

Kickst'ARTS

INCLUSION OF EARLY SCHOOL LEAVERS AND DIGITAL ARTS

PEDAGOGICAL GUIDE



Co-funded by the
Erasmus+ Programme
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Introduction

The pedagogical guide you are reading has been designed on the basis of good practices from the KICKST'ARTS project.

The KICKST'ARTS project, which ran from February 2019 to June 2021, was funded by the Erasmus+ fund and coordinated by Le Monde des Possibles, in partnership with Kids & Co (Berlin) and Active Youth (Vilnius/Kaunas). For two years, we worked together with the aim of comparing our field practices in terms of inclusion of young people who have dropped out of school and/or are alienated from employment (NEETs).

KICKST'ARTS also aimed to share our practices by producing this methodological guide designed for youth associations, but also for formal education structures in order to offer activities related to the dropout issue. This book contextualises the situation of NEETs in each partner country while suggesting specific animation sequences for these audiences.

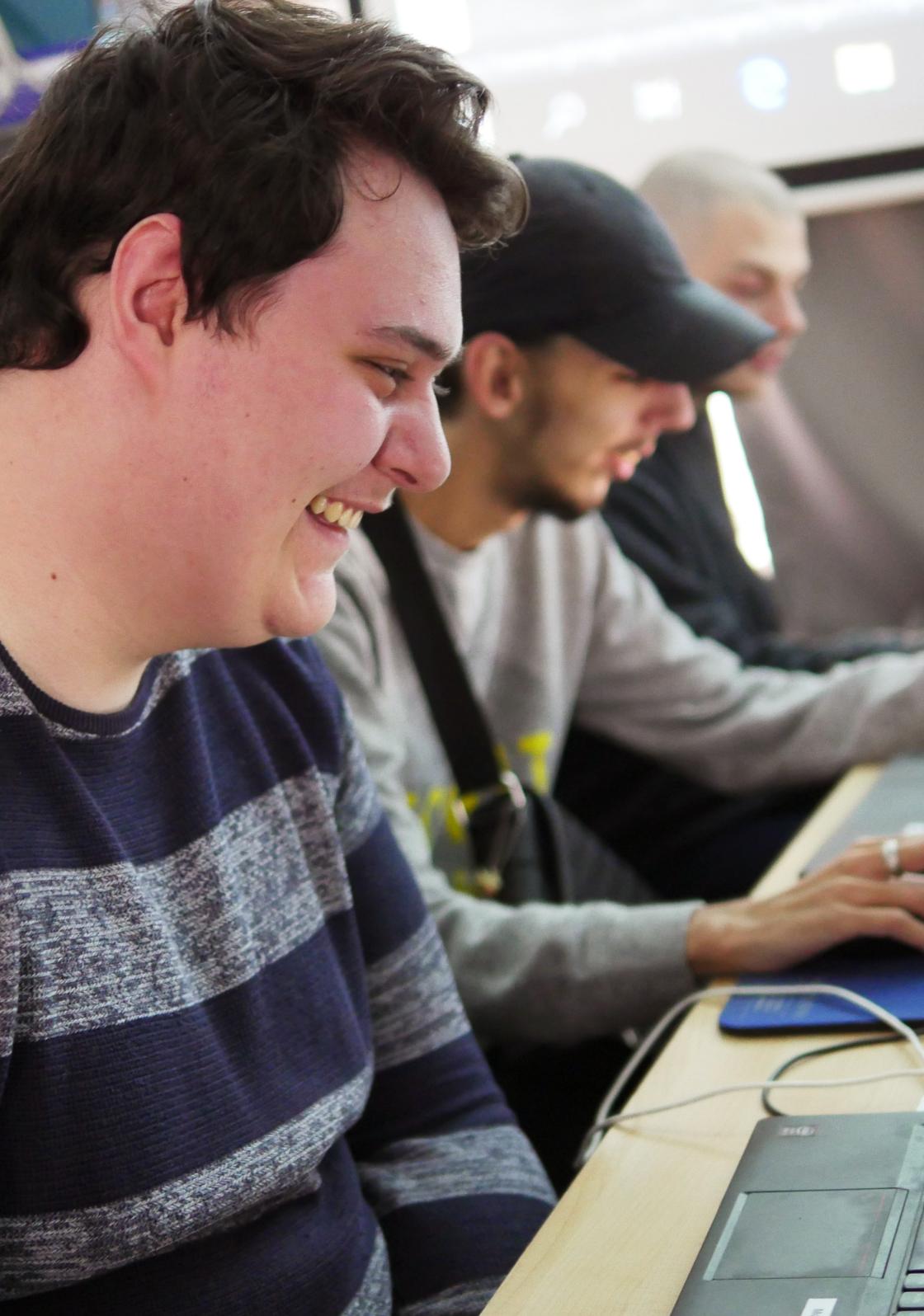
The health crisis linked to COVID19 has had a considerable impact on the Kickst'arts project, both in terms of its planning and the development of the activities initially planned. As the project is based on pedagogical reflection and the training of professionals (with a strong entrenchment in the reality of each partner, in connection with the animation of NEETs around digital arts), many adjustments had to be considered, mostly in a rather constraining short-term uncertainty.

COVID context

As a matter of fact, as the project is based on field experimentation, social contacts and collective dynamics, we did not have the opportunity to work as planned on all the modules, in particular the training of tutors and other face-to-face events. Moreover, as the participants were not able to attend the courses remotely (due to their NEET profile but also from a logistical point of view: internet connection, problems amplified by the health crisis which were a priority to manage), we were forced to adapt the activities affected by the health crisis and the national confinements (between March 2020 and April 2021) into online sessions, which were inevitably limiting.

The contents of this guide are therefore based on surveys and interviews conducted before the COVID19 pandemic with the attendees. The resulting teaching sequences were partly conducted with them as well, but had to be discontinued as of March 2020. However, the reflections resulting from the working groups aimed at enriching this pedagogical guide were carried out remotely in the form of two events: the first was organised on 24 March by Kids&Co; the second took place on 13 April and was organised by Active Youth.





Presentation of the project partners

Le Monde des Possibles - Liège, Belgium



Founded in 2001, Le Monde des Possibles is recognised in Liège (Belgium) for accompanying around 200 migrants of 69 nationalities, speaking 410 languages, every week in various training courses and accompaniments. With the primary mission of teaching French, it is in the association's DNA to offer workshops and trainings in digital technology. Among these, the Redém'arts project is quite emblematic.

Redém'arts aims to remotivate, train and integrate young jobseekers who are under-educated, long-term unemployed and/or inactive into the job market by offering them training, support, and professional experience in the field of digital arts. The project was supported by the European Social Fund from 2016 to 2020 (Youth Employment Initiative).

Through creative disciplines and new technologies, Redém'arts initially wishes to give participants the possibility to regain confidence in themselves and their ability to achieve results in terms of acquiring skills and know-how. Secondly, the project aims to lead them towards a job and/or a training while working simultaneously on soft and hard skills.

Redém'arts differs from classic socio-professional inclusion training by placing the participants directly in the field in order to validate their choices and thereby constitute an initial motivation to learn and develop their personal project. The project is based on an inclusive methodology that places participants at the heart of their own process, without reproducing the logic of exclusion that they may have experienced in the past and that often generates a feeling of rejection (training failures, isolation, coming from fragile backgrounds, among others). Redém'arts is aimed at an audience that could not, as it is, follow a classic professional integration pathway, and offers adapted training to help participants achieve this.

In addition to the Redém'arts experience since 2016, we are developing other projects that combine socio-professional inclusion and digital skills such as Sirius Hub.

Sirius Hub is a flagship project of the Monde des Possibles supported since 2017 by the Digital Belgium Skills Fund, and which positions itself in Liège as a real dynamic digital community and offers free trainings in the fields of web and digital creation as well as in individual coaching to our audiences. In a very pragmatic way, the trainings offered by Sirius Hub are above all a response to the need for inclusion of people of foreign origin, job seekers or people undergoing a career change in the labour market thanks to digital technology. Nowadays, Sirius Hub appears as a real digital social hub in the region of Liège, whose mission is to strengthen the digital skills of our audience by responding to the need for qualified IT workers in Walloon companies while fighting to bridge the digital gap since 2017 .

Find all our actions and projects on www.possibles.org

KIDS & CO g.e.V. - Berlin, Germany



The project-executing organisation KIDS & CO g.e.V. is based in Berlin, Germany. The association was founded in 1992 as a parents' initiative to meet the needs of children and young people in the youngest district of the city - Hellersdorf - and to create appropriate offers. At the beginning of the 90's, there were hardly any play areas for the children in the neighbourhood, instead there were large construction sites and wastelands. The staff of KIDS & CO interviewed the children and their parents and set up play areas such as the play mobile with a clown and the first youth recreational facilities. As the children grew, their needs changed. During this process the next tasks came to KIDS & CO and projects of vocational orientation emerged to counteract the rising youth unemployment in the district.

Today, in 2020, the association runs two youth recreational facilities, an after-school care centre and the BerufeHaus Sonneneck community centre. Other areas of activity include cooperation with seven integrated secondary schools and a college as well as international projects for disadvantaged young people and vocational training staff.

Our mission statement:

The promotion of a tolerant, cosmopolitan and non-violent coexistence with equal opportunities for girls/young women and boys/young men, regardless of their cultural or social backgrounds or any health restrictions, is the primary goal of our association and determines the work for all projects.

In accordance with our motto we want to «develop strengths together» with the children and young people in our catchment area and support them in their development into self-determined individuals. Empowerment and participation are an important part of our work.

The project KICKSTARTS was implemented in cooperation with the projects Perspektivwerkstatt and Praxislernen.

Both projects work with young people who have an increased need for support and are transitioning from school to work.

The Perspektivwerkstatt is a project of the Youth Vocational Assistance for - Pupils with school disengagement issues in transition to or in the last year of

school attendance,

- young people between the ages of 16 and 21 who have completed compulsory schooling and (still) lack prospects for professional development.

The project focuses on the following topics:

- individual help and socio-educational support in coping with everyday problems
- project work to discover interests and skills
- practical vocational orientation in our workshops for metalwork, woodcraft, painting and home economics
- counselling on career and life planning
- transitional support into employment or training

Practical learning as a special form of school-based learning takes place in a network of schools, educational institutions and companies. It offers pupils in grades 9 and 10 a practical approach to education and leads to a vocational qualification.

Seven different occupational fields are available to the pupils. Based on the analysis of their skills, three occupational fields that match the interests of the individual students are initially identified. The orientation phase takes place in these occupational fields. The pupils try out a workshop for four weeks and then, together with trainers and social education workers, choose a vocational field in which they will be specifically prepared for future training. Creative project work, experimental learning, work placements in companies and exploration of occupational fields intensify the learning process, promote contact between the pupil and the company and help in the decision-making process for later training.

School topics are prepared and practised in the work process using practical tasks. With individual learning aids, support with personal problems and advice on the way to train, social pedagogues accompany the development path of the students. They also maintain close contact with the teachers from the partner schools and the parents.

