



LINK LAB REPORT

IMPLEMENTATION OF THE
EDUCATIONAL PROJECT

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Erasmus+



Link LAB

Country Report: ATFCT (ROMANIA)

Responsible partner: ATFCT

Cooperation network

Please describe the collaborations activated at local level

For these set of activities, ATFCT has activated local partnerships with “David Voniga” Theoretical High-School in Giroc – it is a rural school that has kept growing in the last few years and now has over 1300 students, which offers education from kindergarden level to high-school level –, the Association “Keep the Dream” – targeting children with disabilities – and “Classville” Educational Center – focused on the cognitive and emotional education of children and on supporting parents be more creative and proactive – both of them also from Giroc.

Both the staff – mainly teachers, but also psychologists, speech therapists, social workers, counsellors – and management of these organizations, as well as their beneficiaries from the community – children and parents – were actively involved in the activities of the project. These organizations also helped with the logistics of the activities, providing spaces and resources for the activities.

Priorities, objectives and activities were set according to the different particularities of the target groups and also to the educational and psychological needs pointed out by the local partners.

Participants

Please describe the involved participants for each target group:

Student, teachers, social operators, parents

Activities carried out by ATFCT involved:

- groups of children/ students, aged from 6 years old to 14 years old, with a very heterogeneous background (including children with psychological and physical disabilities, adopted children, children living in mono-parental families, children coming from intercultural families, children with behavioural problems);
- a group of teachers and social operators working in inclusive educational systems, including children/ students with disabilities and behavioural problems and other children/ students categories mentioned above;
- a group of parents highly involved in the community exchange and support and/ or parenting children with disabilities, adopted children, children with behavioural problems etc.

Activities

Please describe the activities implemented for each target group (including photos), including the reference to the selected good practice

Selected Good Practice: Lego Serious Play

This good practice encourages educators to use Lego to help students – which are not necessary to be children, they can be grown-ups too – understand complex concepts and mechanisms, to better express inner thoughts and emotions and to learn about life in a fun way. Students can work individually or in groups. It is an all-environment and all-ages friendly technique and helps develop creativity and stimulate curiosity.

ATFCT has used this technique with children, in order to develop social skills. Children were asked to create from not less and not more than 20 pieces of Lego of their choosing a structure that will “speak” to the others in the group about themselves. They had to think about a certain thing about themselves that they would have liked to share with the others in the group and create a piece relevant enough to convey that message without any words. Then each student had to reveal his/ her own construction. In the first stage of the presentation, the constructions were observed by the others and each member of the group would have to say what he/ she understood the structure represented. In the second stage of the presentation, the authors of the construction were asked to reveal what were the initial messages that they had in mind when they built the pieces and make a short presentation of themselves in front of the group.

The objectives set for this activity were:

- trigger the children’s reflections upon themselves (What do I know about me that I would like the others to know about me too?);
- develop strategic thinking (How can I use the Lego pieces to convey the message about myself that I would like? What pieces do I need/ should I choose from the pile? How do I build the structure?)
- train the use of symbolic interpretation (What does that piece represent? What is the message that lies behind it?)
- practice self-presentation abilities and reducing stress when speaking to a group (How can I explain it? Do people understand? Is it important for me to feel understood and well received?)
- building self-esteem (Do people appreciate my work?)

This activity was “sandwiched” between one or more ice breaker activities in the beginning – like saying “Hello!” to the others in an original manner or reflecting on the present body sensations and emotions while contouring one hand with the index finger of the other hand – and a reflection activity at the end – like expressing one word to give to the group or taking a way one thing well learnt from the experience.

Selected Good Practice: No More Tears

This good practice promotes methods of reducing violence in schools and in families and offers guidelines for limiting the effects of bullying.

ATFCT has used this set of guidelines and examples to help teachers and parents better understand aggressive behaviours of students/ children and structure effective measures in order to stop bullying situations from appearing and limit the emotional and social impact of such situations, in case they do appear.

The objectives set for this activity were:

- develop mediation abilities and conflict resolving abilities;
- promote attitudes like tolerance, open-mindedness and accepting differently abled people;
- develop assertive skills and training people on how to develop assertive skills of others;
- support actions to reduce bullying and encouraging educators to promote community change.

The training activities have been organized as interactive presentations, in which theoretical knowledge about aggressive behaviour, conflict resolution strategies, mediation principles and assertiveness were combined with practical anti-bullying solutions tried previously, with examples of situations the educators have experienced in their every-day work and with debates upon the measures offered as guidelines in the “No More Tears” training materials. Important resolutions have been drawn at the end of the workshops and action plans were sketched to better suit the needs of the participants.

The main topics and the training objectives were identical for both groups, but workshops were significantly different because of the different roles that were played, the different examples discussed and the different set of measures found to be effective or appropriate.

Selected Good Practice: Tasks for Democracy

This good practice is in a fact a collection of activities designed for developing and assessing transversal attitudes, skills and knowledge included in a handbook for practitioners in formal and non-formal educational settings.

ATFCT has used this activity to develop social skills of the children/ students and to prove the usefulness of such an education to teachers and parents and support the last categories in nurturing the social skills of the children they are parenting or the students they are educating.

For the *workshops with the children/ students*, the learning activities chosen were “The walnut game” and “Being in someone else’s moccasins”.

In the first one, the participants were asked to stand in a circle and say their names, accompanied by an adjective of themselves (for older students, the adjective needed to start with the same letter as the name). Each member of the group had also to repeat all the names and adjectives said previously by the other members. Further on, the participants have to make the circle bigger and create a gap between two of the participants. The one standing on the left of the gap needs to invite another person from the group to fill the gap and then the left person standing in the gap newly created calls for somebody to fill the gap and so on. In the last phase of the activity (which was a little modified to fit the resources available), the participants needed to place their left hands, palms up, in the right hands of the persons standing on their left side and send forward to their neighbour on the right the “impulse” they receive in their left palms by touching the left palm of the neighbour (resting in their right hand) with their own left hand (which was previously touched by their neighbour on their left and so on). The group needs to do it faster and faster each time.

The objectives set for this activity were:

- facilitate self-reflection and self-presentation abilities;
- develop assertive behaviour by inviting people to join in something;
- develop cooperation skills among group members.

