



DFD-YD/ETCD (2025) 193

Strasbourg, 30 October 2025

Regenerate (YOU)th: Cultivating Circular Economy Solutions in Youth Work

Report of the study session held by
AEGEE / European Students' Forum

in co-operation with the
European Youth Centre of the Council of Europe

European Youth Centre Strasbourg
05-09th May 2025

This report provides an overview of different aspects of the study session. It has been created by and is the responsibility of the educational team overseeing the session. It does not represent the official point of view of the Council of Europe.

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1. Executive Summary

This study session, organised by AEGEE-Europe with the support of the Council of Europe, addressed the growing need for sustainable project management skills within youth-led, volunteer-based organisations. Bringing together 20 youth workers from nine countries and diverse backgrounds, it aimed to strengthen the quality of youth work by integrating Circular Economy principles with Design Thinking methodologies into a practical and adaptable sustainable project management framework.

Participants were guided through a structured programme based on the Double Diamond process (Discover, Define, Develop, Deliver). Through non-formal education, workshops, and group collaboration, they explored key youth work challenges such as unclear role division, limited funding, internal communication gaps, and inconsistent onboarding practices.

The study session focused on equipping participants with:

- A systems-thinking mindset rooted in sustainability;
- Practical tools for project and team management;
- Co-created solutions addressing real-world issues in youth organisations;
- Skills in leadership, planning, communication, and collaboration.

Outputs included toolkits for onboarding, internal communications, task and team management, and sustainable fundraising strategies. The concept of knowledge circularity, meaning the preservation and reuse of knowledge and experience within youth work, was introduced to encourage lasting impact.

By aligning with CM/Rec(2017)4 and the European Youth Work Agenda, this initiative directly supports Council of Europe priorities, contributing to the long-term improvement of youth work practice and youth participation. Participant feedback was positive, highlighting personal and professional growth, enhanced project management competence, and a better understanding of their role in shaping impactful, sustainable youth initiatives.

As a follow-up, participants will refine and apply their tools in AEGEE projects and contribute to the organisation's upcoming Strategic Plan. All resources and outcomes will be shared via AEGEE's internal systems and publicly accessible platforms to ensure continued use and adaptation.

2. Introduction

This report presents a detailed account of the study session organised by AEGEE-Europe in cooperation with the Council of Europe, focusing on sustainable project management in youth work through the lens of circular economy principles. It outlines the context, structure, and educational methodology of the session, as well as the challenges addressed, and the tools developed by participants.

This report offers insights into the project's objectives, participant experiences, workshop content, and key outcomes, including practical frameworks and follow-up actions. The document serves as both a reflection on the session and a resource for youth workers, organisations, and institutions aiming to implement more sustainable and impactful practices in their work.

I. About AEGEE / European Students' Forum

Founded in 1985, AEGEE is one of Europe's biggest interdisciplinary youth organisations. As a youth-led, non-governmental, politically independent, and non-profit organisation, AEGEE is open to students and young people from all academic and professional backgrounds. AEGEE puts the idea of a unified and borderless Europe into practice. Operating on both the local and European levels, our organisation counts 13,000 students and young people from 35 different countries, stimulating intercultural dialogue and European integration. We work as a membership-based organisation of grassroots organisations: AEGEE has 130 local organisations across Europe, which are all part of the same umbrella organisation (AEGEE-Europe).

Our membership is composed of young Europeans, mainly students and young graduates between the ages of 18 and 35, who are encouraged to not only contribute to our activities but also to lead and to be empowered to become changemakers in their local communities. This also includes communities of minorities and vulnerable groups, which make up an important part of our membership.

AEGEE's activities can be broken down into the following five categories:

Intercultural exchange: AEGEE creates a space for members of different backgrounds to meet and learn about cultural differences, to foster mutual understanding. AEGEE supports mobility and encourages young people to cross borders and make new friends, break stereotypes, and strengthen tolerance, respect, and solidarity.

Non-formal education and personal development: AEGEE provides learning opportunities for the development of its members through non-formal education and informal learning. By participating in training courses, workshops, and generally through active involvement in the organisation, our members improve their competences (such as leadership, communication, and team management skills), which will be useful for their future and enhance their European identity as young active citizens.

