



yMIND

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Final Evaluation Report

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Youth MIND Education: Youth
Migrants'/Minorities' Inclusion,
Non-Violence Diversity
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1.0 Background and aims of yMIND

The two-year yMIND project aimed to implement and take to scale two good practice models interlinking the themes of diversity education, gender equality, bullying prevention, and violence prevention in 15 schools and six multi-ethnic community settings in Austria, Bulgaria, Germany and Greece, and throughout existing European networks,

The impetus for the project was the need identified at policy level for more work to be done to support equality and diversity among children and young people (CYP). In particular, the adoption of the Paris Declaration on 17 March 2015 by EU Education Ministers along with the Commissioner Navracsics alerting European education policy makers and the general public to urgent problems related to growing diversity, including a rise in inequalities and increased risk of violation of human rights. This Declaration defines common objectives for member states and urges the EU to ensure the sharing of ideas and good practice with a view to:

- ensuring that children and young people acquire social, civic and intercultural competences, by promoting democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship
- enhancing critical thinking and media literacy, particularly in the use of the Internet and social media, so as to develop resistance to all forms of discrimination and indoctrination
- fostering the education of disadvantaged children and young people, by ensuring that our education and training systems address their needs,
- promoting intercultural dialogue through all forms of learning in cooperation with other relevant policies and stakeholders (Informal Meeting of European Union Education Ministers 2015).

Against this backdrop, the need was identified for an urgent response in the form of greater cooperation, exchange of experience and mutual learning among the education systems at EU-level.

The yMIND project has responded to this, by strengthening the capacity of educational professionals, youth and community workers to implement diversity education in order to achieve better social inclusion for disadvantaged young learners – newly-arrived migrants and Roma children and youth. The project partners set out to achieve this by adapting, transferring to new contexts and

taking to scale two interventions (good practice models - GP) which had already been trialled with success in previous projects.

yMIND has built upon a range of existing practices already developed through EU-funded projects. Within the area of gender equality education yMIND has harnessed the results of the DAPHNE III Programme (2009-2011, www.gear-ipv.eu) aimed at gender equality awareness raising against intimate partner violence. Within the area of bullying prevention, child-centred, non-violent and non-discrimination approaches the project has harmonised two actions in particular: a participatory and child-centred approach towards early identification and prevention of bullying at school (EU DAPHNE Programme, JUST/2013/DAP/AG/5372, <http://animusassociation.org/en/bullying-in-school/>), and a European project under Erasmus + - CAPBSE project – combating and preventing bullying in schools in Europe. The Greek partner ACTION also contributed experience from projects which focused on issues around bullying: teachers' training in drama for bullying prevention and combating cyber-bullying (EUBULLY, DG Justice)¹.

The community-based element of yMIND draws on approaches established and taken to scale by the Bulgarian and Greek partners in a number of Roma neighbourhoods. These include Roma T&T², SEDRIN³, TERNO⁴, and 'Building parental capacity and social inclusion through peer education' of HESED.

yMIND project partners comprise:

- Autonome Österreichische Frauenhäuser (AÖF), Austria
- Health and Social Development Foundation (HESED), Bulgaria
- Sozialpädagogisches Institut Berlin (SPI), Germany, project applicant and technical co-ordinator
- Action Synergy, Greece, project lead.

The general objective of yMIND was:

to strengthen capacity of educational professionals, youth and community workers for implementation of diversity education for better social inclusion of disadvantaged young learners through upscaling of two good- practice models

¹ eubully.eu/

² action.gr/home/projects/social-inclusion/

³ romateaching.eu/index.php/home/10-english-categories/the-project/1-about-the-roma-t-t-project

⁴ action.gr/home/projects/roma/sedrin/

in formal and non-formal education settings in four EU Member States (AT, BG, DE, GR).

The four specific objectives of yMIND were to:

SO1 maximise the available responses in intercultural and diversity education through adaptation, testing and upscaling (at regional, national and EU-level) of two evidence-based good-practice models enabling cohesive and diversity learning environments

SO2 provide space and enable active participation of children and young people from disadvantaged backgrounds (new-coming migrants/refugees and Roma) through child-centred empowering involvement and to build up social skills and diversity competence, including gender-equality and bullying prevention

SO3 build on capacity for action and to support teachers and other education professionals in diversity teaching through training in innovative non-formal learning methods with focus on child-centred perspective, gender equality, and bullying prevention,

SO4 foster comprehensive models of cooperation for promotion of diversity involving multi-setting agents, such as “whole-school” approaches, school-community/grass-root (NGOs) links and stronger parental involvement.

To achieve these objectives, the partners have developed the two interventions which form the content of yMIND:

- Good practice model one (GP1) Comprehensive diversity competence training in school settings
- Good practice model two (GP2) Popular Opinion Leader in community settings

GP1 links three core themes: gender equality, understanding and respecting multi-ethnicity and different cultures, and prevention of bullying and discrimination, including gender-based discrimination and violence. Its innovation is in combining the three themes within a single intervention.

GP2 is based on an approach with a track record of success in the area of public health. The innovation within the yMIND project is to apply the method to reducing gender-based violence within target communities.

2.0 The external evaluation

2.1 Terms of reference

The strategy for the external evaluation has been developed on the basis of the requirements of the terms of reference issued by the co-ordinating partners: SPI and Action. The evaluation strategy was approved in its final form during the second transnational meeting in Sofia (11 May 2017). This set out the main objective of the external evaluation as:

To compile evidence of the two good-practice models and to distil case studies on effective adaptation, testing or upscaling in the four countries for further transfers and exploitation of the results of the project.

The core aspects of the evaluation were set out in the terms of reference as:

- relevance of selected education contexts and community settings
- internal thematic concept coherence
- proper balance among its core components (diversity, gender equality, bullying and violence prevention)
- innovation value of learning methods
- social inclusion potential
- innovation value of training methods
- overall adequacy and feasibility in terms of transfer and mainstreaming.

These were operationalized into a series of research questions to guide the external evaluation.

In addition, the formative and inception report provided an update on progress of the project as it related to four recommendations made by EACEA in its feedback on the proposal.

The external evaluation aimed to complement and draw on the activities of SPI, as it carried out internal evaluation and QA activities. In this capacity, SPI was responsible for:

- process evaluation
- quality assurance of the projects work approach, including monitoring of tasks
- implementation and management.

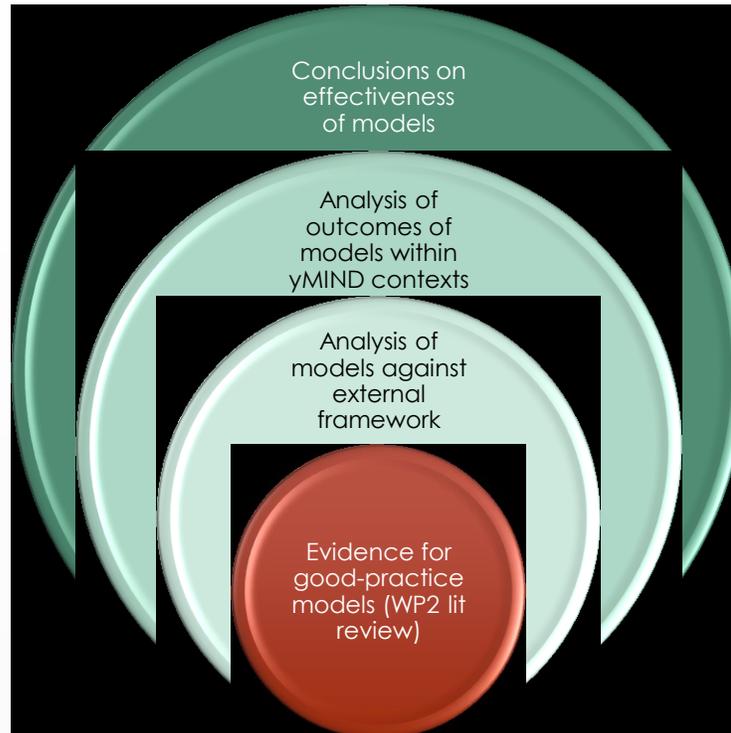
2.2. Plan for external evaluation

The external evaluation methodology was designed to enable project partners to clearly state what difference the project has made to children and young people, participating professionals, and the communities they live and work in, as well as its potential for the practices to create positive change beyond the contexts and lifetime of yMIND. The methodology comprised two parts, reflecting the evaluation requirements as provided in the project terms of reference:

- evaluation of the good practice models themselves
- evaluation of the processes of practitioner professional development, transfer of practice and taking to scale.

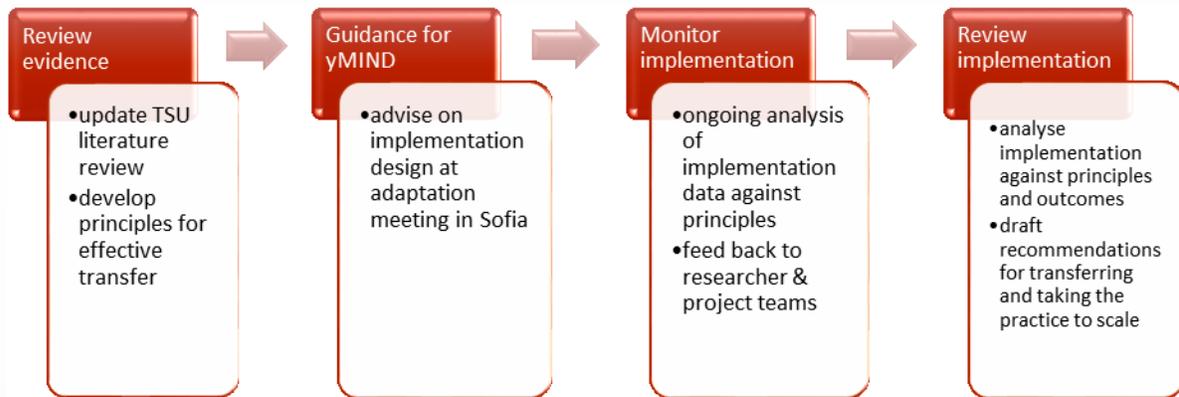
The evaluation of the good practice models began with an analysis of the models and planned interventions against a framework based on a literature review of effective teaching and learning (appendix A). The outcomes of this analysis are available in appendix G: Guidance on implementation of the yMIND GP models. The next stage was to collect data from the sites where the GP models were implemented to assess outcomes within the context of the yMIND project. Conclusions were then drawn on the effectiveness of the models in the final evaluation report.

Evaluation of the good practice models



The evaluation of the processes of practitioner professional development, transfer of practice and upscaling similarly began with a literature review of effective practice in this area. The resulting framework (appendix B) provided partners with a series of guidelines on which to base their implementation plans. It was also possible to comment on the design of the implementation strategy for GP1 as presented by SPI in the light of this framework. The external evaluator continued to refer to the framework as he advised on individual implementation plans and monitored implementation over the course of the project, via recommendations for taking the GP models to scale within the project and beyond.

Evaluation of transfer and taking GP models to scale



2.3 Research questions and data collection strategy

In order to operationalize the seven core aspects of the evaluation outlined in the terms of reference, a series of research questions were formulated in consultation with project partners during the kick-off meeting in Berlin, and finalised on 2nd May 2018, following feedback from partners. The process also included mapping these against the objectives in the logical framework matrix, and identifying the data required to answer the questions, along with the potential sources for accessing these data (see appendix C).

A data collection strategy was devised and shared with partners for feedback, before and during the meeting in Sofia (11th May 17). Taking into account partner observations during the meeting in Berlin (16th-17th Feb 17), data collection activities for the external evaluation were designated as Core (the minimum the external evaluator needed to answer the research questions) and Desirable (providing data which that enabled a rich description of project processes and outcomes).

Data collection tools for the external evaluation were developed and partners advised on times and approach as their implementation plans became available. These consisted of:

- Survey for practitioners completed at the beginning and end of the intervention (appendix D)
- End of intervention focus group activity for children and young people which complemented the focus group held at the beginning of the intervention as part of GP 1 (appendix E).

- Interview schedule for multipliers
- Schedule for observing lessons / training sessions with children and young people.

The external evaluator also drew on data generated through internal evaluation and quality assurance activities. These were:

- Piloting trainer logs
- Focus group with children and young people at the beginning of the intervention
- Questionnaire for practitioners completed at the end of the capacity building workshop.

3.0 Partner engagement with the external evaluation

A session led by the external evaluator at the Berlin kick-off meeting (16 Feb 17) engaged partners with the specific objectives from the logical framework matrix to explore in more detail the outcomes and beneficiary groups they anticipated for the project. There was also a discussion on approaches to data collection: what was appropriate, what was feasible? Action Synergy, for example, pointed out that videoing classroom interaction with children was not permitted in Greece – HESED, that practitioners in their experience were reluctant to give up time for interviews. The outcomes of the discussion are documented in appendix F.



On the basis of this discussion a data collection strategy (appendix G) was drafted which took into account partner feedback during the planning session,

as well as the logical framework matrix. The strategy included research questions, data collection techniques, and an indicator of which techniques were Core (essential), and which Desirable (optional). This document was circulated again for partner feedback, before presentation of approaches at the second transnational meeting in Sofia (11 May 17).

During implementation of the good practice models, all four partners collected data for the evaluation by distributing the practitioner survey to participants in the capacity training, and in participating centres, and through trainer logs. Data was also captured in the form of records of meetings with centre leaders, workshop outputs, and photographs of sessions. At the end of the intervention, partners carried out focus groups with CYP in seven of the participating centres. The external evaluator joined the transnational meeting in Vienna on 14 March 2018 via skype, where findings to date were presented and requests for additional data collection activity made. In addition, plans were made for the focus of the case studies. The discussion focussed in particular on the nature of the data and claims that could be made in the reporting.

With support from project partners, a wide range of data was collected and made available for the external evaluation, including:

- 124 trainer logs
- 83 practitioners responding to survey questionnaires
- 10 reports from initial focus groups with CYP
- 7 reports from end of intervention focus groups with CYP

Partners received and commented on drafts of the Formative and Interim reports of the evaluation and revisions were made accordingly. Similarly, partners responded to recommendations in each of these reports, helping them focus on issues and opportunities arising.

The nature of the final data was discussed with partners at the transnational meeting in Athens on 5th October, and the external evaluator also contributed to the dissemination event on 6th October. At the final transnational meeting in Berlin (13th Nov 18), the external evaluator provided an overview of findings, and engaged partners in the data analysis process for the 'activating learners as owners of their own learning' element of the framework. In addition, the external evaluator contributed to the dissemination event in Berlin on 14th November.