<https://kids-und-co.de>



Active Youth - Vilnius, Lithuania



The association Active Youth is a non-profit organisation that unites young leaders from Lithuania willing to facilitate intercultural dialogue and enhance the competences of the European youth. We cooperate with organisations with similar profiles from all over Europe (more than 50 partnerships) to organise events and trainings using non-formal education as a powerful instrument to encourage youth to take an active part in society. In particular, we concentrate on youth (18-30 years old) that have fewer opportunities and/or disadvantaged backgrounds.

Generally, our approach working with NEET youth are to:

1. Enhance entrepreneurial, social, leadership, communication skills, self-esteem, as well as multilingualism through non-formal education
2. Help increase their social awareness, be tolerant towards others, be aware of the persisting social and environmental problems and help solve them
3. raise awareness about EU citizenship among young people, educate about social responsibility and work towards reducing youth unemployment in the EU
4. Defend and promote human rights, universal values of tolerance, active citizenship, democracy, equal opportunities and work towards the elimination of discrimination to build a better-integrated society
5. Organise Erasmus+ projects and spread information about the opportunities that lie behind it to further facilitate youth development

<https://activeyouth.lt>



Contextual elements of NEETs in each partner country

NEETs in the area of Liège (Belgium)

“In Wallonia (Belgium), 13% of young people aged 18 to 24 aren't in school or following any training. They are also unemployed.” (IWEPS, 2019)¹.

“In Wallonia and Brussels, more than 60% of students in their 5th year of high school have repeated a grade – and at least half of them repeated twice.” (Les Indicateurs de l'Enseignement, Fédération Wallonie-Bruxelles, 2018)².

According to Bernard Van Asbrouck, a researcher at the Free University of Brussels who specialises in young people disaffiliation, there is “a disenfranchised youth due to the current working system which calls for more liberty in order to avoid the constraints imposed by the current social system in which the youth lives”³. Kickst'arts aims to directly reach those isolated or weakened young people.

Early school leavers are often faced with familiar or social problems and present a socio-economic profile that has to be considered in order to develop adapted and sustainable processes during the project. According to the report “Young people and NEETS' in Europe : first findings de l'Unité Emploi et Compétitivité de la Fondation européenne pour l'Amélioration des Conditions de vie et de Travail” (Eurofound), “various factors can lead to become NEET, like disability, the immigration, a low level of education (parents or children), low income situations, unemployed or divorced parents, etc.”⁴.

According to Jean-Pol Lefebvre, (coordinator at la Mission Régionale pour l'Insertion et l'Emploi in Charleroi - Regional Mission for Inclusion and Employment.), those young people come from a very individualistic generation which is frequently unaware of society's mutual commitments. Citizen engagement and the way it is felt are shaken: vulnerable young people indicate a trend where

1 <https://www.iweps.be/indicateur-statistique/structure-dactivite-jeunes-ages-de-18-a-24-ans/>

2 http://enseignement.be/download.php?do_id=15072

3 <https://c4magazine.org/2015/04/13/promenons-nous-dans-les-bois/>

4 http://www.institut-destree.eu/wa_files/a05_mariedewez_le_numerique_pour_inclusion_sociale.pdf

they become less involved in community actions, which reduces their ability to interact socially⁵. Once again, the Kickst'arts project will be very relevant in this specific context. Furthermore, it aims to find innovative ways to encourage meetings between artistic creation and, as a result, reduce the gap between isolated young people.

According to Antonio Del Valle Lopez, general director of the Mirec, “[...] we don't know how to get these young people's attention”⁶. Caroline Descamp (FOREM - Employment Office of Wallonia) adds that “these are young people that are slipping away and losing their way in society because they stopped school and wanted their autonomy but lacked the economic means”⁷. This is what Kickst'arts is aimed at: act in a niche field in terms of promoting the stimulation of these isolated and weakened young people and, furthermore develop artistic mediation coupled with an informal approach. Le Monde des Possibles has relevant experience in this kind of endeavour due to its recognition by the FOREM as part of the project Babel Job (“Insertion and transition” programme) and Redém'arts (European Social Fund, Youth Employment Initiative program), which both combine remobilisation programmes and Lifelong Learning approaches.

NEETs in the Berlin Marzahn - Hellersdorf region (Germany)

The district of Marzahn - Hellersdorf in the east of the city has 268,739 inhabitants (as of 2018) and has recorded an annual population increase of 2,000 to 3,000 inhabitants since 2015. With 34%, Berlin Marzahn - Hellersdorf has the second lowest proportion of migrants in Berlin⁸.

The unemployment rate in the district in June 2019 was 6.2% (9,593 people)⁹.

Marzahn Hellersdorf has the highest number of young people with a secondary school leaving certificate in Berlin¹⁰ (48.4% in 2015). However, relatively few have

5 Ibidem

6 https://www.lavenir.net/cnt/dmf20140624_00495097

7 Ibidem

8 Bezirksamt Marzahn - Hellersdorf: Demografiebericht 2018 Marzahn - Hellersdorf, S.2 über <https://www.berlin.de/ba-marzahn-hellersdorf/politik-und-verwaltung/service-und-organisationseinheiten/qualitaetsentwicklung-planung-und-koordination-des-oeffentlichen-gesundheitsdienstes/downloads/>

9 JobcenterBerlin Marzahn - Hellersdorf: Arbeitsmarkt im Überblick – Berichtsmonat Juni 2019 – Marzahn – Hellersdorf über <https://statistik.arbeitsagentur.de/Navigation/Statistik/Statistik-nach-Regionen/SGBII-Traeger/Berlin/Marzahn-Hellersdorf-Nav.html>

10 Bezirksamt Marzahn - Hellersdorf: Sozialbericht 2015 Marzahn – Hellersdorf, S. 7 über

a Fachhochschule degree (21.2%, second to last place compared to the average in Berlin) and only 11.7% have a Hauptschulabschluss (in the bottom third compared to average in Berlin)¹¹.

In the 2014/15 school year, 14.8% of pupils left school without a certificate. Here, Marzahn - Hellersdorf is in third to last place compared to the average in Berlin. According to reports from the Marzahn - Hellersdorf Job Centre, the number of young people under the age of 25 who do not have a school-leaving certificate or vocational qualification and live on transfer payments from the Job Centre is slowly but steadily increasing by 4% (= 200 people).

In 2018, the figure for young people under 25 without school-leaving qualifications was 16.5%.

The overall figure in Germany for young people between 18 and 24 who finish school without a qualification is 10.3 %. Berlin is in 6th place with 2,983 early school leavers in 2017, behind the federal states of North Rhine-Westphalia, Bavaria, Baden - Württemberg, Lower Saxony and Hesse. For the school year 2017/18, statistics are also available on how many pupils of non-German origin leave general education without a certificate. This figure is 16.1%.

The child poverty rate in Marzahn - Hellersdorf is 41% in 2015 and it is thus in 4th place compared to the average in Berlin. According to this report, 14,333 children and young people under the age of 15 are growing up in the district with transfer payments.

In recent years, KIDS & CO has increasingly focused on the issue of how we can activate and motivate young people who are difficult to reach. New approaches have been and are being developed. Our project of practical learning also plays an important role in this. Here, social educators and trainers support young people in the 9th and 10th grade, who for various reasons cannot keep up in regular classes or have irregular school attendance, to facilitate their access to learning through the practical mediation of first professional experiences in our own training workshops, in order to ultimately prepare them for graduation and the start of training together with the school.

<https://www.berlin.de/ba-marzahn-hellersdorf/politik-und-verwaltung/service-und-organisationseinheiten/qualitaetsentwicklung-planung-und-koordination-des-oeffentlichen-gesundheitsdienstes/downloads/>

¹¹ Ebda

NEETs in Lithuania

Based on Lithuanian law, education is free of charge and compulsory from the age of 6 or 7 to the age of 16 (covering «primary» and «basic» education). For those younger than 16, it's quite difficult to be kicked out of school, because to proceed with expulsion, the educational institution has to prove to the State Child Rights and Protection Service that the student is a threat to the school community's safety. Also, after finishing secondary education, most Lithuanians study in universities or colleges – based on Eurostat (2018), 58.7% of the local population in the 30-34 age group have tertiary education. According to Statistics Lithuania, the proportion of NEETs in 2018 was 8% for those aged 14 to 24 and 9.3 % for those aged 14 to 29.

On 16 December 2013, the Minister of Social Security and Labour passed Order No. A1 692 on the approval of the Youth Guarantee Implementation Plan. The plan has two aims: early intervention and activation of youth, and enhancing youth integration in the labour market. To this day, the Youth Guarantee scheme is accessible to all young NEETs, aged 15 to 29. Following the scheme, two projects were launched in 2015. The primary intervention project «Discover Yourself» (Atrask save) and the secondary intervention project «New Start» (Naujas startas). Only those who have previously participated in the «Discover yourself» project can participate in the «New start» project. This is done to ensure that each NEET youth has access to very diverse services ranging from the development of social skills to participating in one or even several active labour market policy measures, such as vocational training and subsidised employment.

From 2015 to 2018, Discover Yourself has had 44 869 participants and is considered one of the most successful projects tackling NEETs implemented by Employment Services Under the Ministry of Social Security and Labour. However, there was some criticism towards the project in the media. During the project, groups of 30 young people had to attend classes. Some of the participants called these meetings „time-wasting“ because instead of teaching practical skills, the courses focused on social competences exploring topics such as stress management, meditation, breathing and similar skills. Moreover, in the media, the project was called out as poorly organised and inefficient.

Two new projects for NEETs were implemented as of 2019. Primary intervention project “Enhancing Youth Social Competencies” and secondary intervention project “Promoting Youth Employment” will continue activities of former YG

projects „Discover Yourself“ and „The New Start“ projects will be implemented by the Employment Service and funded by ESF and the state budget.

Another ESF funded project of primary intervention “Let’s move” is being implemented by the Department of Youth Affairs under the Ministry of Social Security and Labour together with 10 partner organisations since April 2019.



Survey and analysis of the needs of NEETs (intellectual output 1)

Le Monde des Possibles

In the course of our carrying out the intellectual output 1 (IO1), a focus group was held in Liège with a mixed group of young people aged 17 to 23. This discussion took place in the framework of the Redém'arts project¹ at NPO Le Monde des Possibles. To that end, we've opted for a methodology based on a structuring debate among equals, where everyone alternately expressed themselves freely.

In view of the NEET profiles, a standard questionnaire or any other structured and formal method wouldn't have worked: it was necessary to let them react freely and according to their own affect (and other personal feelings) in order to sum up and select those opinions and feelings. We have advocated for a non-directive approach (see Carl Rogers' method²). The goal is to organise what they freely express into assessment models co-created by them, and not the opposite.

The first phase of the discussion aimed to determine a global theme in order to define the main topic of the focus group. Very soon, their discussions about their personal situations (that they want to speak about in priority) led towards a specific theme. We have collectively called this theme "Out of the system". As a matter of fact, it summed up very well the global opinions of the group about how the actual "system" (which means, according to their conceptions/representations, everything that deals with educational or training institutions, social and professional integration and any other organisations related to justice) couldn't provide inclusion or remobilisation.

Therefore, it was obvious to them that they had to get out of the "system" in order to identify new opportunities, unlike the current way society functions, from which they often feel excluded and towards which they express a sense of betrayal or rejection related to this exclusion.

