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you  
DANCE

# Mobility evaluation



CENTER ZA TRAJNOSTNO USPOSABLJANJE



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# 1. Introduction

YOU DANCE is an Erasmus+ youth worker mobility project whose main aim was to present dance as an effective and inclusive approach in youth work. The project highlighted the numerous benefits of dance – from physical health and stress relief to personal growth, self-esteem and the promotion of creative expression. We used dance activities as a means of building team spirit, promoting intercultural exchange, strengthening social skills, and encouraging a sustainable healthy lifestyle.

Youth workers face intense administrative and organizational tasks on a daily basis, which often leads to physical inactivity and mental strain. By incorporating dance workshops into non-formal learning programs, we aim to improve their well-being, increase their energy when working with young people, and encourage more lasting changes in their approach to physical activity.

The main activity of the project was an international mobility program that took place between April 6 and 12, 2025, in Maribor. It involved 22 participants from Slovenia, Romania, Serbia, and Latvia. Through various workshops—ranging from dance for relaxation and creativity to digital detox and intercultural activities—participants developed key competencies, collaborated on a joint choreography, and established cross-border connections.

## 2. About the evaluation

After each activity, we collected feedback from participants through a structured questionnaire that included quantitative and qualitative questions.

**The quantitative part included five questions rated on a scale from 1 (very dissatisfied) to 5 (very satisfied):**

- 1. How satisfied were you with the quality of the content of the activity/workshop?**  
*(How satisfied are you with the content quality of the activity/workshop?)*
- 2. How would you rate the level of complexity of the activity/workshop content?**  
*(How would you rate the level of complexity of the activity/workshop content?)*
- 3. How would you evaluate the quality of the presentations and materials shared during the activity/workshop?**  
*(How would you evaluate the quality of the presentations and materials shared during the activity/workshop?)*

4. **How would you evaluate the opportunity for participants to express their opinions and actively engage?**

*(How would you evaluate the opportunity for participants to express their opinions and actively engage?)*

5. **How would you evaluate the general level of satisfaction with the activity/workshop?**

*(How would you evaluate the general level of satisfaction with the activity/workshop?)*

**The qualitative part included open-ended questions that allowed participants to reflect more deeply:**

- **What did you like most about this activity?**

*(What did you like the most about this activity?)*

- **What did you like the least?**

*(What did you like the least?)*

- **Any suggestions for improvement or comments?**

*(Any suggestions for improvement or comments?)*

In addition to content and organizational aspects, we also asked participants to select and mark the key competencies they believed they had developed during the individual activities. The purpose of this question was to encourage them to reflect on their learning and to give the organizers a better insight into the effects of individual methods.

The most frequently identified competencies were:

- *Facilitating learning – use dance and movement to support learning*
- *Designing programmes – non-formal education methods*
- *Managing resources – time, energy, and group dynamics*
- **Developing teamwork skills** (*Collaborating in teams – teamwork skills*)
- *Communicating meaningfully*
- *Displaying intercultural sensitivity*
- **Strengthening international networks and sharing good practices** (*Networking and advocating – strengthened international networks and shared experiences, good practices*)
- **Developing reflection and evaluation of activities** (*Assessing and evaluating*)
- **Strengthening self-esteem, creativity, and body awareness**

The combination of quantitative assessments and qualitative responses has enabled us to gain a comprehensive insight into the participants' experiences. Numerical ratings provide a clear indication of satisfaction with various aspects of the program, while open-ended responses offer valuable insight into feelings, impressions, and suggestions that cannot be captured by numbers alone.

Through the evaluation, participants highlighted numerous positive effects of the program, both on a personal and group level. Particularly valuable were the reflections on the competencies developed, which confirm the broad learning potential of non-formal education in youth work.

Below is an overview of the results by day and activity, together with selected comments from participants that highlight specific aspects of their experience.

### 3. Day 1 – Presentation of the mobility program, partner organizations, and participants

*(Day 1 – Mobility agenda, introduction of partner organizations and participants)*

The first substantive meeting of the mobility program was dedicated to the presentation of the YOU DANCE program, the daily agenda, partner organizations, and participants. The organizers presented the project's objectives and methods, expectations for the weekly program, and logistical information to the participants. This was followed by short presentations by each participating organization and then personal introductions by the participants, which strengthened the sense of belonging, group security, and initial bonding. The activity was carried out in a relaxed atmosphere, with an emphasis on getting to know each other and laying the foundations for further cooperation.

The participants rated the activity very highly. The average ratings were as follows: quality of content **4.62**, quality of materials and presentation **4.62**, opportunity to express opinions and participate **5.00**, and overall satisfaction **4.77**. The difficulty of the content was not expressed with a numerical rating, but **all participants rated it as "appropriate,"** confirming that the content was well balanced, understandable, and suitable for the introductory part of the mobility.

