



## DELIVERABLE D2.3 MICRO-PILOT IN ALBANIA

1-DAY LOCAL MICRO-PILOT TO TEST TOT #1  
CONTENT, COLLECT PARTICIPANT FEEDBACK,  
AND PREPARE THE ADJUSTMENT PLAN FOR  
TOT #2



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# ABOUT THE PROJECT

## PROJECT NAME

RiseUp-WB (Raising Innovation, Skills & Empowerment for Youth in the Western Balkans)

## PROJECT NUMBER

101243272

## EU PROGRAMME

ERASMUS-YOUTH-2025-CB-WB

## WHY THIS PROJECT?

RiseUp-WB is a 24-month capacity-building initiative aiming to bolster youth-focused NGOs and municipalities in Albania and Kosovo, especially those working with marginalized youth. It addresses the challenges of high youth unemployment, insufficient digital competencies, and limited civic involvement through innovative training, cross-border exchanges, and policy engagement.



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# PROJECT CONSORTIUM





## RISEUP-WB

# Deliverable D2.3

## Micro-Pilot in Albania

1-day local micro-pilot to test TOT #1 content,  
collect participant feedback, and prepare the Adjustment Plan for TOT #2

<b>Lead beneficiary</b>	NECI Albania
<b>Supporting partner</b>	Municipality of Berat
<b>Work Package</b>	WP2 – Organizational Capacity Building
<b>Task / Deliverable</b>	T2.3 / D2.3
<b>Event title</b>	Micro-Pilot Tirana   RiseUp-WB – Turn Your Hobby into a Career
<b>Date and place</b>	28 February 2026   Zeqo Library, Tirana, Albania
<b>Duration</b>	1 day   09:30–17:00
<b>Target group</b>	10 local youth workers and volunteers (local test group)
<b>Document language</b>	English

Prepared for upload to SYGMA  
March 2026



## 1. Purpose of this deliverable

This report documents the Albanian micro-pilot implemented under the RiseUp-WB project and serves as the formal output for Deliverable D2.3. In the approved project design, the micro-pilot is a 1-day local test session implemented between TOT #1 in Albania and TOT #2 in Kosovo in order to verify whether selected TOT #1 modules can be transferred effectively to a local audience of 10 youth workers or volunteers and to generate an Adjustment Plan for TOT #2.

The report is based on the micro-pilot agenda, the training presentation used during the session, and 10 completed end-of-session feedback forms. It is therefore designed as an evidence-based implementation memo, rather than as a generic narrative recap.

## 2. Deliverable compliance snapshot

Requirement from D2.3	How it was addressed in Albania
1-day local micro-pilot	Implemented on 28 February 2026 in Tirana, Albania, from 09:30 to 17:00.
Test TOT #1 content	Selected modules and activities from TOT #1 were condensed and tested through a local workshop format.
Target group of 10 local youth workers/volunteers	10 completed feedback forms were collected, matching the planned local test-group size.
TOT #1 graduates facilitate select modules/activities	The pilot applied the TOT #1 methodology locally through NECI Albania’s ToT-trained facilitation logic and condensed module transfer.
Gather feedback forms	A structured end-of-session form was completed by all 10 participants.
Produce adjustment plan for TOT #2	Section 8 of this report converts the pilot results into a practical adjustment plan for TOT #2 in Kosovo.

## 3. Event overview

The Albanian micro-pilot was implemented by NECI Albania, with support from the Municipality of Berat, as part of Work Package 2 (Organizational Capacity Building). The local session was framed under the title “Turn Your Hobby into a Career”, which helped test whether TOT #1 content could be translated into a concise, practical, and motivating format for local replication.

The workshop took place at Zeqo Library in Tirana on 28 February 2026. According to the final agenda, the flow combined registration and safe-space creation, a practical exercise on inclusive design and barrier mapping, a compact review of the RiseUp core methodology, rapid prototyping through the Simple Business Model Canvas, a short pitch exercise, and a Mini-CV reflection block, followed by final feedback collection.

<b>Venue</b> Zeqo Library, Tirana	<b>Timeframe</b> 09:30–17:00 (1 day)	<b>Feedback forms</b> 10 / 10 collected
<b>Workshop framing</b> Turn Your Hobby into a Career	<b>Core logic</b> Test transferability of TOT #1	<b>Output</b> Adjustment Plan for TOT #2



## 4. TOT #1 content tested through the micro-pilot

Because the Albanian micro-pilot lasted one working block rather than five training days, the session used a condensed transfer format. The objective was not to replicate TOT #1 in full, but to verify whether selected concepts, tools, and exercises from the core WP2 curriculum could be understood, applied, and positively received in a local setting.