1 <http://www.possibles.org/redemarts/>

2 <https://www.cairn.info/revue-approche-centree-sur-la-personne-2005-2-page-75.htm#>

In other words, the social context influences them and, consequently, their real-life situations. Here's a summary of the needs that participants have identified according to their NEET situation:

- a less stressful environment, more adapted to their abilities
- a more friendly attitude from social workers, less control/spying
- consideration for their specific difficulties (mental and physical health, for example)
- projects like Redém'arts that are not based upon personal biases and leaves them time to rebuild their lives
- a more skills-based approach of job seekers and not only based on diplomas, spelling proficiency, difficult life experiences, etc.

KIDS & CO

Within the framework of the IO1 analysis, 15 young people between the ages of 16 and 23 were interviewed in the projects of the Perspective Workshop, funded by the Youth Employment Service of the Marzahn - Hellersdorf Youth Welfare Office, the ESF project «IdeAl for Berlin» and a funded measure by the Marzahn - Hellersdorf Job Centre.

I would like to start with the last question of the survey. How would you describe your generation in one sentence?

«Criminal, addicted to drugs and without prospects (one boasts about his stays in jail).» (23 years)

«Fake friends. Behaving disgustingly.» (16 years)

«Naive because they think anyone can become an influencer.» (18 years)

«The goal of young girls is to get pregnant at the age of 13/14 and get a paid flat from the government and HARTZ IV.» (18 years)

These statements seem absolute, settle accounts with their peers and suggest little optimism. So what goals do young people want to achieve?

The desire in them is clear: a «classically traditional lifestyle» is desired with a well-paid job, a car and for some also a house and to build a family.

At the same time, the career aspirations of the majority are not yet clearly defined. What is certain is that it should be something that is fun and where one earns «a lot of money». They have also decided not to go back to school. Unfortunately, these young people also know that it is difficult to find an apprenticeship or a well-paid job as an unskilled person without a school-leaving cer-

tificate. Nevertheless, they can clearly express their wishes here as well: «You can be a good worker even without a degree» (18 years). «It's stupid that [in job applications] you are judged on how you were as a child and not how you have developed» (23 years). A different working time model would also be great, because «after 6 hours the air is out» and focus diminishes. Nevertheless, there should be more money at the same time.

When asked why they dropped out of school, the answers were very similar. There was a lot of nagging and pressure from teachers at school, which made one participant aggressive towards the school, among other things. At KIDS & CO, on the other hand, they learn in the painting and metal/bicycle workshops that they are respected and can learn at their own pace. They feel comfortable, it is fun and they like to come every day, among other things because they also receive support and tasks are explained well and, if necessary, several times. Varied activities are also important.

What do they do every day after participating in the project? Meet up with friends and «chill out». For one, it means meeting and then «everyone looks at their mobile phones» or being influenced by their friends, which also leads to problems with the police. At the same time, one of the 16-year-olds just wants to do sports but then his friends come and start fights with passers-by.

When asked what they enjoy doing, they show very different interests. These include cycling, motorcycling, making music and writing lyrics, weight training and boxing, horse riding and circus sports (ring, trapeze...) or spending time with their girlfriends.

Finally, the topic was once again how young people learn best. Firstly, as already described, the working atmosphere is crucial and that no pressure is built up. Then it is important that they have a connection to it and are interested in the subject. They also like to use the Internet and online tutorials that allow them to watch a video repeatedly to repair things in everyday life. Also, they value learning by doing, during everyday tasks, e.g. going to the office or translating matters for the non-German speaking parents. Learning from mistakes is also mentioned, as well as asking someone «stronger» for help.

In summary, the following needs of the target group have emerged:

- The desire for a traditional life with a home and family and a well-paid job.
- To integrate into work, the focus should be on competences and personal development and not purely on academic performance.
- Learning in a friendly atmosphere, without pressure and at one's own pace,

through online tutorials, learning by doing, also by making mistakes and getting the support of others

- Respectful treatment of all participants (young people, teachers, trainers)
- Varied activities to keep interest and motivation high.
- Explain activities/tasks several times if necessary and provide support to master them.

Active Youth

As a part of IO1, a special event was organised to attract and examine 10 youngsters that would qualify as NEETs. As self-education and personal life experiences are considered a sensitive topic in Lithuania, special research methods that would allow a group of strangers to open up in a relatively short time and feel free to share their opinions were used. The group discussion appeared in the framework of a well-known world café method. This allowed a few things. First, we could foster greater inclusion of all participants as they worked in smaller groups, making sure that everyone is heard. Secondly, it helped build a feeling of trust, as participants had to collaborate and write down what they've discussed or the things that they came up with together. In contrast, paper surveys allowed us to get honest answers to more personal, thus sensitive, questions. This part was not about collaboration, where we would look for surfacing common themes, but personal experiences and stories.

A mixed group of ten people aged between 22 and 29 participated in a focus group as well as filled individual paper surveys. At the time of the event, all of them were unemployed, not receiving an education or training.

Survey analysis

The participants identified “unfulfilling” schooling programmes and a hostile social environment as the main things they didn't like about formal education. Moreover, two out of ten said they have felt strong social pressure for dropping out of the curriculum for a couple of years after they've left school.

When asked about what makes it difficult to find a job, the lack of skills and experience was the most common answer with “I don't know what I want” coming second. It appears that formal education is too detached from real-life experiences, leaving young people without any relevant practical skills or personal direction that would help them navigate the job market.

When asked to describe their ideal workplace, the participants wrote different descriptions, but all of them listed friendly colleagues and teamwork as parts of an organisation they would like to work for.

Unfortunately, only one out of ten participants thought that the local government helps NEETs to find their way back to education or job market. As described before, in fact, there are special measures (projects like Discover Yourself, New Start, Let's Move) that have been put in place to reduce the number of NEET youth. However, based on our research results, they either have been poor in quality or in reaching young people in need (communication).

Group discussion analysis

As mentioned above, the world café method was selected as the best method for group discussion. Participants were divided into three groups and had to answer three different questions: 1. Imagine that you have all the power in the world to change the education system. What would you change and how? 2. What do you think is important to be taught in school? 3. How should students be taught at school so that the curriculum would be engaging and interesting? They had 15 minutes for each question.

Answers to the first question can be distributed into 3 topics: changes in the local education policy, development of students' social competences, and connecting theory to practice. Then, curiously, when answering the second question, all groups listed different social competences. None of the answers were about specific skills, theory or knowledge. And, finally, when discussing how the students should be taught, the participants came back to the topic of connecting theory to practice, but also suggested some methods:

- less focus on results and more on efforts
- use visual information over text
- use personality tests
- encourage to share thoughts and ideas
- encourage students to take responsibilities for some projects and let them solve emerging problems themselves



Online events

Following the adaptations due to COVID19, we organised two online events. These were aimed at exchanging between professionals and diversifying our practice.

Workshop n°1 - March 2021 Results and exchange of good teaching practices

On 24 March 2021, we took stock of our project results together with a total of 11 colleagues from our organisations.

In an online pedagogical workshop, we presented our findings and tested project activities and exchanged ideas.

The presentation of the three partner organisations made it very clear that the needs of the target group are almost identical but that the approach of the activities is very different.

Each partner organisation reported that due to the individual problems of the participants, no activity could achieve 100% attendance. In their work, the educators were confronted with the issues of «tardiness» and «absence». All participants agreed that it does not help to act with pressure or control. This was already shown to us by the findings of our needs analyses. Instead, the young people were allowed to learn at their own pace and were given the freedom to try out the media they were using. This was well received and increased the motivation to participate.

In the methodological work the use of creative and interactive approaches is particularly noteworthy. By getting to know each other intensively, fears can be reduced and trust can be built up. Creative methods and the view of the young people as experts of their own world provide the space to stimulate their own thought processes.

A very interesting insight into the implementation of the project came from Active Youth. The target group we focus on in the project «KICKST'ARTS» has often been abandoned by adults when coping with their challenges. Therefore, building a reliable relationship is very important and the workshops need to be well embedded so that the young people are not traumatised again by the breakdown of the relationship.



Another positive aspect in the implementation of the project is to celebrate the success of the activity with the young people to further empower them. Be it through the launch of the exhibition, the issuing of a certificate or a joint meal. The recognition of the achievement is important here.

All in all, we agreed that the young people already have technical competences for the labour market. It is rather the social competences that they have to develop with the help of our «non-formal» projects. This requires a high degree of flexibility and adaptability on the part of the professionals as well as continuous support for the young people.

Both Active Youth and KIDS & CO noted that the activities required a much longer time frame. This would also allow for a longer-term connection between the young people and the project staff. The activities should also not be too multi-layered, otherwise the young people might get frustrated again because they do not reach the project goal.

It is also important that the young people realise why they are doing certain activities and what sense it makes for their own lives. If this is not apparent to them, protests and refusal may occur as a result. In these cases, the flexibility of the professionals is required again in order to respond to the new situation as needed without building up renewed pressure on the young people.

Young people who fit the definition of NEETs often plateau after participating in the project. It is difficult to develop follow-up perspectives due to a lack of knowledge (writing, reading, arithmetic) or other regulations (age, previous knowledge, qualifications). In addition, the new social challenges that have arisen with the 2020 pandemic are a further hurdle for the young people. Educational contacts had to be discontinued due to the containment measures. The young people were partly left to fend for themselves again. A daily structure that had been worked out in advance became obsolete. We all see many tasks for the future in order to further strengthen the social competences that had already been reduced.

If we succeed in making the young people's wishes visible and no longer judge them according to their academic performances but according to their development and strengths, and also give them the pace and space they need to learn, then we will be a lot further ahead in social terms and able to reach and strengthen more NEETs.

Workshop n°2 - April 2021 Analysis of our practices through the eyes of other professionals

On 3rd April 2021, we organised C2 part two with other colleagues from our partner organisations, which was an online workshop on different kinds of topics:

1. Competence assessment in the work with NEETS - There is more in me but how to recognise it ?
2. Social economy: a vector of inclusion for young people with low levels of education ?

People were separated into three groups using the Zoom tool. They were listening to the speakers, and then got a chance to discuss the topic and share their insights.

The presentation of the three partner organisations made it very clear that the needs of the target group are almost identical but that the approaches to the activities are very different.

1. Competence assessment in the work with NEETS - There is more in me but how to recognise it ?

Usually the target group doesn't know about their own strengths and competences. In school they only heard what they are not good at. They start avoiding school and the development of soft skills is reduced too due to the lack of social contacts. In our work with the target of NEETs, it is important to boost their self-esteem. To make them aware of their positive sides and skills. As professionals, our aim is that the young people look at themselves and think they are worthy and can develop personally and professionally.

At KIDS & CO, we start working with the participants in all our projects under the slogan "Developing strengths together". Our approach is to give the young people time to settle and build up a trustworthy working atmosphere. Our main focus is to empower our youth. To (re)gain self-confidence takes time and individual support. The young people experience the presence of somebody who cares and listens to their sorrows, demands, anxieties etc. The approach focuses on the biography and the competences of the young people.

