Catalogue of peer learning strategies during Peer Advisory Boards
WP.2 Peer learning strategies

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Solution By Inclusion

Contents

1   Introduction

This catalogue presents a compilation of Work Package 2: Peer Learning Strategies of the ERASMUS+ *Solution by Inclusion* project. In this project, a Peer Advisory Board (PAB) was established within each project partner school (Malta: ĠEM16+, Italy: IAL-FVG, and Denmark: Tradium). ĠEM 16+ was responsible for this work package in terms of gathering peer learning feedback and inputs and compiling a catalogue of peer learning strategies. The target groups for these boards were 8 students, 2 educators, and 2 parents. "Students, teachers and parents will formulate their challenges towards social inclusion including "pupil" life, absence, levels of well-being, motivation as well as their needs and ideas regarding the development of educational material for the digital toolbox" (Appendix 1 Project Application – p. 96). Thus, the PABs were used as a peer-learning strategy through members' feedback to establish new tools to enhance "social inclusion, well-being and to prevent early school leaving" (Appendix 1 Project Application – p. 96).

A brief literature background is presented at the beginning of this catalogue to offer a review of the historical development of peer advisory groups, including their benefits and shortcomings. This is followed by a collection of peer learning feedback and inputs presented at the beginning of this catalogue, followed by a corresponding index of the key terms. A copy of the PABs summaries can be found in Appendix A.

2   Peer Advisory Groups

2.1   The historical context of Peer Advisory Groups

Literature about Executive Peer Advisory Groups (EPAGs) has been present for a number of years; however, writings on "peer groups" (p. 9) can be found in previous literature as well (Feghali, 2022). In fact, such writings date back to Benjamin Franklin in 1727 (Franklin, 2019, as cited in Feghali, 2022), whereby the objective of Franklin's Junto group meetings was to seek collective progress. Later, during the 1980s, "executive coaching" (p. 2) gained the spotlight when it featured in the professional growth arena. Initially, this was introduced in the performing arts and sports disciplines with the intention of peer learning, which was then applied in the business sector (Hudson, 1999, as cited in Olmsted, 2019). However, this practice has developed, and from a technique used at the management level, EPAGs started being used at an individual level, irrespective of their position (Kauffman & Coutu, 2009, as cited in Olmsted, 2019). Such groups are helpful in sharing ideas among individuals and attaining feedback for further professional development (Olmsted, 2019).

Naturally, peer advisory groups are organised in various ways to cater for the respective organisation's needs and gather regularly to tackle challenges and identify solutions to reach the set objectives (EWF International, 2020). Advisory boards can be informal and formal; thus, they might not be "legally mandated bodies", yet, they can serve a significant role in working towards established objectives (Zahra et al., 2011, p. 115).

Based on their objectives, most educational institutions have established advisory boards that have played a meaningful role when focussing on a number of pursuits, such as outreach and teaching (Zahra et al., 2011). Such committees can enhance professional knowledge and peer learning leading to more comprehensive outcomes with the ultimate aim

of developing governance (Pavestep, 2020). Consequently, peer advisory groups provide a platform for sharing ideas leading to service improvement (Coughlin, n.d.). In addition, personality traits play a significant role in advisory groups, whereby Olmsted (2019) listed several attributes typically associated with advisory board participants. These include the motivation to work towards change, among others; however, "effort and attention" differ across advisory boards (Zahra et al., 2011, p. 125).

2.2   Peer Advisory Groups: Benefits and shortcomings

One of the main benefits of employing peer advisory groups is that it is improbable that one sole person has sufficient expertise to tackle the various aspects that the respective business would entail (Feghali, 2022). Correspondingly, irrespective of one's experience, innovative approaches can be shared within these advisory boards.

Despite their acclaimed advantages, peer advisory boards also have some drawbacks, such as the fact that members dedicate a substantial amount of time to teaching-related matters, which could hinder their input in peer advisory boards (Zahra et al., 2011). In addition, given the varied personalities involved in advisory groups, particular challenges arise in terms of having a different sense of time commitment and initiative towards the group's purpose (Olmsted, 2019).

2.3   Conclusion

Peer advisory groups or "communities of practice", as referred to by Lave and Wenger in 1991 (as cited in Olmsted, 2019, p. 9), aim to create settings where participants contribute ideas and good practices that strive to improve their services. With reference to this, Zahra et al. (2011) advise educational institutions to tailor their peer advisory boards according to the respective institution. This can be achieved through an alignment of expectations among the board members (Zahra et al., 2011).

3   Collection of peer learning feedback and inputs (W.P.2.3)

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Young	Youth, Adolescents, Formative Years	1. What is it like to be young in your country?	1	ĠEM16+: Students felt that being young can be confusing, and this feeling is not easy to overcome. They are afraid of making mistakes and being judged, while they value friends above everyone else, even when it is not to their benefit. They felt that bridging the gap between young people and adults was challenging, regardless of how much the latter cared. It also means becoming independent and resilient, as well as learning from mistakes. From the adults' perspective, they assured the young participants that confusion and making mistakes were part of growing up and that reaching out to young people can be challenging. IAL FVG: N/A Tradium: Students felt that being young meant having many options to choose from and little responsibility, sometimes leading to this being taken for granted. Some felt pressured to be perfect either by social media or their siblings. Others felt that problems at home and an emphasis on grades made it difficult to catch up, perform well and/or get an adequate education. Communication between the young and adults can be difficult – the adults need to be more perceptive and show a willingness to listen.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
a) Mental health b) Wellbeing c) Social inclusion	a) Mental wellbeing b) Happiness, Comfort, Health c) Social acceptance	2. As youngsters, have you come across the following words mental health, well-being, and social inclusion? If not? Why not? If yes. In which way are you familiar with the words?	1	ĠEM16+: Some define wellbeing as a balance between work and life, as well as being able to find what helps you destress yourself. IAL FVG: Students said that mental health is when you are at peace, with no negativity. Students feel that wellbeing is about feeling good in mind and body as well as with oneself and others. Social inclusion is about being accepted socially regardless of whether one conforms or not. Around 90% of the students came across these words equally at school, through social media, on television, or with friends. Only around 10% had heard of these at home. Tradium: Students have come across these words in surveys but believe that they are not given value and followed up. They believe that these issues are given importance in primary school and at the workplace but not in senior school.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Challenges to Mental Health	Stress, Anxiety, Loneliness, Pressure	3. What problems or challenges do young people have in your region/ country regarding mental health (for instance, stress, anxiety, loneliness, pressure)? How big an issue is this in your class/ at your school?	1	GEM16+: Students mentioned new responsibilities such as earning money, the multitude of career choices and new-found independence as some of the challenges. Others mentioned having to move country as a challenge as it invariably led to loneliness. All students mentioned stress and anxiety, sometimes leading to depression. Parents and teachers mentioned the stress of providing for their children and that students sometimes fail to see them as human beings with their own issues. IAL FVG: On a scale from 1-10 (highest), 46.7% of students rated 'stress' at Level 9, 46.7% of students rated 'anxiety' at Level 10, 26.7% of students rated 'loneliness' at Level 9 and 40% of students rated 'pressure' at Level 9. 33.3% of students felt that these challenges were present in their class. Tradium: Students felt that there was pressure to do assignments depending on the class, and there was peer pressure not to follow deadlines and school rules religiously. Parents feel that social media offers too many interruptions, preventing concentration.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Wellbeing	Happiness, Comfort, Health	4. In your eyes, what does it mean to have good well-being? Why is it so?	1	ĠEM16+: Students believe good wellbeing is a balance between work and life, as well as taking into consideration the holistic self. IAL FVG: N/A Tradium: Students believe that this is when you feel good socially, feel safe to say what you need to express and have a sense of belonging. Teachers believe this is conducive to learning.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Barriers to Social Inclusion	Ethnical barriers, Social-economic barriers - poverty, abuse, etc.	5. Do you have particular barriers, like ethnical or social-economic issues like poverty, abuse, etc., that hinder social inclusion at your school?	1	ĠEM16+: N/A IAL FVG: On a scale of 1-10 (highest), 18.8% of students rate social inclusion within the class context at Levels 7 and 8 Tradium: Students felt that standing out was not conducive to being accepted. At the same time, they did not feel that the taking of snuff interfered with their social inclusion. Teachers felt that students with financial issues (poverty) were being excluded as they could not go on school trips.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Community	Group, Society, Cooperation	6. Do you focus on community in the classroom?	1	ĠEM16+: N/A IAL FVG: see above Tradium: Students claimed that initially, everyone used to be involved in activities; however, now, activities are organised within small groups. One student complained that no activities are organised for new students.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Strengthen relations	Reinforce, Fortify, Support	7. What have you done to strengthen relations in the classroom and/ or the school?	1	ĠEM16+: N/A IAL FVG: Initially, students do their best to initiate conversations with everyone. They also try to be themselves. They try to be kind and available to others. Tradium: Students believe it is important to meet socially outside of school hours. While they would not like the direct interference of the school in these activities, some students do feel that an effort should be made to facilitate the initiation of these activities. They also feel that teachers' expectations can sometimes be detrimental to building relationships. Teachers believe travel classes are conducive to building relationships. Parents believe that relationships cannot be forced.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Personal/ Professional Expectations	Prospects, Potentials, Opportunities	8. Does school live up to your personal and professional expectations? If no, why not?	1	ĠEM16+: N/A IAL FVG: On a scale from 1-10 (highest), 50% of students rated the institution as being satisfactory. The other 50% mainly commented that they expected more understanding and attention, while others mentioned that the internship was not as expected and they might have made a bad choice. Tradium: N/A

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Contacts	Counsellor, Mentor, Advisor, Guidance, Psychologist, Coach	9. If you or a friend had problems or challenges, do you know who you could contact at your school (for instance, psychologist, coach, mentor, guidance counsellor)?	1	ĠEM16+: N/A IAL FVG: 56.3% of students claimed they would only seek an educator, while the others claimed they would never seek the help of an educator. Tradium: Students would talk to their supervisor/educator.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Contacts	Friends, Educator, Parents	10. Do you talk to your classmates or friends if you have problems? And/ or educator/ teacher/ parents?	1	ĠEM16+: N/A IAL FVG: When asked whether they would consult friends, 56.3% of students claimed they would frequently seek the advice of a friend. Tradium: While some students said they communicate with friends and parents, most of them commented that parents would be too busy or tired to communicate with them. For this reason, they would mainly communicate with their friends. On the other hand, parents admitted that they would not always have the energy to listen to their children and, at the same time, in most cases, these disappear to their rooms.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Tools	Instruments, Skills	11. What sort of tools do you miss in dealing with issues like mental health, wellbeing and social inclusion?	1	ĠEM16+: N/A IAL FVG: Most students commented that they missed the opportunity to talk more, to be understood, to have dedicated lessons, and not to be judged. Tradium: Students mentioned time, and parents/ teachers mentioned concentration and classes with longer periods of studying. Parents/ teachers and students said students were expected to manage, though it would be beneficial to have support.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
School Focus	Emphasis, Attention	12. Do you think the school focuses more on professional skills and gaining experience than the mental and social part of it?	1	ĠEM16+: N/A IAL FVG: Students feel that the emphasis is on professional skills and experience rather than attention being given to the mental and social aspects. Tradium; Parents feel that this is the purpose of the institution. Students feel that teachers could make more effort to enquire into the students' wellbeing. Other students felt they had the opportunity to speak and discuss other matters.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Dream	Vision, Aspiration, Goal, Desire	13. What do you dream of as a young person? And why?	1	ĠEM16+: Students dream of being happy and making progress in life. IAL FVG: Students imagine growing up, having a family, fears and anxieties, and having more choices and autonomy. Tradium: Students dream of having more opportunities and doing something that they like.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Future	Prospect, Potential, Opportunity	14. Do you have dreams for your future life – jobs, things you want to experience? Which? Or why not?	1	ĠEM16+: Students want to find their place in life and make progress, as well as have the opportunity to travel. IAL FVG: 71.4% of students are more interested in experiences than family and work. Tradium: Students hope that the COVID situation will be resolved. Others, even parents, prefer not to think too far ahead as the situation with COVID has impeded this. They hope for more freedom.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Live Dreams	Fulfil, Achieve, Accomplish	15. Do you think that you are in a position where you can live out some of your dreams? If not, why? What are your expectations for the future?	1	ĠEM16+: N/A IAL FVG: On a scale of 1-10 (highest), more than 50% of students feel that their goals are achievable at the moment. Tradium: Students feel it is too early to decide or to consider their future prospects.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Others' Expectations	Beliefs, Anticipations	16. And how do you see yourself as a youngster as regards to the expectations from the school, the educators, parents, businesses and society?	1	ĠEM16+: N/A IAL FVG: More than 66% of students mentioned that they were burdened by the expectations of their family members; more than 86% were burdened by the fear of disappointing others; only 33% feared the judgement of their friends. Tradium: The students who commented were both oblivious to the expectations of others and totally content to be themselves.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Young (2)	Youth, Adolescents, Formative Years	1. Your everyday life as a young person	2	ĠEM16+: A typical day at school would include lessons and, in their free time, either studying or spending time with friends on the school's football ground. After school, students are involved in various activities, such as doing sports, socialising with their families, taking a nap, studying, talking to friends online and working at their part-time jobs.
				IAL FVG: Female students spend the morning at school, then have lunch, and, in the afternoon, they go out with friends or their boyfriends. They spend the evening at home or the cinema. They also study. Pastimes include going to the gym, watching movies or videos on YouTube, and listening to music, with one person taking care of the family
				Tradium: Students spend their time at school, travelling and working part-time. They spend their free time with their pets, doing sports, watching Netflix, playing on their computer and hanging out with friends.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Media – Digital and Social	Channels, Instruments, Avenues	2. Digital and social media	2	ĠEM16+: Students spend between 2 to 5 hours on social media. The students mainly use Instagram to stay connected with friends, browse, see what others have posted and share their material, though Discord and TikTok are also used. Facebook and Twitter are no longer used. Students view social media as being a good thing for communication, knowing what is going on, viewing different versions of the same news, and experiencing multiculturism. The downside of such platforms includes a lack of privacy and instances of cyberbullying. A student pointed out that social media is almost the only way to socialise outside of Malta, especially now due to COVID. Other media used by students include Netflix, spending approximately 1.5 hours a day, sometimes even more. IAL FVG: Most students spend between 3-8 hours on social media. Most students use either Instagram, Tik Tok or WhatsApp and, to a far lesser degree, Snapchat. Almost everyone has the opportunity to connect, and as many as 45% say they are always connected. Social media, mainly via smartphone, is for surfing the web, communicating, playing and using social networks. There is a decline in the use of Facebook and a constant growth in the use of Instagram and Tik Tok. More than 73% of students use social media to interact with their friends. More than 60% of students use social media to meet new people. Most students use social media to post photos or videos of their daily life. Around 80% of

students use social media to follow celebrities as well as what is going on in the world. Positive aspects of social media are that they allow you to get information, manage relationships/friendships, offer the possibility to express yourself without fear, even use photos and videos, and make you forget problems. The risks of using social media are mainly represented by excessive use/ addiction; the risk of meeting people who harass you or take possession of your online identity and do something bad; lack of talking/ dialogue, listening to others; projecting you into a virtual world far from reality, causing complexes of an aesthetic type since comparisons are made with beautiful people even if these are remade/ not real. Students mainly surf the internet and either stream TV programmes or music.