The second activity was adapted in order to include the opportunity of discussing the topic of people with deficiencies (indicated as being a necessity during the need analysis done in the focus groups). The participants were asked to work in pairs and each pair received a blindfold: one would play the role of a blind person, while the other would play the role of a guide and help the “blind” person move through a circuit with a lot of obstacles, then they would need to change roles. In another case, the blindfolds and the “blind” person was replaced with an “ill” person, while the other member of the pair would play the caregiver that takes care of the “ill”, feeds him/ her and does whatever consider important or necessary to mend the “pain”.

The objectives set for this activity were:

- trigger tolerance and acceptance for the people with deficiencies or differently abled;
- develop helping and caregiving behaviours;
- facilitate taking responsibility for their own actions.

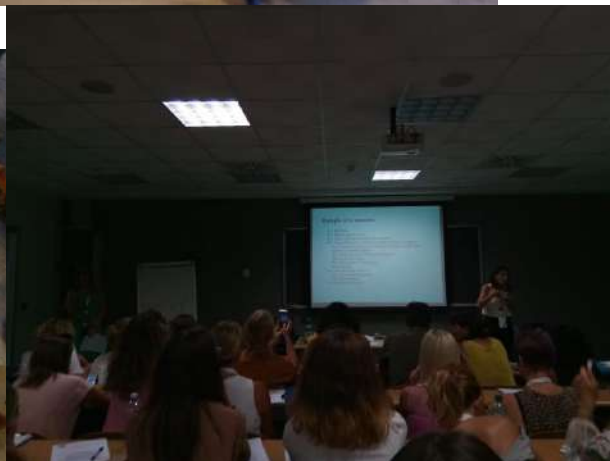
After the role plays, the participants were asked to describe how they felt in their roles, what seemed to be easy or difficult in each role, if they ever met a person with such characteristics and how would they behave next time they will meet a person like that.

For the *workshops with the teachers and the parents*, the learning activity chosen was the one focusing on learning from the unpleasant experiences. Participants were asked to write down an unpleasant experience from the recent past and then identify at least three positive aspects/ outcomes of this experience. Then they were asked to share their reflections with another participant and then share the conclusions drawn about what is similar between the two reflections with another pair of participants (work in groups of four). The groups of four then designed posters with their most valuable conclusions and shared them with the big group.

The objectives set for this activity were:

- demonstrate the utility of self-reflection and group work in educating social skills;
- develop self-presentation skills and the ability of seeing things/ one's own person from another perspective;
- promote group cooperation openness and facilitating networking;
- train personal development facilitating skills in order to be used in participants' everyday life/ work.

The activity was ended with a group debriefing about what was learnt from it and how each participant could put it in practice in his/ her everyday life/ work



Results

Feedback of trainers:

Trainers felt that all the groups were highly curious about the topics and motivated to take part in the activities proposed. They have reasons to believe that a lot of the action plans and resolutions elaborated during the workshops will be further implemented in the educational activities and structures that the participants are activating in.

Feedback of learners:

The feedbacks from all target groups were overwhelmingly positive. The children enjoyed themselves, got closer and softer with one another and some noted that they feel better with themselves ("I am not upset as often as I used to be with my colleague when she remains behind with her tasks...I try to encourage her more." – coming from a 9 year old girl).

The teachers and the other professionals, as well as the parents welcomed the initiative of moderating these workshops and felt they could apply in their everyday life/ work a lot of the things discussed/ presented during the workshops. The selection of topics – appreciated as very well suited to their needs – and the interactive and experiential manner in which the workshops were conducted were also appreciated.

Impact on learners:

The objectives set for each activity have been met. The learners, whether children or adults, left the workshops with a sense of joy and purpose and seemed well motivated to further explore the resources and put in practice what they have learnt.

Impact on local communities:

First of all, the workshops offered the opportunity to bring together professionals or people from the same community (Giroc) that haven't met before or have not worked together before and thus, the premises for further cooperation within the community were set.

Secondly, getting together people with different professional and personal backgrounds revealed a lot of experience (both negative and positive) to share with others and the learning process – especially in the adult groups – was highly accelerated. More to it, positive experiencing and applying methods and techniques to stop bullying situations by some members encouraged the others to feel more optimistic towards their own situation and seemingly more prone to take action.

Further on, regarding the impact upon the children, the most relevant proof of that is the fact that one entire class of 10 years old students decided to sell some of their own toys in front of the school (the whole community was involved, as parents or grandparents of the other students in the school, coming to pick them up after classes, stopped to buy toys) in order to pay for a set of horse therapy sessions for one of their differently abled classmates. What nicer way to say "We all care for you!" is there?



Link LAB

Country Report: Italy

Responsible partner: Sinergia S.c.s.

Cooperation network

Please describe the collaborations activated at local level

As result of the Link HUB activities, Sinergia activates different collaborations at local level with:

- Schools (primary education): 27 C.D. Duca d'Aosta Bari, 1 C.D. N. Fornelli Bitonto, 1C.D. don Bosco Triggiano. In this school Sinergia is active with different projects for minor, families and teachers
- Third sector organizations:
 - o Consorzio Social Lab s.c.s. consortium of social cooperatives that is responsible for the management of "Cittadella del bambino", a social space for minors and families in the peripheral area of Bitonto
 - o Fondazione SS Medici, a foundation that manages different services for vulnerable target groups, and has a day centres for minors at risk of social exclusion or deviance
 - o Eughenia s.c.s., a social cooperative that manages services for minors (a day centre for minors at risk of social exclusion and a day centre for re-education of minors authors of crime)
 - o Ops s.c.s., ., a social cooperative that manages services for minors (a day centre for minors at risk of social exclusion and homework supporting service) in "Cittadella del bambino"

Participants

Please describe the involved participants for each target group:

Student, teachers, social operators, parents

Sinergia involved in the local activities the following participants:

- ▶ minors: more than n. 100 directly involved in the project activities, (53 of them are in educational poverty condition);
- ▶ families: more than n. 40 (in particular: single-parent households, households taken over by social services);
- ▶ social and paraprofessional workers: n. 10;
- ▶ teachers and educators: n. 40.