Forum for discussion: AEGEE provides a safe space for young Europeans to discuss and exchange different points of view with a European perspective to find common ground. This

exchange of ideas happens in all our activities, but a special place for this is reserved at our working groups, conferences, and General Assemblies.

Thematic projects: AEGEE develops thematic projects on the local and international levels with its members. These projects deal with current challenges in European society, create awareness among young people, and propose solutions from the point of view of students.

Policy and advocacy: AEGEE gathers the opinions of European students and represents them towards stakeholders through campaigns, lobby actions, conferences, and membership in bigger advocacy platforms. In addition, AEGEE informs students and young people about the impact that European policies have on their lives and the opportunities they offer.

II. Background

This study session stemmed from a need identified within our network of local youth organisations and was aligned with the goals set in our Strategic Plan. Specifically, it supported AEGEE's Organisational Improvements for 2023-26, focusing on better financial and project management practices.

Furthermore, the exigency for sustainable project management skills emerged as a recurring challenge in discussions with partner (volunteer-based) youth NGOs, including our members, highlighting a pressing need within the youth sector: while volunteers are highly passionate, many lack experience in project management or formal training on the topic. This leads to inefficiencies and threatens the sustainability of their work, especially in youth organisations that heavily rely on grants and with limited financial resources and staff. Issues like volunteer turnover and burnout pose a further challenge to the equation.

Our study session aimed to address these common challenges by creating a practical framework for managing projects in a sustainable manner throughout the project lifecycle. This included improving (and perhaps systematising) internal processes, supporting the management of the various resources and ensuring long-term impact.

To structure our approach better, we chose to use the Circular Economy concept and principles as a guiding philosophy and framework. This built on the outcomes of our earlier KA2 Erasmus+ project CESCYP (Circular Economy-Sustainable Competences for Youth), which developed a Circular Economy competence framework for young people. CESCYP became our inspiration to apply these principles directly to youth project management.

In short, this session aimed to provide youth workers with the tools to plan and run projects that are sustainable, well-managed and impactful, strengthening both youth organisations and the broader youth sector.

III. Aims and Objectives

The study session aimed to foster the quality development of youth work by enhancing youth workers' competencies in both circular economy principles and project management. By integrating these two areas, we co-created a sustainable project management framework tailored to the needs of volunteer-based youth organisations. Using non-formal education and design thinking, we aimed to develop a human-centred approach that ensures the sustainability of youth work at all levels, supporting the efforts of both youth organisations and youth workers.

The objectives of the Study Session were to:

1. Increase the understanding of circular economy among 20 youth workers, highlighting how its principles can be applied within youth work, using non-formal education methods.
2. Enhance the project management skills of 20 youth workers with an emphasis on sustainability.
3. Equip 20 youth workers with a practical methodology based on design thinking that supports the conceptualisation, planning and implementation of innovative youth projects that directly respond to societal needs.
4. Develop a sustainable project management framework tailored to the needs and challenges of youth work, integrating circular economy principles and a design thinking concept.

The study session aimed to promote the quality development of youth work by enhancing the competencies of youth workers. It contributed actively to the European Youth Work Agenda and aligned with CM/Rec(2017)4. Furthermore, it supported the implementation of the Youth Sector Strategy for 2030 of the Council of Europe, particularly in building the capacity of youth workers to act as young multipliers.

IV. Participants' Profile and Team Composition

The participant group was diverse in terms of background, age, gender, and experience. Aged between 18 and 29, the 20 participants represented a broad range of educational and professional fields, with a strong presence from engineering, business management and other technical disciplines. Approximately half of the group had a migration background, enriching the cultural and experiential diversity of the session.

Participants were based in nine different Council of Europe countries. However diversity was mostly a result of the varying personal backgrounds beyond just the countries of residence. All were active members of local AEGEE organisations, bringing different levels of engagement and experience in youth work, from newcomers with less than a year of involvement to experienced members with over three years of active participation. Many participants were already engaged in projects and other initiatives, with some demonstrating an entrepreneurial mindset and showcasing a solid foundation in project management.

