



# INTELLECTUAL OUTPUT 5

## FAIRY TALES LIFE GUIDELINES



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## PREMISE

This text which you have in front of you is the description of all the process and guidelines to use the method of “Fairy Tales Life - No Formal Education innovative tools for Social Inclusion into schools”, experimented in Italy, Latvia, Hungary and the Netherlands.

In the chapters that follow this introduction you can find all the general elements and conclusions of each phase. If you wanna know more and get more details about a single stage of the process you can read one of the following text downloadable for free in website of the project [fairytaleslife.eu](http://fairytaleslife.eu):

### IO1

If you want to know what it means to create and manage a workshop, just check the first national workshop experimentation in the schools in Intellectual Output 1.

### IO2

If you want to create, adapt and manage your own workshop, you can consult the manual and website on Intellectual Output 2.

### IO3

If you are interested in knowing and replicating the Peer Leading modality and youngsters facilitating the workshop check out Intellectual Output 3.

### IO4

If you are curious about training course to use the method and the possibility to adapt it for youth workers, educators and teachers check out Intellectual Output 4.

# 1. INTRODUCTION

The Erasmus+ project "Fairy tales life - Non Formal Education innovative tools for Social Inclusion into schools" aims to build an inclusive approach for formal and non-formal education based on storytelling through a specific practice, named Fairy Tale Life cards, created and developed by Stranaidea at local level and recognized by the Italian Erasmus+ National Agency as a tool to be developed at disseminated at European Level. The method includes the use of a deck of cards to make up stories, inspired by the Vladimir Jakovlevič Propp and Gianni Rodari's studies, made about the identification of structures and elements recurring in the stories and tales, where diversity and different types of disadvantages are a factor to be given to the characters. This tool can be used to look at the modern world through a creative way and a new reinterpretation. The whole project allowed the participating partners to build a method and redefine it in several stages.

## PARTNER ORGANISATIONS

STRANAIDEA S.C.S. IMPRESA SOCIALE ONLUS (Italy)

YES! - Youth Exchange Service (The Netherlands)

MUNICIPALITY OF JAUNPILS (Latvia)

GALILEO PROGETTI (Hungary)

## OBJECTIVES

- Encouraging the dialogue and collaboration among formal and non – formal education through training, testing, evaluating and developing together a good practice
- Upscale and disseminate the Fairy Tale Cards practice thanks to the contribution of educators, youth workers, teachers and students in different countries
- Strengthening the people's ability to think critically, revise the world where they live to a constructive, imaginative and inclusive point of view

## EXPECTED RESULTS

- Teachers and educators better prepared to deal with diversity in general, with an approach based on individual and specific recognition
- A new inclusive approach about storytelling tested and disseminated into schools
- Enhanced collaboration at local and international level among formal and non formal education
- Improved performance of disadvantages learners and improved acceptance of diversity in the classes

## 2. PROJECT & PROCESS

Fairy Tales Life project builds a methodology based on storytelling and creating stories to train young people on the theme of diversity in a historical moment in which the values of inclusion and acceptance of diversities are seriously in question.

### METHODOLOGY

- Exchanging best practices and innovative tools and methodologies to develop the synergy between formal and non-formal education.
- Experimenting tools and methodologies to support the social inclusion of disadvantaged young people in schools and to facilitate the creation of an environment conducive to learning
- Develop, test, implement and disseminate the methods of storytelling and creating stories for the training of young people (also with less opportunities) as co-leaders of activities educating young people toward diversities.

The project includes the implementation of three training events of short duration involving trainers and young people (also with less opportunities) that, through cooperative learning, will build together the theoretical and practical elements of the innovative methodology of story-telling and creation of stories.

The project is developed in the following phases:

- Developing, testing and adoption of innovative methods and instruments for non-formal education of young people in schools, in order to recognize and assess transversal competences acquired in the learning process
- Experimentation at local level of the method and the tools developed to evaluate it within the involved high schools
- Processing a Tool kit and implement a training course on the method aimed at teachers, trainers, youth workers and young peer educators
- Realization of the final events in order to disseminate the results to all the different actors involved in social inclusion and education toward diversities in formal and non-formal learning.

As a long-term benefit each organization has a new working method, activity models and a training module to propose to other schools and institutions within its territory.

## ACHIEVED RESULTS

**O1- First Didactic experimentation:** local workshops into partner schools for groups of students (led by teacher and trainer together).

**O2 - Toolkit:** description of the tools and the deck of cards created in each country, graphically ready to be used by others with some white cards for new creation and free download from the project website.

**O3 - Second Didactic experimentation:** local workshops for students into high schools led by youth workers and young students with the supervision of the trainer.

**O4 - Training course:** local training courses about the method for teachers, trainers and/or youth workers.

**O5 - Guidelines** text about the method.

## NUMBER AND PROFILE OF PARTICIPANTS

The direct beneficiaries of the activities are:

- 8 trainers/teachers/youth workers involved in the three training events and in the two local experimentations
- 8 students (also with disadvantage) were involved as participants in the first workshop and in the second training event to become young leaders of the second workshop and evaluate it during the third training.
- 37 teachers/trainers/youthworkers in the local training courses about the method and the tools
- 60 students of high schools involved in the first experimentation of the method,
- 49 students of high schools were involved in the second experimentation of the method.

