CONNECT FOR GLOBAL CHANGE

Eurasian Brave Space Forum

Facilitator materials pack

Student-facing masters for 2-4 October 2026

Clear international English for participants aged 14-16.

Place	Stayokay Soest
Format	Six mixed base groups

ICO

For facilitators

Quick packing check

- Bring enough pens, thick markers, sticky notes, dot stickers, A3/A4 paper, tape, envelopes or folders and visible timers.
- Keep one quiet space available and display the Brave Space agreement in every working area.
- Photograph or copy each Action Canvas and Shared Future Statement before groups leave.

The core principle throughout this pack: simple English does not mean simple thinking. Give students time to think, allow them to pass, and keep disagreements visible without turning students into representatives of a country, religion, gender or culture.

Contents

Materials & how to use this pack

Wording is deliberately simpler than the Teacher Guide. The thinking remains serious, but the language is short, concrete and suitable for a multilingual group. Students may always pass when an activity asks for a personal view or experience.

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Group 1

Listen. Ask. Think. Make space.

Group 2

Listen. Ask. Think. Make space.

Group 3

Listen. Ask. Think. Make space.

Group 4

Listen. Ask. Think. Make space.

Group 5

Listen. Ask. Think. Make space.

Group 6

Listen. Ask. Think. Make space.

Blank name cards

My name Preferred name: _____ How to say it: _____ Where I feel at home: _____	**My name** Preferred name: _____ How to say it: _____ Where I feel at home: _____
My name Preferred name: _____ How to say it: _____ Where I feel at home: _____	**My name** Preferred name: _____ How to say it: _____ Where I feel at home: _____
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From online to in person - group sheet

One shared sheet helps the group reconnect and prepare for the weekend. Either choose one note-taker or pass the sheet around and fill one box each.

1. Remember the online exchange

One topic we remember or one question that stayed with us.

2. Our local examples

Short notes from the school, city or community examples we brought.

3. What we need

One expectation, one concern, or one thing that would help us take part.

4. Our group habit

One practical habit that will help everyone participate fairly.

5. A question for Saturday

One question our group wants to carry into the Dialogue Labs.

6. Names and connections

Two things we have in common and one interesting difference we noticed.

Shared notes *Anything we want to remember before we move on.*

Expectation and concern slips

Students write privately. Facilitators cluster themes without naming authors.

Before we begin, I hope this weekend will...: _____ _____ One thing that may make it harder for me to take part is…: _____ _____ *You may leave either line blank.*	**Before we begin,** I hope this weekend will...: _____ _____ One thing that may make it harder for me to take part is…: _____ _____ *You may leave either line blank.*
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Brave Space principle cards

Turn values into actions students can actually see and use.

ICO

Respectful confrontation

- We can disagree without attacking a person.
- Name the idea you question. Explain your reason.
- Ask: What would respectful disagreement look like here?

Brave Space principle card

ICO

Vulnerability and responsibility

- Share only what you choose to share.
- You do not have to speak for a whole group or culture.
- Take responsibility for the effect of your words.

Brave Space principle card

ICO

Cultural reflexivity

- Ask what feels normal to you, and why.
- Your habits and assumptions come from a context too.
- Stay curious when someone does it differently.

Brave Space principle card

ICO

Structural awareness

- Look beyond individual choices.
- Ask how rules, history, money, access or power shape the situation.
- Who has more influence, and who has less?

Brave Space principle card

ICO

Collective care and connection

- Notice who is included, interrupted or quiet.
- Make space without putting someone on the spot.
- The group is responsible for how people can take part.

