



ERASMUS+  
KA2 Cooperation for innovation and the exchange of good practices  
KA205 - Strategic Partnerships for youth

PAClife:  
**Physical and Cultural Activity for Lifeskills Development**  
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IO2 Piloting Report  
CESIE, ITALY  
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## I. E+ Project management during Covid-19 pandemic: Italy

The Covid-19 pandemic has represented a very precarious period where any activity planned in each Country in Europe, as in the whole World, needed to be adapted following to the development of this new situation. The PAClife project, as many other Erasmus+ project in Europe, was no exception.

CESIE is a very experienced organization in the field of Erasmus+ Programme's project management, however the Covid-19 pandemic has brought challenges that were hardly predictable, which have delayed or changed the regular implementation of our own activities. Nevertheless, although this has been undoubtedly a challenging climate for carry out a training programme, we have explored alternative ways to face the challenges and meet the objectives that have been set in the application of PAClife project as efficiently as we could.

Especially during the first year of lockdown, which in Italy was quite strict, CESIE managed to cooperate well with the whole partnership, sharing the needed contributions and helping in finding solutions together with the other partners, when needed. Time was spent on researches, training other local trainers and in establishing contacts with youth and organisations that should have host the volunteering placements foreseen during or after the training stage.

Reaching out the young people was one of the most difficult thing, as we needed to comply with many national rules set up to contain the contaminations, such as showing the Green Pass and not exceeding the fixed number of people admitted in indoor spaces during the trainings, not to mention that many people were scared to fall ill and would not take part in any activities that implied physical contact with other people. Of course, the implementation stage was also influenced by the pandemic in terms of postponing or adapting the training delivery, which required us to lead the activities face-to-face or online, depending on the cases.

The organisation of Multiplier Events is going to happen in a slightly different scenario, where rules are no more excessively strict and the infection rate is apparently lowering. However, these changes cannot lead us to neglect the persistence of the pandemic and people may be still very sensible to this issue and rather reluctant to join events as they did in the past, so there is still the need to consider flexibility also in the ways this event is going to be organised. Overall, although at the beginning the situation looked like a hardly manageable one, the project has been well managed and the objectives have been met. Apparently, this unexpected challenge which has startle us all at first, has revealed itself as an opportunity to learn more on how projects can be implemented in different ways, even during global crisis, and how important flexibility and openness can be in this field.

## II. Introduction and Pilot Methodology

### i. Introduction

CESIE implemented the PAClife piloting with two groups of young people (10 in total) aged 16-21 years. The sessions took place both in F2F and online (Zoom) format, depending on the restrictions due to Covid-19 pandemic.

The training was disseminated through CESE's own channels and networks, using mostly its own social media accounts and websites, sharing posts, articles, videos and sending e-mails to relevant stakeholders.

Both groups were composed by young people already engaged in voluntary activities in two different organisations, i.e. *Centro Ubuntu & Centro Diaconale Istituto Valdese "La Noce"*. Both organisations work closely with children and young people and frequently involve other young people to help them in daily activities to support and/or play with children. The volunteers worked in these organisation regularly: some participants volunteered on a daily basis for more than 2 hours, others volunteered at least twice a week, with various work shifts. Therefore, their volunteer experiences occurred during and after their participation at the PAClife training, during which CESIE offered its support by planning regular monitoring meetings (usually weekly meetings, but mostly these were organised when needed) during which we offered the opportunity to discuss the implementation strategies of the activities or the approaches to involve and interact with other children/peers.

Attendance certificate have been issued and delivered to each participant.

The structure of the training sessions and the activities selected from the collection of the PAClife Programme were adapted to participants' needs and expectations and aimed at providing young participants with opportunities to both become familiar with the Positive Youth Development approach & 5 C's model and try the activities of the PAClife Programme, in order to enhance their own wellbeing and to understand better how to contribute to their peers and community's wellbeing.

The final goal was to empower these young people in becoming active citizens who can consciously contribute to their local community by boosting their life and mentoring skills and encouraging them to became role models for their peers and other children through the implementation of physical and cultural activities.

### ii. Piloting – Two groups

The first group was engaged in 5 sessions of 3-hour each during December, 2021 and January, 2022. Specifically, the sessions took place in the following dates: 13-20/12/2021 & 10-17-24/01/2022.