Tradium: Students mentioned using mainly Snapchat, Discord, Messenger and Netflix. On the one hand, social media is used as a break. On the other hand, some spend countless hours on their phone; however, some students are becoming more aware of this and trying to cut it down. During COVID, the use of social media has increased, particularly because of lockdowns. A teacher commented that filling the day with activity prevents reflection.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
COVID	Pandemic Epidemic	3. What impact has COVID had on your life?	2	ĠEM16+: Students mentioned the adverse side of COVID: loss of freedom, loss of connection with their family, not being able to visit their native country, increase in stress levels and missing out on several activities (e.g. graduation). Other students mentioned having to adapt to online learning; more independence and responsibility were required, and they were not ready for it, and fewer questions could be asked compared to face-to-face classes. This caused anxiety and procrastination. One student lost some family members due to COVID. Lifestyle changes were highlighted by another student, wherein he found himself locked in for 2-3 months, leading to annoyance and boredom, triggering an interest in anime. He felt the need for fresh air, which was not always possible. Students also referred to the fact that people lost their jobs and even starved and how they had to apply sanitiser all the time. IAL FVG: More than 80% of students feel that COVID has strongly impacted their life. The students felt that the greatest effect was on their education and their mental well-being; however, friends, family, and social and physical wellbeing were also impacted though to a lesser degree. Most of the students were satisfied with distance learning. Positive aspects: the possibility of staying at home without the risk of getting sick with coronavirus; the possibility of following lessons comfortably from home with all the comforts; being able to get up at the last minute and following lessons

				in peace. Negative aspects: the lack of relationships with friends and teachers; the difficulty in concentration; the problems related to spending many hours in front of a computer; loneliness; and the perception of living in a virtual world. The students learned to give importance to the little every day things: a hug, the relationship with their parents and friends, and simply breathing. Only one person stated that it was just a terrible event that did not bring anything good into his life. Tradium: Students felt that initially, it was 'cool'; however, later, it became boring as they missed their friends. In some cases, they found they had more time on their hands, and their parents created outdoor activities to diversify. Most students preferred lessons that involved break-out rooms as it gave them the opportunity to mingle with different people. Some students had difficulty with finding a space in their homes away from their families to concentrate on their lessons. Parents commented that they were more concerned about their mental wellbeing and the lack of social interaction than education and tried to pass on the message that this situation was temporary.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Support Youths	Sustain, Encourage, Assist, Aid	4. What can adults *(educators and parents)* do to support youths?	2	ĠEM16+: Due to high levels of anxiety experienced by students, especially when following online lessons, students felt the need for more coordination among teachers, particularly when assigning work, as they were often overwhelmed. One student felt that some teachers needed to be better prepared, more understanding and patient while allowing time for breaks between each lesson, as they were learning to use new tools and adjusting to the situation being posed by COVID. Students mentioned connectivity problems during online learning. One suggested a sponsor scheme for Wi-Fi and other digital tools. Students varied in their responses when referring to their parents on difficulties they were experiencing; one student mentioned that her parents had the same expectations as before COVID.

IAL FVG: Students think that the best support is to listen to them, take their state of mental health into account and continue with face-to-face teaching so as not to perceive the difference from the time before COVID. One person has problems with herself since she has put on a lot of weight and does not like herself. As regards support from parents, some have become confidants, much more tolerant and understanding, while others do not share the current difficulties because there was no dialogue even prior. No parent can say they have all the tools to handle the situation. It might be useful to know how to use effective communication techniques and constructively deal with the situation.

Tradium: N/A |

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Talk	Conversation Exchange Dialogue Discourse	5. Can we talk about it? (Taboo)	2	ĠEM16+: Some students are more open to discussing certain topics, e.g. sexuality; however, others tend to remain reserved. Females feel freer to make certain personal decisions. Neither religion nor politics are of much interest. On the other hand, young people tend to be more secretive about sharing details regarding financial and family issues. IAL FVG: Parents believe that there are topics that cannot be talked about with their children, but it also depends on the parent himself, his character, his belief, his own fears and frailties. Additionally, it would be better not to involve children in disputes within the couple. Students feel that in Italy, they generally deal with all issues. On the advice of adults, it is considered preferable not to directly address religious issues or offend the religious convictions of others, for example, by blaspheming. Tradium: Students feel that it depends on one's personal character and which one is with. Talking about loneliness was taboo but is less so due to COVID. It is not normally acceptable to stand out. Parents feel that students do not talk about the pressure they are under, poor finances, alcohol, dissatisfaction or any fears they may have.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Dropout	Loafer Failure	6. Education and dropout	2	ĠEM16+: Creating motivation is a strong point. Pastoral care is provided through different teachers within the school, particularly via subjects like Personal, Social, and Career Development (PSCD) and Physical Education (PE). Small numbers within the school help towards student integration. Students see ĠEM16+ as a fresh start, which helps them mentally. They feel they have been failures because they were discouraged, had challenging behaviour or tended to be withdrawn. As educators, we can understand and support them. The educational system tends to impact dropouts, e.g., examinations and syllabi pressures. At certain levels, students are not given a second chance to prove themselves and gain skills to help them in their life. There needs to be more communication and understanding of the reasons behind attendance issues and appropriate follow-up of students at risk of dropping out. Issues that students face in their personal lives affect their concentration and commitment to the school. Simultaneously, students need to understand the importance of specific skills required in the world of work and responsibilities. In addition, more training for educators is required to cope with specific personal issues of students, e.g., Autism. The fact students attend the programme for a second year shows they feel comfortable and find the school useful in their journey. However, certain students are unable to cope with all the programme's subjects and need more time to pursue and achieve their objectives. In addition, possibly

				because students do not join the school out of their own free will, they do not see the purpose of studying etc. IAL FVG: Teachers believe they are able to create a climate that favours inclusion, the exchange of opinions, self-evaluation and the enhancement of personal resources, creating networks and using resources of the network. Teachers work a lot on socio-emotional skills and push students to ask questions, deal with problems, as well as learn to find the right resources around and within them. They believe they lack the possibility of comparing different realities. Dropouts are prevented by helping to create a school climate wherein attention is given to students and their challenges, questions, and difficulties with their family and/ or their network of significant others. Additionally, teachers try to adapt subject content, teaching methods and practices according to the preferences of the children. Regarding mental health and wellbeing, it is not so important how big the challenges are, but how capable a school is of being supportive in addressing them. Tradium: Parents believe that students need to find support, and they do not view dropouts negatively as long as this means finding a better route to their career. Students commented that they would have made a better educational choice if they had had more information.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Labour market	Job market Occupations	7. The labour market views of the youngsters – and the qualifications that the companies demand	2	ĠEM16+: The labour market is constantly demanding new and updated skills and qualifications. As a downside, students need more time to attain these qualifications, meanwhile missing out on opportunities. In addition, companies have become more involved with schools through work exposure and apprenticeships within particular schools. COVID has prevented all these. IAL FVG: Students are not excessively pressured to find internships. On the contrary, they are highly supported. The labour markets' expectations vary: in some cases, the companies motivate the students; in others, the students will never measure up. Tradium: N/A

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Real Assignments	Internships Practicums Placements Apprenticeship	FEIGHT – Method 1 – Working with real assignments	4	ĠEM16+: There has been cooperation with AFM, Jobsplus, and MCAST. There have been First Aid as well as Food Handling courses. The course is mainly academic, so there are time constraints and syllabi to follow. Suggestion: these could take place after the SEC exam, and the course could lead to job experiences in the summer. IAL FVG: Students are satisfied with the adoption of working on real assignments. Tradium: There are collaborations between schools and companies involving visits and lectures. There are already 3 days of internship. This is difficult to integrate into language subjects. The students look at business cases, do SWOT analysis, solve problems, and look at innovation and selling techniques. From theory to practice, it is difficult for teachers to get time for out-of-house activities. Some ideas are radio programmes, short internships, bridge building, open houses at companies and written submissions.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Outdoor Activities	External Outside	FEIGHT – Method 2 - Using outdoor activities and training in nature	4	ĠEM16+: This is limited because it is a one-year course, and this year there was COVID. Normally, there is a treasure hunt, hiking, a live-in and field work for Biology lessons. Students feel that learning by doing outside of the classroom context is a good idea for the purpose of teambuilding and as a break, though it could be distracting at times too. It also depends on the subject. IAL FVG: Students would really like to use outdoor activities and training in nature as a method of learning; however, it is not put into practice. Tradium: The outdoor activities carried out are: history subject day in Randers, deriving statistics on site, questionnaires, interviews and language lessons in the park. It is considered more motivating to be outside as the indoor climate at school is not conducive to learning. Outdoor lessons are a challenge for teachers as they lose overview and control over the students. Students believe that they would not learn as much by being outside, would be too free, would require follow-up, and some students may go elsewhere.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Extracurricular	Additional Supplementary Optional	FEIGHT – Method 3 – Extra-curricular activities	4	ĠEM16+: Due to COVID, no extra-curricular activities (School Clubs) were organised at school this year. In the past, musical activities were poorly attended, while crafts, sports and film-related activities were better attended. In Malta, most students do these activities in their own personal time, which is beneficial for socialisation purposes and expending energy. IAL FVG: Students believe they would positively profit from extracurricular activities such as music, dance, crafts, arts and sports; however, these are not in place. Tradium: Students mention that creative subjects are not compulsory. Leisure activities such as sports are carried out in associations. Students believe that the focus of school should only be education. Most of them have part-time jobs and so do not have time. Students desire an entrepreneurship cafe without alcohol where they can make a stock and/or school magazine, sponsorships etc. They desire somewhere cosy where they can "hang out". They wish for a party committee for each class, wherein it is ensured that everyone is invited.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Peer training	Equal Colleague Contemporary Mate Cohort	FEIGHT – Method 4 – Peer Training	4	ĠEM16+: Groupwork and pair work are good ideas, and yet doing things on your own sometimes gives the possibility to learn more. Groupwork gives the possibility to learn from others when it is done fairly; essential to be a team player, build trust and develop skills such as thinking of others, communication and socialisation. This is regularly practised in PSCD and P.E. and to a lesser degree in other subjects. This could be done as home assignments, discussions or group assessments. IAL FVG: Students are satisfied with the adoption of the peer training method, which is considered really valid. Tradium: Students claim that a lot of group work is done. It is important that this is managed wherein there is clear role distribution and follow-up. There is often a single student, the most responsible, who carries the load, and so there is an uneven division of labour. It often becomes a distribution of work tasks rather than joint work and sparring. The meaning of group work is thus lost.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
E-Learning	Distance education Distance-learning Online learning	FEIGHT – Method 5 – E-learning	4	ĠEM16+: There are online lessons, and digital technology is constantly used in the classroom. The students are in favour of digital technology; however, they dislike online lessons. The benefits of digital technology are apps, poetry, visual aids, and quizzes. IAL FVG: Students recognize the importance of acquiring digital skills. Tradium: Regarding virtual teaching, students feel that it is important that we hand in something at the end. If not, it is hard for the teacher to know whether the student is doing anything. The advantages are self-correcting grammar and easier to differentiate teaching. The students feel that one fixed weekday for online tuition is feasible. Otherwise, young people suffer from loneliness as they sit at home in front of a screen. School and leisure flow together.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Teaching methods	Pedagogy Schooling Tuition Instruction	FEIGHT – Method 6 - Using music, art, play, and drama as teaching methods	4	ĠEM16+: roleplays, PSCD, literature - more relevant when students can participate as it makes lessons more interesting and memorable. Some students refuse to participate and consider the expectation to participate as pressure, instigating them to withdraw further. IAL FVG: Students would like creative teaching methods to be implemented at their school since this would strengthen relationships among peers and with teachers; however, it is not done in practice. Tradium: Students practise their creativity in sales techniques.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Teambuilding	Teamworking Team bonding	FEIGHT – Method 7 – Soft skills - teambuilding	4	ĠEM16+: We organise freshers' week/ days (since students come from all over the island, they have the opportunity to get to know each other), cooking and sports events, and a treasure hunt in Comino; they all serve as icebreakers and enforce teambuilding. IAL FVG: This method is partly implemented through communication classes and by working on group assignments. Nonetheless, students would appreciate more teambuilding activities. Tradium: We do a lot of this in the introductory course. Hours could be added to the schedule for teambuilding. Mindfulness has been offered at the school several times on a voluntary basis. Students do not prioritize such offers after school hours, only if it is during school hours.

Topic	Synonyms	Question Discussed	PAB	PAB's Response
VET	Learning by doing Experiential	FEIGHT – Method 8 - Learning by doing in VET, in a real-life situation	4	ĠEM16+: This is not applicable since our institution caters for SEC exams and our own accreditation, not VETs. IAL FVG: Students affirm this method is necessary and are mostly satisfied by its implementation. Tradium: N/A

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Teachers	Educators Tutors Instructors Professors	SEE-ME - Teachers should be…	4	ĠEM16+: Teachers should be: a) **be understanding and supportive of the whole person** - Students consider this of great importance b) **be confident and knowledgeable** - This is important, as well as the teacher being willing to admit mistakes or a lack of knowledge c) **use a relaxed teaching style** - Balance between discipline and showing enthusiasm during the lesson d) **have a sense of humour** - Very important to mitigate stress e) **communicate well and explain things clearly** - Explain things clearly in simple terms f) **show kindness** - Show caring and a little bit of flexibility, understand the student's situation, show empathy, be student-centred, and be more moderate in their opinions g) **know their students** - Within limits as it is important to keep boundaries, to be appreciated as an

<table>
<tr><td></td><td></td><td></td><td></td><td>

individual, and not just a number – the size of the school makes a difference

h) **help them with thinking and learning** – Important! Lessons should continue as usual in order to cover what is planned; however, individual students could be given further guidance where necessary

i) **give them time to learn** - Teachers must be patient, believe in the students and should push students to learn to make learning more student-centred

IAL FVG: After a group discussion it has emerged the following classification that teachers should:
1. a) be understanding and supportive of the whole person

b) be confident and knowledgeable

g) know their students

i) give them time to learn
2. e) communicate well and explain things clearly
3. h) help them with thinking and learning
4. f) show kindness
5. c) use a relaxed teaching style
6. d) have a sense of humour

Furthermore, two more characteristics have been highlighted:
l) being able to maintain distinct roles
m) being respectful

Tradium: N/A

</td></tr>
</table>

Topic	Synonyms	Question Discussed	PAB	PAB's Response
Mindfulness	Advertence Advertency Awareness Cognizance Consciousness	Mindfulness - Practical session for high school students – Video "The five-count breath." Is this something that can be done on a daily basis?	4	ĠEM16+: Students here in Malta have different ways of relaxing. They found this practice unnerving. They feel the need to burn energy. As a Mediterranean culture, we do not have the tendency to practise mindfulness. Some may start but not continue, while others use meditation or prayer or other forms of mindfulness, particularly when they cannot get away from the situation. IAL FVG: At the end of the meeting, students were introduced to the concept of "Mindfulness" through a short and collective demonstration conducted by Morten Gelbek Andreasen. This practice is adopted at NLP Aalborg, which works with and teaches Mindfulness as a method called Mindfulness-Based Stress Reduction (MBSR). Tradium: N/A