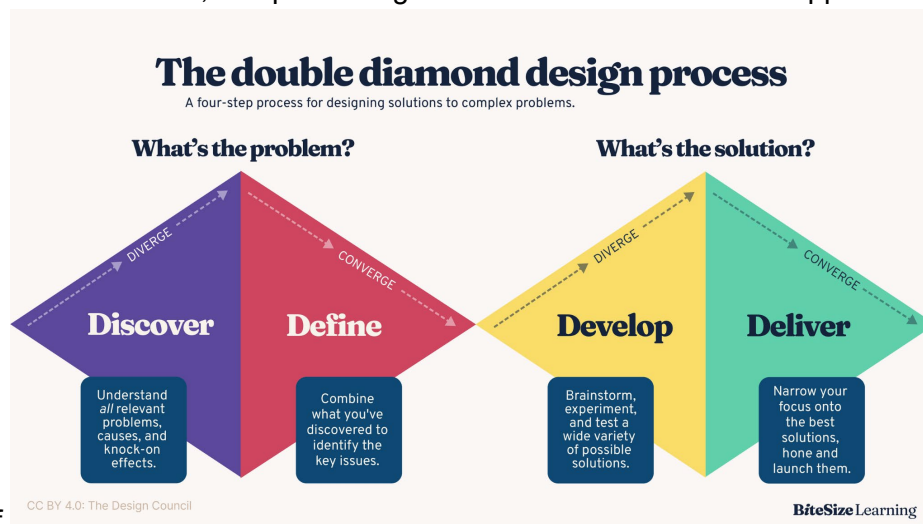
The educational team was composed of:

- Aikaterini Karanika (Belgium), who is currently the Project Officer of AEGEE-Europe and took the role of Course Director;
- Jan Jankowski (Belgium), who is part of the European Board and HR Director of AEGEE-Europe, and took over the role of Team Manager;
- Natalia Mućk (Poland), an experienced member of AEGEE-Warszawa, who took over the role of Incoming Responsible;
- Julian van Loo (the Netherlands), an experienced member of AEGEE-Delft, who took over the role of Content Manager;
- and Bente Aretz (the Netherlands), an experienced member of AEGEE-Utrecht, who took over the role of Assistant Content Manager.

The team was supported by Nikola Planojevic, the external Educational Advisor provided by the Council of Europe, and Ambre Müller, the Programme Support Assistant of the Council of Europe.

3. Programme - inputs and discussions

The study session brought together young people and youth workers from across Europe to explore how Circular Economy (CE) principles can be applied within youth work and project management. Through a non-formal educational approach, the programme was designed around the Design Thinking methodology (Empathise, Define, Ideate, Prototype, Test) and structured using the Double Diamond design process (Discover, Define, Develop, Deliver). Each session built progressively toward identifying real-life challenges in youth work, co-creating applicable solutions, and presenting sustainable tools that can be applied beyond the



session itself.

Figure 1. The Double Diamond Design Process

The study session began by establishing a shared understanding of the institutional context and educational framework. An opening speech by Stefano Dominioni, Executive Director of the European Youth Centre in Strasbourg, introduced participants to the mission and historical significance of the European Youth Centres and the Council of Europe’s commitment to youth participation in democratic processes. This was followed by the “Forest of Discoveries” activity, which contextualised the session’s aims and familiarised participants with key concepts such as Non-Formal Education, Circular Economy, and the role of the CoE Youth Department, along with the presentation of aims and objectives and expectation-setting activities, which helped frame the week.

A thematic introduction to youth work followed, led by youth work expert Yael Ohana, Programme Manager in the Youth Department of the Council of Europe. This workshop emphasised the social, educational, and political dimensions of youth work and explored its relevance in today’s evolving realities. A general conclusion of this session was the difficulty in creating a unifying definition for youth work and what the work of a youth worker entails. The differences in background, together with the country-specificities, determined the role of

a youth worker and the extent to which this work can be more political or not. Participants also became familiar with the Youth Sector of the CoE and its work, including manuals like the Compass. Furthermore, participants got acquainted with the CM Recommendation on Youth Work, the Quality Label for Youth Centres and the European Youth Work Agenda. Special attention was given to the CoE Youth Work Portfolio, which became one of the most-used tools by participants throughout the study session.