Here follows the sessions' schedule of the first group:

	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Session 5</b>
<b>16.30/17.30</b>	Welcome & presentations; Theoretical approach: Positive Youth Development & 5Cs Model; Discussion	Session introduction; Focus - Theoretical and practical aspects of the "5 Cs": - Confidence (part 1) Focus - Passive listening Discussion	Session introduction; Focus - Theoretical and practical aspects of the "5 Cs": - Connection (part 1) Discussion	Session introduction; Focus - Theoretical and practical aspects of the "5 Cs": - Character (part 1) Discussion	Session introduction; Focus - Theoretical and practical aspects of the "5 Cs": - Caring - The "Sixth C" Focus - Active listening Discussion
<b>17.30</b>	Break	Break	Break	Break	Break
<b>17.40/19.30</b>	Focus - Theoretical and practical aspects of the "5 Cs": - Competence Reflection and evaluation.	- Confidence (part 2) Reflection and evaluation.	- Connection (part 2) Reflection and evaluation.	- Character (part 2) Reflection and evaluation.	Workshops – Case analysis and practical application of the "5Cs Model"; Feedback and farewell.

The experience with the previous group enabled us to understand which topic needed more time to be addressed. Therefore, the sessions' schedule for the second group included an extra day to give more time to explore the topics and enhance the group reflection. The young people engaged in the second group attended a 6-day course and each session lasted 3 hours. This group met between March, 2022 and April 2022. The specific dates of the sessions were: 23-25-28-30/03/2022 & 4-6/04/2022.

	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Session 5</b>	<b>Session 6</b>
<b>15.00 /16.30</b>	Welcome & presentations; Theoretical approach: Positive Youth Development & 5Cs Model;	Session introduction; Focus - Theoretical and practical aspects of the "5 Cs": - Competence Focus - Theoretical and practical aspects of the "5 Cs": - Confidence (part 1) Discussion	Session introduction; Focus - Theoretical and practical aspects of the "5 Cs": - Confidence (part 2) - Connection (part 1) Discussion	Session introduction; Focus - Theoretical and practical aspects of the "5 Cs": - Character (part 1) Discussion	Session introduction; Focus - Theoretical and practical aspects of the "5 Cs": - Caring Discussion	Session introduction; Workshops – Case analysis and practical application of the "5Cs Model"; Discussion
<b>16.30/16.40</b>	Break	Break	Break	Break	Break	Break
<b>16.40/18.00</b>	Mentoring: Concept, role & characteristics. Reflection and evaluation.	Focus – Passive listening Reflection and evaluation.	- Connection (part 2) Reflection and evaluation.	- Character (part 2) The concept of privilege; Reflection and evaluation.	Active listening & empathy; - The "Sixth C" Reflection and evaluation.	Workshop – Case discussion; Feedback and farewell.

As it can be seen by this schedules, young people were introduced to the PYD approach and the 5 C's model as the trainers did during the online LTTA. This part has been considered essential in order to provide the participants with the necessary knowledge to efficiently understand the activities purposes and reflect on their use with other young people. Hence, the activities related to each one of the 5 C's have been implemented with them.

Moreover, the concepts of Resilience, Life Skills, Lifelong Learning, Mentoring, Active Listening and Privilege were further analysed and discussed.

Both group have tried the following activities:

- 40 Minute Dyad
- Rickshaw Game
- Leading in Pairs
- Privilege Walk
- Trust Games
- Supportive Communication
- Empathy Labs
- Case Discussion and Drama Presentation
- Spider Web

### ***III. Feedback from participants: pre and post evaluation results***

#### *i. Methodology*

The evaluation was conducted both in paper and online format, depending on the possibility to physically meet or not due to Covid-19 national restrictions.

The initial evaluation form shared with the participants of the first group was slightly different from the one provided by UoG, as the one used was prepared a few days before the first training started. In the meanwhile, the official one was added on the Trello platform, but it was noticed only later. However, the questions were very similar to those asked in the form shared on Trello platform, as they were included on the basis of what was discussed with partners during a previous meeting.

For the initial evaluation of the second group, questions from the UoG evaluation form were used, as well as for the final evaluations of both groups.

Valuable feedback has been also collected through the Spider Web activity and the analysis of the expectations and fears (Expectation Tree) of the groups during the final sessions, which has been embedded in the discussion of the Case Study.

To see how the evaluation forms were structured, please check Annex III.