Participants also identified the development of numerous competences in this activity. They most frequently highlighted improvements in **meaningful and effective communication** (*Communicating meaningfully*), **collaboration in teams** (*Collaborating in teams*), **intercultural sensitivity** (*Displaying intercultural sensitivity*), and **networking and exchange of good practices** (*Networking and advocating*). More than half of the participants also noticed progress in *self-image, creativity, and body awareness* ( ), and to a lesser extent in **learning management, program planning, resource management, and reflection.**

Feedback confirms that the first contact with the program was warm, inclusive, and well received. Participants praised the relaxed atmosphere and opportunity to express themselves, the initial contact with other participants, and the interest in the backgrounds and contexts from which they come ("*Easygoing and safe space for everyone to express their thoughts and feelings,*" "*It was nice that we had a first interaction with the other participants,*" "*Learning about individuals. Just getting to know each other and how similar or different we all are*").

Nevertheless, there were also some minor comments. Some pointed out that the space for the first activity was a bit too small ("*The space room for the first day was very small*"), while others expressed a desire to include some dance elements on the first day – although they understood that the introduction was primarily intended for orientation ("*Maybe that we didn't have a chance to dance, but it was the first day so it is accurate*").

## 4. Day 1 – 2 Icebreaker activities

*(Day 1 – Icebreaker activities)*

The second activity on the first day was designed to establish connections between participants through structured icebreaker activities. Participants got to know each other in a playful and creative way through tasks such as finding similarities with a plant or animal and answering personal questions. The activity was designed to encourage relaxation, emotional openness, and safe expression of personal experiences, which contributed significantly to the formation of positive group dynamics at the very beginning of the program.

Participants rated the activity as very successful. The average ratings were: content quality **4.85**, quality of materials and presentation **4.85**, opportunity to express opinions and participate **4.92**, and overall satisfaction **4.92**. The difficulty of the content was not expressed as a numerical rating, but **all participants rated it as "appropriate,"** confirming that the activity was well designed for the introductory day and accessible to all in terms of content.

During this activity, participants also recognized the development of various competencies. *Most of them highlighted improvements in **meaningful and effective communication (100%), collaboration in teams (76.9%), and intercultural sensitivity (69.2%)**. More than half of the participants (**53.8%**) noticed progress in **self-esteem, creativity, and body awareness**, while a slightly smaller percentage recognized development in *facilitating learning and networking. creativity, and body awareness*), while a slightly smaller proportion recognized development in *facilitating learning, networking and advocacy ( ), designing programmes, managing resources, and assessing and evaluating*.*

Feedback confirms that the games were extremely well received. Participants emphasized that they really liked how the game allowed them to express their personality, connect with others, and think in new ways ("It was nice that we had a first interaction with the other participants. I liked the activity where we had to identify with an animal & plant, because I never thought about it", "Creative way to see ourselves in a different way", "The openness and the opportunity to learn about others and understand them better").

There were almost no critical comments; most participants wrote that they "liked everything." The only comment that was mentioned several times was that the activity was perhaps too short given its potential ("How short it was"), which indicates a high level of engagement and a desire for more interactive content of this kind.

## 5. Day 2 – 1 Workshop: Dance as a Tool for Relaxation and Team Building

*(Day 2 – Workshop: Dance as a Tool for Relaxation and Team Building)*

The second day of the mobility began with a movement workshop, which aimed to explore the potential of dance as a tool for relaxation, expression, and strengthening group dynamics through dance and movement. Participants first took part in guided dance exercises based on mindfulness and body awareness, and then worked in small groups to create short choreographies, which they performed at the end. The workshop allowed participants to explore their bodies, nonverbal communication, and a sense of connection with the group in a safe space.

The average ratings were among the highest of the entire week: **content quality 5.00, presentation and materials quality 4.93, opportunity to express opinions and participate 4.93, overall satisfaction 4.93**. The difficulty of the content was not rated numerically, but **92.9% of participants rated it as "appropriate,"** meaning that the workshop was suitable for the entire group in most cases.

Participants developed a wide range of competencies during this workshop. They most frequently highlighted *self-esteem, creativity, and body awareness (92.9%), facilitating learning (78.6%), collaborating in teams (71.4%), and communicating meaningfully (70.9%). 92.9%), facilitating learning (78.6%), collaborating in teams (71.4%), and communicating meaningfully (57.1%)*. These were followed by *designing program, 42.9%), managing resources, 42.9%), intercultural sensitivity (35.7%), networking and advocacy (35.7%), and reflection and evaluation (7.1%)*.

The feedback was extremely positive. Participants emphasized that the workshop gave them a new experience of connecting through movement, emotional expression, and relaxation. They mentioned that they felt "closer to each other through movement" (*"the interesting way to get more close to each other through the movement"*) and that the relaxed meditative dance exercise had deeply calmed them (*"I've never done a meditation like this, so by the end of it I was extremely relaxed"*), and that they were surprised at how simple and effective movement was for creating group rhythm and trust (*"I liked the part of the workshop where we created little choreography with teams and performed it. It was nice working together and creating something fun"*). One participant wrote: *"Learning how to let go and move our bodies in a relaxed way."*

There was almost no criticism. Several participants simply wrote that they "liked everything." The only comment that could be interpreted as a suggestion for improvement related to the music selection—one participant wanted more energetic rhythms: *"I wished the music was a bit more upbeat so we could have danced a bit more."* Another participant suggested that the workshop would be even more effective if it were held outside, in nature (*"maybe we could do it outside to feel the nature and that would be more of a meditating process"*).