Brave Space principle card

Brave Space scenario cards

Scenario 1 A student shares one experience. Someone replies: “So people in your country always think like that.” What could the group do next? *Practise a pause, clarification, paraphrase, apology or step-out without forcing instant agreement.*	**Scenario 2** Two students keep interrupting each other because they strongly disagree. What could help them continue without shutting the discussion down? *Practise a pause, clarification, paraphrase, apology or step-out without forcing instant agreement.*
Scenario 3 A student is asked a personal question about religion or family and does not want to answer. How can the group respect the boundary and continue? *Practise a pause, clarification, paraphrase, apology or step-out without forcing instant agreement.*	**Scenario 4** A joke about gender or identity makes someone uncomfortable. The person who made the joke says: “I did not mean anything bad.” What matters next? *Practise a pause, clarification, paraphrase, apology or step-out without forcing instant agreement.*
Scenario 5 The most fluent English speakers are doing almost all the talking. Nobody is trying to exclude others. What could the group change? *Practise a pause, clarification, paraphrase, apology or step-out without forcing instant agreement.*	**Scenario 6** A student says something that lands badly. They look surprised when another student explains the impact. How could clarification or repair work? *Practise a pause, clarification, paraphrase, apology or step-out without forcing instant agreement.*
Scenario 7 A student becomes quiet and wants to step out for a few minutes. How can they leave and rejoin without it becoming a big public moment? *Practise a pause, clarification, paraphrase, apology or step-out without forcing instant agreement.*	**Scenario 8** Two students disagree about a sensitive public issue. Both think the other person has misunderstood them. What can they do before answering back? *Practise a pause, clarification, paraphrase, apology or step-out without forcing instant agreement.*

Our Brave Space agreement

The group decides what respectful challenge looks like in practice.

We will...

Write clear behaviours, not abstract values.

When disagreement gets difficult, we can...

Agree on ways to pause, clarify, paraphrase, apologise or ask for support.

Our right to pass looks like...

How can someone pass without being pressured to explain?

If someone steps out, they can rejoin by...

Keep this simple and non-public.

Privacy and safeguarding

What stays in the group?

Repair language

ICO **Pause** *"Can we slow down for a moment?", "I need a minute before I answer."* *Simple phrases students can use when a conversation becomes difficult.*	ICO **Clarify** *"What do you mean by...?"* *"Can you give an example?"* *Simple phrases students can use when a conversation becomes difficult.*
ICO ***Paraphrase*** *"If I understand you correctly, you mean..."* *"Is that a fair summary?"* *Simple phrases students can use when a conversation becomes difficult.*	ICO **Name impact** *"I know that may not have been your intention. The effect on me was..."* *Simple phrases students can use when a conversation becomes difficult.*
ICO **Repair** *"I want to say that differently."* *"I am sorry for how that came across."* *Simple phrases students can use when a conversation becomes difficult.*	ICO **Pass or step out** *"I would rather pass on this question."* *"I am going to step out and come back later."* *Simple phrases students can use when a conversation becomes difficult.*

Stories Across Cultures - prompt card

Use a personal object or image to tell one concrete story.
Nobody represents a whole country or culture.

Story circle

- What is the object or image?
- What made you choose it?
- What story or memory connects it to you?
- What might someone misunderstand if they only saw the object without your story?
- What is one curious question you are comfortable answering?

You may pass. Ask before touching or photographing another person's object.

Stories Across Cultures - reflection slip

Students can submit this anonymously.

After the story circle One assumption that is now less certain or more precise: _____ _____ One thing I learned about listening: _____ _____ One question I still have: _____ _____	**After the story circle** One assumption that is now less certain or more precise: _____ _____ One thing I learned about listening: _____ _____ One question I still have: _____ _____
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Friday 2 October

Teacher meet-up observation sheet

Record patterns that affect facilitation. Do not write down sensitive personal stories.

Student energy

What are we noticing about energy, tiredness or overload?

_____

_____

Voices that are absent

Who is not finding an easy way into the group? What can we change?

_____

_____

Language access

Where is English speed, confidence or vocabulary becoming a barrier?

_____

_____

Airtime and interruptions

Are some people taking much more space? Who is being interrupted?

_____

_____

_____

Wellbeing or safeguarding

Record only action needed, not private story details.

_____

_____

_____

Saturday roles

- Lead facilitator: _____
- Group facilitators (6): _____
- Wellbeing lead: _____
- Roving facilitator: _____
- Practical lead: _____

Saturday and Sunday

Morning check-in card for facilitators

Keep it short. A check-in is information, not therapy.

Morning check-in

- Take 30 seconds of quiet first.
- In one word or short phrase: How are you arriving today?

  You may pass.
- What would help you take part today?
- Choose one Brave Space agreement to practise.
- Any practical needs for the facilitator to note?

Saturday 3 October

Nature walk prompts

Walk in mixed pairs and change partner halfway.

Walk and notice

- Observation: Find one sign that people have shaped, protected or changed this landscape.
- Conversation: What makes it easier for you to speak honestly with someone you do not know well yet?
- Halfway: change partner.

Intercultural Communication Lab - continuum signs

Communication choices change with context, role and power. These are not country labels.