TOT #1 module	How it appeared in the micro-pilot	What was being tested	Immediate transfer signal
Inclusive Youth Work Foundations	Safe-space opening, ground rules, inclusive design and barrier mapping linked to project/hobby ideas.	Whether participants could distinguish openness from inclusion and identify barriers before planning action.	Strong: 100% reported understanding of inclusive youth activities.
Volunteer Management & Safeguarding	Short summary inside the “RiseUp Core Methodology” block, with emphasis on role clarity, participation and safe practice.	Whether core volunteer-management concepts remained understandable in a short-format local session.	Strong, but participants asked for more practical examples and slightly more time.
Digital Facilitation	Brief introduction to basic tools and the logic of simple, accessible digital facilitation.	Whether mixed-confidence participants could follow the basics without overload.	Good: 90% full understanding; 10% partial understanding.
Creative Engagement & Session Design	Interactive group work, collaborative discussion, pitching practice and activity design logic.	Whether the participatory style of TOT #1 could be maintained in local replication.	Very strong: comments highlighted group work, fun and practical exchange.
Employability & Entrepreneurial Lens	Business Model Canvas, 60-second pitch, Mini-CV and hobby-to-project reflection.	Whether the employability framing made the pilot more concrete and motivating.	Very strong: participants highlighted the BMC and final exercise as especially useful.

## 5. Feedback methodology

A short structured feedback form was administered at the end of the workshop. The form collected both closed and open responses across the main chapters tested in the pilot. In total, 10 completed forms were received. The closed questions focused on expectation management, perceived quality, achievement of objectives, and immediate understanding of each main content block. The open questions captured suggestions for improvement and perceived usefulness.

The feedback results should be interpreted as immediate post-session evidence. This means they are strong for assessing clarity, relevance, satisfaction, and short-term transfer, but they do not yet measure medium-term application in participants’ own practice. That deeper transfer will be more appropriately tested through TOT #2 follow-up, local cascade workshops, and later WP2 implementation.

## 6. Quantitative feedback results

The quantitative results were very strong overall. No negative ratings were recorded in the closed questions. The only area that did not reach full agreement was digital facilitation, where one participant selected “Partially” rather than “Yes”, which is useful signal rather than a problem: it shows that this chapter may need more scaffolding for participants with lower digital confidence.



<p><b>Workshop met expectations</b></p> <p><b>100%</b></p> <p>9 Strongly agree 1 Agree</p>	<p><b>Overall quality rated Excellent / Very good</b></p> <p><b>100%</b></p> <p>9 Excellent 1 Very good</p>	<p><b>Objectives clearly explained and achieved</b></p> <p><b>100%</b></p> <p>10 Yes, fully</p>
<p><b>Inclusive youth activities understood</b></p> <p><b>100%</b></p> <p>10 Yes</p>	<p><b>Volunteer management &amp; safeguarding understood</b></p> <p><b>100%</b></p> <p>10 Yes</p>	<p><b>Digital facilitation basics understood</b></p> <p><b>90%</b></p> <p>9 Yes 1 Partially</p>
<p><b>Creative engagement design understood</b></p> <p><b>100%</b></p> <p>10 Yes</p>	<p><b>Employability support tools understood</b></p> <p><b>100%</b></p> <p>10 Yes</p>	<p><b>Overall signal</b></p> <p><b>Very strong</b></p> <p>High immediate transferability of the condensed format</p>

## 7. Qualitative findings: strengths, weaknesses and contextual observations

The open comments reinforce the quantitative picture. Participants consistently described the workshop as clear, engaging, easy to understand, well organised, and practical. Several comments specifically highlighted group work, supportive facilitation, and the concrete usefulness of the employability tools. At the same time, the open feedback also pointed to a small number of improvements that are directly relevant for TOT #2 design.

Key strengths identified	Main improvement needs identified
<ul style="list-style-type: none"> <li>Objectives and content were communicated clearly and were easy to follow.</li> <li>The interactive style worked well; participants repeatedly appreciated group work and discussion.</li> <li>The workshop successfully translated abstract concepts into practical tools, especially through the Business Model Canvas, pitch exercise and Mini-CV.</li> <li>Even participants with low enthusiasm for technology reported that the digital section remained understandable.</li> <li>The hobby-to-project framing made the pilot locally relevant and motivational.</li> </ul>	<ul style="list-style-type: none"> <li>The session was compressed; several responses suggested that more time or more days would improve depth and practice.</li> <li>Volunteer management would benefit from more practical examples and a clearer link to how participants can connect to local volunteering opportunities.</li> <li>Digital facilitation needs more visual support, especially screenshots or step-by-step guidance for tools.</li> <li>Creative engagement was appreciated, but some participants wanted more activities and even more hands-on time.</li> <li>Participants asked for the workshop materials to be shared afterwards.</li> </ul>

From a contextual point of view, three signals are especially relevant for TOT #2. First, the pilot confirms that plain language and active group work are essential for keeping the material accessible. Second, the employability framing should remain anchored in concrete local realities; participants responded strongly when the training connected ideas to hobbies, volunteering, and future work



pathways. Third, the digital block should continue to use low-threshold tools and offline-compatible logic, because digital confidence across participants is not uniform.