4   Index of terms included in the catalogue

5   Questionnaire results on PABs across the partner schools

To understand better how the Peer Advisory Boards (PABs) worked out, a questionnaire was carried out with the 3 project partner schools (ĠEM16+ - Malta, IAL-FVG- - Italy, and Tradium – Denmark). This was done to provide more information about the PABs carried out at each partner school. The following is a visual representation of the collected results. A copy of the questions can be found in Appendix B.
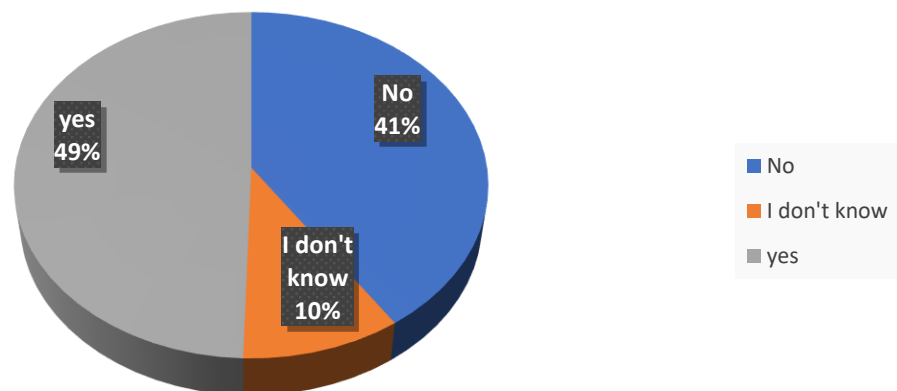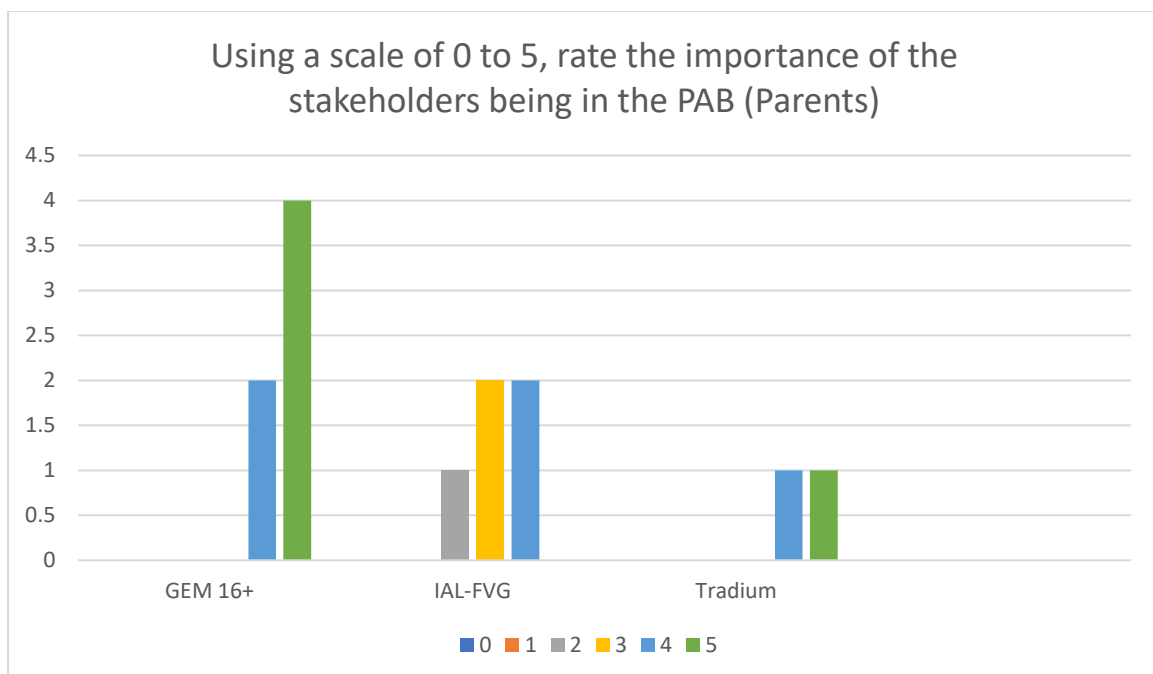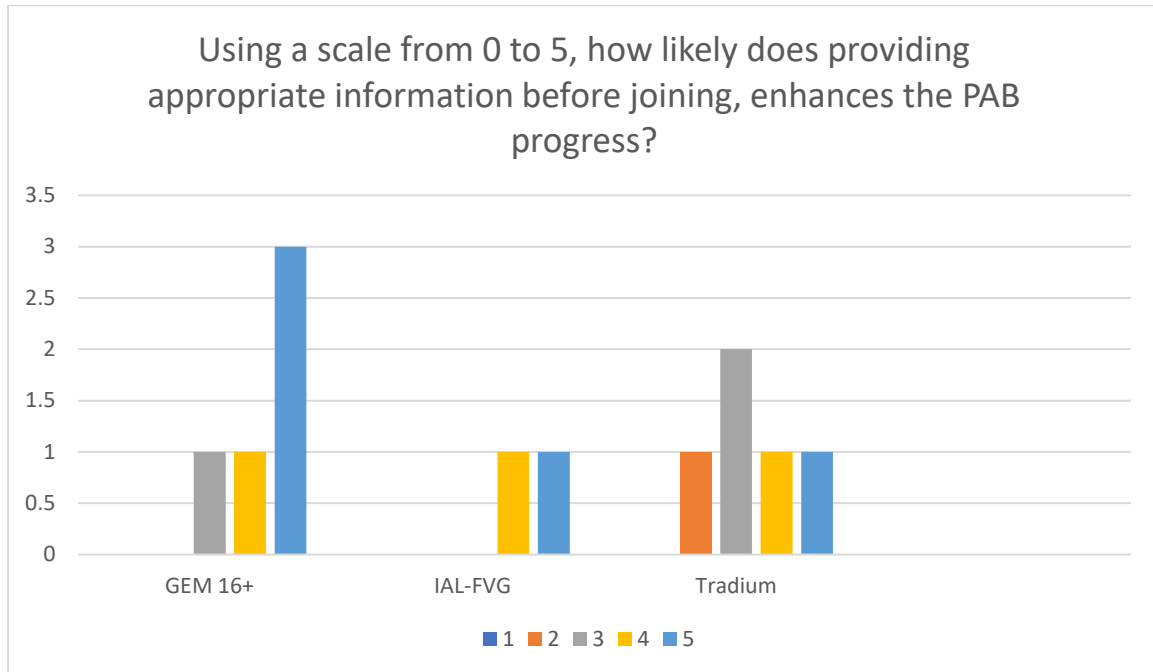
Gender of Participants

Gender of Participants (All schools)

Role of Participants

Role of Participants (All schools)

Did you join the PAB voluntary?

Did you join the PAB voluntary? (all answers)
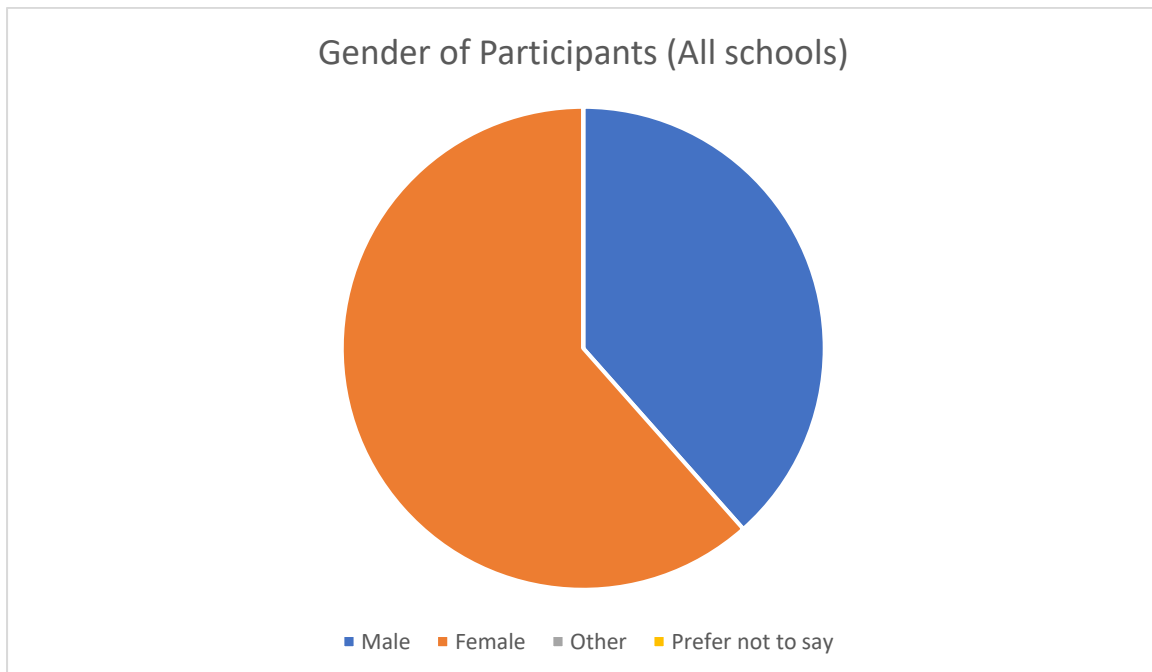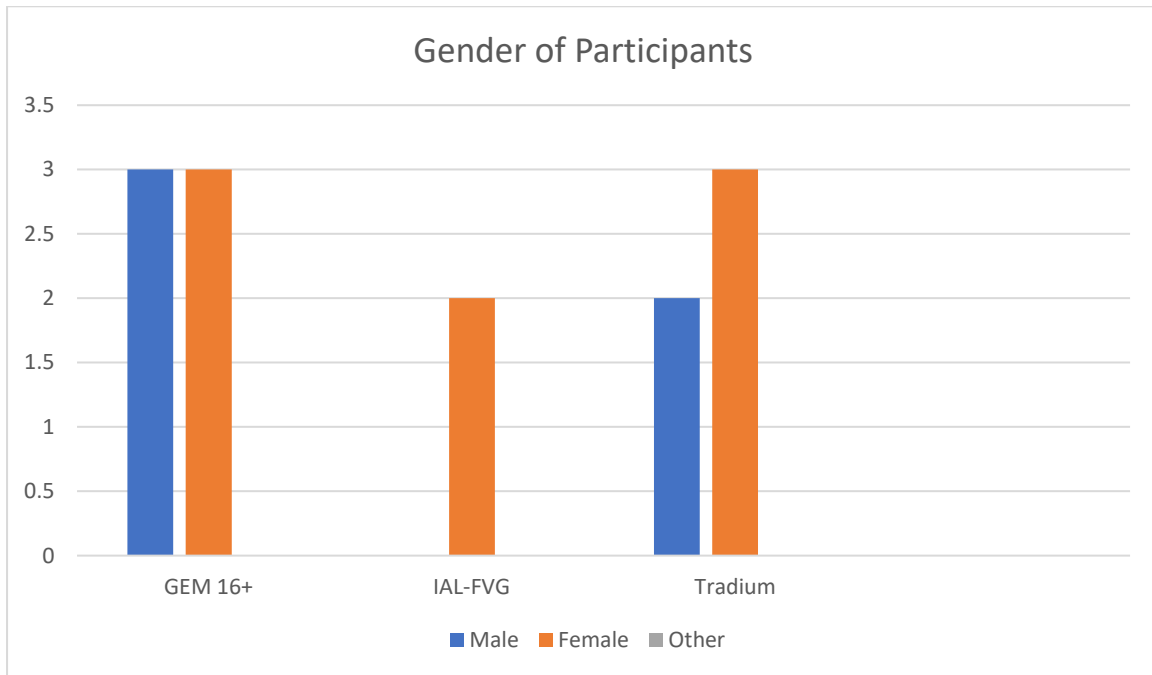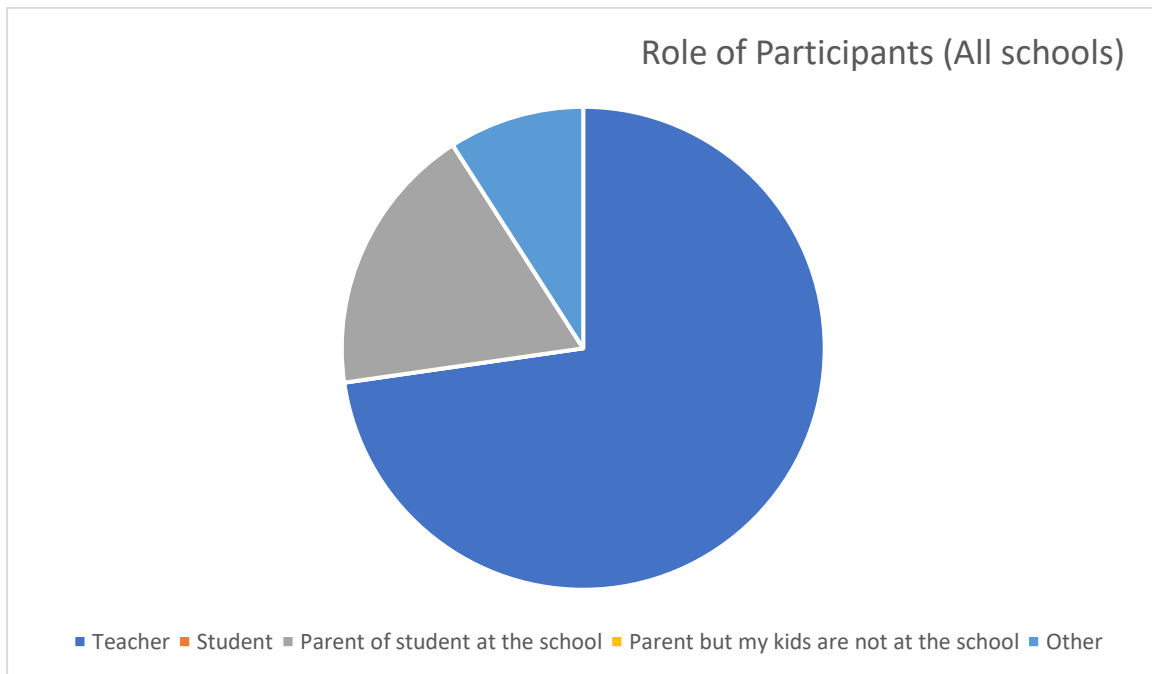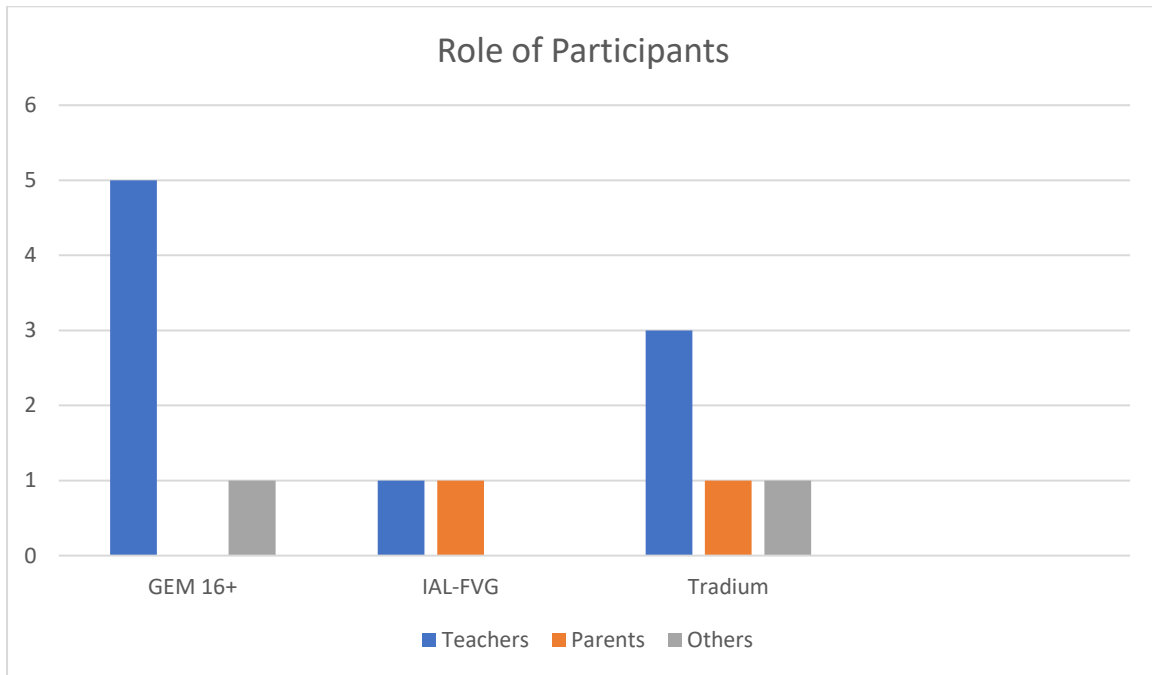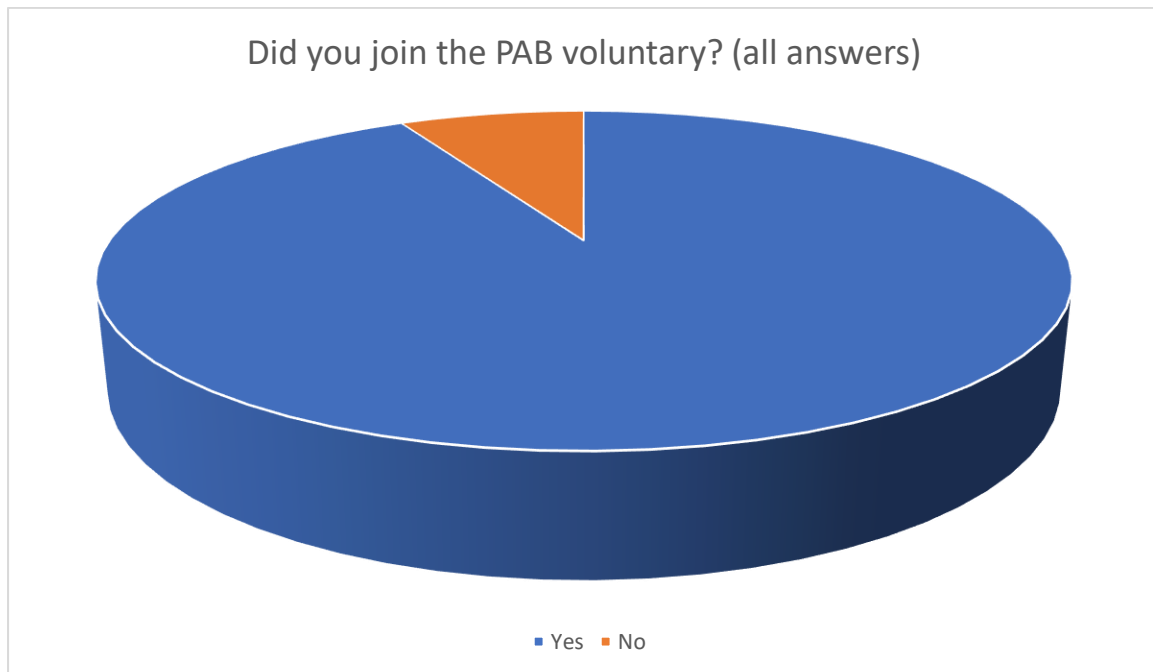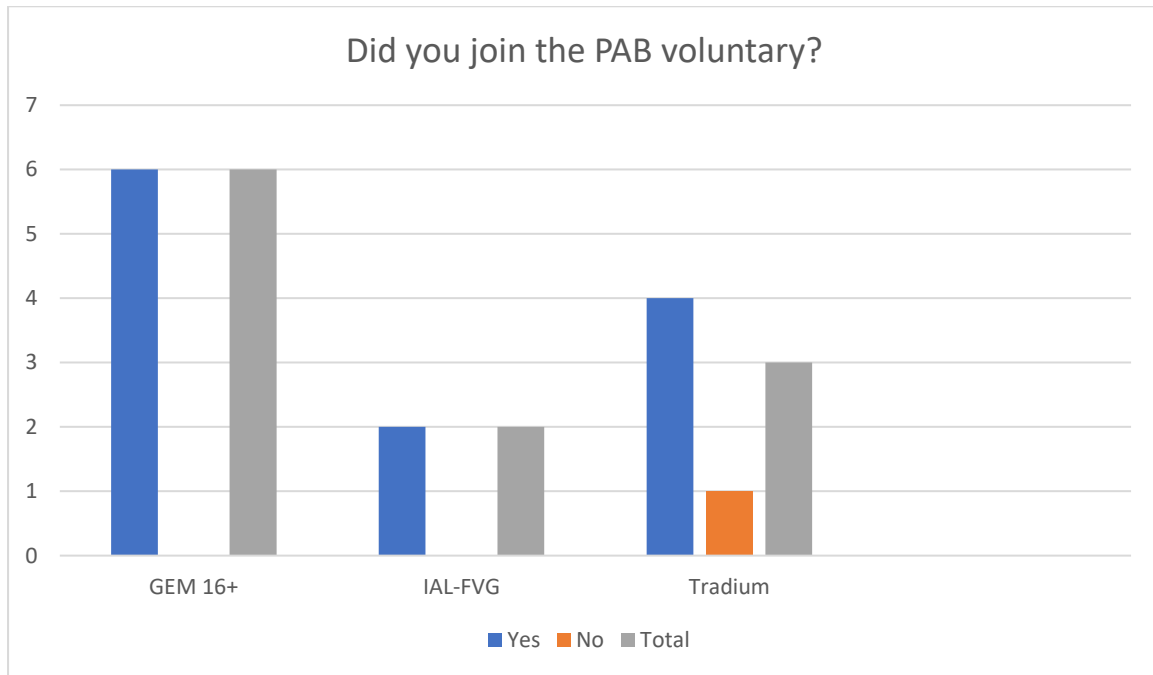
Should participation in a post-secondry school PAB be voluntary to students?