The indirect beneficiaries involved through information and visibility of specific activities are teachers and trainers, youth workers, students and representatives of organizations and institutions dealing with education:

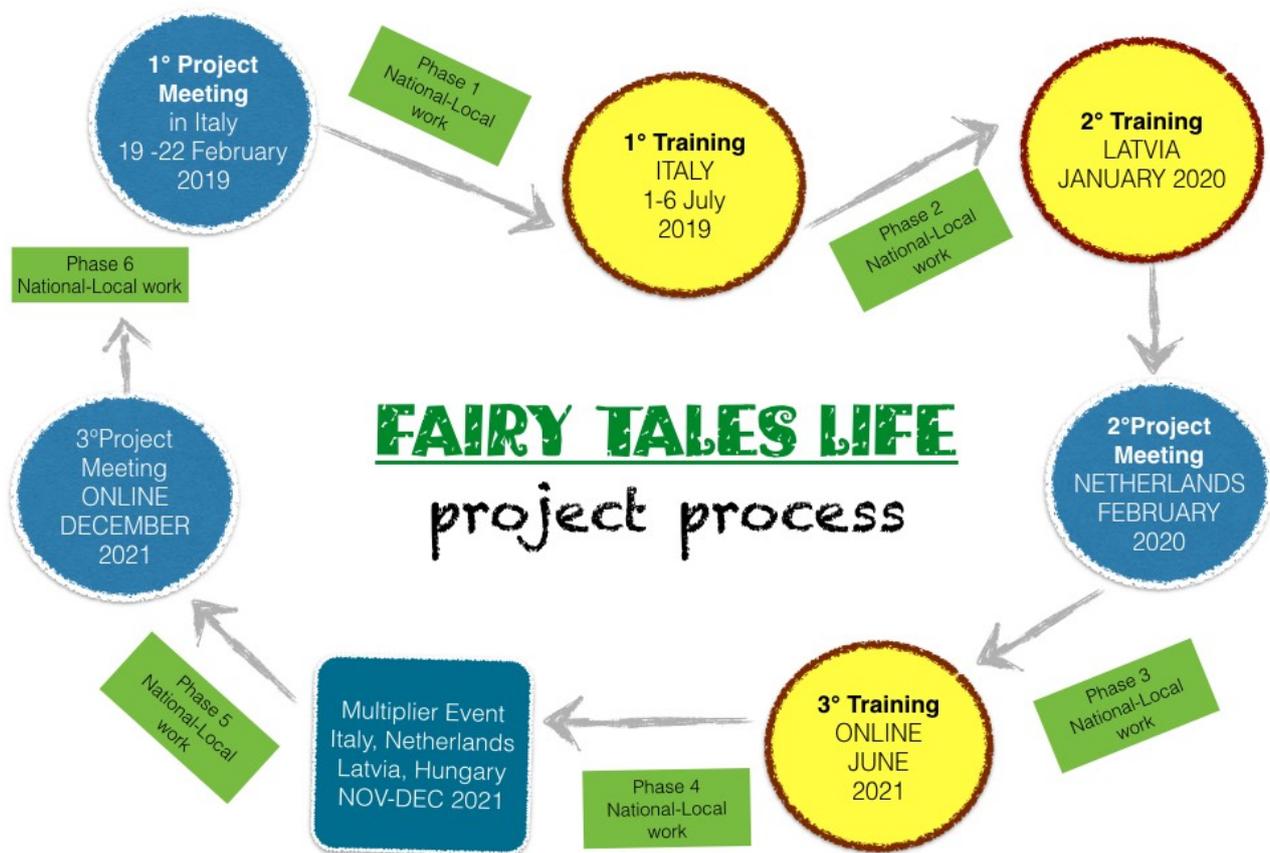
- 60 participants in the multiplier event in Italy
- 60 participants in the multiplier event in Hungary
- 51 participants in the multiplier event in Latvia
- 6 participants in the online multiplayer event in the Netherlands

## PROJECT DURATION

3 years (from the 1st of January 2019 to the 31st of December 2021).

## 2.2 - TIMELINE

### TIMELINE OF THE WHOLE PROJECT



## 3. PHASE A

### EXPLORING THE METHOD

#### 3.1 - 1<sup>ST</sup> INTERNATIONAL TRAINING

The first joint staff short term training event took place in Turin, Italy, between the 1st and the 6th of July 2019.

The first training was an opportunity to deepen mutual knowledge between the partners, starting with the identification of a shared methodology and consolidate together the educational process of creating the deck of cards. Stranaidea introduced the tool and the methodologies for storytelling, through various activities, and by making a theoretical presentation of storytelling method and its potential adaptation in non formal education. The group then created their deck of cards in a workshop simulation divided into four phases, each corresponding to a type of card: characters, locations, objects, and the special card. The same path that, implemented and further developed, would then be conducted nationally by each organization within a formal education context. The participants started the shared creation of the workshops process defining the School target, the workshop structure, inclusion topic, materials needed and specific objectives.

From the very first moment, creating new cards starting with the personal experiences of individuals and the group seemed to be one of the most important and innovative elements of the tool.

#### TARGET OF THE LOCAL WORKSHOP

Stranaidea works with a school with which they have been collaborating for a long time, in which the teacher is very involved. It will be a group of only girls and they will be between 17 and 19 years old. Galileo Progetti doesn't work directly in the school, but with the professor and students (from different classes) they go to the countryside in two or three days of workshops. It's a special school for students with speech disorders around the age of 16. In Latvia the students are a mixed group of several classes of the secondary school of Jaunpils. Yes works with a mixed group of students in a Democratic School in the Netherlands.

## ACTIVITIES, EVALUATION AND COMMUNICATION

The partners identified the structure of the national workshops, defining the timing, activities and exercises, and outlined a profile of the future peer leaders who were to conduct the second workshop in the next phase of the project. Another common choice involved the collection of reports, useful materials and the drafting of three different types of evaluation forms (for teachers, youth workers and students) and research tools. We also discussed the dissemination and internal and external aspects of communication: the creation of groups on whatsapp, via email, shared drives on Google, up to the creation of a completely dedicated website from which to download the outputs.

## 3.2 - 1<sup>ST</sup> DIDACTIC EXPERIMENTATION INTO SCHOOLS

Local workshops into partner schools for a group of students (led by teacher and trainer together). Experiments in high schools involving each partner organization of the tool "Fairy Tales life", learned and developed during the first joint training event.