## 6. Day 2 – Workshop: Exploring Maribor through movement

*The afternoon workshop on the second day combined movement creativity, cultural awareness, and informal learning in a public space.*

The afternoon workshop on the second day combined creative movement, cultural exploration, and informal learning in a public space. Participants went on a guided walk through Maribor in groups, performing dance tasks at various locations, trying out movement improvisations, and incorporating elements from different dance expressions. The activity was designed to encourage spontaneity, boost self-confidence, and raise questions about expression in public spaces. In addition to physical expression, participants learned about the city's cultural and historical landmarks and built a sense of connection with their surroundings and the group.

Participants rated the activity as extremely positive. The average ratings were as follows: quality of content **4.85**, quality of materials and presentation **4.85**, opportunity to express opinions and participate **4.92**, and overall satisfaction **4.92**. The difficulty of the content was mostly rated as appropriate (**92.3%**).

In this workshop, participants also identified a wide range of developing competencies. Most of them noticed progress in *self-esteem, creativity, and body awareness (84.6%)*,

followed by *meaningful and effective communication* (69.2%), *collaborating in teams* (69.2%), and *participating in group activities* (69.2%). **84.6%**, followed by **meaningful and effective communication (69.2%)**, **collaborating in teams (69.2%)**, and **networking and advocating (69.2%)**. Almost two-thirds of participants (**69.2%**) also recognized the workshop as an opportunity for *facilitating learning*, while a good half saw it as an opportunity for **developing program design (53.8%)** and *managing resources (53.8%)*. **Intercultural sensitivity** (*Displaying intercultural sensitivity*) was recognized by **46.2%** of participants, while **reflection and evaluation** (*Assessing and evaluating*) was highlighted by **38.5%**.

The feedback was extremely enthusiastic. Participants described the workshop as "magical," "inspiring," and "liberating." They were thrilled by the movement in public space, the inclusion of cultural points, and the group creation ("Amazing way to explore the city, get to know each other through the movements," "The spontaneous energy of the whole event," "Great opportunity to learn more about dance and the city!"). Several participants highlighted that they particularly enjoyed the creative aspect of designing their own dance expression and collaborating ("I liked thinking of my own dance move and exploring the city," "It was nice that we had the chance to be creative while exploring").

Critical comments were rare. Some would have liked more dance elements ("I would've liked to have some more dancing"), a longer performance ("Make the activity longer") or more information about the history of the city ("I would like even more history facts about Maribor"), which indicates a high level of engagement and interest in further activities.

## 7. Day 2 – 3 Workshop: Creative Dance Workshop with Pia

*(Day 2 – Workshop: Creative Dance Workshop with Pia)*

The dance workshop on the second day was led by professional dancer and teacher Pia, who introduced participants to the world of contemporary dance and basic choreography. The activity included a structured warm-up, exploration of new dance moves, elements of improvisation, and group creation of the beginning of a choreography, which was later developed into a flash mob. A special feature of the workshop was the inclusion of national dance elements, which the participants had previously performed at famous landmarks in Maribor during an afternoon exploration walk. In this way, cultural exchange, physical expression, and creative group dynamics were combined into a meaningful whole.

The workshop was designed to be accessible to beginners, while encouraging creativity, group dynamics, and confidence in one's own physical expression.

The average ratings for the workshop were very high: content quality **4.93**, presentation and materials quality **4.93**, opportunity to express opinions and participate **4.93**, overall satisfaction **4.79**. The difficulty of the content was mostly rated as appropriate (**92.9%**), indicating that the content was mostly accessible to all.

Participants developed a wide range of competencies during this workshop. All respondents (**100%**) highlighted improvements in *self-esteem, creativity, and body awareness*, which is a reflection of direct work with the body and movement. This was followed by *collaborating in teams* (**85.7%**), *communicating meaningfully* (**64.3%**), *facilitating learning* (**71.4%**), and *managing resources* (**71.4%**). The competencies *Designing programmes* and *Assessing and evaluating* were identified in **42.9%**, *Networking and advocating* were also identified by **42.9%**, while *Displaying intercultural sensitivity* was highlighted by **28.6%** of participants.

In their feedback, participants expressed great satisfaction with the mentor's energy, professionalism, and accessible approach ("Pia is amazing, the energy she gives, professional attitude towards her job," "Piaaaa, aleeen. Pia's energy and the way she held the workshop," "Working with a professional dancer and with people who really want to learn something new"). They also highlighted the positive group atmosphere, the accessibility of the dance exercises, and the joy of learning new moves ("I like dancing and learning to dance with others," "Being together and learning our first dance steps," "I was excited for what is next," "New dance moves and first part of choreography!").