Especially in two projects of KIDS & CO, we work with the target audience of school drop-outs who still must go to school but do not care about it.

One project is called “Auszeit” (time out). In this project pupils of one secondary school in the neighbourhood are sent to us by the principal. In the regular school setting these signed in pupils are not easy to handle due to their special needs. In the project, they get time out from school. The social worker is figuring out more about this young person. E.g. what are his/her strengths/weaknesses, needs (physical/mental/family-related). After two weeks of attending the project the pupils are sent back to school with an assessment that gives new perspectives on how to integrate the pupil again (e.g. do they need smaller groups, a project approach rather than regular school?).

The other project called “Perspektivwerkstatt” (workshop of perspectives) is for young people who are school dropouts, and have needs identified by the youth welfare department. They are sent to the project for a couple of months or even longer. The project has got low requirements. The main aim is to stabilise the young people and slowly figure out a personal and professional perspective. In our workshop they can learn different crafts (painting, gardening, wood work, household). In addition, they have a close relationship to the social worker who carries out a competence assessment. This includes 3 parts.

Part 1: Speaking about “Who am I?” including a self-assessment on strengths. Through surveys and individual talks, the social worker figures out the competences. Examples of daily situations are given to make competences more tangible to the participants. Even if they work on worksheets, it is always in combination with a talking setting. The social worker guides them through the worksheet – so he/she can motivate the young person and get further information.

Part 2: Registering / figuring out competences: again, through different working sheets and practical work in the workshops. With both activities, the competences of the young person can be measured. Therefore, interactive games/quizzes are used (e.g. mazes, puzzles, mysteries, picture stories). That material measures retention, logical thinking, imagination, and attention. It also includes the gaming approach in which it is quite easy to motivate young people and make them eager to learn again.

Part 3: Professional orientation: In this period the social worker knows the young person better and professional interests can be figured out. The focus is placed on the development of professional skills. Internships are organised to plan the

further path of this young person. What makes sense to do next? What kind of skills does the young person need to achieve the goal?

In general, the most important part of the work is the relationship between a young person and a social worker. It should be a relationship that is trustworthy, authentic, and not too hierarchical. Furthermore, we experienced that it is important that the young people get the time to settle and that we should not put pressure on them. We just need to follow their pace and be aware that there is something that they are good at and that they are interested in, and go with that topic to start building up the relationship.



2. Social economy: a vector of inclusion for young people with low levels of education ?

Every week, le Monde des Possibles welcomes about 200 persons with a foreign background. In 2020, 40 nationalities and 400 languages were recorded. Since 2003, we're been delivering interactive learning and professional trainings for migrants and diasporas. We create interpreting services as well as digital solutions, which we believe are adequate in order to support the socio-professional insertion of migrants and minorities.

3 flagship projects

A social economy project self-managed by migrants and the development of an interpreting service in the social environment.

With its dozen interpreters, Univerbal is an initiative that already generates financial returns. The interpreters are regularly called in hospitals (area of Liège), in integration institutions to interpret in certain languages related to recent migrations (Pashto, Kurdish of Iraq, Syrian, Dari, Somali, among others). Univerbal includes a formative component (3 sessions per year including subject matters such as Belgian basic law, local integration program, professional semantics and conduct, training courses, and a collective project).

We're aiming to create a cooperative based on the latest digital knowledge/skills (HTML5/CSS3, Javascript, PHP, among others) and developed by persons with a foreign background. The Sirius Digital Hub project wishes to position itself in Wallonia as a digital skills training center (coding, web design, web integration, digital arts) and also as a laboratory for social innovations dedicated to foreigners with a personal project. What distinguishes Sirius from other coding schools is its unique collaborative training methodology and a new outlook on the issue of socio-professional integration (participants will be able to work in their own cooperative). Our main goal is to embrace the principles and values of social economy at the level of Liège and Verviers' digital ecosystems.

The Redém'arts project is intended to young NEETS (Not in Education, Employment or Training) in the area of Liège. It proposes trainings, coaching, social assistance and professional guidance in the field of digital arts (graphic design, photography, video shooting and editing, 3D printing and laser cutting, radio, sound and light systems, among others). Through creative disciplines and new technologies, Redém'arts offers youngsters (aged 15 to 24):

- to recover self-confidence and then to deploy short-term expertise for specific tasks in digital arts;
- to provide them with trainings that could lead to paid employment ;
- to learn non formal competences that take place through continuous education (lifelong learning).

Furthermore, Redém'arts aims at leading trained participants to employment or to socio-professional insertion in which social economy constitutes a tangible opportunity.

Social and solidarity economy projects developed by Le Monde des Possibles and its partners allow:

- To be acknowledged as workers with their own knowledge, abilities and know-how;
- To support social economy and inclusive entrepreneurship, to pool our resources and our skills and to identify each cooperator's fundamental strengths;
- To contribute to the emergence of new professional practices/reflexions on the labour and employment conditions and their contemporary changes;
- To bring cooperators together, to get organized and to encourage the democratic regulation of power;
- To generate income and help cooperators reflect on its use/distribution;
- To promote fundamental workers' rights, to learn how to negotiate with customers, to work out their opinions, and get their argumentation ready;
- To develop relationships and links with the private/institutional/cultural/unionized workforce sectors.



Educational activities with participants

Exhibition of digital paintings (Le Monde des Possibles)

1. Summary

The trainer accompanies the group throughout the organisation of a public exhibition of digital paintings, where the works are presented and curated by the participants themselves.

2. General goal: to produce a series of digital paintings using digital tools and to present them to the general public in an exhibition.

3. Intermediate objectives:

- acquire the basics of graphic design with Adobe Photoshop
- memorise and apply the rules of graphic composition (contrasts, point of impact, reading direction, lines of force)
- interact with other participants to offer constructive criticism of others' work throughout the creative process
- deal with different points of view in order to find efficient compromises
- improve their own work in the light of collective criticism
- plan a public event, manage its logistics, deadlines and progress
- carry out a communication campaign around a real event
- evaluate one's practice and identify how to improve certain aspects
- question one's own normative schemes and conditioning, change one's perspective in order to better analyse a new situation

4. Methods and activities

4.1 Defining a theme for the exhibition

The group is asked to think about a theme that appeals to them, that echoes what they experience in their daily lives and through which they can express all their creativity. This can take the form of exchanges on a more global subject, or start from a specific philosophical question in order to generate a debate, and then finally extract a collectively shared theme. In the case of the Kickst'arts

activity, the participants chose to call the exhibition «Systems», a social theme linked to the systems that govern our laws, our duties but also our individual and collective freedoms.

4.2 Meet with a group of asylum seekers and exchange on the chosen theme

Interculturality and the exchange of knowledge being at the heart of our activities, we asked the participants if they were interested in collaborating with another group. We wanted to enrich the content of the creations by putting their view on the theme «Systems» into perspective. To do this, we asked a group of asylum seekers also in training to work with the young people on the subjects dealt with in the digital paintings. Groups of 4 to 6 participants from both groups were formed and, after two sessions of meetings and debates (one hour each), graphic and thematic ideas emerged from the sub-groups. It is interesting to mention that both the young NEETs and the asylum seekers, working together, identified similarities in their experiences, life situations, etc. One of the reflections was that the young people were not only in the same situation, but also in the same condition: all of them had experienced situations of exclusion linked to their background, migratory for some, educational for others. From then on, the «Systems» theme as well as the proposals resulting from the exchanges showed very interesting convergences that the participants were then able to translate into images.

4.3 Co-creation of digital canvases

In parallel to the above, the participants took part in 48 hours of graphic design workshops during which they learned the basics of visual communication and computer graphics. Photoshop was used as the central tool, but participants supplemented their training with more personal input: illustrations, photographs, etc. This gave them the opportunity to develop their own ideas and to learn from each other. This also allowed them to take more ownership of the creative process and to be fully involved in their work. Once this stage was completed, the young people produced drafts of digital paintings based on what had been discussed with the asylum seekers. We then organised two pooling sessions bringing together the two groups in order to move forward with the works according to a collective and continuous critique of the productions. After 15 days of work punctuated by two joint reflection sessions, a dozen paintings were finalised and ready to be printed for the exhibition.

Here are the various computer graphic contents that have been covered with Adobe Photoshop software:

A) Knowledge - Declarative and theoretical knowledge

- The role of colour
- Subjective perception of colour, visual reception of colours
- Light sources: colour criteria
- Harmony and optical vibration
- Complementarity and nuances
- Colorimetric modes
- RGB and additive synthesis
- CMYK and subtractive synthesis
- Two-colour process, three-colour process
- The Lab, indexed colours, greyscale
- The colour of the digital image with Photoshop
- Software adjustments

B) Know-how

- Optimise visuals for publication on different media
- Digital development of raw images
- Carry out chromatic corrections
- Retouch images
- Produce photomontages
- Colouring grayscale images
- Colouring black and white illustrations
- Prepare images for web and print export
- Design and apply a page layout
- Prepare text for layout
- Define a layout structure
- Export documents to different media
- Create animated content for web and mobile devices
- Making a montage from still images
- Create banner ads for websites

C) Soft skills - Conditional knowledge (approximate psychosocial skills)

- Communicate in an appropriate way
- Cooperate within the framework of a common project
- Adapt to the alternation between individual and team work
- Integrate into the work culture of a place or group of people
- Active listening
- Non-verbal communication

4.4 Organisation of the exhibition

Once the digital paintings were finalised and printed, the participants were asked to manage the different aspects of the exhibition. In order to respect the sensibilities of each person, several groups were formed according to the tasks to be carried out:

communication: choice of a date and place, retroplanning, advertising on social networks

logistics: installation of canvases, catering, management of schedules and venue reception of visitors: organisation of shifts to give details on the project and present the works on display

5 Evaluation

The monitoring and evaluation of this project was undertaken in two ways:

Firstly, in an individual and regular way. This allows young people to talk freely and without fear of being judged about their needs, desires, difficulties, etc. and the concrete action plans to be put in place, but also the resources to be mobilised to achieve them. The fact of setting more modest but recurrent stages in a remobilisation process (small victories) is a motivation to relaunch the project, which is essential for it to function properly and to achieve its objectives. This first form of evaluation goes hand in hand with individual social monitoring (carried out by a social worker, an instructor or any other referent) because it constitutes a very precise barometer of how the training is going, how the participants are involved, and what it brings them on a daily basis.

Then, the project is evaluated twice (mid-training and end of training) by the whole group, in particular through playful activities that do not involve didactic implementations that could recall a formal or academic form of teaching (role-

playing, photo-language, etc.).

6. Results

In total, about fifteen paintings were exhibited throughout the day. All the participants involved in the project were present on the day of the event, and all of them expressed great satisfaction with what had been achieved in only three months. For most of them, it was the first time they had been involved in a collective process with responsibilities but also with a lot of creative freedom. The evaluation also revealed that the young people would have liked the project to last longer.

Here are a few testimonies collected during the event that help to nuance these statements:

- «it was a lot of work for something that went by very quickly»
- «I would have never imagined that I would be able to make something like this» (digital paintings)
- «working with people that are so is sometimes difficult, you have to be able to understand each other»
- «it was too short, now I'm going to go home and do nothing»
- «whatever we were doing, it was being together that motivated us to do it».