In each partner school a workshop activity has been implemented with students to experiment with the deck of cards. The activities have been conducted in each partner country by the trainers of the partner organization who took part in the first training event on the story creation method and used the evaluation tools developed together with the collaboration of the teachers.

In every context emerged the issues and aspects related to the diversity and social inclusion experienced by students, depending on how some groups or minorities or individuals are perceived in their school and discrimination against them.

The cards created by each group in each country are included in the initial deck and collected in the Tool kit that has been created at the end of the experimentation for the transferability of the tool.

The Fairy Tales Life tool has been proposed together with the other activities brought by the partner organizations that have been elaborated and amalgamated together during the first joint training event because connected to the narration, to the storytelling and to the creation of an environment conducive to learning through group building, artistic and creative activities.

## DIVISION OF THE TASKS

Each organization was responsible for the workshops preparation and planning at the local level with the school: sharing with the members of each school, creation of the group that will participate in the experimentation and translation of the tools of evaluation in the national language by each partner. Each school decided whether to propose the

experimentation to an entire class or if to collect registrations based on the interest between different classes.

Following the preparation and co-construction of the tools and of the method during the first training event, the trainers evaluated the experimentation into school through the tools developed by the partners in a shared way and wrote a report to validate them, giving suggestions for their improvement. Stranaidea collected the evaluation reports of the workshops to prepare the second joint training event.

The text file written by the trainers of each partner country was written in English in order to be shared among the partner organizations that translated each one from his own language (Italian, Hungarian, Dutch, Latvian).

The graphic setting with photographs and other documentation material and sharing took place thanks to the work of the technician and the referent of each partner organization and the collection coordinated by Stranaidea.

## MAIN CONCLUSIONS

It really takes time to create the atmosphere and get the teenagers involved. Each country has developed its own workshop in different contexts, with many differences: age, number and origin of the participants, but also in terms of time and space in which the workshop took place. Despite these conditions, in all cases it emerged that the creation of the right atmosphere was of primary importance for the involvement of youngsters: spend the right time to develop an environment of inclusion, listening and mutual understanding in the group. Strengthening method with including specific experts depending on the topic.

**It really gives deepness to the experiences.** If the topic chosen by the participants is complex, finding help outside the workshop can be powerful and useful. In the case of Italy, the theme chosen by the group, the rights of the LGBTQIA + movement, needed support from competent people. The Giosef Torino association, thanks to its experience, activism and mission, has facilitated the relationship between the participants, giving a greater perspective on the topic.

Hungary involved a difficult target group and had a different structure and our main goal was to create a safe place for the youngsters and really concentrate on non formal education tools, so we have decided to go to the countryside for three days and carry out the workshops there. It was really important to see how youngsters developed their own ideas more easily outside of the school. We have worked with youngsters from a special school where the students have learning difficulties like speech problems and language disorders. Finally we have to mention how even though drawing the cards and writing the stories took more time, in this case playing with the cards and creating theater was a huge success.

**The Fairy tales life method is a very useful tool to work with young people.**

The most important conclusion we came to during this round of workshops is that the method is very useful to work with young people. It is a very easy and playful way of getting youngsters to think about the topic of inclusion and find ways to relate this to their own life. Playing the actual card game is only the 'end product'.

The whole process of thinking of a topic and creating the card deck together, is what leads to the youngsters reflecting on their own situation and the situation of others.

**The method gives enough space to adapt it to the target group** of young people that you are working with. It can be that for your group you just have to adjust a theme or some of the activities, based on what the different abilities of your young people are.

**It is a very effective method, it is easily applicable and adaptable** and the impact was evident to the youngsters we have tried the method with, both in the aspect of leadership, creativity and social inclusion. For the complete process and conclusion you can read Intellectual Output 1.

## 4. PHASE B

### YOUTH LEADING

#### 4.1 - 2<sup>ND</sup> INTERNATIONAL TRAINING (WITH YOUNGSTERS) IN JAUNPILS, LATVIA

##### MAIN STRUCTURE OF THE TRAINING

16 participants (8 youngsters and 8 teachers/youth workers)

2 youngsters and 2 teachers/youth workers per country

(Hungary, Latvia, Netherlands, Italy)

2 trainers: Dani Korai (Netherlands) and Marco Fiorito (Italy)

##### Getting to know and Teambuilding

In the first two days we focussed on building the group, learning the names and getting to know each other through different (name)games, energizers and activities. During the other days we had evening programs focussed on having fun and getting to know each other even better, like the escape room, Latvian Sauna and a Dance and Music evening.

##### Program and Expectations

On day two we organized a session explaining the program for the training week and gathering and sharing all the expectations of the participants (youngsters and teachers/youth workers).

##### Presenting the First Local Phase

In the second half of Day 2, every country prepared and delivered a presentation to show to the other partners how the 15-hour workshop was organized in every country, what kind of activities were used to support the making of the cards and what were the general outcomes of the local workshop. The presentations were also used to show some pictures and videos made during the workshops. The youngsters had an active and leading role in giving the presentations.

##### Leadership and Support

Day 3 we started with a session about leading and supporting. The youngsters formed a group focussing on leadership and the teachers / youth workers formed a group that focussed on supporting. This was because the youngsters will be the leaders of the workshops in the next local phase and the teachers / youth workers will be their

supporters during this phase. Every group together wrote down on flipcharts what kind of elements a leader or supporter needs or faces in their role. As different elements we chose qualities, fears, body language / posture and intolerance.

### **Youngsters Facilitate**

From Day 3-5 we organized 4x the youngsters' facilitated sessions. This session has 3 elements:

1. Youngsters of one country facilitate a 60-75 min session on one of the card categories, with different activities that they would like to use in the next local workshops they are going to lead.
2. After a short break there is a 60 minute space to give feedback to the youngsters that facilitated the session. What when good? What could be better? What to take in account next time when organizing activities? The feedback was written down on one flip chart per country.
3. Then there is 60 minutes of time in the national groups to prepare what they want to do as activities during this card category workshop(s) in the next local workshop. This session gives time to already do some preparation work for the next local phase.