#### *ii. Results*

As only one evaluation has been conducted online, the results from the initial and final evaluations of both groups cannot be graphically displayed.

Overall, from the comparative analysis of the participants' responses, the training has been a positive experience and an opportunity to promote the exchange of ideas among youth and create meaningful bonds among them. All participants have either developed new skills or fine-tuned the existing ones and had opportunities to apply them within the framework of their volunteering experiences. Specifically, the training has empowered them, giving them better insights on how to take more seriously their role within the community as volunteers.

Almost all the responses showed an increase in all the 5 C's dimensions, which undoubtedly confirms the success of the PAClife programme. Only in one case the trend was reverse, with a participant who in the initial evaluation agreed on all items, but later selected the option "neither agree nor disagree". All final evaluations' results report an increased agreement for almost all the 10 questions, whereas only in a few cases the responses remained the same given during the initial evaluation or changed the option from "agreed" to "neither agree nor disagree".

For some of them it was the first approach to concepts such as mentoring, soft skills and resilience. Some participants did not have any previous experience in the field of informal education and this has widely contributed to the success of the training path. They found the entire training very interesting and useful and they enjoyed very much the interactivity of the sessions, where their contribution was always asked and valorised.

However, three participants stated that they were already familiar with these concepts (through University courses) and were therefore less likely to be as much impressed. Although everyone enjoyed the experience and had the opportunity to develop new skills or fine-tune those they already had, two participants were more sceptical on the practical usefulness of the approach, as in their opinion it mainly gives interesting strategies and food for thoughts, but no concrete instructions on what to do to help other people, especially those in disadvantaged situations.

To conclude, although the greatest enthusiasm has been expressed mainly by those younger participants who were never exposed before to informal learning activities and concepts regarding life skills, for those who did have previous experience in this field, the training activity was all the same very interesting, as it creatively proposed strategies to better think about youth-related topics and engaged the young people in critical thinking processes on how to address relevant issue.

## IV. Case studies

What was the activity about	What happened (what was good / not so good)
<p>Multiple activities have been carried out with 2 groups of participants, along with some theoretical insights on the approaches implemented: the PYD and the 5 C's Model.</p> <p>In brief, they stated that they liked very much the group activities, as these were led in a very informal way and helped them to build positive relationships within the group. The implemented activities varied depending on the number of people attending each session and on the delivery format (online or F2F). However, the activities implemented met participants expectations, as these required high degree of active participation and peer interactions, and they had a lot of fun in carrying them out.</p>	<p>Since the beginning, both groups were very curious to know the purposes of the training and the activities. Therefore, they found very interesting the theoretical introduction about the approaches, especially the focus on the mentor role they could learn to play in other people's life.</p> <p>Some positive aspects of the training have been highlighted, acknowledged both by the trainer and by the young people themselves. The training helped to:</p> <ul style="list-style-type: none"> <li>- Overcome shyness through group dynamics;</li> <li>- Develop self-confidence and become more open with people;</li> <li>- Learn to accept diversity;</li> <li>- Listen actively other people;</li> <li>- Know how to analyse young people situations through empathy and understanding;</li> <li>- Accept and understand different points of view;</li> <li>- Understand the principles of assertive communication;</li> <li>- Understand that people do not have the very same privileges in life;</li> <li>- Understand oneself better.</li> </ul> <p>In spite of the enthusiasm showed by some members of the group, who affirmed the contents and activities learned will be very useful in their social and professional life, but especially for their own personal growth, two members feared that these approaches are hardly applicable in real life situations considering them too general. Furthermore, a few participants suggested that it would be better to give extra time to critical thinking on every topic. Generally, F2F sessions were preferred over the online ones.</p>

Who was there	Key learning outcomes for the project / future projects
<p>In total, 10 young people aged 16-21 years took part at the PAClife activities.</p>	<p>The structure and the contents have proved to meet successfully the participants expectations.</p> <p>However, future projects may focus more on the points highlighted by some participants, such as:</p> <ul style="list-style-type: none"> <li>- Give some extra time to reflect better in group about each topic and to discuss about them more thoroughly;</li> <li>- Give more practical examples or best practice which can help thinking about the short/long-term practical benefits of the activities.</li> </ul> <p>Moreover, from our local experience with the project implementation, we have found useful to ask young people to think about their previous life experience when introducing them each one of the 5 C's. This strategy has proved to help young people develop greater confidence by realising they already had some competences they were simply not aware of. It has also helped them developing a "mental framework" of a few practical examples that facilitated their understanding of their task as "mentors" applying the 5 C's Model.</p>

## V. Project impact on involved organisations

The organisations CESIE has involved in the project piloting in Palermo were: **Centro Ubuntu & Centro Diaconale Istituto Valdese "La Noce"**

- What went well?