7. Conclusions

This animation sequence has several pedagogical uses, articulating remobilisation and acquisition of professional skills around what Gérard De Vecchi calls a «situational problem» (in our case, carrying out a series of digital paintings to be exhibited publicly). The «situational problem» addresses pedagogical activities as instruments or functions. For the facilitator or trainer, it is a question of asking what the participants need to learn.

Through this project we have tried to achieve the following objectives:

1. To have meaning: to challenge and apply to the participant so that he or she is not just carrying out a task, to obey (to produce collective creations in co-construction with asylum seekers);
2. To be linked to an obstacle that has been identified, defined, and considered to be surmountable: to finalise the exhibition;

3. To raise questions among the participants: how to visually represent a specific message?
4. To create one or more breaches leading to the deconstruction of the initial explanatory model(s) if they are unsuitable or erroneous: confrontation with other normative schemes thanks to meeting with the group of asylum seekers;
5. Match a complex situation, if possible linked to reality: carry out a professional-level work with adapted tools
6. Lead to general knowledge: see paragraph 4.3;
7. Be the subject of one or more moments of metacognition: a post-activity analysis of the experience and the knowledge that could be integrated: see paragraphs 5 and 6;



KICKSTARTS in deine Zukunft (KIDS & CO)

1. Summary

The analysis of the needs of the German young people makes it clear that it is important to take into account the development of these young people outside and after school. But how can this be achieved when application processes in Germany are very formal? Therefore, we developed a training concept that consists of several units that ideally builds on one another in order to develop an innovative approach for job applications.

2. General objective

The aim is for the young people to create video clips to introduce themselves, with their strengths and interests, to their future employers - an innovative form of application. In the process, they gain access to the field of media through digital arts and learn to use them for their own benefit.

3. Intermediate objectives

Participants discover their own strengths and increase their self-confidence
Increase in social skills through teamwork
Further development of personal competences: presentation skills, ability to express oneself, ability to concentrate, self-reflection
Development of artistic / creative competences: Encouraging free and creative thinking, handling the photo editing programme GIMP
Enabling experiences of self-efficacy
Increase participation in society: the application clip should make the access to the labour market easier

4. Methodology and activities

Based on the needs analysis, in a team of 2, we designed a 4-day workshop (spread over 2 weeks), consisting of a social pedagogue and a media pedagogue.

After getting to know the group of participants, the young people gain media competence through various activities. The number of participants varied between 3 and 6. The team found that a group size of 4 would be optimal for

working with the target group.

Day 1: Getting to know the group / creating your own superhero character

The participants and trainers are working together for the first time. Therefore, the priority is to get to know each other in order to build trust and a short project description. The following energisers and low-threshold, getting-to-know-each-other exercises were carried out:

Going round by saying one's name and connecting it to a gesture that stands for a hobby or interest of the person. This action is repeated according to the principle «I pack my suitcase» to consolidate the memorisation of all names.

«Truth or lie»: the participants each think of 3 facts about themselves. Two of them are true and one is made up. The group then has to guess what is true and what is a lie by asking specific questions.

«I ride the bus...» - a change-of-place game to repeat the names.

«Speed dating» - the participants talk for 1-2 minutes about a question. Then, according to the speed dating principle, they change partners and answer the next question. The questions address hobbies, family, favourite music, etc.

After a break, during which playing table tennis became very popular with the group, the topic of «my superhero character» was introduced.

As an introduction, the facilitators ask the group about their favourite heroes. What makes them special? What impresses you about him/her? What are their weaknesses?

Then the participants are asked to create their own heroic character. They should think about the strengths and weaknesses of the person and what they look like. This thematic discussion helps participants reflect on their own strengths and weaknesses.

To bring their own superhero figure to life, we use the photo editing programme called GIMP. The media teacher has already prepared individual body parts and accessories. A short introduction to the use of the programme is enough for the young people to get down to work and create a figure. Each participant presents their own hero figure to the group. The participants learn to present themselves and their product spontaneously and freely, which in turn gives them more confidence in their skills.

At the end of the day, a small feedback that will take place daily is given, e.g. through a target, in order to recognise how positive the individual participants are about the activities of the day.

Day 2: Photo Safari

The second day begins with a short energiser called «eyes up - eyes down» to relax the group.

Afterwards, the photo safari plan is presented by the team members.

The participants are divided into teams of 2. All participants should have a smartphone or alternatively receive a camera from the team leaders. The participants pose as themes for various questions regarding their interests and strengths as well as wishes for the future. They can choose their props from a cupboard (clothes, toys, dressing-up accessories). During the activity, they learn how to use the smartphone camera. The participants support each other and can act independently but also experience the support of the team. At the same time, their creativity is encouraged as they come up with themes and realise them.

At the end of the day, feedback is given in the form of a flashlight to evaluate the mood of the group.

Day 3: The superhero figure in action (laying video)

Start with the energiser «Moon & Satellite» as a movement game.

Afterwards, the activities of the previous days are combined. The participants create their own video with their superhero figure in which they present themselves and their interests, strengths and wishes using the pictures from the photo safari. Here, they learn not only to present themselves and speak in front of the camera, but also a form of video creation. In teams of three, they create the laying videos and take over the direction, camera and presentation.

In preparation for the following day, we focus on preparing for the application video.

The participants fill in a template worksheet individually. They receive support from the team members, who take into account each other's biographies.

The participants work on the following questions:

What field of work are you interested in?

Introduction of the person: Who are you? How old are you? Where do you live?

Strengths: What are you good at? What do you enjoy doing? What makes you different from others?

Practical experience: What practical/professional experience have you already gained? Write down all the activities you can think of.

Working environment: What is important to you at work? Do you prefer to work indoors or outdoors? Individually or in a team? What should the team around you be like? What should your supervisor be like?

Day 4: The application clip

As an energiser, we use an exercise with balls to loosen up the participants.

The first step is to create a script using the worksheet from the previous day. First, we explain to the young people how to write a script and then they try writing their first script. They receive support from the team members.

After a short rehearsal period, the clip is filmed. The young people's fear of the camera is taken away by preparing a pleasant setting, they know that they can start again at any time and the team members are available to initiate a natural conversation in front of the camera by asking specific questions.

As we have only planned a total of 4 fixed workshop days (of 4 hours each), there is unfortunately not enough time for the participants to edit the clips themselves. However, this should be included in the activity in the future.

Our original goal was to show the video clips at a small event with representatives from the business community, including from our company network, and to show them the video clips of the young people as a different kind of training fair. In our case, it would not have been the company that introduced itself, but the young people, with the aim that a business representative would be interested in the young person and that a training or internship matching them could take place.

Unfortunately, we could not carry out this project due to the pandemic.

Summary of the methods used:

- Individual and group work,
- Energisers and getting-to-know-each-other exercises to build trust,
- Empowerment and resource-oriented approach,
- Participation,
- Biography work

5. Evaluation

The pedagogical team as well as the participants believe that the entire workshop should take place over a longer period of time. The activities as a whole concept could easily be stretched over a month. In this way, the young people could also be introduced to the editing programmes.

Overall, the feedback from the participants was very positive. They had fun as a group and also with the activities. The creation of the hero figure and the laying video workshop were very well received. The creation of the application clip generated more anxiety and required a lot of motivation from the team. On the other hand, when the videos were premiered in the final round and other people close to the participants were also present, the pride in the participants' eyes showed that they had also had fun and liked the result. All in all, the team members noticed that the participants were able to significantly increase their self-confidence.

A very positive side effect was the working atmosphere within the group. All participants considered the time spent together to be very valuable and good. They learned how to act as a team and how to deal with feedback.

Originally, we wanted to invite representatives from businesses to the presentation of the project results during a kind of vernissage and draw the attention of those businesses to the young people. Unfortunately, we were not able to do this due to the pandemic.

At the end of each workshop day, the group assessed together which competences they were able to use or further develop on that day. The results were collected on a flipchart. Through the joint exchange at the end of each day, the participants could also openly make requests for changes and give their feedback. This enabled the team to adapt their activities accordingly during the following days. On the final day, each participant received a certificate inclu-

ding the presentation of all competences acquired in the project as well as their individual application clips. This was also made available to the social educators for further use in the application process of the participants. The successful completion of the workshop series was appropriately rewarded for the participants by the final certificate, which additionally strengthened the participants' self-confidence.

6. Results

At the end of the workshop series, each participant has an individual application clip. They can use this in future job applications as a supplement to their classic CV in order to better convince potential employers of themselves as a person, regardless of qualifications.

All participants experienced the feeling of having successfully carried out an activity and being rewarded for it with a certificate. This increases their self-confidence and motivation.

In addition, all participants gained media competences.

All in all, the activity was seen as profitable by all participants and is to be expanded as a permanent approach in the association KIDS & CO to increase the chances of young people on the labour market.

7. Conclusions

A very strong trigger was the statement of our former participants who said during the needs analysis: «You can be a good worker even without a degree» (18 years). «It is stupid that [in job applications] you are judged on how you were as a child and not how you have developed» (23 years).

From our point of view, the young people got to the heart of the matter: we have strengths that we develop and that are not necessarily reflected in the school performance record. The backgrounds for this are varied. They range from an unsuitable learning setting (working atmosphere, interaction with each other) to personal problems of the children and young people that set them back in their development.

Often we are guided by written CVs and gaps in the biography in such a way that we only see the person with their developed resources and competences in a tainted way. Our approach is to give people a voice and an image in order to

enable them to enter the labour market and thus heighten their participation in society. Therefore, we put our hopes on the use of application clips to promote the self-efficacy experience and motivation of our young people and to reflect to them how good they are in what they do and what they are interested in.

The cooperation of KIDS & CO in the KICKST'ARTS project contributes to a quality development of our existing services, and the acquired knowledge and developed approaches will enrich our portfolio in the future with the clear goal of strengthening the young NEETs.



I am a creator - Student learning (Active Youth)

The main goal of the short camp 'I am a Creator' workshops was to introduce participants to digital arts and to inspire them to express themselves in a creative way. This part of the report will introduce the student learning evaluation.

The main objectives for the series of workshops were:

- Learn what the term stigma means
- Get acquainted with poster design
- Learn what social advertising is
- Try out basic Photoshop tools
- Learn how to make quality videos for a Youtube channel
- Get inspired to express oneself through the use of digital arts

Methods and activities / Timetable: the activities were held in a period of 4 days - first day concentrating on creating posters (6h) and a walk in the city looking for real life examples of posters/discussing, second and third day - how to use Photoshop (3h/day), and the last day was dedicated to a Youtube video workshop (5h).

Evaluation (monitoring and mentoring): participant self-evaluation before and after the workshops, students were given questionnaires to have the opportunity for a greater insight into their learning outcomes after the course.

Participant self evaluation before the activities

They were given options to rate their responses from 1 meaning 'I do not know' to 5 'I know very well'. The first question 'Do you know what the word 'stigma' means?' was answered with 3 (medium understand) 5 (understand perfectly) and 1 (I do not know). The next question reflected on participant's knowledge about the social advertisement and whether participants knew how to build one, the feedback varied - from knowing it well (one student rating it 4) to not knowing at all (two students evaluated it with 1).