Every country team of youngsters facilitated activities on one card category. Latvian youngsters organized the session about character cards, Hungarian youngsters the session on location cards, Dutch youngsters the session about magical objects / magic power cards and the Italian group organized the session about the special / event cards.

### **Implementation and Evaluation**

In the second part of Day 5 we had a session about evaluation during the next local workshop phase. After that every country group presented how they want to organize the next phase of local workshops which the youngsters will facilitate. For this they used the output of the national time to work during the youngsters' facilitated sessions. In these presentations each country group explained where, how and when they want to organize the workshops and which kind of activities the youngsters want to use in their workshop.

We evaluated the entire training in Latvia with all the participants. We used the drawing of a plant, which we have used as a daily reflection during all the days of the course. Then we had an evaluation on a line from 0% to 100%, where the participants would position themselves on the line based on their answer. We used 4 different questions to evaluate:

1. How was the venue, food and accommodation during the training?
2. How do you rate your own involvement in the training?
3. What did you think of the training program?
4. Did you reach your expectations that you set at the beginning of the training?

Finally, we had one last round of sharing whatever you want about the training course and then closed the training with handing out the certificates of attendance in an 'official' ceremony.

## 4.2 - 2<sup>ND</sup> DIDACTIC EXPERIMENTATION - YOUTH LEAD

### GENERAL DESCRIPTION

#### 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 youngsters in Latvia February 2020, however the different situations in each of the organization's 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. In Latvia and Hungary the workshops were organized fully online through Zoom. In the Netherlands the workshops were organized physically.

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.

Also spending a year longer on a project has very big implications in the life of the youngster. For them 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.

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, and still lead to the wanted result of making the youngsters aware of and talk about Social Inclusion.

### **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.

### **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. Also 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. Without support, 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**

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.

For the complete process and conclusion you can read Intellectual Output 3.

## 4.3 - 2<sup>RD</sup> INTERNATIONAL TRAINING - ONLINE MODALITY

DAY 1	DAY 2	DAY 3	DAY 4
<i>The challenge of being a leader</i>	<i>The group of participants</i>	<i>The supporter and the teacher</i>	<i>Conclusions</i>
<p>MORNING</p> <p>Situation in each country. Report of the 2nd National Workshop. QUESTIONS&amp;ANSWERS ACTIVITY</p> <ul style="list-style-type: none"> <li>• Awkwardness</li> <li>• Leader difficulties</li> </ul>	<p>MORNING</p> <p>Initial greetings and digital ball game introduction QUESTIONS&amp;ANSWERS ACTIVITY</p> <ul style="list-style-type: none"> <li>• Dynamics of the groups</li> <li>• Attention and structure of the process</li> </ul>	<p>MORNING</p> <p>Initial greetings and free chat between youngsters QUESTIONS&amp;ANSWERS ACTIVITY</p> <ul style="list-style-type: none"> <li>• Benefits and obstacles</li> <li>• Online support: people, devices and digital tools</li> </ul>	<p>MORNING</p> <p>Initial greetings and “words chain” game QUESTIONS&amp;ANSWERS ACTIVITY</p> <p>Final considerations on the method</p>
<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
<p>AFTERNOON</p> <p>GROUP ACTIVITY</p> <ul style="list-style-type: none"> <li>• Improvisation leading</li> <li>• Confidence of the leader</li> </ul>	<p>AFTERNOON</p> <p>PRESENTATION ACTIVITY</p> <ul style="list-style-type: none"> <li>• Changes due to Covid-19</li> <li>• Success and improvements</li> </ul>	<p>AFTERNOON</p> <p>QUIZ ACTIVITY</p> <ul style="list-style-type: none"> <li>• The best supporter</li> <li>• Teaching</li> </ul>	<p>AFTERNOON</p> <p>Evaluation</p>

Due to the Covid 19 outbreak the third training that would have been taken into place in Hungary, was forced to take place online.

### THE CHALLENGE OF BEING A LEADER

We have begun the training by introducing our situation in our home countries and the youngsters have shared their experiences on the national workshop that they have done. With the help of the interview method during the activity, the young leaders were able to explore the experiences of others through questions and answers.

The activity took place in two different rounds with the division of two subgroups which was mixed by nationality in order to provide a platform to listen to every experience. In the first round in Group 1 the question was about how challenging it is to be a leader. We talked about experiencing awkwardness and how to overcome it, which was the hardest part for everyone during the workshop. Then we have moved on to share ideas about how to deal with a situation when someone is not interested and how it is possible to involve them. In the meantime in Group 2 firstly we have dealt with the position of leaders. Answering how you can see more confidence in yourself as a leader we have collected good practices like paying attention to body language and speaking calmly. After the break we shared ideas on why improvisation is important as a leader which was one of the main points of the workshop as during the time of the project, the covid

situation often put us into places when changes needed to be done and improvisation was and still is key to face such challenges.

### THE GROUP OF PARTICIPANTS

After a small game for introduction, in the second round of the workshop in Group 1 we started with whether you felt that the participants were grouping up with each other or were they open to being grouped up by you? We could see the pro and contra argument of involving people that are actually friends and how to overcome shyness of participants. Then we have followed by discussing to maintain attention which could be even more challenging in the online space. Limiting the time of activities was one of the key elements to not to have time to be bored, and asking questions which make the participants think was another important step. In Group 2 we have started with the question of how it was for participants to create dynamics when half of the group was online which was most relevant for the Italian team and they argued that in the beginning was real hard as participant did not know each other that well but with the next occasion it has become less harder. Finally finishing up with a general question on if they have chosen to participate in a workshop, was the dynamics good or bad where we found out that younger people were less easy to be involved than a bit older ones due to the online participation as older people were capable more to pay attention for longer time periods without getting tired.

