



INTELLECTUAL OUTPUT 3:

**DESCRIPTION AND RESULT COLLECTION
OF THE 2ND ROUND OF NATIONAL WORKSHOPS**



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1. DESCRIPTION OF THE GROUPS

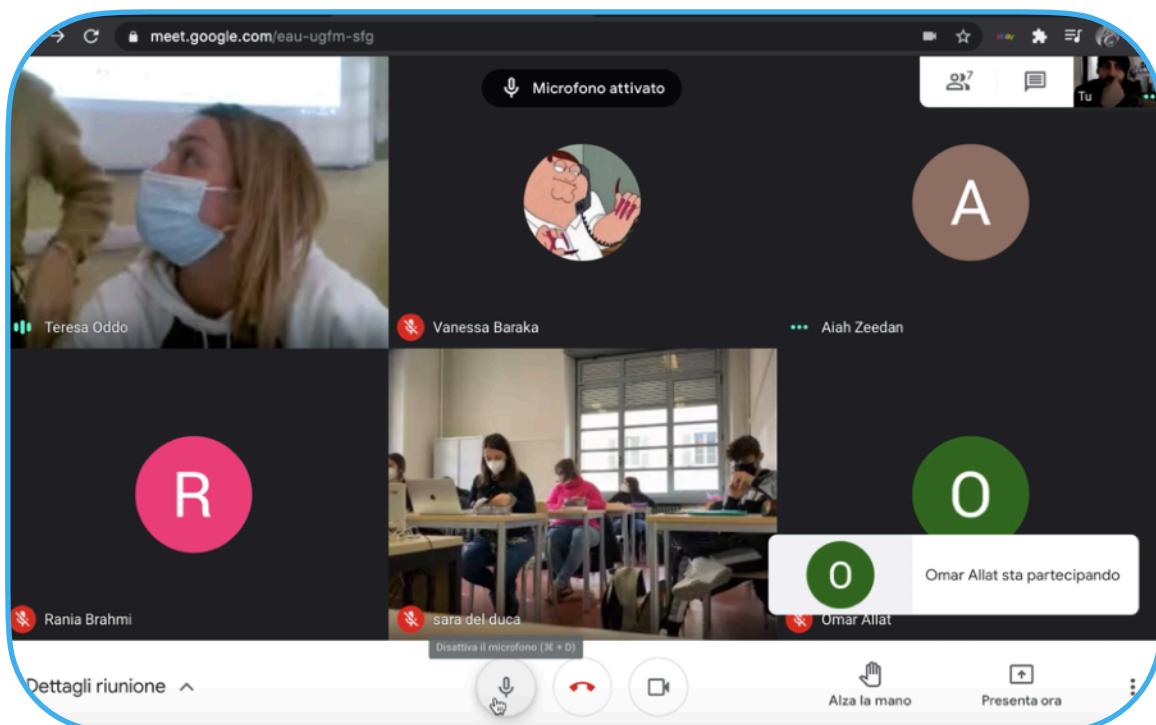
1.1 - ITALY

The group of participants is a class of 14 students, aged between 13 and 14 years and from different ethnicities, and members of class IG of the Giulio Institute of Turin.

The group immediately showed great participation and interest in the project. The workshop represented for them the first opportunity to be together and get to know each other outside of school lessons. Martina and Sara immediately knew how to enter into a relationship with them and win their trust. Professor Facciotto, who had attended the first workshop, was the link for this new group of participants. Unlike the first workshop, the teacher was not able to fully follow the progress of the activities, but she was always available to support us when the two leaders needed it.

This made the management of the workshop possible, despite the numerous difficulties that arose due to the pandemic situation of Covid-19.

Precisely because of the pandemic, from the first meeting the two young leaders understood that all the planned plans would be different. We therefore decided to divide the workshop into 7 meetings of about 2 hours (two meetings around 2,5 hours), from November 2020 to February 2021, taking into account the problems related to online mode (access, audio or video interferences, malfunctions of the devices of the students and of the leaders).

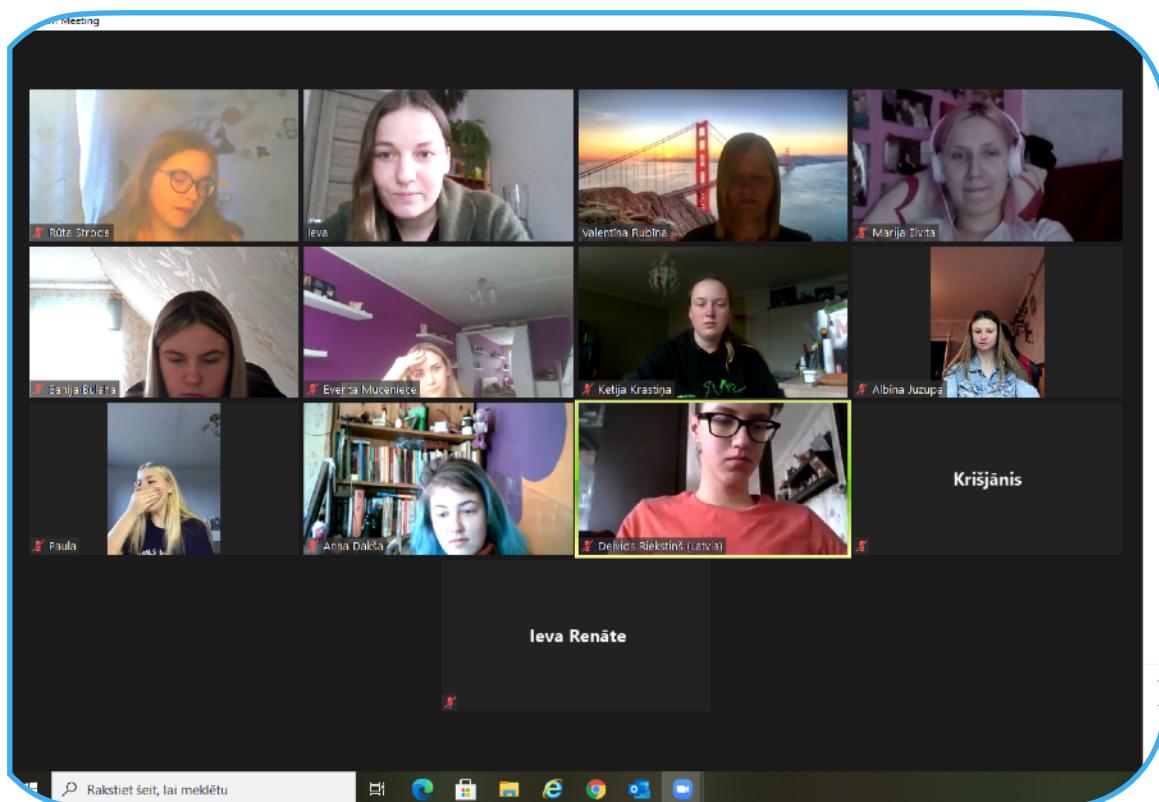


1.2 - LATVIA

The group was made up of last-grade students from Jaunpils secondary school, between 17 -18 years old. All the activities took place as online activities because of the pandemic situation in Latvia, it was not allowed to go to school in presence.

The lessons were taking place together with the teacher and participants felt more interested in it because it was something different than regular lessons. The two leaders at the beginning felt worried because of a lack of experience with online activities and they did not know how active participants would be. But it turned out that time was flying fast and participants especially liked different online environment opportunities like the "Gather town app".

