



WP5: The Youth Inclusion Workshops Final Report





PROMOTING OPEN RESILIENT INCLUSIVE SOCIETIES FOR YOUTH

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1. The Youth Inclusion Workshops in the framework of PRIORITY project

PRIORITY: PRomotIng Open Resilient Inclusive socieTies for Youth is an innovative 36-month project that involves four countries and five organisations - such as youth organisations and networks, cultural and sports organisations, training centres, as well as private and public entities. Among its main aims, PRIORITY strives to: 1) increase the capacities of the organisations that work with youth; 2) to invest in prevention by removing breeding grounds for radicalisation and act as forces of inclusion; 3) to empower young people from disadvantaged groups to engage; 4) to enhance youth participation and drive positive change in communities, through the use of innovative methods and practices coming from the combination of youth work, training, cultural mediation and sports fields.

The Work Package 5 (WP5) named "**PRIORITY Hubs Testing, Young Mediators Activities (inclusion and capacity building), Community Cultural Heritage Activities**" consists of the testing phase of PRIORITY Hubs where the organisations held three different types of activities in order to maximise the impact of the prototypes of youth inclusion local environments.

WP5 is divided into three actions linked between them:

- 5.1 - Youth Inclusion Workshops;
- 5.2 - Youth Initiatives: Social & Cultural Activities connected with the European Year of Cultural Heritage;
- 5.3 - Young Mediator Capacity Building on-site training

Specifically:

5.1 Youth Inclusion Workshops: during this phase of the project, partners selected young migrants and/or refugees who wanted to participate in the activities of PRIORITY Hubs. Some of these activities were in collaboration with other local stakeholders already involved in the social integration of migrants and refugees (such as local authorities or other CSOs). The main purpose was to build a trustful relationship with the young people at risk of marginalisation, including them through the Youth Inclusion Workshops and encouraging them to be active citizens at a local level. These workshops and related activities were based on the [PRIORITY methodology](#) and [toolkit](#), but also based on participants' and local context needs. Thus, partners implemented these workshops including different kind of activities, such as:

- Intercultural dinners
- Sports activities
- Digital skills workshops
- Visits
- Art sessions
- Social support activities

In total, nine workshops were held in each country, giving the opportunity to young participants to come together, learn and exchange their experiences on enhancing their inclusion in the society. Thanks to these workshops, young people felt welcomed and included, and confident enough to express themselves in a youth environment.

5.2 Youth Initiatives: Social & Cultural Activities connected with the European Year of Cultural Heritage. The PRIORITY consortium established strong connections and guaranteed its participation on cultural and social events during the summer 2021. Moreover, a set of activities was co-designed with the youth already engaged in the project. The partners organised different activities depending on the location, type of event and size of audience, and implemented them in a different way according to each partner's organisation and local stakeholders involved as well as local community's needs. Nevertheless, all the activities were implemented following the quality criteria and objectives:

- 1.** They were connected with the Europe's cultural heritage through education and lifelong learning by focusing on children, young and elderly people, local communities and hard-to-reach groups and using approaches that are people-centred, inclusive, forward-looking, more integrated, sustainable and cross-sectoral. (Objectives of European Year of Cultural Heritage 2018). Due to the fact that the Youth Initiatives were implemented in 2021, they were not all of them directly linked with the European Year of Cultural Heritage – 2018.
- 2.** They were based on participatory methods and had active involvement of both local and migrant youth both in the designing phase and the actual implementation.
- 3.** They were implemented in cooperation with local stakeholders from each partner's city that belong to different sectors (public authorities, youth, sports and cultural NGOs, private education/training institutions, refugee centres etc.,).

5.3 Young Mediator Capacity Building on-site training. During this activity partners developed a training course of six working days, based on the non-formal education, peer-education methodology as well as in the [PRIORITY methodology](#) previously developed within the project, reaching at least 20 people per country. Due to the COVID-19 pandemic, the project consortium decided to implement the Capacity Building in two rounds of trainings of three-working days each. The online training was implemented in two rounds by four partners from three countries (Italy, Greece and Germany). The participants that were selected were either native citizens or young people with migrant background. Particular focus was given on the participation of young unemployed people with or without migrant background. Activities were drawn from the [PRIORITY Toolkit](#) and [How to PRIORITISE E-book](#), aimed at empowering young people and equipping them with necessary skills and knowledge so as to be active citizens. This way, the participants became young mediators in order to reach out to their peers at risk of marginalisation and acted as multipliers of inclusion. Based on the programme outcomes of this training as well as the satisfaction questionnaires filled out by the participants, partners developed the E-course "How to become PRIORITY Young Mediator" of WP6, that will be ready in the coming months.