Regarding the use of Photoshop, members replied that they were familiar with Photoshop on a medium level prior to the workshop, however didn't know how to create a quality video for a Youtube channel with the feedback rates coming 1 (no knowledge) and 3 (medium). When the participants were questioned about

their confidence in making a poster or a video, they rated their knowledge 1 (no knowledge) or 3 (medium). The last 2 questions were created with an aim to understand participants' motivations and expectations from this project. To the last question of 'What do you expect from this workshop?' one participant replied that she/he would like to learn what Photoshop and Youtube include, to get motivation to continue learning it on his/her own and improve communication skills. Another participant 'wanted to have a good time' and the other one did not have any expectations. Looking at these answers regarding the pre-workshop, we see that students are in a similar, but not the on the same level of knowledge of the digital tools mentioned above. Participants also expressed their expectations in a very different way, with one student being very motivated to learn and get inspired to continue it in the future and also having a student who did not express high motivation stating that he/she wants 'nothing as they came here for the last time'.

Participant self-evaluation after the activities

Looking at the feedback after the workshop, we have the opportunity to take a closer look at the way participants felt after completing the programme, whether they felt like they had improved their skills on each topic (Advert poster creation, Photoshop use, Youtube video making), if they felt motivated to continue learning and their opinions on whether anything was missing in those 4 days of interactive learning activities. Students' feedback was very different and showed us that not everyone has the same way of learning, having come with different motivations and attitudes towards the workshop which led to a very different outcome and feedback. The first question was constructed to know whether students now felt more confident about the concept 'Stigma'. Two students felt that they have improved their knowledge, rating it 3 and 4, but we also received feedback with 0 (no improvement). The same result came regarding the social advertisement and its creation, there was the same feedback - 3, 4 (medium and higher than medium knowledge) and 0 (none). The following question as to whether they now know where to start if they want to create a poster addressing a social issue, students have replied with a comparably low score - 2 people evaluated it towards 2 and the third person again scored it 0. This also means that a couple of students felt less confident in making it now than before the workshop.

When the students were asked about their knowledge about the creation of an image using Photoshop, the result was also different and overall compared to the previous self evaluation form, less confident - two students rated it as 2 and another - 4. However, they evaluated their overall Photoshop knowledge

as high as 4 (two students) and a 2. With the following question asking about Youtube channel and creating a video for it, students replied with the results of 2,3 (medium knowledge) and 0. Two students felt they have slightly improved their knowledge, although not too high, and the third student did not show any confidence towards it, rating it 0. In the case of evaluating themselves on how confident they feel now if they need to create a poster or a video, 2 students felt medium confidence (rated it 3) and another student again replied with 0 confidence.

The last 2 questions in this self-evaluation form were concentrated on the overall participants' opinion about the programme, whether they felt like there was something missing and whether they had comments about the workshops provided to them in a 4-day period. Participants did not express whether they were missing anything in the programme, in fact one student wrote that he/she liked everything, another was very satisfied with all the workshops given, expressed it to have been very interesting and appreciating the knowledge gathered, especially on how to use Photoshop and make a T-shirt design. The third student left the space blank, not expressing any of his/her opinions.

We can notice that the feedback forms were again very variable. We had a student who felt it to be interesting, engaging and very valuable due to the knowledge acquired. But there was also a student who did not feel this motivated and who put very little effort to provide the feedback after the programme and rated the majority of questions with 0 and left blank spaces where the questions were open.

Conclusion

Overall, the personal feedback forms were a great opportunity for students to be able to express themselves and their opinions towards the project. It is also a valuable tool for the organisers to know how the students felt after the workshop. It gives us an opportunity to consider what was effective, what was not and opens a window for a further thought of what could be improved in the structure of this kind of project, teaching methods and its application towards a specific kind of audience or participation.

Looking at the provided participant feedback, we can see that not all the methodologies worked as smoothly as they could have. There are some ideas of what could have been the main triggers to run the programme smoothly. First, the length of this programme might have been too short for some participants, there

was not much time to warm up, to build trust and to actually learn the skills. This programme was rather a 'taste' of digital arts; students could feel how it is, could be inspired to continue learning digital arts after the project or could see that this niche is not for them. In this case, the suggestion would be to increase the length of the programme to have a few days for each session and give students the opportunity to not only taste, but learn and ground their skills and be able to use them in the future.

Another issue might have been that trainers and programme organisers did not know the students beforehand, they could not apply some specific methods to a particular type of students. There is a possibility that trainers expected a very keen to learn audience and extremely engaged participation, meanwhile the outcome shows that it was more challenging having students that are not on the same level of motivation and don't share the same experience. School graduates were more motivated, this programme was more suitable for them. Those of school age who already had issues learning, might have needed a longer period of time to develop trust in order to be able to fully engage with all the activities and express what they want and need. To improve this, we would suggest either to gather information about students and provide it to trainers or to have a longer introduction session with all the trainers meeting students beforehand, so that they would have time to plan their lessons accordingly.

Looking at students' feedback of 'before' and 'after' the programme, we notice that some self-evaluation results were even lower than previously. It may have been due to the fact that students understood that it was a wide topic and they knew less beforehand than they thought they did. Also, observers think that the reason for a lower feedback might have been as (particularly one student) a protest - during the workshops he was already not interacting much, did not put effort to express ideas, give feedback, or join the discussions. It is thought that this student, being a teenager, was showing attitude and challenging the trainers, requiring extra attention. This student's feedback came with almost everything (except Photoshop workshops) being rated as 1, which suggests to us an idea that he either did not feel like learning anything, did not want to learn or simply did not care about the course as much as other students did.

To sum up, according to self-evaluation forms, we can see that the programme has faced some challenges and has the potential to be improved. Although some students felt engaged, inspired and felt that they learned valuable things from the programme, other students provided forms that did not show much willingness to be involved. This outcome might have occurred due to the programme

being too short, facilitators not knowing the participants beforehand, students realising that they knew much less beforehand, or protesting and evaluating all the 'after' results by the lowest evaluation score. In this case, the suggestions would be to lengthen the duration of the programme, provide trainers with information about students beforehand. Although the programme was interesting, engaging and valuable for some students, building trust between students and trainers might have been the core that was missing in this programme and could be improved.

Material / equipment / partner: computers with photoshop installed, projector for visual purposes, papers, examples of posters, evaluators, teachers, participants.



I am a creator - Trainer evaluation (Active Youth)

The main goal of the short camp 'I am a Creator' workshops was to introduce participants to digital arts and to inspire them to express themselves through the creative way of using it. The objectives for the trainer were based on results from previous research. During the research, a group of NEET youth took part in a focus group. The goal of the research was to find out what learning methods they prefer and what helps them stay curious and motivated during the learning process.

The main objectives for the series of workshops were:

- Learn what the term stigma means
- Get acquainted with poster design
- Learn what social advertising is
- Try out basic Photoshop tools
- Learn how to make quality videos for a Youtube channel
- Get inspired to express oneself through the use of digital arts

Trainers objectives:

- Less focus on results and more on efforts
- Use visual information over text
- Encourage students to share thoughts and ideas
- Encourage students to take responsibilities and let them solve emerging problems themselves

Methods and activities / Timetable: the activities were held in a period of 4 days - first day concentrating on creating posters (6h) and a walk in the city looking for real life examples of posters/discussing, second and third days - how to use a photoshop (3h/day) and the last day was dedicated to a Youtube video workshop (5h).

Evaluation (monitoring and mentoring): trainer evaluation

To be able to have a valuable evaluation of the project, there was an evaluator in a room during the 4 days of training provided. Observed people were aware that there was an evaluator. This part of the report is going to introduce you to all the activities held during the 4-day period, have a closer insight to whether

trainers were able to meet those goals and whether students were fully engaged in the process.

Day 1 (Intro Day) - Activities

The first day was named 'Intro day' and was led by a trainer, Beatrice, who has professional experience in copywriting and advertising. The session took 6 hours and the goal was to introduce students to the term stigma, poster advertisements, give them a closer insight into the posters that are focused on social problems and to invite participants to get engaged in the creation of a poster while discussing.

The day started with an introduction session - introducing participants to the project, its goals and activities. It was then followed with an icebreaker, giving students an opportunity to know each other's names by introducing themselves and doing a gesture that others had to repeat. Then students were engaged in an introductory discussion with the questions: 'What do you expect? What would you like to learn?'

The trainer then invited the students to learn about the meaning of the concept 'stigma', asked them whether they knew what it meant and engaged them in an exercise 'What is my type?'. After that, the trainer introduced the meaning of social advertisement and engaged with them to better understand it while giving them an exercise to do.

Later in the day, the trainer introduced participants to the planning and designing of the social posters, to have a deeper insight into emotions and colours and, while discussing, to better understand how they perceive the message that is delivered by an author.

To get students moving and engage them into this topic in an active creative way, the trainer invited them to walk together in the city and analyse the adverts they saw, then they had the opportunity to settle in a local pizzeria and discuss the adverts they had seen and the social impact that they felt was being delivered through its visuals. To end the day, which consisted of introduction, social poster creation and analysis, the trainer ran a session of reflections.

Day 1 (Intro day) - Trainer Evaluation

From the feedback of an evaluator who observed all the sessions of the first day, we see that the trainer was very active in meeting the outlined methodologies of the project.

In the case of focusing less on the results and more on the efforts saying that there is no good or bad answer, the trainer invited the students to create posters with small guidelines giving space for imagination, then invited people to share and participate. In this way, students got engaged in the creation of the poster while discussing it.

With the aim to use more visual information over text, the trainer, Beatrice, used social commercials to discuss what feelings they generate in the consumer, what the aim is. She showed examples of colours, colour palettes and how to combine them. She also engaged students with the visuals, and showed examples of how colours are used in social commercials. The trainer shared examples of images used in commercials with none to little text. From the participant's side, they were engaged looking intensively at the visuals. After that they shared their ideas - commercials felt very personal, sad etc. Talking about colours, students shared what colours they would like to use and shared what images attracted them the most, giving the reasons why a certain colour attracts their attention.

The third and very important methodology approach of the trainer was to encourage students to share thoughts and ideas. She invited participants to share their goals in the beginning of the evaluation, to share their thoughts about how they felt. After showing the social commercials she motivated the students to share their feelings, got them involved to give any ideas regarding every task and to even attempt to self-evaluate after tasks were presented. Looking at the participants, during the introduction session and icebreakers of the first part of the day, they were reacting, sharing, but feeling a little bit anxious and shy; there was a low level of engagement. During the second part of the day, students were more involved, they started sharing their ideas about the commercials, expressing their opinions whether the commercials felt personal, sad, or emotional. When the students were introduced to the examples of commercials, some of them presented a few interesting thoughts and ideas.

Looking at the evaluation and feedback from a person observing the first day which included an introduction and social poster workshop, all the methodologies were delivered by the trainer. She focused more on the efforts of the

students than results, used very little text and made the workshops very visual and engaging, she encouraged participants to share their ideas and thoughts. At the beginning of the day students were feeling a little shy and quiet, but during the day, they got a little more involved. According to the trainers and evaluators though, student engagement was not 'usual compared to what they are used to' as students were not talking much, did not express many creative ideas and it was a little challenging to get them involved in a more dynamic discussion.

