îîncurrajjează collaborrarrea șii diiscuțțiia					
Deciiziiille pe carre lle--am lluatt au fostt iintterresantte, iiarr allegerriille melle au iinfluențțatt jjocull					

58. **Conținut și învățare** *

Evaluează pe o scară de la 1 (Dezacord total) la 5 (Acord total)

Contrassegna solo un ovale per riga.

	1	2	3	4	5
Jocull m--a ajjuttatt să îințțelleg maii biine oporrttuniittățțiille de parrttiiciiparre alle ttiinerriillorr	⬭	⬭	⬭	⬭	⬭
Am descoperriitt ceva nou desprre parrttiiciiparrea ciiviică	⬭	⬭	⬭	⬭	⬭
După ce am jjucatt jjocull„ mă siimtt maii iintterresatt/ă să aprrofundez acestte tteme	⬭	⬭	⬭	⬭	⬭
Cărrțțiille rreprreziinttă siittuațțiiii aprropiiatte de experriiențțe ttrrăiitte de ttiinerrii	⬭	⬭	⬭	⬭	⬭

59. **Ce ți-a plăcut cel mai mult la acest joc?** *

Contrassegna solo un ovale.

- Colaborarea, discuțiile și lucrul în echipă
- Să reflectez și să rezolv diferitele situații propuse
- Informațiile de pe cărți
- Diferitele moduri de comunicare între echipe
- Să preiau roluri diferite pe parcursul jocului
- Altro: _____

60. **Ce ți-a plăcut cel mai puțin?** *

Contrassegna solo un ovale.

- Durata jocului
- Dinamica și timpurile jocului
- Design-ul cărților
- Complexitatea informațiilor primite
- Altro: _____

61. **Barierele în calea participării -** În opinia dumneavoastră, care sunt cărțile barieră care reprezintă cel mai bine dificultățile cu care se confruntă tinerii? *

Seleziona tutte le voci applicabili.

- [ ] Bariere economice
- [ ] Bariere structurale
- [ ] Bariere fizice
- [ ] Bariere socio-culturale
- [ ] Bariere de comunicare
- [ ] Barierele legislative

62. **În opinia ta, în ce context ar putea fi folosit acest joc?** *

Contrassegna solo un ovale.

- Licee
- Universități
- Asociații de tineret
- Centre de tineret
- Evenimente publice
- Programe de formare pentru voluntari
- Altro: _____

EVALUARE GENERALĂ

63. ***Smash the barriers!*** V-a permis să învățați mai multe despre barierele și oportunitățile de participare civică a tinerilor? *
Exprimați-vă opinia de la 0 (Deloc) la 5 (Foarte mult)

Contrassegna solo un ovale.

	1	2	3	4	5	
Delc	◯	◯	◯	◯	◯	Foarte mult

64. Ai recomanda acest joc și altor tineri? *

Contrassegna solo un ovale.

- Da
- Nu

65. Evaluează jocul și experiența ta în ansamblu! *

1 2 3 4 5

☆ ☆ ☆ ☆ ☆

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Annex 2 – Partner Monitoring and Feedback Report

Structure of the monitoring report completed by partner facilitators following each workshop.

Partner report - Evy Pact- WP3 Educational activities

* Indica una domanda obbligatoria

1. Organization: *

Contrassegna solo un ovale.

- AMAPOLA PROGETTI
- ENAIP PIEMONTE ETS
- LVIA
- PISTES SOLIDAIRES
- CRPE - CENTRUL ROMAN DE POLITICI EUROPENE
- THE GOOD LOBBY BELGIUM
- THE GOOD LOBBY ITALY

GENERAL OVERVIEW

2. Period of in-person educational activities: *

Contrassegna solo un ovale.

- September 2026
- October 2026

3. Number of presence sessions carried out within the period: *

Contrassegna solo un ovale.

- 1 - 3
- 4 - 6
- 7 - 10
- > 10

4. Average duration of each session: *

Contrassegna solo un ovale.

- < 1 hour
- 1 hour
- 2 hours
- > 2 hours

5. Where did the activities take place? *

Contrassegna solo un ovale.

- Organisation's spaces
- Other location
- Both

6. Average number of participants to each session: *

Contrassegna solo un ovale.

- < 6 participants
- 6 - 10 participants
- > 10 participants

PROFESSIONAL STAFF

7. Professional staff engaged in the activities (number and role) *

8. Number of facilitator(s) per group: *

Contrassegna solo un ovale.

- 1
- 2
- 3
- more

9. Did the facilitator(s) know the group or had worked with them before? *

Contrassegna solo un ovale.

- Yes
- No

DETAILS ABOUT THE YOUTH GROUP

10. Total number o young people from 17 to 35 years old reached with the activities: *

11. Male *

12. Female *

13. Other gender categories *

14. Age range: *

15. Average age: *

16. Main groups represented: *

Contrassegna solo un ovale.

- Migratory background
- People with disabilities
- LGBTQIA+
- (not possible to answer)
- Altro: _____

17. Main area of residence: *

Contrassegna solo un ovale.