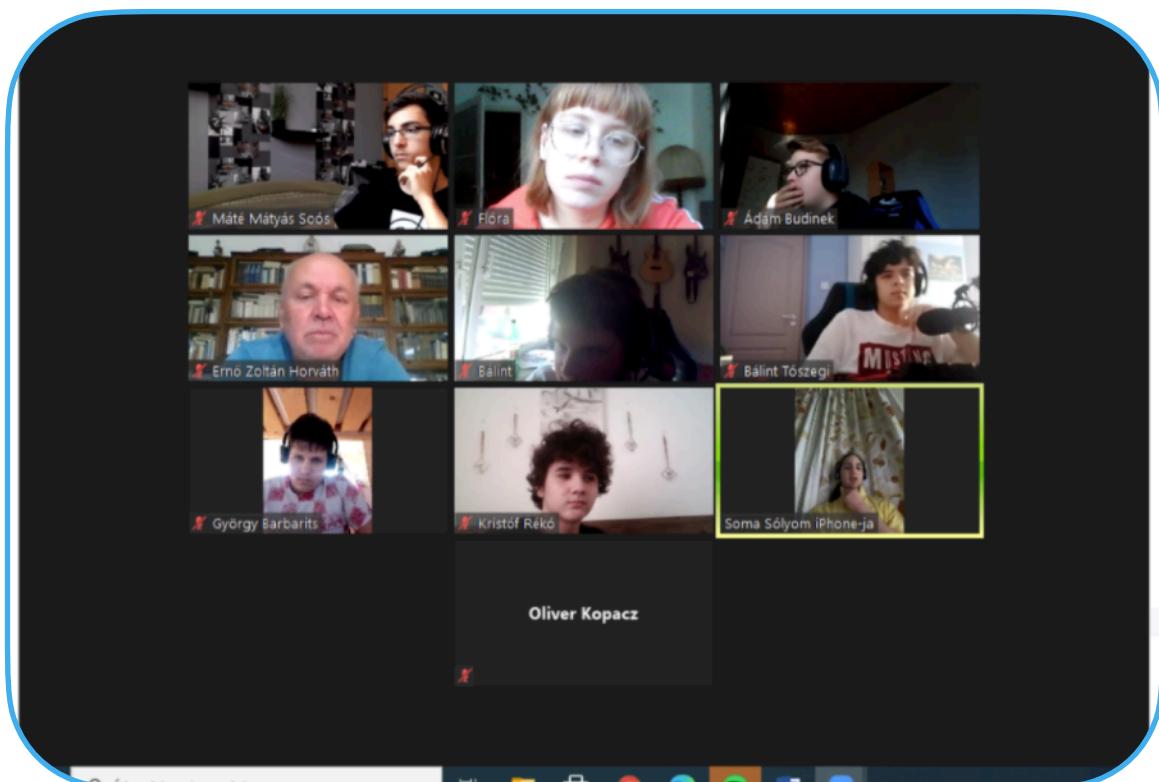
Before each stage leaders and facilitators met online and discussed the next lesson. If there were more questions, leaders have been asking a teacher for advice. There were 5 lessons led by a pair of youngsters Each lesson was 1 h and 30 min long. It was visible that it was very easy to explain the assignment when it was explained by youngsters to youngsters.



1.3 - HUNGARY

The group of participants were students between the age of 15 - 17 from the school named Budapest XVII. Kerületi Kossuth Lajos Általános Iskola. It was an interesting case as the young leaders were also students of Erno, the teacher in the past and now the participants were new students of him from a different school so it was a good base to work together, although everyone would have liked it better to organise in person workshops but due to the total lock down and the closed schools we did not have any other alternative.

The group needed a bit of time to adjust to the extra curriculum in online space after doing online school but as the topic slowly but steadily has become more and more interesting for them as we moved forward with the activities. Erno the teacher with whom we have worked together throughout the whole project was really helpful with helping in organising the workshops online and he also coordinated little groups inside school so therefore they were able to eventually create the pack of cards and even play with them. As the activities were online we have decided to make it visual with some pictures, videos, sharing stories and even recommending each other games and movies. With the two youngster leader and the teacher we had two meetings where we created the plan and then we held 3 meetings online then a final meeting between us the teacher, the two youngsters and the coordinator was held to finalise and evaluate the workshops.



1.4 - NETHERLANDS

In the Netherlands, the group of students participating in the 2nd round of National workshops consisted of a total of 16 students. However, the 16 students were not all part of the complete process. The students participating are all attending the Democratic Secondary school De Vallei and are aged between 13 and 18 years old. Since the school does not have a system with fixed classes and fixed timetables for everyone, we had to get individual students to participate and make the workshops fit into their personal schedule. This led multiple times to difficulties getting all the students to joint the complete process. Due to the situation of the Corona-virus the workshops were spread over a longer time period, which led to some students personal timetables of lessons changing and them not being able to complete the whole workshop process.

The students are all part of the school, but since there are no separate classes in this school, they are not all very connected to each other. Some of the students are part of friend groups and since the school itself is small all students know each other by name and face. However, there are a lot of students who do not really know each other on a deeper level. The two young leaders, Taco and Manuel, were both participants in the 1st round of National workshops and were participants in the international training in Latvia. They are both 18 years old now. Since they are also students of the school, they know the students participating in the workshops. Since the Democratic School has a different system with no classes and teachers that are present on demand of the students, there was no teacher involved in this round of workshops.



2. DESCRIPTION AND REPORT OF ACTIVITIES

2.1 - ITALY

DESCRIPTION OF THE ACTIVITIES

1) GET TO KNOW AND THE TOPIC OF THE PROJECT

General presentation of the project, then of the participants. Online modality.

Due to the restrictions for Covid-19, the activity chosen to replace "The portraits" was the "chain of words", a small brainstorming to break the ice among the participants on topics such as "racism" and "bullying".

2) THE DISCRIMINATION THEME AND THE CHARACTERS

In place of the chosen activities (theatrical exercises impossible to perform online), the leaders chose an activity based on the taboo game style: after choosing the characters related to the theme of discrimination, and having compiled a list, each participant drew a characteristic or state of mind and a character. Then he/she tried to make others guess who he/she was, only with facial or body expressions.

Debriefing time and the drawing cards moment.

3) OBJECTS

"The Magic Object" exercise: a common item can be something different from its daily use. It depends on the creativity of the user. The challenge is to guess what the new use is. Debriefing time and then the drawing cards moment. Unfortunately, the time was shortened due to technical problems, and it was difficult to manage the phase of the drawings because of the distance.

4) LOCATIONS

With a "Photo Storytelling" exercise, the participants create a brief story and a title, starting from the suggestions that a photo gives them. Debriefing time and then the drawing cards moment.

5) FINDING THE SPECIAL CARD AND DISCUSSION ABOUT DISCRIMINATION

The group needed to tackle the issue of discrimination in greater depth, which is why a meeting was dedicated to confrontation, debate and listening. This was an opportunity to start identifying the special card. Actually this stage was a sort of debriefing meeting.



6) SPECIAL CARD AND PLAYING THE GAME

The best way to find out what's missing in the deck of cards is to play with it. The students were divided into groups, online and live, they drew cards and played the game. From the game itself emerged the special cards with which to change the narration of a story: superpowers, but also external environmental or human elements. Debriefing time and drawings.

