



# IMPACT ANALYSIS

*A Report on the impact of participation in CHIMES project activities*



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## THE APPROACH TO THE IMPACT ANALYSIS

The approach of this impact analysis is to measure the progress that disadvantaged young people have made, through participation in the various CHIMES project activities, across a period of 2 years in different countries – Spain, Portugal, Italy, United Kingdom, Hungary, and Romania.

There are some challenges with such an analysis and some of the terms need to be described or clarified:

- *Project activities*  
We wanted to measure the impact of project activities rather than teaching methods or systems. Of course, teaching methods and systems usually influence projects, but nevertheless in our analysis we only selected project activities, because otherwise the measurement would have been much more challenging.
- *Disadvantaged*  
The term “disadvantaged”, is frequently used today in discussions regarding those who are socially and economically excluded. The fact that this term is used as a matter of course creates the impression that it is clearly and precisely defined. This is not the case at national levels or international level. Different definitions can lead to different statements regarding, for instance, educational achievements. For clarity, in the CHIMES project, disadvantaged youngsters are those who are unable to access employment and economic inclusion for multiple reasons. Such reasons may be based on social, gender, ethnicity, education, health and mental well-being or geographic factors.
- *Analysing project impacts*  
With this analysis we do not follow a statistical approach but a qualitative approach and as such we operated a *selection* of activities to conduct a meaningful analysis. It must be noted that the disadvantaged target group did not start or finish the project activities at the same time, nor did they participate for the same length of time. Similarly, partners delivered the project activities at varying intervals, due to the different Covid-19 restrictions that were impacting on the partner countries in the first year of the project. Therefore, as the chosen examples vary in terms of length of activity, mode of activity, length of target group participation etc, but produce a similar outcome, this outcome can be explained by identifying the key factors shared across the different examples.
- *Impact Analysis:*  
We call this report an Impact Analysis although we do not intend any scientific approach in the original meaning of the term. Our main interest is in identifying the impacts of project activities that are relevant to meeting the aims and objectives of the CHIMES project. As such we will identify the most important features that influence the successful integration of disadvantaged young people into education, training or employment through the development of transferable “soft” skills and competences.



This analysis will finally come up with a conclusion that is dedicated to future implementations of informal learning projects. This conclusion will establish a list of characteristic factors needed to achieve future objectives of integration of socially and economically groups. This means the approach of this impact analysis aims to encourage providers of second chance education, alternative education, curative education and policy makers to reflect on how they engage disadvantaged and disaffected in learning. In this meaning our analysis will not establish a final state -of -the- art but may be a starting point for future informal education planning with other target groups.

## INTRODUCTION

The CHIMES project targeted disadvantaged young people who feel isolated or excluded from mainstream society, those who are socially and economically excluded for cultural, educational, health & mental well-being reasons.

Altogether over 100 young people took part in the CHIMES project, over a period of 24 months, taking part in various activities including creative arts workshops, local creative arts festivals, community exhibitions and an international training event. During participation in the activities, the young people recorded their experiences in a video journal.

By evaluating and providing feedback on their experiences the target group of disadvantaged young people have contributed to the Impact Analysis Report.

Qualitative indicators were identified at the beginning of the project to facilitate the evaluation of the impact of CHIMES activities on the disadvantaged young beneficiaries. These indicators focused on:

- \* the extent to which informal learning meets the needs and interests of disadvantaged young people
- \*The extent to which creative arts activities have contributed to engagement of beneficiaries in learning
- \* The extent to which the beneficiaries have acquired competences (e.g. Emotional Management, Communications, Autonomy)
- \* The extent to which the beneficiaries have acquired "soft" skills ( e.g. self-confidence)
- \* The extent to which activities have contributed to social inclusion of beneficiaries
- \* The extent to which collaboration has benefited second chance teacher/trainers and second chance education providers

## PURPOSE

The Impact Analysis Report has a number of purposes:

- \* To measure the impact on the young beneficiaries
- \* To measure the success of the project
- \* To act as an evaluation tool
- \* To contribute to the promotion and the dissemination of the CHIMES project.



It is expected that the Impact Analysis Report will be of interest to policy makers responsible for social policy, to decision makers responsible for implementing strategies to support the integration of disadvantaged groups, ( especially migrants, immigrants and those with ethnic minority background) to practitioners responsible for implementing measures to support integration and social cohesion, to creative arts professionals who want to extend appreciation of creative arts and participation in the industry.

## OBJECTIVES

The objectives of the Chimes project were to:

- \* Enhance the learning experience and promote citizenship through community - based activities
- \* Support the integration and social/ economic inclusion of disadvantaged young people into mainstream society
- \* Develop wider key skills and competences in disadvantaged young people through creative arts
- \* Provide high quality learning experiences.

Carrying out the project activities at transnational level, enabled the CHIMES partners to share the rich culture of music, dance and performing arts that exists across Europe. By sharing their experiences and achievements across Europe, the aim was to enable young adults to broaden their horizons and build a sense of European community.