Finally, a draft of this final report was circulated to partners in December 2018, and revisions have been made in the light of feedback.

4.0 Results against the seven aspects of the external evaluation

The yMIND project was carried out in 23 centres, and reached a total of 120 practitioners and 455 children and young people:

	Practitioners	CYP
Austria	25	94
Bulgaria	41	109
Germany	61	122
Greece	47	377

4.1 Relevance of selected education contexts and community settings

To what extent is the focus of the GP model an issue in the selected settings?

A familiar challenge for school-based projects that has been no different for yMIND, was the difficulty of recruiting schools themselves. All partners engaged with schools with which they already had contacts, and all made efforts to expand that circle, as is appropriate for a project seeking to take practice to scale, and with success. On the whole, schools were engaged where there are issues related to some, if not all, of the yMIND themes. Evidence for this was drawn from the initial meeting protocols, practitioner surveys and comments made by CYP themselves during focus groups and workshops.

Action ran GP1 empowerment, needs assessment, and intervention workshops in nine settings: 7th Nursery School of Daphni, 1st Primary School of Peania, 1st Primary school of Kifissia, 1st High School of Sparta, Neue Schule Athens (Primary School-private), 1st High School of Sparta, High School of Vlachioti-Lakonia, Molaon High School - Laconia, Counselling and Professional Orientation Center (KESYP) in the district of Laconia.

Other than a single teacher in Peania, respondents to the survey in Greece suggested bullying and ethnicity-based discrimination were often or sometimes issues in Sparta and Athens, but gender-based discrimination and violence were rarely issues in schools in these areas:

Intimidation is a phenomenon that is often encountered. There is also racism on account of nationality in Greece and in our region. (Greece, practitioner, GP1)

CYP at Sparta talked about bullying in the school and in the district, but it also became clear that they are wary of mentioning incidents of bullying to adults for fear of retribution. This is an important point, as it is evident from comparing data from the other partners, that practitioner and CYP perspectives do not always overlap, and CYP often have a keener understanding of issues in their school than practitioners. In the case of gender-based violence, this was something acknowledged by one of the survey respondents:

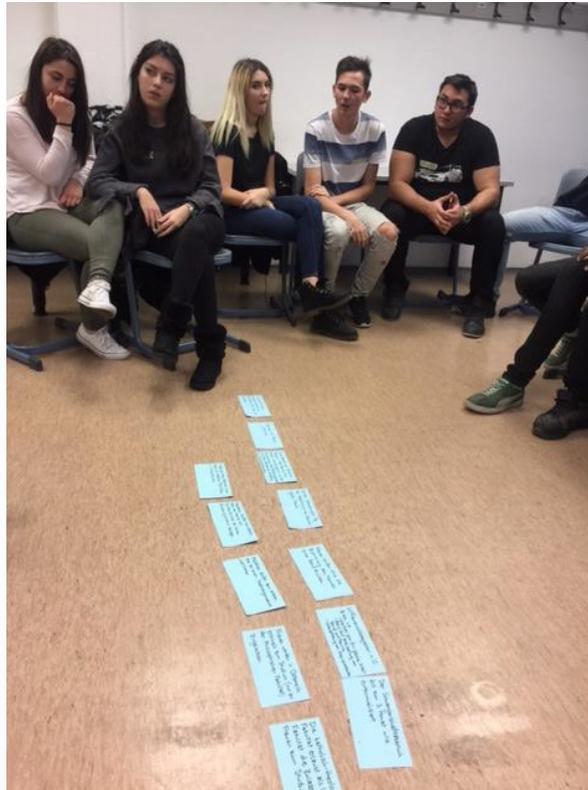
Violence between the sexes in adolescence rarely reaches us, as many consider it perfectly natural to exist (Greece, practitioner, GP1)

AÖF conducted GP1 focus groups and workshops in three vocational secondary schools: Kaufmännische Schule, Neue Mittelschule, and Polytechnische Schule. The themes of bullying, ethnically-based and gender-based discrimination, were identified as issues that occurred frequently at both the Polytechnische Schule, and Neue Mittelschule, and occasionally at the Kaufmännische Schule. Gender-based violence was identified by members of staff as a frequently occurring issue at the Polytechnische Schule, and occasionally an issue at the other two schools. Representatives from the schools cited the heterogeneous nature of the school population as reasons for increased incidence of bullying and discrimination, while one referred to the lack of education among parents, and strict rules in relation to gender roles linked with religion, for why there existed gender-based discrimination, particularly among boys.

Focus group discussions with students at the schools revealed a mixed picture of how well students from different backgrounds and of different genders got on with each other. Students at the Kaufmännische Schule expressed general tolerance when it came to religion, country of origin and gender roles. While some were less tolerant towards homosexuality, the ensuing conversation revealed a readiness to engage in debate and reflect on one's opinions, in a way that sought to be sympathetic. Several students knew of incidents of violence against women, and one had experienced bullying. Indeed, a bullying incident took place at the school on the day a yMIND workshop was due to take place.

The discussion in the student focus group at Neue Mittelschule revealed that a large number of students knew of examples of domestic violence towards children and women in their neighbourhoods. Bullying for these students was also

a frequent occurrence, whether that was applied psychologically, physically or via social media. Several of the students had experienced war and conflict in their countries of origin.



As at the Kaufmännische Schule, students in the focus group at the Polytechnische Schule in some cases showed lower tolerance of homosexuality, but were ready to explore the theme in some depth in conversation.

AÖF convened an initial group of four women from Afghanistan, Egypt, Gambia and Iran in a series of four sessions to pilot its approach to GP2 POL. The sessions were held at the Afghanistan Cultural Association (AKIS) in Vienna, and at its own offices. The women in the group raised several issues they had encountered which relate to the yMIND themes, for example that the subjects of pregnancy and sexuality are deemed taboo in their cultural group, unwelcome attention and sexual harassment from men, pressure to wear a headscarf, and a lack of self-determination on the part of women, including in matters of marriage.

HESED conducted GP1 focus groups and workshops in three schools: No3 Prof Marin Drinov, in Kyustendil; No 103 Vasil Levski; and No135 Yan Amos Komenski, both in Sofia. Teachers across the two schools in Sofia did not believe that any of

the four themes were often an issue in their school. They were more likely to say that bullying was sometimes an issue (two stated that it was often an issue). There was a balance of teachers saying that gender-based and ethnicity-based violence were sometimes and rarely an issue, while the majority of teachers felt that ethnicity-based violence was rarely a problem. Several teachers reported witnessing bullying during breaks.

Issues relating to the themes of yMIND emerged from the CYP focus groups and workshops. Young people at No3 Prof Marin Drinov spoke of the wide spread use of verbal abuse, while those at No103 Vasil Levski described bullying as a habitual way of gaining credibility and popularity. In No135, CYP likewise described bullying as frequent: 'This is our everyday life, 'we see it every day'. While for the most part bullying is psychological, they also said that physical violence occurs within school. A yMIND trainer found the environment of one school was one where a culture of violence prevailed, among staff as well as students, and considered there was a link between the two.

HESED also carried out GP2 POL sessions in Filipovtsi and Fakulteta in Sofia, and in Kyustendil. The focus was in these districts because of the prevalence of domestic violence among the Roma community, which had come to the attention of workers at HESED in the course of their work with women.

SPI engaged five schools in GP1 focus groups and workshops – three primary: Judith Kerr, Löcknitz, Joan-Miró, and two secondaries: Friedrich-Ebert-Gymnasium in Berlin, and Witthöft-Oberschule in Wildau. The Friedrich-Ebert-Gymnasium was also the location for SPI's trialling of GP2 Popular Opinion Leader. SPI further extended school engagement as Löcknitz and Judith Kerr both requested that a second cohort participate in GP1.

Teachers from the three primary schools expressed mixed views in the survey on whether the topics of yMIND were issues in their school. Teachers at Joan Miro believed that gender- and ethnically-based discrimination were at least an occasional issue in their work with children, as was gender-based violence, one of them stating that there were big conflicts among pupils: 'answering this question [about bullying, violence and discrimination] would take too much time'. Bullying and ethnically-based discrimination, particularly in regard to pupils of African heritage, were identified as occasional issues by one teacher at Judith-Kerr, otherwise there was consensus between the two respondents that gender-based discrimination and violence were rarely issues they encountered in their work with students. Bullying was identified as a frequent issue at Löcknitz, and the other forms of discrimination and violence as occasional issues. Discrimination on the basis of gender and ethnicity were identified as occasional

issues at Friedrich-Ebert, whereas the respondent rarely encountered bullying or gender-based violence in their dealings with students. The respondent at Witthöft indicated that bullying was occasionally an issue, and that discrimination and gender-based violence rarely so.

In both focus group and workshop discussion CYP at Judith-Kerr referred to racial abuse they had experienced from students at a neighbouring school, while those at Löcknitz gave examples of being bullied. One female practitioner noted in relation to perceived gender inequalities:

Here I think about my students. What we hear from them is that they often feel unjustly treated due to their gender, by us as teachers: 'why is it always the boys' for instance, when boys blamed for something without having say what they think. It is a great issue between girls and boys in the class. (Germany, practitioner, GP1)

Frequently, practitioners engaging in yMIND in Austria, Bulgaria and Germany found that abusive and/or aggressive behaviour was to some extent a 'norm' among many of the groups they worked with. Similarly, CYP comments which showed a lesser regard for LGBT people and females were frequently heard across settings, for example:

'Be quiet you ugly kid.' Another boy said: 'Gypsies, that's what we call Rumanians and Serbs.' Very often the pupils are not aware that they are constantly subjecting their fellow pupils to verbal or physical aggression. (Austria, practitioner, GP1)

Where such behaviour was a norm, there was a tendency to perform it as a way of gaining and maintaining social status. In addition, many practitioners found that CYP had difficulty in expressing what their own positive attributes were (see section 4.4), suggesting that living with negative norms of abuse and aggression also had an undermining effect on CYPs' own sense of worth.

Thus, the GP models were appropriate interventions in the settings where they were implemented. Equally, the fact that yMIND was addressing deep-seated social norms meant that its success in shifting perspectives and behaviour in more positive directions should and could be assessed accordingly – the environmental and home influences on CYP was a constant countervailing factor against the messages of yMIND.

yMIND should therefore be seen in this context. Many of the children involved in the programme had personal experiences of abuse and aggression, either as

witnesses or victims. This could be in the domestic circumstances of settled families, or, for many who had arrived as refugees, traumatising experiences of home and on their journey. While the yMIND interventions could not replace the specialist psychological and social services required to address the deep harm caused by aggression and abuse experienced by CYP, it could contribute to creating a broader stabilising school environment of tolerance and acceptance.

4.2 Internal thematic concept coherence

To what extent can a single intervention address multiple issues (bullying, discrimination, gender equality, gender-based violence)?

Initially, there were differing views among partners on the potential to combine approaches. Concerns were expressed at the first transnational meeting in Berlin that combining the aims of violence against females and bullying might blur the focus. Nevertheless, experience from the focus groups and workshops showed that for CYP the themes embraced by yMIND were closely linked in their experience. For example, when discussing the issue of bullying in focus groups, CYP related this to gender- and ethnicity-based discrimination, as well as violence (e.g. No3 Prof Marin Drinov, Neue Mittelschule, Judith-Kerr).

Practitioners from Berlin confirmed that combining the thematic issues was useful as it reflected the nature of the problems occurring in the daily life of school. However, from the practitioner perspective, each theme needed to be explored in greater depth:

It is important to plan more time for each content topic, it is possible to combine them all, but not good to rush though. (Bulgaria, Trainer, GP1).

By combining the four themes in one intervention, yMIND provided the range of resources and activities needed to enable practitioners and CYP to explore issues of discrimination, abuse and violence familiar to them in both a flexible and meaningful way. As learners, professionals and young people, yMIND provided choices which meant they could take a lead in their learning and follow paths of enquiry suitable and relevant for them.

In the case of GP2, the focus had been on gender-based discrimination and violence as its primary issue. The POL sessions in Austria, for example, were held with an initial group of four young women from Afghanistan, Iran, Egypt and Gambia. Because members of the group were experiencing sexual harassment and discourse of male domination in their family and friendship circles between sessions, these focussed attention on the gender themes of yMIND. Bullying obviously formed a part of such behaviour, but introducing the theme of

ethnicity-based discrimination would indeed have blurred the focus, as was suggested in partners' early discussions.



The key to enabling CYP to discuss the various themes of yMIND in single sessions has been the pupil voice nature of the activities themselves. Particular activities might focus attention on one issue or another, but in the best workshops CYP were free to explore related issues important to them. In this respect, yMIND has demonstrated and proven that multiple issues can be addressed through a single intervention.

4.3 Proper balance among core components

What are the essential components of the GP models? What role do they play?

Partners were provided with an overview into the core components of the GP models during the kick off meeting in Berlin. These were elaborated on in more depth in two synopsis papers, and were shared with partners before the second transnational meeting in Sofia, where they were further illustrated, and discussed in terms of their applicability and intended outcomes.

For GP1, partners each contributed to, and so have had at their disposal, a palette of activities which covers the core components of diversity, respect for multi-ethnicity, bullying, and gender equality. These were made available from existing publications (Arsova-Netzelmann, et al. 2016, Tsigoti, Petroulaki and Ntinapougias 2015, Vasold, et al. 2014, Köberlein, et al. 2010, Eljasik, et al. n.d.) and the following websites:

Listen! About bullying and safety at school: <http://listen.animusassociation.org/>

Eubully: www.eubully.eu

GEAR against IPV: www.gear-ipv.eu

Autonome Österreichische Frauenhäuser: www.aoef.at

Partners were encouraged by the co-ordinating partners to select activities so that the range of core components could be covered in their implementation plans for GP1. A special method handout⁵ was created specifically for yMIND and translated into all partner languages and English. This complemented the synopsis for GP1.

GP2 followed a prescribed process with a single focus on reducing gender-based violence.

In practice, the delivery of the good practice models was not unproblematic. Issues around CYP behaviour surfaced in several settings across all four partner countries. Case study 1: *Improving behaviour*⁶ explores in detail some of the issues practitioners faced, and the actions and mindset they adopted to improve behaviour.

Holding your nerve

Supporting young people to change their behaviour took time, especially when they inhabited environments that provided few role models or structure:

The class seemed to me to be a melting pot for frustrated, refusing, and acting out coping strategies. Respect to each other is hardly given, has to be slowly learned and modeled, it is a challenging, effortful task for the teacher. It takes a long time. (German practitioner)

However, the experience of yMIND practitioners was that perseverance brought results and as long as they were consistent in their approach, young people responded over time, and behaviour did improve.