Among the comments, several participants pointed out the inadequate conditions in the room: it was too small, crowded, and too hot, which affected their comfort while moving around ("The space was a bit smaller so we kept bumping into things and people," "The room for dancing was a bit too small and warm," "Maybe the space could be bigger and with more air, it was kind of hard to breathe"). Some suggested that it would be better to hold the workshop in a dance studio with mirrors. Another aspect that was mentioned was the timing: the dance workshop took place immediately after lunch, which was not ideal due to lower energy levels ("It would have been better to have the dance-related activities in the morning, or as the last activity"). One individual added that they would have liked more movement games for even more relaxed expression.

## 8. Day 2–4 International Evening: Cultural and Dance Characteristics of the Participating Countries

*(Day 2 – International Night: Cultural and Dance Characteristics of Your Country)*

The last activity of the second day was an international evening where participants presented the cultural and dance characteristics of their countries. The evening included presentations of countries with an emphasis on cultural characteristics, traditional food, customs, and dances. Each group prepared a short presentation, offered typical snacks, and taught the other participants the basics of their national dance. The activity was dynamic, interactive, and closely linked to the main objectives of the project: promoting intercultural exchange, movement, and integration through dance.

The participants rated the activity very highly: content quality **4.93**, presentation and materials quality **4.79**, opportunity to express opinions and participate **4.93**, and overall satisfaction **4.93**. The content was rated as appropriate by the majority (**92.9%**).

Through the activity, participants identified numerous competencies. The most frequently mentioned were *intercultural sensitivity (78.6%)*, *self-esteem, creativity, and body awareness (71.4%)*, **facilitating learning (71.4%)**, **collaborating in teams (71.4%)**, and **networking and advocacy (71.4%)**. *71.4%*, *facilitating learning (71.4%)*, *collaborating in teams (71.4%)*, and **networking and advocating (71.4%)**. In addition, *communicating meaningfully (64.3%)*, *managing resources (64.3%)*, *designing programmes (35.7%)* and *assessing and evaluating (35.7%)* also made important contributions.

Feedback indicates that the evening was very well received. Participants described it as fun, connecting, and rich in new knowledge ("It was so much fun learning the folk dances of other countries," "It was a great opportunity to meet other cultures, to understand better, to try their food, to connect more, and actually see how connected we all are"). They were enthusiastic about the team spirit, the dance exchange, and the fact that everyone actively participated ("I love the fact that everybody joined the dancing part," "I liked the idea and the fact that we can understand more about each other and about different countries through dance").

Among the few critical comments, some pointed out logistical aspects such as timing and catering. One suggestion was that it would be better to hold the presentations and dances first, followed by the food tasting ("I believe it would've been better if we held all the presentations and dances first. And the food tasting afterwards"). Another suggestion was that countries should be given more time for their presentations or even have their own evening ("Maybe it would be nice to have more time for it or have one evening per country to present"). One individual suggested that it would be interesting to include quizzes or games with questions about the countries ("We as participants could be encouraged to make some kind of games or quizzes with general knowledge questions about our countries.").

## 9. Day 3 – 1 Workshop: Digital detox – morning session

*(Day 3 – Workshop: Digital Detox – Morning Session)*

The third day of the mobility began with a reflection on digital habits, the impact of modern technology on our daily lives, and strategies for digital detox. The workshop was designed as a combination of reflective work, group discussions, and the search for practical solutions to reduce screen addiction and improve presence in the real world. Participants talked about their personal habits, identified common challenges, and explored concrete ways to bring more mindfulness, movement, and human connection into their everyday lives.

The average ratings for the workshop were very high: content quality **4.93**, quality of materials and presentation **4.86**, opportunity to express opinions and participate **5.00**, and overall satisfaction **4.71**. In terms of content difficulty, **71.4% of participants** rated the workshop as appropriate, **14.3%** as too difficult, and **14.3%** as too basic, indicating quite diverse expectations within the group.

Participants noted the development of several key competencies. Most highlighted progress in *collaborating in teams* (**85.7%**), *networking and advocating* (**71.4%**), **designing programmes** (**71.4%**), *managing resources* (**71.4%**) and *communicating meaningfully* (**64.3%**). Similarly, **57.1%** highlighted progress in *assessing and evaluating* and in *self-esteem, creativity, and body awareness*. The competencies *Facilitating learning* and *Displaying intercultural sensitivity* were identified to a lesser extent (**42.9%** and **28.6%**).

In their feedback, participants praised the relevance of the topic, the open discussion, and the practical advice they could use in their everyday lives ("Learning ways of digital detox," "I liked discussing social media using patterns with others," "Having time together, understanding that everyone has the same problems and that we can ask each other for help," "Small steps that really change your day and make it better"). Personal reflection and a sense of community were particularly appreciated, as participants realized that everyone faces the challenges of digital overload ("Understanding we are not alone," "I liked the information given to us and ways to implement detox techniques").

