



## yMIND – Key messages from the External Evaluation (March 2018)

### What is yMIND?

The two-year yMIND project is implementing and taking to scale two good practice (GP) models: GP1 Diversity Training, GP2 Popular Opinion Leader, POL. These models make linkages across the themes of diversity education, gender equality, bullying prevention, and violence prevention in schools and multi-ethnic community settings.

### Why is yMIND important?

yMIND provides teachers and youth work professionals with practical approaches to help young people surface beliefs about diversity, bullying, attitudes towards the other, and to learn the importance of tolerance and respect. These interventions take on increasing importance at a time when there is growing diversity across Europe, and a need for ever greater understanding and reconciliation among different communities and genders.

### Progress to date

The four partners: [AÖF](#) (Austria), [HESED](#) (Bulgaria), [Action Synergy](#) (Greece), and [SPI](#) (Germany) have so far engaged a total of 120 practitioners and 455 children in yMIND workshops and training sessions in a total of 19 settings: schools and community centres.

### Key messages at the interim stage

- The focus of yMIND on bullying, discrimination and gender-based violence has met with a real need in schools to address these issues
- Children and young people are motivated to discuss issues around bullying and discrimination
- Children and young people gain in confidence to discuss these issues and enjoy the experience of engaging with yMIND activities
- yMIND is particularly strong in promoting interpersonal communication skills and raising the role of student voice in learning
- Through yMIND activities, practitioners become more familiar with strategies to promote behaviour for learning.

### Recommendations going forward

In taking the GP models to scale, partners should pay attention to those aspects of effective transfer of for which there is evidence of success, including: coaching as a sustained, collaborative process; bringing to the surface practitioner beliefs about the focus / content of practice; de-privatisation of practice; integrated leadership. You can find the framework for effective transfer of practice on the 'products' page of the yMIND website: <http://www.youth-mind.eu/index.php/products>.

#### GP models as good practice

Analysis of the GP models against principles for effective teaching and learning underscored their innovation value. The principles were derived from a review of latest research.

In particular, yMIND activities are strong in promoting:

- Effective questioning
- Collaborative groupwork
- Pupil-led learning

Both models are particularly strong in helping young people make connections between their learning and real world experiences, and GP2 POL by its design has the potential to engage the wider community.

Find the analysis on the 'products' page of the yMIND website: <http://www.youth-mind.eu/index.php/products>



The External Evaluation is exploring seven key aspects of yMIND – progress to date is summarised here

### **Relevance of selected education contexts and community settings**

Across the partners, schools and centres have been engaged where there are issues related to some, and in many cases, all, of the yMIND themes. Plans for exploitation indicate there is demand for training on the issues dealt with within the project, and schools and centres facing these issues are likely to draw this down.

### **Internal thematic concept coherence**

In practice, the GP models have proven effective in enabling discussion among CYP to traverse the four themes. The resulting conversations in workshops indicate the interlinked nature of the themes covered by yMIND, and are characterised by their coherence.

### **Proper balance among core components**

The core components of the models emerging from practice are:

- The time and space activities provide for CYP to develop their voice and independent thinking
- Creating a clear understanding of CYP starting points in relation to the themes and building on those in the workshops
- Establishing and revisiting ground rules for engaging in activities and conversations – developing social interaction skills as part of such negotiation is a key element of yMIND
- Small group work
- The need for time for CYP to engage with the themes which respects the iterative nature of their learning and the challenge of developing skills and confidence to speak.

### **Innovation value of learning methods**

The activities comprising the good practice models meet to a high degree in their design the principles of effective teaching and learning identified in the literature review. In practice trainer logs indicate CYP are developing willingness and confidence to broach the subjects covered in yMIND, and there are several examples of CYP being enthusiastic about attending the workshops.

### **Innovation value of training methods**

Baseline data to answer this question have been collected in the pre-survey, and responses in the post-survey will be used to answer the related questions. Early indications are that attendance at the capacity building workshops is resulting in commitment on the part of practitioners to implement the models in their own context.

### **Social inclusion potential**

There is initial evidence from Germany that engaging in yMIND activities has helped some young people of immigrant background to work more collaboratively with their classmates. This area of the evaluation will be explored more extensively in the end of intervention CYP focus groups.

### **Adequacy and feasibility in terms of transfer and mainstreaming**

Partners have already engaged with organisations who provide CPD and consultancy to schools, and begun the process of dissemination, and this work is set to continue in the exploitation phase of the project.