Behaviour was not a problem in every setting, and there was a tendency for those workshops and focus groups to run more smoothly where the CYP were

⁵ <http://www.youth-mind.eu/images/ymind/gp1.pdf>

⁶ http://www.youth-mind.eu/images/products/case_studies/yMIND%20case%20study%201%20-%20Behaviour.pdf

older. However, even this tendency didn't always hold, as was the case for the older boys participating in GP2 in Filipovtsi, whose behaviour was a particular challenge for practitioners.

Problems around behaviour could at first be exacerbated by the discussion of yMIND topics. HESED rightly highlighted in their progress report for period three that CYP's inability to articulate their views on the key topics of yMIND leads, in itself, to violent communication and conflict. The lessons emerging from this for trainers were hard won, but were invaluable to informing adaptations to the training. The key lessons from the trainers' perspectives were:

- Practitioners needed to be clear about the starting point for CYP in terms of the experience and skills in expressing their views. If they came from a general classroom experience that is didactic and does not allow for the expression of opinions, then practitioners should establish a baseline for starter activities at an appropriately basic level. Practitioners should expect to have an initial focus on developing communication skills before the themes can be explored in depth. In Bulgaria, for example, team building activities were introduced as a way of building CYP confidence to express themselves.
- Establishing ground rules is essential, but practitioners should not expect that once established at the beginning of training, and even emanating from the CYP themselves, they will necessarily be adhered to. Practitioners should expect to return to the ground rules and embed and adapt (renegotiate) them in the light of breakdown in behaviour.
- It is helpful to have CYP work in smaller groups to avoid the frustration that may come from not having the opportunity to speak, to encourage quieter CYP to express their views and experiences, and to enable practitioners to focus their attention on individuals who are moving off task. This also helps to create space for all CYP to find their voice, and break the reinforcing pattern of whole class activities where a small group of CYP tend to dominate discussions.
- Practitioners should not underestimate that yMIND challenges a deeply entrenched mindset among children and young people, that there is always a 'right answer' which they are expected to arrive at. CYP need time and it is an iterative process before they are ready and confident to express what they really think and engage in discussion where they are taking on responsibility for themselves to find the answers to the problems they are encountering.

The development of communication skills and productive interaction in the classroom was a recurring theme in yMIND, and something the good practice models lent themselves to.

With regard to GP2, the importance of participants engaging in conversation with family and friends about what they have encountered in the training sessions was highlighted by the experience of AÖF. Young women's accounts of the conversations they had at work and with friends between sessions, were powerful in bringing into focus the nature of the problem of gender-based discrimination, and mobilising the group's desire for change.

At a more fundamental level, the core components of the yMIND good practice models could be described in terms of the features of effective teaching and learning. In order to do this, the external evaluation assessed the quality of the interventions, both potential and as implemented, against a specially created evidence-based framework of effective practice in teaching and learning (appendix A).

The sources for the review of evidence for the framework were identified by a search of databases of organisations which apply rigorous standards in evaluating education research. These included:

- OECD <http://www.oecd.org/edu/school/>
- Education and training policies based on evidence (EU) http://ec.europa.eu/education/policy/strategic-framework/indicators-benchmarks_en
- What Works Clearing House (USA) <https://ies.ed.gov/ncee/wwc/>
- Best Evidence Syntheses (NZ) <https://www.educationcounts.govt.nz/publications/series/2515>
- Education Endowment Fund (England) <https://educationendowmentfoundation.org.uk/>

Sources were also sought which evaluated and synthesised evidence specific to the focus areas of the GP models, including gender equality, bullying, diversity, and violence prevention.

While many of the sources emanated from Anglo-Saxon countries, the research they drew on is international, and in many cases conducted in ethnically diverse settings.

Given time constraints, this review of research was not exhaustive. However, key studies were included, and the principles derived were grounded in a diverse range of academically rigorous research and contexts.

The principles for effective teaching and learning established from the literature review consisted of the following:

- Activating learners as owners of their own learning (metacognition)
- Collaborative group work
- Eliciting evidence of student learning
- Clarifying, sharing and ensuring learners understand learning intentions and criteria for success
- Providing feedback that moves learning forward
- Effective questioning
- Providing opportunities to revisit important content and processes
- Variety in learning experiences
- Involving parent in their children's learning
- Making connections to learners' lives
- Engaging the wider community.

For exemplification of what is entailed by these aspects of teaching and learning, see appendix A: *Evidence-based principles for effective teaching and learning*.

An analysis of the two GP models against the framework was carried out in the early phases of the project, indicating those elements of the GP models as described in the synopses which aligned with the features of effective practice in the framework. The analysis indicated that both GP models incorporated many features of effective teaching and learning. The analysis can be found in appendix H: *Guidance on implementation of GP models*.

In practice, the GP models proved to be of educational value, not only in promoting learning in the content areas of equality and diversity, but also, and especially, in developing the social skills of children and young people (see section 4.4). The following overview of how the GP models were put into practice illustrates how the features of effective teaching and learning were realised during yMIND sessions.

Clarifying, sharing and ensuring learners understand learning intentions and criteria for success

While practitioners made efforts to explain content and processes at the beginning of sessions, on several occasions they encountered difficulties in ensuring CYP knew what they were doing. Here activities could break down because of this:

This task proved to be difficult for the participants, it was necessary to repeat the instructions several times. Most participants understood the task specifically, ie. that they have to rewrite their own pages and others who have no Facebook page refused. After further clarification of the goals and no one being criticized for their painting skills, most of the group managed to accomplish the task and only two children declined.
(Bulgaria, practitioner, GP1)

This suggested the nature of yMIND activities might be more demanding in terms of self-organisation than activities CYP are normally used to carrying out, and so more time should be spent on clarification of process and revisiting learning aims. This was something practitioners themselves appreciated in their reflections:

At the beginning of the session to negotiate with the participants themselves their participation in the session. (Bulgaria, practitioner, GP1)

Sort groups out more quickly and with more clarity ... extend methods for introducing individual and group work (Germany, practitioner, GP1)

Practitioners agreeing criteria for success with CYP was rarely reported, but the importance of this was recognised by at least one practitioner:

During the actual part of the session they were extremely fixed on the skill to draw and how they would perform, and despite the many explanations for the purposes and meaning of the game, they were unable to understand the meaning and purpose. (Bulgaria, practitioner, GP1)

Activating learners as owners of their own learning (metacognition)

This element of effective teaching and learning was central to yMIND, as it is essential for the self-regulation of attitudes and behaviour that are at the heart of the intervention. yMIND practitioners enable learners to become owners of their own learning in a variety of ways, and are set out in this section under the headings of:

- Delegate responsibilities for making decisions
- Learners plan, describe and evaluate their thinking and learning

- Learners develop moral reasoning skills
- Pedagogy promotes learning orientations, learner self-regulation, metacognitive strategies and thoughtful learner discourse.

Delegate responsibilities to learners for making decisions

Offering CYP choice in what activities they engaged with and in what way was an important element of delegating responsibility for decision making, and typically manifested itself in role plays, where CYP had choices on whether and in what role to participate, and then, once in role, how to respond to the situation, for example

Some of the role plays offered intervention on the teacher's side as problem solution, others created a new child character - the 'supporter', the one who steps in and raises voice against injustice offering help to the affected child. This had a resource-mobilising-effect as the participants were encouraged to look for solutions among themselves and to outline behaviour of courage as something positive/good role model. (Germany, practitioner, GP1)

Practitioners occasionally commented on how yMIND activities by their nature encouraged pupil-led interaction:

[The class] was able to work as a group and actively participate in all actions ... I did not have to do more to mix some children as usual in such actions. (Greece, practitioner, GP1)

CYP capable of taking the initiative in learning in this way could also be a revelation for their regular classroom teacher:

I was very pleased with the attitude of the students whom their teachers first saw playing and participating so actively in a program (Greece, practitioner, GP1)

In Austria, the principle of CYP choice was applied to a real conflict situation in the class between two pupils:

We asked the whole class who would like to work on this conflict and contribute to resolving it. There were several volunteers who wanted to sort out the conflict with those concerned. At this point we split the group [the volunteers worked on the conflict, the rest continued with the planned activity]. (Austria, practitioner, GP1)

Learners plan, describe and evaluate their thinking and learning

This aspect of learning was promoted primarily through the creation of artefacts, whole school events and the end of intervention focus groups. In the focus groups in particular, CYP reflected on what they had learned in the workshops:

[In the role plays] we learned to work with those who we wouldn't normally spend time with. (Germany, CYP, GP1)

We liked the game with the ball, because then we weren't playing against each other, but with each other. (Germany, CYP, GP1)



In addition, practitioners held post activity debriefs with CYP at the end of GP1 sessions. These were an opportunity for CYP to reflect on their performance and what they might have done differently:

Though the participants got pretty effusive they could concentrate on the post-play discussion and shared very valuable ideas. (Germany, practitioner, GP1)

For GP2, POL, this aspect of learning was designed into the planning and debriefing of conversations with peers⁷.

Learners develop moral reasoning skills

The first step in enabling CYP to develop moral reasoning skills was to allow them to discuss the issues within the framework of the activities. For many CYP this was

⁷

http://www.youth-mind.eu/images/products/Good%20Practice%20%20II_POL_Synopsis_English.pdf

not their common experience in the classroom, and so practitioners needed to refer back to the class rules, and at times even stop the activity while order was restored. Nevertheless, moral reasoning emerged as CYP settled into the activities and discussions:

Although it was very noisy and the attending class teacher had to intervene in order to re-establish discipline and rules, the group engaged vividly with the discussion topic. Gender role expectations and above all perceived inequalities are a relevant and heated issue for the class. (Germany, practitioner, GP1)

While making judgements about moral questions across multiple cultures was a feature of discussions in yMIND sessions in general, it was particularly in GP2 sessions where participants explored in depth questions of acceptable and acceptable behaviour when comparing the norms of their country of origin with those of the host society. In the POL sessions in Austria, for example, participants spoke of the status of women and attitudes towards women engaging in education with perspectives from Afghanistan and Austria, and of a perceived male ownership of women in certain societies. The POL experience of women in Austria emboldened the participants to question norms of the societies they had come from, and the behaviour of men in their lives.

The POL training meant that participants could learn how to frame conversations with peers to tackle questions of morality:

The participant from Egypt asked what she should do as an opinion leader in a situation like this ... my role as an opinion leader is to understand her situation, show her what her choices are, and make her aware that she should be careful, but that I am there for her. However, it is her decision. I cannot put her under pressure. (Austria, practitioner, GP2)

The use of case studies and role play in the GPs helped to create distance between CYP's immediate circumstances and in class discussion, thus providing space to develop moral reasoning while minimising the potential for feelings of guilt or shame:

The boys take on a rather passive position as listeners and rarely express an opinion. It seems that rationalizing the image of the violent man makes them feel awkward. The practitioners try to make a sharp distinction between the behaviours presented in the cases and behaviour of the boys present. The challenge is not to be overly judgemental of the characters in the case studies. (Bulgaria, practitioner, GP2)

Pedagogy promotes learning orientations, learner self-regulation, metacognitive strategies and thoughtful learner discourse

Primarily this was achieved by formulating rules of interaction with CYP at the beginning of sessions, and referring back to them during activities, the following approach was typical:

We then worked on a cooperative framework to shape the team's "contract", on which we will rely throughout the program and whose principles will be governed by all team members (pupils, departmental teachers ... and ... trainers). (Greece, practitioner, GP1)



Seriously involving CYP in the process of establishing ground rules, as in other aspects of devolving leadership for learning to them, was not easy, and required patience on the part of practitioners, but over time they experienced the benefits:

Setting up rules in the group was the most difficult. In the class there was a disagreement about different suggestions. Members of the group were not listening and arguing. During the second part, young people became more and more sensitive to the subject and began to understand the objectives of the present training. (Bulgaria, practitioner, GP1)

The discussions around rules brought CYP to the central issues of yMIND, as they grappled with what it was and was not possible to discuss, in what circumstances;

We negotiated the rules - the confidentiality rule caused turmoil. The children said that this rule is not necessary because they are afraid and

will not say anything in person. This provoked discussion about the lack of trust in the group and the context of violence. (Bulgaria, practitioner GP1)

Practitioners in many cases put a lot of effort into ensuring CYP were able to develop self-discipline in interacting with others. This also was not an easy process, but in these cases, practitioners understood its value and committed to it, regardless of CYP initial reluctance or disruptive behaviour:

We asked the group if they were satisfied with the outcome. Most responded with "No". Then how is it possible for each of them to contribute to changing the situation? Although hard and reluctant, everyone ... re-committed the rules and objectives of the task. (Bulgaria, practitioner, GP1)

While rules were frequently returned to during lessons, in some cases practitioners also dedicated time at the end of sessions to reflect on how they had gone and what CYP might have done differently:

Group rules – a reflection round: "What do I wish in our class, so I can feel well during the workshop". - This was a very involving sharing round; all students were really active and made more than one contribution. We ended with two flipchart lists filled with the students wishes on what should change so that everyone feels good. (Germany, practitioner, GP1)

Once conversations picked up, CYP were often able to stand above their current circumstances and the cultures of home and social group, to think about this on a metacognitive level. This did not necessarily mean they came to a resolution to change or an understanding of how they should change. Nevertheless, the yMIND methods frequently achieved the first stages of change of thoughtful learner discourse and a metacognitive perspective:

All participants want to build healthy and satisfying relationships, but this sometimes involves a great deal of rethinking relationships in the primary family on the one hand, and on the other is in opposition to the norms and stereotypes of culture in the community. This contradiction sometimes produces exceptional conflicts. (Bulgaria, practitioner, GP2)

During the week, participants reported more conversations with friends and more successes. Two people shared their experience of unsuccessful meetings and made an analysis of the difficulties. The group functions well. The sessions performed allow for a greater depth of discussion. Young people speak openly about the subject and share personal experiences and experiences much more. (Bulgaria, practitioner, GP2)

In focus groups, CYP themselves recognised the elements of the workshops which helped them understand how school and relationships could be different:

[I remember sitting with our chairs in a circle] we sat in a circle and had eye contact. That was different to during lessons. (Germany, CYP, GP1)

[I remember] the list with things we wanted to change. (Germany, CYP, GP1)

Collaborative groupwork

Team and pair work, along with group discussion, were a feature of the majority of yMIND activities. This made sense from a pedagogical point of view, but also in achieving the aims of yMIND for improved relationships, as collaboration can only be successful where relationships are good. Learning how to build these relationships and the social rules of positive interaction within lessons, provided children and young people with relationship building skills in their lives beyond school. That such a collaborative approach to learning was not the normal classroom experience for a lot of the CYP involved in the project became clear in some of the behaviour difficulties which confronted the practitioners as they began to implement the GP models:

The participants understood the goals, but continued to experiment with the boundaries and rules in the group. We were unable to get from the participants structured feedback ... (Bulgaria, practitioner, GP1)

Difficulties in supporting CYP to develop the skills and habits of collaboration were compounded by the high levels of mobility in many of the cohorts:

Some of them have been in the class since November 2017, but the majority have only joined the class three months ago. The group is not yet formed (Germany, practitioner, GP1)

The fact not all groups of CYP were ready for collaboration was a disadvantage, rather, yMIND proved to be an appropriate intervention to develop behaviour for learning skills, and practitioners on the whole were able to work with whatever the starting points of CYP were. In effect, this is what many of the practitioners across the programme were able to achieve with the CYP they worked with. Case study 4: *Learning lessons from implementing Popular Opinion Leader*⁸ illustrates this point very well, and highlights the importance for practitioners of paying attention to group dynamics and composition:

⁸ http://www.youth-mind.eu/images/products/case_studies/yMIND%20case%20study%204%20-%20Popular%20Opinion%20Leader%20Greece.pdf

Changing group composition to improve dynamics

In the second series of training, facilitators thought carefully about the composition of the group. This time, there was a shift in gender balance, from the original all-male group, to a mixed group of females and males. In addition, five participants brought with them existing experience of working in groups. As a result, sessions ran more smoothly, with the group engaging in difficult issues in greater depth and at an earlier stage. Participants from the second training made far greater efforts to engage friends outside of training sessions, with several instances of success in changing opinions, but also a chance to analyse in depth where conversations had not gone well.