Direct ↔ Indirect

How clearly do you say the main point?

Your answer may change with the person or situation.

Intercultural Communication Lab - continuum signs

Communication choices change with context, role and power. These are not country labels.

Fast response

↔

Time to think

Do you answer quickly or prefer a pause first?

Your answer may change with the person or situation.

Intercultural Communication Lab - continuum signs

Communication choices change with context, role and power. These are not country labels.

Formal ↔ Informal

How much distance, title or politeness do you use?

Your answer may change with the person or situation.

Intercultural Communication Lab - continuum signs

Communication choices change with context, role and power. These are not country labels.

Expressive ↔ Reserved body language

How much do your face, hands, posture or eye contact show?

Your answer may change with the person or situation.

Communication scenario cards

Use mixed triads: speaker, listener and observer. Repeat the scenario with a different style.

Group project Your group has two ideas and little time. You want the group to choose your plan.	**Late teammate** A teammate arrives late for the second time. You need to address it without starting a fight.
Unclear work A classmate's part of the project is hard to understand. You need to give useful feedback.	**Teacher question** You disagree with a teacher's decision about a deadline or rule and want to raise it.
Quiet disagreement You do not agree with the group plan, but everyone else seems ready to move on.	**Interrupted speaker** You are explaining an idea, and another student keeps jumping in before you finish.
Social evening Two people want very different activities for the evening. You need a decision that others can join.	**Misunderstood message** A short text message sounded rude to you, but the sender says that was not the intention.

Communication observer sheet

Observe the interaction, not the personality of the students.

Scenario *What situation are you practising?*

Directness

What did you notice about how directly the point was said?

Formality

What words, tone or distance made the interaction more formal or informal?

Silence and pace

Was there thinking time? Did someone fill every silence?

Body language

What did posture, eye contact or gestures add or confuse?

Hierarchy or power

Did age, role, confidence or authority change how easy it was to speak?

One adjustment that helped understanding

Be specific.

Communication language support

Useful words and phrases for multilingual groups.

Direct The main point is said clearly and quickly.	**Indirect** The point is softened, hinted at or built up slowly.
Formal More distance, titles, careful wording or rules.	**Informal** More relaxed language and less distance.
Reflective Taking time before answering.	**Hierarchy** A difference in role or authority, for example student-teacher.
Non-verbal Meaning shown without words, such as silence, eye contact, posture or gestures.	**Context** The situation: who, where, when and what is at stake.
Useful phrases “In this situation I would probably...” “I read that differently because...”	**Useful phrases** “With a teacher I might...” “With a friend I might...”

Communication commitment slip

One small habit to practise during the Dialogue Labs.

My communication practice During the next discussion, I will try to… _____ _____ This may help because… _____ _____	**My communication practice** During the next discussion, I will try to… _____ _____ This may help because… _____ _____
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Global Dialogue Lab I - theme cards

Each group chooses climate justice or technology and connects the issue to concrete local examples.

Climate justice

- Guiding question: Who should do most to reduce climate change, and why?
- Think about: past emissions, money, energy access, people hit hardest, young people, your local example.
- Do not look for one “country answer”. Explain what shapes your view.

Technology and AI

- Guiding question: Who gets the benefits of new technology, and who may be left out?
- Think about: access, school use, privacy, jobs, bias, energy use, your local example.
- Ask what evidence you are unsure about.

Dialogue map

Map the conversation instead of trying to win it.

Local examples we heard *What happened in a school, city or community?* _____ _____ _____ _____	**Where we agree** *Be specific. Agreement can be small.* _____ _____ _____ _____
Where we genuinely disagree *Write the difference clearly without judging people.* _____ _____ _____ _____	**What evidence is missing** *What fact, source or example would help?* _____ _____ _____ _____
Who is affected but not in the room *Whose experience or voice is missing?* _____ _____ _____ _____	**Perspective test** *What is the strongest fair argument against our current view? What could change our mind?* _____ _____ _____ _____

Dialogue Lab I - role cards

Students own the discussion. The teacher stays outside the content role.

Process keeper

- Remind the group of the Brave Space agreement.
- Make sure clarifying questions come before rebuttal.
- Pause the group if the process stops feeling fair.

Timekeeper

- Keep the group moving through each stage.
- Warn the group when about five minutes remain.
- Protect time for every person.

Equity observer

- Notice who speaks, who is interrupted and whose English is carrying extra work.
- Invite a process change without putting a quiet student on the spot.

