S.a.F.e.

Sexuality and self-Awareness on Future Education & Empowerment

HANDBOOK SAFE

REPORT FROM THE PROJECT
AND THE TRAINING COURSE
IN BORGO DANILO DOLCI

15.06.26 — 22.06.26

Funded by
the European Union

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SAFE in Brief

The **S.A.F.E. - Sexuality and self-Awareness on Future Education and Empowerment** Training Course was implemented within the framework of the **Erasmus+ Programme**, under **Key Action 1 – Learning Mobility of Individuals (KA153-YOU – Mobility of Youth Workers)**. Bringing together youth workers from different European countries, the project was designed to strengthen their knowledge, competences and confidence in addressing Comprehensive Sexuality Education (CSE) through non-formal education methodologies. This perfectly falls into the SexSense framework, as it is considered to be a vital hub for sharing CSE knowledge and practices, bringing together experts and practitioners from all over Europe and beyond. **SexSense** lies on 10 important principles that shape the nature of the network: **Accessible, Child friendly, Evidence based, Feminist, Human-rights based, Intergenerational, Intersectional, Non-binary, Sex-positive, Trauma-informed**. Organizations, universities, and public entities dedicated to CSE can join the Sexsense network through a formal membership request, on its website.

Comprehensive Sexuality Education is much more than providing information about the biological aspects of sexuality. It is an educational process that encourages young people to develop knowledge, values, attitudes and life skills that enable them to build respectful relationships, make informed decisions, understand diversity and protect both their own well-being and that of others. When approached in an inclusive and age-appropriate way, CSE contributes to promoting equality, preventing discrimination and creating safer communities. Despite its recognised importance, access to Comprehensive Sexuality Education remains highly uneven across Europe. Educational systems, cultural contexts and public attitudes towards sexuality significantly vary from one country to another, often resulting in fragmented or limited educational opportunities for young people.

In many contexts, topics such as consent, sexual orientation, gender identity, healthy relationships or sexual health continue to be surrounded by stigma, misinformation or social taboos, making them difficult to address openly.

Within this scenario, youth workers play a particularly important role. As **educators, mentors, facilitators and trusted adults**, they frequently accompany young people through important stages of personal growth and are often among the first people young people turn to when seeking information, support or guidance. However, despite this crucial educational role, many youth workers have limited opportunities to receive specialised training on Comprehensive Sexuality Education and often lack practical tools, methodologies and confidence to facilitate conversations on these sensitive topics.



The S.A.F.E project was conceived as a response to these challenges. Rather than offering a purely theoretical understanding of sexuality education, the Training Course aimed to create a **participatory learning environment** where youth workers could explore the topic through dialogue, reflection and practical experience. Participants were encouraged to critically examine their own perspectives, exchange experiences from their local realities and learn from the diverse cultural and professional backgrounds represented within the group. Throughout the Training Course, **non-formal education** served as the foundation of the learning process. Interactive workshops, simulations, group di-

scussions, creative exercises, storytelling, role-playing and reflective sessions encouraged participants to engage with the content while learning from one another.

This learner-centred approach recognised that every participant brought valuable experiences and knowledge, transforming diversity into one of the project's greatest educational resources. Beyond strengthening individual competences, S.A.F.E. also sought to reinforce the capacity of youth organisations to integrate Comprehensive Sexuality Education into their everyday practice. By empowering youth workers with practical methodologies and fostering international cooperation, the project contributed to building a wider European network of professionals committed to promoting inclusion, respect, gender equality and the well-being of young people. Ultimately, S.A.F.E. represented more than a training course. It became a shared learning journey in which participants developed professional competences, confronted their personal attitudes, challenged stereotypes and built meaningful intercultural connections. Through collaboration, mutual learning and open dialogue, the project demonstrated how youth work can contribute to creating safer, more inclusive spaces where young people feel heard, respected and empowered to make informed choices about their lives and relationships.

SAFE Objectives

The S.A.F.E. Training Course was designed to respond to a growing need identified across Europe: the need to strengthen the capacity of youth workers to address Comprehensive Sexuality Education (CSE) in an informed, inclusive and participatory way. Although sexuality education is widely recognised as a key component of young people's well-being and development, its implementation remains fragmented across European countries. In many contexts, youth workers are frequently expected to support young people but have limited opportunities to receive specialised training on topics such as

sexual health, consent, gender identity, relationships, diversity and the prevention of gender-based violence. Against this backdrop, S.A.F.E. aimed to provide youth workers with not only knowledge, but also practical educational tools, methodologies and the confidence needed to facilitate meaningful learning experiences around sexuality and relationships. By strengthening the competences of professionals working directly with young people, the project sought to generate a long-term impact that extends beyond the participants themselves and reaches local organisations, communities and future generations of young people.

The project pursued four interconnected objectives that guided both the design of the Training Course and the implementation of its activities:

Strengthening youth workers' competences → The first objective was to equip youth workers with the knowledge, competences and non-formal education methodologies necessary to effectively integrate Comprehensive Sexuality Education into their everyday practice. Participants explored evidence-based approaches, participatory tools and educational resources that can be adapted to different cultural and social contexts, enabling them to facilitate safe, inclusive and engaging learning environments for young people.

A second objective focused on breaking the stigma and taboos that still surround sexuality and sexual health in many European societies. Through experiential learning, critical reflection and peer exchange, participants were encouraged to examine personal beliefs, challenge stereotypes and develop a confidence to address topics that are often considered to be sensitive. Prioritizing open dialogue was recognised as an essential step towards creating environments where young people feel respected, listened to and supported.

Preventing gender-based violence and promoting he-

The project also sought to strengthen the role of youth work in preventing gender-based violence. By exploring concepts such as consent, respect, equality, emotional well-being and healthy relationships, participants developed educational strategies aimed at fostering positive attitudes and behaviours among young people. Comprehensive Sexuality Education was presented not only as a source of knowledge, but also as a powerful tool for promoting human rights, gender equality and respectful interpersonal relationships.

Building stronger organisations and European coopera-

Beyond individual learning, S.A.F.E. aimed to reinforce the institutional capacity of youth organisations working in the field of non-formal education. By sharing methodologies, exchanging good practices and encouraging collaboration among organisations from different European countries, the project contributed to the development of a stronger network of professionals committed to promoting high-quality Comprehensive Sexuality Education. In this regard, the Training Course also strengthened the collaboration among partners involved in the SexSense Network, creating opportunities for future cooperation, knowledge sharing and joint initiatives.

Ultimately, the project sought to create a multiplier effect. The knowledge, skills and methodologies acquired during the Training Course are expected to be transferred into participants' daily work with young people, enriching educational practices within their organisations and contributing to the creation of safer, more inclusive and more respectful communities across Europe. By investing in the professional development of youth workers, S.A.F.E. contributes to empowering those who play a crucial role in supporting young people's personal growth, informed decision-making and overall well-being.



The S.A.F.E Training Course was built around a learner-centred and participatory approach, recognising that Comprehensive Sexuality Education requires not only the transmission of knowledge, but also the creation of a space where participants feel safe to question, share experiences and develop new perspectives. Since the topics addressed throughout the course are often connected to personal experiences, cultural backgrounds and social beliefs, the methodology placed particular emphasis on trust, inclusion and mutual respect.

The learning process was designed to gradually accompany participants through different levels of exploration: from building connections within the group, to developing a shared understanding of Comprehensive Sexuality Education, and finally to acquire practical tools that could be transferred into their everyday work practice. By combining reflection, interaction and experiential activities, S.A.F.E. created a dynamic environment where personal development and professional growth were deeply interconnected.

