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YOUTH WORK MANUAL ON NON-FORMAL EDUCATION METHODS TO ADDRESS CORRUPTION IN THE PUBLIC SECTOR

A PRACTICAL LEARNING RESOURCE FOR YOUTH WORKERS, CIVIL SOCIETY ACTORS, EDUCATORS, FACILITATORS, AND COMMUNITY STAKEHOLDERS

Companion publication to the Toolkit for Reporting Corruption in the Public Sector and the Training Materials on Corruption in the Public Sector

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EXECUTIVE SUMMARY

This manual supports youth workers, educators, facilitators, and community organisations that want to address corruption in the public sector through non-formal education. It complements the Toolkit for Reporting Corruption in the Public Sector and the Training Materials on Corruption in the Public Sector by focusing on methodology: how to create safe learning spaces, guide reflection, facilitate practical exercises, and support participants in moving from awareness to action.

The manual treats corruption in the public sector not only as a legal or administrative issue, but also as a civic, ethical, and educational challenge. When corruption affects public procurement, education, healthcare, social support, urban planning, local government, or access to public services, it weakens trust and undermines fairness. Young people often experience these consequences directly, yet they may lack the language, confidence, or tools to analyse them and respond constructively.

For that reason, the manual combines public-integrity themes with youth-work methods. It offers core concepts, participatory activities, facilitator guidance, reflection tools, workshop templates, and ideas for local action. Its aim is not to turn facilitators into investigators or legal advisers, but to help them foster critical thinking, integrity, accountability, and democratic participation in ways that are practical, inclusive, and relevant to everyday life.

INTRODUCTION

About the project

DigitalVScorrupt is an Erasmus+ capacity building project that seeks to fight corruption in the European Union and the Western Balkans through digital tools, learning activities, and the empowerment of young people, youth workers, civil society actors, and professionals.

Corruption is a complex social, political, and economic phenomenon that affects all countries. In the public sector, corruption weakens institutions, reduces trust in government, distorts decision-making, and undermines equal access to public services. It harms citizens directly by lowering the quality of education, healthcare, social protection, infrastructure, and other services that should serve the public interest.

The project responds to the need for practical, accessible, and youth-friendly anti-corruption education. It supports non-formal learning, cross-sector cooperation, and civic participation, while also exploring how digital tools can strengthen transparency, reporting, public oversight, and institutional accountability.

About the manual

This manual is a companion resource to the Toolkit for Reporting Corruption in the Public Sector and the Training Materials on Corruption in the Public Sector. While the toolkit explains concepts, risks, and reporting pathways, and the training materials translate those themes into modular learning units, this manual focuses on facilitation practice.

It is designed for people who lead workshops, training courses, youth exchanges, community dialogues, local campaigns, or staff-development sessions. The manual helps facilitators choose appropriate methods, work with sensitive topics, adapt content to different groups, and connect anti-corruption learning with civic participation and local action.

How to use the manual

Use the manual as a flexible framework rather than a rigid curriculum. Some users may work through the full sequence of sections; others may select only the parts that fit a specific workshop, youth exchange, school activity, or community initiative.

The strongest results usually come when facilitators combine three elements: a clear concep-

tual basis, participatory methods, and time for reflection. Participants should not only receive information, but also analyse systems, discuss dilemmas, practise responses, and imagine what integrity looks like in their own institutions and communities.

- Use the core themes in Section 3 to create a shared vocabulary and conceptual foundation.
- Choose and adapt the activities in Section 4 according to the age, experience, and context of the participants.
- Use Sections 5 and 6 when planning facilitation, partnerships, communication, follow-up, and local actions.
- Draw on the annexes for ready-to-use workshop elements, reflection questions, and simple planning tools.

CONTEXT AND RATIONALE

Corruption in the public sector is especially harmful because it concerns institutions that manage collective resources, public authority, and services that people rely on in everyday life. When decisions are influenced by bribery, favoritism, hidden conflicts of interest, patronage, or abuse of office, the result is not only financial loss. Citizens experience longer waiting times, poorer quality services, unequal treatment, and a growing sense that rules do not apply equally to everyone.

For young people, these effects can feel immediate. Access to scholarships, education, public housing, social support, jobs, transport, permits, or community facilities may be shaped by opaque procedures or unequal treatment. If corruption becomes normalised, young people can lose confidence in public institutions and begin to see informal influence as more effective than civic participation or the rule of law.