7) USING THE COMPLETE DECK OF CARDS AND FINAL GREETINGS

The class is divided in four groups. Three live in the classroom and one online. Each group draw randomly with an automatic generetor online the cards: the supporter helped the leaders managing it. Each group write and the tell its own story to the other groups. The important thing is that every participant tells a piece of the story. Debriefing moment, discussion on the whole process of the project and then final greetings.

REPORT OF THE ACTIVITIES

Compared to the first workshop, the substantial difference was obviously the peer leading of the two young leaders. The experience of Project Training in Latvia and the sharing with other european leaders allowed Martina and Sara to start their own workshop prepared, aware and determined. Unfortunately, the Covid-19 pandemic has forced a change of plans not only in carrying out the activities, but also in the relationship with the work group. The students of the Italian school in the autumn suffered greatly from the restrictions of the second wave of the epidemic. In particular the group of youngsters, chosen in agreement with Professor Facciotto, was a first-year high school class. The students at the beginning of the workshop (November 2020) had not yet met live. Since they lacked physical presence at school, and had to strictly follow the online lessons, they never had the opportunity to exchange opinions, discuss and, in short, get to know each other. In this sense, the workshop was a concrete opportunity for them to get in touch and start building connections.

Many of the students were of different ethnicities: this heterogeneity was important during the activities and discussions, and in the chosen theme (discrimination). On several occasions the participants shared personal experiences related to bullying and racism. Martina and Sara, being older in age, immediately struck them and became points of reference during the meetings, also for personal issues related to the theme of discrimination.

Both leaders engaged in planning and adapting activities to institutional restrictions inside the school.

A negative element that complicated things a lot was access to digital tools. Not all students can afford high-performance computers, laptops or smartphones. This is also valid for the leaders, who despite the financial constraints, managed to conduct the workshop in a professional and smart way: in practice they were able to optimize what they had to achieve the goal of creating good dynamics among the participants. The youngsters suffered from the lack of physical presence, and certainly in the most intense moments of the school period (at the end of December) they showed a certain fatigue in digital interaction, but completely physiological.

Ultimately we can safely say that the workshop had a profound impact on both the group of participants and the leaders. Their relationship continued beyond the duration of the workshop: the two Italian leaders returned to greet the children during the rest of the school year. Martina and Sara have shown that they have what is most important for a leader: adaptability, listening and understanding.

2.2 - LATVIA

DESCRIPTION OF THE ACTIVITIES

1) GET TO KNOW AND THE TOPIC OF THE PROJECT

Greeting everyone, Ice breaker: person chooses 2 things, one which resembles them and another one which doesn't. Others have to guess which is which. Introduction to the CARDS and project. Playing the cards: People are divided into two groups. In each group there is one leader. Participants draw four cards - they are mentioning numbers and the leader is picking up choosing cards. Participants are creating stories from the card they got. At the end there are two stories. At the end we are giving them little homework for the next lesson: To think about this specific time and virus as antagonist and us as protagonist. How can we overcome the antagonist in this story?

2) CHARACTERS AND OBJECTS

Introduction: We introduce everyone with today's plan and slowly gather in Gathertown online app. There we split in pairs and each pair goes to a different room to talk about previous lessons homework. Each person has 20 minutes to draw 2 character cards (antagonist and protagonist).

We take a look at the cards and discuss the ideas behind them, after that we end the lesson about characters. Exploring this card we started with a game: The first person gets an object which is near them and gives the object a special power the next person gives some sort of a minus to the object, to make it more fun, the second person continues with their own object and so goes on the game. After the game the participants started drawing the object cards. Each person draws only one object and gives it a power (we had little time left, that's why only 1 card).

After the cards were done we all took a look at them and discussed the ideas behind them.

3) PLACES AND SPECIAL CARDS

Time to download pictures of their favorite place, and a place where they don't want to be. After everyone found the right pictures we put them as a background on the ZOOM. And let everyone explain why they want and why they don't want to be in that exact place. Later on the host shared just a white picture and we all collectively drew on it. The idea behind it was that each person had to draw themselves in a specific place on the board. (good to mention that we also drew some trees, suns, houses etc.) After these games all participants drew 2 places cards - one place in which they don't wanna be in and another one in which they wanna be in. Before lessons we (me, Ieva and Ruta) gathered together and made different segments on the jamboard. First four boards were places (School, Home, Club, Amusement park) in which the participants needed to write situations which can occur in these places, the last two boards consisted only of pictures and the participants had to write different assumptions (whatever was in their minds).

After 15 minutes we discussed each board and got the lessons last part - drawing the cards.

4) CREATING FAIRYTALE

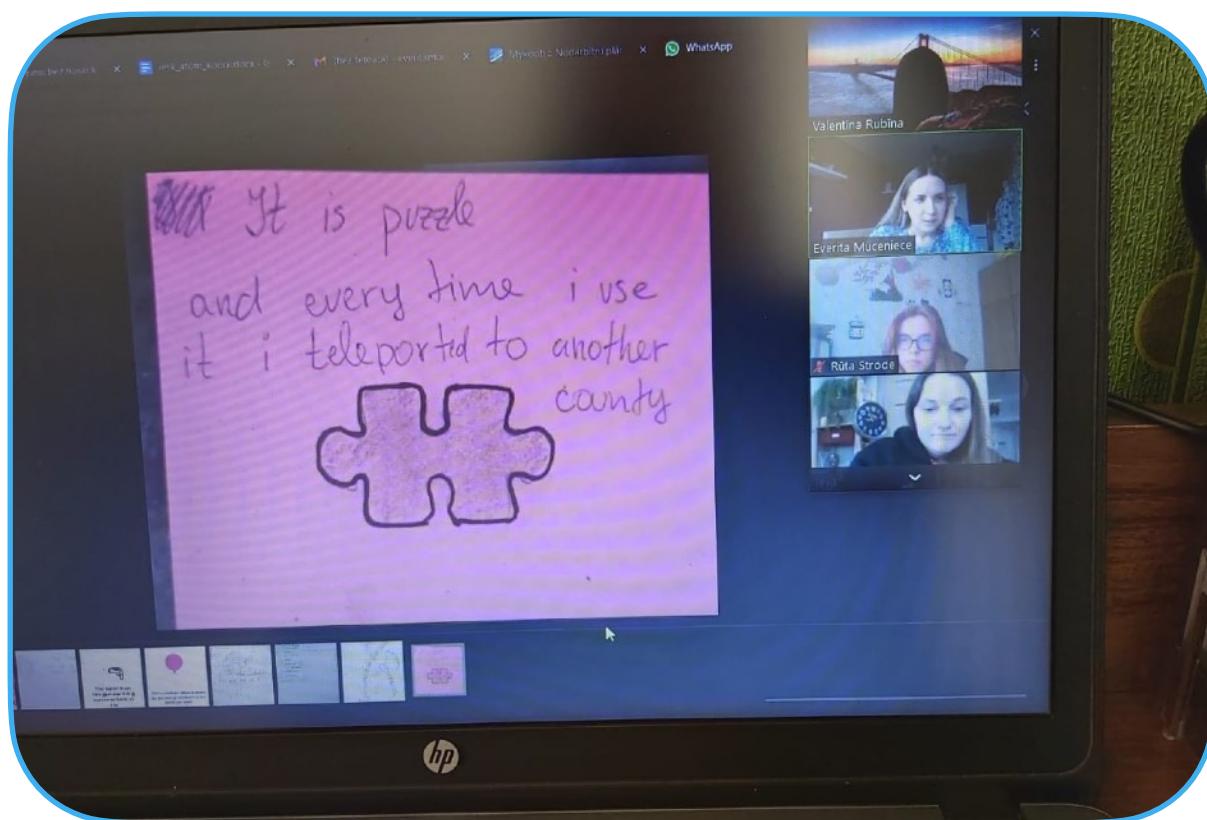
Introduction to the webpage book creator and showing everyone the already created books.