## EXPECTED IMPACT

The CHIMES project aimed to support the participants to develop skills and competences that are relevant the job market. The definition of competences in the context of CHIMES includes key competences that make the target group more employable, therefore meaning the acquirement of good communication skills, the ability to work in teams, to problem solve. CHIMES also aimed to develop the skills known as "soft" skills such as self-confidence, self- esteem.

The main impact that was expected on the target group was in terms of their personal development:

- \* improved "soft skills" such as improved self -confidence and raised self -esteem
- \* acquisition of key competences that improve employability
- \* reduction in feelings of isolation and exclusion
- \* building a sense of belonging and self -worth
- \* engaging or re-engaging in education, training and employment

The collaboration between second chance education providers and the creative arts sector was an important result in terms of the effect on the young beneficiaries and the impact on teaching and learning methods. The qualitative result for education organisations and education practitioners was the cross fertilisation of creative ideas



with professionals from another industry, the opening of new pathways in informal learning and the expanded offer of high-quality learning opportunities.

The CHIMES project expected to provide alternative tactics and strategies in the toolbox of educators who were working in second chance education. These practitioners are constantly looking for new ways to re-engage a difficult target group who have had poor experiences in education and training and for some poor life experiences. CHIMES aimed provide these practitioners with alternative methods of informal learning, using creative arts as a means to engage, aid personal development, support progression to social inclusion and subsequently employment in mainstream society. The main impact on second chance educators and practitioners would be in their continuous professional development (CPD).

For the partner organisations the impact of CHIMES would be added value to their curriculum offer, increasing the quality of their education and training provision and improving the quality of teaching and learning through increased collaboration with other sectors.

## THE TARGET GROUP

The target group of disadvantaged young people had many common features in terms of being socially and economically excluded from mainstream society. Each partner recruited young people who fitted into this category but with other distinctive differences. These young people are usually driven by some kind of inarticulate drive, which the traditional school system typically cannot cope with. Thus, they suffer from learning, behavioural and mental health problems, but also from extremely strong emotions, often due to their unrecognised but irresistible desire for autonomy. Because of their unclear self-image and confused values, often with an unsupportive social background, they are pushed into narrow subcultures and are often marginalised

The target group involved by CESIE varied according to the different activities offered. Their ages ranged from 16 to 28 years old and the vast majority of them were youth with a migrant background. Male and female young people were equally involved and most had a profound need to recover from years of social isolation due to Covid-19. From Ariadne Foundation the young people were aged between 14 and 20. In particular, they were second-chance learners who have been removed by the system or who have left education and had re-entered an institution of their own choice where non-formal education took place.

At Kleinon the target group were young people aged 15- 18 years, some still in mainstream education, but in a system that provides curative education, that tries to re-integrate the young people in education through innovative methods.

The target group at AE20 were the youngsters aged between 15 and 25 years old, attending the Second Chance School of Matosinhos, of all genders, and who have dropped out of school and for whom an adequate education/ training answer has not yet been found.

The target group from Gentis Foundation were young people aged 16 to 24 years old both male and female. They are students from the adult school taking different professional trainings. The adult school “ Nove s Oportunitats center” of Fundació



Gentis provides services to people at risk of social exclusion or who have been expelled from the regular educational system.

The target group at PSE are young people mainly between the ages of 12 to 24 years, who face two or more barriers to achieving good grades in school and accessing employment, including: being out of work or learning; being in care; economically disadvantaged; having care responsibilities; being from an ethnic minority that experience multiple disparities in the labour market.

## WHAT TO MEASURE?

### Creative Arts and skills development

Each project activity promoted the use of informal learning and the creative arts as a vehicle to engage/re-engage disadvantage young people in education, training and employment. All activities were aimed at developing the very same skills needed to promote social and economic inclusion among young participants: self-awareness, initiative/autonomy, adaptability, disposition to learning, organisation, emotional management and communication. The theme around which all the activities are focused is “inclusion”: social inclusion, inclusion after Covid-19 isolation, re-engagement in society, etc.

### Competences

The CHIMES project used a learner-centred approach and so the partners agreed to consult with the young participants, to ask them which skills and competences they wanted to develop. Gentis Foundation, the coordinating partner identified a set of competences from the “Dictionary of Key Transversal Competences for the Employability of Youth”.

(Source: *Diccionari de competències clau per a la millora de la ocupabilitat.*)

<http://mapalaboral.org/files/pdf/diccionari-de-competencies.pdf>

The young people were asked to rank from 1 to 11 (1 being the highest and 11 being the lowest) which of the following competences are necessary to get a good job. (Fig 1)

**FIG: 1**

COMPETENCE	RANKING
I know how to adapt to any situation	
I can express myself correctly in written and spoken way	
I am able to learn new things	
I am able to control my emotions	
I know how the work environment works and how to access it	
I know how to do things without help and to do them responsibly	
I know how to organise my time	
I know how to behave well with peers	
I am able to finish the tasks that I start	
I know how to send emails, write CV's, write reports.	
I am open to cultural differences	





They were then asked to rank from 1 to 11 (1 being the highest and 11 being the lowest) which skills they would like to develop the most. (Fig 2)