Legend: Yes (blue), No (orange), Column1 (gray)
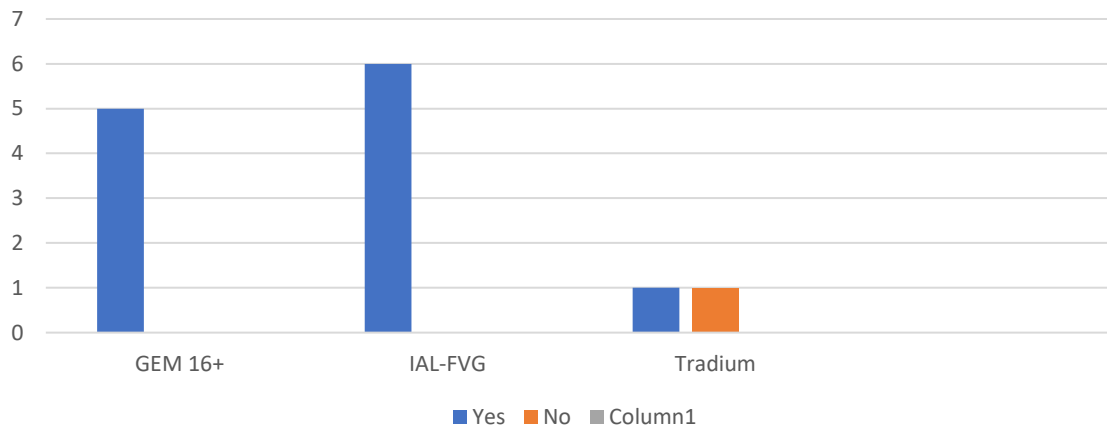
Was information about the PAB role & objectives clear before you joined the PAB?

No 41%

I don't know 10%

yes 49%

Legend: No, I don't know, yes

Using a scale from 0 to 5, how likely does providing appropriate information before joining, enhances the PAB progress?

Using a scale of 0 to 5, rate the importance of the stakeholders being in the PAB (Parents)

0 – No need for stakeholders to be in PAB

5 – Stakeholders should definitely form part of the PAB
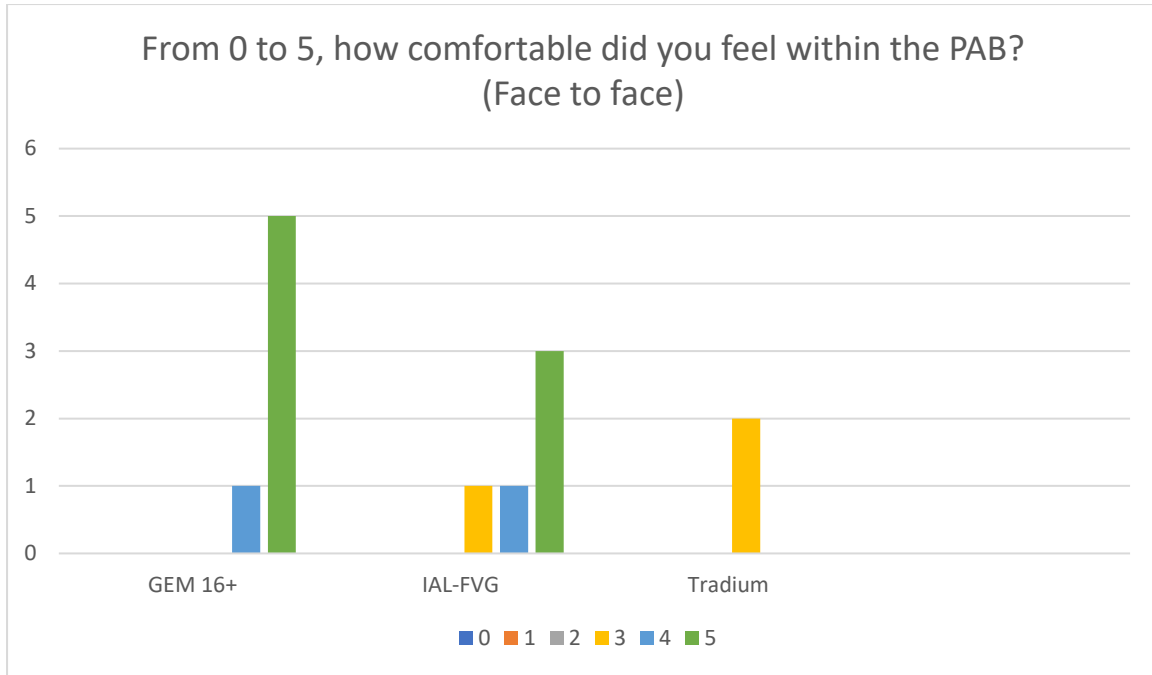
From 0 to 5, how comfortable did you feel within the PAB? (Face to face)

0 – Not at all comfortable

5 – Very comfortable

From 0 to 5, how comfortable did you feel within the PAB? (online)

0 – Not at all comfortable

5 – Very comfortable

From 0 to 5, how comfortable did you feel within the PAB?
(Blend of online with others face to face).

Legend: N/A, 1, 2, 3, 4, 5
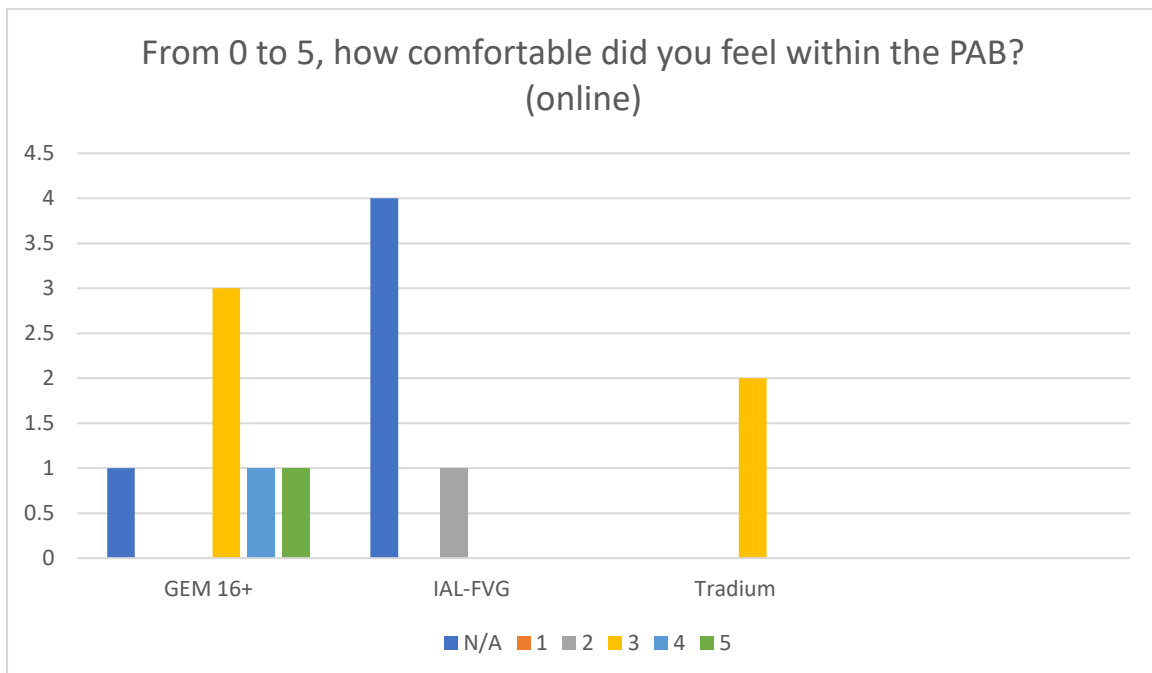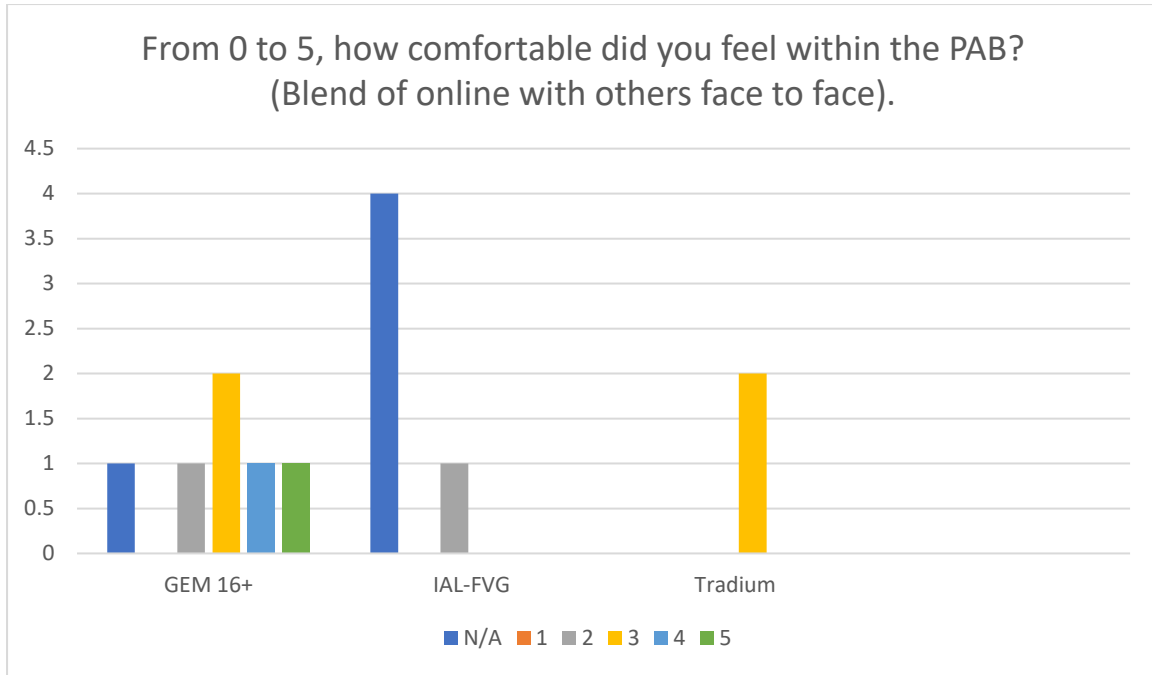
Not applicable

0 – Not at all

5 – Very comfortable
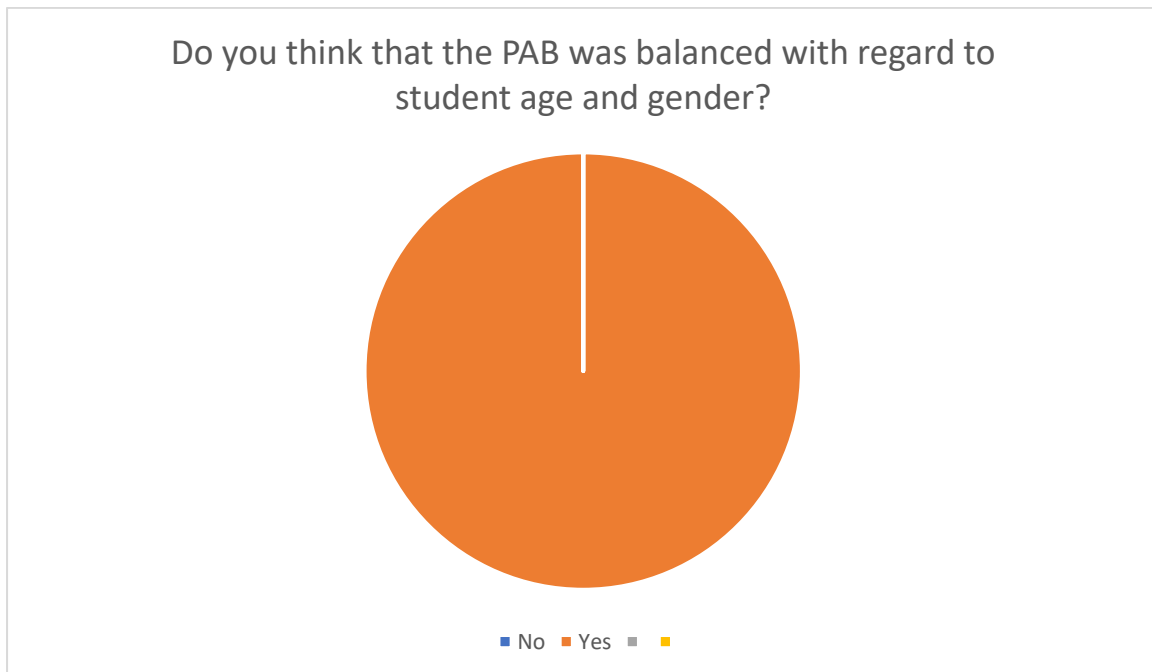
Do you think that the PAB was balanced with regard to student age and gender?