✦ Creating a Safe Learning Space

The creation of a safe and inclusive learning environment represented one of the fundamental principles of the S.A.F.E. Training Course. Addressing topics related to sexuality, identity, relationships and gender-based violence requires openness and vulnerability, as participants may bring different personal experiences, cultural perspectives and levels of familiarity with these subjects. For this reason, the Training Course adopted a gradual approach that allowed participants first of all to establish relationships of trust and to co-define shared principles for working together. Through introductory activities, group agreements, reflection moments and continuous attention to participants' emotional needs, the course fostered an atmosphere where everyone could feel respected and free to express their thoughts without fear of judgement. The concept of a safe space was not understood as the absence of challenges or disagreement, but rather

as the area to foster conditions in which difficult conversations could take place constructively. Participants were encouraged to question assumptions, explore different viewpoints and engage in dialogue while recognising the diversity of experiences present within the group.

Learning through Non-Formal Education

Non-formal education represented the foundation of the S.A.F.E. learning approach. Rather than relying on traditional teaching methods, the Training Course promoted active participation, shared responsibility and learning through experience. Participants were not considered passive recipients of information, but active contributors whose knowledge, professional backgrounds and personal experiences enriched the collective learning process. Non-formal education was particularly suitable for exploring Comprehensive Sexuality Education because it allows sensitive topics to be approached through dialogue, reflection and interactive methods. It creates opportunities to connect theoretical concepts with real-life situations, enabling participants to better understand how these issues emerge in their daily work with young people. Through interactive workshops, discussions, practical exercises and collaborative activities, participants developed both knowledge and practical competences that could be adapted to different youth work contexts.

Experiential and Participatory Learning

A central element of the methodology was experiential learning, based on the principle that meaningful learning occurs when participants are actively engaged with topics, reflect on their experience and connect it to future practice. Throughout the Training Course, participants took part in a variety of activities designed to stimulate critical thinking, creativity and self-reflection. Set out in other. Collien-go, Isaiymi unlga, tion creative exercises, group challenges and facilitated discussions allowed participants to explore complex themes from different perspectives and to experiment with methodologies that they could later apply in their own activities. Each experience was followed by moments of debriefing and reflection in an ab, lipa ng tic it poi ch ents tle fay noi unt-co mes, share emotions and connect personal insights with their professional role as youth workers. This continuous cycle of experience, reflection and application supported deeper understanding of the topics addressed.

Peer Learning and Intercultural Dialogue

The international dimension of the Training Course represented an essential learning resource. Participants from different European countries brought diverse professional experiences, cultural backgrounds and perspectives on sexuality education, creating a rich environment for exchange and mutual learning. Peer learning encouraged participants to share practices, discuss challenges encountered in their local realities and discover different approaches to youth work. Through dialogue and collaboration, participants were able to broaden their understanding of how Comprehensive Sexuality Education is perceived and implemented in different contexts across Europe. The intercultural dimension of the course also contributed to challenging stereotypes and developing greater awareness of how cultural, social and political contexts influence attitudes as sexuality, gender and relationships. Diversity was therefore considered not only as a characteristic of the group, but as an important educational resource.

S.A.F.E. recognised that working effectively on Comprehensive Sexuality Education requires youth workers to engage not only with external knowledge and methodologies, but also with their own attitudes, values and beliefs. The Training Course therefore included several opportunities for self-reflection, encouraging participants to explore their own perceptions, identify possible biases and become more aware of how personal and cultural backgrounds influence the way sensitive topics are approached. Through individual reflection, group discussions and dedicated activities, participants were supported to develop greater self-awareness. This personal dimension was considered essential for strengthening their ability to create inclusive environments where young people feel comfortable discussing issues related to identity, sexuality, relationships and well-being.

From Learning to Practice

The ultimate aim of the S.A.F.E. methodology was to support participants in transforming learning into concrete action. The Training Course was designed not only as an opportunity for personal and professional development, but also as a starting point for further initiatives within participants' organisations and communities. By acquiring new competences, methodologies and resources, youth workers were prepared to act as multipliers, transferring their learning into their everyday practice and sharing it with colleagues, young people and local stakeholders. This dissemination approach reflects the broader philosophy of Erasmus+ Youth Worker Mobility projects: investing in youth workers means strengthening the quality and impact of youth work at local, national and European levels. Through continued cooperation, knowledge exchange and the implementation of new practices, S.A.F.E. contributes to the creation of a wider network of professionals committed to promoting inclusive, informed and respectful approaches to Comprehensive Sexuality Education.

DAY 1 | 15.06	DAY 2 | 16.06	DAY 3 | 17.06
9.30. Arrival of participants	Presentation of the project and team, learning environment and hosting structure	Ice-breaking activity **Module 1:** CULTURE & SEXUALITY
BREAK	BREAK	BREAK
12.00. Welcome and accommodation	Expectations, fears and motivations	Team building activities - *A* -
LUNCH	LUNCH	LUNCH
15.00. Ice-breaking and teambuilding exercises	Introduction to the project topics	Activity about accessing healthcare
BREAK	BREAK	BREAK
17.00. Ice-breaking and teambuilding exercises	Decompression and daily evaluation	**Module 2:** HEALTH

18H00 | DAILY EVALUATION + FREE TIME

EVENING	EVENING	EVENING
Welcome dinner	Intercultural dinner 1: France and Cyprus	Intercultural dinner 2: Lithuania and Spain

DAY 4 | 18.06

Team building activity
-[illegible]

BREAK

UNDERSTANDING GEN[illegible]

LUNCH

Exploration of stigma and myths surrounding STIs and HIV

BREAK

Empathy activity

DAY 5 | 19.06

Ice-breaking activity

HEALTHY RELATIONS

BREAK

Activity [illegible]

LUNCH

Ice-breaking activity

Module 5:

GENDER BASED VIOLENCE

BREAK

Non-formal/interactive activity
[illegible]

18H00 | DAILY EVALUATION + FREE TIME

EVENING

Dinner

EVENING

Movie night

DAY 6 | 20.06

Module 5:
GENDER BASED VIOLENCE

BREAK

Community project workshop - Creating a communitarian compilation of cultural references and inspiration

LUNCH
+ PRIDE IN PALERMO

RETURN AT 23H

DAY 7 | 21.06

Community Project Workshop - From effect to creation: Crafting S.A.F.E. Spaces.

LUNCH

A S.A.F.E Space: Realization of the project and preparing the Artistic Exhibition

19H00 | EXHIBITION. PUBLIC PRESENTATION OF THE PROJECTS +DINNER

DAY 8 | 22.06

Youthpass and European opportunities

Final Evaluation [illegible]

LUNCH + FREE TIME

GOODBYE DINNER

Day 1
Starting the creation of SAFE spaces

The training of the day with the **arrival of participants** at the venue, where they were warmly welcomed by the facilitation team and introduced to the accommodation and the spaces that would become home for the following eight days. Coming from different countries, professional backgrounds and personal experiences, participants arrived with a mixture of curiosity, enthusiasm and, for some, uncertainty about what to expect. While many hoped to gain practical tools and methodologies related to Comprehensive Sexuality Education (CSE), others deliberately chose to approach the experience with an open mind, ready to embrace whatever the week would bring.



The afternoon was dedicated to a **series of ice-breaking and team-building activities** designed to help participants get to know one another beyond names and countries of origin. Through interactive games, small-group exchanges and collective moments of reflection, connection and bioguasn to emerge. Rather than simply introducing themselves, participants were encouraged to share parts of their identities, experiences and motivations, laying the foundations for a learning environment based on trust, mutual respect and active participation.