**(FIG 2)**

COMPETENCE	RANKING
ADAPTABILITY: being able to adapt to any situation	
COMMUNICATION: being able to express myself correctly in writing and speaking	
ATTITUDE TO LEARNING: being open to learning	
EMOTIONAL MANAGEMENT: being able to manage my emotions	
SELF AWARENESS:	
INITIATIVE-AUTONOMY: being able to do things on my own and without help	
ORGANISATION: being able to organise my work effectively	
SOCIAL/INTERPERSONAL SKILLS: being able to make friends and get on with people	
RESPONSIBILITY: being able to take responsibility and carry out and complete tasks	
ICT (information processing and digital competence): being able to use technology effectively	
PLURILINGUAL AND INTERCULTURAL COMPETENCE: being open to cultural differences	

Practitioners working with the young people were also asked which competences they thought related to employability and promoted social inclusion and to rank them from 1 to 11 (1 being the highest and 11 being the lowest ).

## **METHODS TO MEASURE THE IMPACT**

A number of ways were identified to measure the impact of participation in the CHIMES project on the target group of disadvantaged young people. The measuring instruments and methods took a 360-degree approach, including self-assessment, and peer assessment. Methods used were:

1. Learner self-assessment, using an on-line template.
2. Focus groups – verbal feedback after activities at both local and international level.
3. Tutor/trainer evaluations of beneficiary development, verbal & written.
4. Tutor/trainer evaluations of their own professional development, using evaluation templates.

### **1.Learner Self-Assessment**

- Self- assessments were conducted by over 100 young participants who participated in project creative arts workshops, local creative festivals, community exhibitions and the transnational learning event in Porto. The



target group were young disadvantaged learners, aged 15- 28 years, who were attending second chance schools or vocational training that aimed to re-integrate the target group into society or direct them into employment.

- An online form, using Google Forms was developed for the young beneficiaries to carry out a self-assessment of their level of competence, reflecting the competences they had previously identified that they would like to improve.
- Self -assessments were carried out individually at the start of their participation in the activities, each participant identified which competences they would like to develop or improve. After identifying competences, they gave themselves a rating of between 1 and 5 ( 1 being low and 5 being high) as to how competent they thought they were in each competence. Each participant was working to an individualised training programme, starting and finishing the project at different times, participating in the different activities offered by each partner.
- Self-assessments happened at varying times across the partnership and to a varying extent, depending on how long beneficiaries were participating and which activities they took part in. As a result, it is difficult to make comparisons across the partnership or across the activities. The self-assessments by the young participants provided some statistical data to corroborate the anecdotal evidence provided by participant's and tutor/practitioner's feedback in focus groups and reporting templates

The young beneficiaries assessed their level of competence at the start of their participation in the project activities. First they had to select at least 5 competences that they wanted to develop or improve.(FIG:3)

FIG:3 Identifying the 5 competences to develop or improve

Section 2 of 13

Which skills do you want to develop or improve during the CHIMES workshops?

Choose a minimum of 5

Competences

- Attitude to Learning: being open to learning
- Emotional Management: being able to manage my emotions
- Self awareness: being aware of my strengths and weaknesses
- Initiative-Autonomy: being able to do things on my own and without help
- Organisation: being able to organise my work effectively
- Social/Interpersonal skills:being able to make friends and get on with people
- Responsibility: being able to take responsibility and carry out and complete tasks
- ICT ( digital competence): being able to use technology effectively
- Plurilingual and Intercultural competence:being open to cultural differences
- Other...

Each competence was broken down into learning outcomes (Fig 4 & 5). The target group were asked to score each learning outcome from 1-5 ( 1 = low and 5 = high) and then to give themselves an overall score of between 1 and 5 ( 1= low, 5 = high) for each competence they wanted to develop.



Fig:4 Example of a competence, broken down into learning outcomes

Section 5 of 13

**ADAPTABILITY: How adaptable are you?**

For each learning outcome assess your skill level 1-5 ( 1 is low, 5 is high). Then give an overall score for Adaptability

I feel positive towards change and see it as an opportunity for improvement

1 2 3 4 5

I am able to undertake new actions to improve myself

1 2 3 4 5

I am able to look back on/reflect on my responses to unforeseen or new situations