Separating everyone into groups and picking the cards that the participants drew themselves.

Creating the storyline and drawing it out in book creator, making a comic-like book. That was for the whole lesson, for it takes time to create perfection.

5) FEEDBACK AND EVALUATION TIME

Each group presents their story created from our cards. Leaders presenting feedback on every lesson we have had and what we have created: cards and stories. Giving word to the participants leaders, facilitator and teacher with the question: How was it? Was it easy? Did it reach your expectations? Presenting evaluation forms for students and giving time to fill in. Saying thanks and goodbye.



REPORT OF THE ACTIVITIES

Compared to the first workshop, the substantial difference was obviously the peer leading of the two young leaders. The experience of Project Training in Latvia and the sharing with other european leaders allowed Elvita Marija and Rūta to start their own workshop prepared, aware and determined. Unfortunately, the Covid-19 pandemic has forced a change of plans not only in carrying out the activities, but also in the relationship with the work group. Students were not allowed to go to school for all the spring sessions and were tired from online work. So the project topic itself was great opportunity to express feelings and talk about situation through storytelling.

One of the main topic for students was discussion about the current pandemic situation, and impact it has created on them and also bullying in school. Very present was also topic about different situations at families.

Before each topic facilitator and leaders met for to discuss next lesson. It was nice to see how after each stage, leaders become more confident and determined to create a workshop. At the beginning youngsters were scared and the facilitator took more lead, but after some moment both leaders asked to be given more leadership. Have to say that most of the group was more active than expected but some participants were quiet and needed more attention. The girls were asking directly some specific questions and waited for a response and it turned out successful.

In each lesson participants were in different moods because of tiredness from online school work. So the girls decided to make each lesson as cheerful as possible, so the students feel better.

Ultimately we can safely say that the workshop had a profound impact on both the group of participants and the leaders. It turned out that the youth leaders in most of the situations knew better what the emotional state was for the group and that helped a lot to create the best environment for students.

2.3 - HUNGARY

DESCRIPTION OF THE ACTIVITIES

PREPARATION OF THE WORKSHOP

Preparing for the workshop: after a lot of time apart because of covid, we organised an online meeting with the youngster and teacher to remember what we have done in the training in Latvia and get back on track with the project.

EVALUATION AND EXPECTATIONS OF YOUNG LEADERS

Following that the two youngsters with the teacher finalised the final plan of activities for the workshops in another meeting and filled out the first evaluation form with their expectations.

1) TOPIC AND CHARACTERS

First meeting: after a general introduction and presentation of the project we started with a longer introduction, name memorising games and we asked everyone to tell what was the best point and their words point of their day so far. We moved forward with Soma and Balint put together a quiz game on different characters from fairy tales and after playing with the game we shared who was our favourite and what did we liked and did not liked on them, it was interesting how most of the characters were male, we also had a discussion on that. The topic of bullying suddenly came to the conversation as we discussed which characters were cool and which were more childish and had a discussion on how is it not the best to make fun of each other and how actually watching this characters with younger siblings is a good memory.

2) LOCATIONS

Second meeting: After the round of sharing how is everyone we continued with the topic of place. Soma and Balint made another game where they put letters and with that letter first you needed to name a country, then a city then a town. Then they gave a quiz per presentation about famous places and their history and we continued to have discussions about places we visited and what we liked most about them. We have gently touched upon the theme of cultural differences and had also some funny stories to share. Erno shared a story about inclusion towards disabled people and we commented on that and suggested to watch a movie that we can discuss next time.

3) OBJECTS

Third meeting: Soma and Balint were talking about their experiences and struggles to create the action card and helping out with summerasing some of their stories that they wrote in the first workshop to try to give an example of how to use the cards. Then they showed different very detailed pictures and we needed to guess which part of which

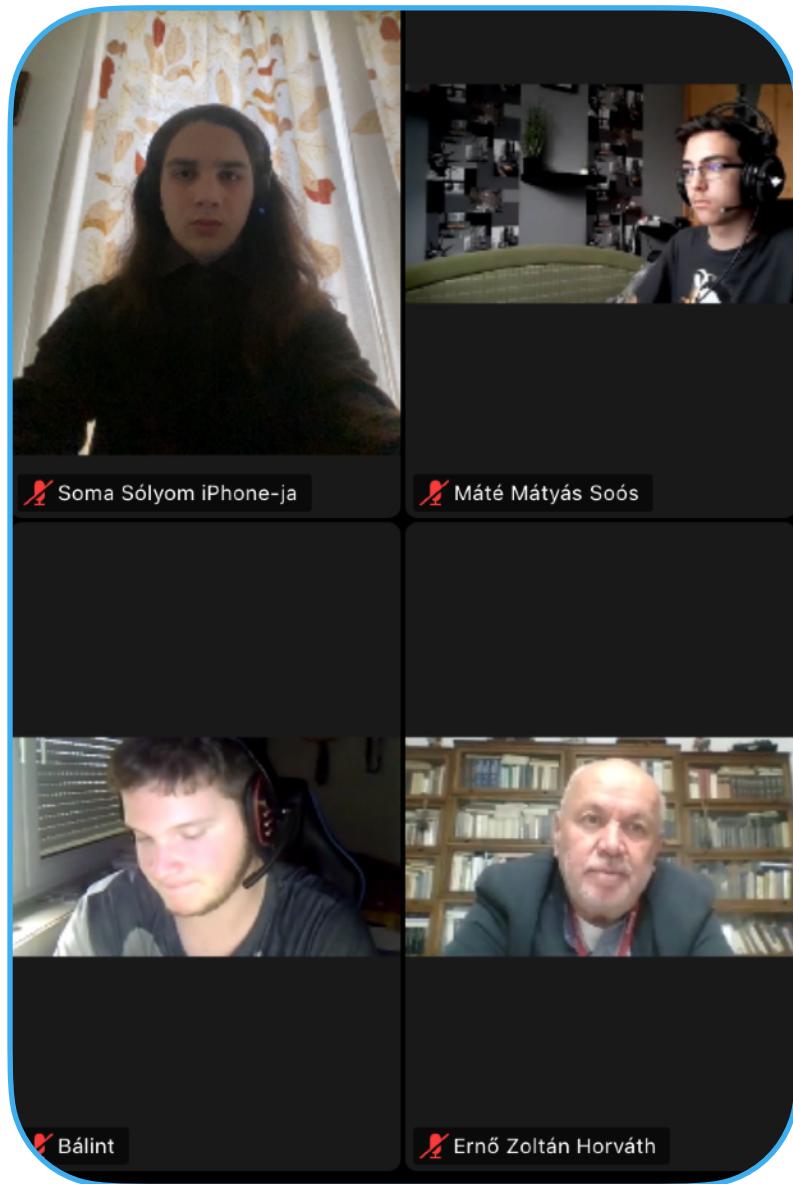
object they came from. We had quite long discussion about the project in general and evaluating this workshop as well.

4) DRAWING SESSION

Forth meeting: After finishing the workshops we have organised one online meeting between the 4 of us to share experiences and write down and summarise our reports together and also the teacher was able to tell us about the drawing session he has coordinated after every workshop in school in order to have the deck of cards as well.