### THE SUPPORTER AND THE TEACHER

In the final, the third round, we have decided to put the two groups together to discuss the experiences of the role of the supporter and the teacher as it was very diverse. In the Netherlands there was only Dani as supporter, In Hungary Flóra was a supporter but Ernő as a teacher helped out a lot, in Latvia: it was online, teacher had to make zoom, Valentina did it in the time of English Class. So she was part of it, she was supporting and helping with time management and breaks, Ieva was helping with explanation and sharing her screen with zoom controls and white board.

In Italy there were two teachers, the first was the same of the first national workshop and she was so sensitive and involved, but the second teacher was not so interested into the project and she took off some participants to do a test; Martina was quite upset, it was negative influence but after all they were very calm in front of the teacher.

In the next part of the round we have shared experiences on how to get the participant for the workshop, how we have made the decision and how difficult it was to support the youngsters online. In general we could see that support and a big push was needed in the beginning from both sides in most of the countries and then it was important to take a step back and just be there silently in case help was asked in the future.

## 5. PHASE C

### USABILITY FOR OTHERS

#### 5.1 - HANDBOOK IO2 AND WEBSITE

For the complete process and conclusion you can read Intellectual Output 2.

**The Toolkit created** is the description of the tools and the deck of cards created in each country, graphically nice and ready to be used by others with some white cards for new creation and free download from the project website.

The Tool kit with the deck of cards has been created during the first experimentation with the evaluation tools (questionnaire for the students; trainers' survey grid, self-assessment questionnaire and questionnaire at the end of the experience for teachers involved in the experimentation).

This innovative storytelling and creation tool has been adapted to the partner countries' school environment thanks to the experimentation that has permitted to enrich it with contributions from different countries and cultures, developing it also with respect to various social inclusion themes validating its transferability and utility related to the education through diversity of high school students.

The Tool Kit has been shared during the second joint training event in Latvia, during which the participants have evaluated together the first experimentation and compared to sift together and define the didactic modules for the second experimentation and the local training course in order to involve a greater number of teachers and trainers. In this way we disseminated the output through its implementation and we tested further its transferability outside the contexts of the first experimentation and further feedback have been collected to improve it.

#### **Division of the tasks**

Stranaidea has collected the cards created by the partners during the first experimentation, the description of the tools used and the results obtained; the work, the exchange of documents and the comparison took place through web sharing tools and video-conferences such as e-mails, Google Drive and Zoom.

Elaboration of a shared Tool Kit followed the evaluation of the first experimentation learning processes by the actors involved. Each partner organization wrote a report to validate the tested tools and evaluate the method used, giving suggestions for their

improvement. Stranaidea processed the data that emerged and wrote a first version of the Tool Kit text file to be shared among the partners.

The text file written by the trainers of each participating organization has been translated into English in order to be produced in sharing between the partner organizations that translated it each from their own language.

The graphic layout and sharing took place thanks to the work of the technicians of each organization, coordinated by the technician of Stranaidea.

Yes association has been in charge of the project website creation from the graphic layout, the logo, the structure, the articles writing and format to the online implementation: [www.fairytaleslife.eu](http://www.fairytaleslife.eu)

Other than the description of the project and the process, the website is the means to disseminate the results over the duration of the activities as all the intellectual outputs created are downloadable in 5 different languages to be replicated.

## **5.2 - LOCAL TRAINING FOR YOUTH WORKERS / EDUCATORS**

In the National Workshop for Teachers & Youth Workers the focus was on disseminating the method to other teachers, educators and youth workers within the networks of the partner organizations, and to discover together how they can implement the method into their own local contexts.

These workshops were organized and facilitated by the youth workers that were involved in all the projects activities and intellectual outputs.

In the Netherlands, the "Local training course about the method Fairy Tales Life" took place online for 13 participants, who were all youth workers. Some of them were doing voluntary work in schools, but are not officially teachers. The participants together were from 6 different youth work organizations.

In Italy training took place in the presence of 8 participants at the CDSR in Stranaidea, Turin. The course was divided into four sessions of 3 hours each. The group was made up of educators, psychologists, psychotherapists and socio-health operators who collaborate directly with Stranaidea.

In Latvia the "Local training course about the method took place in the presence of 8 participants at the online meeting. The course was divided into four sessions of 1,5 hours. The group was made up of educators, one "social work" student and volunteers in non-formal education who collaborated directly with Jaunpils administration.

In Hungary was a two days training in 2021 June between 26 and 27 on the methods of the Fairy Tales Life project. The 8 participants were a mix of Hungarian and international people.

The group was made from 4 men and 4 women coming from different backgrounds like social workers, architects and people who studied public policy making.

The training was divided between two days, both days we were outside in a park in Margaret Island and on each day there were 3 sessions of two hours and 30 minutes breaks in between. The first day was mainly focused on discussing different types of school experiences connecting non formal education and their advantages and the second day the group finished the deck of cards, created some stories and talked through the experiences of the project and its methods and possible improvements.

## ADAPTABILITY AND CONCLUSIONS

The different social and cultural contexts in each country led to different but also common points of view and opinions of people involved in the local training of the Fairy Tales Life method.

From the youth work and non-formal education perspective there is a strong focus on adapting your activities and methods to the specific needs of your target group. This means that for a useful method, it is essential to be able to transform it in relation to the target group of users.

In conclusion, the process of creating the "Fairy Tales" deck of cards can be useful for any user who works directly with young people of all ages.

The method creates the possibility to work on issues that involve participants directly giving them the opportunity to express themselves, to confront each other and perhaps to visualize or exchange possible solutions to the problems they face.

Another very strong conclusion is that the Fairy Tales Life method provides a lot of freedom to adapt and change the supporting activities, duration of the process and general implementation. You can decide completely based on the needs of your target group if it needs to be a long systematic process or a short intense process. You can add whatever types of activities that you feel that benefit the group dynamics and group process.

Peer leading is a function that can only be achieved under certain conditions: when there is the possibility of carrying out the whole process with the right timing, with the presence of teachers or youth workers able to provide adequate support.