Practitioners came to realise the value of dividing a class into smaller groups to raise motivation and levels of engagement:

The creative work in smaller groups (split in groups of five) was a success, the smaller the group, the calmer it was and the more they could engage with a task. (Germany, practitioner, GP1)

The collaborative process within yMIND also provided opportunities, not necessarily taken, for practitioners to promote metacognitive understanding among CYP of the nature of group dynamics, that might serve as an introduction to social-psychology:

During the specific session the participants did not act as a "working group". There was a dynamic group process in the session, characterized by a struggle for leadership and attention from the lead. (Bulgaria, practitioner, GP1)

Collaboration was an integral part of POL training. As they prepared for and debriefed on conversations among their peers, participants were as dependent on feedback from each other as from trainers, and the activities of the training, including role plays and analysing case studies, required close collaboration:

The task was performed as the group was divided into two small groups, each group tasked with making a collage. In this way, time was saved, and the task was also used for group cohesion. So, the exercise was completed in 30 minutes. (Bulgaria, practitioner, GP2)

Effective questioning

In the framework of effective teaching and learning created for this project, effective questioning was defined as: 'causing thinking or providing information to the teacher about what to do next'. Frequently practitioners were adept at asking open questions which provoked thinking:

The trainer asked: 'What would you need to do to support this woman?'

Participant: 'I have to set boundaries, but in a way that everyone feels comfortable expressing themselves. I have to pay attention to my own boundaries.' (Austria, practitioner, GP2)

It was also apparent across settings that the yMIND activities themselves achieved the same outcome as effective questioning. The blind snake/trust activity, for example, was used to provide opportunities for students who were normally introvert to take a lead role.

Indeed, yMIND's capacity to encourage CPY to verbalise their thoughts and develop arguments was a defining feature across settings, and is described in more detail in case study 2: *Improving communication skills*⁹

Motivation to talk

The themes of yMIND are intrinsically of interest to young people. While the topics themselves can be delicate to handle, all indications across the project were that this was something young people did want to talk about – activities engendered debate and enthusiastic participation. yMIND can therefore be seen as a good topic area on which the development of communication skills can be based.

Compared to previous sessions, the group participates much more active in the session. In the "Harassment at School" exercise, everyone had opinions on the cases they wanted to express. (Bulgarian practitioner)

Role plays and case studies also provided an impetus for thinking:

⁹ http://www.youth-mind.eu/images/products/case_studies/yMIND%20case%20study%20%20-%20Communication.pdf

The changes made concern the practical part - work on case studies, in which we included a role play of the personal stories presented by the participants. This allowed for greater emotional engagement of the participants, and entry into different roles gave participants the opportunity to "enter the shoes" of the other and to experience his emotions. (Bulgaria, practitioner, GP2)

In addition, the products of yMIND learning activities, for example pictures and the whole school event, made visible CYP's starting points and what they had learned during sessions.



Eliciting evidence of student learning

This element was important if practitioners were to make the most of their time with CYP and also maximise the opportunity to meet needs and provide motivating content. Practitioners needed to know CYP's actual levels of interest and engagement in learning. This was not always visible to practitioners – sometimes their impression of CYP's level of engagement did not equate with reality, as exemplified in this practitioner log entry:

During the exercise I thought that it wouldn't be possible for them to achieve the activity and we stopped the activity after about 15 minutes, because there was a lot of disturbance. But then in the evaluation several students said that they had liked the exercise a lot. (Germany, practitioner, GP1)

As described above, practitioners' open questions and yMIND activities made visible CYP's learning. This is an area of particular success of the methods. The following examples illustrate the depth of insight of knowledge, learning and motivation practitioners were able to discern when implementing yMIND:

Leaders complied with the group's identified need. In the process of feedback from the first talks, it became clear that the group needed further work on communication skills (Bulgaria, practitioner, GP2)

They were quite active and managed to bring out the main organizations, institutions and individuals from whom they could get help in a violent situation. (Bulgaria, practitioner, GP1)

It was difficult for the learners to present their self-images and to explain what they intended to represent: ("I don't know what to say", a boy). Discussion and verbal reflection are too abstract and general; they did not link to the life experience of the students. (Germany, practitioner, GP1)

Based on these insights, practitioners were able to evaluate their own practice and revise their approach to implementing yMIND:

The children were able to speak openly about their feelings and their needs, we could sense interest and enthusiasm here. They weren't able to cite experiences of discrimination or unpleasant situations. Possibly a different approach / method to encourage them to talk about those things? (Germany, practitioner, GP1)

Providing feedback that moves learning forward

As yMIND activities elicited discussions about learning, so feedback, often evaluative, on the part of practitioners and CYP themselves, formed a natural part of the discussions:

The closure of the intervention was made with a summary of what we negotiated and of the conclusions drawn from the actions. (Greece, practitioner, GP1)

Practitioners provided information about content, for example aspects of the law, or consequences of violence, and could helpfully intervene to present perspectives which were not available to CYP:

Discussion has been linked to community expectations. At one point, women formed a common front against men with a strong tendency to demonize them. Leaders used additional efforts to bring out the positive aspects of being a man and the causes of these behaviours. (Bulgaria, practitioner, GP2)

Practitioners also provided guidance on processes and behaviour, particularly in the areas of interpersonal communication and group work:

After several turns the group played for time, but could not improve the team performance due to quarrels and reproaching remarks. The class could build up a more supportive spirit after the comments of the moderators referring to the importance of the team performance that could be only improved when everybody was supportive to each other. (Germany, practitioner, GP1)

Providing opportunities to revisit important content and processes

The structure of the CYP workshops over a period of time for GP1 meant that CYP had multiple opportunities to revisit and build on their knowledge of the themes and how properly to engage with each other.

The workshop's aim was to build upon the empowerment workshop from last summer. Many asked right from the beginning: "Are we going to talk about bullying again?", participants showed familiarity with the theme and trust in the process at the same time. Many children kept still in mind quite a lot and could reconstruct the individual activities and their rationale spontaneously: - "I remember that we worked on questions like: "what is bullying to me?", "what is a perfect school", "we made drawings and an exhibition"; we also played games as a team" (referring to the activities "Multiple ball" and "Chair". (Germany, practitioner, GP1)

The inclusion of an end of intervention focus group with CYP also provided an opportunity to reinforce learning, as well as providing practitioners with a basis on which to evaluate their own performance:

To start with, we asked the participants what they remembered from the empowerment workshop carried out in July 2017. They shared amazingly precise and differentiated points they liked: almost all activities were well recollected, especially the drawn body images, the "feeling monsters" and the appreciating feedback activity. (Germany, practitioner, GP1)

Similarly, GP2 was specifically designed to enable iterative accumulation of knowledge and skills over time. In fact, with its combination of classroom practice and real-world interaction, peer support and specialist input, the GP2 training model embodies most of the features of effective transfer of practice, as well as effective teaching and learning.

Variety in learning experiences

GP1 provides a wide range of activities which practitioners deployed to good effect. Several logs record how practitioners changed activity, or provided alternatives, based on their reading of the mood of the classroom or of individual CYP:

Some of the participants had difficulties to tune in to introspective engagement with their own images; one male student gave the activity up and received another task from the moderator. He made a drawing and answered the question: 'I would like to be a boy, because.....' (Germany, practitioner, GP1)

The production of artefacts, role play, case study analysis and development of a whole school event, added to the palette of experiences CYP enjoyed across yMIND settings¹⁰.



Making connections to learners' lives

As set out in section 4.1, the themes of yMIND were highly relevant to the lives of the CYP engaged in the intervention, and so by its nature the intervention made connections between what CYP were learning and their day-to-day lives at home and in the community:

There are some incidents in the school in which we have implemented the action as well as some incidents that have been widely publicized in the region so there is a climate that affects them all. (Greece, practitioner, GP1)

yMIND activities provided the structure to enable CYP to bring to the surface incidents of bullying, discrimination or violence, as described in case study 5: *Effective questioning*¹¹.

¹⁰ <http://www.youth-mind.eu/index.php/products-menu>

¹¹ http://www.youth-mind.eu/images/products/case_studies/yMIND%20case%20study%205%20-%20Effective%20questioning.pdf

Exploring the issue of bullying and the need to feel safe

In a second primary school, pupils engaged in the Exclusion activity. Here, a volunteer leaves the room, while the rest are briefed on how to behave on their return (staring at the volunteer silently, crossing arms). After the exercise, the volunteer is asked to explain how it felt. The following discussion explores the nature of bullying and the different roles in it.

After this exercise, the pupils began sharing their experiences. One pupil described how others had taken their bag and turned it upside down so all the contents fell out.

The clearest manifestation of making connections to learners' lives were the times when practitioners used incidents in the school as they happened as a way of promoting anti-violence / anti-bullying messages:

[After a bullying incident directly before the yMIND session, the practitioner] went into another classroom with five of the girls (they were all girls involved) and spoke with them about the bullying incidents. (Austria, practitioner, GP1)

Two-three students stood out, two boys with quick and sharp comments to the moderation (eg, "with this you like to separate us from one another" etc. – a boy), one of the boys most probably playing "the boss" in the group, and a girl, who apparently opted in for each activity as a volunteer. A group of boys talked openly with the moderator about the "perpetrator" during the creative small-groups work session, and admitted that they did not dare to raise the issue with the boy directly or with the teacher. (Germany, practitioner, GP1)

As described in the section on collaborative working, yMIND provided the framework to understand and address peer group dynamics, which inevitably had an impact in CYP lives outside the classroom or training setting, and as such was a serious intervention for creating more harmonious conditions for learning.

During the GP2 intervention in Austria, two of the participants became more aware of the controlling behaviour and attitudes of male friends, and as a result began reappraising their relationship towards them accordingly¹².

Engaging the wider community

By its nature, GP2 meant that participants worked and spoke with members of their community. It is a community-based programme, in which popular opinion leaders are considered to have a higher level of influence than their peers. Nevertheless, the question arose in Bulgaria in particular about the link between popularity and the upholding of existing norms as a condition of being a 'leader' in the community. Some practitioners felt that where popular opinion leaders manifested the attitudes towards women they were trying to address, that progress would be slow, if not impossible.

Nevertheless, in effect GP2 did have a wider impact beyond the immediate participants. In Austria, some men had experienced a different, more robust response toward their assumption of inferiority of women to men. In addition to that, one outcome of the project has been a closer relationship between AÖF and the AKIS association for Afghani culture. In Bulgaria, participants in the second cohort at Filipovtsi engaged in more conversations outside of the group than could be achieved with the first cohort.

With regard to GP1, it is beyond the evidence collected for this evaluation to describe the wider connections with communities outside of school. There was, and remains in future iterations of GP1, an opportunity to engage with the wider community in the whole school event. For their part, HESED ensured this happened in at least one of the schools in which they carried out the intervention:

The school event took place over three hours and caused a strong interest among children. A total of 147 students from the school took part in it. As the school is located in the Roma neighbourhood, children who do not attend this school joined the activities. (Bulgaria, practitioner, GP1)

Involving parents in their children's learning

Partners put in place a series of approaches to inform parents about the project, including meetings and newsletters, and in several cases, parents were invited to whole school events. Beyond this, however, Interaction with parents was not widely described in practitioner logs, and neither were specific plans to engage parents present. Where parental involvement was recorded, it occurred in

¹² See yMIND case study 3 – Popular Opinion Leader: <http://www.youth-mind.eu/index.php/products>

response to the intervention. This was the case in Greece, where local clergy also became involved in critiquing the intervention. In one case, they raised concerns about the topics that were being discussed where these related to religion and homosexuality. Rather than engage in a confrontation at that stage, practitioners tailored the workshops to themes which had the support of parents and wider community, in particular bullying. In addition, the workshops around bullying raised awareness beyond the classroom, and one school put on an information event for parents as a result. Case study 6: *The case for parental engagement in Greece*¹³ considers the issue of involving parents and suggests, as with CYP, to start with where the parents are in their thinking – approaching the topics of discrimination and gender from a general perspective, before looking at detailed examples.

Setting homework for pupils which requires them to speak with parents or other family members about the themes discussed in class – a selected yMIND activity might be suitable for this.