Although this day did not focus on the core themes of the training, it proved to be essential in creating the safe space that participants would repeatedly identify as one of the project's greatest strengths. Looking back at the final evaluation many highlighted how quickly they

felt welcomed into the group and how naturally an atmosphere of openness developed from the very beginning. One participant simply wrote, *"I felt listened to"*, while another described the experience as *"the most perfect group, with a lot of different backgrounds and experiences, and everyone was so supportive."* Other reflections highlighted feeling *"safe, accepted and welcomed"* and appreciated that the environment encouraged everyone to contribute according to their own pace and comfort level. The welcoming atmosphere created during the first hours set the tone for the facilitation team's approach. Participants repeatedly praised the trainers for their openness, patience and ability to create an inclusive environment where every opinion was respected. Their attentive listening, clear communication and willingness to adapt to participants' needs contributed to building a climate in which everyone felt comfortable expressing themselves.





As one participant noted, the team managed to combine *"the right amount of happiness and seriousness"*, making the learning environment both engaging and reassuring. The day concluded with a shared welcome dinner, offering another informal opportunity for participants and facilitators to continue getting to know one another. Conversations extended beyond the scheduled programme, strengthening the sense of community that would accompany the group throughout the entire training course. By the end of the evening, what had begun as a gathering of strangers had already started to evolve into a cohesive and supportive learning community—an element that participants would later describe as one of the most valuable outcomes of the whole experience.

Day 2
Setting the learning journey in motion

The second day marked the official beginning of the S.A.F.E. Training Course and represented the moment when a group of participants from different countries, cultures and professional backgrounds started to transform their individual expectations into a shared learning journey. After the arrival day, the excitement of meeting new people gradually moved towards a deeper understanding of the purpose of the project, the values behind it and the collective responsibility of creating the learning environment that would accompany the group throughout the week.

The morning opened with the **S.A.F.E. project**, the hosting organisation, the facilitation team and the educational approach of the Training Course. The coordinator introduced the project through a presentation that provided participants with the wider context behind the experiences and the recognised need for Comprehensive Sexuality Education (CSE), access to quality sexuality education remains uneven across Europe, and many youth workers still lack the training, confidence and practical tools needed to address topics related to sexuality, relationships, gender and sexual health in their everyday work.

From the very beginning, however, the project was presented as much more than a transfer of knowledge. A central



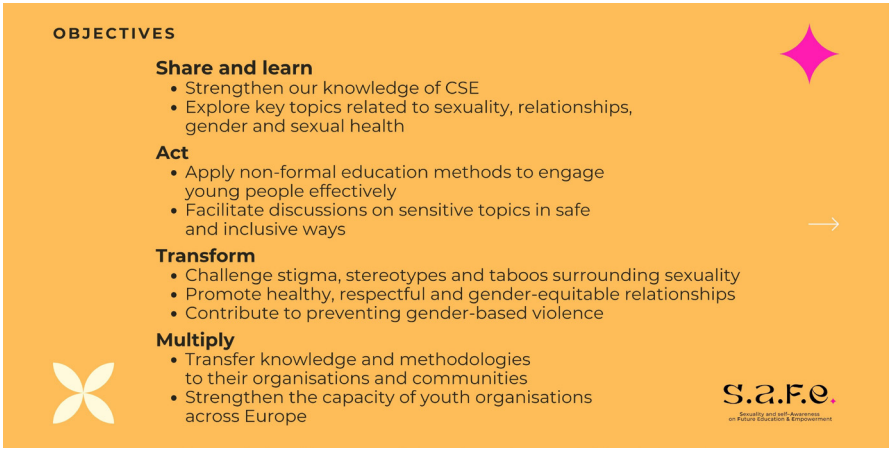


message of the introduction was that the Training Course would be co-created by everyone involved. Participants were invited to understand themselves not as an audience receiving information, but as active contributors whose experiences, questions, professional expertise and personal perspectives would shape the learning process. The coordinator highlighted the importance of bringing together different levels of experience, recognising that everyone in the group could contribute something valuable: from people already working in Comprehensive Sexuality Education to those approaching the mes for the first time.

This idea was connected to one of the core concepts of the whole project: creating a genuine **S.A.F.E. Space.** For the team, safety did not mean avoiding challenging conversations, but creating the conditions to address complex topics through respect, dialogue, listening and shared responsibility. The group was encouraged to build a horizontal learning environment where facilitators and participants could learn from each other. This approach was also strongly confirmed in the final evaluation of participants. Once participant that they appreciated *"the horizontal approach and their inputs on the topics as they were the ones who created the modules"*, while another highlighted that the trainers participated *"like other participants and not like 'rude leaders'"*. These reflects how the facilitator tried to be a part of the learning experience.

The introduction also explored the **symbolic importance of the hosting place, Borgo Danilo Dolci**, and its connection with the values of the project. Participants were introduced to the history and identity of the venue, built around principles such as non-violence, participatory dialogue, grassroots action and the fight against discrimination. The physical environment was presented as an active element of the experience, a space where relationships, reflection and collective learning could develop. This connection between place and method was later reflected positively by participants in the feedback, with several people describing the venue as an important factor in creating a positive learning atmosphere, mentioning the "magic vibes" of the place and the welcoming environment created there.

The coordinator also introduced the broader network dimension of the project, including the importance of **SexSense** as a space for exchange and cooperation around sexuality education. This helped participants understand that the Training Course was not an isolated event, but part of a wider European effort to strengthen youth work practices and create connections between professionals working on similar challenges in different contexts.



THEMATIC MODULES

The training is structured around **5** thematic learning modules:

- **Culture and Sexuality**
Understanding how culture, values and social norms influence sexuality.

- **Sexual Health**
Promoting awareness, well-being and informed decision-making.

- **Gender**
Exploring gender identities, expression, equality and inclusion.

- **Relationships**
Building healthy, respectful and consensual relationships.

- **Gender-Based Violence**
Recognising, preventing and addressing harmful behaviours and inequalities.

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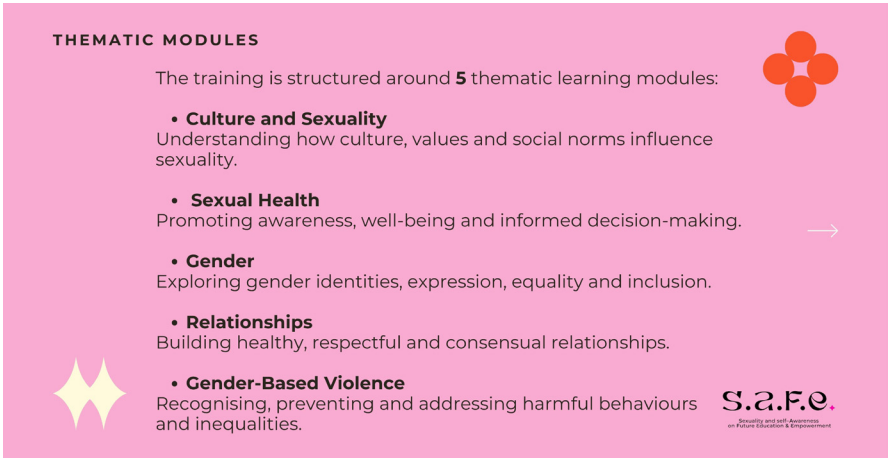


The **objectives of the week** were then presented through four interconnected dimensions: **Share and Learn**, by strengthening knowledge of CSE and exploring key topics related to sexuality, relationships, gender and sexual health; **Act**, by discovering non-formal education methods and ways to facilitate conversations on sensitive topics; **Transform**, by challenging stigma, stereotypes and taboos surrounding sexuality and promoting healthier and more respectful relationships; and **Multiply**, by transferring methodologies and knowledge back to participants' organisations and communities.