1 2 3 4 5

Fig 5: SUMMARY OF ALL COMPETENCES & LEARNING OUTCOMES

<p><b>1 ADAPTABILITY – How adaptable are you?</b> <input type="checkbox"/></p> <p><b>LEARNING OUTCOMES: in order to demonstrate this competence, the learner will be able to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I feel positive towards change and see it as an opportunity for improvement.</li> <li><input type="checkbox"/> I am able to undertake new actions to improve myself</li> <li><input type="checkbox"/> I am able to look back on/reflect on my responses to unforeseen or new situations</li> </ul>
<p><b>2 COMMUNICATION - How well do you communicate?</b> <input type="checkbox"/></p> <p><b>LEARNING OUTCOMES: in order to demonstrate this competence, the learner will be able to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I am able to speak effectively in social, learning and work environments</li> <li><input type="checkbox"/> I know when it is the right time to speak and when to listen</li> <li><input type="checkbox"/> I am able to speak with different people in the appropriate way</li> <li><input type="checkbox"/> I am able to understand, interpret and analyse what I am reading and what people are saying.</li> <li><input type="checkbox"/> I can recognise and understand the importance of non-verbal communication</li> </ul>
<p><b>3 ATTITUDE TO LEARNING - How well do you learn?</b> <input type="checkbox"/></p> <p><b>LEARNING OUTCOMES: in order to demonstrate this competence, the learner will be able to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I am able to set short-, medium- and long-term goals for my own learning</li> <li><input type="checkbox"/> I am able to identify and use knowledge, skills, abilities, and attitudes from previous experiences</li> <li><input type="checkbox"/> I know my weaknesses and I am willing to ask for help if I need to</li> <li><input type="checkbox"/> I am able to face new learning challenges</li> </ul>
<p><b>4 EMOTIONAL MANAGEMENT - How well do you manage your emotions?</b> <input type="checkbox"/></p> <p><b>LEARNING OUTCOMES: in order to demonstrate this competence, the learner will be able to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I am able to control my anger in difficult situations</li> <li><input type="checkbox"/> I am able to express my feelings and can identify the most appropriate moments, people and spaces to share them</li> <li><input type="checkbox"/> - I am able to express negative emotions in an appropriate way and can maintain self control</li> </ul>



- I can accept criticism and see it as an opportunity to improve myself
- I am able to share in the success of others and to express it openly

#### 5 SELF AWARENESS - How well do you know yourself?

**LEARNING OUTCOMES: in order to demonstrate this competence, the learner will be able to:**

- I am aware of my potential and value
- I use my abilities, knowledge, and skills in work and social situations
- I know my weaknesses and limitations and I develop strategies to overcome them
- I respect other people's opinions, even if they are different to mine

#### 6 INITIATIVE / AUTONOMY - How independent are you?

**LEARNING OUTCOMES: in order to demonstrate this competence, the learner will be able to:**

- I am able to identify situations where I can make decisions and work on my own
- I am able to identify opportunities and anticipate any difficulties that may arise.
- I am able to solve problems and think of solutions
- I am proactive and can identify situations that need change
- I am able to plan actions and tasks
- I am self -confident when performing tasks and making decisions
- I am able to take criticism and learn from my mistakes

#### 7 ORGANISATION - How organised are you?

**LEARNING OUTCOMES: in order to demonstrate this competence, the learner will be able to:**

- I am able to understand my responsibilities and the tasks that need to be done to complete the work
- I am able to plan my tasks and make sure I have the correct resources
- I am able to prioritise tasks to be effective and efficient
- I am able to carry out tasks in an orderly and careful manner
- I am able to look after the space and ensure work tools in order are kept in good condition

#### 8 SOCIAL/INTERPERSONAL SKILLS - How well do you interact with others?

**LEARNING OUTCOMES: in order to demonstrate this competence, the learner will be able to:**

- I respect others and do not discriminate against people using prejudices and stereotypes
- I establish working and social relationships based on trust and cooperation
- I try to find the most appropriate way to raise issues, disagreements, opinions, etc.
- I try to anticipate other people's attitudes and measure the effects my opinions may have on our relationship
- I recognise and value positively the achievements and successes of others
- I ask for help when it is needed

#### 9 RESPONSIBILITY - How responsible are you?

**LEARNING OUTCOMES: in order to demonstrate this competence, the learner will be able to:**



- I am able to identify and work towards the goals of my tasks and activities
- I am able to carry out tasks effectively and efficiently
- I take responsibility for my own continuous improvement and the quality of my work
- I am able to ask the right and relevant questions to the right person before carrying out a task
- I am able to make rational decisions, without getting carried away by the first impulse

**10 ICT (information processing and digital competence): What is your information processing and digital competence?**

**LEARNING OUTCOMES: in order to demonstrate this competence, the learner will be able to:**

- I am able to organise and analyse information of different levels of complexity
- I am able to show a critical and reflective attitude in the assessment of information
- I am able to use graphic editors and simulators, if required
- I am able to identify, select and correctly use the most suitable computer tools and applications to carry out tasks
- I am able to use basic multimedia devices and programmes, if required

**11 PLURILINGUAL AND INTERCULTURAL COMPETENCE: How open are you to cultural differences?**

**LEARNING OUTCOMES: in order to demonstrate this competence, the learner will be able to:**

- I am willing to accept or get to know other languages.
- I am able to show cultural openness towards others
- I am able to contribute to social cohesion and to facilitate relations between different cultures.
- I am aware of cultural differences and am able to identify them.
- I accept different ways of thinking regardless of sexual orientation, religion, race, gender or belonging to minority ethnic groups

**2.Focus groups – after activities at both local and international level.**

Partners conducted verbal feedback sessions with their own participants at the end of key project activities, such as at the end of the workshop sessions, after the local festival, after the community exhibition.

An international focus group was held at the end of the learning event (LTTA) in Porto, when the young participants were able to share their experiences, alongside their tutors, who also acted as translators when necessary. This took the form of an informal discussion at the end of the final performance, when the participants were still “on a high” after their public performance. Each young person, and the accompanying teacher/trainer was asked to summarise how they felt after taking part in the learning event.