Participants then engaged with the concept of Circular Economy both as a sustainability model and as a systems-thinking approach relevant to youth initiatives. This served as the foundation for all later project work, linking sustainability and innovation, with youth work and youth empowerment. This systems-thinking approach was mentioned several times by participants as an important aspect that we should consider beyond youth work, especially given the tendency nowadays to put the individual's profit first and think of any societal considerations and impact as optional.

With the foundational concepts in place, participants transitioned into exploring project management in youth work. They examined the lifecycle of youth projects and reflected on common challenges encountered in planning, implementing, and sustaining such initiatives. These early discussions already highlighted a significant challenge in youth work and youth projects: unlike corporate initiatives, the youth sector often takes a more flexible and less structured approach to the project lifecycle. Some teams begin their work with secured grant funding, others search for funding as their project develops, and many rely entirely on volunteer efforts. The usual question of whether the idea should come first followed by the search for funding, or whether one should start by identifying a grant call and then develop an idea to fit it, was also a key part of the discussion. Additionally, a confusion between the terms “projects” and “events,” which are frequently used interchangeably, particularly at the local level, where initiatives tend to be smaller in scale was noticed. These discussions, rooted in personal, local, and European experiences, were brought together in smaller working groups. The groups identified a wide range of challenges in project management within the youth sector and volunteer-based youth organisations. These included varying levels of knowledge or preparedness among team members and trainers, limited access to external support and fundraising resources, and difficulties in defining roles and managing team dynamics. Sustaining motivation, adapting to shifting local and international contexts, and operating with limited resources and funding were also common concerns. In the case of international organisations, additional complexity arose from working with teams composed of members from different countries and political environments, for instance, involving young team members from regions affected by conflict, such as Ukraine. Moreover, challenges such as leadership transitions, monitoring and evaluation, impact measurement, communication with external stakeholders, and ensuring effective knowledge transfer were frequently noted across projects.

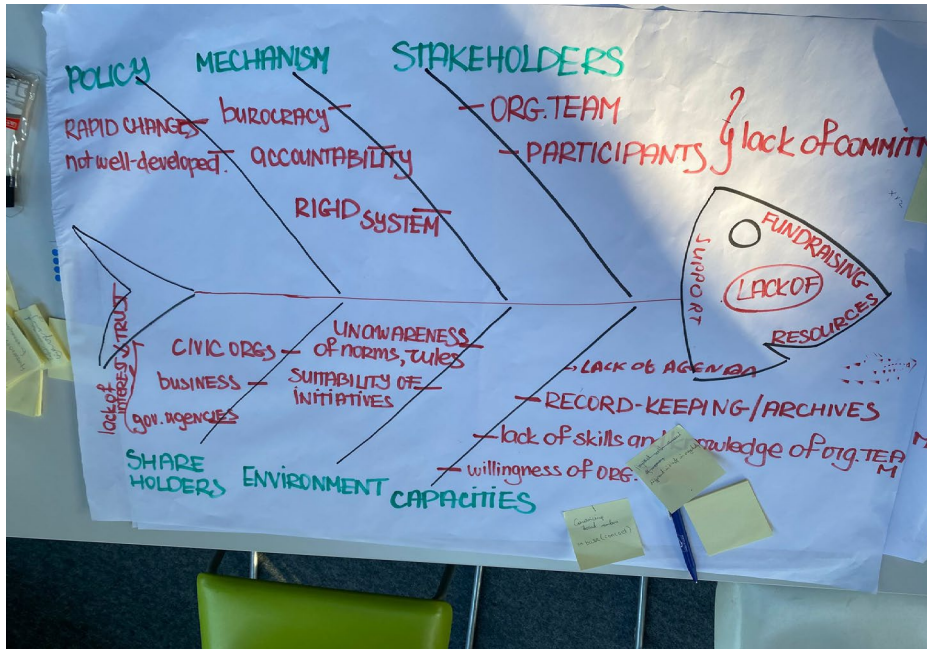


Figure 2. A fishbone diagram of a problem

Following this, each participant selected a specific challenge faced in youth work (e.g., internal engagement, funding, etc.) that they wanted to explore more in depth. Some of the chosen challenges were similar to each other, which ignited a discussion that eventually led to ideas that complemented each other. Based on their selections, they formed five groups that had to map out and analyse the selected challenge in relation to the needs of youth workers. To address the identified challenges, the five teams focused on strengthening core aspects of organisational and project work.