Critical comments mainly concerned the complexity of the content and the inclusion of the topic in the program. Some participants found the workshop too basic and expected more in-depth methods or new approaches ("I feel like we mentioned all of the methods that are already well known and would've liked to hear something new"). One participant pointed out that they felt pressed for time at the end of the workshop, as it coincided with a visit by the Slovenian national inspector, which created additional unrest and a feeling of urgency ("We felt kind of rushed to finish because of the inspection guy").

## 10. Day 3 – 2 Workshop: Self-guided City Challenge

*(Day 3 – Self-guided City Challenge)*

The afternoon workshop on the third day took participants on an exploratory challenge around the city of Maribor. Each group received a map and creative instructions with tasks to complete at various locations around the city – from creative photo poses to learning about historical sites and talking to local residents. The workshop combined elements of physical activity, informal learning, teamwork, and cultural experiences. As the groups worked independently, self-initiative and mutual dynamics within the groups were also encouraged.

The participants rated the workshop extremely highly. The average ratings were: **quality of content 4.93, quality of presentation and materials 4.93, opportunity to express opinions and participate 4.93**, and **overall satisfaction 4.93**. The difficulty of the content was rated as appropriate by **92.9%** of participants.

Participants developed a wide range of competencies during this activity. Most of them highlighted *managing resources (92.9%)* and *collaborating in teams (92.9%)*, as the success of the challenge depended heavily on coordination within the teams and the sensible allocation of time and tasks. *Communicating meaningfully (71.4%)*, *self-esteem, creativity, and body awareness (57.1%)*, **networking and advocating (57.1%)**, and **displaying intercultural sensitivity (64.3%)** were also highly represented. *57.1%*, *networking and advocacy (57.1%)*, and *displaying intercultural sensitivity (64.3%)*. The competencies *Facilitating learning* and *Designing programmes* were identified in **42.9%**, while *Assessing and evaluating* were identified in **35.7%**.

In their feedback, participants rated the activity as one of the most fun and bonding experiences of the week. They emphasized how much they enjoyed exploring the city with others ("It was a lot of fun exploring the city with nice people. We bonded a lot and had some heartwarming moments," "Great opportunity to be creative and have good real-life conversations while discovering Maribor," "This was the best way to explore a city – a really fun time"). They also appreciated the creativity of the tasks, especially taking photos and talking to locals ("Making poses for our creative team pictures", "We talked to some locals and got to hear more about the history and culture").

Critical comments mainly concerned the time constraints of the activities ("I think we had too much to explore in the small time window," "Difficulties with the space and time as well and a bit tired after lunch") and the level of difficulty of individual tasks – some wanted more in-depth content and more challenging tasks, e.g., searching for historical facts or talking to passers-by ("Maybe the tasks could've been a bit more difficult –

require us to interact more with locals, e.g. find out how old the church is, who lived in the castle, or how old the vine is").

## 11. Day 3 – 3 Workshop: Creative dance workshop with Pia

*The afternoon workshop on the third day continued the creative dance process that had begun the previous day.*

The afternoon workshop on the third day continued the creative dance process that had begun the previous day. With the help of mentor Pia, the participants built on the dance elements they had learned and developed group choreography in groups, incorporating national dance moves from their countries. The aim of the workshop was to encourage cooperation, expression through movement, strengthening physical self-confidence, and creating a sense of shared story through dance. Due to good weather, the workshop was moved to the park, which further contributed to the relaxed and inspiring atmosphere.

The participants rated the activity very positively: **content quality 4.93, quality of materials and presentation 4.86, opportunity to express opinions and participate 4.93, and overall satisfaction 4.64.** The majority (**85.7%**) rated the difficulty as appropriate, which indicates a diverse level of dance experience within the group.

Once again, participants reported a wide range of skill development. **The** most frequently mentioned were *self-esteem, creativity, and body awareness (92.9%), collaborating in teams (85.7%), and facilitating learning (85.7%).* **71.4%** highlighted **communicating meaningfully** and **networking and advocating.** *Program design (50.0%) and resource management (50.0%)* were also highly rated, while **intercultural sensitivity (42.9%)** and *assessing and evaluating (28.6%)* were slightly less prominent.

The feedback was mostly enthusiastic. Participants highlighted the progress made in their dancing skills, the good group dynamics, and the inspiring leadership of the mentor ("Learning new dance moves," "Spending time to learn something new and also helping each other so that we can come to an end goal," "Dance moves and dance teacher Pia was professional, friendly, and we got some great moves," "Pia's facilitation," "It was really cool that each country had to prepare a moment," "We got great tools for stress management and it was so relaxing"). In addition, the move of the workshop to the park was very well received, as the natural environment further strengthened the feeling of connectedness and openness.