For example, the ‘Do qualities have a gender?’ activity (no 12 in the diversity competence training handout), supports an exploration of the cultural construction of gender, the fluidity of the concept and how individuals do not fall into clearly defined categories of ‘male’ and ‘female’. Through such an activity, practitioners do not need to directly confront firmly held views, but begin the process of reflection and questioning – habits which also have value for education more generally

One example from a German school illustrates how parental involvement can occur:

[After an activity where children wrote a list of things they wished for their class] the list was hung up on the wall by the participants. One boy took a photo of it that he wanted to show his family. (Germany, practitioner, GP1)

A simple next step for practitioners in this circumstance might have been to encourage such an action as regular classroom practice to support more

¹³ http://www.youth-mind.eu/images/products/case_studies/yMIND%20case%20study%206%20-%20Parental%20involvement.pdf

conversations at home about what CYP are doing at school and in community settings.

4.4 Innovation value of learning methods

In many ways, the innovation value of the learning methods has already been assessed by the analysis of the methods design and implementation plans (see appendix H). In order to assess their innovation value in terms of impact on CYP learning, the external evaluator formulated the following questions in collaboration with project partners:

- Does the implementation of the GP models bring about a change in CYP confidence to talk about bullying, discrimination, gender equality, gender-based violence?
- Does the implementation of the GP models bring about a change in CYP perspective in relation to bullying, discrimination, gender equality, gender-based violence?
- Are CYP enthusiastic about the GP models they have engaged with?
- Does the implementation of the GP models bring about a change in CYP behaviour in relation to bullying, discrimination, gender equality, gender-based violence?

In order to answer these questions, evidence was drawn from the outcomes of CYP end of intervention focus groups, where these were available, from practitioner logs, teacher surveys and other relevant project outputs and reports.

Does the implementation of the GP models bring about a change in CYP confidence to talk about bullying, discrimination, gender equality, gender-based violence?

The starting point for many CYP was the difficulty in dealing with open discussions about the themes covered by yMIND. Some found it hard to articulate their opinions, or to respond to questions such as 'What do you like about yourself?'. Others at times disrupted and subverted the discussion. In some cases, CYP were fearful in early sessions of the consequences of talking openly about bullying:

[The student] does not want to talk to his mother [about a bullying incident] because if she finds out, she will go to the director who will punish the perpetrators. (Greece, practitioner GP1)

We negotiated the rules - the confidentiality rule caused turmoil. The children said that this rule is not necessary because they are afraid and

will not say anything in person. This indicated to us the lack of trust in the group and the context of violence. (Bulgaria, practitioner, GP1)

At times, CYP had difficulty expressing anything positive about themselves, which came as a surprise to practitioners, and reveals how seldom CYP were asked to consider their own attributes, and what they had to offer others:

The students took part in every activity. However, they had difficulty identifying positive attributes. The students found it hard to accept when their fellow students attributed positive characteristics to them. (Germany, practitioner, GP1)

In other cases, discussion of sexuality was a taboo for participants, and it was difficult for practitioners to move forward with these themes. As reported in section 4.3, parents in Greece intervened to have discussion of homosexuality removed from the workshops. In Bulgaria, some women on the POL programme, also found the subject of sexual violence difficult to broach:

This structured session corresponds to the participants. Women are involved in exercises, although sexual violence is difficult to draw and women do not talk about, in this respect the performance is quite shy. (Bulgaria, practitioner, GP2)

Such reluctance to talk about sexuality and examples of violence was not universal, but it became apparent through practitioner logs that as CYP engaged in the workshops, they opened up more, and became more confident and skilled in talking about the themes of yMIND.

Compared to previous sessions, the group participates much more actively in the session. In the "Harassment at School" exercise, everyone had opinions on the cases they wanted to express. (Bulgaria, practitioner, GP1)

In the POL interventions too, the participants clearly gained strength from practice and support in the face-to-face sessions:

We considered the greatest success of the session to be the reports of conversations [among their peers]. All the participants had attempted to talk with peers on the subject, albeit with a different result. Participants related their stories honestly, with no desire to conceal difficulties or failures. The women demonstrated a willingness and readiness to learn and change their approach. Open and meaningful questions were asked. (Bulgaria, practitioner, GP2)

In some cases, CYP confidence rose to the degree that they began to lead the agenda, and negotiate rules of engagement as partners with practitioners:

A strong feeling of justice: there were small disputes (including with teachers), mostly about treatment and reactions the students felt was unfair. These were partly taken on by us and worked into the discussions. (Germany, practitioner, GP1)

Practitioners' interventions played a role in enabling CYP to talk more openly about the focus of workshops:

Within the class there were certainly students who were bullies and pupils who were bullying even to a slight degree. The fact that I played the victim helped to elicit thoughts that existed across the classroom about the subject. The children did not treat the activity as a game but participated with great maturity. (Greece, practitioner, GP1)

As already discussed in section 4.3, the development of confidence in talking about these issues was not a linear process, and required patience and work on the part of practitioners. Discussing issues in groups, and interactive learning, was apparently a new or unusual experience for many participants, reflected in the effort required to organise some groups of CYP, particularly in the initial stages. Nevertheless, the practitioner testimony regarding increasing confidence was also reflected in CYP feedback on the experience:

It was good for some of the girls, who could not speak with their mothers or aunts about such things. (Germany, CYP, GP1)

[It was good] to ask questions openly, team work, a good atmosphere. (Germany, CYP, GP1)

[I liked making] the body pictures – I learned that you should show yourself the way you are. (Germany, CYP, GP1)



Does the implementation of the GP models bring about a change in CYP perspective in relation to bullying, discrimination, gender equality, gender-based violence?

Whether perspectives changed depended to some extent on the amount of time CYP engaged with the models. Certainly, in early sessions, practitioners noted some difficulty in shifting negative perspectives:

During the exercises the class worked well together. Several found it difficult to make the connection between the content of the exercises and their own behaviour. (Germany, practitioner, GP1)

Perhaps the starkest example of this, which at least indicated the challenge for yMIND in some settings, was a log entry by a Bulgarian practitioner:

After that, the children were asked if they had any personal changes during the New Year. They were unanimous that they did not expect to change in 2018. (Bulgaria, practitioner, GP1)

Nevertheless, in many cases, practitioners managed to encourage alternative thinking through dialogue and yMIND activities:

Analysis of the conflict situation took place through role-playing and role-changing so that everyone in a role could "enter the other's shoes", understand his needs and intentions, and how each participant felt. Overall, we came to the agreement that the intentions were initially good, but the behaviour was destructive. (Bulgaria, practitioner, GP1)

Evidence from the end of intervention focus group at No 103 school shows the impact yMIND training can have on CYP's perspective on issues of bullying and violence, and readiness to tackle it:

Six out of eight participants said they had already known a lot about bullying and school violence, but they would hardly talk in school about it. Students not included in the training experienced mixed feelings, "some are jealous, but some mock them." The same six participants said they would intervene in a bullying situation to stop bullying, and three that they would call a class manager or a director. (Bulgaria, end of intervention focus group with CYP)

The progress CYP made in changing perspectives was most noticeable in the POL workshops as they progressed:

There is still some concern about sharing and disclosing personal situations. In terms of sharing, there is an adequate emotional response, empathy and support. Discussions and exercises have largely achieved their goal at the process level. Some women visibly changed their point of view. (Bulgaria, practitioner, GP2)

Indeed, evidence from Austria and Bulgaria showed that participants in GP2 were fundamentally re-evaluating norms and their role in perpetuating them, as well as their potential for influencing change:

It is particularly impressive that women have re-evaluated their own expectations of men's behavior and emotional response. They realized that they themselves often expect and demand such behavioral and emotional responses. The relationship between education and human behavior and the expectations and pressure of the extended family and community in this direction were discussed. (Bulgaria, practitioner, GP2)

In Austria in particular a clear change in participants' perspectives on male attitudes to women, and willingness to challenge inequality were observed. This is elaborated on in detail in case study 3: *Countering a discourse of male dominance*¹⁴.

Lateefah engaged with the theme of gender discrimination with enthusiasm from the first session. She took to heart the training and applied what she had learned between sessions, as foreseen by the model. As with Tiya, Lateefah engaged in conversation with a male friend about the topic of gender equality, and as with Tiya, she was surprised to find he had an underlying assumption that men should dominate in a relationship. In his opinion, a woman should not go to work once she is married. This was something Lateefah could not agree with: *'I can't say it's violence, but I can't accept it. This is my life, and I want to decide for myself what I do'*

Are CYP enthusiastic about the GP models they have engaged with?

In the majority of cases the evidence indicates that children and young people engaging in the workshops enjoyed the experience. While facilitators sometimes found the sessions hard work to deliver with younger groups, because of CYP

¹⁴ http://www.youth-mind.eu/images/products/case_studies/yMIND%20case%20study%203%20-%20Popular%20Opinion%20Leader%20in%20Austria.pdf

lively, and at times disruptive, behaviour, CYP themselves expressed a desire to continue the activities:

Will we see you next week? (Bulgaria, CYP, GP1)

Students are eagerly awaiting the next meeting. (Bulgaria, CYP, GP1)

CYP engagement in collaborative activities led to increased motivation and enjoyment:

It was good, because we are a team and have learned what we need to do, and what we can and can't do. We did everything, it was really good, Just the painting was boring. (Austria, CYP, GP1)

Girls at one German school came back especially for their final POL session, even though the school day had finished earlier, and they were in the midst of school tests.

The yMIND themes were generally of interest to CYP, and something they wanted to talk about:

The youngsters easily got into the subject ... and were not at all resistant to talking about the subject. (Bulgaria, practitioner, GP1)

Being given the freedom to speak openly in group discussions frequently meant that behaviour became problematic until CYP, and practitioners, became used to the approach¹⁵. Improvements in behaviour, however, were helped by a genuine interest in the topic. By focussing on activities that piqued CYP's interest, practitioners could bring the CYP back to a calmer, more concentrated mode:

Workshops with [this group] were very challenging ... the boys' concentration only lasted for short spells, they continually distracted each other, workshop resources, pens and paper were hidden or ripped up or they could not sit still ... However, the parts of the workshop where they had to collaborate on exercises went well, for example, when the children had to name terms of violence and these were put up on the flipchart. (Austria, practitioner, GP1)

In several contexts across the project, practitioners noticed increasing engagement of CYP who were normally reticent to speak or excluded by others:

During the activities we heard the voice of students that are usually very quiet and timid, almost "absent" from class activities. It is not an

¹⁵ See also case study 1 – Behaviour: <http://www.youth-mind.eu/index.php/products>

exaggeration if we say that we heard the voice of these students for the first time!! We are very pleased with this! (Greece, practitioner, GP1)

In the end of intervention focus groups, things CYP particularly liked about yMIND also became apparent:

I thought painting ourselves was brilliant. (Germany, CYP, GP1)

I liked the bullying theme most of all. It is important for us to talk about it - with someone we trust. (Austria, CYP, GP1)

The most favoured and memorable are the warm-up exercises "Fruit salad" and "Music chair", as well as the creative activities - preparation of a brochure about the school event, t-shirts for the group and others. The teamwork exercises - "Climb Everest", "Man of Handmade Materials" are also very popular because they are "very happy and the whole group has fun". (Bulgaria, practitioner, GP1)

In the focus group at the Kaufmännische Schule, CYP talked about the changes in the law with regard to homosexuality, and women's and children's rights as a particular revelation. Here too, CYP expressed their desire to continue and revisit yMIND activities:

Next time, I would like to be in the first focus group. The focus group shouldn't just be made up of a small group, everyone should be there, so they can joint in the discussion. (Austria, CYP, GP1)

CYP also discussed elements of yMIND they had not found so good, but there was not consistent pattern, and sometimes it came down to individual preferences, as this excerpt from the focus group at 103 School illustrates:

The most difficult and boring games are Myths and Reality, Sticks and Stones, Play with Us However, three people said these had provoked the most memorable conflict between two girls and a boy, who had had to defend his position. (Bulgaria, practitioner, GP1)

This demonstrates again the importance of variety of activities offered by yMIND, as well as the need to offer choice to CYP, for them to select the activities they feel they wish to most engage with.

Does the implementation of the GP models bring about a change in CYP behaviour in relation to bullying, discrimination, gender equality, gender-based violence?

Within the scope of this evaluation, it was not possible to identify long-term impact in terms of changed behaviour. Even so, outcomes from end of intervention focus groups showed that CYP in some settings had noticed changes in behaviour, not least in those schools where practitioners had initially encountered disruptive behaviour:

Only two of the children believe that there were no changes in the class due to their participation. (Bulgaria, end of intervention focus group with CYP)

Many students have stated that violence by boys towards girls, linked to unwanted physical contacts (such as touching), is no longer happening at all. (Bulgaria, end of intervention focus group with CYP)

In one focus group in Bulgaria, CYP reported that:

conflicts related to verbal aggression among classmates generally declined, but physical aggression increased. (Bulgaria, end of intervention focus group with CYP)

It is difficult to interpret this last finding without further contextual information, but at the least it indicates that CYP's awareness of problematic behaviour and its nature were raised.

In addition to outcomes from the end of intervention focus groups, a range of evidence from practitioner logs attests to changes of behaviour on the part of CYP as they engaged in yMIND workshops.

As already noted in section 4.3, the nature of activities in both good practice models required CYP to learn behaviour and communication skills in order to collaborate and develop and express ideas. This initially led to instances of challenging behaviour among some groups of CYP:

Conflict over the Crocodile River game has alarmed the facilitators. One of the girls laughed after a boy's attempt to hit her with a sneaker and the offensive words that he addressed to her and her team mate. This conflict also affected the participants in the session. Children began to attack one another by taking sides in the conflict. (Bulgaria, practitioner, GP1)

The group was resistant. Participants did not engage in the proposed content, probably because of classroom dynamics outside the context of

learning. The group had fewer participants than usual, missing part of the main unit of the class. Two of the participants left the group after the first game. Overall, all participants were distracted and were not involved in the process. They were not actively involved. (Bulgaria, practitioner, GP1)

Bulgarian partners noted that part of the problem with behaviour in early sessions was that the freedom to interact in yMIND workshops contrasted with CYP's usual experience of the classroom, where their actions were highly regulated:

Children have fully accepted that their behaviour is regulated by sanctions and penalties. It is extremely difficult to explain to them and show that there are other ways of interacting. (Bulgaria, practitioner, GP1)

CYP were therefore required, to a greater or lesser degree, to change their behaviour and understanding of what appropriate learning behaviour was over the course of the yMIND workshops they attended. With perseverance on the part of practitioners such change became apparent with time:

[What we took from the project was that] you listen more to what others have to say. You support others more. You work with others more in class. (Germany, CYP, GP1)

This change in behaviour also meant that more CYP were able to become actively involved in activities:

Activation of the more passive participants and the creation of a more welcoming and constructive context in which each participant could give an opinion and be heard without immediately mocking. There has been a change in group dynamics – leadership has shifted away from the usual players, and now the more passive and silent participants have room for expression and are listened to. (Bulgaria, practitioner, GP1)

Practitioners in Austria responding in the end of intervention survey noted that they had witnessed more respect among CYP, and more conversation about discrimination in the classroom. This was echoed in the focus group at No 103 in Bulgaria,

There is a difference in communication. When we play competitive sports, they let the children know and together we agree with the leaders a convenient time. Then a representative from each group makes sure all the children know when it is taking place. (Bulgaria, end of intervention focus group).