2. Aims and Main Topics of the Youth Inclusion Workshops

The Youth Inclusion Workshops' aimed to give opportunities to young participants with migrant/refugee background and young people with fewer opportunities to **learn** and **exchange** their experiences. The Youth Inclusion Workshops were implemented in order to build a trustful relationship between local young people and young people at risk of marginalisation, bringing them together and encouraging them to become more active at a local level. [Jugend- & Kulturprojekt e.V. -JKPeV](#) (Germany), [KAINOTOMIA](#) (Greece), [CSC Danilo Dolci](#) and [Mine Vaganti](#) (Italy) implemented nine youth inclusion workshops each on local level.

The workshops' main topics and their aims were the following:

- 1. Art and Culture for Social Inclusion.** Aims of this first workshop were: (1) to use art as **a tool of social inclusion**; (2) to break down barriers between people with different backgrounds (native locals, migrant and non-migrant); (3) to present how art can play a vital role in a community.
- 2. Sport for All** - the second workshop's aims were: (1) to create a sense of inclusion among participants by carrying out **sport activities** that could help to eliminate cultural and social barriers; (2) to promote **awareness-raising campaigns** on the importance of sport among people of all ages; (3) to reflect on the power of sports that could build bridges between people which goes beyond the limits of race, religion, gender, sexual orientation, age, socio-economic status, geographical location and physical or mental abilities.
- 3. Volunteering and Civic Education:** this was the last module of the workshop and its aims were: (1) to deal with radicalisation, racism and discrimination, by promoting **active citizenship**; (2) to promote understanding and acceptance, and accept different opinions, values, beliefs and lifestyle; (3) to understand the importance of civic education and democracy which are threatened by populism, extremism, religious fundamentalism and social inequalities. Finally, the workshop strived to promote human rights education that can be used as a **tool for inclusion** and counter **radicalisation** and **marginalisation**.

Due to the restrictions imposed by COVID-19, it was not possible to implement all the workshops face-to-face. Although, before the beginning of the pandemic, some partners implemented some of these workshops face-to-face. The workshops were based on non-formal education, peer-education methodology as well as on the [PRIORITY methodology](#) and [toolkit](#) previously developed within the project. To implement these workshops, partners also collaborated with their local stakeholders that were already working in the social integration of migrants and refugees (such as local authorities, youth organisations, reception centres etc).

Since most of the workshops were implemented online by using different platforms such as Zoom, Google meet, Jamboard etc., in order to ensure the active participation of learners,

partners used instruments that are more effective in online learning environments. During the ice-breaking and other non-formal activities partners made sure to help participants get to know each other and be more engaged in the activities. Sessions were developed a mix of theoretical parts and group activities, such as discussion, group work and interactive presentations, hence the participants were able to share their experiences and inputs. In order to create an inclusive environment, the materials were presented in an interactive way and trainers made sure to engage all participants in activities so as to be active contributors to the success of the workshops.

The activities were adapted and co-designed according to the participants' profiles and their needs. For example, participants in Germany requested to learn more about the creation of a CV to apply for jobs. To respond to their needs, **JKPeV** organised different sessions on CV development and used the graphic design tool Canva to create modern attractive graphical CVs for the participants. Even though both workshops were organised online, they reached the main objectives of the project. Training materials were collected in a Google Drive folder and shared with the participants.

Similarly, the partner from **MINE VAGANTI NGO** in Italy provided participants with a special session on digital skills needed to use different platforms, as well as sessions on digital storytelling and the usage of various graphic tools and platforms. Participants developed their creative and writing skills and learned how to use instruments such as Canva and WeVideo.

In the same way, **KAINOTOMIA** in Greece has implemented the "**Community Mapping**" activity in the framework of the workshop, the activity was call "Let's learn more about Civic Education!". The idea behind this activity was to make young people more responsible of the community they live. It was implemented by combining non-formal learning methods, such as peer learning, group discussion and self-reflection, participants were encouraged to increase confidence to express oneself including ideas and opinions, become more confident in their ability to get involved with other people towards a common goal and identify social development issues to address in a community. Initially, participants were asked to create a shared visual map of their local community, including positives and areas of concern, with broader community engagement. The implementation included papers and coloured pens, sets of printed images and two examples of community maps. After the completion of the activity, the facilitator started the brainstorming session, where all participants were exchanging their viewpoints.