The five thematic modules that would guide the following ways were introduced progressively. Alongside the topics, the trainers introduced the methodological approach of the course: experiential learning, storytelling, role-playing, group discussions, peer-to-peer mindgrefect. These elements would become recurring features throughout the week, allowing participants to engage not only intellectually but also emotionally and personally with the themes explored.

After the first context that was participant, we dis the **activity *"Expectations, Fears and Motivations"***, one of the first moments which the voice of the group became central. Rather than being a simple introductory exercise, the activity was a space for participant to reflect what had brought them to the Training Course, what they hoped to gain and what uncertainties they were carrying with them.



The **diversity of expectations** immediately reflected the diversity of the group itself. Many participants arrived with the desire to gain practical tools and methodologies that they could bring back to their organisations.

One participant wrote: *"I expected to learn some new methodologies and information on the training topic. Besides, to make new connections with attending organisations."*

Another shared: *"I expected to have more knowledge about the topics I already heard of, and have some practical tools I can implement in my own country."* Others were motivated by personal growth, openness and the opportunity to challenge themselves. One participant explained: *"I was trying to stay as open as possible so any knowledge could come in"*, while another reflected: *"I just knew that it was going to be an interesting week, and that I would have to get out of my comfort zone in order to learn and interact with the other people."*

Interestingly, several participants shared that they had intentionally arrived without strong expectations. For some, this was a way to **remain open** to unexpected learning opportunities; for others, the topic itself represented a new area of exploration. This attitude of curiosity and openness became a valuable resource throughout the week, allowing participants to approach sensitive discussions without the pressure of already having all the answers. The activity also revealed different motivations connected to participants' professional realities. Some were looking for concrete resources for their youth work practice, while others wanted to better understand their

the most meaningful outcomes of the Training Course. One person wrote: *"The dynamic of the group was phenomenal, everyone worked with everyone really good and for the past few days we became a big family."*

Another shared: *"It was the most perfect group, with a lot of different backgrounds and experiences and also everyone was so supportive and had great energy."*

The day also included **moments of informal exchange** that would progressively strengthen the group beyond the formal sessions. Sharing meals and spending time together allowed participants to continue conversations, discover each other's realities and build the trust needed for deeper discussions in the following days.

These informal interactions became an essential part of the learning process, as many participants later explained that the intercultural dimension of the course was among the most valuable aspects of the experience.

The concluded the formal programme of the day, creating a space where participants could process the first impressions from the, leaving provide feedback to the facilitation team.

These reflections became an important element of the training methodology, reinforcing the idea that the programme was continuously shaped together with the group. In the final evaluation, circumstances appreciate the team's openness to feedback, with one person highlighting *"the way they were always there and they were so friendly and helpful with the workshops"*, and another appreciating that *"they were actively listening and making changes according to our requests."*



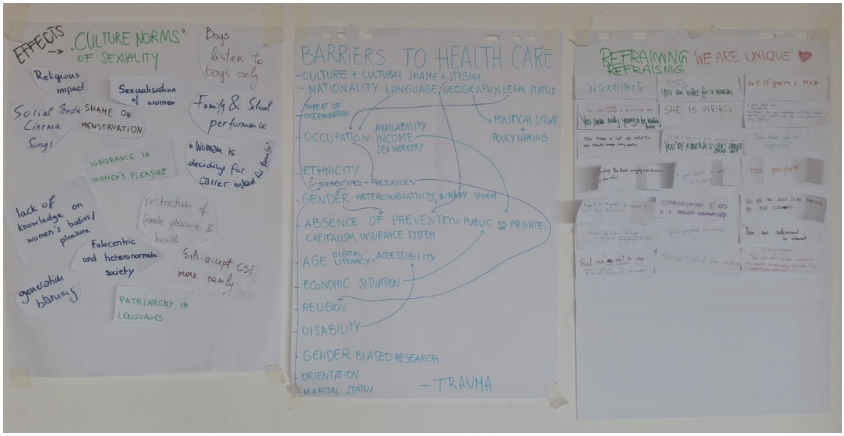
Day 3
Exploring the connection
6.DD

The third day marked the beginning of the **-dule of the S.A.F.E. Training Course: Culture and Sexuality.** After the first day dedicated to building the learning environment, getting to know each other and creating the foundations of a S.A.F.E Space, participants were ready to move towards the first steep exploration of the impact since entering the project

The day started with an energising ice-breaking activity, continuing the gradual process of transforming a group of people from different countries and backgrounds into a learning community. These moments, although simple in appearance, played an important role throughout the training: they helped participants reconnect with their bodies, their emotions and each other, creating a more open and participatory atmosphere before entering more complex discussions.



The invitation practice reflects how personal experiences and contexts cultural background influence the way people perceive themselves and others. Through a series of statements, participants physically positioned themselves in the space, stepping forward or backward depending on whether they related to a given experience. The activity created an immediate visual representation of diversity within the group, showing how people can share similarities while also carrying very different realities, privileges and challenges. This exercise introduced one of the central principles of Comprehensive Sexuality Education: sexuality cannot be understood separately from the cultural, social and political environments in which people grow up. Ideas about gender roles, relationships, bodies, identities and sexual behaviour are shaped by families, communities, traditions, media and wider social structures.



By making the sessions influence more visible, participants were encouraged to reflect not only on their experience but also on their own assumptions and values. The importance of this type of self-reflection was highlighted in the evaluations. One participant shared that during the training they learned *"to understand and acknowledge situations, being able to advocate this kind of stuff,"* while another highlighted that one of the most important learning outcomes was *"being inclusive, respectful and so much new knowledge."* The activity also contributed to a deeper understanding of intersectional identity, which was particularly interesting to some of the most meaningful concepts explored during the week.

The group then moved into the **Glossary Quiz**, an interactive activity designed to explore key concepts related to sexuality, identity, inclusion and social norms. Rather than presenting definitions as a tiny contained entity, the activity encouraged participants to discuss terms collectively, compare their understanding of the cognitive language and influence the way sensitive to practice approach. The exercise reflected one of the main methodological choices of the course: creating knowledge together through dialogue rather than positioning participants as passive recipients of information.

This approach was particularly valuable for a group with different levels of previous experience in Comprehensive Sexuality Education. Some participants were already working professionally on these themes, while for others the terminology and concepts presented were a lot of exploration.

During the **shared lunch break**, participants continued many of the conversations started during the morning sessions. As throughout the whole training, the collective meals became an important informal learning space: sitting together around the table allowed participants to exchange experiences from their countries, discuss similarities and differences in youth work practices and strengthen relationships outside the formal activity. Many participants highlighted these everyday moments as essential in creating the strong group connection that developed during the week.

The afternoon continued the **exploration of Culture and Sexuality**, allowing participants to connect the concepts discussed with their own realities. Through discussions and peer exchanges, groups reflected on how cultural backgrounds influence approaches to sexuality and youth work, how youth workers can create spaces where different perspectives are acknowledged while still promoting inclusion, equality and respect. One of the strengths of the methodology was the constant movement between reflection and collective learning.

Participants were not only asked to understand concepts intellectually, but also to question how their own experiences shaped the way they approach these themes. This experiential dimension was repeatedly highlighted during the final reflection. One participant explained: *"I think I expected to learn [redacted] on topics I already knew about but don't usually spend the right amount of time to think."* Another highlighted the importance of *"active, empathetic and sincere listening"* as one of the main skills gained during the project.