**3.Tutor/trainer evaluations of beneficiary development.**

Tutors and trainers provided feedback on the target groups’ development of competences and the impact of the project activities, during the evaluation process at the end of the project activities. Tutors and trainers were asked to reflect on the



success of the workshops, local festivals, community exhibitions and video journals (FIG 6) in terms of the impact on the participants.

**FIG 6: Teacher/Trainer Activity Evaluation**

<p><b>1. Activity</b> : indicate with an X. (For workshops, write the title e.g. Dance workshop)</p> <p><i>Workshop</i></p> <p><i>Local Festival</i></p> <p><i>LTTA</i></p> <p><i>Community Exhibition</i></p>
<p><b>2. Describe your target group.</b> Age, gender, characteristics etc</p>
<p><b>3. Describe a) how the target group was selected and b) the target group's role in identifying which activities would take place</b></p>
<p><b>4. Describe the activity in detail</b>– length, frequency, total number of participants, methodology ( how the activity happened), who delivered the activity ( e.g. creative artists, trainers)</p>
<p><b>5. What ,in your opinion, was the impact on the participants? What were the benefits to the participants?</b> Provide case studies /stories ( without names) of the journey of 1 participant from each activity</p>

#### 4. Tutor/trainer evaluations of their own professional development

Tutors and trainers working with the target group were asked to evaluate the impact of working on the CHIMES project on their own professional practice at the end of the project, during the project evaluation process (Fig:7). External creative arts professionals, who had delivered some of the project activities, were also asked to reflect on their own professional development and how the project impacted on their future practice.

**FIG 7: TEACHER/TRAINER SELF-EVALUATION FORM**

<p><b>1. Name:</b></p> <p><b>Organisation:</b></p> <p><b>Job Title:</b></p>
<p><b>2. Describe your normal job role</b></p>
<p><b>3. Do you usually use informal learning as a learning methodology in your job role? If YES explain how.</b></p>
<p><b>4. Describe your role in the CHIMES project</b></p>
<p><b>5. Has participation in CHIMES impacted on your professional practice? If YES please explain how.</b></p>
<p><b>6. What have you learned from CHIMES? What will you take forward with you? What would you do differently?</b></p>
<p><b>7. What have you contributed to CHIMES?</b></p>



## IMPACTS

### Impact on disadvantaged young people: their own perspective

#### 1. Self Assessments

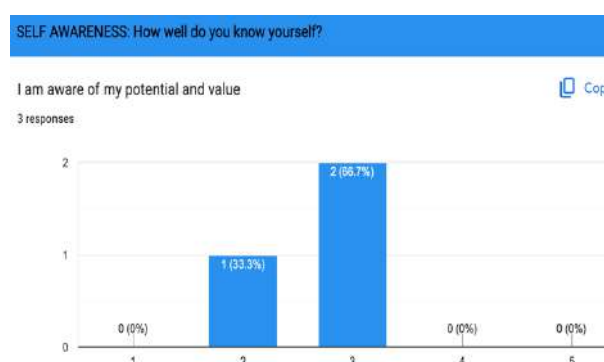
##### 2.1 Competences the target group identified to develop or improve

Although the young participants were asked to identify 5 competences they wanted to develop or improve, most of the respondents identified *ALL* the competences, with some more popular than others. However, this differed between each respondent, between in each partner and between each activity. For example, during workshops and festivals the most popular competences that young people chose to develop were:

- *Gentis Foundation*- Adaptability (83%), Responsibility (83%), Organisation (83%), Attitude to Learning (66%)
- *CESIE*- Attitude to Learning (100%), Self -Awareness (100%), Social & Interpersonal Skills (100%), Intercultural Competence (100%)
- *PSE*- Self-Awareness (100%), Social & Interpersonal Skills (100%), Responsibility (66.7%), Intercultural Competence (66.7%)
- *Ariadne Foundation*- Social & Interpersonal Skills (100%)
- *AE20*-Attitude to learning (40.5%), Self- Awareness (40.5%) Initiative (40.5%)
- *Kleinon* – Adaptability (58%), Self- Awareness ( 65%)

Of the 8 competences that the disadvantaged young participants wanted to develop or to improve while taking part in workshops and local festivals, the top 3 that were selected were

- Attitude to Learning
- Self- awareness
- Social & Interpersonal skills.



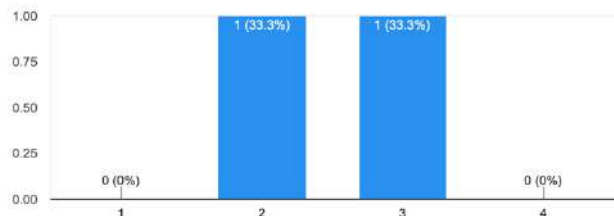
EXAMPLE 1: At PSE 100% of the first group of participants identified Self -Awareness as a competence they wanted to develop, rating themselves at level 2 or 3 for recognising their own potential and self -worth

However, those who were attending the learning and training event in Porto identified different priorities, with Emotional Management and Self-Awareness scoring as a high priority for 50% of the participants. This did not come as a surprise to tutors/practitioners because of the challenge that travelling to another country and living in another culture with a different language posed for the target group.