Reporter

- Summarise: agreement, disagreement, missing evidence or voice, and one question.
- Do not report someone's private story without permission.

Dialogue Lab I - learning slip

Short individual reflection at the end of the lab.

My learning slip I understood more about… _____ _____ I still question… _____ _____ I need to hear from… _____ _____	**My learning slip** I understood more about… _____ _____ I still question… _____ _____ I need to hear from… _____ _____
My learning slip I understood more about… _____ _____ I still question… _____ _____ I need to hear from… _____ _____	**My learning slip** I understood more about… _____ _____ I still question… _____ _____ I need to hear from… _____ _____
My learning slip I understood more about… _____ _____ I still question… _____ _____ I need to hear from… _____ _____	**My learning slip** I understood more about… _____ _____ I still question… _____ _____ I need to hear from… _____ _____

Opportunity flower

Explore how several factors can combine to open or close opportunities. Personal disclosure is optional. Students may use a fictional case instead of discussing themselves.

Language	**Money / resources**	**Education**
Gender	**Person or case**	**Citizenship**
Religion / beliefs	**Digital access**	**Time / care / accessibility**

For each factor you choose, ask: Does this usually open a door, create a barrier, or depend on the situation? You do not need to complete every box.

Fictional case cards

Use these when students prefer not to discuss their own identity or situation.

Case A - Language A 15-year-old student recently joined a new school. They understand lessons well but need extra time to speak in the school language. In group work, faster speakers often move on before they answer.	**Case B - Digital access** A 16-year-old student shares one older laptop with two siblings. The school expects students to use AI tools and join online meetings from home.
Case C - Time and care A 15-year-old student looks after a younger sibling most afternoons. A school climate group meets after school and says everyone is welcome.	**Case D - Accessibility** A 16-year-old student uses a wheelchair. A popular student event is planned in a room that is difficult to reach because the lift is unreliable.
Case E - Money A 15-year-old student wants to join a school trip and social activities, but the family cannot easily pay extra costs that others see as small.	**Case F - Voice and confidence** A 16-year-old student has strong ideas but speaks English more slowly than most of the group. Other students often finish their sentences or answer first.

Stakeholder map

Ask who decides, who benefits, who carries the cost and who is missing.

The situation

Describe the case or issue in one sentence.

Who decides?

Who has formal or informal power?

Who benefits?

Who gets easier access, safety, money, time or voice?

Who carries the cost or risk?

Who may lose time, money, access, safety or influence?

Who is missing?

Whose experience is affected but not represented?

What could make participation fairer?

Write one realistic practice, rule or design change.

Power and inclusion - key terms

Plain-English definitions for Global Dialogue Lab II.

Power

The ability to influence decisions, rules, resources or what gets heard.

Privilege

An advantage you receive without having earned it, often because of how a system works. Having one advantage does not mean your whole life is easy.

Intersectionality

Different parts of a person's situation or identity can combine and change what they experience.

Inclusion

Designing participation so people with different needs and starting points can take part fairly.

Saturday 3 October

Inclusion principle and missing-voice card

One group output for the end of Global Dialogue Lab II.

Our inclusion principle

One practice that would make participation fairer in school or community life.

Before we reach a conclusion, we still need to hear from...

Name a voice or experience, not a student in the room.

Saturday 3 October

From tension to common ground - position signs

The line is not a vote. Students may move, remain where they are, choose unsure or pass.

Agree

Stand nearer this side if the statement mostly fits your current view.

From tension to common ground - position signs

The line is not a vote. Students may move, remain where they are, choose unsure or pass.

Disagree

Stand nearer this side
if the statement mostly does not fit your current view.

From tension to common ground - position signs

The line is not a vote. Students may move, remain where they are, choose unsure or pass.

Unsure / pass

You can stay here without explaining why.

Statement cards

Choose one statement suited to the group's readiness. Read it twice and allow thinking time. The cards are discussion starters, not positions promoted by the forum.

