EVENT DESCRIPTION SHEET

(To be filled in and uploaded as deliverable in the Portal Grant Management System, at the due date foreseen in the system.

⚠ *Please provide one sheet per event (one event = one workpackage = one lump sum).)*

PROJECT	
Project name and acronym:	Empowering youth Participation for Inclusive and plural Communities — EPIC_IDEA
Participant:	EGYUTT AZ INTERKULTURALIS AKCIOERT ALAPITVANY (UNITED)
PIC number:	910380794

EVENT DESCRIPTION			
Event number:	D6.1 (WP6)		
Event name:	National event for youth workers in Hungary		
Type:	Event		
In situ/online:	In situ		
Location:	Debrecen, Hungary		
Date(s):	14-15 July 2025		
Website(s) (if any):	https://icei.it/en/progetti/epic_idea-empowering-youth-participation-for-inclusive-and-plural-communities/		
Participants			
Female:	17		
Male:	8		
Non-binary:	0		
From country 1 [Hungary]:	25		
Total number of participants:	25	From total number of countries:	1

Description

Provide a short description of the event and its activities.

The National Event for Youth Workers in Hungary took place in Debrecen, Hungary, on 14–15 July 2025, with the participation of youth workers from Budapest, Nógrád County, and Debrecen, as well as young youth leaders and university students engaged in volunteering with the youth organization KÖZ-PONT.

Objectives

- Bring together youth workers to exchange experiences, challenges, and good practices in the field of youth participation.
- Strengthen participants' competencies in using non-formal education methods to foster youth engagement and inclusion.
- Increase knowledge and awareness of EU values, the functioning of the EU, and the role of young people in safeguarding democracy and fundamental rights.
- Introduce innovative pedagogical approaches and digital tools for effective youth work and communication with young people.
- Provide training on key project topics, ensuring participants gain practical skills applicable in their daily work.

We had a very simple structure of the event: on the first day we focused on the anti-Rumours methods, while on the second day we focused on Future Thinking methodologies.

Training Program

Day 1: Anti-Rumours Methodology

Focus: Understanding and applying anti-rumours strategies as a tool to challenge stereotypes, biases, and discrimination.
Underlying principle: Youth workers will be placed in experiential activities where they *feel* the impact of rumours, narratives, and counter-narratives before analyzing them critically.

Learning Objectives

- Experience the emotional and social dynamics of rumours.
- Analyze how stereotypes form and spread.
- Learn anti-rumours methodology as an empowerment and inclusion tool.
- Develop facilitation strategies to use with young people.

Schedule

Morning (Immersion & Experience)

1. **Icebreaker – "Rumour Chain"** (30 min)
    - Whispered-message activity where a neutral story changes as it passes through the group. Debrief on distortion, assumptions, and bias.
2. **Simulation – "Walking with Labels"** (1 hr)
    - Each participant gets a hidden label (e.g., "lazy," "leader," "outsider") pinned on their back. Group tasks are done while others treat them according to that label. Debrief: *How do rumours shape perception, self-esteem, and interaction?*
3. **Reflection Circle** (30 min)

- Connect experience to real-life youth work situations.

Afternoon (Methodology & Application)

4. **Introduction to Anti-Rumours Approach** (45 min)

- Short input: origins (Barcelona strategy), principles (recognition, fact-checking, reframing narratives, storytelling).

5. **Workshop – "Countering Rumours"** (1.5 hrs)

    - Small groups receive common stereotypes (e.g., about migrants, Roma youth, LGBTQ+ youth). Task: create anti-rumours strategies (facts, personal narratives, creative campaign ideas).

6. **Empowerment through Dialogue** (45 min)

    - Using Paulo Freire's critical pedagogy: dialogue session on how anti-rumours can empower marginalized youth to reclaim their narratives.

7. **Closing & Reflection** (30 min)

    - How will participants adapt these tools in their own communities?

Day 2: Future Thinking Methodology

Focus: Equipping youth workers with futures literacy to help young people imagine, design, and work toward inclusive futures.
Underlying principle: Adults experience uncertainty, creativity, and empowerment first-hand, understanding how future scenarios build agency in youth.

Learning Objectives

- Understand future literacy as a tool for youth empowerment.
- Explore methodologies (scenario building, backcasting, speculative design).
- Learn to facilitate critical, creative processes with young people.
- Connect future thinking to EU values, inclusion, and active citizenship.

Schedule

Morning (Immersion & Exploration)

1. **Warm-up – "Futures Headlines"** (30 min)

    - Participants write imaginary newspaper headlines from 2040 (e.g., "Hungary named most inclusive country in Europe"). Debrief on hopes, fears, and assumptions about the future.

2. **Experiential Activity – "Future World Café"** (1.5 hrs)

    - Thematic tables (Education, Technology, Environment, Democracy). At each table, groups imagine what this theme might look like in 2040. Rotate tables. Collect ideas on flipcharts.

3. **Reflection – "From Fear to Possibility"** (30 min)
    - Linking imagined futures to feelings: *What disempowers? What empowers?*

Afternoon (Methodology & Application)

4. **Introduction to Future Thinking Tools** (45 min)

- Short input: futures literacy, scenarios, backcasting, and speculative design in youth work.