In Palermo, **CSC Danilo Dolci** initially planned to organize a tour of historical centre of the city as a part of the workshop on art as a tool for social inclusion. Later, as it was impossible to implement those, due to Covid-19 outbreak, the partners organized a special online session to present the street art of Palermo that aims to unite the local community.

Out of many activities that were implemented in Palermo, "Create the city of your dreams" activity was the most interesting of all (the activity was taken from the [Priority toolkit](#)). Since it was implemented during the face-to-face workshop, it was more interactive and participative. At first, the trainer distributed situational cards, with different problems that can typically affect a city like Palermo. Participants worked in different groups and discussed

the problems that are present in their city with the aim of finding solutions for the resolution of these issues. They came up with the following ideas - awareness campaigns, crowdfunding, campaign to cleaning beaches near Palermo, building an animal shelter and provide space for volunteering activities for young people etc. Out of many ideas, the participants decided to tackle the issue of organised crime - a very complex and difficult subject for Palermo. Together they decided to create an association to raise awareness among young students in schools, talking to them about the fight against mafias and mafia movements. This activity motivated young participants to work as a team and they learned that there are many problems in the society which can be solved by engaging the young people.

Partners used a number of tools, such as different forms of art and digital media, non-formal learning methods, experiential learning, peer learning and self-directed learning. By the end of the workshops, participants enhanced their hard and soft skills, as well as accepted differences for positive social change.

4. Structure and Duration of the PRIORITY Youth Inclusion Workshops

Youth Inclusion workshops were designed based on the cross-sectoral innovation practices developed in the PRIORITY methodology and toolkit. The activities were co-designed by each partner based on their participants' profile and interests in order to make them more attractive and to maximise their participation.

Initially, the workshops were planned to be implemented face-to-face and partners were prepared to organise different local visits, sports activities, intercultural dinners and many other social activities. Due to the restrictions of the Covid-19 pandemic, it was not possible to implement those activities as it was planned. However, partners managed to fulfil the objectives of the project by implementing these workshops online. Activities were carried out by using non-formal learning methods as well as inclusive and interactive learning methods, such as role playing, brainstorming, group discussions, case studies, debates followed by debriefing and reflection sessions. The nine Youth Inclusion Workshops brought together young participants to interact with each other, learn and exchange their experiences on enhancing inclusion in their local communities.

A general overview of the nine workshops from each partners' country is presented in the following table:

The Youth Inclusion Workshops Report

	<i>Workshops implementation period</i>	<i>Method (online or presence)</i>	<i>Platform used for online workshops</i>	<i>Total number of participants involved</i>
Jugend-& Kulturprojekt e.V.-JKPeV (Germany)				
First cycle	Between 02/09/2020-25/09/2020	Face-to-face		60
Second cycle	Between 02/10/2020-31/10/2020	Face-to-face		62
Third cycle	Between 16/11/2020-14/01/2020	Online	Zoom platform	15
Centro Per Lo Sviluppo Creativo Danilo Dolci (Italy)				
First cycle	Between 09/09/2020-14/09/2020	Face-to-face		30
Second cycle	Between 10/02/2021-24/02/2021	Online	Zoom Platform	15
Third cycle	Between 29/03/2021-01/04/2021	Online	Zoom Platform	15
Kainotomia (Greece)				
First cycle	Between 29/02/2021-4/02/2021	Online	Zoom platform	15
Second cycle	Between 01/03/2021-03/03/2021	Online	Zoom platform	15
Third cycle	Between 08/03/2021-11/03/2021	Online	Zoom platform	15
Mine Vaganti (Italy)				
First cycle	Between 21/02/2021-23/02/2021	Online	Zoom platform	12
Second cycle	Between 19/07/2021-23/07/2021	Online	Zoom platform	20
Third cycle	Between 20/07/2021-26/07/2021	Online	Zoom platform	15
Total participants involved by four partners in nine workshops:				289

5. Target audience

Youth Inclusion Workshops involved young participants with or without migrant background and young people with fewer opportunities. Partners also involved young people with different educational backgrounds who expressed their interests to participate in the project and increase their knowledge and awareness on different topics. Special attention was dedicated to young people at risk of becoming marginalised, not only due to their migrant background, but also because they face other social barriers, such as learning difficulties etc.

