

Youth in Route

Routes for fostering sense of initiative
and active citizenship among disaffiliated youth

Route 1 – Ignite your potential (personal growth) worksheet



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Route 1 – Ignite your potential (personal growth) worksheet

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Worksheet identification

- Worksheet title:** Getting to know yourself and your strengths
- Duration:** recommended 2h30 (can be split into shorter sessions)
- Use:**
 - Individual
 - Group
 - Both

- Worksheet outcomes:**

- Reflect on own personal experiences using self-discovery and self-assessment tools
- Develop self-confidence and trust in own abilities
- Set realistic personal goals and plan steps to achieve them
- Adopt a positive and growth-oriented mindset towards personal development
- Apply confidence-building strategies in everyday situations
- Practice basic mindfulness and stress management techniques
- Value self-care, emotional awareness and well-being
- Demonstrate openness to change and learning from experience
- Use digital tools and online environments in a safer and more balanced way
- Show increased responsibility towards own digital behaviour

- Route tool(s) explored in this worksheet:**

- Self-discovery assessment and personality test
- Goal-setting and personal development planning tools
- Confidence-building exercise and challenge
- Digital health and online safety guide
- Mindfulness and stress management resource

Worksheet purpose

This worksheet is designed to help you practice and reflect on personal growth, self-discovery, building confidence and digital health and how you make choices and take responsibility in situations connect to your personal development and well-being.

The activities invite you to work with real-life situations, explore different ways of responding and identify small, realistic steps that make sense for you right now by using a specific tool.

There are no right or wrong answers. You decide what to share, how much time to spend and which activities feel most useful to you. You can pause, skip questions or return to this worksheet whenever you want.



Worksheet activity 1

□ **Activity title:** Getting to know yourself better

□ **With this activity, you are expected to:**

- Reflect on own personal experiences using self-discovery and self-assessment tools
- Develop self-confidence and trust in own abilities

□ **Tool in use:** this activity uses a short self-discovery assessment and personality test to explore your personal preferences, strengths and ways of reacting in everyday situations. The tool invites you to reflect on your personal preferences, strengths and typical reactions in everyday situations, helping you become more aware of how you see yourself.

Complete the following activity 1 steps and make use of the self-discovery and personality test tool when requested to reflect on how you see yourself and how you usually respond to situations.

Step 1 – Quick check-in

1-How do you feel about taking a moment to reflect on yourself right now?

- Comfortable
- Unsure
- Curious

2-What made you decide to start this activity today?

Step 2 – Using the tool

Tool in use: you are invited to answer a short series of self-discovery questions related to your preferences, reactions and personal strengths, based on what feels most true for you right now

Do the activity:

- Read each section carefully and choose the option that feels closest to you
- Answer honestly, without overthinking
- Take your time and pause if needed

Notice your experience:

- How did it feel for you to answer these questions?
- Was there any question that made you pause or think more than expected?
- Did anything feel easy, uncomfortable or surprising while using the tool?

Capture one takeaway

What did you notice about yourself that you had not really noticed before?



SELF-DISCOVERY ASSESSMENT AND PERSONALITY TEST

HOW TO USE THIS TOOL

- Read each situation carefully
- Choose the answer that feels closest to you most of the time
- Answer honestly, there is no right or wrong answer

PART 1 – HOW DO YOU USUALLY REACT

1-When something unexpected happens, you usually:

- Take a moment to think before reacting
- Feel stressed and unsure of what to do
- React quickly and deal with it as it comes

2-When you face a challenge, you tend to:

- See it as something you can learn from
- Feel unsure but try anyway
- Avoid it if possible

3-When you make a mistake, you usually:

- Accept it and move on
- Think about it for a long time
- Feel frustrated or disappointed with yourself

4-When you are under pressure, you often:

- Stay focused
- Feel overwhelmed
- Need time alone to cope

PART 2 – HOW YOU SEE YOURSELF

5-When someone asks about your strengths, you:

- Can name a few
- Struggle to think of any
- Feel uncomfortable talking about them

6-When you succeed at something, you usually:

- Feel proud of yourself
- Downplay it
- Think it was just luck

7-When you think about your future, you feel:

- Curious
- Unsure
- Anxious

8-Compared to others, you see yourself as:

- Capable in your own way
- Less confident
- Still figuring things out

PART 3 – HOW YOU MANAGE EMOTIONS AND STRESS

9-When you feel stressed, you usually:

- Try to calm yourself
- Ignore it and push through
- Get easily irritated

10-When you feel low or tired, you:

- Take a break or slow down
- Keep going anyway
- Withdraw from others

11-When emotions come up, you:

- Try to understand them
- Feel confused by them
- Prefer not to think about them

PART 4 – YOUR DIGITAL HABITS AND WELL-BEING

12-When you spend a lot of time online, you usually:

- Feel connected or entertained
- Feel tired or drained
- Do not really notice how it affects you

13-When you compare yourself to others online, you:

- Stay mostly neutral
- Feel discouraged
- Try to remind yourself not to compare

PART 5 – YOUR APPROACH TO CHANGE

14-When you think about changing something in your life, you:

- Believe small steps can help
- Feel unsure where to start
- Feel change is difficult

15-When things do not go as planned, you usually:

- Try again or adjust
- Feel stuck for a while
- Give up quickly

Step 3 – Linking the tool to real life

- After filling in the tool, in which areas of your life do you notice most often less confident behaviour? Personal life, learning or training, work or job search, community or social life, or online or digital spaces?
- Can you think of a recent situation where something from this tool felt familiar to you? When you are in situations like this, how do you usually respond?
- Does this situation feel familiar each time, or does it change depending on the context or people involved?

Step 4 – Responsibility and choice

- You may not be able to control the situation or other people, but you often have some choice in how you respond or what you focus on
- Taking responsibility does not mean blaming yourself, it can simply mean noticing what is in your control and what is not
- It is ok if some things feel outside your control right now. Recognising limits is also part of acting with autonomy

Step 5 – Small step reflection

Based on this activity, what is one small thing you might want to try, think about or pay more attention to?



Worksheet activity 2

□ **Activity title:** Thinking about goals that matter to you

□ **With this activity, you are expected to:**

- Set realistic personal goals and plan steps to achieve them
- Adopt a positive and growth-oriented mindset towards personal development

□ **Tool in use:** this activity uses a short goal-setting and personal development planning tool to explore what matters to you and what you would like to work towards in your life. The tool invites you to reflect on your priorities, wishes and possible next steps, helping you become more aware of what feels meaningful and realistic for you right now

Complete the following activity 2 steps and make use of the goal-setting and personal development planning tool when requested to reflect on what feels meaningful and achievable for you right now.

Step 1 – Quick check-in

1-When you think about setting goals, what usually happens for you first?

- I get motivated
- I feel unsure where to start
- I try not to think about it too much

2-What usually comes to your mind when you think about setting goals?

Step 2 – Using the tool

Tool in use: you are invited to think about areas of your life that matter to you and to explore one personal goal you might want to focus on, keeping it realistic and flexible

Do the activity:

- Think about different areas of your life (e.g., well-being, learning, relationships, daily routines)
- Notice if one area feels more important or present for you right now
- If it feels useful, try to put into words one goal connected to that area

Notice your experience:

- How did it feel to think about a goal?
- Notice if one area feels more important or present for you right now
- Did anything make you hesitate while writing your goal?

Capture one takeaway

What is one thing that stood out to you while using this tool?



GOAL-SETTING AND PERSONAL DEVELOPMENT PLANNING TOOL

HOW TO USE THIS TOOL

- This tool is meant to help you think about what matters to you and what you might want to work towards
- You do not need to be sure, confident or ready to act
- You can leave questions blank or come back to them later

PART 1 – CHOOSING A FOCUS AREA

Take a moment to think about different areas of your life. You do not need to choose the most important one – just one that feels present for you right now. Which area feels most relevant to you now?

- Well-being (energy, emotions, stress, balance)
- Learning or personal development
- Confidence or self-belief
- Relationships with others
- Daily routines or habits
- Something else: _____

PART 2 – NOTICING WHAT MATTERS TO YOU

Think about the area you chose.

- What feels difficult or challenging right now in this area?
- What would you like to feel or experience more of (e.g., calm, confidence, clarity, motivation)?

You can write freely or choose a few words.