5) EVALUATION

Fifth meeting: Once again we needed a bit more time to and fill out the evaluation form with the youngsters after the end of workshop.



REPORT OF THE ACTIVITIES

Due to the pandemic we needed to make quite a few changes considering implementing the second national workshop, first of all we needed to delay it which eventually led to the fact that we held it exactly one year later than it was planned and we even could not do it in person due to the restrictions.

It was quite challenging to take up the project, the topic, the experiences from the Latvian training seemed far away but as we started the first online meeting with the young leaders and the teacher we had started to remember everything together using the notes we took in the training and we started to plan the activities, another challenge was to reform our ideas to implement it in the online space which was also a limitation. As this time the teacher changed the workplace we were able to involve another school in the project and the coordination of the workshops was made much easier with the help and dedication of the teacher.

Both young leaders were quite nervous in the beginning but in general if one of them was confused the other helped out with the finish of activities so it was a nice teamwork. It was challenging to give a workshop to strangers and bit older students without getting to know each other properly but the topic helped to start fruitful conversation on different topics including inclusion.

It was a nice feeling that although in the beginning I was required more to speak up and help out but moving on the next occasion I was less needed to step in as they managed to do the activities more or less alone and they created an atmosphere where it was easy to share opinions and experiences. Of course it was not the easiest to do the online sessions as we needed to face technical difficulties like internet access limitations and moreover not everyone was able to join from a computer but a phone.

To conclude it was a successful workshop thanks to the topic of inclusion which is not a common element in average schools in Hungary so youngsters were open minded to discuss new topic and share experiences which they would probably not do in an average school day.

2.4 - NETHERLANDS

DESCRIPTION OF THE ACTIVITIES

As mentioned before, we were severely limited in the possibilities of organising the workshops due to the situation of the corona-virus. From March 2020 until December 2020 it was not allowed to come into the school as an external person, so there was no way to have the supporting youth worker come into the school to help the young leaders organise the workshop. From December 2020 to April 2021 the schools were closed, only being open for children with learning difficulties or in need of extra support.

By request of the young leaders it was decided to wait for a later moment to organise the workshops physically in school, since the school structure of lessons and teaching made it almost impossible to get everyone together online at the same time. Also the young leaders really preferred to give the workshops in person.

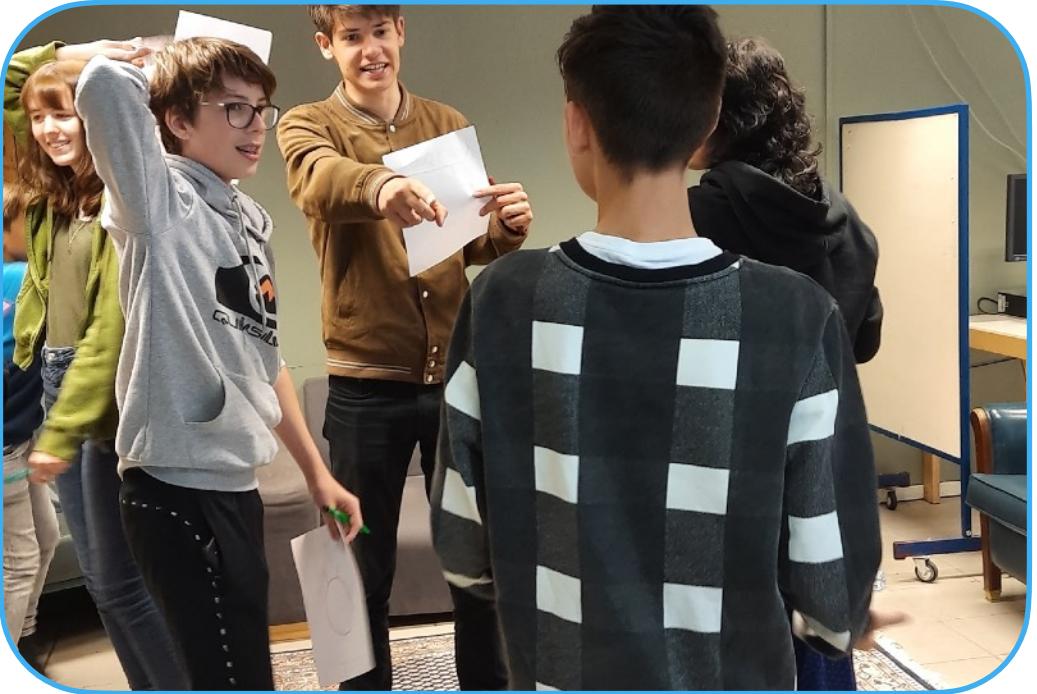
In the end we decided to have a smaller physical workshop in June 2021. In this 4 hour workshop we did not go into making the cards, but only using the supporting activities. This was planned to give the young leaders a opportunity to still practice with facilitating workshops and develop their facilitation skills. In this way the young leaders could take some experiences into the 2nd (online) training and reflect on how it was to facilitate sessions and activities for other students. Eventually we managed to start the workshop process in September and October of 2021 physically in the school. So eventually we had one workshop of 4 hours in June 2021 and 5 workshops of 3 hours in September and October 2021.

A) SUMMER WORKSHOP TO PRACTICE FACILITATION SKILLS

This 4 hour workshop consisted of different elements of the complete workshop process, focussing on the supporting activities. In this workshop there were teambuilding activities in the form of the “passport” activity, Improvisational theatre on magical objects, Story writing based on interesting pictures and finally storytelling based on the card decks made in the first round of national workshops.

1) GET TO KNOW, TEAMBUILDING AND THE HEROES JOURNEY

The goal of this workshop was to introduce the whole process of the workshops and to create a nice atmosphere with the students. The young leaders facilitated different energizer and icebreaker activities and used a portrait-style game where the students would draw parts of each other as fictional characters. The students were introduced to the Heroes Journey Theory and through a game activity used the theory to different stories they already know.



2) CHARACTERS

In this workshops the students were introduced to the role of characters in a story and the main goal was to create the character cards. We used photos of mysterious characters and the students would write short stories for them. Next was an activity where all students would write different characters on notes and they were put together. Students would blindly draw a few of them to act out a story. Finally, the students would create some character cards.

3) MAGICAL OBJECTS

In this workshop we focussed on the magical object. It started with improv theatre in which students would act out different magical powers of objects. In the second activity students would get pictures of different weird and unknown object and would have to invent a story of what they were and what its powers they have. In the third activity the students would go into the school and find a object themselves and would create a fantasy story around the with magical powers. Finally the magical object cards were created.

4) LOCATIONS

In this workshop we focussed on locations in stories. We used storytelling based on pictures of interesting environments and also made improv theatre based on acting out different settings and locations. With photovoice the students went out to create stories with using toy figures in different settings. Finally the location cards were created.

5) FINISHING THE CARDS, PLAYING AND EVALUATION

In this workshop we finished the last cards and the students could act out or write stories by using the cards that they made. In the end we took the time to have a group reflection of the process and the participants were asked to fill in evaluation forms. Finally we asked the students to evaluate the facilitation skills of the young leaders.

REPORT OF THE ACTIVITIES

Compared to the first round of workshops there were some very big differences.

Firstly, the young leaders feedback on the first round of workshops was that there needed to be much more small activities in which the students could work together in small groups and have a lot of fun. So in this 2nd round the young leaders made sure to also include a lot of small energizer games and different working methods.