FIG.1

Sono in grado di esprimere le mie emozioni negative nel modo appropriato e di mantenere l'autocontrollo

3 responses

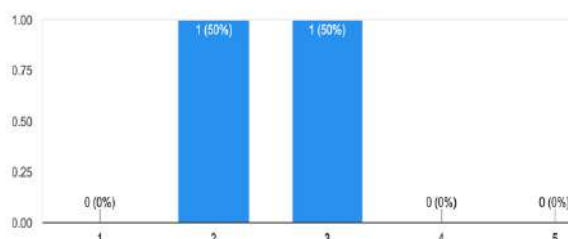


EXAMPLE 2: FIG 1. shows the low scores that participants from CESIE gave themselves when they were asked about being able to express emotions appropriately and being able to maintain self-control

FIG 2

Sóc capaç d'expressar les emocions negatives de forma apropiada i sóc capaç de mantenir auto-control.

2 responses



EXAMPLE 3: Similarly, FIG 2. Shows the low scores that participants from Gentis Foundation gave themselves for the same competence, prior to attending the learning and training event in Porto

### Focus Group Reflections

The international learning and training event was a good opportunity to gather reflections from participants of the impact of the CHIMES project on their personal development. All the participants, both young people and accompanying tutors, expressed positive feelings about the experience.

The main impact was on the self-confidence levels of the young people, particularly reflecting their raised appreciation of their own self-worth and their ability to face challenges and overcome them.

- *“ It has been a great experience even though it was not easy to mix at first because of different languages and identities”.*
- *“At first, I was scared – meeting different people and speaking different languages that I don’t understand”*
- *“It has been an incredible experience. I have had a lot of fun in the workshops, and I want to do it again”*

For others they improved their communication and intercultural competences

- *“The most beautiful part has been being able to make connection in just 3 days”*
- *“There were lots of languages, but I learnt a bit”*
- *“I hope to meet you again and do things together”.*
- *I have got to know you all a bit better, and I have been talking to others. It has been a great experience”*





- *“I would like to meet you again in another place.”*

While for some it changed their attitude to learning:

- *“I want to do this more times with everyone”*

The workshop trainers recognised the development of competences in the young participants, but also in their own professional development.

- *“There was a group dimension in the growth process. You grew together through this experience, you found your own limits and pushed through them.”*
- *“We have learnt every day”*
- *“We made magic. I am thankful for being part of this”.*
- *“We were able to connect through art.”*
- *“This was the first time I have done this. It was cool.”*
- *“I started the LTTA thinking I would give it 3/5. I can now say it is 5/5”.*
- *“I enjoyed taking part, particularly working with my group”*
- *“Looking at their happy faces once they realised they did perform in front of the public, was the greatest evidence that the hours spent together were worth it.”*

### Impact on disadvantaged young people: the tutor/trainer’s perspective

#### *Motivation and Engagement:*

In their evaluations of the impact of the project, tutors and trainers have noted some impacts on students’ behaviours, for example their increased motivation to become involved in the various activities of the schools.

It was felt that this resulted from endeavoring to meet the interests of young people at the start, to create the workshops and several activities that matched the interests of each one of them. At AE20 The young people’s involvement in the school’s activities increased, not only in the project workshops and artistic activities, but also at other moments in the school’s daily routines, which allowed them to have a more successful training programme full of positive and unforgettable experiences.

At CESIE for the Illustration Workshop, the most important thing was not the “final product”, but the whole learning process, of which the results are merely the evidence of their learning paths.

#### *Increased self-confidence and self-esteem*

For some young participants the activities in the workshops were an experience they had never had before. For example, at for Young people from Gentis Foundation, AE20. Ariadne Foundation and CESIE none had done body percussion before, but the ability to being able to develop their own choreography with basic elements of body percussion helped to improve their self-identification. Some of the young people were not sure if they could do the final performance in front of an audience because they would feel embarrassed, however learning gave them the confidence to do it.



Dance workshops also represented a special opportunity for the young people to think about their own bodies: how they use it within the surrounding space and how they use it in relation to the presence of other people. A few participants affirmed to be more aware of their bodies and of their potential thanks to these experiences, learning how to better accept themselves, thus increasing their self-esteem. Moreover, the close connections established during the sessions facilitated both group and individual expression, creating new bonds and the feeling of being part of a group

#### *Communications & Group dynamics*

Workshops helped the participants, those with different cultural backgrounds, to develop the essential skills targeted by the project, and proved to them that art is not only a form of entertainment but a powerful learning tool. It enhanced peer communication by providing an informal context where young people could meet, try new things, exchange perspectives and build an extraordinary performance inspired by the emotions they felt and the positive group dynamics.

#### *Employment pathways*

Some trainers believe that the participation in the workshops encouraged young people in considering professional paths linked to the field of the Creative and Cultural Industries, inspired by the examples offered by the trainers involved and supported by the very positive practical experiences they made.