Each partner selected their participants based also on each workshop's activities. For example, during the workshop "Full Moon Gallery Exhibitions" in Germany, JKPeV involved not only the previously mentioned target groups, but also local artists - amateurs, professional and emerging artists, who wished to take part in the social and cultural life of the local community, become active citizens and encourage the society to become more open and inclusive through the use of art.

Similarly, the participants profiles in Greece were also very diverse and varied from one workshop to another. Apart from the participants with migrant and refugee background, who arrived in the city recently, Greek partners involved those who belong to the second generation – people, who were born in Greece but have migrant parents and are interested to participate in workshops and to meet newly-arrived young people. The rest of the participants in those workshops were young unemployed people from the nearby villages of Larissa who have fewer opportunities due to regional barriers that lead to lack of professional opportunities.

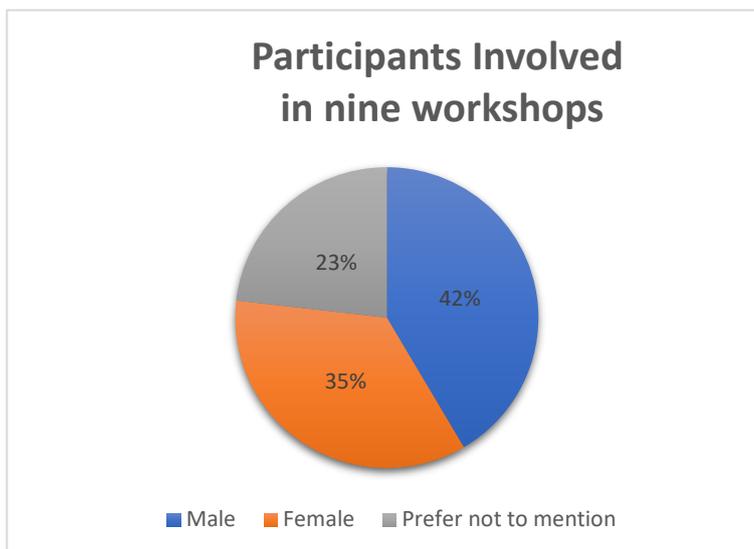
CSC Danilo Dolci in Italy involved young people with migrant and refugees background, coming from Senegal, Gambia, Tunisia, Morocco and Nigeria. Out of 60 participants who took part in nine workshops in Palermo, four were of Italian origin and other participants had a migrant background. The group was mixed: some of the participants live in Palermo for a few years and knew the local realities; others are new arrivals, eager to learn more about Palermo and meet new people in order to expand their social circles.

Last but not least, Mine Vaganti in Italy also involved young people from diverse cultural and social groups and with a migrant background, coming from African and Eastern European countries.

Partners involved male and female participants with different socioeconomic backgrounds. The figure bellow presents an overview of participants profiles.

A total of 289 participants were involved in the nine workshops that were implemented face-to-face and online by four partners.

The figure presents the percentage of participants on the basis of their gender. There were 120 (42%) male participants in four partner countries (indicated with blue in the figure). 102 (35%) participants out of 289 there were female and 68 (23%) preferred not to mention their gender.



Partners used different social media channels - such as Facebook, Instagram, Twitter, LinkedIn - to reach out to the target groups. Moreover, during the first workshops, partners also encouraged participants to spread the word about the workshops to their friends or associates. PRIORITY Hubs - [Dresden HUB-Germany](#), [Larissa HUB-Greece](#), [Palermo HUB-Italy](#) and [Sassari HUB-Italy](#), were very useful to reach the target groups, since many participants had been engaged in their local Hubs during the previous activities of the project.

The selection process was based on their motivation and interest in the workshop topics, participants' age and the criteria listed by the project. Most of the participants who joined the first workshop, decided to continue participating in the series of workshops on different topics that were organized in the following weeks/months.

3. Methodology and Learning Activities of the Youth Inclusion Workshops

The workshops were carried out with the main objective of involving young migrants and introducing some notions on civic education and active citizenship, using art as a tool for social inclusion and showing how volunteering and sports activities can facilitate the inclusion of people with fewer opportunities and migrant background. Due to the situation created by the COVID-19 pandemic and the national restrictions, it was not possible to implement the workshops face-to-face as it had been initially planned. However,, some partners implemented some of the workshops face-to-face such as Jugend-& Kulturprojekt e.V.-JKPeV from Germany that implemented six face-to-face workshops during the months between September-December 2020 and three workshops were implemented online. Similarly, Centro Per Lo Sviluppo Creativo Danilo Dolci (Italy) implemented the first round of three workshops face-to-face during the month of September 2020 and the other six workshops were implemented online between February and April 2021. Meanwhile, Kainotomia (Greece) and Mine Vaganti (Italy) implemented all nine workshops online.