Legend: No, Yes

Do you think that the PAB was balanced with regard to ethnicity? (Nationals & Foreigners)

Legend: ■ No ■ Yes ■ ■
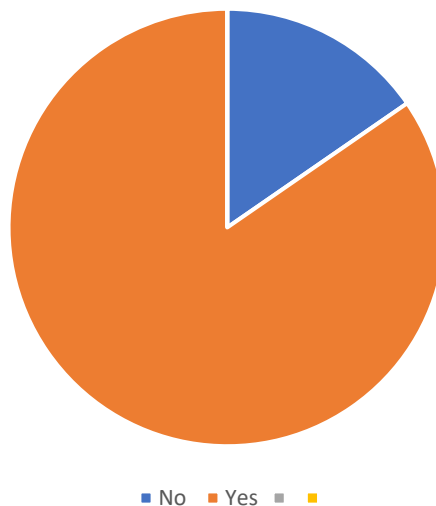
Using a scale from 0-5, how do you feel that the diversity within a PAB, enhances the PAB's progress?

Legend: ■ 0 ■ 1 ■ 2 ■ 3 ■ 4 ■ 5
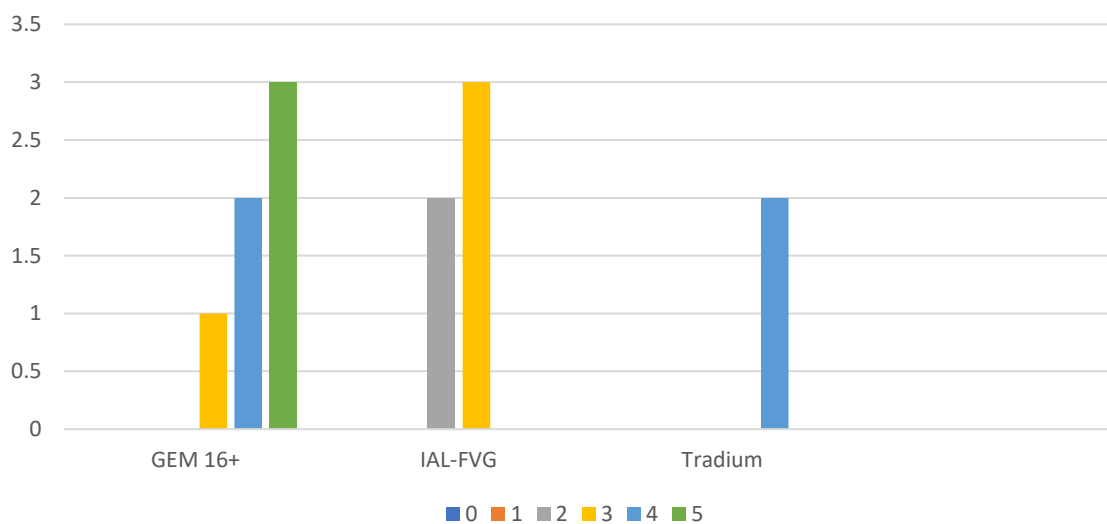
0 – Not at all

5 – For sure

Same as above but the three schools together

Legend: ■ 2 ■ 3 ■ 4 ■ 5
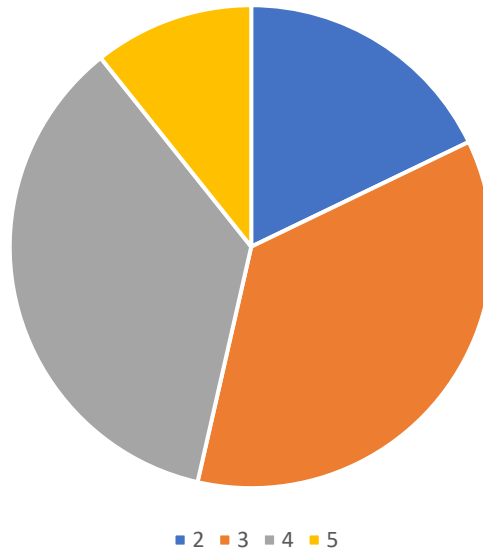
0 – Not at all

5 – For sure

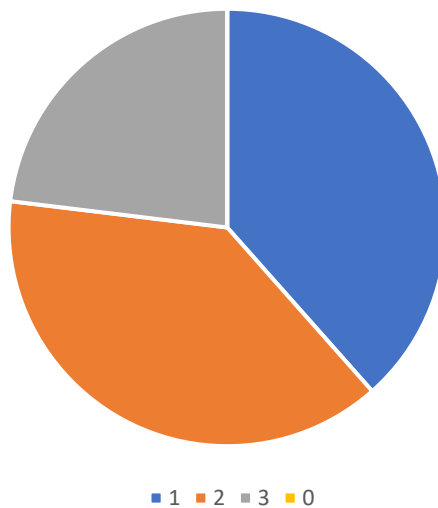## RANK THE FOLLOWING, LABELLING 1 THE FACTOR WHICH PROVIDES THE HIGHEST VALUE IN DIVERSITY. (AGE)

Legend: ▤ 1 ▤ 2 ▤ 3

GEM 16+   IAL-FVG   Tradium
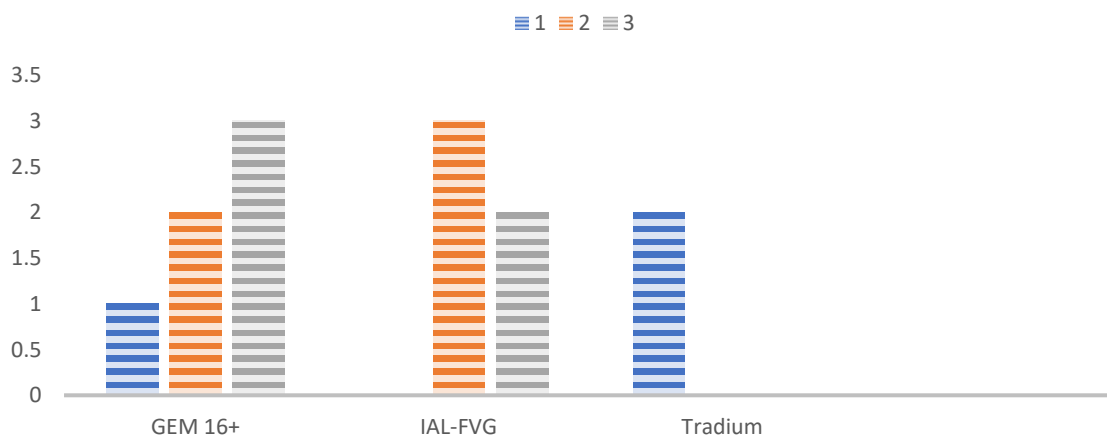
Rank the following, labelling the factor which provides the highest value in diversity (Age) All schools together.
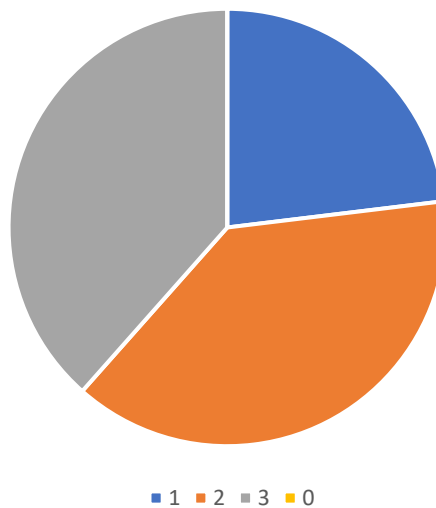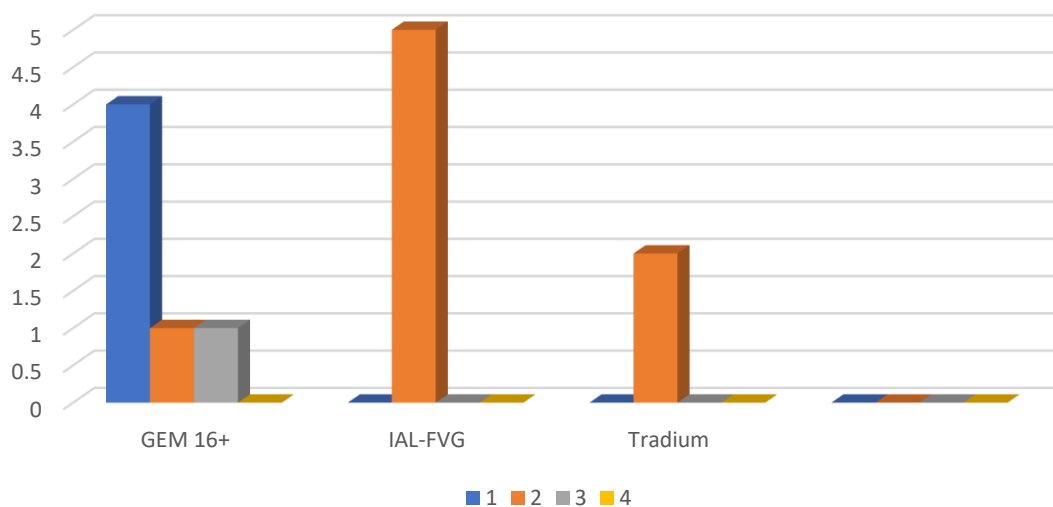

■ 1 ■ 2 ■ 3 ■ 0

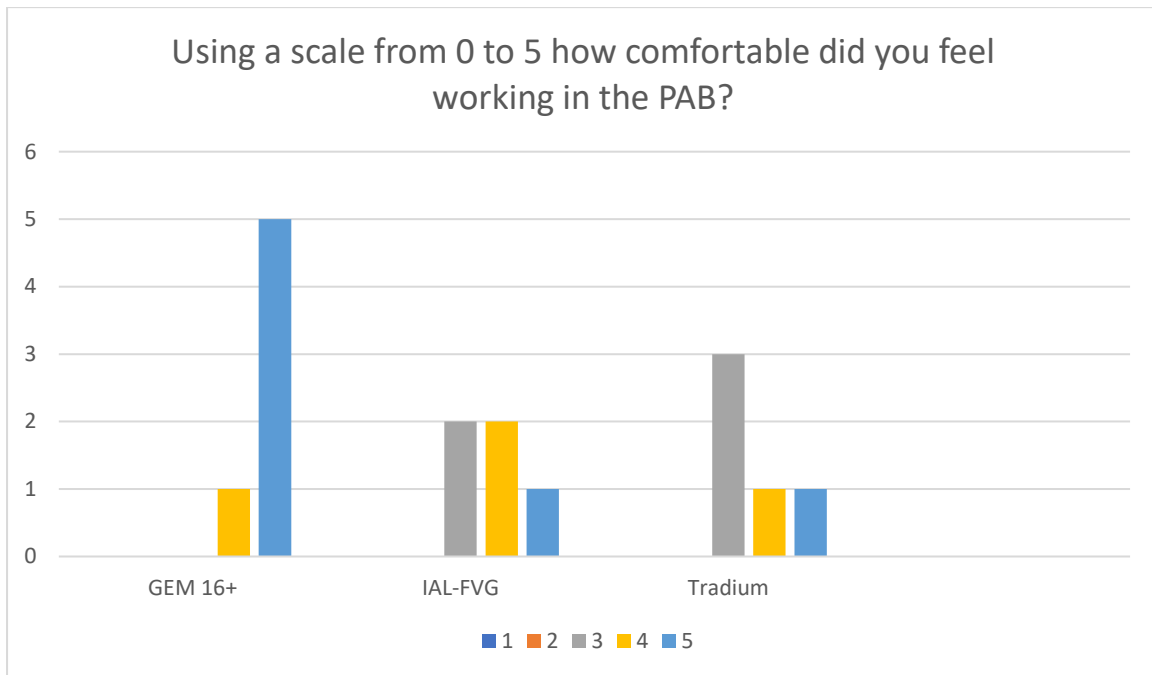## Rank the following, labelling 1 the factor which provides the highest value in diversity (Gender).