PART 3 – SHAPING A PERSONAL GOAL (IN YOUR OWN WORDS)

A goal does not need to be big or specific. It can be something you want to work towards, explore or pay more attention to. One goal that feels meaningful or relevant to me right now is: _____

If it helps, you can complete this sentence: “I would like to work towards...”.

PART 4 – CHECKING HOW THE GOAL FEELS

Look at the goal you wrote and reflect. Right now, this goal feels:

- Very clear
- Somewhat clear
- Still vague
- Hard to define

Thinking about this goal makes me feel:

- Motivated
- Curious
- Unsure
- Pressured
- Neutral

Please remember that all these responses are ok. There are no right or wrong answers.

PART 5 – MAKING THE GOAL REALISTIC (WITHOUT PRESSURE)

You are not committing for anything here. This is only about noticing what feels possible.

- Does this goal feel realistic for you right now (yes, maybe, not really, not sure)?
- If it feels too big, how could it be made smaller or lighter? Could it become a direction rather than a target?

PART 6 – ONE POSSIBLE SMALL STEP (OPTIONAL)

You do not need to act now. If you wanted to, what could be one small step related to this goal?

- Thinking more about it
- Observing myself in daily situations
- Trying something once
- Talking to someone about it
- I am not sure yet

If you want to be more specific, you can write it here:

Step 3 – Linking the tool to real life

- In which part of your life does this goal show up most? Personal life, learning or training, work, community or daily routines?
- Can you think of a recent situation where this goal felt relevant? How do you usually act or decide in situations related to this goal?
- Does this goal feel the same in different situations, or does it change depending on context?

Step 4 – Responsibility and choice

- You may not control everything that affects your goals, but you can often influence how you approach it
- Setting a goal does not mean you must achieve it immediately; choosing a direction is already a form of responsibility
- It is ok to adjust or rethink a goal if your situation changes

Step 5 – Small step reflection

Based on this activity, what is one small thing you might want to try, think about or pay more attention to?

Worksheet activity 3

Activity title: Building confidence in everyday situations

With this activity, you are expected to:

- Apply confidence-building strategies in everyday situations
- Demonstrate openness to change and learning from experience

Tool in use: this activity uses a short confidence-building exercise and challenge to help you notice situations where confidence feels easier or harder and to explore how you usually respond. The tool invites you to reflect on your reactions and try out small confidence-building actions in a way that feels safe and realistic (e.g., self-discovery assessment and personality test)

Complete the following activity 3 steps and make use of the confidence-building exercise and challenge tool when requested to reflect on how you experience confidence in your daily life and how you respond to challenging situations.

Step 1 – Quick check-in

1-When you think about situations that require confidence, what usually comes to mind first?

- I feel mostly confident
- I feel unsure or hesitant
- It depends on the situation

2-Can you name one situation where confidence feels important for you right now?

Step 2 – Using the tool

Tool in use: this tool invites you to reflect on situations where confidence plays a role and to try short exercises that help you notice how you respond, without judging yourself or needing to change anything immediately

Do the activity:

- Think about one everyday situation where you need to speak up, try something new or deal with uncertainty
- Read through the confidence-building exercise and choose one challenge that feels manageable
- Take a moment to imagine yourself in that situation and how you usually react

Notice your experience:

- How did it feel to think about a challenging situation?
- What thoughts or feelings came up while doing the exercise?
- Did anything feel uncomfortable, easy or surprising?

Capture one takeaway

When thinking about the challenging situation you selected, did you notice anything about how you usually react in these situations?



CONFIDENCE-BUILDING EXERCISE AND CHALLENGE

WHAT THIS TOOL HELPS YOU TO PRACTICE

- Becoming more aware of your reactions in situations that require confidence
- Recognising thoughts or feelings that influence how confident you feel
- Taking small steps that feel manageable and realistic
- Building trust in your ability to try, even when you feel unsure

PART 1 – NOTICING CONFIDENCE IN EVERYDAY LIFE

Think about situations where confidence plays a role for you. Which situations feel most challenging right now (you can choose more than one)?