4.5 Social inclusion potential

Do immigrant CYP feel more at home in school / host community?

Given that ethnic data about individuals were not often included in the reporting, it is often difficult to know whether the beneficiaries described in the previous sections were indigenous or immigrant. Nevertheless, given the large number of immigrant CYP involved in yMIND, it is a fair assumption that many enjoyed the positive outcomes for which evidence is available. Comments made by students of immigrant background in one school in Germany indicated that yMIND activities were helping them engage more with their classmates, and work 'as a team'. In cases where CYP reported a more accepting environment, the conditions at least for a more welcoming climate more generally can be anticipated:

It is difficult to change the patterns of interaction in an already established hierarchy and group dynamics, but still possible. In this session, we registered a change in the relationship between the participants, and they themselves gave feedback that they felt more at home in school. (Bulgaria, practitioner, GP1)

Elsewhere, a greater tendency of CYP to be more inclusive of others, and respect their presence was also noted:

In the sharing round many provide spontaneously positive feedback to other students, who did not expect to have been chosen as an angel. That had a reassuring effect to some students who were calm and more silent, but experienced that they had been chosen as angels by others, more extroverted classmates. (Germany, practitioner, GP1)

CYP themselves also commented on the opportunities yMIND offered them to learn more about other cultures:

I would like to learn more about other cultures. I would really like to come [to the new workshop] if it is on this theme. (Germany, CYP, GP1)

4.6 Innovation value of training methods

In order to guide partners on implementation strategies for the yMIND good practice models, a framework of principles for effective transfer and taking to scale of practice was developed (appendix B). This was based on a review of literature from sources with a track record for producing reliable and robust evidence in the areas of teacher professional development, leadership and transfer of practice. These are:

- OECD
- Best Evidence Syntheses (BES)
- Centre for the Use of Research and Evidence (CUREE)
- NESTA

A range of documents were included in the review and the key messages and findings are listed below under the categories of:

- Principles of transfer and scaling up (TSU)
- Continuing professional development (CPD)
- Leadership

The principles for effective transfer of practice were identified from the literature review as the need for:

- Clear moral purpose
- A focus on a specific set of problems and a specific group of learners
- Evaluation to be built in from the beginning of the programme
- A combination of specialist input AND coaching of practitioners in the implementation of new approaches
- Coaching as a sustained, collaborative process which includes: demonstration, modelling and simulation
- Reflective dialogue
- Bringing to the surface practitioner beliefs about the focus / content of practice to be transferred
- The delegation of real power and work from the centre, ie the practitioners who are adopting the new practice require a personal sense of responsibility in integrating it well into their practice
- De-privatisation of practice > enabling colleagues and trainers to have sight of practice, eg through observation
- Integrated leadership – leaders should be involved in teaching and professional learning (instructional leadership) and delegate responsibilities (distributed leadership)

For more detailed notes on these elements of effective transfer and links to the sources for the literature review, see appendix B.

As with the good practice models, an analysis of the implementation strategies planned for yMIND was undertaken against the framework for effective transfer of practice, and, on the basis of this, the external evaluator provided recommendations for implementation. The analysis can be found in appendix H: *Guidance on implementation of GP models*.

The following overview of how the training methods were put into practice illustrates how the features of effective transfer were realised during yMIND sessions.

As with the good practice models, many elements of the transfer and taking to scale framework were already embedded within the implementation strategies. The models had a **clear moral purpose** of promoting the inclusion of disadvantaged learners and combatting discriminatory practices, and as such, **focused on a specific set of problems and a specific group of learners**.

Evaluation to be built in from the beginning of the programme

Evaluation within yMIND took place on an ongoing basis at several levels. The external evaluator created a framework for evaluation at the outset, and used that to support data collection and analysis activity and made recommendations throughout the project. This also fed into partner reviews of progress and revisions to implementation.

At practitioner level, trainer logs and surveys supported reflection on engagement with yMIND and on appropriate pedagogic strategies. Where end of intervention focus groups for children and young people took place, these provided the ultimate beneficiaries of yMIND - CYP - with the opportunity to evaluate their engagement with yMIND activities, and what they learned as a consequence.

A combination of specialist input AND coaching of practitioners in the implementation of new approaches

Specialist input for yMIND, consisted of on the one hand the synopses of each good practice, plus existing guidance on methods and content available from previous projects, such as GEAR¹⁶, and on the other of face-to-face training.

The face-to-face specialist input took place in a primary stage during the second transnational meeting in Sofia for both good practice models. Partners and additional trainers engaged in learning activities, and critically evaluated their value for learners in their contexts. For GP1, additional 'capacity building' workshops were provided as part of the programme, to extend the number of

¹⁶ <http://www.gear-ipv.eu/index.php/educational-material/master-package>

practitioners able to deliver diversity training. GP2 POL was primarily delivered by partners and trainers who attended the training in Bulgaria, although additional practitioners were trained in partner countries, including Greece, for example.

Practitioners also received coaching from trainers as they observed them deliver GP1 sessions.

Survey responses indicated that the specialist support practitioners received was welcomed:

We lack methods for dealing with these competences pedagogically ... team tasks are also very important. The work with girls was also very good.
(Germany, practitioner)

I like the exchange with colleagues and the professional leadership of [the trainer] with her good ideas and participation in exercises on this theme. (Austria, practitioner)

[The yMIND approach] is easy to understand and gives clear instructions for implementing the actions. It has immediate and tangible results.
(Greece, practitioner)

You feel supported because you become aware that projects dealing with this problem exist. You don't feel alone (Germany, practitioner)

Coaching as a sustained, collaborative process which includes: demonstration, modelling and simulation

Sustained coaching over time took place in several of the training programmes across the project. The importance of this was highlighted by a trainer in Bulgaria:

Teachers have no experience working with interactive techniques and tools. More time is needed to motivate their use and teachers to acquire knowledge and experience in using them. In addition, it has been difficult for teachers, in particular, to hypothesize to step out of their role as paternal authority in the classroom and to act as supportive facilitators.
(Bulgaria, trainer, GP1)

Modelling took place primarily when trainers delivered early workshops to CYP, with classroom teachers present. On some occasions, trainers sent teachers out of the classroom, as they felt CYP would be more amenable to activities and discussion if their teachers were absent. This may have been true, but from a CPD perspective, as occurred in several cases, the presence of teachers while trainers

delivered sessions, represented an opportunity to see their pupils' capabilities from a different perspective, and to reflect on their own practice.

In the formal input 'capacity building workshops' element of the project, practitioners also engaged in 'hands on' activities, simulating the classroom, CYP engagement and responses, and evaluating the approach and its appropriateness for them. This example from a session in Germany illustrates the depths of reflection the capacity building sessions led to. Practitioners have just completed the *exclusion* activity, and are reflecting on how it has gone:

Strong feelings came to the surface and an in-depth sharing and reflection round wrapped up the method discussion. Many participants shared their personal insights of how emotionally intense the situation of exclusion was for them and were astonished to feel/react somatically on the danger with their bodies. The reflection focused on what the scale of the reactions can evoke in an affected child that can protect itself far less than an adult. Another participant addressed the speed dimension of the bullying occurrence: "it is unbelievable how quickly it can go through the roof/ escalate". The activity reached its objectives in sensitizing participants to the problem. (Germany, trainer, GP1)

That the capacity building workshops were interactive and more demanding of practitioner engagement was attested by practitioners in Bulgaria:

Teachers gave extremely positive feedback from learning, rated it "useful", "interesting", "professional", "meaningful", "different". The previous experience of teachers with training on the topic is mainly related to a lecture format. The participants appreciated the highly interactive form of work. (Bulgaria, trainer, GP1)

Capacity building workshops were delivered over different time frames: for example, two whole day sessions (school in Bulgaria), or three modules / sessions delivered over a period of three months (capacity building in Berlin).

Where possible practitioners were paired to provide mutual support i.e.co-coaching (or tandems). This approach to CPD was modelled and promoted by SPI, and strongly encouraged by the external evaluator. In Germany, the trainers modelled co-coaching in the delivery of the training:

Another very important factor was the joint trainer team – a tandem of SPI and SIBUZ (school psychology and prevention unit, responsible for all schools in the city district). The SIBUZ moderator is also a practising teacher in a secondary school that helped the group to get immediately in tune

with her. Many of the participants were well experienced as they had participated in a series of cpd offers of the SIBUZ programme. (Germany, trainer, GP1)

Reflective dialogue

Reflective dialogue as it took place during yMIND was apparent in the reports of training sessions, as above, and also in practitioner logs. The difficulties practitioners encountered, and approaches to resolution, as well as stories of CYP co-operation and engagement, were reported multiple times in the practitioner logs, as can be seen from the examples in this report. They illustrate how useful a tool these have been in the adoption of yMIND practices.

As with CYP, trainers found that practitioners too needed time to orientate themselves to the messages and activities of yMIND, underlining again the novelty for some settings of the approach:

There was quite an extended need for discussion that took too much of the planned time. The last objective related to trying out practical methods could be partly achieved as one of the methods could not be implemented. (Germany, trainer, GP1)

The resulting discussions therefore were involved, and at times made practitioners re-evaluate their practice at quite a fundamental level:

- The group agreed quickly around two important action steps that professionals can adopt to effectively combat/deconstruct stereotypical attributions that convey risks of discrimination and exclusion: Have a decisive coherent standpoint/position against such discriminatory stereotypes; Identify around this position as a school team and have the backup of the school head. An example was given with: "no gay jokes on the school yard" as a school rule, that has to be supported and protected by the school head as well. (Germany, trainer, GP1)



Bringing to the surface practitioner beliefs about the focus / content of practice to be transferred

The practitioner logs and capacity building workshops were generally successful in bringing to the surface practitioner beliefs about the focus and content of yMIND. These included:

- Violence in the school should be dealt with by containment: 'the group expects to receive an instrument for direct intervention in a situation of violence and harassment.' (Bulgaria)
- Doubts about the efficacy of interventions like yMIND (Bulgaria)
- Frustration at an expectation by school leaders that practitioners be strong and effective in the face of bullying by CYP, and at lack of opportunities to problematise practice in this area. (Germany)

Other examples appear elsewhere in this section. Again, the practitioner logs were a very helpful tool in prompting practitioner consideration of their beliefs, as were the evaluation surveys.

The delegation of real power and work from the centre, ie the practitioners who are adopting the new practice require a personal sense of responsibility in integrating it well into their practice

Trainers on the whole were successful in enabling practitioners to take the lead in adopting yMIND practices. This included increasing motivation on those occasions they had the opportunity to observe their CYP when trainers delivered workshops in their classes.

In capacity building workshops, practitioners had space to express their reservations, or as the case may be, enthusiasm for the models, and trainers facilitated the discussions:

Some of the methods were seen controversially by the participants, as one participant noted: "I don't see the purpose of this activity. I'm not going to implement it". This critical perspective towards the method was appreciated, we saw in it a sign of trust and readiness to discuss openly what the usability of the learning activities can be. Interesting development was that other participants in the group stepped actively up reasoning on the method's applicability, so that we as moderators did not have to intervene and 'defend' the practice itself, but only shared why it can be influential activity to promote change of perspective (the method is briefly presented below). This role was taken over by the group members. (Germany, trainer, GP1)

Trainers also organised the discussions so that practitioners could reflect in detail what of the aspects of yMIND to apply, how, and with which groups.

All methods were practised and afterwards evaluated in terms of their relevance for training of students; adaptation of the content was discussed as to the specific age of the learners. Many shared the insights and learning objectives important to them. (Germany, trainer, GP1)

De-privatisation of practice > enabling colleagues and trainers to have sight of practice, eg through observation

As part of the training in Germany, participating practitioners were invited to observe the delivery of the prevention workshops, given observation sheets to note down particular features of the session which led to particular interest and created enthusiasm, those activities which didn't, and what the learning outcomes were.

Among other partners, this element of effective transfer occurred primarily through the learning conversations in workshops, as described above. The external evaluator continues to encourage specialist and peer observation and debrief as part of CPD programmes going forward, as an approach to enable practitioners to embed yMIND practices in a sustainable way, and generally as part of their approach to CPD in future programmes.

Integrated leadership – leaders should be involved in teaching and professional learning (instructional leadership) and delegate responsibilities (distributed leadership)

In many ways, the style of leadership in the settings where yMIND was implemented was beyond the power of partners to influence, and indeed scope of the project. Nevertheless, the crucial role of leadership in facilitating the adoption of new practice is not only highlighted in the literature, but was also apparent to partners, when practitioners expressed a helplessness with attempting innovation within rigid structures, or arrived at training unprepared and badly informed:

At the very opening of the training, it turned out that the teachers did not have enough information about the project and about their role and involvement. For this reason, much of the time anticipated for introduction has increased. There were some resistances in introducing certain rules, such as time frame. (Bulgaria, trainer, GP1)

Clearly partners needed to get school and community leaders on board in order to gain access to schools. However, evidence from the review suggests that leaders also need to engage in meaningful ways in professional learning (instructional leadership). This occurred most conspicuously in Greece, where a school director and the Educational Lead at the Counselling and Guidance Centre of Laconia led training sessions.

Engagement in yMIND by leaders was less evident in Bulgaria, where there was an expectation that the delivery partner would conduct training with students, without leaders needing to get involved. This resulted in slower implementation as trainers needed to work on raising awareness of the issues and faculty responsibility in addressing them, before embarking on the main programme. This in itself highlights the importance of leadership buy in for successful transfer of practice.

Does the training in GP models bring about a change in perspectives among practitioners/adults towards CYP voice?

In relation to the question of practitioner perspectives towards CYP voice, the project already started from a high baseline, with the majority of survey respondents across all four countries scoring 90-100 / 100 on a scale for the question: 'How important is it, in your view, to listen to the children/young people you work with/teach?' Typical explanations for scoring so highly were:

Children ... need to express themselves, they want to feel that we are listening to them, and they are always the ones that suggest the best solutions. (Greece, practitioner)

A two-way process in which everyone shares their views is fundamental to building a good learning process. (Bulgaria, practitioner)

Even in the few cases where practitioners scored low (in this case 75/100), there was an acknowledgement of the importance of learner voice, just as that engaging with CYP perspectives can be hard work:

There are times when it is hard for me to listen, because my stress level is too high. It is important then to take a little time out. (Germany, practitioner, GP1)

As the project progressed, practitioners had these positive attitudes to CYP voice reinforced as a consequence of engaging in the programme.