■ Series 1 ■ Series 2 ■ Series 3
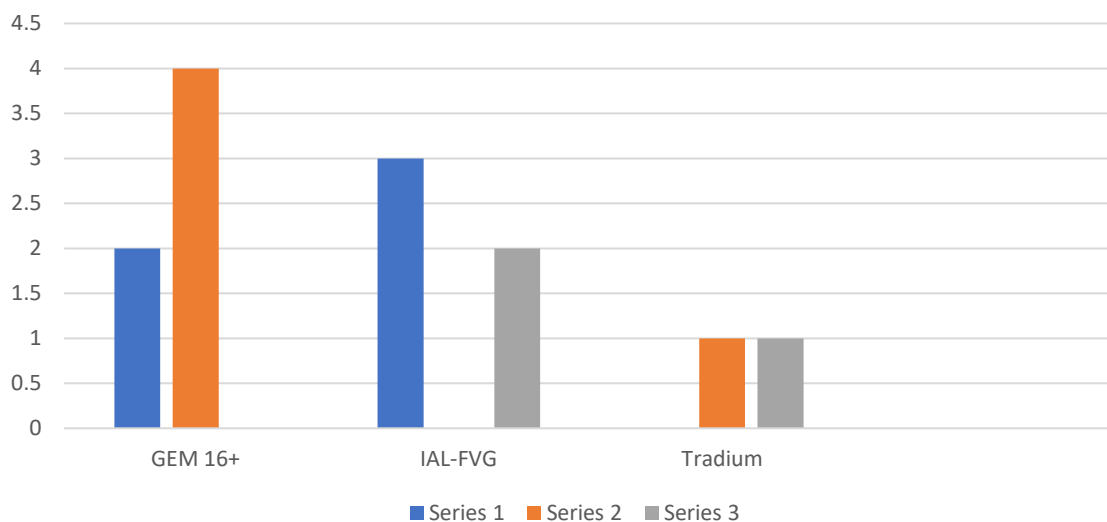
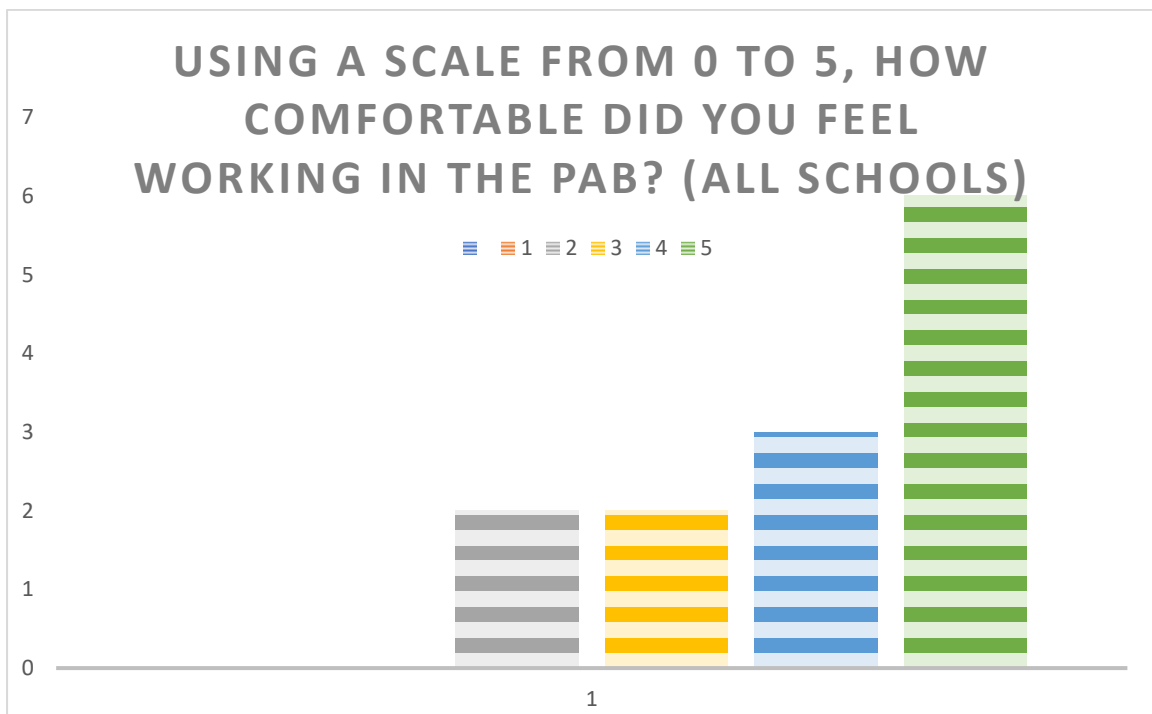Rank the following, labelling 1 the factor which provides the highest value in diversity. (Gender) All schools

Legend: 1, 2, 3, 0

Rank thew following, labelling the factor which provides the highest value in diversity. (Ethnicy)

Legend: 1, 2, 3, 4

Using a scale from 0 to 5 how comfortable did you feel working in the PAB?

Legend: 1 2 3 4 5

0 – Very uneasy

5 – Very comfortable

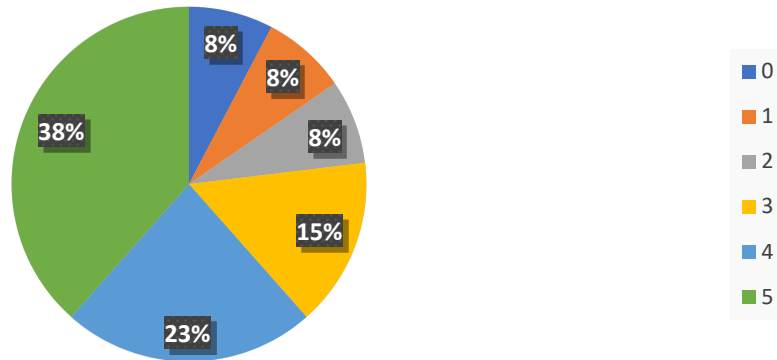## USING A SCALE FROM 0 TO 5, HOW COMFORTABLE DID YOU FEEL WORKING IN THE PAB? (ALL SCHOOLS)

Legend: 1 2 3 4 5

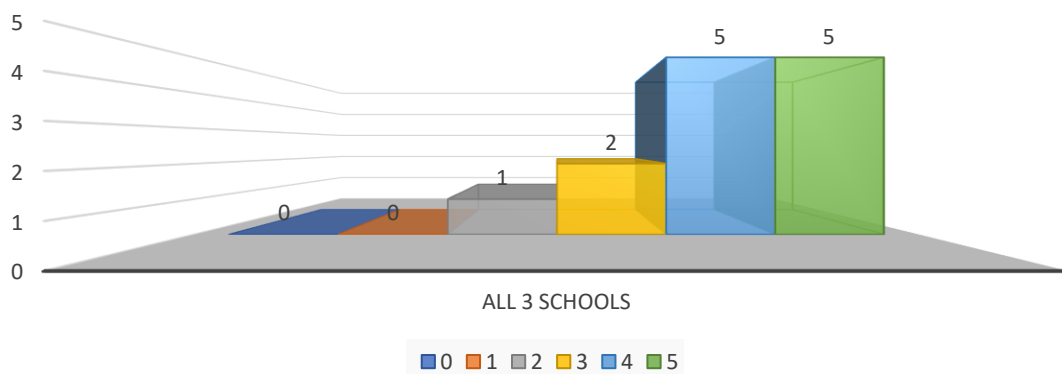0 – Very uneasy

5 – Very comfortable

Using a scale from 0 to 5, how do you feel that the members' interaction whitin a PAB, enchances the PAB 's progress? (All schools)

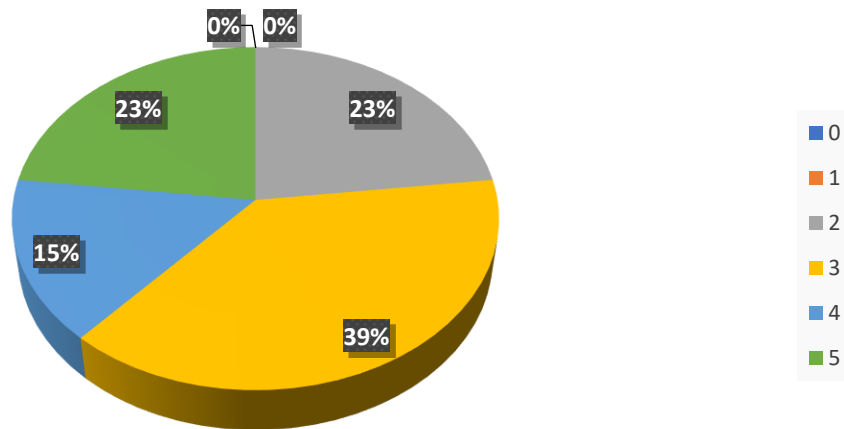0 – Not at all

5 – For sure

Using a scale from 0 to 5, how do you feel that good moderating skills within the PAB, enhances its progress? (All schools)
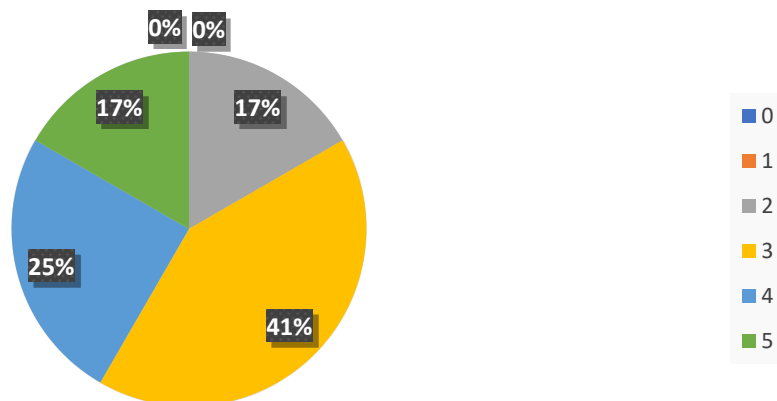
0 – Not at all

5 – For sure

Using a scale from 0 to 5, how clear was the PAB's role to you? (All members)

Legend:
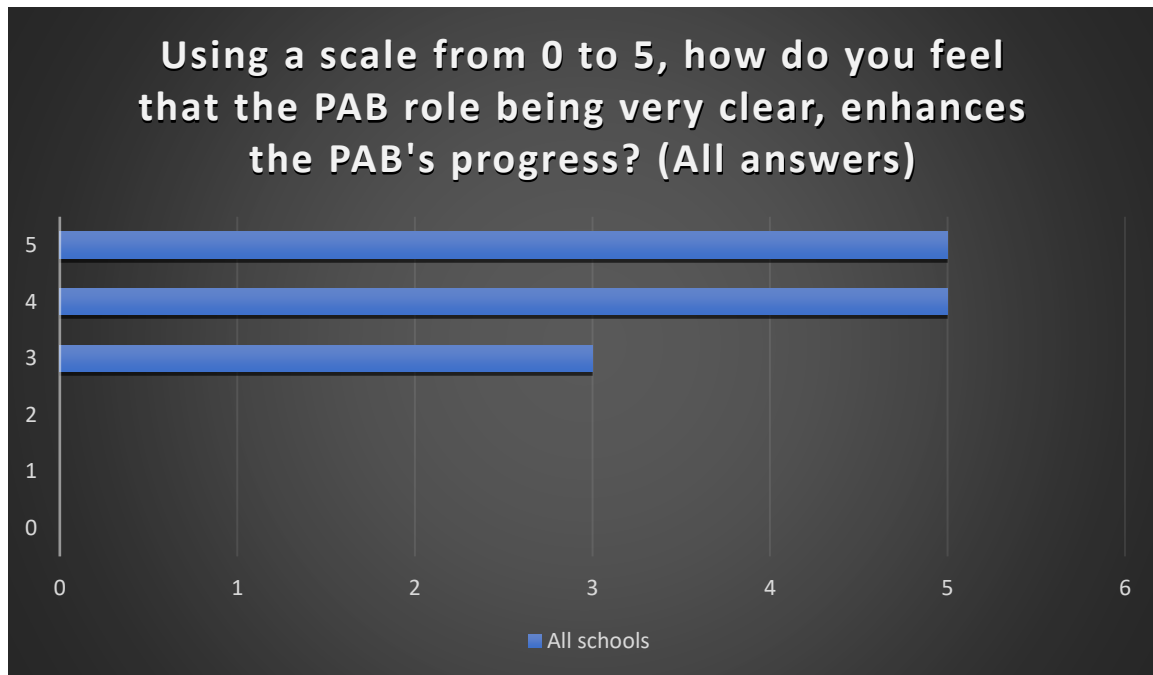- 0
- 1
- 2
- 3
- 4
- 5

0 – Not at all

5 – Very clear

Using a scale from 0 to 5, how clear do you think the PAB's role was to the other members? (All answers)

Legend:
- 0
- 1
- 2
- 3
- 4
- 5

0 – Not at all

5 – Very clear

Using a scale from 0 to 5, how do you feel that the PAB role being very clear, enhances the PAB's progress? (All answers)

0 – Not at all

5 – For sure

Using a scale from 0 to 5, how appealing was the content of the PAB for you? (All answers)
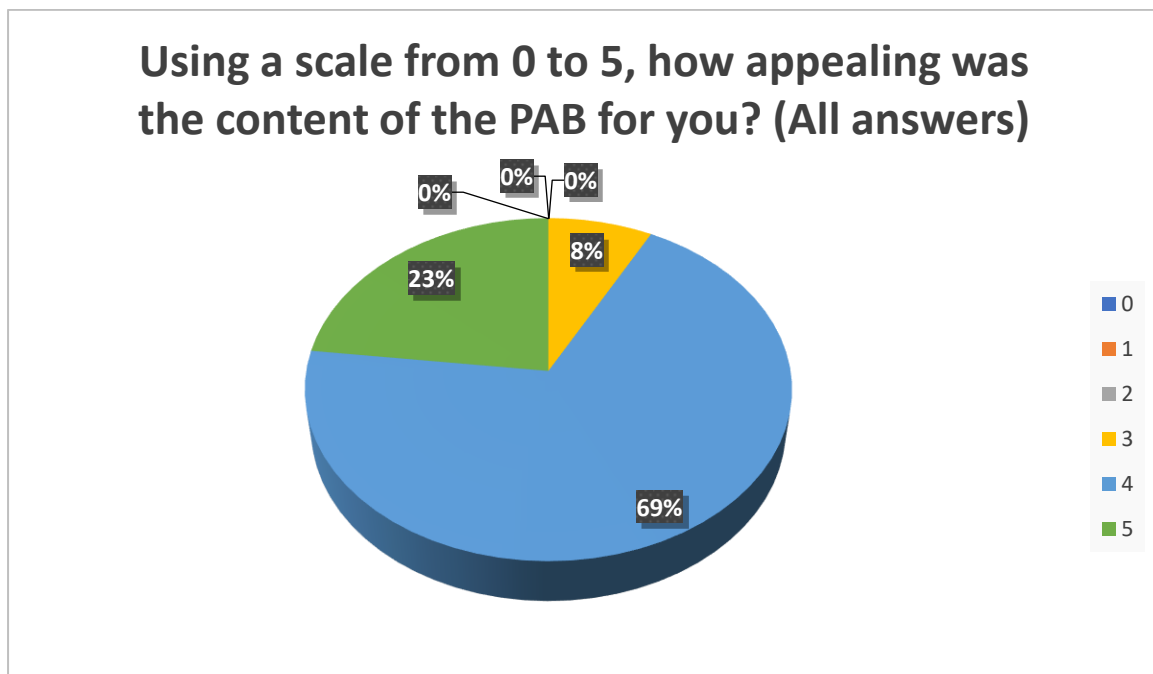
0 – Not at all

5 – Very appealing

Using a scale from 0 to 5, how much do you feel that the PAB's content was in line with the PAB's role? (All answers)
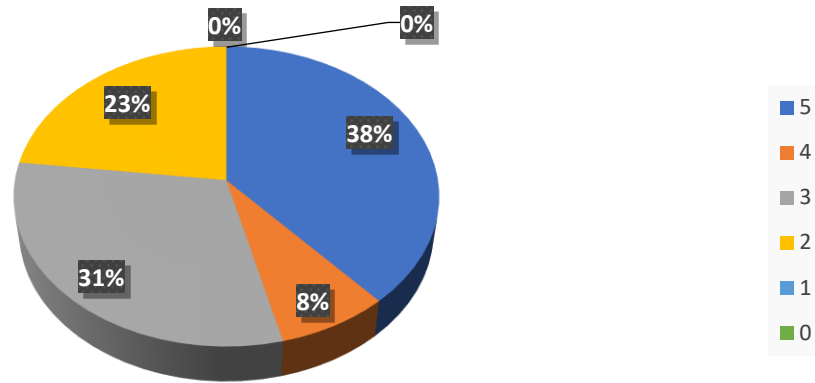
0% 0%
23%
31%
38%
8%

5
4
3
2
1
0

0 – Not at all

5 – For sure

Using a scale from 0 to 5, how do you feel that the PAB's meetings' content, BEING APPEALING, enhances the PAB's progress?
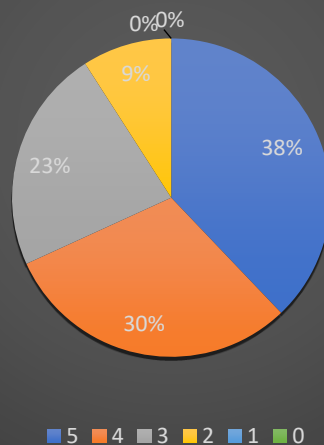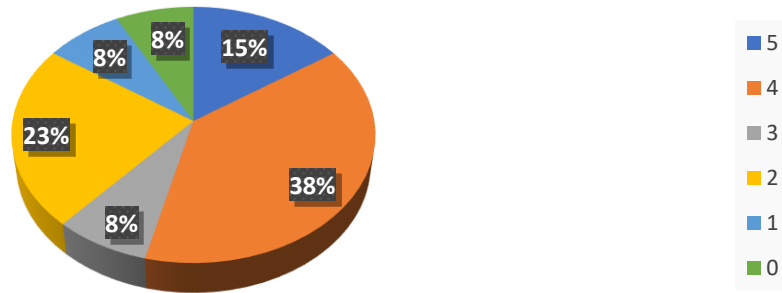
0% 0%
9%
23%
38%
30%

5 4 3 2 1 0

0 – Not at all

5 – For sure

Using a scale from 0 to 5, how do you feel that the PAB's meetings content, BEING IN LINE WITH THE PAB's ROLE, enhances the PAB's progress?