- Speaking up or sharing your opinion
- Trying something new
- Asking for help
- Meeting new people
- Dealing with mistakes
- Being online or on social media
- Other: _____

In situations like these, you usually:

- Feel confident
- Feel unsure or hesitant
- Feel anxious
- Feel different depending on the situation

PART 2 – NOTICING WHAT AFFECTS YOUR CONFIDENCE

Think about one situation you chose above: _____

- What thoughts usually come up for you in this situation?
- What feelings do you notice in your body or mind?
- Is there anything that makes this situation easier or harder (e.g., people, time, place, past experience)?

PART 3 – CHOOSING A CONFIDENCE-BUILDING EXERCISE

You do not need to push yourself. Choose one exercise that feels manageable for you:

- Pause and breathe. Take a short pause and focus on your breathing before reacting
- Positive self-talk. Notice how you talk to yourself and try replacing one critical thought with a more supportive one
- Small action. Try one small action related to the situation (e.g., speaking once, asking one question or try something briefly)
- Observation only. Simply notice how you react in the situation without changing anything
- Other exercise (your choice): _____

PART 4 – THE CONFIDENCE CHALLENGE (OPTIONAL)

If you want, you can turn your exercise into a small challenge.

- What is one small challenge you feel ready to try?
- When might you try it (soon, later, not sure yet)?

Remember: choosing not to try a challenge right now is also a valid choice.

PART 5 – REFLECTION AFTER THE EXERCISE OR CHALLENGE

After reflecting or trying the exercise, take a moment to notice:

- What felt easier than expected?
- What felt difficult or uncomfortable?
- Did you notice anything new about yourself?
- How did your confidence feel before, during or after?

There is no need to judge your experience.

PART 6 – MAKING MEANING AND MOVING FORWARD

You can pause here and reflect:

- What does this activity tell you about your confidence right now?
- Is there something you would like to try again, change or explore differently next time?
- What feels supportive for you when confidence is low?

Step 3 – Linking the tool to real life

- In which areas of your life do challenging situations like the one you selected come up most often? (Personal life, learning or training, work, community, digital spaces)?
- Can you think of a recent moment where confidence played a role? What happened?
- When you face challenging situations like the one you suggested, how do you usually respond?

Step 4 – Responsibility and choice

- You may not control the situation itself, but you often have some choice in how you respond to it
- Building confidence does not mean feeling confident all the time; it can mean trying even when you feel unsure
- It is ok to move at your own pace. Noticing where confidence feels difficult is already a form of responsibility

Step 5 – Small step reflection

Based on this activity, what is one small thing you might want to try, think about or pay more attention to?

Worksheet activity 4

Activity title: Taking care of yourself online

With this activity, you are expected to:

- Use digital tools and online environments in a safer and more balanced way
- Show increased responsibility towards own digital behaviour

Tool in use: this activity uses a digital health and online safety guide to help you reflect on how you use digital spaces and how they affect your wellbeing. The tool invites you to notice your online habits, recognise potential risks or pressures and explore ways of using digital tools that feel safer and more balanced for you

Complete the following activity 4 steps and make use of the digital health and online safety guide tool when requested to reflect on your digital habits and your relationship with online environments.

Step 1 – Quick check-in

1-When you think about your time online, what feels closest to your experience?

- It mostly supports me
- It sometimes feels overwhelming
- It depends on the situation

2-What is the online activity you use often (e.g., social media, messaging, videos, gaming)?

Step 2 – Using the tool

Tool in use: this tool invites you to read short tips and examples about digital wellbeing and online safety and to reflect on how these relate to your own online habits and experiences

Do the activity:

- Read through the digital health and online safety guide
- Notice which tips or examples feel familiar or relevant to you
- Pay attention to how you feel while reading them

Notice your experience:

- How did it feel to reflect on your online habits while using this guide?
- Was there anything that felt uncomfortable, reassuring, or surprising?
- Did any part of the guide feel especially relevant to your situation?

Capture one takeaway

While reading the guide, what is one online habit or situation you recognised in yourself?



DIGITAL HEALTH AND ONLINE SAFETY GUIDE

This guide is a practical reflection about how you use digital tools and online spaces. It helps you notice how being online affects your mood, energy, confidence and well-being. It focuses on balance and awareness, not on stopping or limiting technology completely. Therefore, do not consider it as a list of rules telling you what you must or must not do online. It does not judge your online habits, nor does it expect you to change anything immediately.