Activities

Please describe the activities implemented for each target group (including photos), including the reference to the selected good practice

The plan of the local activities started with the selection of the good practices from the Action 2:

1. MESLEĞİM VAR, GELECEĞİM VAR (I HAVE A PROFESSION, A FUTURE), TR: social integration of girls, to increase their employability after leaving the institution, to facilitate their access to the labor market and to remove barriers to their inclusion into the labor market.
 - Drama workshop/STEM workshops to promote employability in this area
2. Liana Lowenstein, RO: work with children and teenagers on sensitive issues in the same way they are used to approach life, through game and play, thus keeping them focused and interested, while helping them improve their social skills, express their feelings and strengthen their resilience.
 - Air hockey feelings game
3. No more tears, RO: reducing violence in school and family, peer mediation
Getting to know each participant
Organising and developing school partnerships involving the students and their associations in setting up a “Non-violence code” (norms, slogans, posters, etc) for the prevention and combat of school and community violence
4. National Risk Framework to Support the Assessment of Children and Young People, MK
Genograms
Ecomaps
The cycle of change
5. Solution-focused practice, MK: help people who have already received training in using a solution-focused approach with children and young people:
6. Thinking...coding, MK/RO:
coding games to develop digital skills and problem solving
7. Lego Serious play + Digital Storytelling, IT

After the Focus Group implemented for each target group (students, teachers, parents) in order to identify their needs, we implemented different atelier (workshops):

For STUDENTS:

- ✓ Focus Group, Lego Serious Play, ICT workshop with storytelling about women famous in the STEM disciplines. The trainers introduced different famous women

profiles; students in different groups analyzed their stories and presented the bibliographies to the rest of the class. After that there were selected 4 famous women and each group developed an original story to present the woman and created a digital booklet with Lego education software.

- ✓ from good practice of Romania 'No more tears – no-violence code: development of slogan to promote legality among children; a group of students at risk of deviance was involved in a workshop where they were stimulated to reflect about the concept of LEGALITY applied to common life situations. After that, organized in groups, they selected the concepts more relevant for them and develop: a set of rules and a slogan presented in a creative way (rap music, song, theatre etc.)
- ✓ from good practice of Makedonia 'National Risk Framework to Support the Assessment of Children and Young People, – Genograms': genogram. During the workshop students were guided to discover their identity, in terms of interests, personal attitudes, expectations etc. The genogram was the way to connect to their family, to discover the points in common and the aspects that are different from one to the other generation.
- ✓ from good practice of Liana Lowenstein - work with children and teenagers on sensitive issues in the same way they are used to approach life, through game and play, thus keeping them focused and interested, while helping them improve their social skills, express their feelings and strengthen their resilience. During the workshop different activities were proposed to the group of student, mainly based on games and role plays where they had to align their behaviour to different situations and feelings. In the final feedback they were invited to reflect on the management of feelings in different situations, and to discover what they can do, basing on their soft skills, to overcome difficult situations



For PARENTS and STUDENTS:

- ✓ Lego Serious Play: workshop with LEGO “our ideal town”. Each family group was invited to imagine their ideal community, especially referring to the availability of public spaces for children and families, and to a city green and family friendly. In this way they reflected also on their common habits and the issues of their city
- ✓ Liana Lowenstein, RO: family games. We organized a workshop with parents and children based on funny sports activities. The aim was to reinforce the cooperation of the family as a team, and, at the same time, to create opportunities for social relationship among the participants



For TEACHERS and SOCIAL WORKERS:

- ✓ from good practice “Solution-focused practice, MK: help people who have already received training in using a solution-focused approach with children and young people: training session about empathy. During the workshop were proposed activities to express in different ways their feelings and emotions. As second step they were guided to discover and understand the feelings and emotions of the others. As final step they were guided to show empathy acting in conflict situations.



Results

Feedback of trainers:

All the proposed activities, implemented in a non formal setting, were very effective; thanks to different working methods, all target groups actively participated, showing interest and motivation. The proposed strategies have made it possible to tackle real problems in a different way, considering things from different points of view, in a very collaborative atmosphere

Feedback of learners:

Learners showed greater interest in the proposed activities; everybody expressed satisfaction and good feelings after the workshop.

Using non formal methodologies to collect feedback, everybody declared satisfaction and good feelings

Impact on learners:

- benefiting of new experiences that allowed them to reflect about specific topics
- improve the relations with the others
- develop a cooperative attitude
- develop specific knowledge and skills related to each specific activity

Impact on local communities:

- new opportunities of learning for each target group
- different approaches to the other people
- deeper interest in social issues related to minors and families
- reinforced cooperation with local partners

- development of new ideas for local projects
- implementation of new methodologies in the ongoing national projects



Link LAB

Country Report: Turkey

Responsible partner: Ankara Aile Çalışma ve Sosyal Hizmetler İl Müdürlüğü

Cooperation network

Please describe the collaborations activated at local level

We created our team that planned, implemented and evaluated the activities carried out with our target groups by taking into consideration their relation with our project. This team involved psychologists, social workers and project assistants who are currently employed Ankara Aile Çalışma ve Sosyal Hizmetler İl Müdürlüğü's Child Services and EU & Foreign Relations & Projects Departments.

Our team members have experience and competency in the field.

We also formed collaborations with the managers, care staff, sociologists, and psychologists, social workers who work at Children Support Center (ÇODEM), Atatürk Children Support Center (ÇODEM), children's homes and Ankara Children's Houses Site. We presented Linkommunity project to the personnel and managers of these affiliated institutions of our provincial directorate. Then we shared our plans for the future activities and they worked with us systematically by defining study groups and preparing the places for activities.

Lastly our team members who already work with children staying with foster families got in contact with a list of foster families in order to involve them in the good practice implementation activities together with the children.