Climate responsibility Richer countries should do more to fight climate change than poorer countries. *Think about: history, money, development, energy and who is affected most.*	**Climate and lifestyle** Everyone should be willing to change some habits if we want to slow climate change. *Think about: fairness, cost, freedom and what changes actually matter.*
AI and opportunity AI will create more opportunities than problems for young people. *Think about: learning, jobs, access, mistakes and who benefits first.*	**AI at school** Students should be allowed to use AI for schoolwork if they explain how they used it. *Think about: learning, cheating, support, access and responsibility.*
Technology and inequality New technology can make inequality worse if only some people can afford or access it. *Think about: devices, internet, language, education and skills.*	**Gender and tradition** Traditions should change if they give boys and girls different opportunities. *Think about: family, choice, fairness, culture and change.*
Fairness Treating everyone exactly the same is not always fair. *Think about: different starting points, support, rules and equal opportunity.*	**Youth voice** Sixteen-year-olds should be allowed to vote. *Think about: responsibility, knowledge, rules that affect young people and age limits.*
Unfair advantage If a system gives you an unfair advantage, you should help to change it. *Think about: responsibility, blame, benefit and what one person can realistically do.*	**Privacy and safety** It can be acceptable to give up some privacy to make people safer. *Think about: cameras, phones, school rules, public safety and who controls the data.*

Respectful disagreement language

Use this during cross-position pairs. Paraphrase before responding.

Start your view “At the moment, I think...” “One reason is...”	**Ask for context** “Can you give an example?” “What makes that important to you?”
Paraphrase first “If I understand you correctly, you mean...” “Is that a fair summary?”	**Respond** “I understand that point, but I see it differently because...” “One part I agree with is...”
Stay uncertain “I am not sure yet because...” “I would need to know more about...”	**Name common ground** “We both seem to care about...” “We still disagree about...”

Common-ground and tension map

Keep genuine disagreement visible. Common ground does not require consensus.

Shared concern *What do people at different points on the line care about?*	**Reasons we heard** *Write fair reasons from more than one position.*
What we still disagree about *Name the difference clearly.*	**What evidence is missing** *What would help us understand the issue better?*
Whose voice is missing *Who is affected but not represented here?*	**One condition for joint action** *What could we still do together even if we disagree?*

Saturday 3 October

Dinner reflection

End with one practice the group wants to improve.

- What surprised you today?
- What remains unresolved?
- Whose voice was missing?
- What is one thing we want to do better in tomorrow's conversations?

You may pass on any question.

Action canvas

Choose an issue students can influence within about four to six weeks. Keep the action specific, feasible and inclusive.

Issue *What problem or concern are we working on?*	**Affected voices** *Who is affected? Who is missing from our group?*
Desired change *What would be different if our action helped?*	**First step** *What is the first thing we can actually do?*
Partner *Who can help us or needs to be involved?*	**Timeline** *What happens first, next and by when?*
Resources *What do we need? Time, people, information, permission, materials?*	**Possible barrier** *What might make the action difficult?*
Inclusion check *Who could be left out, and how will we include them?*	**Sign of progress** *What simple evidence will show that something changed?*
Review date *When will we check what happened?*	**Owner(s)** *Who is responsible for starting the first step?*

Local follow-up

Amsterdam	Leuven	Mumbai	Taoyuan
Owner(s) / first date	**Owner(s) / first date**	**Owner(s) / first date**	**Owner(s) / first date**
_____	_____	_____	_____
_____	_____	_____	_____

Stakeholder cards for action planning

Use the cards to test whose involvement matters.

Students directly affected Who experiences the issue most directly?	**Students not in the room** Whose student perspective are we missing?
Teachers Who could support, advise or change classroom practice?	**School leaders** Who can approve, organise or change a school rule?
Parents or caregivers Do families need information, support or consultation?	**Community organisation** Is there a local group already working on this issue?
Expert or NGO Who could provide reliable information or practical help?	**Local decision-maker** Is there a public body or decision-maker who controls part of the issue?

Action reality-check card

Another group uses this before the action is final.

Specific Can we explain the action in one sentence?	**Possible** Can students start it within four to six weeks?
Student influence Does the plan include something students can actually do?	**Inclusive** Have we considered affected voices and possible exclusion?
Partner Is there a real person or group we need to involve?	**First step** Is the first action clear and small enough to begin?
Progress Do we know what evidence will show that something changed?	**Follow-up** Is there a named owner and review date?

Overall:

□ **Ready to try** □ **Almost ready - revise one part** □ **Not yet realistic - simplify the plan**

Shared Future Statement

Record agreement and a real unresolved difference. Do not force unanimity.

We agree...

One shared principle that every group member can explain.

We still need to understand or resolve...

Name the real disagreement or open question honestly.

We will...

One practical commitment. State the first action and who starts it.