At 18:00, the **daily evaluation** provided another opportunity to process the experiences of the day, reflect on emotions and share feedback with the facilitation team. These daily moments gradually became a fundamental part of the course methodology, allowing participants to pause, recognise their learning process and contribute to the continuous adaptation of the programme. The importance of reflection was also visible in the evaluations, where participants highlighted how much they valued having a space where their opinions were listened to and respected.



The evening continued with the **second intercultural dinner of the week, hosted by participants from Lithuania and Spain.** Through traditional food, stories, cultural elements and informal conversations, participants continued discovering each other's backgrounds and realities. These evenings became a powerful extension of the intercultural learning process: they allowed participants to experience diversity not only as a topic discussed during workshops, but as something lived collectively within the group.By the end of the third day, first thematic cultural reading and important questions about how culture shapes understandings of sexuality, identity and relationships. More importantly, participants had begun to recognise that learning about Comprehensive Sexuality Education also requires looking inward: questioning personal assumptions, listening to different experiences and creating spaces where complexity can be welcomed. As one participant reflected, "the most valuable part of the training for me was the opportunity to exchange experiences, build new professional connections, and gain a deeper understanding of the different realities across the participating countries."

The foundations of the S.A.F.E. Space were becoming increasingly visible: a group where people could learn from each other, challenge themselves and explore sensitive topics through respect, curiosity and collective responsibility.

Day 4 Exploring Sexual Health

The fourth day of the S.A.F.E Training Course marked the beginning of the s**econd thematic module: Sexual Health.** Building on the previous sectairon usnd l tuidenant dy social fuenpcaerst, icwpearnitnsvittoeckplosrexual health as a broad and holistic concept, moving beyond the idea of prevention alone and approaching it as a matter of well-being, rights, informed choices and access to care.

From the beginning of the session, the trainers encouraged participants to consider sexual health not only as a medical topic, but as an essential component of personal and collective well-being. Within the framework of Comprehensive Sexuality Education, sexual health includes knowledge about the body, consent, relationships, reproductive rights, access to healthcare, emotional well-being and the ability to make informed decisions without fear, shame or discrimination. Thiasprorachefiecotnedftheaingoaolsthe S.A.F.E. project: supporting youth workers in creating environments wherye ounpgeopcland iscussessittoipwicistchon-f dence and feel respected in their identities and experiences.

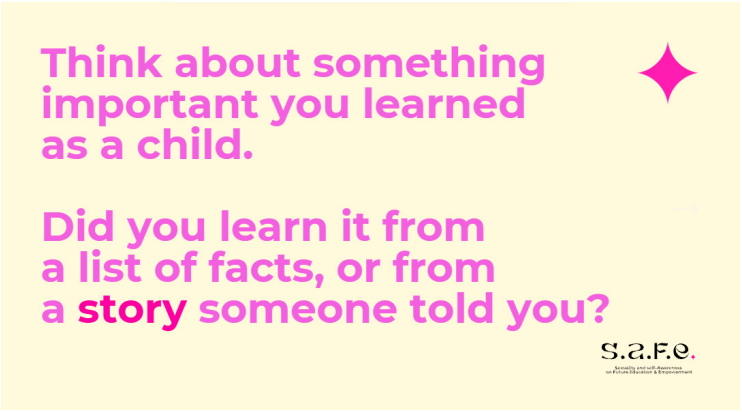


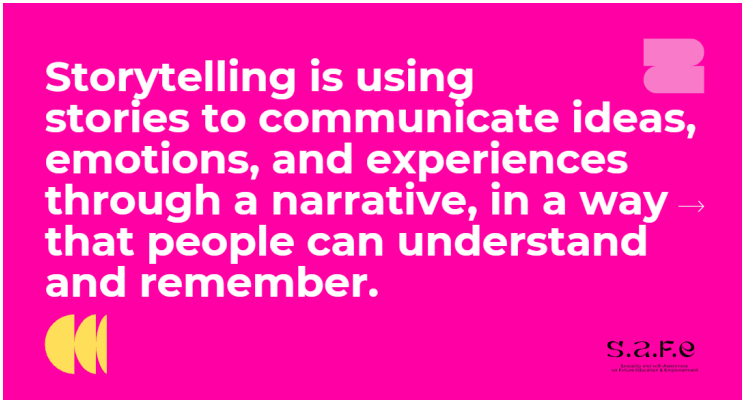
The morning started with the — which encouraged participants to reflect on the different factors that can influence people's ability to access sexual and reproductive healthcare services. Through discussion and exchange, the group explored how individual situations are shaped by wider social, cultural and structural elements, including stigma, economic barriers, discrimination, lack of information and differences between national healthcare systems.

The activity created an opportunity to compare realities from different European contexts. Since participants came from several countries and professional backgrounds, the discussion highlighted how access to sexual health information and services can vary significantly depending on the people live and the communities they belong to. This intercultural perspective was particularly valuable because it connected personal experiences with broader social structures, reinforcing the importance of youth workers as facilitators of access, dialogue and support.

The group then moved into the a participatory exercise focused on exploring key concepts related to sexual health. Instead of simply presenting definitions, the methodology encouraged participants to negotiate meanings together, discuss possible interpretations and recognise the importance of using accurate and inclusive language when working with young people. This activity reflected one of the methodologies at the Training Course: knowledge was constantly built through interaction. Participants were encouraged to share what they already knew while remaining open to new perspectives. This was especially relevant given the different levels of previous experience within the group. Some participants already worked extensively with sexuality education, while others were approaching these topics more recently. As one participant reflected in the evaluation,

"Most of the information was not new to me but I enjoyed strengthening my knowledge and learning about other countries' experiences."





Another participant highlighted that the training helped them *"learn more about sexuality education, gender equality, and healthy relationships"* while also improving *"communication, facilitation, and active listening skills."*

A central moment of the day was the **Storytelling activity**, a methodology that became one of the most appreciated approaches throughout the entire Training Course. Through personal narratives and active listening, participants were invited to share experiences, contributing perspectives connected to the themes explored.

The exercise created a different type of learning space: rather than analysing sexuality from a theoretical distance, participants explored how social norms, relationships and personal histories influence people's experiences.





The **power of storytelling** was strongly connected to the creation of a S.A.F.E. space. Besides sharing personal stories and listening without immediate judgement or interruption, participants practised empathy, vulnerability and presence. In the evaluations, storytelling was mentioned as one of the activities with the greatest impact. One participant explained that *"the storytelling activities helped me understand myself better and connect with others."* Another highlighted that *"the storytelling one"* was particularly valuable because creative and personal methods helped them engage more deeply with sensitive topics.

The afternoon continued with the **exploration of stigma and myths surrounding STIs and HIV**. Through interactive discussions, participants examined common misconceptions and reflected on how fear, misinformation and misjudgement can affect people's choices, access to support and



willingness to seek healthcare. The activity aimed not only to provide information, but also to challenge the narratives that often create shame around sexual health. The discussion connected with a reflection on the role of youth workers in combating stigma. Participants explored how language, attitudes and everyday interactions can either reinforce harmful stereotypes or contribute to more inclusive environments.

This perspective was particularly meaningful because many participants work directly with young people and recognised the importance of creating spaces where questions can be asked openly. Several participants later highlighted that the Training Course helped them feel more comfortable addressing these topics. One participant shared that before the experience they were *"not super comfortable"* discussing these themes, but after the Training Course they felt that *"we should not be ashamed to discuss these things."* Another participant reflected that they *"much more con-*

informed conversations with young people."

Throughout the day, the balance between information, reflection and interaction maintained. The training created opportunities for participants to explore concepts while also questioning their own relationship with the topics discussed. This approach reflected the broad philosophy of the course becoming effective youth workers in the lodf

Comprehensive Sexuality Education requires not only knowledge, but also self-awareness, empathy and the ability to create inclusive environments.