Participants

Please describe the involved participants for each target group:

Student, teachers, social operators, parents

Activities were carried out with a total of 4 groups of children:

1. Children staying at Ayaş Children Support Center (ÇODEM) and Atatürk Children Support Center (ÇODEM) (10-12 age group)
2. Children staying at children's homes (8-12 age group)
3. Children staying with foster families (8-12 age group)
4. Children staying at Ankara Children's Houses Site (10-12, 8-12 age group)

A total of 2 different family groups were involved at the last stage of the activities together with the children who are under their responsibility:

1. Foster families
2. Parents of children in Ankara Children's Houses

As Ankara Aile Çalışma ve Sosyal Hizmetler İl Müdürlüğü we have affiliated institutions and we manage the functioning of these institutions. Children Support Centers, Children's Homes, Children's Houses Site are among these affiliated institutions. Children who do not have parents, whose parents are not competent to care for their children and children who were forced to become delinquent live in these institutions under state protection.

Activities

Please describe the activities implemented for each target group (including photos), including the reference to the selected good practice

Selected Good Practice 1: Do2Learn

Do2Learn is originally an online platform that provides free activities and guidance, songs and games, communication cards, academic materials and articles for teachers, parents and professionals working with children with different sorts of disabilities or special needs in order to help them develop the social skills and regulate the behaviour of the children they deal with. The practice supports development of social skills and/or education materials directly targeting children. It also includes family supporting intervention methodologies directly targeting professionals who works with parents of the children under risk and successful intervention models for parents. The expected outcomes of the Do2Learn was improving communication skills, social emotional skills and making positive changes in social behaviours.

Ice breaker activities

✓ What's in common?

Participants sat in a circle and they came to the middle of that circle one by one. When each participant stand up in the middle they said a specific personal statement (e.g. I find sharing my emotions with my friends relieving). After that every participant who though in the same way stand up and came to the middle of the circle. These steps were repeated for each participant. Thanks to the activity participants warmed up and got rid of their shyness. They also had some connections with each other resulting from common thoughts.

✓ Draw and guess

One paper and pencil was given to each participant and they were asked to draw themselves by attracting attention to their specific physical features (e.g. glasses, beauty spots etc.) And character traits (e.g. crying a lot, being punctual etc.). It was reminded them not to care about creating fantastic drawings. After they drew themselves in simple way these papers were mixed and handed out to the participants. They tried to guess which drawing belonged to which participant. In this way they had the opportunity to assess to what extend they pay attention to each other's features. This activity increased participants' motivation and enabled them to start socializing.

Main activities and methods

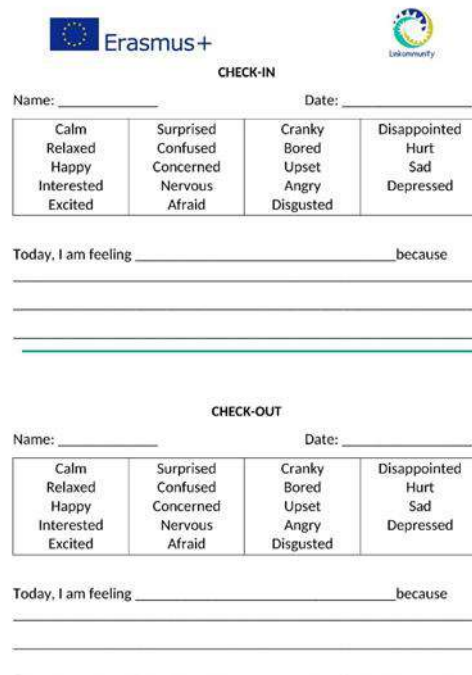
Preparation phase


As Ankara Aile Çalışma ve Sosyal Hizmetler İl Müdürlüğü, we analysed this good practice, then we selected and adapted some activities, techniques and tools out of the practice. The activities were selected in accordance with our goals and target groups. A work plan was developed in order to define a framework for all implementation activities which includes contents, aims, directives, warnings and outcomes. Activities and tools selected were translated in Turkish and adapted in accordance with the target groups and motivations. Than they were tested and put in order for the implementation. Ice breaker activities were found that are complementary to Do2Learn activities and implementation

forms were developed for each ice breaker activity so that practitioners could have a better command of the details of ice breakers. These forms included descriptions, methods, tools and directives.

Implementation phase

Emotional check-in forms were created in order to assess how participants feel at the beginning of the implementation. These forms included set of emotions that participants can select the one for their current emotional status and a blank space where they could write the reason for the emotion they wrote. Thus we can observe possible changes in participant’s emotional status by comparing emotional check-in forms with emotional check-out forms that were applied at the end of implementation phase. Afterwards main activities derived from Do2Learn materials were conducted.




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CHECK-IN

Name: _____ Date: _____

Calm	Surprised	Cranky	Disappointed
Relaxed	Confused	Bored	Hurt
Happy	Concerned	Upset	Sad
Interested	Nervous	Angry	Depressed
Excited	Afraid	Disgusted	

Today, I am feeling _____ because _____

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CHECK-OUT

Name: _____ Date: _____

Calm	Surprised	Cranky	Disappointed
Relaxed	Confused	Bored	Hurt
Happy	Concerned	Upset	Sad
Interested	Nervous	Angry	Depressed
Excited	Afraid	Disgusted	

Today, I am feeling _____ because _____

Figure 1 Check-in/Check-out forms

✓ **Sender / Receiver Card Game**

The Sender / Receiver game was used to practice speaking and listening in small groups of up to 4 participants. Senders formulated 2 sentences to explain the topic chosen by a card, and the recipient guessed the name of the topic by correctly processing what the sender had said. This game did not only provided practice for speaking and listening, but also helped children formulate thoughts and draw conclusions from speeches.

✓ **Starting a Conversation**

In the “Starting a Conversation” activity, participants applied how and what to say in the face of the scenarios stated in the activity pages. Participants with communication and social problems are given some concrete examples of starting to talk to various people.

Thus, contribution was made to the development of the communication skills of the participants.

✓ Friend Choice

In this activity, children were encouraged to learn and define good friendship characteristics by evaluating peer networks. Participants were encouraged to develop a system to determine whether someone has the potential to be a good friend. They realized certain attitudes and characteristics of their friends they did not take into consideration before.

✓ What you need to know about me

“Here’s what you need to know about me!” form was used in order to enable participants to describe activities, places and people who make them feel certain things. They filled boxes of emotions with the triggers of these emotion by taking into consideration influencing activities, places and people in their lives.