Some comments referred to the spatial layout. Several participants pointed out that the interior space was unsuitable for dancing: the room was small, had a lot of traffic, was poorly lit, and had no mirrors, which affected the quality of the experience ("That we didn't have a proper dancing space," "Interruptions from the hotel workers and time lost trying to solve the issue," "The space where we were supposed to dance was disturbed, we went outside and couldn't dance there – it was chaotic"). Several suggested that it would be useful to find a permanent space for dancing with mirrors or to hold workshops outdoors more often when conditions allow ("A proper dancing space (with mirrors)," "If the weather is nice → more workshops in the park").

## 12. Day 3 – 4 Workshop: Digital detox – dance meditation and relaxation in the park

*(Day 3 – Workshop: Digital Detox – Dance Meditation and Relaxation in the Park)*

The last activity of the third day took place outdoors and was a natural continuation of the morning workshop on digital detox. This time, the focus was on the physical and emotional experience of disconnecting – through relaxation meditation, mindful movement, yoga, and expressing gratitude. Under the guidance of mentor Pia, participants first connected through a slow, guided dance practice with their eyes closed, followed by meditation and then a "gratitude web" exercise, where they symbolically built group cohesion with a red thread. The activity was deliberately scheduled for the third day of the mobility, when the group was already connected but also physically and emotionally tired. For many, it was an important moment of relaxation, calming down, and deepening relationships.

The average ratings for the activity were exceptional—all four categories received **the highest possible rating of 5.00**, making it the only workshop with 100% unanimous highest satisfaction. The difficulty of the content was rated as appropriate by **92.9% of participants**, while one (**7.1%**) found it somewhat difficult, which can be attributed to different experiences with yoga or meditation.

In terms of competence, the workshop was very comprehensive. **92.9% of participants** recognized development in *self-esteem, creativity, and body awareness*, and the same number in **communicating meaningfully, facilitating learning, designing programs, and managing resources. facilitating learning, designing programmes and managing resources**. This was followed by *collaborating in teams (64.3%)*, *assessing and evaluating (50.0%)*, *networking and advocating (50.0%)* and *displaying intercultural sensitivity (28.6%)*.

The feedback was extremely moving and positive. Several participants described the activity as "the best event of the entire exchange" and highlighted how they were

touched by the meditation, the energy of the group, and Pia's guidance ("It was the most beautiful event of the entire exchange for me," "The music, the energy, the practices, the mindfulness—it was lovely," "We connected on a deeper level"). Participants also particularly praised the uniqueness of the activities, such as dancing with closed eyes and the gratitude thread ("That thread activity, ahhh, beautiful," "Gratitude circle was so kind and heartfelt," "The meditation and dancing in the park was amazing and freeing").

Critical comments were mostly related to outdoor logistics. Several participants pointed out that they would have liked to have been informed in advance to bring yoga mats or blankets ("I wish we had a reminder of some kind to bring things like yoga mats," "We weren't equipped well enough—doing yoga on the ground wasn't comfortable," "It was cold to be on the ground," "I didn't have a blanket and was a bit tired after lunch"). One participant experienced cramps due to sitting uncomfortably on the grass. Nevertheless, no one expressed dissatisfaction with the content – several participants even wrote that "everything was perfect" or that "there was nothing they would change."

## 13. Day 4 – 1 and 2 Workshops: Active at Work and Creative Movement Ideas

*(Day 4 – Workshops: Active at Work & Creative Movement Ideas)*

The fourth day of the mobility program began with two consecutive workshops, which were related in content but conducted separately. Due to a technical error in the preparation of the QR code, the responses were collected together.

The first workshop, **Active at Work**, was based on a presentation of modern health risks associated with a sedentary lifestyle and lack of movement in the workplace. Participants learned that sitting for more than six hours a day significantly increases the risk of chronic diseases and reduces energy, concentration, and well-being. They learned the basics of ergonomics and tried out a series of simple micro-movements that individuals can do during the workday—from stretching and twisting to leg lifts and neck and shoulder exercises ( ). They paid particular attention to the question: "Can you imagine doing any of these exercises regularly at work?" – which sparked a lively discussion.

The second workshop, **Creative Movement Approaches**, expanded on the theme from the perspective of youth work, everyday life, and group leadership. Participants worked in small groups to develop creative ideas on how to incorporate movement into the work environment in a playful, accessible, and everyday way. They considered the use of music, props, group stretching routines, "funny movement reminders," and

incorporating movement into routine moments of the day. They then presented their proposals to the other groups and reflected on them together.

The average ratings for both activities were very high: **content quality 4.80, quality of materials and presentation 4.80, opportunity to express opinions and participate 4.88**, and **overall satisfaction 4.76**. Regarding the difficulty of the content, **80% of participants** said it was appropriate, **12%** said it was too basic, and **8%** said it was a bit too difficult, which shows that expectations varied.