For this reason, the context of formal education appears as the ideal environment in which to carry out the entire activity: in schools it's possible to plan weekly or long-term processes in an easier way than in youth work organizations. In youth work it could be more interesting to look at the possibility of organizing the workshop in a more short and intensive time frame, for instance in one whole weekend. This creates a better chance for the youngsters to commit fully and be involved in the process from the beginning till the end.

The power of the fairy tale, already in its ancestral educational form, produces an effect of emotional involvement and teaching without necessarily making the interpreter feel the center of attention. Similarly, young people who use the deck of cards in the creation process feel more free and comfortable expressing their opinions, thoughts, and even direct experiences through the characters of the game.

For the complete process and conclusion you can read Intellectual Output 4.

## **5.3 - MULTIPLIER EVENTS**

### **ITALY**

The objectives of the multiplier event were:

- To present to the local community the results and the intellectual outputs developed with the project
- Encourage people invited to be disseminators of the results.
- Take the opportunity to establish contacts at the local level with different actors, both public and private, to share methodological approaches, results and products of the project in the practices of different sectors.

The multiplier event took place in Torino, at the Comala Youth Center, Friday 15 November 2021 from 9h30 to 13h00. It was organized by Stranaidea with the support of partner organizations.

The use of the dynamics of non-formal education, the witness of the young leaders involved from the Netherlands, the trainers and the teacher from Hungary and the young leader, the trainers and the teacher from Italy facilitated the participation and provided a rich debate among participants afterwards.

Many colleagues of Stranaidea attended the event like educators and psychologists, because after the local training course about the Fairy Tales Life method, one of them decided to use it in the educational center for teenagers with mental issues where she works. After this experience, they wanted to share the results and prepared a presentation to show them during the event, that described the impact on the group and shared their reflections from the psychological point of view.

We divided the tasks in a way that each partner country has been represented, except Latvia that could not join because of covid restrictions, but a presentation of their experience in Jaunpils has been shown to the participants of the event.

Through social networks and by mailing or direct contact, young people, public and private actors (social entities, cooperatives, or social enterprises), youth organizations promoting training and empowerment pathways for young people and facilitators, trainers, youth and community workers have been invited.

The multiplier event was attended also by representatives of the Municipality of Torino, other local high schools, a freelance educator working for the Ministry and a person of an Association of Rome.

The event allowed the partners to report the results of the evaluation on the impact of the methodology applied.

The trainers and youth leaders of Galileo Progetti and Yes presented the work carried out and the results of the project obtained in their context of reference through the documentation material created, photos and slides.

The teachers of the partner schools involved in Hungary and Italy, the trainers and the young people involved as leaders told their experience making the events multiplier engaging for participants and showing the methodology applied during the project.

There were 60 local participants and 8 international participants, including teachers from schools who did not participate in the experimentation of the methodology and representatives of institutions and bodies dedicated to the formal and non-formal education of young people operating at local, regional or national level in the territories of the partner organizations. Local schools were able to meet other schools and discover realities such as the Dutch democratic school, as well as partner organizations had the opportunity to work on the follow-up of the project for its sustainability.

## **HUNGARY**

Two sessions of the Multiplier Event were organized in Hungary.

The duplication of the Multiplier Event Sessions was decided to allow all interested parties to participate in the multiplier event of the FTL project in Hungary, despite the sudden introduction of new restrictions established by the government to counter the new wave of COVID, in particular the ban on people unrelated to educational establishments to access within schools.

- **Professional day: the Erasmus + Fairy Tales Life program in Hungary** (30 November 2021): a conference at an educational institution, a more formal event, to present the methodology and results of the project mostly to teachers and staff of the school, which students were involved in the FTL project implementation as beneficiaries. The subjects of the conference were the presentation of the methodology, the results of the implementation and the sustainability, how to introduce the FTL project tools and methodology into the school activities.

The Multiplier Event was realized during the "Professional Day " organized on an annual basis by the school, as a non-formal learning opportunity for the teachers and staff.

To comply with the COVID safety regulations, the event was created together with an exhibition in the entrance of the school (which will remain visible to students, teachers, and staff until the Christmas closure, on 22 December 2021).

The exhibition in this way will be seen by about 450 people.

Each participant in the conference received a project promotion kit, consisting of a bag with logos; a folder containing an example of the cards, the project description, and the activity report; the project tools loaded on a pen drive.

- a **"Youth Workshop" (28 November 2021)**: this event was organized by a youth worker and a young volunteer of Galileo Progetti, together with a young Italian who participated in the FTL activities in Italy.

The event was a non-formal workshop, for a small group of Hungarian young people: students of psychology and art therapy. It was held in English. The event was held in a non-institutional location, identified by the young organizer.

## **LATVIA**

There were 3 days of sessions organized in Latvia.

The multiplier event was planned to be attractive for participants and also adapted to Covid- 19 situation. That's why it happened in three days and was organized for households within 10 people in Jaunpils youth center. The main target group for this event was educators, youth workers, those who are interested in formal or non formal education as well as families.

It was organized as an escape room game which was based on the story made by youngsters at the time of the "Fairy tales life project." It was held in Jaunpils youth center partly online (The teams were present in the youth center but trainers were contacting them via telephone and web camera).

Household teams were invited to take part in the game where they could find several game cards made by youngsters in the project and solve the situation which was based on the situation card- "Lack of time". The story was written about a family who was struggling with finding the time and that's why there were problems made out of this situation. In the end, the solution was to find missing peace in their life which could help make it all great again.

This event was built in order to really through game experience one real story which was made in the project and to represent self-directed learning which was also one of the project goals.

After the game participants were invited to sit around the table and discuss the situation based on cards and invent their version of the story. After household discussion, the video call was set up and the event organizers could discuss their experience, read an original story made from a card game, and present the "Fairy tales life" project, our experience through it, and the results. Participants were invited to observe the exhibition where it was possible to see all the cards made by youngsters via project. Also, they could scan QR codes and find out all the information about the "Fairy tales life" project on the project webpage.