I felt that the education system (not the teachers) is currently underestimating the way our teenagers think. The associations, the conclusions and the logic they have, gave birth to very beautiful thoughts and feelings. (Greece, practitioner, GP1)

Practitioners became more confident to allow CYP space to engage as they delivered the methods:

At first I felt some hesitation because I lacked the support of the other practitioner. Later, these concerns abated because all the children got involved according to their capabilities and, in fact, even though only one child was the winner, the game went well. (Bulgaria, practitioner, GP1)

In capacity building workshops, trainers modelled learner voice by encouraging practitioners to work through problems through discussion rather than jumping in with the answer themselves:

As to the application in the classroom some participants shared concerns as to their pupil's group:

"If I apply these sentences with my class, I am sure I will get many opposing points of view. But what do I do then, and how do I avoid teaching the morally and socially correct standpoints"

Other participants emphasised the fact that exactly this would be the right moment to start, where negative attitudes are vehemently shared.

“Let them come to the fore and be sure that in each class there will be at least one participant who would be in favour of the contrary position.”
(Germany, practitioners, GP1)

Does the training in GP models bring about a change in practitioner sense of self-efficacy?

In the surveys, practitioners were asked how prepared and confident they felt to engage with CYP on the topics covered by yMIND. Scoring themselves on a scale from 0-100, where 100 indicated 'I feel totally prepared and confident', the average scores for partners who responded to this question in **both** surveys were:

Country	Pre-survey average	Post-survey average
Austria/Germany (N=4)	62	72
Bulgaria (N=15)	55	64
Greece (N=5)	70	79

This particular survey outcome should be treated with caution given the small number of practitioners responding to the same question in both surveys. In addition, several practitioners, represented across Austria, Bulgaria and Germany, gave themselves a lower score at the end of the intervention than at the beginning. This might be attributed to the fact that the training brought about a fuller awareness of the scale, nature and impact of the issues covered by yMIND, before they felt equipped to deal with them. This would have provided a rationale for extending the training further for these practitioners. Nevertheless, the trend in all countries for participants to give a higher score at the end of the intervention was encouraging for partners in taking the intervention further, understanding its potential to have a positive impact.

Where survey respondents gave a high score in the pre-survey, reasons included:

“I’m familiar with the topics. The responsibility for mediation, on the other hand, is complex” (Germany, practitioner)

“After 25 years at this school, I think I have had a long education, and yet there are always new surprises.” (Bulgaria, practitioner)

Where respondents gave a lower score, their reasons included:

“I have concerns about how we will work on “taboo” issues in our region without any reactions from parents.” (Greece, practitioner)

I am in the second year of a coaching/mediation course, and am engaging intensively with this theme. Nevertheless, it is always difficult in reality to find the right methods. (Austria, practitioner)

Messages emerged from the end of intervention survey which indicated practitioners had existing practice confirmed as a result of participating in yMIND:

[yMIND was not so much about supporting me as] confirming that I am on the right track. (Austria, practitioner)

Comments in the practitioner logs revealed that in some circumstances practitioner sense of self-efficacy was circumscribed by the environment they were working in. This was particularly an issue in Bulgaria:

All hierarchical levels in the school are victims of violence. The leadership is rough with the teachers, the teachers behave rudely and disrespectfully to the students, even the guards shout at the students and offend them. Accordingly, students behave roughly with each other. (Bulgaria, practitioner)

In such an environment it is difficult for an intervention such as yMIND to increase practitioner sense of efficacy. Nevertheless, evidence elsewhere indicated that at least capacity building workshops and observation of trainers helped practitioners envisage how different approaches adopted by them might promote student learning and dialogue.

In several instances in the pre-intervention survey practitioners voiced doubt about whether the intervention was appropriate or whether CYP would engage with the activities or make progress. For those settings where there is evidence, the answer is that the intervention did work in taking CYP forward in their attitudes and behaviour, and that persistence was rewarded. Engaging in this process and seeing the results can in themselves be a boost to a sense of self-efficacy on the part of practitioners, implying an important role for trainers to draw this learning out and reflect on it through dialogue with practitioners. These comments from a German trainer are a case in point:

My feelings were: 'is it worth investing in the class, when the structures are so firmly upheld, and they are leaving at the end of the year anyway?' On the Identity Molecule activity, it was hard for some to think about who they are and what makes them different (it seemed as if some are not used to looking at and describing themselves), but in the end there was a feeling of "I am someone and important. (Germany, trainer, GP1).

Comments in the end of intervention survey indicated participation in yMIND training and implementation in the classroom made practitioners feel supported and more confident in their practice:

There is always something we learn in the training. The yMIND training model diversifies my teaching work and makes me even more confident in the classroom. (Bulgaria, practitioner)

It gave me the materials and ideas to talk about gendered violence and violence in general. (Greece, practitioner)

It gave new ideas to organize my students to think together in one direction and to understand when they said something how it might affect another student. (Bulgaria, practitioner)

After periods of focussed work, the exercises quickly bring the children to life and refresh them for the next hour, and I get to know them better with each subsequent game. (Bulgaria, practitioner)

I really feel supported by these activities, I can't get enough of them. (Germany, practitioner)

You feel supported because it shows that projects on this issue exist. You don't feel alone. (Germany, practitioner)

Does the training in GP models bring about a change in practice?

The introduction of yMIND activities in many settings highlighted the gap between usual pedagogical practice, on the one hand, and the participatory ethos of yMIND, on the other. While evident in certain settings in all four countries, this was particularly pronounced in Bulgaria, where trainers found, for example, that the traditional didactic approach manifested itself in the physical layout of classrooms, which made them unsuitable for yMIND interactive games and creative activities. The project therefore has plenty of potential to bring about positive change in practice.

The trainer logs have on the whole proven their potential as an effective tool in prompting practitioner reflection on their practice, and so initiate the first step towards change of practice. The nature of yMIND activities has meant giving CYP more freedom to speak and act in yMIND sessions than appears to be the case in their regular lessons. This has led to an increase in demands on practitioners in terms of behaviour management, and several have noted in practitioner logs changes in practice they have made or planned:

As an observation of our work in the group, we learned that there is no need to continue the work at any cost in the preliminary plan of the session. (Bulgaria, practitioner, GP1)

Participation in the training was also a spur to employ the method in other parts of the curriculum:

The teacher continued discussion of the theme in the class council. (Germany, trainer, GP1)

Some evidence also emerged from the CYP end of intervention focus groups that teachers had changed their practice to some degree following engagement with yMIND:

More than half believe that the climate has improved in the classroom. Educators make fewer remarks. (Bulgaria, CYP focus group)

While the duration of the project restricted the scope of the evaluation to identify change in practice on a large scale, practitioner readiness to contemplate the new practice was apparent in practitioner survey responses (see also following section), and this trainer report entry:

At the beginning of the session the teacher intervened to try and structure what was happening, but in the course of the day let us take more and more of the leadership of activities. (Germany, trainer, GP1)

In survey responses, 29 out of 56 responding practitioners declared that they had made changes to their practice (or observed that colleagues had made changes) as a result of attending yMIND training. These changes included:

- Inclusion of yMIND activities and strategies in their teaching (x16)
- Adaptation of the yMIND model (x2)
- [I will] look for new mechanisms to change the school environment - for peaceful and effective learning and development. (Bulgaria)
- I intend developing out of the yMIND model, along with one or two other models ... an approach for the theme of 'values education', which I will put into practice once a week in the next school year. (Germany)
- Changes in approach to teaching, (x6) eg
- 'I teach with more patience and investigate cases more carefully' (Bulgaria)

- 'I use more informal learning, no matter how difficult it is in the 'closed' classroom' (Bulgaria)
- 'I will adjust activities according to the audience' (Greece)
- 'We talk more about discrimination in the classroom' (Austria)

Four practitioners stated that they had not made changes to their practice as a result of participation in yMIND. Three of these were from the same school in Bulgaria, and stated this was the case even though they had applied some yMIND activities with their own students. One gave the reason for their practice not changing as: 'In our class there are no systematic forms of violence'. The fourth practitioner was from Austria, and stated that they had always promoted a message of equality among their students.

Furthermore, the close alignment of the features of the capacity building model with the evidence base of effective CPD and transfer of practice, as set out in case study 7: *How the yMIND 'capacity building' model supports professional development and learning*¹⁷, would suggest a good chance of practitioners who engaged with yMIND adopting the practice to some degree.

Does the training in GP models bring about a commitment to implementing the models? (positive attitude towards the models)

Overall the practitioners who encountered the yMIND interventions found them to be a welcome addition to their current practice, bringing support to an area of school life that was often not properly addressed. This was particularly apparent at the dissemination events in Greece and Germany, where practitioners spoke enthusiastically about their and their CYP engagement with the activities.

Where practitioners had attended capacity building workshops, and completed evaluation forms, they have indicated overwhelmingly their intention to implement the model in their own settings. The responses from the training by practitioners in Potsdam show the yMIND models meet a range of needs, both pedagogical and collegial:

- I will implement specific methods with my group of learners with special education needs
- will apply methods in the sexual pedagogy workshops as modules
- develop a wider concept in cooperation with other colleagues

¹⁷ http://www.youth-mind.eu/images/products/case_studies/yMIND%20case%20study%207%20-%20Continuing%20Professional%20Development.pdf

- put more emphasis on preventive work.

in the end of intervention survey, practitioners made the following comments about the way the yMIND training had supported their practice:

- It has increased / reinforced experiential learning among CYP (x10)
eg: *'It works with originality, innovative practice, experiential participation and involvement of children and teachers.'* (Greece, practitioner)
- It provides practical resources and ideas (x9),
eg: *'Handouts with methods and activities like a game, which helps students relax and motivates them to engage with the themes.'* (Germany, practitioner)
- I have integrated the model into my practice (directly stated, x5)
eg: *'I integrate the training model wherever possible and necessary.'* (Bulgaria, practitioner)
- It has had a positive impact on pupils (x5)
eg: *'It brings more emotion to the lessons, bringing the classes together.'* (Bulgaria, practitioner).



4.7 Adequacy and feasibility in terms of transfer and mainstreaming (and so longer-term sustainability)

Section 4.6 has described the ways the capacity building training model of yMIND relates to practices of professional development and transfer for which there is evidence of effectiveness. This section reports on evidence to suggest that there is an appetite and mechanisms in place to take yMIND forward.

Partners have already achieved the reach of yMIND beyond what was originally planned, where a total of 18 schools participated against a planned 15; 702 CYP participated against a planned 275; and 38 stakeholder organisations against a planned target of 22. Given the number of organisations involved in yMIND, it is disappointing that partners fell short of the target number of practitioners to be involved: 127 against a planned 230. Partners faced particular problems in the recruitment of practitioners to training, including inability to conduct in-house training (Germany), the bureaucracy of obtaining ministerial permission (Greece), lack of 'partnership' engagement by school leaders (Bulgaria).

Do leaders of participating centres plan to continue to implement the models?

SPI developed a close collaborative relationship with the Judith Kerr primary school in Berlin during the course of yMIND. The headteacher recognised the value of GP1 to help her and her colleagues achieve the school's aim of meeting the individual needs of its pupils, in the absence of any such offer from any other local CPD provider.

At the Judith Kerr Primary School, pupils come from many francophone nations. The individual needs of each child and the active inclusion of every difference is an important part of this aspect of our school. Sibuz and Regional CPD do not offer a programme relevant for this particular group of pupils. (Headteacher, Judith Kerr primary school, Berlin)



Berlin, 28.05.2018

Vergabevermerk // Alleinstellungsmerkmal

„Raus aus der Schublade“ ist ein besonderes Projekt der **SPI-Forschung gGmbH**.

Das Thema verbindet sich mit dem von der Schulgemeinschaft favorisierten Thema „Akzeptanz von kultureller Vielfalt“ und „Gewaltprävention“.

An der Judith-Kerr-Grundschule lernen Schüler*innen aus vielen frankophonen Nationen. Die individuellen Bedürfnisse eines jeden einzelnen Kindes und die aktive Einbeziehung in jede Andersartigkeit ist ein wichtiger Bestandteil dieser besonderen Thematik an unserer Schule.

Das Sibuz und die Regionale Fortbildung bieten kein auf die Schüler*innenklientel zugeschnittenes Programm an.

Es geht darum, dass Unterschiede von den Schüler*innen erkannt werden, Akzeptanz und Toleranz entstehen kann, trotzdem Gemeinsamkeiten herausgearbeitet und von den Schüler*innen erkannt und umgesetzt werden können. Dies erscheint mir eine wichtige Voraussetzung um auch in der Pubertät und im späteren Erwachsenenleben achtsam und selbstbewusst mit sich und den Mitmenschen umzugehen.

Mit freundlichen Grüßen

Eva Heitmann

Judith Kerr will continue to deliver GP1 workshops and, as part of its commitment to the sustainability of yMIND in Berlin, hosted the launch event of the CPD offer for the 2018-2019 school year.

In Greece, the director of the Molasi Junior High School expressed the desire to extend yMIND activities in her school, indicating a commitment to continue implementation:

I wish there was more time in the curriculum for such activities. Because now we 'steal the time like thieves' whenever we find an opportunity. That is, at the periphery of regular curriculum teaching of.

Are there changes to centre policies in relation to bullying, discrimination, gender equality, gender-based violence?

No evidence was returned in relation to this question. Inviting participating practitioners and leaders to review their policies as a part or result of the training would be one means for partners to secure sustainability for the project. Partners might consider sharing example policy statements with centre leaders which are related to the GP models.

Do leaders of non-participating centres plan to implement the models?

The open-call by Action for schools to participate, and the central offer of CPD organised by SPI has created a potential pool of adopters beyond the core pilot groups in these countries, and sustainability plans are drafted. Therefore, partners are developing the potential for the GP models to be adopted more widely. Critical for this were the dissemination strategy and action plans. These clarified how wider engagement and deeper use of the models were going to be supported, and uploaded onto the Extranet.

HESED is strongly promoting wider implementation of GP2 in Bulgaria, and has delivered an additional training workshop for practitioners of the Sauchastie organisation¹⁸, who in turn will be delivering workshops among the Roma community of Varna.