Legend:
- 5
- 4
- 3
- 2
- 1
- 0

Values: 15%, 38%, 8%, 23%, 8%, 8%

0 – Not at all

5 – For sure

Using a scale from 0 to 5, rate the achievement of the intended outcomes. (Developing new tools towards a digital toolbox to be used in school's curriculums).
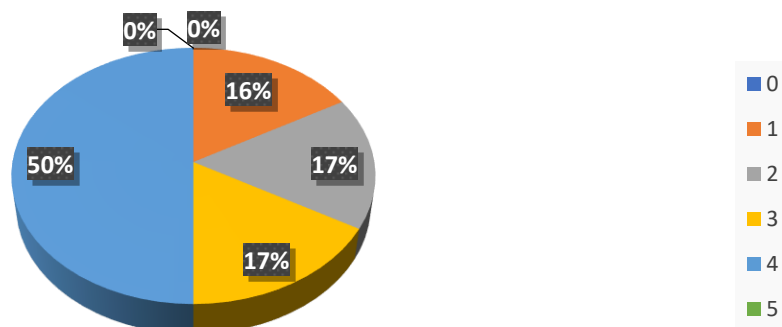
Legend:
- 0
- 1
- 2
- 3
- 4
- 5

Values: 0%, 0%, 16%, 17%, 17%, 50%

0 – None of the intended outcomes were achieved

5 – All of the intended outcomes were achieved

Using a scale from 0 to 5, rate the achievement of the intended outcomes. (Learing from other members of the board).
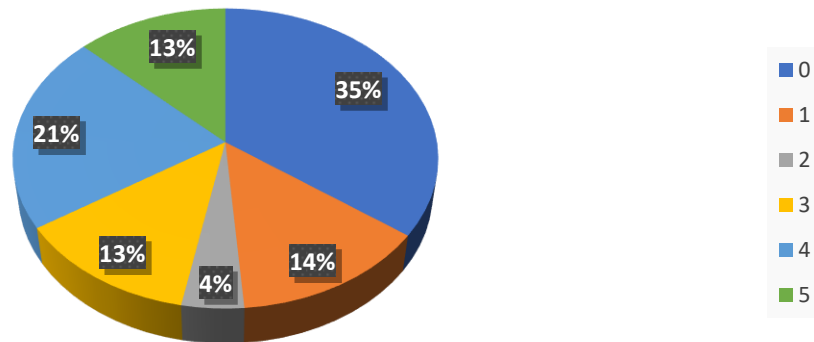
0 – None of the intended outcomes were achieved

5 – All of the intended outcomes were achieved

Using a scale from 0 to 5, how much do you expect to be informed about the PAB's outcomes as taken into consideration to update school policy?
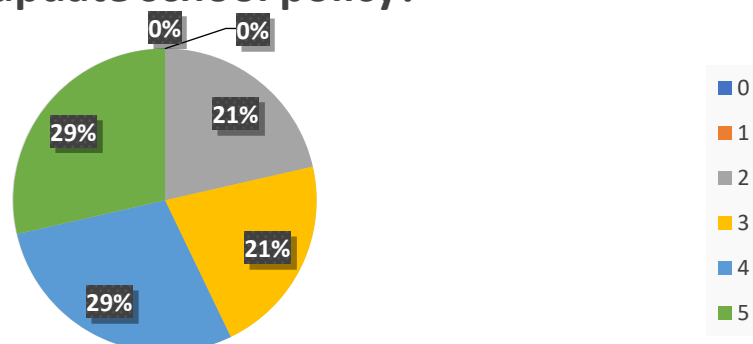
0 – Not at all

5 – For sure

Rate your learning from the PAB.
[Working with others (collaborative skills)].

Legend:
- 1
- 2
- 3
- 4
- 5

Values shown: 15%, 23%, 8%, 31%, 23%
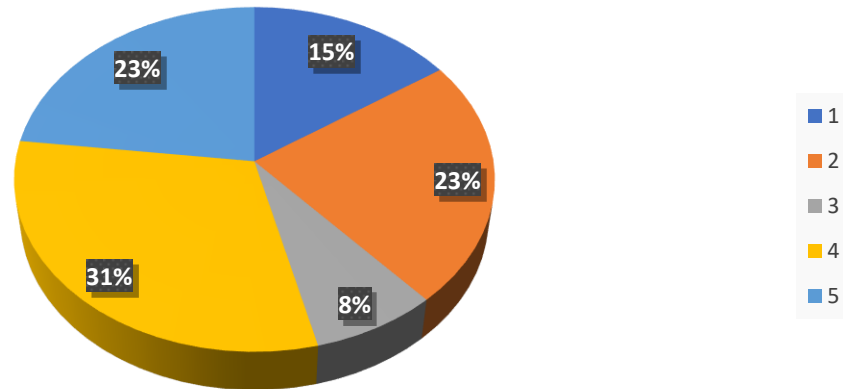
0 – I learnt nothing

5 – I learnt a lot

Rate your learning from the PAB.
[Critical enquiry & reflection (arguing, justifying & formulating questions)]

Legend:
- 1
- 2
- 3
- 4
- 5

Values shown: 8%, 0%, 39%, 38%, 15%
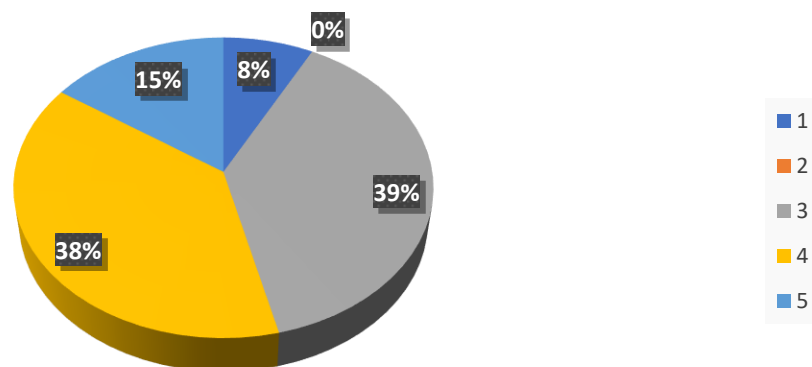
0 – I learnt nothing

5 – I learnt a lot

Rate your learning from the PAB. (Articulation of knowledge).

Legend
1
2
3
4
5
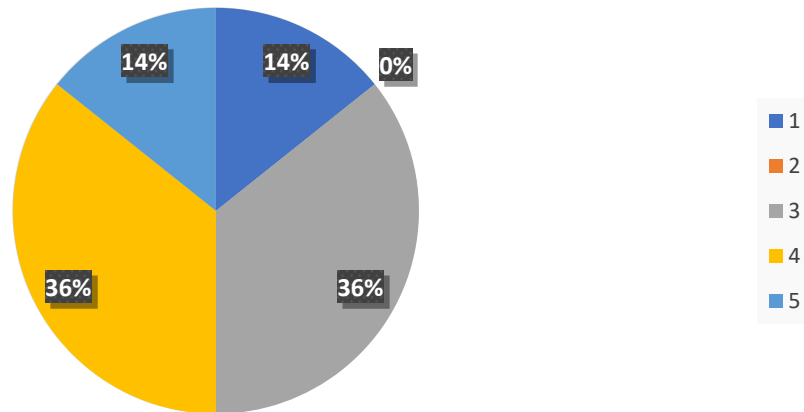
0 – I learnt nothing

5 – I learnt a lot

Rate your learning from the PAB. (Understanding skills).

Legend
1
2
3
4
5
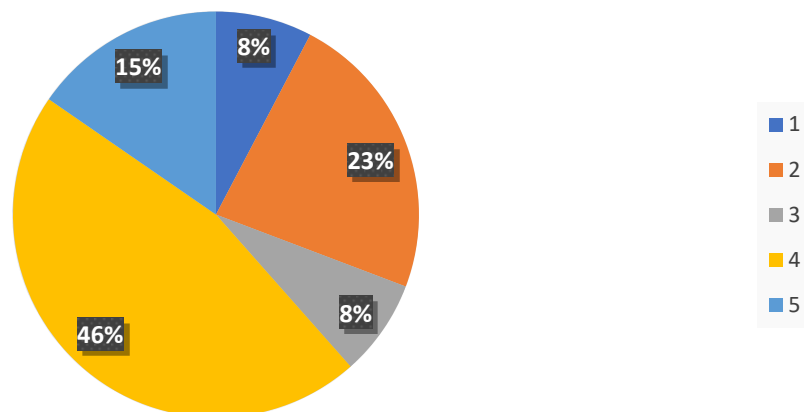
0 – I learnt nothing

5 – I learnt a lot

Rate your learning from the PAB. [Metacognition (the process of reflecting on the building of knowledge)].

Legend:
- 1st Qtr
- 2nd Qtr
- 3rd Qtr
- 4th Qtr

Values: 58%, 23%, 10%, 9%
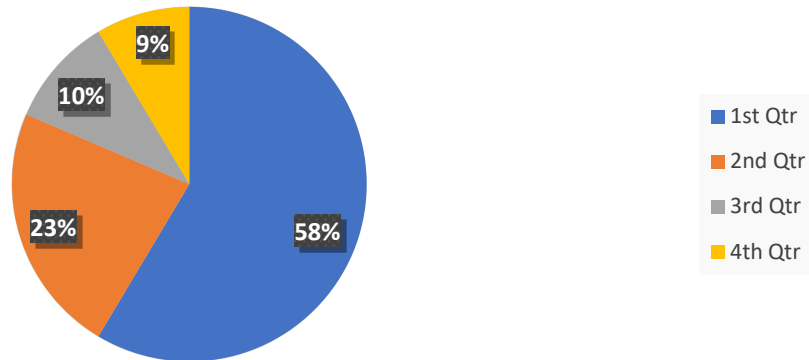
0 – I learnt nothing

5 – I learnt a lot

Using a scale from 0 to 5, consider your personal learning through the PAB experience, does it make it wothwhile to stay part of the PAB in the future?

Legend:
- 0
- 1
- 2
- 3
- 4
- 5

Values: 0%, 0%, 0%, 39%, 46%, 15%
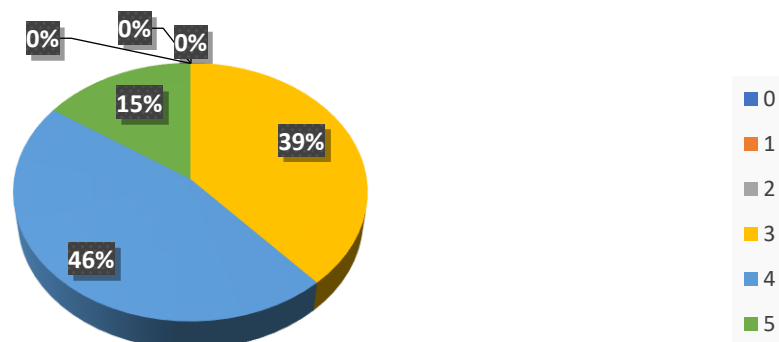
0 – Not at all

5 – For sure

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Appendix A – Peer Advisory Boards Summaries

Feedback from Peer Advisory Boards: ĠEM16+

Group set-up

Our group at ĠEM16+ is composed of 11 students and 6 educators. The group of students is quite varied, and we have a good blend of foreign students, students with social issues, students with educational learning difficulties, mature students who are parents. Our educators are teachers and teaching assistants (or Learning Support Educators). Most are parents and have been working at ĠEM16+ for the past three years if not from its inception.

A consent form informing them about the Erasmus project and their rights was signed by all participants.

Procedure

An email was sent out to all stakeholders informing them about ĠEM16+ participation in the Erasmus project. Students, parents and educators were informed of the research aspect of the first year, and those interested approached the project coordinator. Students and educators were also informed through various means both verbally and technologically. No feedback was received from parents, even if we sent the email numerous times and informed students about the importance of their parents/guardians contributing to the project.

A list was compiled and a day was set for the meeting

- **Information about the Project to Participants**

All participants were given basic information prior to the project. This was done so that they would discuss and respond to the questions as they are experiencing them. Time for reflection was given throughout the session. In fact the session could have gone on for hours as both students and teaching staff enjoyed the interaction.

- **Session Outline**

The session opened up with an intervention from Carsten where they learnt about the project and Denmark. This served as a great ice-breaker to the questions. This was then followed up by the questions and discussion

1. **Reactions to 'performance culture' paragraph**

- The same applies to Malta as Denmark.
- Every student goes through a phase where they found learning difficult, lost focus and they lost hope. They felt down and upset and lost confidence in themselves because not understanding or learning difficulties could be seen as students are not trying enough
- Competition in class, where many are understanding and getting it right and you feel like the dumb one, not understanding.
- Is there the mentality in education that one-size-fits all. We put everyone in one basket, all are expected to perform and who doesn't is judged and labelled. Reality is each student has their baggage such as learning difficulties, family/home problems, or

any other problems…even growing up. This happens everywhere in life even in sports.

- Foreign students feedback about one-size-fits all. School should be a fun place for learning and concerned about our mental health first and foremost. It should not be a place for competition. Teachers sometimes focus on who's succeeding more and who is going to be the best. No one asks why you did not do that – they just ignore you and move on. It's like teachers rather than exploring how to best support the students to move forward and succeed, and learn they are judging you.
- One student elaborated upon his experience this year where he missed a month through COVID plus issues with family being sick and death. He emphasized that he was very anxious about returning back to GEM he found a lot of support from many educators, however other educators put more pressure on him to work without trying to understand his frame of mind. It does not depend only on the programme in this case GEM programme but especially on the educator.
- Educator commented that there are those teachers who focus more on the student well-being and learning, whilst others focus more on the content and learning. Teachers have a subject curriculum to follow and they feel the pressure of wanting students to perform to succeed in their exams.
- A foreign student commented that what she appreciated about the Maltese educational system was the different ways how to include all students especially for further learning opportunities. The fact that there are different learning options and paths give students hope to continue. In school one is taught about all the different options one could have to keep progressing. It's a more holistic way of education, learning and support.
- However this could also be an over choice issue for students/teenagers at a young age.
- One educator as a parent commented that she was worried for her children especially her daughter who is given loads of HW to do. After school she opted to take care of their mental health and takes them to the swings rather than just starting to work on their HW, especially after a day at school. As a parent this worries her as we are focusing on succeeding and not so much on mental health
- Mental Health and wellbeing definition generated a number of responses from all. These included empathy where one tries to understand and get into the students mind. If one does not understand what one could be going through, it's better if one stays quiet.

2. **What is it like to be young in your country?**

- It can be confusing to be a youth
- Friends influence students quite a lot. They value friendships more than what is right for them.
- However one can be free and decide to be what they want to be. Overcoming confusion is not easy.
- They are afraid of making the mistakes and being judged
- Understanding each other (teenagers and adults) is not easy. Communication used, language used can create challenges as we use different words for different things/feelings etc.