Post-implementation phase

Check-out forms were filled by participants at the end of each implementation then they were analysed by the project staff. Thus we were able to monitor the changes in the thoughts and attitudes of participants in time. Comparing check-in and check-out forms provided insights about the effectiveness and impact of all activities on the participants. Accordingly practitioners made changes in content, method or types of activities if necessary.

Selected Good Practice 2: Teaching with LEGO

At the first stages of implementations Lego Serious Play tool was applied in order to improve participants’ level of numeracy and contributing to their success at school. The Lego Serious Play method was used in this application to make the basic math operations (four operations) more understandable for the participants by counting and joining the Lego parts. It was aimed to provide a practical learning environment by participating directly in the event. Mathematics was presented as simple and concrete rather than abstract and complex. In this way, it was planned to make learning fun and intuitive.

Ice breaker activities

✓ Animal Imitation

Animal Imitation” activity is a suitable activity for the participants to be prepared for theatre and storytelling applications that require creativity. The participants were asked to imitate the sounds and movements of the two animals selected at the same time. Other participants tried to find the animal whose voice is imitated and the movement is imitated. In order for the participants to get points, they must be able to describe both animals correctly. In the end of the activity shared sense of purpose and community among the participants were fostered and a special atmosphere which people feel comfortable was created. Participants who tried to combine the sounds and movements of animals gained skills such as acting by planning and effectively communicating what they thought to other people.

✓ **Balloons with Music**

This activity was selected in order to warm participants up. However in this activity focus was more on the physical warm-up of the participants. Balloons with music is a different version of the game of grabbing chairs. Participants try to hold the balloons, which are one number less than the total number of participants, in the air on foot, dancing in one hand while music plays. In the meantime they are asked to stop them from falling to the ground by hitting them instead of holding the balloons. When the music is paused, each participant tries to pick up a balloon, and the participants who cannot pick up the balloon are eliminated in turn. At the end of the activity, participants were allowed to reflect their feelings and thoughts through movement and their motivation to take part in group work was increased.

✓ **Paper Airplane**

This activity resembles the Draw and Guess ice breaker activity basically. However its focus both on mental and physical warm-up of the participants. At the beginning of the activity create an opportunity for partners to cooperate and learn from each other while trying to make paper planes. After each participant made one paper plane each of them wrote a sentence about themselves concerning their characteristics, hobbies, thoughts, likes and dislikes. Then the participants let the paper planes fly all over the room. This step of the activity created an energetic atmosphere and increased participants 'motivation. Each participant caught one plane, then read one by one. After the reading the sentence that participant tried to guess to whom this plane belongs to. Participants were able to assess to what extend they can guess and know about each other. Even if they could not guess at first they had the opportunity to learn about each other. In this way they may establish personal bonds between themselves in the future

Target group: The activity was applied to 4 groups of children between the ages of 11 and 16 (Ankara children's homes site, children staying with foster families and children at Children Support Centers).

Methods: This method is a process whose borders were not discovered yet, enhances creativity and enables dynamic learning. With the application of the method, individuals were able to develop their competence to act jointly towards a real goal. Trainers or practitioners used Lego to help children understand complex mathematical concepts such as numbers and arithmetic operations, by combining and counting Lego pieces.

Objectives: To increase the performance of the participants on the subject; to break the negative prejudices of the participants about the numerical field, mathematics and especially the four operations; to provide the participants with an opportunity to take an active role in decisions and results by participating in the discussions; to increase the strategic decision making skills of the participants; to encourage the formation of a flow of thought that was not possible before; to improve the creativity of the participants; increasing problem solving skills in group work.

Duration: 30 minutes

1. Practitioners told the participants that an activity related to mathematics would be held while starting the activity in the form of a game. In order to alleviate the negative prejudices of the participants about mathematics, practitioners were provided with entertaining information and questions about Lego.

2. Practitioners pasted the pictures of the Lego pieces that they were already printed on the board or somewhere that can be seen. Four operation questions were asked to the participants over the pasted pieces of Lego.
3. These questions were repeated for each Lego piece on the board, and the transactions made were written under the images in fractions, allowing the participants to more easily connect between the Lego pieces with mathematical operations.
4. Participants were given application instructions
5. An exemplary application has been made to the participants by the practitioners.
6. It was very important that the practitioners give positive feedback (well done, you are doing very well, etc.) to the correct actions of the participants, in this way, the self-confidence of the participants who are not self-confident in the numerical field has been developed through positive reinforcers

Selected Good Practice 3: NO MORE TEARS

Ice breaker activities

- ✓ My Words, His Hands

This activity was selected so that participants could warm up for the following activities both by cooperating with each other and cheering up. Each time two people came to the frons while others were seated and they tried to describe an occupation. One participant laid her/his arms through the gap between other participant's arms and body by standing behind this person. This participant used her/his arms in order to describe this occupation while other participant only used her/his mimics. Other participants tried to guess the occupation.

- ✓ Anger Trigger Balloons

In this warm up activity participants were encouraged to talk about the people, places, incidents, places and behaviours that may make them angry. During the discussions the most expressed triggers of anger were noted. Some questions were directed to the participants such as What do you prefer to do in such situation? What would be your solution etc. After that the anger triggers which were expressed the most were written on balloons and participants tried to popped these balloons.

Main activities and methods

Storytelling

The tool was used to improve the social, emotional and analytical skills of disadvantaged children and adults working with children, to increase their ability to reflect out problem solving, creativity, transfer information and to regulate their feelings and thoughts. The activities supported the ability of children and adults to express their feelings, thoughts, ideas and problems, and to develop a story individually and as a team, to plan correctly, and to communicate strongly with verbal and body language.

It was aimed that the participants could create, construct and tell a story that brings together elements from the selected short film or song. In this way, it was aimed to improve the creativity of the participants, enable them to transfer information, improve their planning and evaluation skills, and increase their participation and adaptation to the social and educational environment.

Target group: The activity was applied to 4 groups of children between the ages of 11 and 16 (Ankara children's homes site, children staying with foster families and children at Children Support Centers).