Even more than in the first round of workshops there was a lot of trouble to get students to commit to the entire workshop process. In the end it was impossible to get the whole group to join all of the workshops, which led to changing groups and some people who could not attend all of the workshops. This had mostly to do with the fact that there is not a fixed timetable set for all the students, so all of them have a personal planning differing from each other.

Students did not feel like committing fully to the workshops. This led to us changing multiple times the dates and times of workshops, because there were moments in which a workshop was planned, but only 2-3 students showed up. This was a very frustrating process for the young leaders. There were multiple moments in which they felt that they did not want to continue facilitating the workshops and were very disappointed by the attitude of their fellow students.

At moments it was very difficult for the young leaders to keep the seriousness of the workshop. Of course the workshops were fun, but sometimes there were some students making fun out of the topic of the cards or taking up all the attention of the group. Luckily the young leaders found ways to express this to the students and have a moment to talk with them about it.

After the whole round of the workshops the two young leaders expressed that it would have been better to organise the workshop in a different school and to involve students that they don't know. They expressed that it was difficult to be taken seriously as workshops facilitator at some moments because part of the participants were their friends. The problem is that the school is so small (40 students total) that there was no possibility to involve students without a connection to them.

3. EVALUATION AND IMPACT OF THE 2ND NATIONAL WORKSHOP

3.1 - ITALY

A) YOUNG LEADERS EVALUATION

The evaluation of the workshop by the two young leaders took place through a questionnaire, the same used for the youthworkers leaders of the first national workshop. On a scale of 1 to 10 for the leaders, the participation, awareness, dialogue, critical thinking of the group at the beginning of the workshop ranged from 3 to 5.

Group dynamics and active listening, as well as mutual recognition and learning environment do not exceed 5, in the perspective in which the group was certainly new and without consolidated relationships, before the workshop itself.

At the end of the workshop, by recompiling the questionnaire, the two leaders showed a significant increase in all the parameters mentioned above, with an above average grade ranging from 7 (for the critical thinking of the group) to 9 for group dynamics and awarness, thus indicating a good result of maturation, learning and cohesion of the group.

B) PARTICIPANTS EVALUATION

The evaluation of the workshop by the participants was made through a questionnaire. On a scale of 1 to 5 to the question "How involved did you feel in the group during the whole workshop?" most of them gave a positive grade: vote 4 (42.9%) and 5 (28%); to the question "Do you think others have become more curious about your story and ideas with the workshop?" most gave a positive vote: 3 (42.9%), 4 (35.7%) and 5 (21.4); to the question "Do you think others have become more curious about your story and ideas with the workshop?" they responded neutral with a grade of 3 (50%) and more positive with a grade of 4 (42.9%).

When asked whether they discovered something new about themselves or about others, most said yes (10 out of 14). To the question "Do you feel more comfortable expressing your opinions after the workshop?" the majority gave a vote of 5 (42.9%) and 4 (21.4%).

When asked "How was doing the online workshop, would you have preferred to do it in physical presence?" most of them answered in the affirmative with votes 4 (28.6%) and 5 (57.1%).

Despite this, for 71.4% of the participants the experience was useful, even if managed online. In conclusion the difficulties due to the online adaptation of the workshop did not prevent the participants from benefiting from the activities and group work, taking the opportunity to get to know each other more deeply.

3.2 - LATVIA

A) YOUNG LEADERS EVALUATION

The evaluation of the workshop by the two young leaders took place through a questionnaire, the same used for the youthworkers leaders of the first national workshop.

On a scale of 1 to 10 for the leaders, the participation, awareness, dialogue, and critical thinking of the group at the beginning of the workshop ranged from 2 to 5.

Group dynamics and active listening, as well as mutual recognition and learning environment do not exceed 5.

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B) PARTICIPANTS EVALUATION

The evaluation of the workshop by the participants was made through a questionnaire: The youngsters expressed their feelings and shared that even if activities were online it was refreshing from daily online lessons and it felt like time was flying faster than usual. Also, youngsters said that writing stories in this kinda way is easier. Youngsters admitted that the most interesting part was when there was an opportunity to experience different online realities. Some of the youngsters like the way the method offers the natural way and space to include uncomfortable topics in conversation. And at the end participants admitted that the idea felt very simple and maybe not that interesting, but when stories started to be created they became more attractive and it felt good that others were interested in each story.

C) TEACHER EVALUATION

1. PARTICIPATION

As the learning process in Latvian schools is still remote, I have not had the opportunity to meet my students in person since October 26, 2020. A part of the lessons take place without face-to-face contact and but another part of the lessons is organized in the virtual meeting room on the platform Zoom, which makes it difficult to assess any changes

during breaks, activities and tasks. During the project activities few students just dropped out of the class in the middle of the lesson as they felt they had other priorities to be done. Some students participated in some of the project activities because of the reason mentioned before. Some of the students became surprisingly very open to communication and took the leading roles in the small groups they were participating in. The project activities helped them open up and feel less tense. Students have understood that every single participant has a great role in the successful group work. It's seen that more introvert students have got encouragement to express their opinions.

2. AWARENESS

The workshop has developed some students' social and personal skills. Some students, who haven't been very active communicators in every day communication, were quite active in cooperating as groupmates in the workshops. They have become braver to share their stories and perspectives, they have found something common with each other. I see that some youngsters are more enthusiastic about sharing their thoughts, opinions, experiences.

3. DIALOGUE

I wouldn't say my students have become more open in discussions with me as a teacher in the lessons. Some have become more open in individual interaction with me as a teacher. However, it happens to a certain extent. If we speak about their openness with the classmates, it is difficult to assess it as the learning is in distance and online lessons limit me as an observer to observe them in group or pair discussions/work as much as it is needed to assess any changes. For some of the participants it was difficult to open completely because of their natural shyness. Also technical problems with their gadgets is one the reasons that restricted students' dialogues during the lessons. I think it's easier for them to share their opinions and perspectives in smaller groups and with the students who have common interests, opinions and perspectives, and outside the formal learning process.

4. CRITICAL THINKING

The youngsters questioned each other and also were ready to change their own opinions if there were given enough arguments from a partner to prove his/her opinion. They admitted that it was interesting to share different opinions and then later on to create a common story. They were surprised what direction sometimes the story line took because of the different opinions suggested in the group. They saw the difference as a quality to reach better results while cooperating and exchanging the ideas. To my mind, they are less critical towards other opinions but more critical towards their own.

5. PERSPECTIVES

Students accepted different perspectives and were very interested in the points of views of other groupmates and the results. Sometimes more active youngsters overtook the

process and it became more difficult for those who were more shy or silent to express their opinions. Some youngsters, who are less confident or easily influenced by other opinions and perspectives, didn't always have enough arguments to support their own opinions and perspectives or they didn't feel very strong/confident to prove their own opinions and perspectives that led to changing their own. The storytelling method showed that those who had been considered to be leaders in their groups before went into foreground this time as well. So, I don't think, the storytelling method changed anything in these terms.

6. MUTUAL RECOGNITION

I wouldn't say that there wasn't enough mutual recognition before the workshops started. However, workshops made them think more about mutual recognition and empathy towards others. All stories and perspectives were accepted with understanding by the participants before and after the workshops.