The involvement of the young people in the project training activities surely has had a very important impact on the organisations where they were invited to carry out their volunteering experience. These young people were already working as volunteers in these organisations, so their participation was a deliberate act intended to enhance their own skills so as to provide better services to the communities where they were working. The organisations where the volunteers worked with other children or young people (peers) undoubtedly benefitted from

their involvement in PAClife training, since this opportunity made the young people more aware of their own resources and skills and guided them through a reflection on the skills they needed to acquire or enhance in order to promote other young people wellbeing. The greatest outcome was the self-confidence the young volunteers have developed; they learned how to access easily and quickly their previous and new knowledges and to apply them when working with children or peers. Knowing how to provide positive role models for other children or young people enabled these volunteers to provide a valid contribution to the organisations where they have worked as they were capable of making better effort in promoting the positive development of the youth the organisations work with, as well as fostering their own wellbeing.

- What to improve?

Short and long term benefits have been acknowledged. However, it could be useful to organise regularly this kind of trainings, so as to keep encouraging young people in developing essential life skills and use them to help the younger community to thrive.

- Any other thoughts/opinions?

As stated above.

## VI. Conclusions

The Covid-19 pandemic has posed a serious threat to the general management of the project, forcing us to postpone, adapt, or even cancel the previously arranged activities.

The delivery of the PAClife training and piloting has been adapted to the national and local context and to the pandemic restrictions in force. Activities were carried out in online or face-to-face sessions, the sessions' schedule needed to be constantly flexible to each participant and trainer needs (in case of falling ill, fear of physical contact, etc.) and the venue for the offline sessions needed to be wide enough to host the group while respecting the social distancing rules.

Nevertheless, on the basis of the participants experiences, the training programme proved to be successful and efficiently delivered, enabling the young people to meet each other and exchange their points of views, while engaging in an upskilling path aimed at empowering them and raise their awareness on topic such as: resilience building, active citizenships and self-efficacy.

From the analysis of their responses it could be wise to give some extra time to allow young people to reflect better in group about relevant topics and discuss about them more thoroughly, as well as to provide them with more practical examples or best practices which could help them to think about the short/long-term practical benefits of the activities suggested.

As all the participants were already volunteering during their involvement in the project piloting, they were significantly aware of the importance of giving their own contribution to society and affirmed that they will keep volunteering, especially after having received the PAClife training, which they think will help them to relate and understand better the other people, as well as themselves.

## Annex I: Attendance list

Please, see the files “Attendance lists\_first/second group” in the folder on Trello, available at the following link: <https://trello.com/c/qDlzYexT>

## Annex II: Pictures of the F2F and online piloting

First group:

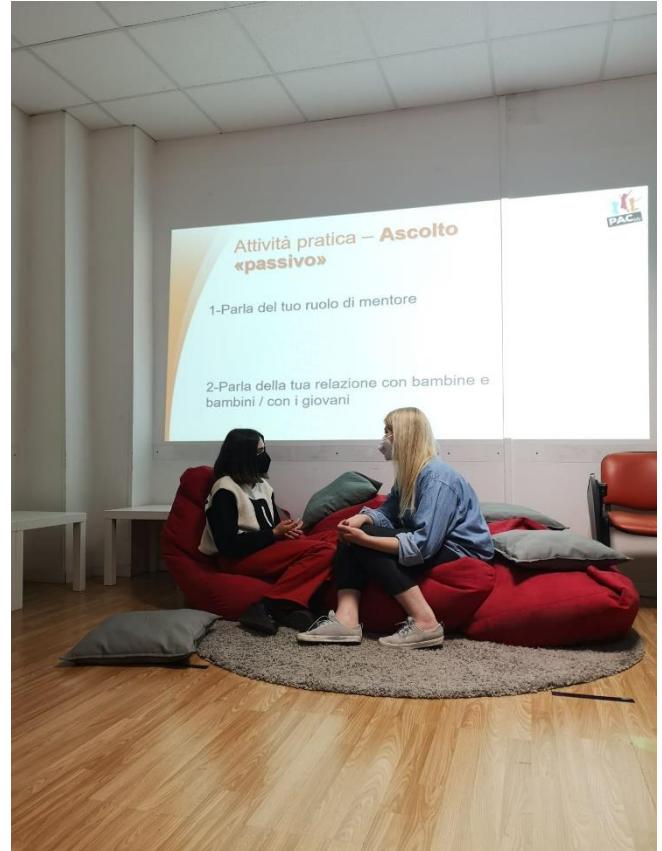


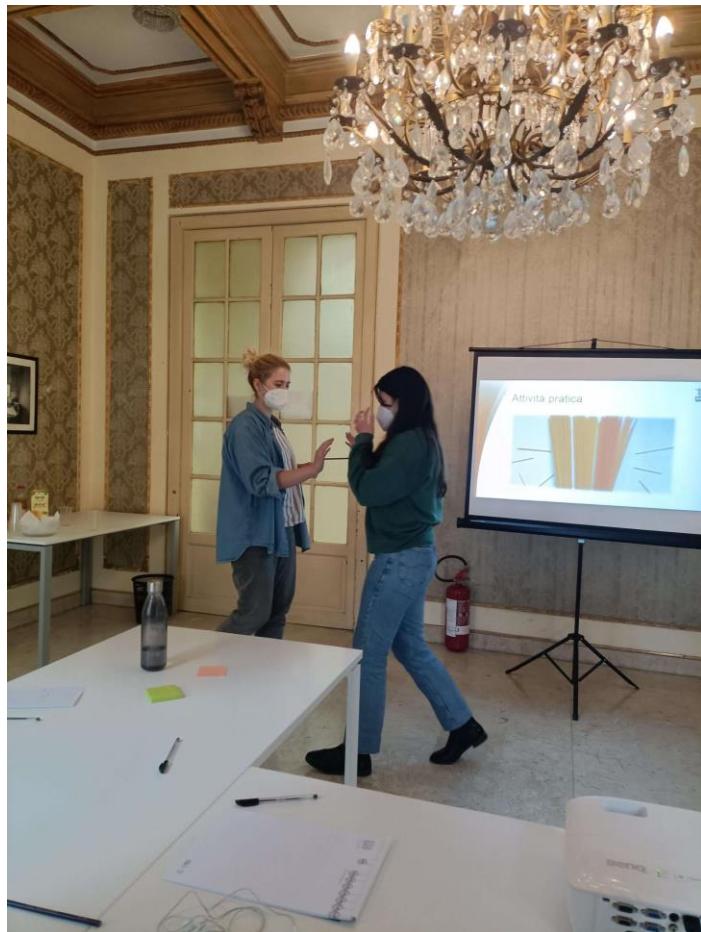


Katalin:  
Sei la figlia dell'ambasciatore americano del Paese in cui vivi attualmente.  
Matteo:  
Sei una donna lesbica di 22 anni.  
Laura:  
Sei il figlio di un migrante cinese che dirige un'azienda di successo.  
Giovanni:  
Sei una giovane madre single e disoccupata.



Second group:





## Annex III: Templates of the paper and online evaluations

### Initial evaluation form:

With both groups this evaluation was conducted in paper format. Here follows two examples:

- First group (the only evaluation form different from the one added on Trello platform):



13/12/21 - Prima sessione – PAClife

Gentile Partecipante,

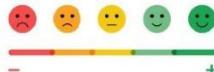
ti invitiamo a compilare il seguente modulo di valutazione del "Corso di formazione sulla sviluppo positivo dei giovani" al fine di condividere con noi il tuo prezioso feedback.

Il modulo è anonimo e la sua compilazione contribuirà al miglioramento dei contenuti, della forma e dell'impatto che desideriamo ottenere attraverso la formazione. Pertanto, ti chiediamo di indicare il tuo grado di soddisfacimento riguardo i seguenti aspetti delle sessioni formative e di rispondere alle relative domande aperte.

Ti ringraziamo per il tempo che dedicherai la compilazione del questionario.