One team concentrated on human resources and the onboarding of new members, with particular attention to the needs of intercultural and international teams navigating diverse cultural and social contexts. A second team developed an internal communication toolkit aimed at improving clarity, cohesion, and collaboration across geographically dispersed groups of volunteers. The third team explored strategies for effective team management, including role definition, motivation, and internal coordination. The fourth team worked on enhancing project and task management systems to support better planning, execution, and accountability. Finally, a fifth team focused on fundraising and building sustainable relationships with fund providers and institutional partners to ensure long-term project viability.

Guided by Mayri Tiido, they used the Ishikawa diagram (also known as the Fishbone diagram, see Figure 2) to find the root causes of their problem. They then got into the shoes of the project teams and the challenges they were facing with the use of the Persona methodology. This phase aligned with the first two stages of the Double Diamond process, Discover and Define, as participants began narrowing their focus and articulating well-defined problem statements. Participants were connected to experienced youth workers who acted as mentors. They provided them with input and practical perspectives that helped make the discussions more relevant to everyday youth work. This practice proved highly valuable, not only for its networking benefits but also for enabling the outsourcing of topic-specific expertise from

individuals outside the organising team. Leveraging the power of online platforms and tools, it brought together people from across Europe to share and discuss ideas.

Once the problem areas were clearly defined, participants moved into ideation. They brainstormed creative solutions aimed at addressing the identified needs of youth workers. These early ideas were refined with the support of external input: project officers from the European Youth Foundation (EYF), Olga Baltag and Vasiliki Tsaklidou, shared insights into the EYF's funding mechanisms and examples of projects that worked on the strengthening of the sustainability of youth-led projects. These inputs empowered participants to think at both local and European levels, creating a deeper connection with the Council of Europe and its various structures.