We will review this on...

Write one date.

Shared Future Statement

These examples show the structure, not the "correct" answer.

Example 1 - AI at school

- We agree that students should learn to use AI responsibly.
- We still need to understand or resolve when AI support becomes cheating.
- We will ask students and teachers how AI is currently used and draft one clear classroom guideline.
- Review date: _____

Example 2 - climate and school life

- We agree that schools should reduce waste without making participation expensive.
- We still need to understand or resolve how much change should be voluntary or required.
- We will test one reusable-lunch idea for two weeks and count how many students join.
- Review date: _____

Consent check

Use dot stickers or simple hand signals before finalising the Shared Future Statement.

Support

I support this wording and commitment.

Can live with

It is not exactly my wording, but I can accept it and move forward.

Cannot yet support

Something important is missing or unclear. I want the group to revise it or record my reservation.

Live Stratego - quick rules and debrief

Keep only one spy per team. Build one team of 18 and one team of 19, with a balanced mix of ranks.

Before play

- Two mixed teams. Mark clear boundaries and base areas.
- Hide one flag inside the marked base.
- Give every player one role card.

Tagging

- A tag is a light touch on the shoulder or arm.
- No grabbing, blocking, pushing or unsafe hiding.
- Players compare cards quietly. The lower rank returns to base.

End

- The game ends when a flag reaches the opposing base or time is called.

Debrief

- Who made decisions?
- Whose ideas were used?
- How did roles affect voice?
- What helped quieter members take part?

Gallery Walk feedback guide

Use three different colours of sticky notes. Half the group hosts, half visits, then switch.

Colour 1 Whose voice is included or missing?

Colour 2 Is the first step realistic? What would make it more realistic?

Colour 3 How will the group know the action helped? What evidence could they use?

Feedback should help the group test the plan. Do not rewrite the plan for them.

Final student evaluation

Page 1 of 2. The questions focus on intercultural awareness, listening, critical reflection, collaboration and willingness to act. Students may skip any open question they do not want to answer.

For each sentence, circle one number.

1 = not yet 2 = a little 3 = partly 4 = mostly 5 = a lot

Statement	1	2	3	4	5
1. I listened carefully to views that were different from mine.	1	2	3	4	5
2. I felt I could speak, think first, or pass when I needed to.	1	2	3	4	5
3. I can explain at least one issue in a more complex way than before.	1	2	3	4	5
4. I noticed how context can change the way people communicate.	1	2	3	4	5
5. I can identify a voice or perspective that may be missing from a discussion.	1	2	3	4	5
6. I worked meaningfully with students from other schools or countries.	1	2	3	4	5
7. I know one realistic action I can take in my school or community.	1	2	3	4	5
8. I would use at least one Brave Space method again in another group.	1	2	3	4	5

Final student evaluation - reflection

Page 2 of 2. Short answers are enough. You may leave any question blank.

One idea that changed or became more complicated

What do you think differently or more carefully about now?

One moment that challenged you

This can be an idea, a misunderstanding, a disagreement or a question.

What helped you participate?

Think about people, language, group rules, time, space or activities.

What made participation harder? *You may leave this blank.*

What will you do next?

Name one action, first step or conversation and who should be involved.

One word for how you are leaving the Forum: _____

Sunday 4 October

Closing circle prompt

Keep contributions brief so all students have space.

“I am taking home...”

One sentence is enough. Passing is always allowed.

Throughout the weekend

Facilitator observation sheet

Record group-process patterns, not private stories or sensitive personal details.

Group

Participation patterns

Who had easy access to the conversation? Where was airtime uneven?

Language access

Was thinking time, plain English or pair rehearsal needed?

Interruptions and power

What roles, confidence or authority shaped who was heard?

Right to pass and boundaries

Were passes respected? Did anyone feel pressure to disclose?

Tension and repair

How did the group handle disagreement or misunderstanding?

Missing voices

What perspective or affected group was absent from the conversation?

Change for next session

One facilitation adjustment to try next.

Action follow-up sheet

The Forum is complete only when students try the first local step and can report what happened.

Group and issue

Shared principle

Unresolved tension

Practical commitment

Amsterdam - owner(s) and first step/date

Leuven - owner(s) and first step/date

Mumbai - owner(s) and first step/date

Taoyuan - owner(s) and first step/date

Review date

How we will report back *Where will the update be shared and who sends it?*