#### Questionario di valutazione

Esprimi il tuo giudizio su una scala da 1 a 5 e rispondi alle domande:



1) Rispetto ai *contenuti della sessione*, mi sento:

Molto insoddisfatta/o  Abbastanza insoddisfatta/o  Né insoddisfatta/o, né soddisfatta/o   
 Abbastanza soddisfatta/o  Molto soddisfatta/o

2) Rispetto alle *modalità di trasmissione* dei contenuti della sessione, mi sento:

Molto insoddisfatta/o  Abbastanza insoddisfatta/o  Né insoddisfatta/o, né soddisfatta/o   
 Abbastanza soddisfatta/o  Molto soddisfatta/o

3) La sessione a cui hai preso parte è stata utile? Perché?

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4) Cosa ne pensi dei *contenuti del programma*?

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Cofinanziato dal  
programma Erasmus+  
dell'Unione europea



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- 5) Cosa pensi possa essere *migliorato*?

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- 6) Ulteriori commenti.

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Grazie per il tuo feedback!





## Second group:



Cofinanziato dal  
programma Erasmus+  
dell'Unione europea



23/03/2022 – Valutazione iniziale – PAClife

Gentile Partecipante,

ti invitiamo a compilare il seguente modulo di valutazione del “*CORSO DI FORMAZIONE SULLO SVILUPPO POSITIVO DEI GIOVANI*” al fine di condividere con noi il tuo prezioso feedback.

La compilazione del modulo contribuirà al miglioramento dei contenuti, della forma e dell'impatto che desideriamo ottenere attraverso la formazione. Pertanto, ti chiediamo di indicare il tuo grado di soddisfacimento riguardo i seguenti aspetti delle sessioni formative e di rispondere alle relative domande aperte.

Ti ringraziamo per il tempo che dedicherai la compilazione del questionario.

### **Questionario di valutazione**

1	Nome della/del partecipante					
2	Data di compilazione					
		Fortemente in disaccordo	In disaccordo	Né d'accordo né in disaccordo	D'accordo	Pienamente d'accordo
3	Posso contare su un'ampia varietà di competenze che mi aiutano a vivere la mia vita quotidiana					
4	So gestire i problemi che affronto nella mia vita					
5	Ho una immagine positiva di me stessa/o					
6	Mi sento bene all'idea di provare nuove esperienze					
7	Mi sento vicina/o alle altre persone					
8	Ho un buon rapporto con i miei amici e familiari ed esco spesso con loro					
9	Sono consapevole dell'importanza di assumersi la responsabilità delle proprie azioni e comportamenti					
10	Penso di essere una persona onesta e di rispettare le altre persone					
11	Dimostro interesse per le altre persone					
12	Mi piace fare volontariato o partecipare ad attività per aiutare gli altri					





### Final evaluation form:

The first group answered to the following online version. The second group answered the very same questionnaire but in paper format.

<https://forms.gle/2UEamgEt3AAREUE26>



## Annex IV: Certificate of attendance – Template



### CERTIFICATO DI PARTECIPAZIONE

Si certifica che

**Gabriele Lupo**

Ha partecipato al Corso di Formazione sullo Sviluppo Positivo dei Giovani



PAClife

**Physical and Cultural Activity for Life skills Development**

2019-2-UK01-KA205-062366

13-20/12/2021 & 10-17-24/01/2022

**Palermo, Italia**

Coordinato dall'Università di GLOUCESTERSHIRE

[glos.ac.uk](http://glos.ac.uk)

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## CERTIFICATO

Si attesta che la/il partecipante al corso della formazione sullo Sviluppo Positivo dei Giovani, promossa nell'ambito del progetto "PAClife - Physical and Cultural Activity for Life skills Development" ha sviluppato:

- Conoscenze in merito all'approccio Positive Youth Development (PYD);
- Conoscenze nell'ambito del modello di applicazione dell'approccio PYD, il modello delle 5 C;
- Conoscenze e competenze pratiche nell'applicazione dell'approccio del PYD e del modello delle 5 C;
- Competenze specifiche nell'ambito del modello delle 5 C: "competenza, fiducia, connessione sociale, personalità & compassione"
- Competenze specifiche nell'ambito del modello delle 5 C: "contributo", come sesta C prevista in seguito al pieno sviluppo delle 5 C;
- Conoscenze relative ai concetti di: Resilienza, Life Skills, Lifelong Learning, Mentoring, Ascolto Attivo, Privilegio.

*Luogo e data:*

21/03/2022

*Rappresentante legale:*

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