Based on the next methodology - take responsibilities and let them solve emerging problems themselves, the trainer encouraged students by going into the city and letting them discuss real-life posters. She invited them to evaluate what were the advantages and disadvantages of the visual message created. Also while in class, students were given the task to brainstorm ideas for a poster that would promote wearing face masks to prevent Corona.

Day 2 and 3 (Photoshop) - Activities

The second and third days of the project aimed to introduce students to Photoshop, learn the main tools, make a poster, and make a design for a t-shirt. It was led by trainer Tomas Karnecki who is a graphic designer and the workshop was delivered over a 6-hour (first and second days both 3 hours) period.

The first day of Photoshop introduction started with an icebreaker, inviting participants to express what they would like to learn and what they expect from these two days. Then it was followed by an introduction and getting to know students asking them to introduce themselves and what they have learned on the first day session.

Later on, the students were introduced to the main tools of Photoshop, students were invited to try them out, and play with the tools by themselves to better understand how they work. Once the students were familiar with the tools, for the last part of the session that day, they were invited to combine the tools and create their own posters using Photoshop.

The second day of Photoshop workshop started with an ice breaker giving students an opportunity to speak up about their experiences from the day before, how confident they felt about Photoshop and its tools. The trainer then invited participants to express their ideas of what they would like to create for themselves.

After learning about the tools, creating posters and gathering their ideas of a new creation, students were invited for an exciting opportunity to make their own T-shirt design. After this interactive workshop, participants gained knowledge on how to save the files in a professional way not to lose the quality of the design.

Day 2 and 3 (Photoshop) - Trainer Evaluation

Following the provided feedback from the evaluator who was present in the workshops during the two-day period, the trainer put his best effort to apply his teaching to the outlined methodologies. However the participation seemed a little challenging at times, although some students were very interested and engaging.

In the case of focusing less on the results and more on the efforts, the teacher encouraged students to try and fail and to not be afraid of the learning process. The trainer, Tomas, also did not put any expectations related to results on the students. The only expectation of the teacher was that the students would stay engaged and honest throughout the process. Students started playing with Photoshop and realising their own ideas. The process was going brilliantly and students were very engaged except for 1 out of the 4 participants who had a harder time participating. He was getting tired of trying, got bored quickly, and did not enjoy the creative process that much. Looking at the second part of the methodology approach - using virtual information over text - the teacher got students engaged in a visual part. Tomas used photoshopped images to present Photoshop where the images used contained basketball players and teams. During these workshops, students were paying attention to visual information although the evaluator stated that students did not seem to relate to the images - they did not know the sports teams and athletes represented in them.

For the third part of the methodology, in order to encourage students to share their thoughts and ideas, the trainer had his own strategy. At the beginning of each day, he invited students to share their goals and expectations for the day. He also invited students to feel free to share their ideas for the creative part of the workshops. The feedback from the students' side was different though: there were 3 students who did not have any expectations previously and the other 2 did, enjoying the process of learning. The 3 students stated that it was the first time trying Photoshop, hence they did not know what to expect from the workshops. On the contrary, the other two felt motivated to learn something that they could not find online for free.

Evaluating both days of the Photoshop-learning process, we can see that the trainer was trying to apply the teaching methods, but met some challenges as students were in different stages of knowing and being interested in Photoshop. Two of the students had some prior knowledge and were very motivated to learn some things that they cannot access online for free. They enjoyed the process of sharing their creative ideas, learning about the Photoshop tools, creating the poster and designing their own t-shirt. The other part of the group felt less motivated, they had never used Photoshop before, it was their first time. This group of students were less involved in sharing their ideas, showing their interest in a creative part. However, they were involved in the process and created the design for a t-shirt successfully. In the case of the methodology of taking responsibilities and letting them solve emerging problems themselves, students were each provided with a computer to be able to have a 'hands on' learning by themselves. Students were given freedom to play around with Photoshop and its tools, they were given the task to create a t-shirt design and got the opportunity to create whatever design they wanted.

Day 4 (Youtube) - Activities

On the fourth day of the programme, the students had the opportunity to be introduced to Youtube and video-making. The trainer, Deividas Autukas, is a Vlogger himself, so students had the opportunity to learn from a professional of this area.

The one-day session overall took 5 hours. The aim was to introduce students to Youtube and video-making, to inspire them to make Youtube videos themselves.

The first day of Youtube and video making workshops started with an introduction, discussing with the students what both days would include and what the students wanted to learn. After a short icebreaker 'teeth teeth' and up/down where all the Active Youth team got involved, students were invited to learn about the Youtube channel from an expert, Deividas.

The trainer started his workshop by introducing students to Youtube channels and why he created a channel himself. He spoke about where he started and gave advice on how to create content. Deividas was happy to share his ideas of where to find inspiration and whether it is allowed to copy others. The trainer also spoke of how important it is to find a niche and explained in more detail how to find an audience and followers. During the session he also expressed whether there are rules on how to talk in front of the camera and why many vlo-

ggers speak at a fast pace while filming themselves. The trainer was also happy to speak about his own experience expressing himself, failing and making it a learning process.

In the following sessions students were asked whether they have made a video before and if they succeeded. Then he introduced participants to the filming and making of the video part - from which equipment is needed for filming to its costs. He spoke about which programmes to use and how to invite famous people to participate in filming, and finished the day with talks about how to upload the video with a catchy title on Youtube.

During the break, students were given the chance to play with the Playstation. From the beginning of the programme students knew that they would be given this opportunity to spend their break playing and they were longing for it. It is assumed by organisers that a chance to play with a Playstation was what kept them coming. This suggests an idea, that some activities in the future could be about Playstation, how we could include Playstation into the learning process and hence have students enjoy the learning process and have fun at the same time.

For the second part of the day, the trainer ran a brainstorming session on 'what to do and what not to do' while making a vlog, so students could gather some knowledge of what has been learned during these two days and maybe use it in the future if they get inspired to vlog or simply make and upload some videos on Youtube. Once these topics were covered, the trainer invited the students to sum up both days and reflect on the activities they did, how they felt and what they remembered from the course of these days.

Day 4 (Youtube) - Trainer Evaluation

Looking at the evaluator's observation regarding the 2-day Youtube workshop, the feedback reports that the trainer did his best, tried to meet the suggested methodologies. Although some parts were missing, some students did not show much motivation and there was a gap in engagement.

Regarding the 'less focus and results and more on efforts, Deividas, as a vlogger himself, spoke about the process of growth in his own experience. He focused on the process of creating videos on Youtube and on the results such as likes, shares etc. While talking about his own vlogging experience, he was promoting creativity, curiosity and experimentation as opposed to the idea of creating something

that would go viral. In this process, however, students seemed distant. It seemed that for them it was difficult to follow when the teacher was using unheard-of concepts. According to the evaluator, students were easily falling into chatter between themselves or looked bored. In the case of another and very important method of training during these sessions. Using visual information over text, Deividas succeeded in attracting more attention while showing his early work. He invited students to see his first videos made as a teenager - the same age as the students now are. With every argument that Deividas was introducing, he tried to support it with a visual example from his own video archive or a Youtube channel. During this process, students were eager to see where Deividas' career had started. Those videos were made simply and were driven by the idea behind it. However they illustrated an important message: everybody starts somewhere. This gave students inspiration and motivation to be more confident to start learning things from the very beginning, seeing how much a person can achieve if they have a vision, if they keep learning and doing the things they like and want.

According to the evaluator, as far as encouraging students to share their thoughts and ideas goes, Deividas did well. Inviting students to share their personal favourites or their own videos on various channels. Students had the opportunity to talk about their personal favourite Youtube channels. Some students seemed a little shy, yet still eager to share, one of the participants stepped up and even shared his videos created on Tik Tok. This created a better bond between the activity of that day and students' personal lives. Creating a workshop that is more relatable for students attracts their attention and is therefore more effective for the whole period of the workshop.

In the methodology of encouraging students to take responsibilities and letting them solve emerging problems themselves, the trainer seemed to be missing out on this part and did not engage students in it. Students did not have the chance to try and film something themselves. This would have been a very interesting activity for students to get engaged in, however it was not delivered by the trainer.

Conclusions:

According to the evaluator's feedback on the workshops, not everything went as smoothly as it was expected to be; there is room for improvement.

1. On the first and the other days, students were feeling shy and did not engage in expressing their opinions much - this might have been improved by having

a longer introduction session giving students the time to feel more comfortable with each other, the trainers and the environment. There also may be other ways of letting students express themselves if the oral way was not working well. There could have been more inclusive games, brainstorming, creative activities.

2. On the second and third days trainers had a challenging time keeping the students' attention. The Photoshop trainer was showing pictures of athletes which did not feel relatable to the students or a Youtube trainer talking about the tools and concepts that students haven't heard of previously. The suggestion would be for trainers to adapt the information to beginner-level learning, provide information that is more engaging, relevant to students and get them more engaged in learning while running a more interactive programme with hands-on learning experiences.

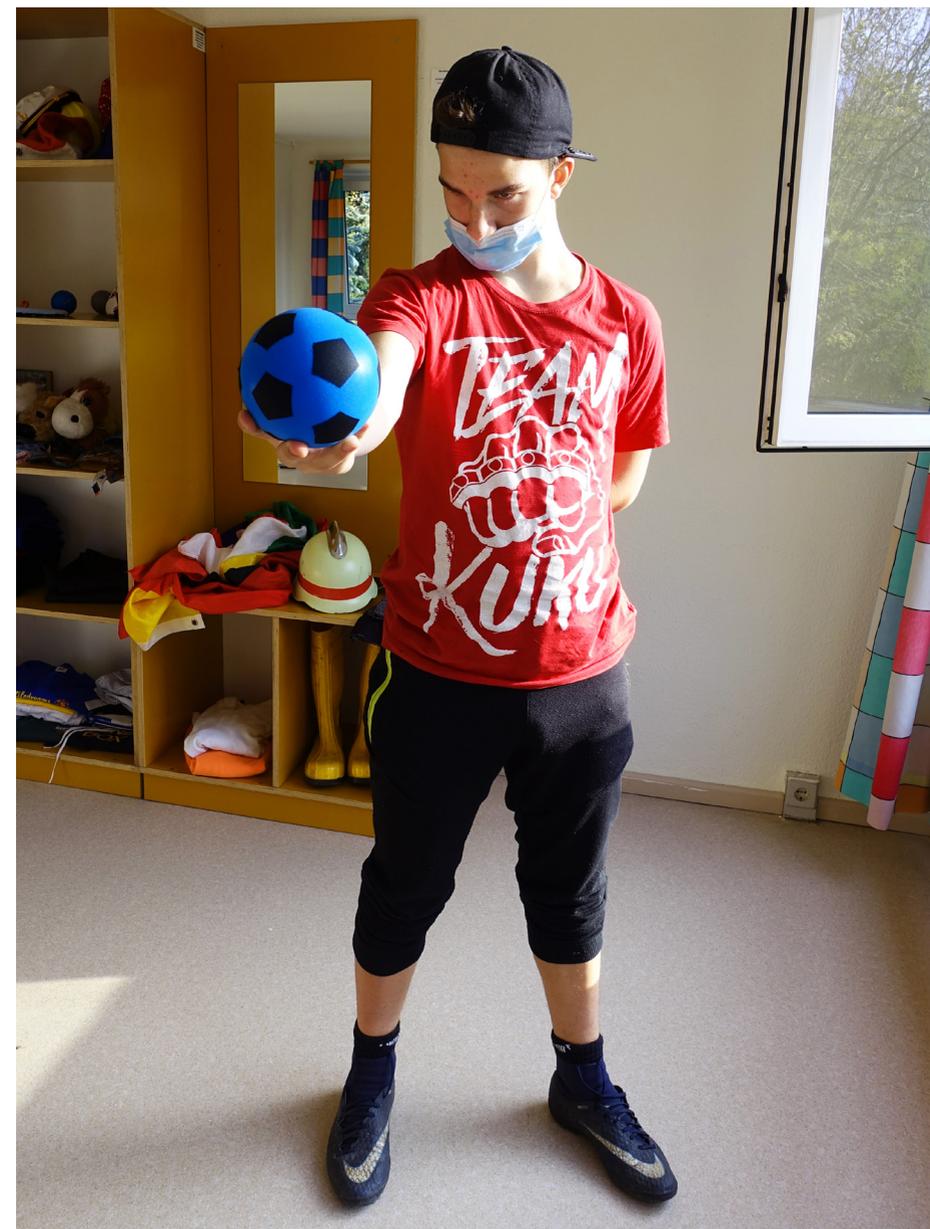
3. The third trainer faced a challenge in meeting the criteria of taking responsibilities and letting students solve emerging problems themselves. While talking about the videos, there could have been an opportunity to make videos themselves. Interactive learning would work better rather than a monologue from a trainer. The suggestion is to give more time for students to have the possibility to be introduced to video-making programmes, to film and edit videos by themselves.