Nevertheless, all partners managed to implement all nine workshops successfully, reached the target groups and achieved the main objectives of the project.

All the material used for the implementation of the workshops were taken from the [PRIORITY methodology](#) and [toolkit](#). For the online workshops, the trainers uploaded the training materials on Google Drive and shared the link with the participants so that they could have access to all the learning materials and they could study the topics before the sessions. Trainers used different learning activities based on the PRIORITY toolkit in order to create an interactive environment. At the end of each session, the trainers asked the participants to provide their feedback and to reflect on what they learned. Trainers used different tools for the evaluation, such as Jamboard, polls, groups discussion etc.

Since some partners implemented face-to-face activities, these gave their participants not only the opportunity to learn more on the various topics discussed during workshops, but also to get to personally meet other participants.

Two artistic events that were organised face-to-face in Germany involved people from different age groups, cultural, social and education backgrounds in an inclusive and creative activity that encouraged them to express themselves, exchange their ideas and knowledge, expand their networks and promote their work in a non-formal way.

In the same way, in Greece the main objective of the workshops was to introduce civic education and its components, active citizenship, human rights' education and peace education. The facilitators focused specifically on the promotion of every possible interactive activity that would trigger the interest of the participants, such as discussion and co-working groups and interactive presentations. Thanks to these activities and different theoretical presentations that were used during the workshops, participants were equipped with various soft and hard skills on these topics. Partners used different materials and non-formal activities from the PRIORITY Toolkit in order to implement these activities and to reach the objectives of the training.

As for the workshops organized online, some of the partners noticed that most of the participants were not familiar with the online platforms chosen for the implementation of activities. The facilitators decided to start the course with an introductory part that included the presentation and explanation of the basic functions and facilities of the Zoom platform (which was mostly used during the workshops.) It allowed the participants to feel more comfortable during the activities and participate actively.

Apart from these topics, participants from different PRIORITY Hubs gained different personal and professional competences, such as how to create a resume, how to shoot and edit photos of their artworks, how to use the graphic design platform "Canva" to create digital promotional material etc.

Partners used different working methods to approach the project topics. For example, to speak about the intercultural dialogue they used Forum Theatre, Theatre of the Oppressed, which helped to bring together young people from different cultural backgrounds and enable all participants to share their opinions by having the possibility to intervene in the play and

this way express themselves openly. Moreover, during the sports activities, participants acquired new Education Through Sports skills and got to learn about useful tools and ways how to use sports for inclusion and in general education. During the workshop about the Digital Storytelling, the facilitator first introduced the different platforms that can be used for the storytelling such as Canva and WeVideo, because most of the participants did not have any knowledge about these tools.

For evaluation purposes, at the end of each round of workshops, the trainers invited all participants to respond to an online evaluation questionnaire. In addition, during the last workshop, the trainer presented the flipchart or Jamboard that was prepared on the first day when the expectations, the concerns and the contributions about this training experience were expressed by the participants. The whole group discussed whether their expectations, concerns, and contributions that had been written on the first day finally changed and what the impact the training was on them.