WHY DIGITAL HEALTH MATTERS

Being online can help you connect with others, give you information and opportunities, and support learning and creativity. At the same time, it can sometimes feel overwhelming, affect sleep or concentration, increase pressure or comparison, and expose you to uncomfortable situations. Thus, this guide helps you notice these effects and decide what feels right for you.

PART 1 – NOTICING YOUR ONLINE HABITS

Take a moment to reflect on how you usually use digital spaces. Which digital activities do you use most often?

- Social media
- Messaging
- Videos or streaming
- Gaming
- Learning platforms
- Something else: _____

When are you most often online?

- During the day
- Late at night
- When you feel bored
- When you feel stressed
- When you want to connect with others

You do not need to analyse this – just notice patterns.

PART 2 – HOW BEING ONLINE AFFECTS YOU

Think about how you usually feel after spending time online. Sometimes being online makes me feel:

- Connected
- Entertained
- Informed
- Tired
- Distracted
- Stressed
- Less confident

You might notice different effects depending on the platform and situation.

PART 3 – ONLINE SAFETY AND BOUNDARIES

Online safety is not only about danger – it is also about comfort and boundaries. You might want to reflect on:

- What kind of content makes you feel uncomfortable or tense?
- How do you react when something online upsets or confuses you?
- Do you feel pressure to respond or stay connected?

Some people choose to mute or block accounts, take breaks from certain apps, limit notifications or talk to someone when something online feels wrong. But remember, these are personal choices, not obligations. You should decide what feels right for you.

PART 4 – COMPARING YOURSELF ONLINE

Online spaces often show highlights, not real life. Thus, it is common to compare yourself to others, feel like you are behind or doubt yourself after scrolling. Noticing this is already important, as you are not alone in feeling this way.

PART 5 – TAKING CARE OF YOURSELF ONLINE

Taking care of yourself online can mean:

- Noticing when you feel drained
- Checking in with how you feel after being online
- Choosing content or spaces that feel supportive
- Allowing yourself to disconnect sometimes

But remember that digital well-being looks different for everyone and changes over time.

PART 6 – OPTIONAL SMALL ADJUSTMENTS

You are not required to change anything. If you wanted to experiment gently, you could choose one small thing to try:

- Paying attention to how you feel after using one app
- Taking a short break after scrolling
- Muting notifications for a while
- Changing the type of content you engage with

All options are valid.

IMPORTANT REMINDERS

- You are allowed to enjoy being online
- You are allowed to step back when something does not feel right
- You are allowed to change your habits over time
- You are in charge of how you engage with digital spaces

Remember, digital tools are part of everyday life so learning to notice how they affect you helps you use them in ways that support your well-being. Below are some quick tips – simple reminders you can keep in mind and use when they feel helpful:

- Pay attention to how you feel during and after being online. Feeling tired, tense or drained can be a sign to pause or switch activities
- It is ok to log off, mute notifications or step away for a while. Taking breaks does not mean missing out
- You can choose what content you interact with. Muting, blocking or unfollowing is a way of taking care of yourself

- Online spaces often show only the best moments. Comparing yourself to others online happens to many people – noticing it is already important
- If something online makes you uncomfortable, confused or upset, talking to someone you trust can help. You do not have to handle everything on your own
- What feels healthy online is different for everyone. You are allowed to change your habits as your needs change

Step 3 – Linking the tool to real life

- In which parts of your life do online situations like the ones in the guide appear most often? Personal life, learning or training, work, community or digital spaces?
- Can you think of a recent moment where your online activity affected how you felt? What happened?
- How do you usually respond when something online makes you feel uncomfortable or stressed?

Step 4 – Responsibility and choice

- Taking responsibility online does not mean avoiding digital spaces; it can mean noticing when something no longer feels good for you
- Setting digital boundaries is a personal decision, and it can change over time
- You may not decide what content appears online, but you can decide what you interact with or scroll past

Step 5 – Small step reflection

Based on this activity, what is one small thing you might want to try, think about or pay more attention to?



Worksheet activity 5

Activity title: Finding calm in stressful moments

With this activity, you are expected to:

- Practice basic mindfulness and stress management techniques
- Value self-care, emotional awareness and well-being

Tool in use: this activity uses a short mindfulness and stress management resource to help you notice stress signals in your body and mind and to practise simple techniques for calming yourself. The tool invites you to slow down, pay attention to the present moment and explore ways of responding to stress with more awareness.