It was felt that workshops really helped the young people to better understand their strength and to explore other job possibilities, while building up their self-confidence and social skills.

#### *Transferable skills*

It was felt by teacher/trainers that the local festivals and community exhibitions were opportunities for the young participants to showcase the learning outcomes of workshops. By involving other people, that is the invited audience, in the creative activities, helped to raise awareness of the powerful impact of the CHIMES project on the young people's personal development.

The organisation and production of these events allowed the young people to develop the following skills:

- Decision-making skills
- Organisational skills
- Problem-solving skills
- Time management skills
- Self-confidence
- Communication skills

## Some success stories

### Case Study 1

One young participant joined the CHIMES project because he felt alone. Because of Covid restrictions he had not left the house for 3 months and he was studying online. As a result, he felt that he no longer had a voice, even going to the shop was difficult,



he was scared and afraid to enter. Eventually he was persuaded to join the programme that was offering the CHIMES workshops. In his words he “pulled himself together”. He said it was really hard, he was sweating, and his mouth was dry. However, after taking part in the Photography workshops offered by the partner school he said” It was worth it. I made new friends. I liked making films. I still go there now. There are 15 of us now. The girls are nice too”

### Case Study 2

For one of the partners one of the biggest impacts of the workshops was the creation of two combos (music groups) by a group of young people, one focusing on rock music and the other one on gypsy music. After participating in music workshops, the young people had developed not only a liking for making music, but also skills and talents that they had not realised existed before. Both groups of young people are still working and rehearsing their music, to participate in the school activities.

### Case Study 3

Young person X, had mentioned to the trainers at the beginning of the training meeting in Porto that she could not perform the final show due to her anxiety and stage fright. At the end of the meeting, this young person shared that she had managed to overcome her fears with the help of her peers and the trainers, becoming more capable and autonomous.

### Case Study 4

The participants from one partner school had been working together with SEND children in external workshops. At the local festival they felt that it was very important for the target group of disadvantaged youngsters to have the opportunity to receive the SEND children in their “own home”, that is, the school where they held the local festival. One young person who had been participating in all the workshops had created a very good and profound relationship with the SEND children. The tutors realised his interest in working with children with special educational needs and disabilities and so were able to organise a work placement for him in that area.

One of the young participants, said something which was most striking about the festival "Art has the ability to provide moments of sharing and unity”.

### Case Study 5

A young person in the group had just become homeless two weeks, before the training event in Portugal. However, after participating in the training event, he said that he wanted to continue his training at the second chance centre.

Another young woman had difficulties socialising, but thanks to the workshops she said she had been able to talk to a lot of people about that.

In the final performance there was a young woman who had made an effort to come to the training event, even though her brother had just gone into a coma two days before.

### Case Study 6

A girl who participated in one of the dance workshops surprised her teachers with her growing path. At the beginning, although she wasn't shy, she didn't want to feel “exposed”, so she simply did what she was asked to do, evidently enjoying it, but



without letting herself to be too involved in the process. During the final session, a group of young children were invited to practice with project participants, in order to also inspire the younger generation. All participants were afraid to make mistakes or to be unable to perform in front of “public”. However, when they were asked to perform a special feeling (friendship) they made a true show and the girl proved to have very good theatrical skills. She literally was at the centre of the entire performance, and she enjoyed it very much.

### Case Study 7

The Community Exhibition event closed the creative path of youth within the CHIMES project and in one partner organisation the emotion of the young participants was tangible. In particular, a participant who wanted to narrate his experience surprised himself in feeling very moved while talking. He is a very talkative and extrovert person, and this emotional reaction was welcomed as a sign of the importance of the relationships built during the process.

### Impact on Tutors/Trainers: reflections on professional practice and development

When asked about what lessons had been learned one partner, experienced in international projects, said that participation in the CHIMES project has facilitated connections between local creative industries and the school’s artistic and youth teachers. The school was able to resume its tradition of youth exchanges and hosting training and learning events. Tutors were able to bring some young people, who had lost their way and were not finding the training opportunities that made sense to them, back into training. It was also important to note that some young people, who had not yet had the opportunity to demonstrate competencies, were able to do so as a result of the CHIMES activities. They were also able to transfer these competences back into the school’s routine.

When asked whether the CHIMES project had impacted on professional practice a visual arts tutor said the project had allowed him to apply some techniques that he often used in youth training but in a different context and with people from different backgrounds. This tutor felt that the learner-centred approach allowed learning to take place through discussions and sharing of ideas. In this sense, the CHIMES project, through this practice, reinforced his awareness that educational practitioners need to listen more and direct less, to consider young people as thinking and active beings rather than passive agents.

One tutor remarked on the positive learner-centred approach of the CHIMES project which impacted on their professional practice by improving group cohesion among the students and the teachers. The activities proposed in the framework of the Chimes project, since they were about creativity and art, improved cohesion and made people more positive. This tutor learned that to learn and to work with the team makes the work more enjoyable and by letting students interact more and allow them to be more creative has a positive impact in the students learning.