This makes anti-corruption education an important field for youth work and non-formal learning. It is not about turning young people into legal experts. Rather, it is about helping them understand how institutions should work, how corruption distorts public life, what warning signs to look for, how to respond safely, and how to contribute to a culture of integrity and accountability.

Within the European context, transparency, equality before the law, and responsible public administration are closely linked to democratic values and to broader efforts to strengthen the rule of law in the Western Balkans and across Europe. This manual therefore places anti-corruption learning within a wider framework of public ethics, citizen participation, rights, and social trust.

EDUCATIONAL FRAMEWORK

1. Why non-formal education?

Non-formal education offers a flexible, participatory, and learner-centred approach that allows participants to explore complex public issues through experience, dialogue, and reflection. Corruption is not an easy topic to teach through definitions alone. People need space to test ideas, discuss grey zones, compare perspectives, and connect public-sector concepts to everyday situations.

Role plays, mapping exercises, case analysis, simulation, debate, visual tools, and forum theatre can make institutional issues understandable without oversimplifying them. They also help participants practise ethical reasoning, communication, problem solving, and safe decision-making.

2. Core learning principles

This manual is grounded in the following learning principles, which are especially important when addressing public integrity, trust, and civic responsibility:

- Learning by doing: participants understand public-sector concepts more deeply when they analyse examples, map systems, and test responses themselves.
- Reflection and critical thinking: time for debriefing helps learners connect public-sector corruption risks to their own environments and assumptions.
- Participation and inclusion: all participants should have opportunities to contribute, regardless of educational background, institutional knowledge, or prior experience.
- Safety and respect: facilitators should create conditions in which people can speak honestly without fear of humiliation, exposure, or political pressure.
- Connection between values and practice: integrity, fairness, transparency, and accountability should be discussed as everyday practices, not abstract ideals.

3. The role of the youth worker

In this field, the youth worker or facilitator is not primarily a lecturer. Their role is to guide the learning process, ask clarifying questions, structure participation, protect the group atmosphere, and help participants move from examples to insight. Facilitators should encourage

curiosity, ethical reflection, and realism, while avoiding sensationalism, public accusations, or unsupported claims about specific people.

Youth workers can also act as bridges between young people and the wider community. By connecting anti-corruption learning with local institutions, civil society organisations, schools, media, and integrity initiatives, they help participants see that public ethics is not distant from everyday life, but part of how communities function.

CORE THEMES OF THE MANUAL

The manual is organised around six interconnected themes that match the logic of the companion toolkit and training materials, while translating them into a youth-work and facilitation perspective.

1. Public integrity and personal responsibility

Public integrity begins with the expectation that public power should be used for the public good. For participants, this theme opens the question of how personal values connect with institutional roles. Integrity is not only a matter of law; it is also consistency between responsibilities, decisions, and the public interest.

2. Corruption in public institutions and its mechanisms

Participants need to recognise that corruption in the public sector can take many forms, including bribery, favoritism, clientelism, abuse of discretion, hidden influence, document manipulation, selective access to information, or deliberate inaction. Understanding patterns and mechanisms helps them identify warning signs without reducing everything to stereotypes.

3. Rule of law, accountability, and European values

Public-sector integrity depends on rules being applied fairly, transparently, and consistently. This theme links anti-corruption learning with equality before the law, public accountability, democratic participation, and wider European values such as dignity, fairness, and responsible governance.

4. Conflict of interest, ethics, and transparent public service

Many public-sector dilemmas involve grey zones rather than dramatic scandals. Participants should explore what conflict of interest means, how ethical decision-making works in practice, why transparent procedures matter, and how small compromises can weaken institutional credibility over time.

5. Reporting corruption, whistleblowing, and digital tools

Reporting mechanisms are essential, but people often hesitate because they do not know what counts as reportable, which channel is appropriate, or how to protect themselves and others. This theme combines principles of safe reporting with realistic use of digital tools, evidence handling, and awareness of whistleblower protection frameworks.

6. Civic engagement, youth participation, and collective action

Anti-corruption work is stronger when it is not limited to complaint or exposure. Young people can also contribute through monitoring, public discussion, awareness campaigns, participatory processes, integrity charters, community dialogue, and cross-sector cooperation. This theme moves the learning process from recognition to action.

7. Key learnings from this section

The themes above should be understood as mutually reinforcing. Integrity supports trust; accountability gives integrity practical meaning; reporting mechanisms create pathways for response; and civic participation helps protect public institutions from becoming closed, opaque, or unresponsive.