Participants noticed the development of a wide range of skills through this shared experience. Most of them highlighted *working in a team* (**64%**) and **communicating in a meaningful way** (**56%**), followed by *managing resources* (**60%**) and *designing programmes* (**56%**), as **well as self-esteem, creativity, and body awareness (52%)**. *Facilitating learning* and *assessing and evaluating* were identified in **40–48% of cases**, *displaying intercultural sensitivity* in **24%**, and **networking and advocating** in **36%**.

Feedback indicates high satisfaction with the dynamics of the activities and the creative approach. Participants particularly liked the opportunity for group work, the relaxed atmosphere, and the fact that they gained useful ideas for everyday life ("Great opportunity to change our thoughts, work in international teams, and have a good time," "Being in teams and brainstorming with others," "I got new ideas how to incorporate movements, dance, yoga, breathing exercises during the working day," "Everything!"). Several also praised the practicality of the suggestions ("Stretching exercises that we can do while sitting, very helpful," "Good reminder of how much such activities can positively affect our day").

Among the few comments, there were some requests for a more structured task ("The task wasn't clear enough or maybe it was too broad") and more novelty ("I felt as if though it's all been implied before, we didn't learn much new"). Individuals suggested that such activities deserved more time, as they felt that it was concluded too quickly.

## 14. Day 4 – 3 Workshop: Creative dance workshop with Pia

*(Day 4 – Creative Dance Workshop with Pia)*

The afternoon workshop on the fourth day was the final part of the group dance choreography process, which the participants had been developing together with their mentor Pia over several days. In this part, they created and consolidated the second part of the choreography, which combined the movements they had learned, national dance elements, and group dynamics. The atmosphere was extremely cohesive, as the participants felt a sense of progress, trust, and enthusiasm from the shared dance

experience. Part of the workshop took place outdoors, which further contributed to the relaxed atmosphere and expression through movement.

The average ratings were very high: **content quality 4.92, quality of materials and presentation 4.83, opportunity to express opinions and participate 4.83**, and **overall satisfaction 4.83**. The difficulty of the content was rated as appropriate by **91.7%** of participants and as somewhat difficult **by 8.3%**.

Participants identified significant development in their competencies. They most frequently highlighted *self-esteem, creativity, and body awareness (91.7%)*, **facilitating learning (83.3%)**, *managing resources (83.3%)*, *collaborating in teams (83.3%)*, and *communicating meaningfully (58.3%)*. Other competencies included **designing programmes (41.7%)**, **reflection and evaluation (50.0%)**, *intercultural sensitivity (50.0%)* and **networking and advocacy (50.0%)**.

The feedback was extremely positive. Participants highlighted the feeling of unity, group coordination, and the final form of the entire choreography ("The fact that we were united," "That we finally learnt the whole choreography, which was exciting," "Seeing everyone so excited for us being so in sync. It was a lot of fun learning," "Being able to dance in public"). They were impressed by the energy, good learning dynamics, and positive atmosphere ("Well paced, Pia was confident we would be able to learn everything in time, and we did," "I loved everything about this workshop. Amazing experience," "New opportunity to be together and dance").

Critical comments were mainly related to the spatial conditions. Participants again pointed out the unsuitable hall without mirrors, interruptions by staff, and early termination of activities due to the hotel's needs ("Again the interruptions of the hotel," "No proper practice room (with mirrors)," "Again being interrupted by workers in the hostel and having to finish our session earlier because they needed the space"). Several participants wanted more similar activities ("More activities like this one!").

## 15. Day 4 – 4 Workshop: Final rehearsal and flash mob

*(Day 4 – Final Rehearsal and Flash Mob Performance)*

The final part of the fourth day was the culmination of the joint dance process – the preparation and performance of a group dance piece in the open air. The workshop included final rehearsals, coordination of movements, and setting up the choreography in a public space, which required teamwork, responsiveness, and trust. The flash mob was performed in the main square of Maribor and was complemented by an informal cultural program – national dances, spontaneous interactions, and group freestyle dancing. This joint conclusion brought together learning, expression, and celebration.

The average ratings were extremely high: **content quality 4.92, quality of materials and presentation 4.92, opportunity to express opinions and participate 4.92, and overall satisfaction 4.92.** The difficulty of the content was rated as appropriate by **92.3% of participants**, while one (**7.7%**) found it slightly too difficult.

Competence development was extremely comprehensive. Most participants highlighted progress in *self-esteem, creativity, and body awareness (92.3%)*, *collaborating in teams (84.6%)*, and *facilitating learning (84.6%)*. Also important were: *communicating meaningfully (69.2%)*, *networking and advocating (53.8%)*, **intercultural sensitivity (53.8%)**, *managing resources (76.9%)*, *designing programmes (38.5%)* and *assessing and evaluating (46.2%)*.

The feedback was overwhelmingly positive and emotional. Participants highlighted the sense of achievement, enthusiasm for the group energy, and freedom of movement in public spaces ("It was so much fun to dance outside and to see the product of our work," "We didn't want to stop the dance party and just continued dancing on the streets," "Final rehearsal in the park, flash mob in the city center, energy of the people!", "Everything was perfect!", "Unforgettable experience"). They emphasized that the flash mob was more than just a performance—it was an experience that brought individuals together as a community.