5. **Workshop – "Scenario Building"** (1.5 hrs)
    - Small groups select one of the futures created in the morning. Task: build a scenario (Who lives there? What values guide society? What challenges exist?).
6. **Backcasting Exercise** (45 min)
    - Groups design steps needed to move from the present to their imagined future.
7. **Empowerment Dialogue** (30 min)
    - Discuss how future thinking helps young people feel agency in shaping society.
8. **Closing Circle** (30 min)
    - Share one concrete way participants will integrate future thinking with their youth groups.

Feedback and Reflections

The training days provided a rich learning experience for both participants and facilitators. The Anti-Rumours methodology successfully immersed youth workers in situations that revealed how stereotypes and narratives affect individuals and communities. Many participants highlighted that the experiential activities helped them not only understand the method but also empathize with the emotions young people face when exposed to rumours or exclusion. Similarly, the Future Thinking workshop was very well received, as it encouraged participants to think beyond immediate challenges and to explore creative and empowering visions for inclusive societies. The combination of critical pedagogy and empowerment-oriented exercises ensured that participants left with both practical tools and a deeper sense of agency in their role as youth workers.

Looking forward, one area we would improve is the balance between experiential activities and structured methodological input. Some participants suggested dedicating more time to concrete facilitation guidelines and examples of how to adapt these methods for different youth groups. In addition, we would integrate more peer-to-peer exchange and co-creation, allowing participants to design small pilot activities during the event itself. This would not only reinforce the learning outcomes but also provide a stronger link between the training space and the realities of local-level youth work.

Materials

Not a linear time approach

FT starts from the assumption that there is no single present and therefore there is no a single future: it encourages the exploration of a wide range of future scenarios, even those that may seem distant from current reality

From the presents to the futures

FT deals with anticipating different futures through the analysis - quantitative and qualitative - of signals, drivers and trends that manifest themselves in the present, in order to identify alternative scenarios to reach solutions to the problems we are living and will live.

Imagine the futures to act now

The aim is to make it more possible to envisage and co-create a world when many worlds fit: the path is to imaagine the preferable future and then go back to the present and design the intermediate steps that connect the present we live in to the future we want to build.

KEY ELEMENTS

Immagination and creativity

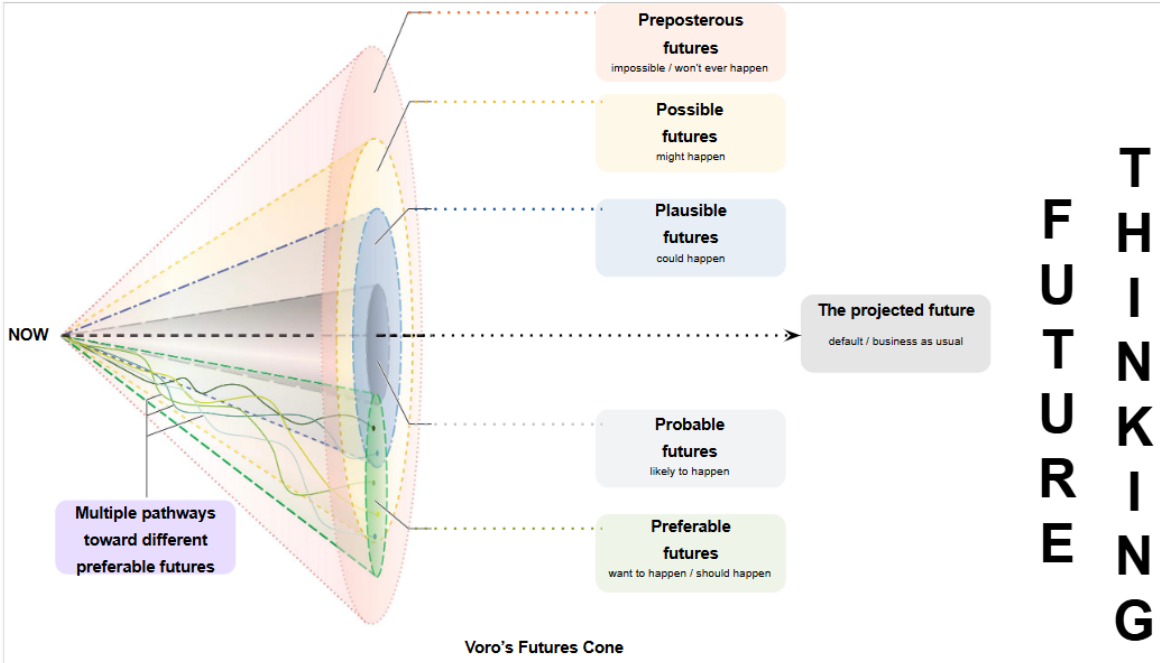
The application of this kind of tools is able to stimulate imaginative processes as the human capacity to produce ideas, thoughts and sensations that don't exist yet in the realitiy and are not perceived by our senses. The following step is transform the imagination products into reality, through the potential of creativity.

Experiential immersion process

One of the main tools adopted in this methodology is role-playing and character building technique: people involved create their own character, merging physical and emotional features to create a figure who embodies participants' desires, ideas and expectations.

Critical thinking

The goal of the practices related to FT is to build future scenarios tangible and experiential as a tool to activate critical thinking processes about relevant issues in the present



Voro's Futures Cone

FUTURE THINKING

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	01.04.2022	Initial version (new MFF).