In conclusion, according to the evaluator's feedback on activities provided by professional trainers, the majority of the methodologies were applied successfully and a few of them were a bit more challenging.

The trainers did well in concentrating more on efforts than results, therefore encouraging students to feel comfortable even if they did not have previous knowledge of the topic. All the trainers used visual information over text, although some of them could have adapted the visuals to participant age/interests. Trainers encouraged students to share their thoughts and ideas, but at times it was a little difficult to get students to express themselves. Most of the trainers applied their teaching methods by letting students solve problems themselves, except during the last workshop, which lacked time to give students more of a hands-on experience.

To improve this programme there are suggestions such as dedicating more time for activities, introducing students to more interactive games, creative activities, beginner-level theory and giving more opportunities for students to solve problems themselves - get them engaged while doing more activities and less theory from a trainer.

Material / equipment / partner: computers with photoshop installed, projector for visual purposes, papers, examples of posters, evaluators, teachers, participants.



I am a creator - Teacher observation (Active Youth)

The main goal of the short camp 'I am a Creator' workshops was to introduce participants to digital arts and to inspire them to express themselves in a creative way. This part of the report will introduce the teacher observation evaluation.

The main objectives for the series of workshops were:

- Learn what the term stigma means
- Get acquainted with poster design
- Learn what social advertising is
- Try out basic Photoshop tools
- Learn how to make a quality video for a Youtube channel
- Get inspired to express oneself through the use of digital arts

Methods and activities / Timetable: the activities were held in a period of 4 days - first day concentrating on creating posters (6h) and a walk in the city looking for real life examples of posters/discussing, second and third days - how to use a photoshop (3h/day) and the last day was dedicated to a Youtube video workshop (5h).

Evaluation (monitoring and mentoring): evaluation of teaching methods, observation

The evaluator was observing four people in the meeting room, knowing that they are in activities, but the people in activities did not know who the evaluator was so there was no chance that it could influence answers or reactions. The topic of the observation was intro day of the workshop.

- **Method:** Less focus on results and more on efforts.

Does the teacher apply the method? How? Yes. Never saying that there is a good or wrong answer, invite to create posters with small guidelines giving space for imagination, also inviting people to share, participate.

Do students react? How? Engaged participants in the creation of the poster while discussing.

- **Method:** Use visual information over text.

Does the teacher apply the method? How? Used social commercials, discussing what feelings they generate in us, what is their aim. Shown examples of colours, colour palettes, how to combine them. Shown examples how colours are used in the social commercials. Shared example of images used in commercials. With no to little text.

Do students react? How? People are engaged and looking intensively at the visuals. And then, people shared their ideas (that commercials feel very personal, sad, etc.). Students shared what colours they would like to use. People shared what images attract them most, explaining what colour attracts their attention.

- **Method:** Encourage students to share thoughts and ideas.

Does the teacher apply the method? How? Invited the students to share their goals in the beginning of the evaluation, invited people to share their thoughts about how they feel. Invited to look at social commercials and share their feelings. Invited to give any ideas regarding every task. There was even an attempt to self-evaluate after the tasks were presented.

Do students react? How? First part: reactive, sharing, but feeling a little bit anxious and shy, small engagement. Second part: People share their ideas (that commercials feel very personal, sad, etc.). In the middle: interesting thoughts and ideas by some of the students (example of commercials).

- **Method:** Encourage students to take responsibilities and let them solve emerging problems themselves.

Does the teacher apply the method? How? While giving a task, asking students firstly to answer without giving guidelines. Then helping them with continued discussion.

Do students react? How? People slowly try to relax, react and brainstorm ideas, tasks and problems.

- **Method:** Friendly colleagues and teamwork.

Does the teacher apply the method? How? Icebreaker game sharing names, invited warmly, showed places in the education place, thus, people are given a chance to feel comfortable.

Do students react? How? Shared their names nicely, participated in the activities.

- **Method:** Combining theory to practice.

Does the teacher apply the method? How? Starting the day with the theory about what stigma is and then practice it while trying to participate in the activity, discussion and throughout the activities. Trying to pursue what stigma is and how people are seeing others and influencing their decisions.

Do students react? How? People were invited to participate in the game with given labels, and tried to understand what stigma is throughout the activities.

Conclusion

- Even the surroundings and atmosphere were prepared as to be relaxing but themes seemed to be too difficult for participants.
- Participants did not feel comfortable to engage in the activities.
- Activities could be made in a more relaxed way, like gaming, chatting and this might lead to more engagement.

Material / equipment / partner: computers with Photoshop installed, projector for visual purposes, papers, examples of posters, evaluators, teachers, participants.



Conclusions

Based on the surveys conducted with young people to identify their needs, the development of the animation sequences, the way these were experienced and evaluated, and the different working groups that shaped the Kickst'arts project, here are some of the conclusions we would like to share in this book. We hope that these will inspire similar practices and, ultimately, contribute to a better inclusion of school drop-outs and to a reduction of the symbolic and political violence to which these young people are subjected on a daily basis.

First of all, it is important to mention that, depending on the institutional and educational context of each country, we found that the approach to early school leavers is quite different. For example, in Lithuania, repeating a year is very uncommon. This implies working with different criteria (e.g. socio-economic) if we want to support young people who, despite having a secondary school diploma (or equivalent), experience the same problematic situations as those in Germany or Belgium. In this regard, it is important to apply the guidelines of this pedagogical guide when considering the overall educational and social context in which the envisaged practices would take place.

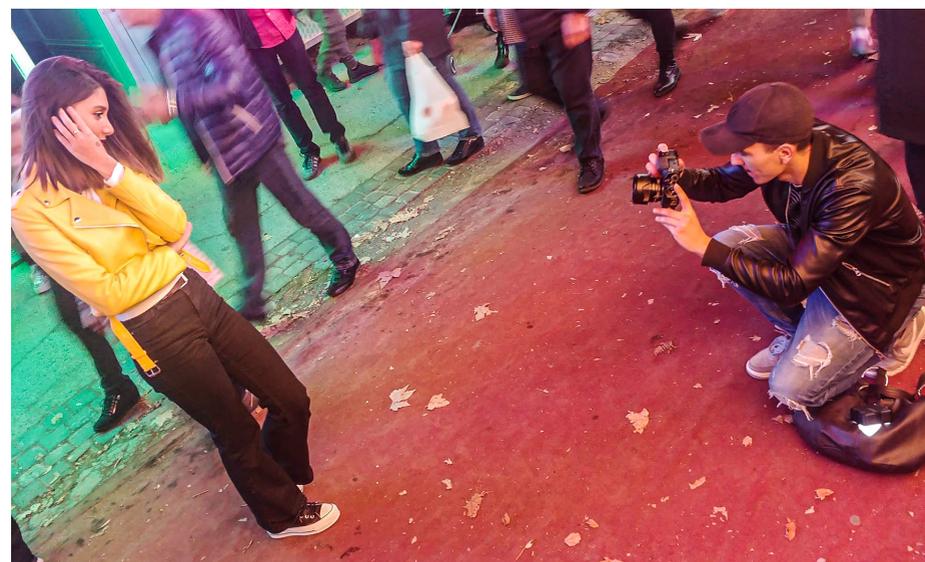
In light of the activities carried out throughout the Kickst'arts project, it seems essential to us to involve the participants more in the design of the activities that concern them. As a matter of fact, our choice to start from their needs, desires and personal feelings in order to design activities that were intended for them proved to be very relevant. However, we advise professionals to go even further by co-constructing the activities with them: this will reinforce their involvement and constitute a fully-fledged didactic implementation, oriented towards production and conceptualisation. In our opinion, the activities carried out with young people are, in most cases, a means rather than an end: it is the process that helps to remobilise them (getting involved in a project, creating a social link, finding a meaning in what they do), much more than the inclusion objective which, in their eyes, remains secondary at first.

Working with the target group of NEETs always poses new challenges for professionals. Reaching and motivating the target group is not much easier despite modern approaches. The needs analyses have shown that we can reach young people through respectful and trusting interaction. It is of great importance to clarify with them what the goal of the activity is and what should happen with the result. In addition, it is important for the group to get to know each other

beforehand and to use informal learning methods. These approaches strengthen trust among each other and give young people a pleasant working atmosphere. Reducing pressure and giving time for interpersonal exchange should be the motto here.

In a joint exchange with experts, we found out that it is not primarily about the acquisition of professional skills, but above all about the development of personal and social skills. From our own experience we can say that when young people know their own strengths and receive recognition for them, it increases their motivation to learn. It should not be forgotten that new learning approaches seem to make sense in the context of school. Here, the approaches of out-of-school learning and a holistic work with young people are particularly valuable in our eyes. In order to support young people, we cannot look at their individual areas of life separately, but must perceive them in their complete living environment and work with them and their environment in a resource-oriented way.

Finally, it should be mentioned once again that it is highly likely that the situation of the young people has been further reinforced negatively in the last few months with COVID and the implementation of homeschooling, and that this will also bring up new challenges in the coming years. Therefore, a further needs analysis that reflects the current development of the youth during the pandemic is necessary. New methods and approaches need to be developed.





Kickst'ARTS

INCLUSION OF EARLY SCHOOL LEAVERS AND DIGITAL ARTS



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