Reflection question	Possible action step
Where do people in my community most often feel treated unfairly by public institutions?	Map one public-service journey and identify where opacity or unequal treatment may occur.
What makes it difficult for people to speak about corruption openly?	Discuss barriers such as fear, normalisation, lack of trust, or uncertainty about channels.
How can ethical behaviour be strengthened before misconduct happens?	List simple preventive measures such as clear criteria, open information, and role clarity.

NON-FORMAL EDUCATION METHODS AND ACTIVITIES

This section turns the manual's core themes into workshop practice. The activities are intentionally adaptable and can be used in youth work, staff development, school partnerships, community learning, mixed-sector training, or local awareness programmes.

1. How to use this section

- Choose activities based on the participants' background, time available, and the level of institutional knowledge in the room.
- Adapt examples to the local context, but avoid naming real cases in ways that could become defamatory or politically risky.
- Always include a debrief. The reflection phase is where experience becomes learning.
- When working with mixed groups, explain terms clearly and do not assume that everyone shares the same understanding of public administration.

2. Activity template

Component	Description
Title	A clear, motivating title that signals the purpose of the activity.
Objectives	What participants should understand, practise, or reflect on.
Duration	Approximate time needed, including discussion and debrief.
Materials	Flipcharts, cards, markers, printed scenarios, sticky notes, or digital tools.
Instructions	Step-by-step sequence that the facilitator can easily follow.
Reflection	Key questions for connecting the activity with public integrity and everyday life.
Learning outcomes	The intended takeaways in knowledge, skills, attitudes, or action readiness.

3. Examples of non-formal learning activities

Public service journey map

Participants trace a real or fictional journey through a public service, such as applying for a scholarship, accessing a health service, submitting a permit request, or using a municipal programme. They identify points where information, discretion, waiting times, informal influence, or unequal treatment may create corruption risks. Reflection: Where does opacity appear first, and what simple measures would make the process fairer and more transparent?

Ethics in public service role play

Small groups receive short dilemmas involving gifts, pressure from superiors, preferential treatment, family connections, missing documentation, or demands for unofficial favours. Participants act out the scenario and discuss what an ethical response would look like. Reflection: What pressures shaped each decision, and how can people protect integrity when the situation is socially or institutionally complicated?

Procurement puzzle

Participants reconstruct a procurement or funding scenario using cards that represent stages, actors, documents, and warning signs. The task is to identify where criteria become unclear, how influence can be hidden, and what controls would reduce the risk. Reflection: Which warning signs were easiest to overlook, and why do complex processes sometimes protect misconduct rather than prevent it?

Reporting pathway lab

The group analyses short scenarios and decides what could be reported, what information matters, which channels may be relevant, and what safety considerations must be taken into account. Reflection: What stops people from reporting even when something feels wrong, and what makes a reporting pathway feel credible?

Forum theatre: the ignored red flag

Participants perform a short scene in which an early sign of misconduct is ignored in a public institution or service. Spectators can pause the scene, replace characters, and test different responses. Reflection: Which intervention changed the outcome most effectively, and what does that reveal about power, silence, and responsibility?

Trust and accountability campaign canvas

Teams design a simple local campaign, event, dialogue, or creative action that promotes public trust, equal treatment, transparent procedures, or community oversight. Reflection: How can public-sector integrity be communicated in a way that is concrete, non-moralistic, and meaningful to local audiences?

4. Facilitator tips

- Frame corruption as a systems issue as well as an ethical one. Avoid presenting it only as the failure of a few bad individuals.
- Use concrete examples, but keep them general enough to protect privacy and avoid political escalation.
- Recognise that some participants may have direct negative experiences with public institutions. Build space for emotion without letting the group move into accusation or hostility.
- Balance critique with agency. Participants should leave with tools and ideas, not only with frustration.
- Use visual methods when topics feel abstract. Mapping, cards, timelines, and role descriptions often make institutional processes easier to understand.
- Adapt the complexity of language. Terms such as procurement, whistleblowing, conflict of interest, or oversight may need simple explanation.

5. Facilitator checklist table

Task	Guidance
Prepare the context	Clarify the objective, group profile, and the level of prior knowledge before choosing methods.
Ensure safety	Agree on respect, confidentiality, and how to handle disagreement or sensitive disclosures.
Promote participation	Use formats that allow quieter participants and mixed-experience groups to contribute.
Facilitate reflection	Always debrief the activity and connect it back to public institutions, rights, and accountability.
Avoid overclaiming	Do not act as an investigator or legal adviser; refer participants to appropriate support when needed.
Collect learning	Use short reflection notes, feedback forms, or follow-up check-ins to capture impact and future needs.