As in the previous days, the shared lunch represented an important informal moment within the learning process. Around the table, participants continued conversations started during the workshops, exchanged examples from their countries and strengthened relationships within the group. These informal exchanges became increasingly important as the week progressed, creating the trust needed to approach more complex and emotionally demanding topics later in the programme.

The day concluded with the **daily evaluation**, offering participants such a moment to reflect on their learning emotions and personal awareness. They reflected allowed the group to recognise the impact of the activities while also giving the facilitation team valuable feedback on the learning process. This important moment was confirmed in the final evaluation, where participants appreciate that the team created spaces where their perspectives were genuinely considered. One participant highlighted *"the way they were always there and they were so friendly and helpful with the workshops,"* while another appreciated *"their listening capacity"* and the way the trainers created a safe atmosphere.

By the end of the fourth day, participants had expanded their understanding of sexual health from a narrow concept centred on risks and prevention towards a broader perspective based on rights, dignity, care and empowerment. The module strengthened the connection between knowledge and practice, helping youth workers recognise that creating safer environments for young people begins with the ability to communicate openly, challenge stigma and approach sensitive topics with respect and empathy.

As one participant in the final evaluation, training helped them become [illegible] *sing these topics with people of other cultures"*—a reflection that captured one of the key achievements of the day: connecting sexual health education with intercultural dialogue, inclusion and the everyday realities of youth work.

Day 5

[illegible]

The fifth day of the S.A.F.E. Fraction Congress continued exploration of one of the most central and transversal themes of Comprehensive Sexuality Education: **Gender.**

After reflection on how cultural, social, and social formation of new sexual and sexual health, participants were invited to explore gender as a complex and evolving dimension shaped by personal experiences, relationships, social expectations and power structures. The day began with the session *"Understanding Gender: Navigating the Prisma"*, an activity that moved beyond simplified understanding of gender and explore its multiple dimensions. Through interactive fraction and discussion, it explained the difference between biological sex, gender identity, gender expression and social expectations linked to masculinity and femininity. The use of the "prisma" metaphor supported participants in recognising that gender cannot be reduced to a single perspective or category. Instead, it can be understood as a combination of different experiences, identities and ways of expressing oneself. This approach was particularly aligned with the values of the S.A.F.E. project, which aims to challenge stereotypes and create spaces where young people can explore identity without fear of judgement.

The activity prompted participants to reflect on how gender norms are learned and reproduced in everyday life, often from an early age. Discussions moved beyond individual experiences, exploring how families, education systems, media, cultural and textual social institutions reinforce expectations around gender roles and behaviours. For many participants, this reflection represents a unique opportunity to assume that a trend of teaching or an Tehdef. Final evaluation showed that one of the most important learning outcomes of the project was precisely the ability to look at familiar concepts from new perspectives.

One participant reflected: *"I think I expected to learn new [illegible] - pics I already knew about but don't usually spend the right amount of time to think."*

The second main activity of the morning, [illegible] strengthened the connection between gender, personal narratives and collective experiences. Through storytelling and group exchange, participants explored how everyone carries different experiences connected to identity, belonging and social expectations. This activity reflected one of the key methodological principles of the Training Course: recognising personal stories as valuable sources of knowledge.

By sharing experiences from different countries and backgrounds, participants were able to see how gender-related issues can appear differently depending on cultural and social contexts, while also recognising common patterns across Europe. This intercultural dimension was particularly important because it transformed gender from an abstract concept into something connected to real lives and everyday realities. The importance of listening and creating space for different voices was repeatedly highlighted in the final evaluations. One participant described gaining *"active, empathetic and sincere listening"* as one of the most important skills developed during the training. Another reflected that the course helped them *"understand and acknowledge situations, being able to advocate this kind of stuff."*

As throughout the whole week, the shared lunch represented an important moment of informal learning. Conversations continued naturally outside the workshops, allowing participants to exchange examples from their own contexts, discuss challenges faced in youth work and strengthen relationships within the group. These informal moments became increasingly meaningful as the group grew more comfortable sharing personal reflections and engaging with sensitive topics.

The afternoon session introduced the third thematic module: a more specific direction:

The session explored the relationship between self-awareness, emotional well-being, respect and the ability to build healthy connections with others. Through non-formal and interactive activities, participants reflected on questions such as **What makes a relationship healthy? How do we recognise respect and care? How do personal boundaries, communication and self-e-**

The session connected strongly with previous discussions around consent, gender expectations and power dynamics. Participants explored the idea that healthy relationships are not only based on affection, but also on communication, equality, recognition of individual needs and the freedom to express oneself.

The activity — further developed this reflection by inviting participants to see individuality as a strength rather than a difference to overcome. Through creative and participatory methods, the group explored how each person's identity is shaped by multiple aspects of their life, experiences and relationships. This focus on uniqueness and inclusion connected with one of the broader messages of the S.A.F.E. project: creating safer environments for young people requires recognising diversity and ensuring that everyone has the possibility to participate without having to hide parts of themselves.

The final evaluation highlighted how much participants valued methodologies based on reflection, creativity and emotional engagement. One participant explained that *"the interactive workshops and group discussions had the greatest impact because they allowed me to learn from different perspectives and apply the concepts in practice."* Another shared that the activities helped them become [redacted]-*dent discussing these topics with people of other cultures."*

At the end of the learning sessions, the daily evaluation offered participants the opportunity to process the experiences of the day and reflect on their personal journey

These moments continued to strengthen the participatory nature of the course, allowing participants to express what was meaningful, challenging or inspiring for them.

The evening continued with a **collective movie night**, designed as an informal but meaningful extension of the thematic work on gender and identity. Participants were presented with different emotions connected to the topics explored during the day: [illegible]. After discussion and collective choice, the group selected Laurence Anyways, a film that explored the strength, expression, social expectations and the challenges of being recognised authentically by others. The screening created a different type of learning space: one based less on discussion and more on observation, emotions and personal interpretation. After several intensive days of workshops, self-reflection, viewing provided participants with an opportunity to continue exploring the themes of the course through storytelling and artistic expression. This use of cinema reflected the important aspect of the S.A.F.E. methodology: learning can happen through multiple channels, including emotions, creativity and cultural experiences. Several participants later highlighted the importance of artistic and creative approaches throughout the Training Course, mentioning that these methods helped them connect more deeply with complex topics.

By the [illegible], participants had explored gender not as a fixed concept but as a dynamic and deeply human dimension connected with identity, relationships and society. The combination of theoretical and personal storytelling, creative activities and informal exchange contributed to a deeper understanding of how youth workers can support young people in navigating questions of identity, belonging and relationships.

As one participant summarised in the final evaluation, Training Course helped them gain *"more knowledge about intersectionality and how important it is to speak about it in our communities."* The day represented another step towards the broader goal of the S.A.F.E. project: empowering youth workers to create spaces where young people feel seen, respected and supported in all aspects of who they are.

Day 6
[illegible]
[illegible]
of collective action

The sixth day of the S.A.F.E Training Course represented one of the most emotionally intense and meaningful moments of the entire learning journey. After exploring culture, sexuality, sexual health, gender identities and healthy relationships, participants entered the fourth thematic module: Gender-Based Violence (GBV). This module invited the group to reflect on violence not only as an individual act, but as a phenomenon deeply connected to social norms, power relations, inequalities and the ways in which society tolerates or accepts harmful behaviours and relationships.