4. Evaluation Results and Recommendations

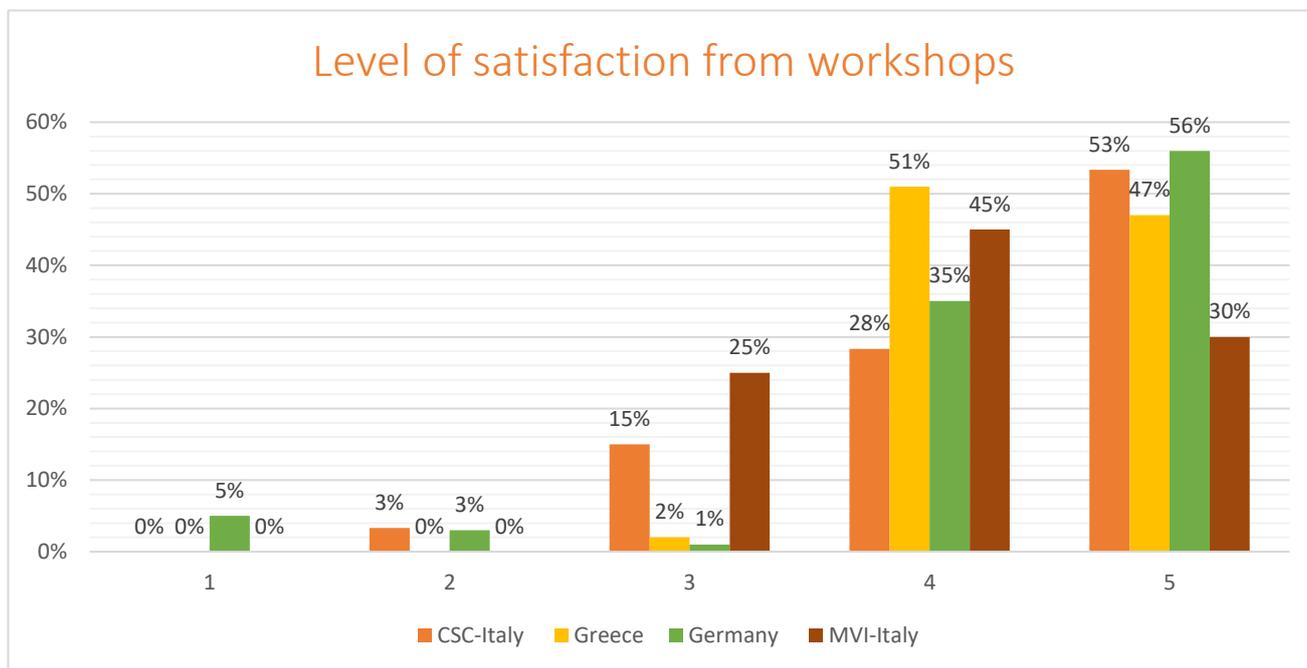
Having analysed all the responses provided by the participants of the four partners, we can confirm that the main factor for participation in the workshops was the willingness of the participants to expand their knowledge on the three different topics (Art and Culture, Sport for All and Volunteering and Civic Education). Participants expressed their interest to learn new things and to be active members of the society with the aim of preventing young people from becoming marginalized. Participants also highlighted that they wanted to listen to different viewpoints and experiences throughout the implementation of the workshops' activities and to meet new people. We found out that, due to the pandemic, most of the young people feel lost, they are looking for something that can keep them active and help them acquire knowledge and skills with the ultimate aim of improving their living standards. A very interesting aspect emerged from the evaluation: the participants expressed their willingness to participate in such activities, so that they meet and interact with people of the same age group, no matter what their background is.

The majority of the participants felt that the workshop met their expectations and were totally satisfied with the program and the way the material was presented.

In the next figure we gathered all the responses of participants from each partner regarding their level of satisfaction and the grade. The vertical axis of the figure presents the level of satisfaction of participants in percentages, while the horizontal axis presents the participants' evaluation scale from 1 to 5, where the values mean: (1) - Much less than expected; (2) - Less than expected; (3) - Matched expectations; (4) - Exceeded expectations; (5) - Greatly exceed expectations.

From the feedback received from participants, it can be confirmed that the level of satisfaction from the nine workshops was very high in all three partner countries. The results were positive, as the vast majority of participants were fully satisfied, and their expectations were fulfilled. A very low percentage, in comparison, said that the workshops didn't really meet their expectations.

Figure 2:



5. Conclusions

The nine workshops gave the opportunity to young people from different backgrounds and with fewer opportunities to get together, learn and exchange their experiences on three main topics that were mentioned before. Since it was not possible to implement the workshops face-to-face due to COVID-19 restrictions imposed by regional and national governments, partners adapted the learning materials and implemented the workshops online. Different online platforms were used during the sessions, such as Zoom, Google meet, Jamboard: partners found that the Zoom platform was more effective to use. The platform was easy to access for all participants: they could participate through computer or other devices (such as tablet, smartphones) and thanks to the use of cameras and microphones, they could interact with the group, share their opinions or ask questions.

The majority of the participants found the activities very interactive, helpful, and essential for developing their skills. Participants gained new knowledge on the importance of arts, volunteering activities, civic education and skills on analysing better their local community.

Despite many positive aspects that have been mentioned by participants, participants also mentioned some negative aspects. For example, they expressed that it would have been better if the workshops had been implemented face-to-face. Another issue some participants highlighted is that they would have preferred that the workshops had a longer duration, so that they could have more space to delve into some brand-new topics. Partners have taken into consideration all the feedback to improve the experience of the participants in future activities.