TOOLS FOR YOUTH WORKERS

This chapter gathers practical guidance that helps facilitators work responsibly with an issue that can be politically sensitive, emotionally charged, and legally complex.

1. Facilitating sensitive topics

- Establish ground rules early and revisit them if discussion becomes tense.
- Differentiate clearly between discussing patterns and making allegations about real individuals.
- Acknowledge that anger, cynicism, or distrust may be part of participants' lived experience, but guide the group toward analysis and constructive response.
- Know when to pause, redirect, or move into pairs or small groups if a plenary discussion becomes unsafe or polarised.

2. Facilitator development and self-care

- Facilitators should continue learning about public integrity, youth participation, digital reporting tools, and safeguarding.
- Reflection after each session is essential: what worked well, where did participants hesitate, and which concepts need clearer explanation?
- Peer support and co-facilitation are especially valuable when working with conflict-heavy or institutionally sensitive topics.
- Self-care matters. Repeated work with injustice, frustration, or distrust can lead to fatigue if there is no time for processing and support.

3. Adapting the content

- Use language, examples, and case studies that fit the participants' age, institutional literacy, and local context.
- For younger groups, focus on fairness, equal treatment, public trust, and everyday public services before moving into more technical topics.
- For mixed adult groups, connect the material with real institutional processes, local participation mechanisms, and reporting pathways.

- Consider accessibility, literacy, disability inclusion, and language diversity when designing materials and discussion formats.

4. Building partnerships

- Strong anti-corruption learning often benefits from cooperation with civil society organisations, schools, universities, municipalities, integrity bodies, media educators, and community groups.
- Partnerships can provide case examples, guest speakers, local action opportunities, referral pathways, and greater legitimacy for youth-led initiatives.
- Cross-sector collaboration is most effective when roles are clear and when youth participation is genuinely valued, not merely symbolic.

5. Communication and outreach

- Use clear, accessible language. People engage more easily with fairness, trust, transparency, and public service quality than with abstract legal jargon.
- Tell stories that illustrate why integrity matters for real lives: access to services, equal treatment, safe infrastructure, clean procedures, and trustworthy institutions.
- Be transparent in your own youth-work practice by explaining goals, methods, limits, and how participant contributions will be used.

6. Monitoring and evaluation

- Measure more than knowledge. Changes in confidence, vocabulary, willingness to discuss ethical dilemmas, and readiness for civic action are also meaningful outcomes.
- Use simple tools such as entry and exit questions, observation notes, reflection cards, learning journals, and short follow-up conversations.
- Invite participants to evaluate the relevance, emotional safety, and practical usefulness of the activities, not only the content itself.

FROM LEARNING TO ACTION

Anti-corruption education becomes more meaningful when participants can connect it with real possibilities for action. Local action does not have to begin with a large campaign. It can start with one dialogue, one mapping exercise, one school workshop, one youth-led recommendation, or one initiative that helps people understand a public process more clearly.
Facilitators can support this transition by helping groups identify realistic goals, map allies, think about safety, define messages, and choose actions that match their capacity. The aim is not to perform activism for its own sake, but to create informed, ethical, and constructive engagement.

1. From reflection to initiative

After a training or workshop, ask participants what issue felt most urgent, most visible, or most relevant to their community. Encourage them to move from abstract concerns to specific settings such as schools, municipal youth councils, public transport, scholarship systems, neighbourhood services, or local budgeting processes.

2. Designing local actions

Possible actions include youth-led dialogues with local institutions, public-information explainers, awareness campaigns on equal treatment, integrity charters, reporting-pathway guides, theatre-based public discussions, social media storytelling, or community mapping of public-service experiences. A good local action has a clear audience, a realistic scope, and a transparent purpose.

3. Collaboration and multiplier effect

When young people document and share what they learn, they can multiply the impact of one training into many conversations. Schools, NGOs, community centres, local media, and youth networks can all help expand the reach of integrity-focused initiatives.

4. Sustaining long-term impact

Sustained impact often depends on follow-up. Encourage groups to review what happened after an activity, revisit their goals, celebrate small successes, and keep connections with supportive institutions or organisations. Long-term change grows through repetition, trust, and visible examples of fair practice.