## 8. Selected participant evidence (anonymised)

<i>“After this session, I can tell the difference between equality and equity.”</i>
<i>“The content was useful, but including screenshots or step-by-step guides for key tools would enhance understanding.”</i>
<i>“The final exercise helped me realise how to move on with my business idea.”</i>
<i>“To bring it again in Tirana with more days.”</i>
<i>[Translated from Albanian] “This part on creating inclusive youth activities was structured in an understandable way and the objective was achieved.”</i>
<i>[Translated from Albanian] “It was very engaging and easy to understand. I especially liked the group work.”</i>

## 9. Adjustment Plan for TOT #2 (Kosovo)

The micro-pilot confirms that the core WP2 curriculum is transferable and well received. The purpose of the Adjustment Plan is therefore not to redesign TOT #2 from scratch, but to strengthen those areas where the local test generated useful refinement points. The table below translates the pilot evidence into concrete facilitation and design adjustments for TOT #2 in Kosovo.

Priority area	What the micro-pilot showed	Adjustment for TOT #2	Expected benefit
Pacing and practice time	Participants were highly satisfied, but several comments explicitly asked for more time and/or more days.	Protect longer practice-and-debrief blocks in TOT #2, especially after dense conceptual chapters. Reduce over-compression and avoid stacking too many new tools without reflection time.	Better retention, deeper understanding, and stronger replicability.
Volunteer management localisation	The chapter was understood, but participants requested more examples and more connection to real volunteering pathways.	Add 1–2 localised case examples from the Albania/Kosovo context, plus a short mapping exercise on where young people can volunteer, what roles look like, and how safeguarding applies in real settings.	Stronger realism and easier local replication.
Digital facilitation scaffolding	Digital facilitation received the only “Partially” response and open comments requested screenshots and step-by-step support.	Provide a simple visual handout for each tool family (boards, polls, shared docs), include one live demonstration per tool, and keep an offline fallback activity for lower-confidence groups.	Improved accessibility for mixed digital confidence levels.
Creative engagement depth	Participants enjoyed this block and asked for even more activities.	Include one extra hands-on creative method lab in TOT #2 and ask participants to adapt the method for their own future local session.	Higher transfer from participation to facilitation.
Material sharing	Participants asked for the materials to be shared after the	Prepare a concise participant pack after TOT #2: slides/PDF,	Better continuity and easier post-



Priority area	What the micro-pilot showed	Adjustment for TOT #2	Expected benefit
and follow-up	workshop.	templates, sample run sheets, safeguarding prompts, BMC sheet, and Mini-CV template.	training application.
Language and accessibility	The strongest positive comments referred to clarity, group work and easy-to-understand explanations.	Keep plain language, structured instructions, visual supports, and participatory group work as a non-negotiable design principle in TOT #2.	Maintains inclusive learning conditions.
Replication readiness	The micro-pilot proved that condensed local delivery is feasible when exercises are concrete and well framed.	At the end of TOT #2, require each participant or partner group to produce a 60-minute cascade outline using one inclusion tool, one engagement tool, and one employability or digital element.	Direct preparation for subsequent local cascade workshops.

## 10. Conclusion

The Albanian micro-pilot achieved its intended function within the RiseUp-WB WP2 logic. It successfully tested the transferability of selected TOT #1 content in a 1-day local format and generated a clear evidence base for refinement before TOT #2. The feedback confirms that the curriculum logic is strong: inclusion, volunteer management, creative engagement, and employability tools transferred very well, while digital facilitation would benefit from slightly stronger scaffolding and more visual guidance.

Overall, the pilot shows that the TOT model is working as intended: learn, apply locally, gather feedback, and refine before the next stage. For this reason, the recommendation is to carry the existing curriculum logic forward into TOT #2 in Kosovo while integrating the practical adjustments identified above, especially on pacing, localisation of examples, digital support materials, and post-session resource sharing.

## Annex A. Agenda summary

Time	Agenda block
09:30–10:00	Registration and welcome.
10:00–10:30	Opening: safe space, icebreaker and ground rules.
10:30–12:15	Inclusive youth work summary and Inclusive Design & Barrier Mapping group work.
12:15–13:00	Lunch break.
13:00–14:00	RiseUp core methodology: volunteer management & safeguarding, digital facilitation basics, creative engagement & session design, employability lens & evaluation.
14:00–15:00	Business Model Canvas: rapid prototyping from hobby to project/business idea.
15:00–16:00	The Pitch: “60 Seconds to Success” and presentation of the BMC.
16:00–16:30	Mini-CV workshop
16:30–17:00	Final reflections and feedback collection.



## Annex B. Quantitative feedback dataset summary

Closed-question results from the 10 collected feedback forms:

Question / indicator	Response distribution	Interpretation
The micro-pilot workshop met my expectations.	9 Strongly agree   1 Agree	Full positive satisfaction.
The overall quality of the workshop was...	9 Excellent   1 Very good	Very strong perceived quality.
The workshop objectives were clearly explained and achieved.	10 Yes, fully	Objectives were fully understood.
I understood how to design inclusive youth activities.	10 Yes	Full immediate transfer.
I understood managing volunteers using clear roles and safeguarding principles.	10 Yes	Full immediate transfer.
I understood basic digital facilitation tools.	9 Yes   1 Partially	Needs slightly more scaffolding.
I understood how to make an engagement activity.	10 Yes	Full immediate transfer.
I understood how to help youth more with employability skills.	10 Yes	Full immediate transfer.