7. GENERAL

Students were happy to discover a new approach to story writing and solving topical social issues of everyday life in this way. They told they would like to try this method in a different environment and a group of people. I was surprised about some students' irresponsible attitude to participating in the workshops as they regularly quit the workshops in the middle of them or didn't participate in some of them at all, about the lack of ideas or too "crazy" (to my mind) ideas they proposed to write in their stories about.

I was looking forward to more "advanced" stories made by groups of the participants but that didn't happen unfortunately. I think if the workshops had been in the face-to-face class, the results might have been more successful. The long period of distant learning has left its mark on students in different terms.

3.3 -HUNGARY

A) YOUNG LEADERS EVALUATION

First of all it was not easy to think about this project because of how much time has already passed since. First we needed to remember the training in Latvia, look for our notes and think about what we can do online. It was weird that we needed to meet with new people but not in person but with zoom. It was not really easy due to the fact that one of us had limited access to the internet and the other of us could only connect from the phone.

In the beginning we needed some time with the two of us and with Ernö and Flóra from whom we got a lot of help and ideas and also it was good that they were there even though we were leading as if something came up they could help, for example when one time the zoom collapsed or other time people were not really active and we were struggling to fill out the time we gave.

Soma thought that he had more confidence leading the tasks but Bàlint felt quite lost sometimes and not really as a leader but this was also due mostly to the online version as both of them were accepting much more if it could have been held offline. It was an agreement between them that it could have been so much worse and it is a challenge to do extra online activities after school as most youngsters had enough of this already. They were happy to work again even if sometimes conflicts were not so easy to solve but both of them added their ideas to the program and when they saw how the participants enjoyed them that made them really happy.

B) PARTICIPANTS EVALUATION

At the final meeting the participants held a round discussion of evaluating the project and the workshop in general, here are the summary of their general insights:

It was really nice how all of the meetings had similar structure which was always introduced in the beginning so they didn't feel lost, connecting to this it was really nice how in the beginning we always asked how is everyone feeling and it was good to hear from each other.

Sometimes it was not the easiest thing to pay attention throughout the whole activities as they already participated online or quasi online school on the same day before the workshops, but one of the most important was how this topic was different from average school discussions which got everyone a bit more extied.

The quiz games were really nice because we could discuss the results afterwards together and the fun facts that were provided by the youngsters leading the workshop were nice

and encouraged other people to share their story and knowledge.

It was not always clear how to connect the activities to creating the deck of cards but there could not have been done more as due to covid it was the only option to do these kind of activities separately but all of the participants were sad not to be able to do it completely offline.

All of them felt good but also could acknowledge the limitations of doing this online in the same time, which was disturbing sometimes when zoom was collapsing or people lost connection in the middle of discourse or could not open cameras.

It is difficult to say what could have been done differently due to the pandemic but maybe a suggestion for the future is to pay attention more to explain in less abstract ways of connection between the activities and drawing the cards.

C TEACHER EVALUATION

Final comments of Ernö Zoltán Horváth.

I was happy to see how everyone became active during the last workshop and there were many interesting thoughts that day as well so it looked like that by the time we arrived at the end of the workshops the youngsters were more than invested in this topic and they were more open minded towards each other. With the help of watching the movie and reading and discussing the story of Gillian Barbara Lynne the youngsters were more open towards inclusion and acceptance with people with disabilities so visuals and storytelling were another good tool in this age.

In general in the beginning the technical difficulties made it a bit hard for everyone but throughout the occasions we managed to adapt to it well. In the beginning it was hard for some youngsters to join due technical reasons, weak internet connection, typo of email address and then it was not easy to convince them to use cameras but all of these were evolving and getting better with time.

Considering the pandemic and the lot of coordination and work I believe the workshops were successful, Soma and Bàlint were able to manage to lead the group activities, Flora to help and support to organize the events and I was happy to help out to involve more silent participants.

3.4 - NETHERLANDS

A) YOUNG LEADERS EVALUATION

With the young leaders we had a face-to-face meeting of 30 minutes to discuss how they experienced the whole process of the workshops. This was very interesting, since they experienced a lot of mixed emotions.

What they really liked was that they had a chance to adapt the workshops to their own interests. For example one of the young leaders is really into playing piano. Together we developed a new activity in which the students would act out a situation and change the interactions based on which music the young leader played on the piano. They concluded that the 1st round of workshops had too much theory in it and not enough playing, so that was also something that was adapted by them.

What was very difficult for them was to deal with the fact that the composition of the group changed almost every workshop and that some students did not feel like committing to the whole process. This was difficult for the leaders since it made them feel like they were not being taken seriously.

Besides that it was challenging for them to take leadership over their fellow students and the students not trying to make jokes etc. For that the young leaders would have preferred to give the workshop on a different school with other students.

The young leaders expressed that they really gained a lot of experience on knowing how to (and how not to) organise workshops. They feel like they gained more confidence and a better presence when facilitating, which was something that some of the students also noticed during the whole process.

The whole process was challenging for them, but looking back on it they expressed that they have learned a lot from it, feel much more confident now and that it was also a lot of fun. One of them has since become involved in another Erasmus+ project and is already interested in organising a youth exchange with some fellow students.

B) PARTICIPANTS EVALUATION

The evaluation of the workshop by the participants was made through a plenary sharing at the end of the workshop and with short evaluation forms.

One of the main conclusions of the plenary sharing was that the students really enjoyed the non-formal activities and games in the workshops. They expressed that only talking about the topic of inclusion would not have had the same effect as having the supporting

activities, which get you into the right mood and mindset without being aware of it. They really like the big diversity in methods used for the activities and the fact that for everyone there were activities in the style they liked.

In the evaluation form there were some questions that the participants could score with a number between 1 and 5. Most significant outcomes of the evaluation was that 12 of the 16 participants gave a score of 4 and 5 when asked whether they have the feeling is the other youngsters were more open-minded towards their personal stories now and that they themselves are more open-minded.

When asked about their engagement 81% gave a score above 4 on their own engagement during the process. In the plenary meeting the students added to that that they really liked the different activities and that it made them want to be active during the workshops.

When asked whether they discovered something new about themselves or about the other students, 11 of them scored a 4 or higher. In the plenary evaluation they added to this that most of the students know each other by name and face, but that that doesn't mean that they really know who the person is. By spending these hours of the workshop together, they said that they now know their fellow students better and understand a bit more of their personal situation.

One other interesting outcome was that two students shared, that they now feel more confident in talking in front of a group of people. They felt very shy and insecure when they had to share something in the first workshops and really did not want to do that. However, after getting to know the others better and playing some silly games together, they felt more comfortable sharing. One of the students got some positive comments from the group after creating a short story and said that she now feels more confident in sharing her stories with others.

4. MAIN CONCLUSIONS

COVID-19 SITUATION

The first and most important of our conclusions is to recognize the immense consequences and impact that the COVID-19 situation has had on the implementation of the 2nd round of national workshops, led by the youngsters. In the original timeline the youth-led workshops were supposed to start almost immediately after the international training with the youngster is Latvia in february 2020, however the different situations in each of the organisations countries meant very big differences in the timing and implementation of the workshops.

DIFFERENT WORKSHOP REALITIES

The COVID-19 situation meant a very big change in the way that the workshops were implemented. In Italy there was a hybrid workshop, partly physical and partly online, since only half the class was allowed to be physically present in the classroom at the same time. Also the youngsters leading the workshop were in the class and the supporter was connected remotely through the internet. In Latvia and Hungary the workshops were organised fully online through Zoom. In the Netherlands the workshops were organised physically, however the start of the workshops was a year later than originally planned and everyone had to keep a safe distance limiting the activities that were possible.