FINAL REFLECTIONS

Public-sector corruption can feel distant, technical, or untouchable, yet its effects are deeply human. It shapes whether people trust institutions, whether services reach those who need them, and whether rules are applied fairly. For youth work, this means that anti-corruption education is not only about legal awareness; it is also about dignity, fairness, participation, and the capacity to imagine public institutions that deserve trust.

This manual invites facilitators to work patiently, responsibly, and creatively. When young people and communities learn to recognise warning signs, discuss ethical dilemmas, understand reporting pathways, and design collective responses, they strengthen both democratic culture and practical public accountability.

RESOURCES AND REFERENCES

1. Key policy frameworks and documents

- United Nations Convention against Corruption (UNCAC).
- OECD Recommendation on Public Integrity.
- Directive (EU) 2019/1937 on the protection of persons who report breaches of Union law.
- Sustainable Development Goal 16: Peace, Justice and Strong Institutions.
- European Union values and rule-of-law materials published by the EU institutions.

2. Useful resources for youth work

- SALTO Youth Resource Centres - training courses, toolboxes, and publications for youth work.
- European Youth Portal - participation, volunteering, mobility, and civic-engagement resources.
- Council of Europe Youth Work Portfolio - competence framework and self-reflection support for youth workers.
- Compass and Compasito - Council of Europe manuals for human-rights education and non-formal learning.

3. Digital toolkits and online resources

- Transparency International - definitions, sector resources, anti-corruption explainers, and reporting guidance.
- UNODC learning modules and public-integrity resources.
- OECD public-integrity resources, trust surveys, and prevention materials.
- Erasmus+ Project Results Platform - examples of civic and educational projects that may inspire local action design.

4. Glossary of key terms

Term	Meaning
Public integrity	The consistent use of public power and public resources for the public good.
Corruption	Abuse of entrusted power for private gain, including bribery, favoritism, clientelism, and manipulation of procedures.
Conflict of interest	A situation in which private interests may improperly influence public duties or decision-making.
Transparency	Openness in procedures, information, and decision-making that allows public scrutiny.
Accountability	The obligation to explain, justify, and take responsibility for decisions and actions.
Whistleblowing	Reporting misconduct, irregularities, or breaches through appropriate internal or external channels.
Non-formal education	Structured learning outside formal education systems, based on participation, experience, and reflection.
Civic participation	Active involvement of citizens in public life, including dialogue, oversight, advocacy, and community action.

ANNEXES

1. Sample workshop agenda

Session	Time	Content
Opening and group agreements	30 min	Welcome, objectives, expectations, and safety rules for discussion.
Understanding corruption in public life	60 min	Mini-input plus public service journey mapping.
Break	15 min	Short pause.
Ethics and conflict of interest	75 min	Role play and debrief on ethical dilemmas in public service.
Lunch break	45 min	Pause.
Reporting pathways and digital tools	60 min	Scenario work on what to report, where, and how.
Designing a local action	60 min	Small-group planning of a realistic community or youth initiative.
Closing reflection and evaluation	15 min	Key learnings, next steps, and feedback.

2. Participant reflection form

Name: _____ Date: _____

Activity or session title: _____

1. What idea or example from today stayed with me most strongly?
2. Which part of the session felt most relevant to my life, school, work, or community?
3. What did I learn about fairness, public trust, or corruption that I had not considered before?
4. What is one action, question, or conversation I want to take forward after this session?
5. What support or information would help me explore this topic further?

3. Self-assessment checklist for youth workers

Checkpoint	Self-review prompt
Before the activity	☐ Have I defined clear learning objectives and selected methods that fit the group?
Language and examples	☐ Have I chosen examples that are understandable, relevant, and safe to discuss?
Group safety	☐ Have I prepared ways to respond if the discussion becomes tense, personal, or politically sensitive?
Participation	☐ Does the format allow quieter participants and different learning styles to engage?
Debrief	☐ Have I reserved enough time for reflection, not only for the activity itself?
Follow-up	☐ Do participants know where to find further information, support, or reporting guidance if needed?

4. Feedback form template

Question	Participant response
How useful was the session for understanding corruption in the public sector?	_____
Which method or activity helped you learn best, and why?	_____
Did the session feel safe and respectful for discussion?	_____
What topic should be explored more deeply in future sessions?	_____
What is one idea or action you are taking with you?	_____

5. Example of a simple local action plan

Title of the initiative: Youth for Fair Public Services

Objective: To help young people understand how one local public service works, where transparency matters, and how citizens can contribute to fair access and accountability.