Duration: 25-30 minutes

Objectives: With storytelling activity was conducted to increase the ability of the participants to perceive, to analyse a situation or event and to explain the solution to the audience using visual elements. In this way, participants were enabled to use their creativity, plan what they want to explain, strengthen their skills to share information and present persuasively and increase their compliance with the social and educational environment. In addition, it was be ensured that the communication between the children and the adults they live with could be strengthened. Children and adults working with children better understood each other, and empathy among them was be strengthened.

1. One of the 2 short films to be selected was shown to the participants. On different days, certain songs were selected and played for different groups.
2. While selecting the materials that were presented to the participants, certain issues that the participants' behaviours were desired to be developed were taken into consideration. The issues taken into consideration included the importance of being hardworking, helpfulness, staying strong in the
3. Participants were asked to share what they understood and what feelings they felt from the short film / songs they watched with their groups.
4. After the participants formed groups they received materials that could be used during the preparation stage. These materials consisted of pictures cut from magazines, books, glues, crayons, coloured pens, and flip-charts.
5. In this way, the participants had the opportunity to observe that the movie they watched may have different meanings for other participants or make them feel different and they could view the events from different perspectives.
6. Participants were asked to prepare a fictional story with visual elements, to present the emotions and thoughts aroused by them in the movie / song they watched and they presented their stories in front of the audience.

Theatre

Theatre was used as a multifaceted media to explore and deepen participants' relationships to educational spheres, communities and their social surroundings and have a positive impact on these relationships. This created a chance for participants to both experience these tools and methods and be empowered to use them in their communities. We applied theatre tool in different ways to our target groups. We applied this tool through selected folk stories, concepts such as social values, impact of education on people's lives, responsibilities, emotional triggers, children's right, and concerns for future and choice of profession etc.

Target group: The activity was applied to 4 groups of children between the ages of 11 and 16 (Ankara children's homes site, children staying with foster families and children at Children Support Centers).

Duration: 25-30 minutes

1. The basics of the activity including its aims, content and steps of application was explained for the participants. They were also informed that each group would present their short play in front of the whole audience.
2. Participants made brainstorming on the issues they were provided with by elaborating on their thoughts and experiences. Then they shared roles and defined scenes.
3. Each group also focused on unfolding problems where related and creating solutions for the problems they were working on.
4. While groups were performing their plays they reflected on their everyday life both at school (or non-formal education) and they experienced looking from each other's perspective to specific issues (problems, events etc.).

Post-implementation phase

Check-out forms were filled by participants at the end of each implementation then they were analysed by the project staff. Thus we were able to monitor the changes in the thoughts and attitudes of participants in time. Comparing check-in and check-out forms provided insights about the effectiveness and impact of all activities on the participants. Accordingly practitioners made changes in content, method or types of activities if necessary. Furthermore feedbacks from practitioners and target group were taken into consideration while assessing the impact of methods and activities conducted.

Results

Feedback of trainers:

Good Practice 1:

Activity of starting a conversation contained very basic elements for the age of the group. The participants did not adopt the activity easily and found its steps too long. There were interconnected activities in the application and some of the activities were perceived by the participants as the same as the previous one. During the activities, although participants were not forced to write long articles, they stated that they were often bored of writing. This may be an indication that the participants are lacking in taking notes, doing homework and preparing for exams. Although explanations were made to comfort and motivate the participants about the activities to be implemented at the beginning, the participants reacted as soon as they saw the activity materials on which they needed to write. The participants also expressed that they felt as if they were going to take the exam and they were excited. This situation gives an idea about the participants' perspective on the assessment methods in the non-formal education system. Some alterations can be made for the materials used in order to eliminate this perception of the participants and to prevent them from feeling emotions such as excitement and tension.

Good Practice 2:

It was observed that the habit of doing mathematical operations may have increased due to the participants' Lego activity. The participants quickly learned the activity and completed the activity by following the rules of the event. Some groups competed with other groups by trying to finish their "transaction paper" quickly. This is thought to increase the effectiveness and participation of the activity. Some groups included participants with very

low academic achievement or a diagnosis of specific learning disabilities. Tips were shared to make the game / activity easier for them so that these participants do not feel excluded. Considerable number of participants even some of them were reluctant at first, got used to the activity and built towers by following the steps of four operations. Furthermore we applied Lego Serious Play with the groups that we applied LSP for maths with a different approach. We worked with six small groups on the same day and we requested them to create a part for a living space. They shared which living space to build as they wished then they combined the parts they built to create a common living place. In this way we aimed at improving/creating the understanding of living together harmoniously for the participants. While participants were working as team for the common purposes they had the chance of considering the places they live together.

Feedback of Good Practice 3

(storytelling):

The participants told their solutions for specific problems or obstacles related to the subject as a story. This allowed the participants to focus on the problem and its solution rather than on the subject, time, place and other factors causing the problem. Participation was high in the storytelling event. The participants were able to come up with creative solutions and work as teams. The determination of the current social / cultural issues randomly selected by the participants in storytelling enabled children to participate more. Therefore, in later applications, these topics were turned into more specific topics that may attract the attention of the participants. For example, a few more issues were included such as the problems and responsibilities of the organization where the participants receive care services, and the rules they must follow.

(theatre):

Participation in the theatre event was extremely high. Particularly, it was observed that the participants who were not interested in theatre, did not like to talk in front of the community and to be in the forefront in social settings (verbal declaration and input-output scale results), also participated in the event. It is thought that the participants developed creative thinking, editing, verbal expression, and planning. It was observed that face paint, one of the tools provided for serving the main purpose of the activity, negatively affected the application of the activity. The responsibilities chosen for the theatre activity enabled participants (children and care staff) to better understand the importance of the rules that they must follow for their lives in the institutions where they live under state protection and the possible consequences when they do not comply with the rules. While discussing this issue, children and care staff drew attention to the points where both sides were affected.

Feedback of learners:

Good Practice 1:

The participants stated that they had the opportunity to think about their own emotions, thoughts and friends around them and that they realized some details thanks to the directions in the activities. This shows that the activities were beneficial for the participants in general. Participants also found filling forms and writing their thoughts over and over for repetitive activities boring. They expressed that they may felt like they were having an exam while the forms were being distributed. However the content of the activities attracted attention of the participants, some of them shared their experiences and thoughts on the relevant issues even if they were not asked to. There were participants in different

study groups who wanted to have empty copies of “Friend Choice” forms in order to use in their everyday life when needed to have clearer opinion about their friends.