- City
- Suburbs
- Rural area
- (not possible to answer)
- Altro: _____

18. Give an average score of young people's prior knowlege regarding civic participation issues *
(0=none, 5=very high)

Contrassegna solo un ovale.

	0	1	2	3	4	5	
Non	◯	◯	◯	◯	◯	◯	Very high

IMPACT

19. After educational activities carried out with the SMASH THE BARRIER! card game, do you think that groups improved their knowledge and consciousness on civic participation issues? *

Contrassegna solo un ovale.

- Yes
- No

20. Please, detail your previous answer: *

COMMUNICATION AND DISSEMINATION

21. Social media and/or other communication channels used to reach youth and disseminate the activities: *

Contrassegna solo un ovale.

- Website
- Facebook, Instagram, Tik Tok, others
- Public events
- Mailing list
- Word of mouth
- Newspapers
- Radio
- Altro:

RECOMMENDATIONS AND SUGGESTIONS

22. Areas to focus on to improve the educational tool, according to your personal and professional point of view *

Contrassegna solo un ovale.

- ◯ Number of cards
- ◯ Graphic presentation
- ◯ Cards content and description
- ◯ Rules
- ◯ Facilitation guide
- ◯ Timing and play dynamics
- ◯ Dissemination

23. Please, briefly describe your suggestions: *

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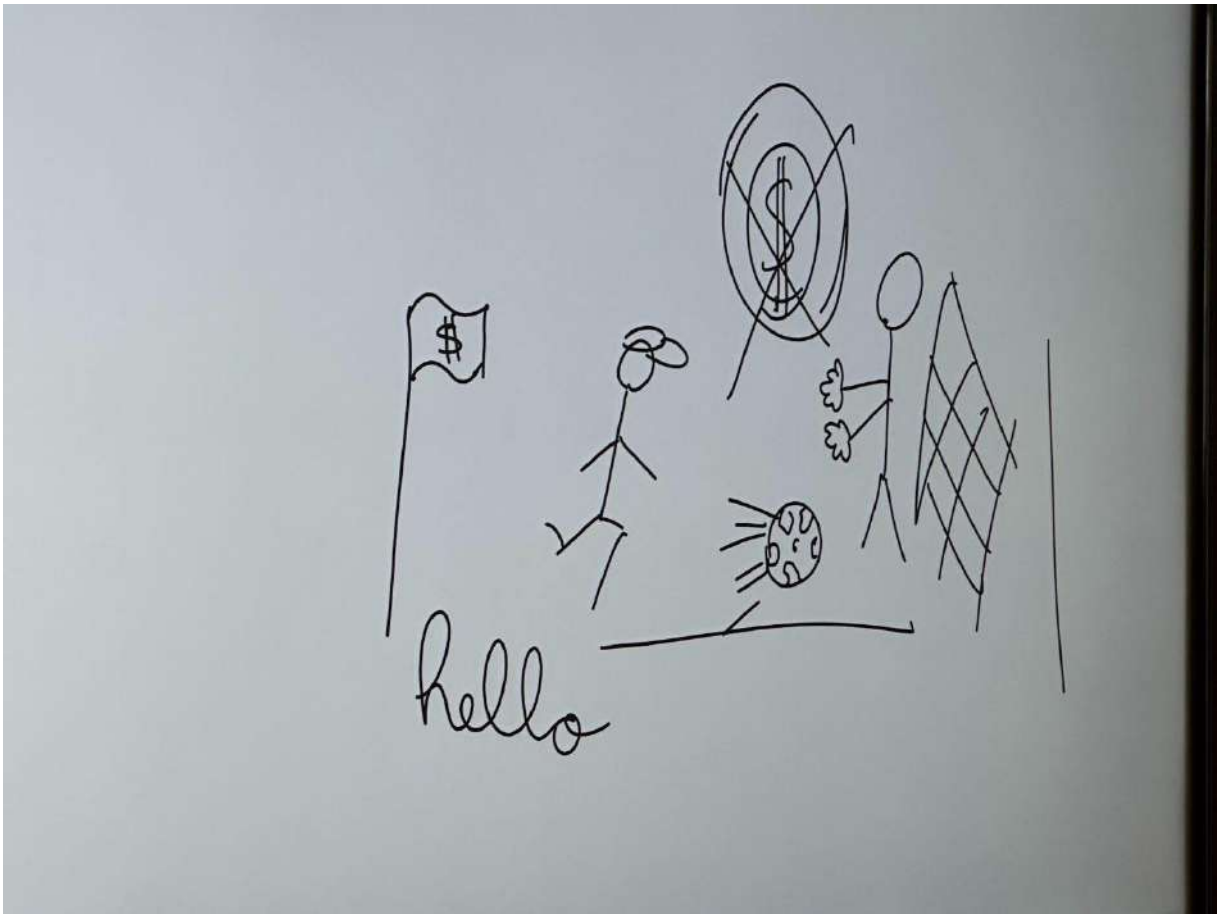
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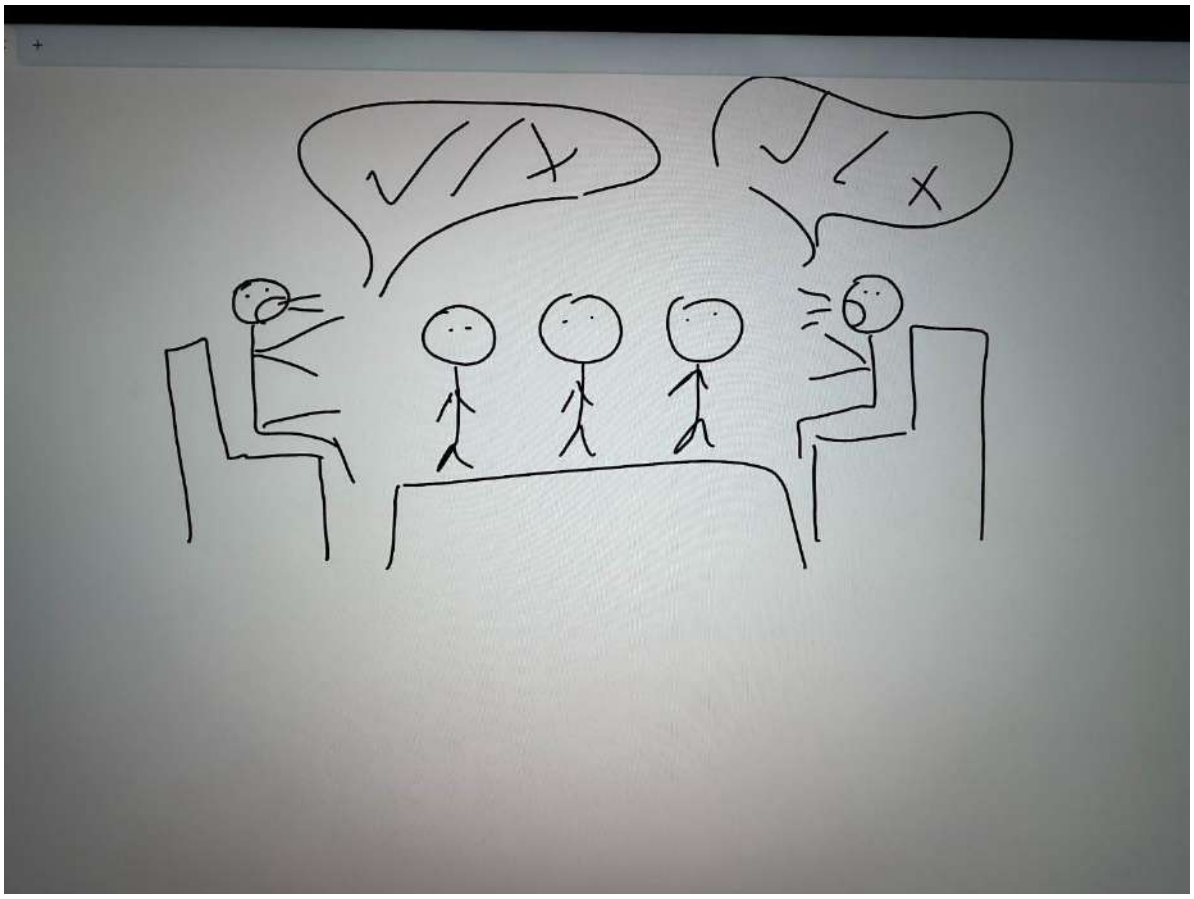
Annex 3 – Workshop Documentation and Photographic Evidence