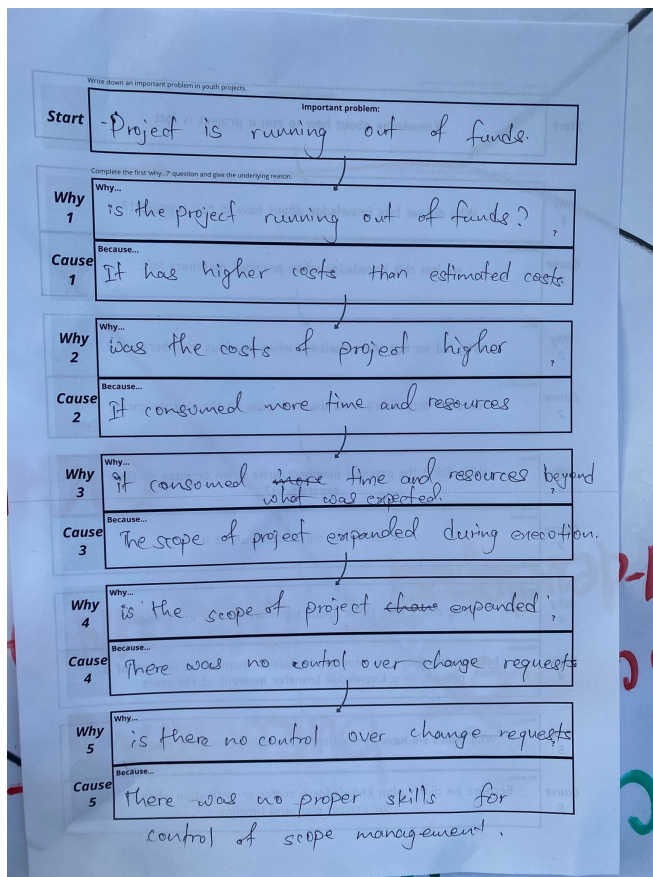
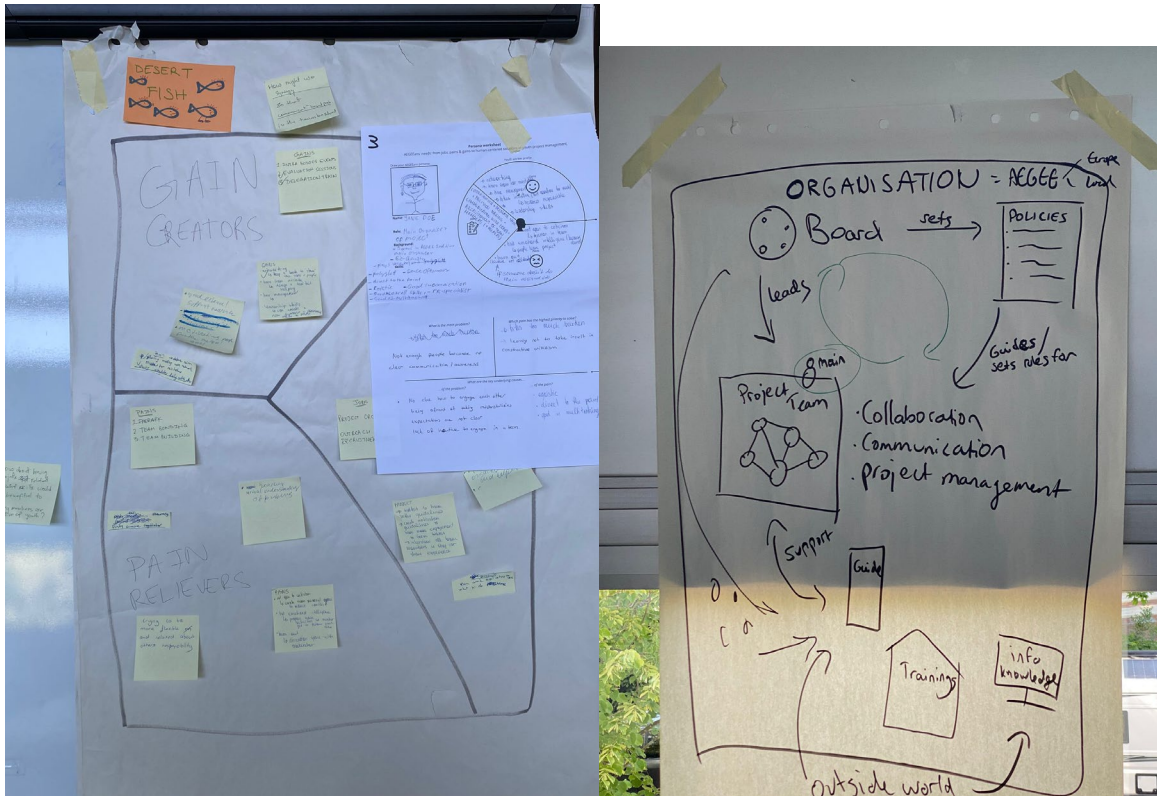


Figure 3. The 5 Whys method was used to come up with possible solutions

Each group then began developing their solutions into practical tools, incorporating feedback received from their mentors (the experienced members of AEGEE) and during the "Feedback Market", where all the teams were able to present their ideas and progress thus far. The members of the other groups were able to ask questions and give new ideas via post-its. Feedback Market is a method used within AEGEE when drafting new ideas. This phase corresponded with the Develop stage of the Double Diamond and the Prototype and Test phases of Design Thinking. Teams chose the formats that best supported their solutions -from digital tools and visual storytelling to AEGEE-specific online platforms like the Knowledge Management System- experimenting with different ways to represent and refine their ideas.



Figures 4 and 5. Posters created for the Feedback Market

In the final stages of the session, groups created prototypes and prepared to present their tools. It was a very intense time, as all of the work that had been done previously had to be collected by the team and presented in front of everybody. Some teams worked until late to be fully prepared for the pitch. Discussions also deepened around the sustainability of their initiatives: How could the knowledge generated during the session be reused, adapted, or transferred? How could their tools create a lasting impact in their communities or within the organisation? The concept of knowledge circularity was introduced with participants reflecting on the idea that knowledge, as well as intergenerational expertise that is often lost when a volunteer leaves, can be reused, shared and adapted for ongoing profit, in the same way that materials can be repurposed in a circular economy. This gave space to think of the systemic implications of using circular thinking within youth work.