Good Practice 2:

At the first stage of the activity logic of the activity was introduced to the participants through printed Lego papers on the board. There were some participants in different study groups who seemed unwilling because they thought that the activity would be an informal lesson. However their thoughts changed once they started to practice with Lego. The participants who did not want to do four operations with Lego at first got accustomed to the stages of the activity. They worked with pairs and in order to finish faster they made division of work.

Good Practice 3:

(storytelling):

Storytelling activities were started with different materials such as animation videos, songs, themes (children’s rights, environmental cleaning etc.). Following a session of brainstorming groups created their own stories to present. When the activity was started with discussing certain themes in one group some participants did not want to talk about these issues while some of them used this opportunity to express themselves in front of an audience. A great number of participants said that watching a short animation video or listening a song was way more effective as for developing ideas to create a scenario of a story. On the days when storytelling and theatre activities were conducted participants wrote positive emotions on check-out forms underlying that they had fun and benefitted from the activities.

(theatre):

As it was carried out for storytelling activities, theatre activities were started with the relevant materials such as folk stories, discussion topics (e.g. responsibilities, emotional triggers, educational life). Participants provided positive feedbacks during activities verbally and after the activities through check-out forms. They expressed that planning and performing plays enabled them to view the issues conducted with different perspective and they had the chance of emphasizing with the people in their social circle. During storytelling and theatre activities participants collaborated with each other, even some participants who could not get along with their teammates find their way to create stories to present to the audience.

Impact on learners:

It was understood through observations of the practitioners, verbal statements of the participants, check-in and check-out forms that all the activities carried out with learners had a great impact on them. According to the managers and workers in the institutions where learners live in, they showed behavioural changes in the positive direction. The learners frequently asked if the practitioners would come again and they would carry out these activities with the learners again they also asked practitioners to come back and thanked them. Some of the participants broke down their prejudices about mathematical processes. Most of the participants become more aware of their responsibilities towards others and possible impacts of their behaviours. Activities were carried out with the same groups more than one time so practitioners were able to observe changes in participants’ thoughts and behaviours concerning the issues handled. It was observed that participants sense of teamwork, creativity, ability to self- evaluation and self-expression, their

awareness on the relations with educational spheres, caregivers, families and friends were improved.

Impact on local communities:

First of all by cooperating with affiliated public institutions (Children Support Centers and Children's Home's) that provide services for disadvantaged groups of children, the implementations and activities conducted with these groups had various positive impact on them. We came to this conclusion by receiving positive verbal feedback obtained from the children, personnel and managers of the abovementioned affiliated institutions. The personnel directly working with these groups had the chance of learning new methods and activities that can be applied for specific issues. Also the managers of these institutions frequently stated that that are content with these activities and they observed positive attitudes of children towards their social environment and educational life.

Involving professionals working with learners and their foster families in the final stage of the implementation of good practices created an atmosphere where they were able to experience these activities, think together, work together and develop ideas and presentations together. Bonds among learners, their teachers, care staff and foster families were strengthened. They obtained new information on social and educational issues that they can adapt in their everyday life. Because the positive changes in the views, approaches and behaviours directly affect their social circles and the communities they live in, there were learners who continue their education through open education primary schools and open education high schools (non-formal education) while others continue their formal education at schools where they communicate with other students and teachers. The level of influence that can be seen concerning their educational life may change in accordance with these conditions. Overall these positive changes regarding all target groups' the ways of thinking, approaches and behaviours, also affect the social environment and communities they interact with.

Pictures:



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Link LAB

Country Report: Romania

Responsible partner: Asociatia Aliante Europene(EURO-AL)

Cooperation network

Please describe the collaborations activated at local level

Volunteers from the European Alliance Association (EURO-AL) collaborated with teachers and psychologists from the following high schools, between September 2019 and May 2020, to organize the following activities:

- Tudor Arghezi Theoretical High School for the activity organized on March 9, 2020, trainer Manafu Georgeta
- Tudor Arghezi Theoretical High School for the activity organized on March 3, 2020 the activity was carried out, trainer Deca Minodora
- Tudor Arghezi Theoretical High School for the activity organized on February 28, 2020, trainer Manafu Georgeta
- George Bibescu Technological High School for the activity organized on February 3, 2020, trainers Florea Mihaela and Toma Florea
- Fratii Buzesti National College for the activity organized on December 19, 2019, trainer Oprica Nicoleta
- Tudor Arghezi Theoretical High School for the activity organized on December 13, 2019, trainer Manafu Georgeta
- Traian Gymnasium School for the activity organized on December 4, 2019, trainer Isuf Mirela
- Theoretically Tudor Arghezi for the activity organized on October 27, 2019, trainers Oana Busuioc, Deca Minodora and Florenta Avram

Within these activities we presented the Linkcommunity project to teachers and students in these schools. We informed the participants in the activities about the activities we are going to carry out. We have presented examples of good practice.

Participants

Please describe the involved participants for each target group:

Student, teachers, social operators, parents

Between September 2019 and May 2020, the following activities were carried out:

- March 9, 2020 the activity was carried out at the Tudor Arghezi Theoretical High School, trainer Manafu Georgeta
- March 3, 2020 the activity was carried out Tudor Arghezi Theoretical High School, trainer Deca Minodora
- February 28, 2020 the activity was carried out at the Tudor Arghezi Theoretical High School, trainer Manafu Georgeta
- February 3, 2020 the activity was carried out at the George Bibescu Technological High School, trainer Florea Mihaela and Toma Florea
- December 19, 2019 the activity was carried out at the Fratii Buzesti National College, trainer Oprica Nicoleta
- December 13, 2019 the activity was carried out at the Tudor Arghezi Theoretical High School, trainer Manafu Georgeta
- December 4, 2019 the activity was carried out at the Traian Gymnasium School, trainer Isuf Mirela
- October 27, 2019 the activity was carried out at the Tudor Arghezi Theoretical High School, trainers Oana Busuioc, Deca Minodora and Florenta Avram

Target group: student, teachers and parents

Activities

Please describe the activities implemented for each target group (including photos), including the reference to the selected good practice

Selected Good Practice 1:

Elevii au fost impartiti in grupe si fiecare grupa a creat din piese LEGO turnuri. Echipa care a creat cel mai inalt turn a fost declarata castigatoare.