Complete the following activity 5 steps and make use of the mindfulness and stress management resource when requested to reflect on how you experience stress and how you take care of yourself in everyday situations.

Step 1 – Quick check-in

1-Right now, how would you describe your stress level?

- Low
- Medium
- High

2-What is one thing that has been on your mind today?

Step 2 – Using the tool

Tool in use: this tool invites you to try short mindfulness and stress management exercises and to notice how your body and thoughts respond, without needing to relax perfectly or clear your mind

Do the activity:

- Find a comfortable position and take three slow breaths, noticing the air moving in and out
- Choose one short exercise from the mindfulness resource (e.g., breathing, body awareness, grounding)
- Do the exercise for 1-3 minutes, stopping if it feels uncomfortable

Notice your experience:

- What did you notice first while doing the exercise (body, thoughts, emotions)?
- Did your stress level change during or after the exercise?
- Was anything difficult or distracting while trying the exercise?

Capture one takeaway

What is one sensation, thought or feeling you noticed while using this tool?



MINDFULNESS AND STRESS MANAGEMENT RESOURCE

HOW TO USE THIS RESOURCE

- You do not need experience with mindfulness
- You do not need to feel calm for it to work
- Choose one exercise and try it for a short time
- Stop at any moment if something feels uncomfortable

WHAT MINDFULNESS MEANS HERE

- Paying attention to what is happening right now
- Noticing your body, breath or surroundings
- Letting thoughts come and go without trying to change them

EXERCISE 1 – GROUNDING THROUGH THE SENSES (1-2 MINUTES)

This exercise can help when you feel overwhelmed or disconnected. Take a moment and notice: 5 things you can see, 4 things you can feel (feet on the floor, clothes on your skin), 3 things you can hear, 2 things you can smell and 1 thing you can taste or like about this moment. You do not need to rush. Simply notice.

EXERCISE 2 – SLOW BREATHING (1-3 MINUTES)

This exercise can help calm your body: breathe in slowly through your nose for 4 seconds, pause for 1-2 seconds and breathe out slowly through your mouth for 6 seconds. Then, repeat this 3-5 times. If counting feels stressful, just focus on breathing out longer than you breathe in.

EXERCISE 3 – BODY CHECK-IN (1-2 MINUTES)

This exercise helps you notice where you hold tension. Thus, bring your attention to your body and notice your shoulders, your jaw, your hands and your stomach. If you notice tension, gently let that area soften without forcing it. You do not need to change anything – noticing is enough.

EXERCISE 4 – NAME WHAT IS HERE (1 MINUTE)

This exercise helps you slow down emotionally. Silently name one thought you notice, one feeling you notice and one body sensation you notice. For example, “I notice tiredness. I notice tight shoulders”. Then return your attention to your breath.

EXERCISE 5 – A SHORT PAUSE (ANY TIME)

This exercise can be used anywhere. So, stop for a moment, place one hand on your chest or stomach (if comfortable) and take one slow breath, and that is it.

WHEN TO USE THESE EXERCISES

You might find them useful before sleeping, when feeling stressed or overwhelmed, before an important conversation, when your thoughts feel crowded or after spending a lot of time online.

Step 3 – Linking the tool to real life

- In which situations do you notice stress or tension most often? Personal life, learning or training, work, community or digital spaces?
- Can you think of a recent moment when your stress level increased quickly? What happened?
- How do you usually respond when you start feeling stressed or overwhelmed?

Step 4 – Responsibility and choice

- Stress reactions often happen automatically; noticing them is already a form of responsibility
- You may not be able to remove stress from your life, but you can sometimes choose how you pause or respond in stressful moments
- Self-care does not have to be time-consuming; even a short pause can make a difference in your everyday life

Step 5 – Small step reflection

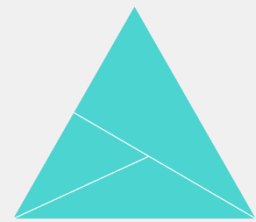
Based on this activity, what is one small thing you might want to try, think about or pay more attention to?



YOUTH ROUTE



FORUM-CITOYENS-BURGERS ASBL



mindshift



Lycée des métiers du Commerce
et des Environnements Connectés



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