Official visual documentation retained in project archives by lead partner ENAIP Piemonte ETS, fully compliant with signed GDPR release forms.

Reference Photo Archive:

1. **Romania (CRPE - Bucharest, October 13th, 2026):** High school classroom session. Visual evidence of small-group table setups and whiteboard usage for non-verbal communication constraints.





2. **Italy (ENAIP Piemonte ETS - Turin, Rivoli, Grugliasco, Alessandria, Cuneo, September and October, 2026):** Workshops conducted in Vocational Training Centers. Images documenting interactive screen rule introductions, team negotiations between *Youth* and *Institutions*, and gesture-based communication constraints.








STRUMENTI DEL GIOCO

3. **Italy (LVIA ETS – Piossasco, Avigliana, Turin, October, 2026):** Workshops in rural youth centers. Documentation of summary board usage and facilitator-led debriefing sessions.





4. **France (Pistes Solidaires - Pau, October 27th and 28th, 2026):** Community center workshops in Pau. Photographic record of multicultural gameplay tables and role rotation mechanics.





5. **Belgium (The Good Lobby Belgium - Brussels, November 3rd, 2026):** Small-group session at partner headquarters. Documentation of decision token mechanics and communication constraint icons reference sheets.





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AMAPOLA

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Italy & Belgium

Enaip
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