One tutor said that the cooperative learning approach in the CHIMES project activities had been enriching



Another tutor said the project had allowed her to adapt the usual training activities in order to carry out new learnings, by using music and art. The Chimes has allowed her “to see the beauty in simple things, where empathic relationship is fundamental to artistic and school success”.

Another tutor, who usually tries to integrate informal activities into the formal subjects that she teaches said that the CHIMES activities has shown her how movement, drama, and music can be used as an alternative learning technique. This tutor felt that this approach could be used in her own lessons. The learning and training event had also reminded this tutor of the importance and benefit of international cooperation, both for tutors and the young participants.

When asked about the impact of the learning and training event a trainer remarked that it promoted the relationships between the young people and the trainers, as well as contributing to the personal development of the young people. The trainer remarked that the artistic activities played a very important role in the young people and in building their self-confidence to meet the challenges they were given.

### Impact on Creative Arts Professionals: reflections on professional practice

#### Studio Music Producer

The role of one professional, was to mentor and oversee the delivery of music production workshops, which involved electronically recording the music styles of the young participants and supporting them to record their songs in studio settings. The workshops aimed to help the participants to develop skills in how to engineer and produce music and sound, using professional studio hardware and software, and to experiment with innovative practices and emerging technologies – including artificial intelligence (AI).

When asked about the impact of the CHIMES project on their professional practice, the professional said that using creative arts to engage young people had produced some surprising results, both at professional level and organisational level. Although their normal job was spent working on strategies, rather than working with individuals on the ground, acting as a mentor for young people and working with them in the recording studio had re-energised their love for the craft.

Working with the young people and using artistic expression has now been embedded into the organisation’s way of working. They now use arts as a basis to engage more with disadvantaged young people to influence their outlook on life. It has also given the organisation another tool, alongside contacts with other NGOs and social enterprise organisations, that they did not consider before the CHIMES project, enabling the organisation to build repertoire and techniques from a diverse multicultural perspective.



### Creative Arts Technical Trainers

A technical trainer in personal image, hairdressing and aesthetics said that participation in the CHIMES project had helped to improve their organisation skills and to better motivate young people to keep learning and improving. Another trainer said they have learned more about cooperative learning

### Musical Form Trainer

One trainer was involved in the LTTA ,as a workshop leader, aiming to create, with the input of all the young participants, a collaborative and creative performance, focused on movement and aesthetic beauty through martial arts (musical form)

Informal learning is rarely employed in this field, as the main focus is on developing technical skills. However, martial arts allow people to build many soft skills, all of them extremely important in life, such as: leadership, self-esteem, cooperation, self-confidence, critical thinking, etc. Each session usually begins with warmups and these can employ the game dynamics to let young people feel at ease and try out new things. This part is very important both for physical and mental wellbeing and it uses informal practices to enhance group dynamics.

CHIMES had a huge impact on this trainers professional practice, giving the trainer the opportunity to discover another side of martial arts, not limited to the technics but open to welcome all participants' inputs, allowing them to explore their identity and communicate through their own gestures. The trainer said she experimented its flexibility and she very much liked the way the young participants played with the techniques to create their artistic performance, while gaining the same benefits offered by the professional practice of this art.

The trainer remarked that she had learned a lot from the young participants and now knows that the best results derive from the freedom of expression: it is sufficient to give young people basic tools and then let them free to play with them, have fun with them. They have learned how to change structures by adapting them to their needs. The trainer said she learned how simple teaching can be when it is directed from the people you work with.

## CONCLUSION

In second chance education the use of informal learning has long been known, among second chance practitioners, to be a successful methodology , to engage the disengaged learners into learning and training on their pathway to employment. It was also recognised that, after the Covid-19 pandemic, the project activities would support the re-engagement of young people in society, providing them with opportunities to meet with their peers and discover their talents, but also to encourage them to consider arts as a means of expressing themselves, communicate with others and, maybe, a way to build up a career.

Using music, dance and visual and performing arts as the vehicle, bringing together the creative arts industries with the second chance education sector, CHIMES has



proven to help the disadvantaged young people develop transferable skills and competences such as communications, adaptability, social and interpersonal skills, organisation, responsibility and self-awareness.

This has contributed to their employability; built their resilience, raised their self-esteem and self-confidence, and developed a personal sense of self-worth and value within their community. As one tutor put it “they have all learned that limits are there to be exceeded”

At first we wanted to measure the impact of project activities rather than teaching methods or systems, because otherwise the measurement would have been much more challenging. Nevertheless, feedback from the participating tutors and practitioners has shown that their involvement in the CHIMES creative arts activities has impacted on their teaching practice- some have now introduced creative arts activities ( e.g., drama, music) into their mainstream subject teaching to enhance the learning experience of the young people. Others have become more collaborative to jointly develop learning activities with the target group.

Professionals from the creative arts industries also described their own learning journey, realising the potential of creative arts in helping disaffected and disadvantaged young people to express themselves, develop new skills and demonstrate talent. These professionals noted the benefits of the CHIMES project activities at professional and organisational level, giving them a new perspective to their ways of working.

*“I simply facilitated this process, showing their talent even when they felt they had none”.*