At the first stages of implementations Lego Serious Play tool was applied in order to improve participants' level of numeracy and contributing to their success at school. The Lego Serious Play method was used in this application to make the basic math operations (four operations) more understandable for the participants by counting and joining the Lego parts. It was aimed to provide a practical learning environment by participating directly in the event.

Selected Good Practice 2:

No more tears: no-violence code

Implementation of the peer mediation system at the "Tudor Arghezi" Theoretical Highschool, as a means of making the students more responsible.

Available Outputs of The Good Practice (concrete outputs)

The principles for peer mediation

The peer mediators' code

The five keys. Students' worksheet



Results

Feedback of trainers:

Target group: students, teachers and parents were motivated to participate in activities. They will use the skills acquired in the activities in which they will be involved in the future.

Feedback of learners:

Learners have developed social skills, mastered the principles of mediation and developed LEGO skills. The feedback was positive.

Impact on learners:

- *To apply conflict mediation techniques;*
- *To respect the mediators' code and the five mediation keys;*
- *To evaluate peers within the mediation programme.*

- *To create towers from LEGO pieces*

Impact on local communities:

Abilities

- *Communication abilities (presenting, active listening, observing, asking questions, providing feedback, summarizing, reflecting)*
- *Organization abilities*
- *Group work abilities (methods, techniques)*
- *Resource management (time, space, materials)*
- *Self assessment abilities*



Link LAB

Country Report: North Macedonia



Responsible partner: Goce Delcev school, Kavadarci

Cooperation network

Please describe the collaborations activated at local level

Teachers members of the project team from Goce Delcev school, including the school psychologist and the special needs teacher collaborated together with the parents in the period of October 2019 and May 2020, including some of the activities online because of the current Covid-19 situation between the period of March-May 2020, organizing many activities:

- Meeting with the school board at the end of October 2019 to talk about the project and all the activities that are planned
- Meeting with the Board of parents in November 2019 to explain all the results expected from the project activities and determine the risk groups in the school
- A workshop organized in the school and led by the school psychologist in December 2019
- A workshop led by the special needs teacher in February 2020
- An online workshop with the coordinator of the project in May 2020. The coordinator discussed with the pupils the outcomes of the previous workshops and how to disseminate the examples of good practice.

Participants

*Please describe the involved participants for each target group:
Student, teachers, social operators, parents*

- During the meeting with the school board at the end of October 2019 to talk about the project and all the activities that are planned the involved participants were teachers from the school Goce Delcev, members of the municipality and representatives chosen from the parents
- When the meeting with the Board of parents in November 2019 was organized to explain all the results expected from the project activities and determine the risk groups in the school, participants involved were parents representatives from every class chosen from the class teachers before
- Participants in the workshop organized in the school and led by the school psychologist in December 2019 were children from the school Goce Delcev
- During the workshop led by the special needs teacher in February 2020 also pupils at risk from the school Goce Delcev were participating;
- The target group during the online workshop with the coordinator of the project in May 2020 where the coordinator discussed with the pupils the outcomes of the previous workshops and how to disseminate the examples of good practice were all the pupils involved in the project that were considered to be part of possible risk groups.

Activities

Please describe the activities implemented for each target group (including photos), including the



reference to the selected good practice

Selected Good Practice 1: Diversity Beans

The purpose of the diversity beans activity is to encourage a discussion about stereotypes and diversity. They are intended to help people stop stereotyping based on appearance.

The beans come in six different colors and six different flavors for a total of 36 different combinations. The trick is that you can bite into an orange diversity bean and in addition to it being orange flavored, it could also be cherry, lemon, lime, vanilla, or licorice. They provide a reminder that diversity means not judging people based on appearance or background.

Selected Good Practice 2: Food bank

This activity will help to improve the general quality of life of those living in our community. The education provided can assist these children to make more informed life choices regarding healthy lifestyles and ultimately help end the cycle of poverty. Pupils from all schools in the municipality cooperate together to raise a campaign against poverty. Special baskets for food are placed on prominent positions in three biggest supermarkets in the municipality where customers can buy and donate food and clothes, new and used ones. Volunteers recruited from primary school Goce Delcev collaborate with market Dijana which is close to the school and check the food baskets every afternoon after school and bring the food to the families at risk previously chosen from the school board. The main purpose of this activity is to provide food, clean clothing in the municipality of Kavadarci. These children and their families are victims of extreme poverty, social exclusion and they are mainly abandoned and forgotten from the institutions. The activities will support socially excluded and economically marginalized 23 families by providing food and clothes.

Selected Good Practice 3: A Vision of Valuing A Diverse Community

This activity helps staff use their creativity and awareness to imagine a community which truly values diversity and to create action steps in achieving this vision. We all want to work and live in an environment where we are free to be who we are, and to be appreciated for our unique contribution. Only by working together, caring about this topic and wanting to create open communities that embrace diversity can we do just that. Finally, each participant is asked to go away with and on their own complete the "Breaking Down Barriers" worksheet. The participants in the activity focus on individual and staff group actions they can take to break down the barriers to creating diverse communities on their floors. The worksheet supplied will be a continued discussion item for staff members at both staff meetings and individual meetings with supervisors in the following months.

Results

Feedback of the psychologist, the special needs teacher and the coordinator of the project:

Target group: students, teachers and parents were very motivated with active participation in all the activities. They will use many of the activities performed in which they were involved in the future.

Feedback of learners:

Learners have developed many positive social skills and the feedback was very positive.



Impact on learners:

- *To use their creativity and awareness to imagine a community which truly values diversity and to create action steps in achieving this vision.*
- *To encourage a discussion about stereotypes and diversity. They are intended to help people stop stereotyping based on appearance.*

Impact on local communities:

- *The local community became more aware of the risk groups and how to involve them more often in different programs that will show beneficial for their future development.*