The morning session focused on understanding the different dimensions of **Gender-Based Violence** and recognising the mechanisms that allow harmful behaviours and inequalities to persist. Through participatory activities and collective reflection, participants explored how violence can take multiple forms, including physical, emotional, psychological, sexual and structural violence. The objective was not only to identify harmful situations, but also to understand the broader systems and cultural narratives that can normalise or minimise them.

One of the central aspects of the session was the reflection on prevention: how youth workers can contribute to creating environments where young people feel safer, more informed and more empowered to recognise boundaries, respect others and challenge harmful attitudes. The discussion connected strongly with previous modules, particularly those focused on gender roles, consent and healthy relationships, showing how all the topics explored throughout the week were interconnected. The topic required sensitivity and care, as discussing Gender-Based Violence can bring up complex emotions and personal reflections. The facilitation team paid particular attention to maintaining the S.A.F.E. Space created throughout the week, allowing participants to engage at their own pace and recognise the importance of empathy and active listening when addressing such delicate issues.

The final evaluations showed that the GBV-related activities had a strong impact on many participants. **The Pyramid of Gender-Based Violence** was repeatedly mentioned as one of the most powerful methodologies of the entire course. One participant explained that *"the Pyramid of Rape was a very well-designed method. The visual structure of the pyramid, combined with the discussion in the larger group, helped me better understand the different levels and underlying mechanisms that contribute to rape culture."* Another participant reflected that the activity helped them realise *"there is a long way to go, and I don't and shouldn't allow the slightest joke"* when it comes to behaviours connected to violence and discrimination. For some participants, the session also represented an opportunity to recognise their own learning process and areas for further development. One participant shared that the training helped them become more aware of *"how much CSE is needed"* and another highlighted the importance of being *"always aware that around us there is always some kind of violence, and to act actively to prevent or to help who needs it."*

After the morning activities, the group continued the reflections outside the training venue and travelled to Palermo to participate in the **Pride Parade.** This moment represented a powerful connection between learning and action: after spending days discussing inclusion, identity, gender equality, discrimination and the importance of safe spaces, participants had the opportunity to experience a public expression of freedom, visibility and collective empowerment. The participation in Palermo Pride became one of the most memorable moments of the entire Training Course. For many participants, it was not simply an external activity, but a living example of the values explored during the workshops: acceptance, respect, equality and the right of every person to express themselves freely.

Walking together through the streets of Palermo, surrounded by music, colours, creativity and thousands of people celebrating diversity, participants experienced the importance of collective visibility and community support. The Pride Parade offered a space where bodies, identities and personal stories could exist openly and proudly, transforming theo-

One participant described the training as giving them *"the support and inspiration to continue work in comprehensive sexual education,"* while another described feeling *"inspired, full of energy from the group dynamic, the interculturality of the training."*

The day also strengthened the group identity that had progressively developed since the beginning of the week. Sharing such an intense collective experience outside the training environment contributed to building deeper connections among participants. The diversity of the group — coming from different countries, cultures and professional realities — became one of its greatest strengths, allowing everyone to experience Pride through different perspectives. The return to the training venue was followed by moments of informal conversation, allowing participants to process the emotions and reflections that had emerged throughout the day. As throughout the whole programme, informal exchanges played an important role in transforming individual experiences into collective learning.

The **daily evaluation** provided a space to reflect on the day that combined learning, activism and emotional engagement. Participants were able to recognise both the challenges and the transformative potential of working on topics related to Gender-Based Violence and inclusion. By the end of the sixth day, the group had moved beyond understanding safe spaces as a concept: they had actively experienced one. Throughout the morning reflections on violence prevention and the afternoon participation in Palermo Pride, participants connected knowledge, emotions and action. The day embodied one of the central messages of the S.A.F.E. project: creating safer environments for young people requires not only tools and methodologies, but also the courage to stand for equality, respect and freedom.

This approach was deeply connected to one of the main methodological principles of the project: learning does not only happen through acquiring information, but also through experiencing, creating and sharing. Throughout the week, participants had repeatedly highlighted the importance of creative experiential activities as a valuation, verpalopilden tiafetdmetihcodolagamosnthe most impactful elements of the Training Course. One participant explained that *"the performance helped me a lot"*, highlighting how representing a reality instead of only discussing it allowed them to connect more deeply with the topic. Another participant mentioned *"storytelling, exhibition"* as activities that helped them *"understand the situations more, [illegible] how other people think and explore other creativity on the topics."*

During the workshop, the **different national groups** worked on their own artistic interpretations of the themes explored during the training. Each group approached the challenge from a different perspective, creating a collective mosaic of ideas, cultures and artistic languages.

The **Spanish group** focused on the theme of **freedom of the body through a powerful theatrical performance.** Using movement, space, colours and body painting, they created an immersive representation of the relationship between identity, self-expression and the right to exist freelTyhperformanceptarticipantsonhow bodies are often controlled, judged or limited by social expectations, while also celebrating the possibility of reclaiming the body as a space of freedom and authenticity. Supported by carefully selected music, the performance created an emotional atmosphere where movement and visual expression communicated messages that words alone could not fully capture.

The activity became an example of how non-formal education can address sensitive topics through embodied learning. Instead of analysing freedom and identity only from a theoretical perspective, participants were invited to experience these concepts through emotions, creativity and collective expression.





The **French group** created an activity focused on **emotio-**

and writing. Participants were invited to engage with different statements connected to violence, discrimination and harmful behaviours, attached to a large collective sheet. Through the symbolic action of pouring water over violent statements, participants explored the possibility of transforming pain, rejection and harmful narratives into awareness and collective responsibility.

The activity created a strong emotional experience, encouraging participants to reflect on the existence of violence, but also on the importance of recognising emotions and creating spaces where different experiences can be acknowledged. It represented another example of how artistic approaches can support reflection on sensitive issues while maintaining care and respect for participants' personal boundaries.



The **Lithuanian group** worked on the importance of **language, identity and community belonging**, creating large written messages in all the languages represented within the Training Course. By highlighting different words and expressions connected to inclusion, respect and solidarity, the group explored how language carries cultural meanings and contributes to shaping communities.

This activity was particularly connected to the intercultural dimension of the project. The Training Course brought together participants from different European realities, and the artistic creation became a celebration of this diversity. Each language represented not only a country, but also a history, a culture and a community of belonging.

The creation process itself strengthened the group dynamic. Participants who had arrived with different levels of experience and familiarity with artistic methods found a common space where everyone could contribute. The workshop encouraged collaboration, negotiation and mutual support, reinforcing one of the key messages that emerged throughout the week: safe spaces are not simply created by rules, but by the active participation of everyone involved.

The importance of this creative approach was strongly confirmed in the final evaluation. Many participants identified the exhibition and artistic activities as some of the most memorable moments of the Training Course.

One participant simply highlighted *"The exhibition"* as the activity that had the greatest impact on their learning. Another participant mentioned *"the artistic exhibition"* together with storytelling and interactive activities as key moments that supported their understanding of the topics. A further reflection pointed to *"project-based activities and projects allowed me to personally experience and feel the importance of sexual education."*

The workshop also reflected participants' appreciation for methodologies that moved beyond traditional discussion-based learning. One participant explained that *"the methodologies were very useful because they were participatory, engaging, and helped connect theory with real-life situations."* Another highlighted the value of *"creative activities like the storytelling one"* because they allowed deeper engagement with complex themes. As the creations developed throughout the day, the training venue gradually transformed into a space where personal reflections, cultural identities and collective messages became visible. The process prepared the group for the evening event: — —

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The exhibition was not conceived as a final presentation, but as the culmination of the entire learning journey. Each artistic contribution represented a different perspective on the themes explored during the week, demonstrating how creativity can become a tool for advocacy, education and community building.