On the final day, teams presented their tools to the full group, sharing not only the functionality of their solutions but also their envisioned follow-up actions. These presentations showcased a diversity of approaches to shared challenges and highlighted the creative potential of applying structured design methods that are usually used in other sectors in youth work. The audience was actively listening and asking questions. The study session concluded with a participatory evaluation that captured feedback on both the process and the learning outcomes. The comments of the participants highlighted the value of co-creation and systemic thinking in empowering youth workers and their youth-led initiatives.

4. Results and conclusions

The main conclusions of the study session highlight that youth project teams across Europe often face recurring challenges such as unclear role division, ineffective communication, and low engagement or lack of sustainable fundraising, especially in volunteer-based organisations and independent of the organisational and project level (local or European). Participants found that these issues can be addressed through better onboarding practices, clearer internal communication policies, and tools that promote feedback, transparency, and inclusion, coupled with training and capacity-building sessions. The need for resources that not only solve immediate problems but are designed to evolve over time - incorporating continuous feedback and improvements- was one of the main learnings. Many solutions already exist within the network or online but are scattered or underused; therefore, reusing and adapting existing materials, while creating centralised and accessible guidelines, emerged as a central strategy. Circular economy as systems thinking was a key theme, encouraging the reuse and adaptation of existing knowledge through feedback loops, tools, and experiences to create lasting solutions. This approach ensures that projects are not isolated efforts but part of an interconnected system, fostering long-term impact and continuous growth within the organisation and the youth work sector. An example of the tools created by one of the teams can be found [here](#).

The participants evaluated the study session very positively, emphasising the wide range of skills and knowledge they gained. They highlighted the improvements in skills in teamwork and communication, project and team management, as well as practical skills like planning, brainstorming, creative thinking, and their project follow-up strategies. Many also appreciated the insights into applying circular economy principles within youth work. Additionally, the session strengthened their networking and relationship-building skills, alongside enhancing essential soft skills. Their understanding of youth work was also improved, together with the definition of the role of youth workers. Overall, participants felt better equipped to contribute effectively to their organisations and future projects.

Contribution to the Council of Europe's Youth Priority 4 on Youth Work

This study session, by strengthening the capacities of youth workers in project management and youth work processes, directly contributed to the Council of Europe's objective of enhancing youth organisations' ability to advance quality youth work. By equipping participants with essential skills, tools, and practices grounded in non-formal education, the project supports the dissemination of CM/Rec(2017)4 and reinforces youth work as key for active citizenship and democratic participation of young people. Furthermore, the emphasis on innovation, systems thinking, and the practical application of circular economy principles reflects the Council of Europe's commitment to improving the quality and relevance of youth work across different contexts.

5. Follow-up activities

The follow-up to the study session has been designed to ensure that the outcomes and tools developed by participants are actively implemented and integrated into the organisation's long-term strategy. Participants will receive a summary of the outcomes and access to tools and methodologies, along with examples of where these can be applied within the organisation and their context. They will be encouraged to take on active roles within internal organisational bodies, where they can act as multipliers and continue shaping and applying their ideas. The methodologies used during the session will be made available for future activities, allowing for continued use and adaptation. A key follow-up activity will be the Strategic Planning Meeting in July, where participants, together with the organisers, will present their solutions to inform the organisation's priorities for the next three years. As part of a broader strategy to improve sustainability in project management, the outcomes of this session will directly feed into the organisation's new strategic plan, helping establish a more structured and curricular approach to youth project work. Participants will also further develop and test their tools in real-life AEGEE projects, with support from the organisers who will connect them to relevant project teams, committees, and the Secretariat. Additionally, the final results will be uploaded to the organisation's internal Knowledge Management system and shared publicly online.

Appendices

I. Final Programme

Sunday, 4 May 2025

Arrival of participants
19:00 Dinner
20:30 Welcome evening - Team building activity (to get to know each other) - Tour of the EYCS

Monday, 5 May 2025

09:00 Opening with Introduction to the Study Session, its Aims & Objectives, the Programme and setting of Expectations. Opening Speech by Stefano Dominioni, Executive Director of the European Youth Centre in Strasbourg
11:00 Break
11:30 Youth Work in Context, by Yael Ohana, Programme Manager in the Youth Department of the Council of Europe
13:00 Lunch
14:30 What makes the world go round? Introduction and Principles of Circular Economy
16:00 Break
16:30 Connecting Circular Economy and Youth Work: Towards a more sustainable Youth Work, by Mayri Tiido, Lecturer in Circular Economy and Founder of Lowmerism
18:30 Reflection time
19:00 Dinner
21:30 Social Time