These changes in workshop realities meant that the youngsters, together with the youth workers supporting them, had to be creative, adapt to the change and do completely different things than what we prepared for in the training.

The conclusion we can draw out of this process is that the youngsters were able to deal with these changes and make the workshops a success and that they can creatively overcome obstacles, however this required a lot more time and support than originally planned. A second (unforeseen) conclusion we can draw out of this situation is that the Fairy Tales Life method apparently gives all the space to change almost the complete context, even not physically making the card decks but using digital tools to create the cards remotely, and still lead to the wanted result of making the youngsters aware of and talk about Social Inclusion.

LONGER PROJECT DURATION AND PROJECT FLOW

Because of the COVID-19 situation all of the national workshops were implemented later than originally planned, with some workshops (for instance, in the Netherlands) being organised almost a year later than in the original plan. With the postponing of the workshops we saw a very big effect on the young leaders of the workshop. For them it was much more difficult to stay present and feel involved in the workshops. During the international training in Latvia we spent time with the youngsters to plan and design their

workshops, however this had to be started over again after a long period of being away from the topic.

Spending a year longer on a project has very big implications in the life of the youngster. We experienced how much difference a year can make in the life of the youngsters involved. The extra year of the project created a lot of challenges, since a part of the involved youngster had graduated in the meantime or moved to another school. For the youngsters it is very important to stay in the flow of the process to be able to stay fully committed and interested. We can conclude that the extra duration of the project was not benefitting the process of the youngster, even though it benefitted to execution and coordination of the project.

GENERAL CONCLUSIONS

Outside of the effect and impact of the whole COVID-19 situation we can make some general conclusions about the method and implementing youth leading of the method.

YOUTH-LED WORKSHOPS BENEFITS

We experienced a very big positive change in the youngsters leading the workshops. They became more self-confident, developed their leadership and facilitation skills and we saw big changes in their presence and attitude. The process of leading the workshops, but also taking the time to reflect before on what the leaders want to learn and develop and after to see what they gained, really helps them in their self-development. Additionally, youngsters leading the workshops, instead of adults, create a completely different atmosphere and dynamics, which is beneficial to the process of creating awareness on the topic of Social Inclusion. However, it is good to have at least a small amount of 'seniority' between the leaders and the participants. For instance, the leaders are from one class higher than the participants or a little bit older. This makes it easier for the leaders to feel comfortable and confident and for the participants to not overtake the workshops.

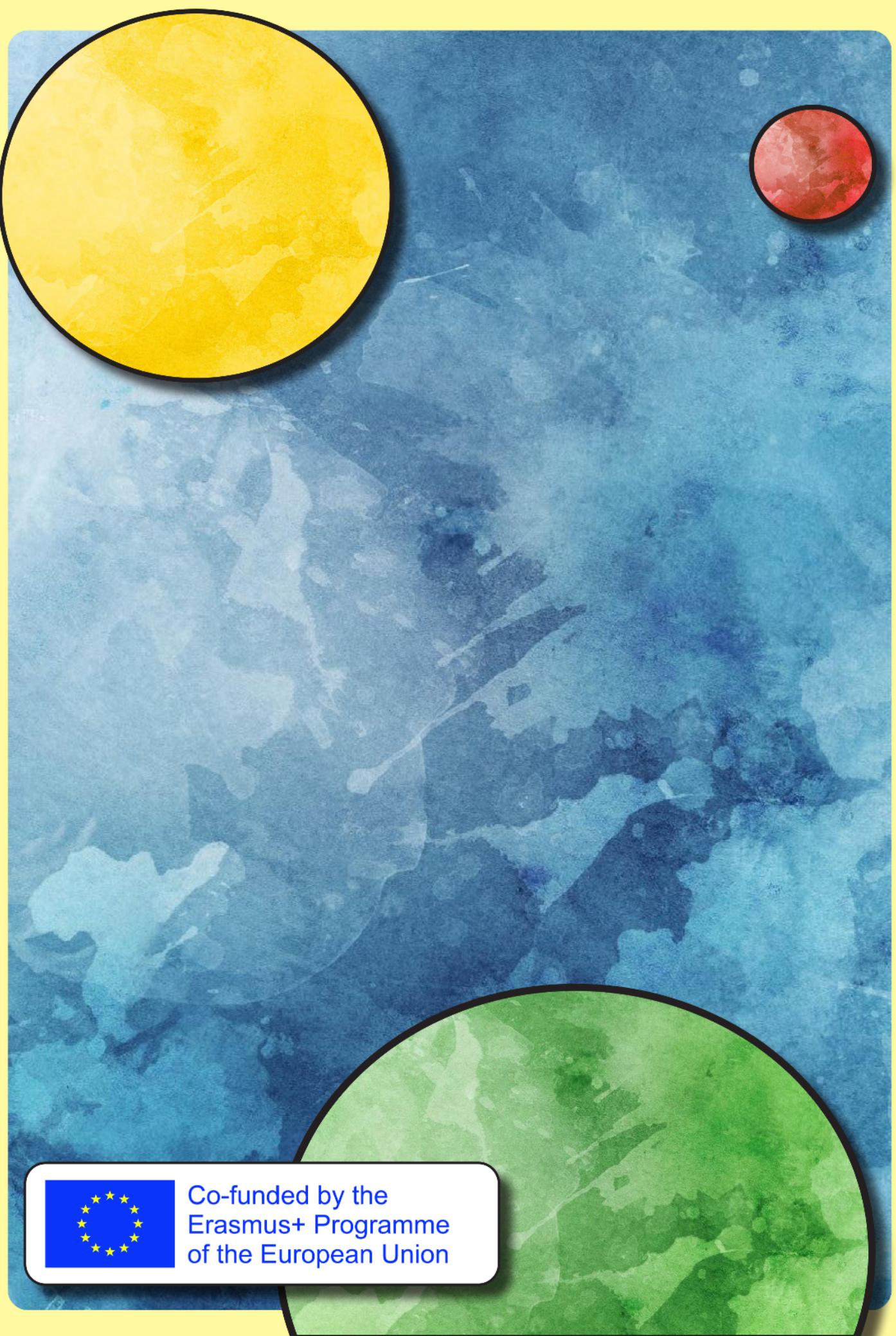
SUPPORTING THE YOUNG LEADERS

Even though youth leading creates a lot of additional benefits and better outcomes, it does require a big amount of planning, reflection and support. For 15 hours of workshop you can easily count also 15 hours of additional planning and support from an educator or youth worker. We have noticed that the support needed is mostly more intense in the beginning, when the youngsters need more encouragement and the support gets less intensive the further into the process. This is because the youngsters get more experience in leading the method and a new mindset is developed. With that it becomes easier for them over time because they feel more confident about their leadership role.

The support is essential for the youth leaders to have a good process and to work on developing their competences. Without it you create the risk of the young leaders having a bad experience, being unprepared and feeling less confident at the end of the process. This means that if you as an educator or youth worker do not have the full time to invest in the support of the youth leaders, it's better to facilitate the process yourself.

FREEDOM IN USING THE METHOD

As mentioned before, the Fairy Tales Life method provides a lot of freedom to adapt and change the supporting activities, duration of the process and general implementation. We experienced positive results from all the national workshops, even though some were with short sessions over a long period of time and some were more intensively planned over just a few days. It is a very flexible method and thus gives a lot of space to adjust it to the needs of the (young) workshop leaders and the participants.



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