To disseminate project results with the help of an escape room game was a successful idea because it attracted a good amount of people and they were satisfied with the experience. We managed to disseminate project results for more than 50 people and after those three days families were still interested to take part in-game and we decided to open the game for one month more.

## **NETHERLANDS**

In the Netherlands there were a lot of struggles concerning organizing our Multiplier Event. For weeks we had planned to organize a physical event on Saturday 11th of December 2021, in the Democratic School. The main idea was to combine the Multiplier Event with organizing a presentation for other democratic secondary schools in the Netherlands and introducing them to Erasmus+ and all its possibilities. There was initially a big interest from teachers from other schools to attend our event.

However, in the 2 weeks before the event a lot of things happened in the Netherlands regarding COVID. Our government was debating about closing the schools earlier for the Christmas vacation because of the rising number of cases. For about 2 weeks it was unclear whether the schools would close or not. This led to almost every school in the Netherlands being very busy with quickly making an emergency plan for when the schools would close. This made sure that we received a lot of messages from teachers who were canceling their participation in the event.

Next to this, in the week before the event, the Netherlands went again into semi-lockdown. There were no possibilities to organize bigger physical meetings and all shops etc. had to close at 17:00. This meant we had to switch to an online event at the last minute. Unfortunately these two things combined meant that the majority of our participants canceled their participation in the event.

Eventually we organized a very nice online event, where we presented all the outcomes and materials of the project and we also had the two young leaders of the workshops come to tell us about their experience. After that we organized the session on Erasmus+. The problem was only that because of the big amounts of cancellations we ended up with only 6 participants in the event, and no opportunity to postpone our event because of the Christmas holidays.

## 6. IMPACT

### 6.1 - ITALY

In Italy the impact of the project on those who actively participated is evident:

#### YOUNG LEADERS

For Martina Pintilie and Sara Delduca the experience of Fairy Tales life has increased their awareness in relationships with other people, starting from classmates up to the management of the workshop in the role of leader, as reported in the evaluation form and in the reports activities. From their point of view, the training days in Latvia and the exchanges of good practices between peers from other European countries, also helped to give them a wider sense of belonging. The experience of the project has provided them with tools to improve their skills in creating and managing inclusive relationships, based on listening and understanding other people. Particularly significant is the fact that Sara Delduca independently chose to participate in the multiplier event in Hungary in November 2021, bringing her testimony and showing great interest in the project up to its final stages.

#### TEACHER

Professor Michelina Facciotto welcomed the project from the very beginning of its implementation with great professionalism and sensitivity. As a teacher at the High School Giulio represented the link between the formal school and non-formal education methods of the Stranaidea trainers and leaders, managing to give balance and sustainability to the actions of the project at every stage.

During the Italian multiplier event, Professor Facciotto told her experience directly. She stated how difficult it is in the school environment to propose innovative projects, aimed at the growth of students as active people and actors of their own community. Very often the school system struggles to find spaces and time for projects or activities of this nature, having to submit to fast pace dictated by the ministerial study program. The professor noted that projects such as Fairy Tales Life also provide opportunities to increase students' scholastic performance in the subjects involved, as it was for Martina and Sara in Facciotto subject, teaching English.

#### EDUCATORS E PSYCHOLOGISTS

Dr. Giulia Agui and Dr. Dario Fieni experimented with the educational method within the activities of In & Out, Stranaidea's social-rehabilitation service, and shared their experience during the Italian multiplier event on 15th November 2021. Dr. Giulia Agui, participating in the training between May and June 2021, included the Fairy Tales Life project in her master's thesis at the University of Turin and proposed to her colleague

Fieni the implementation of the method in her own work environment. The results obtained were positively judged by both professionals and by the adolescents involved, highlighting the great adaptability of the tool. Dr. Giulia Agui has allowed the introduction of her degree thesis to be inserted below, which represents a summary of her experimentation with the Fairy Tales Life educational tool. The scope of action in which the experimentation took place involves adolescents who present situations of fragility and difficulty in the developmental age.

## **6.2 - HUNGARY**

The project was an important step in the development of the Galileo Progetti youth area. Thanks to the project, new networks have been created with local schools: these are public schools that have inclusive programs, to support the education of vulnerable young people, with special needs or learning special needs.

Thanks to the collaboration in the FTL project, discussions were started for the continuation of the collaboration in new projects. In particular, the Multiplier Event was a great opportunity to involve a large group of teachers, who were able to personally see the impact of the project on the students, and the development possibilities.

Apart from the formal collaboration with the educational institutes, an informal group of young people has been formed who have participated in the various activities of the project, and who are continuing to collaborate with GALILEO on new initiatives.

Naturally, COVID had an impact on the implementation of the project, preventing the activities from being carried out in person. The trainers worked hard to complete the process by combining online and face-to-face activities. The good collaboration with the school partner was fundamental for the success, because it was impossible for outsiders to enter the school, but thanks to well-managed cooperation, the project was also implemented within the school.

The greatest impact was on the young people themselves. They are students with speech disorder and/or special learning needs, around the age of 13-15. Participation in the activities of the project, also in transmitting the acquired skills to others, gave these young people a great boost, and a great self-esteem. This awareness of their own competence and possibilities has supported them in continuing their school career in quality schools, having ambition goals: the basis for their success.

## 6.3 - LATVIA

The impact on Jaunpils municipality was wide. First, with the help of the project, there was established cooperation between Jaunpils youth center, municipality, and school teachers and leaders.

The impact on youngsters was visible. It was evident that after leadership training and later on in the process, while leading workshops, youngsters become more confident about their role and become more independent in their work.

Even the "Covid" situation was hard but the method used in the project proved its adaptability and turned out great support in daily activities for the youth workers and local municipality. It also left mark on the local community, because there was an opportunity to experience "Escape Room" game format multiplayer event in the youth center which created great interest in society.