The evening created a particularly meaningful atmosphere. Participants walked through the exhibition, shared their interpretations and recognised the effort, vulnerability and creativity invested by each group. The artworks became a common language connecting different countries, experiences and professional backgrounds.

The **daily evaluation** that followed allowed participants to reflect on the emotional ups and downs of the day and on the transformation that had occurred since the beginning of the Training Course. Many recognised that the group had moved from being a collection of individuals with different backgrounds into a supportive learning community capable of creating something meaningful together.

By the end of the seventh day, participants had fully embodied one of the central ideas of the S.A.F.E. project: creating safer spaces requires not only knowledge, but imagination, empathy and collective action. Through theatre, sculpture, writing, visual expression and intercultural dialogue, the group demonstrated that art can become a powerful methodology for discussing sexuality, identity, relationships and equality — especially when working with young people. The artistic exhibition became a symbol of the entire Training Course: different voices, different cultures and different experiences coming together to create a shared space based on respect, inclusion and freedom.



Day 8 and 9

journey and carrying S.A.F.E. spaces beyond the Training Course

The — represented a moment of transition: from an intense week of learning, reflection and connection towards the continuation of the journey beyond the training venue. After eight days spent exploring Comprehensive Sexuality Education, challenging assumptions, sharing personal experiences and creating a strong sense of community, participants witnessed effect on what they were taking with them and how they could transform this experience into future actions within their own realities.

The morning started with a session dedicated to **European opportunities and mobility programmes**, highlighting the role that European cooperation plays in creating spaces for learning, exchange and personal growth. Participants reflected on how opportunities such as Erasmus+ mobility projects can bring together people from different countries, backgrounds and professional experiences, creating encounters that would often not happen otherwise. The session emphasised that European mobility is not only about travelling to another country, but about building connections, sharing knowledge and developing new perspectives through intercultural experiences.

The S.A.F.E Training Course itself became a concrete example of this approach: a temporary community created through cooperation between organisations and participants from different European contexts, where diversity became a source of learning rather than a barrier. The discussion connected strongly with one of the main outcomes highlighted by participants throughout the week: the value of networking and peer learning. While many participants appreciated the practical methodologies and knowledge gained during the course, the opportunity to meet professionals from different countries and exchange experiences was repeatedly described as one of the most meaningful aspects of the project.

One participant reflected that *"the most valuable part of the training for me was the opportunity to exchange experiences, build new professional connections, and gain a deeper understanding of the different realities across the participating countries."* Another participant highlighted that *"learning about each others cultures and realities on CSE"* was among the most important elements they would bring home.

The session also encouraged participants to consider their role as multipliers within their own communities and organisations. This acknowledged that the knowledge and skills developed during the Training Course were not intended to remain within the group, but to be transferred into youth work practices across Europe. This idea was at the core of the S.A.F.E. project: empowering youth workers to create safer, more inclusive and supportive environments for young people.

The final part of the programme was dedicated to the **Final Evaluation** – "The Suitcase". The activity was designed to help participants identify what they were carrying with them after this shared experience. Rather than being a simple evaluation of the activities, the "Suitcase" invited participants to look back at their personal and professional journey, recognising the knowledge, emotions, relationships and challenges that had shaped the week. During this reflective moment, participants were encouraged to identify the "things" they wanted to bring home: new methodologies, renewed motivation, stronger awareness, friendships, professional connections, personal insights and inspiration for future actions. The atmosphere during this moment was particularly meaningful. After eight intense days spent learning together, sharing vulnerabilities, discussing sensitive topics and creating collective memories, the group had developed a sense of belonging. The final reflection showed how much the experience had changed beyond the acquisition of new knowledge, becoming a process of personal growth and connection.

Many participants recognised that one of the greatest achievements of the Training Course was the creation of a respectful and supportive environment. Final evaluation participant described the group as *"the most perfect group, with a lot of different backgrounds and experiences and also everyone was so supportive and had great energy."* Another shared: *"I felt safe and welcomed in the group. The atmosphere was open, respectful, and supportive, which made it [illegible]* The Suitcase activity also allowed participants to recognise their own transformation through the week. Some reflected on increased confidence in discussing gaps in gender equality and relationships, while others highlighted the importance of questioning their own assumptions and continuing their learning journey.

One participant explained that the Training Course helped them become [illegible] *with people of other cultures."* Another reflected that they felt *"more powerfully because in this course I understand how much CSE is needed."* Others emphasised the emotional dimension of the experience, describing the week as something would remain with them beyond the official end of the project.

The final evaluation also provided opportunity to acknowledge the role of the facilitation team in creating the conditions for this learning process. Participants repeatedly appreciated the openness, care and horizontal approach of the trainers. One participant highlighted *"the passion, your laughter, your patience, you did such a great job creating a nice safe environment for everybody,"* while another appreciated *"their participation like other participants and not like 'rude leaders'."*

The final evening continued the fare well in which became a moment of celebration, gratitude and emotional exchange. After sharing meals, intercultural evenings, workshops, practices and personal reflections, other

the dinner represented the symbolic closing of the collective experience, a moment to reflect, share memories and conversations that will remain with the group long after the end of the project. The evening was filled with laughter, music

Throughout the S.A.F.E. Training Course, the daily evaluation moments represented **one of the most important pillars** of the methodology adopted by the facilitation team. Taking place every day at 18:00, these moments were designed not simply as a traditional feedback collection process, but as a space for collective reflection and programme adaptation.

After each intense day of workshops, discussions, emotional exchanges and practical activities, participants had the opportunity to step back and reflect on the learning process: What did they discover? What challenged them? What emotions emerged? What could be improved or adapted to better support the group's learning journey?

From the very beginning of the Training Course, the facilitation team introduced the idea that the experience would be co-created by everyone involved. Participants were not considered only recipients of a pre-designed programme, but active members of a temporary learning community, bringing their own knowledge, professional experiences, cultural backgrounds and personal perspectives into the process.

The daily evaluations were the concrete space where this principle became visible: participants had a direct voice in **shaping the experience**, while the team continuously listened, reflected and adjusted the programme according to the needs emerging from the group.

This approach was particularly meaningful within a Training Course focused on Comprehensive Sexuality Education, where many topics discussed were personal, sensitive and connected to different cultural, social and professional experiences. Creating a safe learning environment required constant attention to group dynamics, emotional well-being and different levels of familiarity with the themes addressed. Through the daily evaluations, participants and facilitators could collectively take care of the learning space, ensuring that discussions remained respectful, inclusive and accessible for everyone.

The importance of this participatory approach was strongly recognised in the daily evaluations. Participants highlighted how much they appreciated feeling listened to and seeing their suggestions translated into concrete adjustments throughout the week. One participant emphasised *"the way they led the group and conducted the dynamic of a very big group with a huge amount of people always being respectful and chill,"* while another appreciated *"the way they were actively listening and making changes according to our requests."* Another participant expressed particular gratitude, explaining that *"you not only considered*

to accommodate it. I really appreciate that you received my comments with openness and patience."

Beyond improving the organisation of the programme, the evaluations also became an **important educational tool for participants themselves**. Reflecting daily encouraged them to become more aware of their own learning process, recognise personal transformations and identify connections between activities and professional practice. In a Training Course where many discussions touched on identity, privilege, relationships, discrimination and social norms, the ability to pause and reflect was essential to **turning experiences into meaningful learning.**

The daily evaluations also strengthened the **horizontal relationship between participants and trainers**. Instead of creating a traditional division between "experts" and "learners", these moments reinforced the idea that everyone had something valuable to contribute. This was consistent with one of the main methodological principles of the course: knowledge about