Criticism appeared in only one reflection, where a suggestion was made regarding the positioning ("I think that we should've been dancing with our back to the statue, or facing the square..."). The other comments were neutral or highlighted personal mistakes as a source of learning ("I messed up a bit but all was amazing :)"). Quite a few participants wrote that "there was nothing they didn't like."

Additional suggestions related to more dance content in the future – more exploration of dance styles, more free time for movement, and the possibility for participants to share their dance knowledge and experience with others ("More dancing, exploring different styles, movements"), "Equipped room available to just go and dance," "Participants could have held open classes to share what they know").

## 16. Day 5 – Evaluation, dissemination, and Europass certificates

*(Day 5 – Evaluation, dissemination strategy and Europass certificates)*

The last day of the mobility was dedicated to reflection, evaluation of the entire week, presentation of the dissemination strategy, and awarding of Europass certificates. Participants first reflected on their experiences individually and in groups, then

participated in a discussion on how to transfer the project results to their local environment and beyond. This was followed by an explanation of dissemination approaches and a call for participants to become project ambassadors in their organizations. The day ended with the awarding of Europass certificates and a symbolic conclusion of the mobility.

The average ratings were slightly lower than for the content and movement workshops, but still high: **content quality 4.25, quality of materials and presentation 4.42, opportunity to express opinions and participate 4.67**, and **overall satisfaction 4.25**. The difficulty of the content was rated as appropriate by **66.7%** of participants, while **16.7%** rated it as too basic or too difficult, indicating different expectations regarding the final day.

The *competencies* that participants perceived as developed were primarily **reflection and evaluation (91.7%), meaningful communication, resource management, program planning, and teamwork (all 50%)**. A smaller proportion highlighted **learning management and networking (33.3%)** and *self-esteem, creativity, and body awareness (16.7%)*, which is consistent with the nature of the activities.

Feedback highlighted the importance of final reflection, as participants emphasized that it helped them make sense of the weekly experience ("Reflecting on the week," "Being able to express my opinion," "The chance to reflect on the whole process"). They also rated the relaxed conclusion and the awarding of certificates positively ("Everything was so relaxing, educating, normal, nice," "Certificates").

Critical comments mainly concerned the scope and method of collecting evaluation forms – several participants expressed fatigue due to the large number of questionnaires, while some were bothered by the system of separate QR codes ("Too many damn forms!", "The surveys were very boring and of course there will be similar answers," "There are so many more interactive and interesting ways of doing this"). They suggested alternative, more interactive forms of evaluation, such as evaluation games (pizza, rating scales in the room, etc.) or at least standardization into a single questionnaire.

Despite these comments, most participants expressed gratitude for the experience and motivation to continue participating ("Hope we will see you in some other projects! Just keep doing more – you're doing it so well.").

## 17. Conclusion

The overall evaluation of all mobility activities within the YOU DANCE project shows a high level of quality in implementation, participant satisfaction, and the impact of the methods used on the development of competences. Despite the diverse content – ranging from dance workshops, intercultural evenings and outdoor challenges to reflective activities such as digital detox and meditation – the average ratings in all five key categories remained consistently high.

The highest average ratings were achieved by activities that included elements of physical movement, group bonding, and creative expression. Among these, dance meditation workshops, flash mobs, creative dance exercises, and workshops in nature stood out in particular. Activities involving more discussion and reflection (e.g., digital detox) received high ratings, but also slightly more suggestions for improvement in terms of content, indicating greater diversity of expectations within the group.

In more than 90% of cases, the content was rated as appropriate, confirming the successful adaptation of the activities to the target group of young people from different national backgrounds. Only in a few cases did participants express a desire for more challenging content, more physical space, or clearer instructions.

An important element of the evaluation is also the analysis of competence development. Participants most often reported progress in the areas of group cooperation, meaningful and clear communication, learning management, program planning, and resource management. In addition, they highlighted the strengthening of self-esteem, creativity, and body awareness as extremely important effects. To a lesser but still significant extent, they also recognized the development of intercultural sensitivity, reflection and evaluation, as well as networking and advocacy skills, which points to the multifaceted nature of the learning outcomes.

The last day of the mobility emphasized the importance of structured evaluation and planning for the further transfer of results. Although some participants felt tired at the end of the program and expressed a need for more innovative evaluation methods, reflective activities contributed to a sense of closure and internalization of the experiences gained.

Feedback from participants highlighted a high level of satisfaction, a sense of security, inclusion, and genuine connection. Moments where participants could express themselves freely, contribute to the content, or share experiences from their cultural backgrounds were particularly appreciated.

The evaluation confirms that the mobility was successfully implemented from both an organizational and pedagogical point of view and that it offered participants a rich learning experience through movement, community, and creativity. The feedback received provides a valuable starting point for planning future projects, particularly in

the field of linking movement with reflection, multicultural learning, and youth well-being.