Tuesday, 6 May 2025

09:30 Youth Projects Management 101
11:00 Break
11:30 Choose your youth project challenge! by Mayri Tiido, Lecturer in Circular Economy and Founder of Lowmerism
18:30 Reflection time
13:00 Lunch break
14:30 Explore your challenges, by Mayri Tiido, Lecturer in Circular Economy and Founder of Lowmerism
18:30 Reflection time
16:00 Break
16:30 Define pain points and needs for a solution
18:30 Reflection time
19:00 Dinner
21:30 Social Time

Wednesday, 7 May 2025

09:30 Brainstorming solutions
11:00 Break
11:30 Sustainability of youth projects, by Olga Baltag, Project Officer at the European Youth Foundation, and Vasiliki Tsaklidou, Project Officer at the European Youth Foundation
13:00 Lunch break
14:30 Select your best solution(s)
16:00 Break
16:30 Feedback market
18:30 Reflection time
19:00 Dinner
21:30 Social Time

Thursday, 8 May 2025

09:30 Free morning / Visit to the European Parliament
13:00 Lunch in the city
14:30 How to prototype
16:00 Break
16:30 Future-minded: implementation and follow-up
18:30 Reflection time
19:00 Dinner
21:30 Social Time

Friday, 9 May 2025

09:30 Finishing project work & preparing pitch
11:00 Break
11:30 Presentations of project work
13:00 Lunch
14:30 Presentations of project work (cont.)
16:00 Break
16:30 Project Evaluation
18:00 Free time
19:00 Dinner
21:30 Social Time

II. List of Participants

Azerbaijan / Azerbaidjan

Zhasmin Abdulkarimova	AEGEE-Bakı
Turkay Huseynova	AEGEE-Bakı
Zuleykha Azizzade	AEGEE-Bakı
Kamilla Mammadova	AEGEE-Bakı

Finland / Finlande

Uroosa Sarfraz	AEGEE-Joensuu
Muhammad Afzal	AEGEE-Joensuu

Germany / Allemagne

Meeraj Bhardwaj	AEGEE-Passau
Anurag Mehta	AEGEE-Berlin
Krishna Giri	AEGEE-Berlin
Osama Bin Tahir	AEGEE-Berlin

Hungary / Hongrie

Bence Ludvig	AEGEE-Budapest
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Netherlands / Pays-Bas

Jennifer Appel	AEGEE-Groningen
Juliette Massot	AEGEE-Delft

Poland / Pologne

Maria Dłużewicz	AEGEE-Poznań
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Spain / Espagne

David Alfonso Mediavilla Aller	AEGEE-León
Daniela Orozco	AEGEE-León

Sweden / Suede

Rostyslav Kozachenko	AEGEE-Wien
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Türkiye / Turquie

Naz Doğa Şamlı	AEGEE-Muğla
Kubilay Kaan Corut	AEGEE-Ankara
Ecem Yıldırım	AEGEE-Ankara

Preparatory team

Aikaterini Karanika
Jan Jankowski
Natalia Mućk
Julian van Loo
Bente Aretz

III. List of References

- CESCOY Competence Framework [[A Circular Economy Competence Framework for Young People | European Circular Economy Stakeholder Platform](#)]
- European Youth Work Agenda [[European Youth Work Agenda - Youth Partnership](#)]
- Youth Sector Strategy 2030 [[Youth sector strategy 2030 - Youth](#)]
- Recommendation CM/Rec(2017)4 [[1680717e78](#)]
- Quality Label for Youth Centres [[Quality Label for Youth Centres - Youth](#)]
- The Council of Europe Youth Work Portfolio [[The Council of Europe Youth Work Portfolio - Youth Portfolio](#)]
- European Youth Foundation [[Funding and grants Council of Europe EYF - European Youth Foundation](#)]

IV. List of Links

Instagram post: <https://www.instagram.com/p/DK40F9qjON/>

CoE article: [Youth workers shape the future of youth work at the European Youth Centre Strasbourg - Youth](#)

V. List of Figures

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