Do education experts / policy makers endorse the implementation of the GP models more widely?

SPI has demonstrated the value of engaging policy makers in the project by successfully co-opting the support of the Berlin Senate and the CPD co-ordinator of a Berlin district in advocating the good practice models. The CPD co-ordinator found the project and in particular the participatory approach exceptional and very useful from the perspective of the school institution. In her words, 'nobody works like that in schools.' In practical terms SPI's exploitation plans have been put into action, with a new series of CPD workshops on offer to primary schools in Verbund 3 (three city districts in Berlin), starting in January 2019. This is in cooperation with and financially supported by the regional further training unit of Berlin Senate education department.

¹⁸ <http://www.sauchastie.org/en/>



» VORANKÜNDIGUNG «

Neu an der Grundschule???

Soziales Lernen im Unterricht und im Ganztag der Grundschule



Fortbildungsangebot im Schuljahr 2018/19 der Regionalen Fortbildung im Verbund 3 in Kooperation mit dem Sozialpädagogischen Institut Forschung Berlin (SPI Forschung) für Lehrkräfte und Erzieher/-innen, die neu an der Grundschule arbeiten.

In der Auftaktveranstaltung lernen Sie die verschiedenen Module für das *Soziale Lernen im Unterricht und im Ganztag* der Klassenstufen 3-6 kennen.

Diese Module verbinden Themen, wie Mobbingprävention, Geschlechtergerechtigkeit und Vielfalt zu einem praxisorientierten Fortbildungsmodell, zur Förderung einer diversitätssensiblen Lernatmosphäre.

Sie entscheiden anschließend, welche Module Sie für Ihre Praxisarbeit auswählen. Bezogen auf Ihren Bedarf können Sie ein Workshop-Programm zur schulinternen Fortbildung für einen Jahreszyklus zusammenstellen. Ihre aktuellen Fragen stehen dabei im Mittelpunkt.

Um Methoden im Unterricht und im Ganztag sicher anzuwenden, können Sie eine Begleitung für den Transfer in die Unterrichts- und Schulpraxis nutzen.

Wie Sie durch das soziale Training positive Effekte für die Erziehungsarbeit, die Unterrichtsentwicklung, die schulische Demokratieerziehung und Gewaltprävention erzielt haben, zeigt die Reflexion am Ende eines Jahres. Sie ziehen ihre eignen Rückschlüsse für die weitere Arbeit im Bereich *Soziales Lernen im Unterricht und im Ganztag der Grundschule*.

Termin/Ort/Veranstaltungsnummern werden mit Einladung und Programm bekannt gegeben.

Bei Anfragen zu schulinternen Fortbildungen wenden Sie sich bitte an
Regionale Fortbildung im Verbund 3
Charlottenburg-Wilmersdorf/ Spandau/Steglitz-Zehlendorf
Leitung: Frau Gerhild Rehberg Tel: 9029 – 25185, Email: gerhild.rehberg@senbjf.berlin.de

Similarly, in Greece, in order to promote the good practice models, Action has engaged the support of:

- KESYP in Sparta
- the Schools Inspectorate of Heraklion

- the 1st Regional Education Directorate of Athens
- the Diavlos Centre for the Prevention of Drug & other Dependencies and Promotion of Psychosocial Health of North Laconia
- ELIZA Society
- SOS Children's Village.

In Heraklion, the primary schools adviser has incorporated the synopsis and methods handout for GP1 in her guidance to teachers, in helping them address the issues that are the focus of yMIND. She particularly endorses the CYP voice element of yMIND, and the social-emotional benefits for CYP, as well as the benefits for professional development, and teacher identity and sense of competence:

YMIND's educational model supports teaching practices because it gives material to the teacher and directions to organize his / her intervention in his / her class rather than always seeking outside help from "specialists". YMIND works at a preventive and therapeutic level. It helps to make a good start in the classroom, in the school with peers and concerns all children. It works with originality and innovative practice. (Greece, multiplier, GP1)

In Bulgaria, yMIND has received endorsement from and is being promoted by the Director of the Start Academy in Sofia.



To the attention of Silviya Vasileva,
Coordinator of yMIND project for Bulgaria

Dear Mrs. Vasileva,

I was asked to express my opinion about the Good practice model "*Comprehensive diversity competence training in school setting*" of the project *Youth MIND Education: Youth Migrants/Minorities' Inclusion, Non-violence, Diversity Education (yMIND)*.

After reviewing in details the synopsis and the booklet, in my opinion the methodology shows well and comprehensively written practices and advices, ready to implement in school. Many schools face the problem with violence and aggression between the students. The methodology gives the teachers, the form-masters and the psychologists an easy tool to use. The methodology is applicable, but the risk of bad executions still stays. That's why I recommend more live meetings, coaching sessions and ongoing support for the professionals, who choose to use it.

I strongly recommend this good practice model for implementation in schools, by child and youth workers and institutions working with kids and students.

Milena Dimitrova,
Founder of "Start Academy Sofia",
Project Manager at Ucha.se
<https://ucha.se>

HESED has also used yMIND as a focus of its ongoing conversations with three governmental and municipal authorities as part of a longer-term strategy to position itself as a partner in supporting Roma communities, where it anticipates future support for further delivery of both GP models. HESED is being supported in this process through the advocacy of the National Network for Children, which has presented both good practice models to the Ministry of Education and recommended their application in schools.

Of all partners, AÖF has encountered the most difficulty in mobilising support at policy making level. Early interest in GP2 from the Department for Gender Mainstreaming – Equality in the Ministry of Education has been extinguished in a new policy climate that has seen the Department close.

4.8 Summary of achievement against the seven aspects of the external evaluation

The achievement of the yMIND partners in relation to the seven aspects of the external evaluation can be summarised as follows:

Relevance of selected education contexts and community settings

All schools and centres engaged in yMIND experienced issues related to some, and sometimes, all, of the yMIND themes. Many of the children involved in the programme had personal experiences of abuse and aggression, either as witnesses or victims. While the yMIND interventions could not replace the specialist psychological and social services required to address the deep harm caused by aggression and abuse experienced by some CYP, it could contribute to creating a broader stabilising school atmosphere of tolerance and acceptance. **To this extent, the yMIND can be said to be relevant to whatever education contexts and community settings it is applied in.**

Internal thematic concept coherence

In practice, GP1 has 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 around those themes, no matter what the starting point of the conversation. The range of activities and resources, and the bringing together of four themes into one intervention, has meant that both practitioners and CYP could explore issues relevant to them in a flexible and meaningful way. Because the focus of GP2 was primarily gender-based discrimination and violence, conversations in these sessions covered primarily these two yMIND themes, although naturally bullying also emerged as a theme.

Proper balance among core components

The activities comprising the good practice models met to a high degree in their design the principles of effective teaching and learning established in the framework (appendix A). Some principles strongly featured in the implementation, in particular:

- Activating learners as owners of their own learning
- Collaborative groupwork
- Effective questioning and eliciting evidence of student learning
- Variety in learning experiences
- Making connections to learners' lives.

Other principles were apparent in some degree, but could be further developed as the practice was taken to scale, in particular, formulating and revisiting in clearer terms learning intentions, and involving parents in their children's learning.

Other specific components of the models that emerged as being important in practice were:

- 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

Across the project, practitioners consistently described classroom interaction where CYP clearly gained in confidence the more they engaged with yMIND activities, and the activities themselves provided the framework within which skills and confidence in interpersonal communication and discussion of the issues could be developed. On the whole CYP engaged enthusiastically with the activities. Nevertheless, practitioners found there were some activities where CYP did not engage well, and reflected well on reasons for this: sometimes because of length of activities, the sequence of activity types or environmental reasons (heat for example). The range of activities and resource available for yMIND sessions, however, meant that practitioners were rarely at a loss as to how they could rearrange the learning to ensure CYP engagement. Behaviour was a central theme across the intervention. It was soon apparent to many practitioners that the activities could unleash problematic behaviour among CYP used to more rigid regimes, and 'from the front' teaching in the classroom. On the other hand, the same activities provided a structure within which practitioners could start addressing problematic behaviour and coaching CYP to more productive interaction. Practitioners in yMIND displayed energy, tenacity and skill in doing this, made possible by faith that in time CYP would make improvements in behaviour and engage more effectively with the activities. **To this extent, yMIND can be recommended as an innovative behaviour for learning intervention.**

Social inclusion potential

In cases where CYP reported a more accepting environment, the conditions at least for a more welcoming climate more generally could be anticipated. Elsewhere, a greater tendency of CYP to be more inclusive of others, and respect their presence was also noted.

Innovation value of training methods

Several principles for effective transfer of practice were realised in the implementation of the training, not least collaboration, a combination of specialist input and coaching of practitioners, and delegation of real power and work from the centre: professional learners were encouraged to take a lead in the implementation of the new practices. In some cases, training was sustained over time, and there was real potential for this to be a more developed feature of the yMIND approach to CPD longer term.

The use of practitioner logs as a tool for enabling reflection was recognised, and so now form the basis for reflective dialogue. The potential for de-privatisation of practice could be further developed, for example, by encouraging peer observation and debrief.

In terms of outcomes for practitioners, involvement in yMIND reinforced already existing belief in the importance of CYP voice, primarily by demonstrating the role of this as a central feature of yMIND.

On the whole practitioners expressed greater confidence in dealing with the themes of yMIND in the classroom at the end of the intervention. **It is fair to say, however, that for many practitioners as well as CYP, the good practice models represented a departure from regular classroom interaction,** and so the disturbance in practice which ensued inevitably led to questions about how well equipped they felt they were to handle these topics. In some cases, the school environment and leadership were not facilitative of this type of innovation, but capacity building workshops and observation of trainers helped practitioners envisage how different approaches adopted by them might promote student learning and dialogue.

Adequacy and feasibility in terms of transfer and mainstreaming (and so longer-term sustainability)

The yMIND was on the whole welcomed in the settings in which it was implemented, with several practitioners and leaders acknowledging the real needs it was designed to address, and finding that CYP response, while frequently challenging, was one of engagement and deeper understanding of the issues. Partners have built on the endorsement of school leaders and policy

makers to mainstream the practices through the professional development offer in Bulgaria, Germany and Greece.

In Austria, the opportunity to build on the early achievement of the GP2 pilot was thwarted by a distinct change of direction in policy which saw the closure of the branch of government which had committed to support it.

All partners should continue to promote yMIND with confidence, and conviction that the GP models are both needed and effective. The evidence presented in this report for both the GP models and capacity building approach confirms that **yMIND represents effective practice, can develop 'learning to learn' skills, and has the potential to improve communication and interaction both in the classroom and beyond.**



5.0 Recommendations

The following recommendations draw on the lessons from the yMIND project, and are offered as a guide to partners, school and community leaders, and policy makers seeking to embed and implement in new settings the yMIND good practice models.

Sell the wider education benefits of the good practice models

- GP1 and GP2 do not simply provide a framework to support CYP learn about diversity and address issues around discrimination, bullying and violence. In addition, through participation, CYP develop skills in communication and critical thinking. They are also required to reflect on and adjust behaviour. To this extent yMIND should be considered and described in terms of a whole school intervention, supporting other areas of the curriculum and school life.
- yMIND can be considered a whole-school strategy to identify social and personal problems individual CYP may be experiencing. Where schools have specialist support in place, such as educational psychologist, child protection officer etc, yMIND can be considered as an underlying programme to develop the broader context of empathy and tolerance for diversity that supports specialist interventions. It can also add to centres' existing diagnostic processes for identifying CYP who need specialist support.
- Organised appropriately, yMIND can also provide home-school links and make the connections to the wider community which contribute to learner success.
- Use the case studies to illustrate the benefits of yMIND, and how it works in practice.

Implementation of the good practice models

- Be clear about what the centre's, and the community it serves, starting point is in terms of: attitudes towards the themes of yMIND, and the interactive and CYP-led nature of the pedagogy, and tailor initial activities and conversations accordingly.
 - Prepare the ground through conversations, focus group, and training activities with leaders and practitioners.
 - Involve leaders and practitioners in yMIND activities from the beginning – avoid yMIND being an intervention conducted by outsiders, it needs to be integrated.

- In practice, yMIND activities encouraged CYP to relate to problematic issues in their lives. When this occurs, professionals need to be prepared to deal with them.
 - Use the case studies and information in section 4.1 of this report to familiarise practitioners with the types of issues yMIND raises.
 - Ensure practitioners conduct the preliminary focus groups designed for yMIND so that they have clarity on the sorts of issues they will be dealing with in their context.
 - Plan where the yMIND intervention will sit within the centre's wider processes for dealing with pastoral education, special needs and child protection. Ensure there is clarity over referral pathways, for example, if a child discloses an incident of child abuse.

Professional development and effective transfer of practice

- To adopt new practice, leaders and practitioners need to 'own' it. A key mechanism for achieving this is **co-construction** – that is, practitioners are involved from the beginning in design, implementation, evaluation and revision of the new practice. Where co-construction is not possible, for example when using a resource and activity created elsewhere, providing **choice** is a helpful substitute, requiring practitioner to make decisions and therefore take responsibility for what they implement.
 - When planning implementation of GP1 strategies and activities, allow practitioners to use the synopses to select which activities they will use, justifying decisions in the light of reflections on their own CYP
 - Plan for feedback sessions or review workshops in which practitioners can adapt activities, or create new approaches based on yMIND principles, for themselves.
 - Encourage practitioners to apply the principle of choice in their own practice, so that CYP too benefit from opportunities for decision making, and so increased motivation.
- Encourage practitioners to use teaching logs to ensure reflection and to provide information for debriefing, and planning next stages.
- Establish practitioners as pairs or buddies to review their application of the new practices, and encourage collaborative activities such as observation and feedback, and joint planning.
- Ensure at least one senior leader is involved in professional development, either as participant or lead practitioner in training sessions, or through

observation and feedback or modelling of the practice. Where there are mechanisms for performance review, encourage practitioners to discuss their implementation of yMIND, to help raise its profile on the management agenda.

Reinforce local and national messages on the benefits of interventions sharing yMIND principles

- Develop your network of organisations, professionals and community links that share the ethos of yMIND, and alert them to where and when yMIND is implemented.
- Use the case studies and frameworks for effective practice to illustrate the benefits of yMIND and how it works.
- Support centres implementing yMIND to develop their own case studies of its impact on individuals, and to display outputs.
- Identify opportunities to link yMIND activity with regional, national and EU policies, and highlight these links with policy makers.

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