Even the teacher reflected that she will need more time to be able to monitor methods impact as a tool for social inclusion, but it is a great start to work with this topic, and the project itself showed the importance of how critical it is to work in a socially inclusive environment and to pay attention to a youngsters leadership role because it can be beneficial for educational process in long term.

## 6.3 - NETHERLANDS

The project has had an enormous impact on all the involved Dutch organizations and participants.

For Youth Exchange Service as a partner organization, it was the first time to have a long term strategic partnership where also schools were involved. The experience of YES! consists mostly of working in the youth field and not so much in the formal educational field.

For this project YES! has started a new local cooperation with "De Vallei" Democratic secondary school. The school was very interested in starting this cooperation to get a first experience in international mobilities for their teachers and students. Out of this project, the school became very interested in giving more of their staff and students chances to have international mobility. In this project "De Vallei" was only involved as an associated partner.

Directly as a result of this project "De Vallei" had decided to apply for an Erasmus+ ID and is now involved in another KA2 partnership with YES!, however they are now involved as a full partner.

There was also a very big impact on the students who participated in this project, especially the two students who participated in the international training and facilitated 15 hours of workshops for peer students. For Taco Ritsema and Manuel Buitenhuis (the two students) it was an amazing experience to be involved in an international project and meet with youngsters from different countries. For Taco, going to Latvia for the international training was his second time ever flying on an airplane and for Manuel it was the first chance in his life.

Next to the international experience of Erasmus+, it was very beneficial for them to facilitate the 2nd round of workshops. In the 3 years of the project it was very clear to see both their development in facilitation skills and leadership, but also in confidence and presence. They become much more confident, not only standing in front of groups, but also in their everyday interaction with others.

For Taco it was such an important experience, that he decided that he wanted to be involved even more in international projects. He became a junior project coordinator in the new KA2 project (with support from the teachers of the school and is already thinking of other future projects he can design and organize, like a youth exchange for European students of democratic schools across Europe.

## 7. CONCLUSIONS

First of all, this project has taken a year longer than originally intended, because of the whole situation around COVID. Because on this the whole planning, structure and execution of activities was completely changed, compared to the original plan. Luckily we are all flexible people, who are used to adapting to changing situations. However the situation of COVID was very challenging and really took our flexibility to the limits.

### ADAPTABILITY OF THE METHOD (ONLINE/PHYSICAL, YOUNGSTERS/CHILDREN)

After trying out the method we have found that it is a very easy method to adjust, change or adapt and almost every aspect of it can be changed where necessary. (Timing, the space being used, the supporting activities, amount of participants, school setting or outside of school-time).

Because of COVID we were forced to change some of our national and international activities to an online setting. The method gives enough space and freedom to adjust it to this online reality. We have concluded that the method can work online, if you find the right way to support and involve the youngsters.

### IMPROVEMENT

One aspect of the Fairy Tales Life method that could be improved, is the fact that the method in the way that we have implemented it in the schools in this project is a very big and intense process. It consists of a lot of things that have to be arranged and planned, it consists of quite a few hours of activities and the youngsters leading the workshop require a lot of support.

Especially when the school or teachers are not supported by additional youth workers, are new to using creative methods in the classrooms or don't have a lot of extra time next to their work, the method can be very intensive and difficult to use. Perhaps the schools and teachers could benefit by having a simple and easier "introduction" version of the method. This could give them the space to first just try it out and then get motivated to organize the whole process, by the results they see from the smaller activity.

### FINAL CONCLUSIONS

One of our conclusions is that the Fairy Tales Life method is a really good addition to the formal setting in schools. Some of the schools and teachers involved saw the workshops in the classes and gave creative and new ways of interaction in the classrooms. Not only between the students, who now had new types of activities and working together in the classroom. Also for the teachers it was a chance to see their students in a different way and discover capacities, aspects and interests of them which they had no idea about.

Using the method in the classroom gives a chance to break the normal and formal structures which are present there with the teacher being always the one presenting and organizing everything there.

You can easily choose a focus or theme for the method. This also gives the space for the youngsters to pick a focus or theme which is relevant for them and give them a sense of ownership over the process. It can be necessary to use some supportive activities to first get the group in the right atmosphere to talk about the topic, especially if it is a very intense or personal topic. It is also possible to involve external partners or organizations that have a big experience on the topic and can from personal experience inform the youngsters about it.

The project had a focus on impacting youngsters with fewer opportunities (learning difficulties, social obstacles). We have seen that the method and especially the aspect of the youngsters themselves facilitating the workshops, has a very big impact on them and really gives them chances to develop themselves and acquire important and useful life skills. However, this is only possible if there is adequate support for the youngsters when peer leading. This means that the youth worker/teacher and supporter of the workshops need to allocate enough time to practice and reflect with the youngsters before and after the workshops.

There are some moments in which peer leading of the workshops works to a lesser extent. This occurs mostly when there is not enough 'distance' between the youngsters leading the workshop and the youngsters participating. For instance, when the youngsters know the participants already very well and have a strong informal connection to them, it is difficult for the leading youngsters to take the lead over the group. Also, when the participating youngsters are older than the leading youngsters it's difficult for them to take charge in the workshop and have the group listen to them. The best is to have the peer leaders facilitate a group of youngsters which is a few years younger than them. This gives a natural form of 'seniority' to the leaders. It is also possible to let the peer leaders facilitate a group of youngsters they completely don't know yet. This could be another class from their own or even another school.

And finally, as the most important conclusion of the project for us, we have seen how beneficial it is for the youngsters to be able to take part and organize workshops and how it gives them chances to grow as individuals. We have seen some of the youngsters really develop into stronger individuals with improved life skills.

For this, we want to strongly suggest you to just take this method, improve and adapt it however you like and how it fits your and your youngsters needs and to just start using it and have fun!



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