Possible activities: create a youth-friendly explainer on a service process; organise a dialogue with a local institution; collect anonymous experiences through a simple survey; present recommendations for clearer information and equal treatment; publish a short visual campaign about public trust.

Timeline: 2-3 months

Potential partners: youth organisation, school, municipality, local media, integrity body, ombudsperson office, or community initiative

Expected results: stronger understanding of public procedures; increased confidence to discuss fairness and accountability; a practical youth-led contribution to transparent public services.

Introduction of participating organizations and their representatives in the project

Name and function	Organisation	Role/tasks
Zoran Dabetic	EPEKA Montenegro	Coordinator
Nermina Simoncic	EPEKA Slovenia	Coordinator
Stefan Simoncic	EPEKA Slovenia	Coordinator
Matej Tisaj	EPEKA RS	Coordinator
Milica Nedeljkovic	EPEKA RS	Assistant coordinator
Belma Muratovic	EPEKA Montenegro	Assistant coordinator
Jerica Lorenci	EPEKA Slovenia	Assistant coordinator
Atli Thor Fanndal	TRANSPARENCY INTERNATIONAL Iceland	Assistant coordinator

PARTNERS

EPEKA Montenegro (Lead organisation)
Scientific Research Association for Art, Cultural, Educational Programs and Technology EPEKA (Montenegro) operates in Berane, a rural area with high youth unemployment and limited access to non- formal education. Within DigitalVSCorrupt it coordinates overall delivery, management and monitoring, and leads national CB workshops focused on ICT supported transparency and community awareness in Montenegro.

EPEKA Slovenia
A non governmental social enterprise active in EU citizenship, youth work and inclusion. EPEKA Slovenia co-hosts the partner kick-off, supports management, and co-develops ICT based transparency modules inspired by the ERAR model; it also hosts the final conference and supports EU-level dissemination.

EPEKA Serbia
Youth - focused NGO from Niš with strong experience in mobility and inclusion (including Roma and migrant youth). In the project, EPEKA Serbia co-leads trainings, supports Kosovo–Serbia youth dialogue through joint activities with CET Prizren, and pilots local campaigns on integrity in public services.

EPEKA Germany
Member of the EPEKA network supporting intercultural learning and communication. Contributes to cross border dissemination, workshop design on civic engagement and media, and documentation of good practices across partners.

CET Prizren (Kosovo)
Center for Education and Training Prizren promotes democratic values and youth participation. In DigitalVSCorrupt it co-designs youth friendly training content, co-hosts CB workshops in Kosovo and collaborates with EPEKA Serbia to strengthen trust, dialogue and anticorruption literacy among youth.

Phiren Amenca (Belgium)
International Roma youth network with strong outreach and advocacy capacity. Leads EU level dissemination, supports inclusion measures across all activities, and mentors youth campaign teams to reach diverse audiences with inclusive narratives.

Transparency International Iceland
Brings global anticorruption know how, practical tools for risk mapping and reporting, and co-authors the youth work manual sections on corruption in public institutions and accountability pathways.

Institute for Applied Research (North Macedonia)
Supports the 'Corruption in Business' strand with sessions on procurement risks, conflicts of interest, and SME integrity pledges. Co-hosts national workshops with chambers/entrepreneurs.

QENDRA (Albania)
A youth oriented civil society centre engaging communities in non-formal education and civic action. Leads CB workshops in Albania and contributes case studies on local service integrity.

Europe for You (Czech Republic)
European civic organisation experienced in communication and youth mobilisation. Codesigns the campaign lab, supports creative dissemination formats and visual storytelling.

FEIO (Poland)
Education/outreach foundation contributing to research based activity design, quick polls and pre/post evaluation tools adaptable to youth settings.

AKUSTIKUM (Bosnia and Herzegovina)
Cultural organisation leveraging creative media and audio-visual methods. Co-leads the three 'video simulation' outputs (public sector, business, whistleblowing) including storyboarding and youth co-creation.

LIDSK (Turkey)
Youth development organisation focusing on civic skills and dialogue. Hosts CB workshops in Türkiye and contributes facilitation methods for diverse groups.

Arcigay (Italy)
National civil society organisation with expertise in rights based education and safe space facilitation. Contributes inclusion strategies, ethics protocols and campaign messaging on equality and integrity.

All partners collaborate via monthly coordination calls, shared templates and joint monitoring visits.

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