- Teachers empathized with the students and outlined that they went through the phase as well. One teacher laughingly commented that at least at your age you can blame it on the hormones: D. As adults we outlined that we still have phases of confusion and anxieties just they could be different. One LSE commented that her confusion was different when her children were teenagers as she did not know what she could do to help and support them. With her children it was challenging understanding their children as the world outside was different to the one they had grown up in.
- Students commented that still sometimes it's difficult getting through to adults who care for them about their realities and their challenges…it's like they do not want them to understand.
- As educators how can we support you (students). At ĠEM16+ Success stories are not based on academic achievement only for our students.
- One student in particular mentioned how he suddenly had to become independent having to deal with adult stuff like cooking and cleaning. He felt this was difficult as he wasn't prepared however he was resilient and did what he could example like learning how to cook via you tube clips. Trial and error. A discussion followed on the issue in life is not that we do not do mistakes, but how we deal and react to these mistakes which is the key issue. Trying is important, making mistakes happens…learning from those mistakes is essential!

3. **What problems and challenges do you have to face as youth, at your age?**

- Responsibilities' – house, bills, babies, family related
- Having to deal with the various career choices. Too many paths which one can follow. This was mentioned especially by the foreign students who were talking about the fact that there seem to be numerous options and transitions whereas in their county there was like one direct process to university.
- Given a lot of freedom and independence all at once and it's their first time. Not sure what to do with it.
- One student mentioned that her father had recently passed and she had to step up her responsibilities' by becoming a mother to her younger siblings, finding a job as her father was the sole breadwinner. She mentioned how she had mental health issues dealing with all these sudden issues in her life which led to depression. How she felt overwhelmed and how people around her did not know how to support her even if they meant well. She ended up taking medication Plus she also lost her job due to covid. Life pressures weighed her down and affected her mental health…. Which affected her academic studies. She emphasized that one needs to check the individuals story before judging.

- Pressure, stress and anxiety was felt and mentioned by all the students. When asked about loneliness they all stressed it even more than the other aspects.
- One foreign student mentioned especially the loneliness of moving and making new friends when all the people around her already have their network of friends. It's lonely and challenging. Being accepted by people and having a group of friends helps overcome these feelings of unease of settling into another culture/country. It's not the same as when I have had friends who have known me for years.

- Another student mentioned that they move every year. He feels lonely cannot open up as he does not feel that he has time to build relationships, which could be both positive and negative. However he did not feel the shock of change.
- Various difficulties were mentioned by students…how can one focus on studying when life is going through all this.
- Students feel they have more issues and need someone to support them. They need other people to support them outside of their family.
- A teacher felt that sometimes students see them just as teachers and not as individuals who could also support their wellbeing.
- Parents are so stressed out, because they are focusing on earning more money and making a better life however sometimes are not checking in on their child's mental well-being.
- A student also mentioned medical issues and his way of dealing with things was that of keeping everything inside and not talking to students. His process of opening up to people helped him reduce his anxiety and stress.
- One teacher mentioned that we would like to have a magic wand to solve all problems, however this is a process which takes time. Sometimes we ask for help at times when everyone is overwhelmed.
- Friends are not necessarily the right people to help as they could themselves be going through challenging situations themselves
- Focusing on negative issues too much keeps them in a negative spiral. One needs to appreciate more what they have.

4. What is your definition of well-being

- Balance. Balance between work, exercise and money. Something which is not easy to achieve
- Balance between your holistic self which
- Chocolate, Fitness, music and sports helps in dealing with well-being
- Create something, art, poems
- Educators themselves need to receive support as well
- Laughing also helps to reduce stress

5. What are your dreams?

- Would like to see themselves happy – being with friends, travelling; doing what you love – passions
- Progressing in their life and finding their place in life.
- Dreams are goals which help one to grow
- Even adults have their dreams

6. Conclusion

- Students said the meeting was peaceful as they had the opportunity of listening, sharing and be listened to. Same was said by teachers

Your everyday life as a youngster

A typical day at school for youngsters would include lessons, and in their free time, it is either studying or spending time in the school's football ground (open space) with friends. After school, students are involved in various activities, such as sports (ex. handball). They also socialise with their families. Two students mentioned that they wished to have time for video games. Napping was mentioned by one of the students as a need to refresh oneself. Students spend time studying and talking to friends online, while some have part-time jobs. A student pointed out that she used to read a book once a month but not anymore.

Digital media

Students spend approximately 2 hours daily on social media while travelling up to a maximum of 5 hours. The students mainly use Instagram; 1 student claimed that she uses all the above-mentioned platforms, and another used Discord in addition to the above list. Another student said she has a Facebook account but does not use it. It was also noted that Instagram serves the same purpose as TikTok, whereby one of the above students just deleted her TikTok account. Additionally, Twitter is no longer used. Students use Instagram daily to stay connected with friends they do not see regularly. It is also used for browsing purposes, to see what others have posted and share their material. One student said that he follows others but does not share. Students present for this meeting compared the varied uses of Facebook and Instagram; Facebook is perceived as a platform for older generations, whereas younger ones tend to use Instagram. Participating students used these platforms to contact people from their city/country, and one student also used it for international contacts (ex., Australia). Students' opinions on social media varied where they pointed out advantages and disadvantages, such as being a good thing for communication and knowing what is going on. One student described social media as a significant milestone where you can find anything. Social media was perceived as an opportunity to view different versions of the same news and even different views. One can also experience multiculturism through exposure to other countries. However, the downside of such platforms included a lack of privacy and instances of cyberbullying. For example, one student mentioned how she had received text messages from people double her age and the issue of fake accounts. Overall, students perceive such platforms as unfavourable, where even though they are helpful for communicating with friends, otherwise, everything is tracked, thus not very safe.
Students also discussed that some countries banned social media and reflected on how it felt when they could not use it. One student spent 1 month without internet while in a remote farmhouse, and she claimed that she felt good and did not feel the need for it. She was able to enjoy the peaceful moments in that environment. Another student recalled an experience when he was 9 years old, where it was nice to be around friends outside the house. However, nowadays, he cannot imagine life without social media. Nevertheless, if he had to choose, he would rather socialise in person rather than social media. A student pointed out that social media is almost the only way to socialise outside of Malta, especially now due to COVID-19. Social media is also being used to help older relatives communicate with the students, ex. Through Facebook.

Students started using social media at different ages; one student claimed that she received her new first tablet at 13 years old. She had used it for texting apps, such as Skype. Eventually, she went on to create a Facebook account. Another student was introduced to digital media at 11 through Snapchat and another at 14 through Instagram. Other media used

by the students include Netflix and even the Netflix party feature, where students can watch the same film with other persons online and hold a chat simultaneously. One student only watches TV while her grandmother is cooking. Students mentioned that TV was part of their lives when they were much younger through, for instance, Cartoon Network, but TV does not form part of their used media any longer. Another student does not watch TV but follows YouTube on the phone. Students spend approximately 1.5 hours a day on Netflix and sometimes even more, depending on their schedules and responsibilities.

Covid-19 and its impact on students' lives

In general, students mentioned the adverse side of COVID-19. One student was affected negatively as she felt she had lost her freedom and connection with her family. She can't visit her country due to the pandemic. She and even the people around her felt more stressed. She and her friends missed several activities (ex., graduation). Another student mentioned the adaptation to online learning. With such learning, independence and responsibility were required, and she was not ready for it. Lessons are entirely different when done online, and she felt she could ask fewer questions when she did not understand compared to face-to-face classes. Thus, she felt anxious, resulting in procrastination and anxiety about wasting months of education.

One student lost some family members due to COVID-19. Lifestyle changes were highlighted by another student, whereas before the pandemic, he would spend ample time outside and then found himself locked for 2-3 months. He started getting annoyed and bored, which is what got him interested in anime. He felt the need to go out for some fresh air, which was not always possible. Students also referred to the fact that people lost their jobs and even starved and how they had to apply sanitiser all the time.

What can adults *(educators and parents)* do to support youths?

Due to high levels of anxiety experienced by students, especially when following online lessons, students felt the need for more coordination among teachers, particularly when assigning homework. At times, students were overwhelmed with the amount of work they needed to do for the different subjects concurrently. One student felt that some teachers needed to be better prepared and allow time for breaks between each lesson. In general, students felt that teachers needed to be more understanding and patient as they too were learning to use new tools and adjusting to the situation being posed by the pandemic.

Students mentioned connection problems during their online learning. One suggested a sponsor scheme for wi-fi and other digital tools (ex., some students had to share tablets/laptops with other family members who would need them simultaneously as their lessons). Students varied in their responses when referring to their parents on difficulties they were experiencing. One student mentioned that it would make her feel worse as her parents had the exact expectations they had before the pandemic, even though the situation had changed drastically.

Can we talk about it?

Among youths, some have become more open on various topics; however, others tend to remain reserved. For instance, young people tend to be more secretive about sharing specific details regarding financial and family issues. Overall, though, youths are more open when discussing matters related to sexuality. Females are freer to make certain personal decisions. Religion does not feature in their lives as before, and politics is a topic that does not interest them as adults do.

Education & Dropout

Creating motivation is a strong point, whereby pastoral care is provided through different teachers within the school. Small numbers within the school help to integrate students more. Students try to move away from the past – it is a fresh start, which helps them mentally. They may have been failures because they were discouraged, potentially through different approaches (ex. Sending them to the back of the class because of challenging behaviour). Our students tend to be withdrawn and quiet, so they might not have been noticed in previous schools. As educators, we can go down to their levels and understand and support them.

The educational system tends to impact dropouts, ex. Examinations and syllabi pressures. At the same time, the subjects of Personal, Social, and Career Development (PSCD) and Physical Education (PE) aid the environment by making it more supportive. However, at certain levels, students are not given a second chance to prove themselves and gain skills to help them in their life. There needs to be more communication and understanding of the reasons behind attendance problems of particular students and appropriate follow-up of students at risk of dropping out. Issues that students face in their personal lives affect their concentration and commitment to the school. There needs to be more clarity in the vision of the school's programme and the meaning of success for different individuals. Additionally, students need to understand the importance of specific skills required in the world of work and responsibilities. On a higher level, the educational system needs to promote the importance and significance of doing their part as students. In addition, more training for educators is required to cope with specific personal issues of students ex. Autism.

Dropouts' prevention methods and mental well-being

The fact that we have students attending the programme for a second year shows that they were comfortable and found the school useful in their journey. However, certain students may not be able to cope with following all the programme's subjects in 1 year and may need more time to pursue and achieve the set-out objectives. In addition, possibly because students do not join the school out of their free will; thus, they do not see the purpose of studying etc. As a school, educators and LSEs offer their constant help to students to understand academic matters. In addition, the pastoral care team and other services outside the school offer support on both academic and personal issues.

The labour market views of the youngsters – and the qualifications that the companies demand

The labour market is constantly demanding new and updated skills and qualifications. At times, students simply need more time to attain these qualifications, but whilst doing so, they may feel they are missing out on opportunities. In addition, companies have become more involved with schools through work exposure and apprenticeships within particular schools. Still, due to COVID-19, students have missed out on the job exposure experience typically held in their secondary school years.

Summary of 3ʳᵈ Peer Advisory Board Meeting at ĠEM16+

Mar 1, 2021 10:30 AM

Participants:

        Carsten Steen Nielsen & Mogens Rude, NLP Aalborg/ Center for Unges Livsmestring

        Pernille Lavoll Baade: RVTS Sør

        Sylvana Zammit Pulo/ colleagues

        Anonymous students: ĠEM16+

Special comment in regard to the premise of the online meeting due to Covid19: The students and educators from the Peer Advisory Board are all waring face masks and are socially distancing in the classroom(s). The meeting is in English, and due to language skills the English has to be translated into Maltese and vice versa.

(CABE simultaneously doing their ĠEM16+ focus group interview with students from the Peer Advisory Board).

Programme:

10.30 - 10.45: Short presentation of the participants and Pernille from RVTS Sør

10.45 - 11.30: Pernille will do the exercise with the students and we will evaluate

11.30 - 11.40: Break

11.40 - 12.30: Mogens and Carsten will ask questions regarding the Dialogue & Interview Guide

Introduction and background on the LINK-Programme and ritual by Pernille from RVTS Sør

Rituals of LINK presented by Pernille

- Welcome ritual
- Sharing good experience
- Introduction to todays topic - "Friendship"
- Talk about todays topic – "Friendship"
- Working with todays topic
- Just for fun
- My book
- Summary and End of Ritual - Curl and Throw

Further work on the rituals

Carsten and Mogens from NLP Aalborg/ CFUL have been taking notes, analysing and observing while Pernille did her LINK-presentation. This will be used for the development of Work Package 4 + 5 in the project where methods and tools are innovated.

Discussion on the Dialogue and Interview Guide

Now it time for questions, discussion and the Peer Advisory Boards reflections on the Dialogue and Interview Guide which the PAB have been discussion at the previous board meetings (PAB 1 +2).

Peer Advisory Board Meeting #4 in the EU-project called "Solution by Inclusion" - compiled by Silvana Buttigieg
30th June 2021 - Programme for ĠEM16+

9.30 – 10.40 FEIGHT Method
10.40 – 10.50 Break
10.50 – 11.15 SEE-ME Method
11.15 – Mindfulness, presented by Morten Gelbek Andreasen, founder and manager, NLP Aalborg

Introduction of various methods regarding FEIGHT – Students: Jurgen Falzon, Gwen Camilleri, Bradley Dimech; Teachers: Roberta Mifsud, Christabel Saliba, Robert Bajada, Karl Galea, David Vella, Maria Azzopardi - rapporteur

Session 1 – FEIGHT - Group discussion of all methods – 25 mins
- **Method 1 – Working with real assignments:** cooperation with AFM, Jobsplus, MCAST. There have been First Aid as well as Food Handling course. Our course is mainly academic to achieve better results in SEC exams, so we have time constraints and syllabi to follow. Suggestion: these could take place after SEC exam and we could use our course to seek job experiences in summer – **C**

- **Method 2 – Using outdoor activities and training in nature:** this is already limited because ours is a one-year course and this year things were limited due to Covid-19. Normally, there is the Comino treasure hunt, hiking, the live-in, field work for Biology lessons. Students feel that learning by doing outside of the classroom context is a good idea for the purpose of teambuilding and used as a break from stress of getting through syllabi as well as for recollection purposes, though it could be distracting at times too. It also depends on the subject – **B**

- **Method 3 – Extra-curricular activities:** due to Covid -19 no extra-curricular activities (School Clubs) were organised at school this year. In the past, musical activities have sometimes been poorly attended, while crafts, sports and film-related activities were better attended. In Malta, most students do these activities in their own personal time. Students would have been interested in these for socialisation purposes and to expend their energy – **B**

- **Method 4 – Peer training:** groupwork and pair work is good and yet doing things on your own sometimes gives the possibility to learn more. Groupwork also gives the possibility to learn from others when it is done fairly. It is essential to be a team player, build trust and develop skills, such as thinking of others, communication and socialisation. This is constantly being practised in PSCD and P.E., and in other subjects to a lesser degree. Additionally, this could be done as home assignments, discussions, group assessment – **A**

- **Method 5 – E-learning:** online lessons and using digital technology in the classroom. The students agree with the latter however they dislike the former. Benefits of digital technology – apps, poetry, visual aids, quizzes – **B**

- **Method 6 – Using music, art, play, drama as teaching methods:** roleplays, PSCD, literature - more relevant when students can participate as it makes lessons more interesting and memorable. Some students refuse to participate and consider the expectation to participate as pressure, instigating them to withdraw further – **B**

- **Method 7 – Soft skills – team building:** Fresher's week (since students come from all over the island, they have the opportunity to get to know each other), cooking, sports, Comino – serve as icebreakers and enforce teambuilding – **A**

- **Method 8 – Learning by doing in VET, in a real-life situation:** not applicable since our institution caters for SEC exams not VET

Session 2 – SEE-ME

Teachers should:

a) **be understanding and supportive of the whole person** - Students consider this of great importance as empathy is essential as they suffer and fall back when they are misunderstood or judged. As regards foreigners, teachers must consider different cultures, languages, beliefs and behaviours

b) **be confident and knowledgeable** - This is important as well as the teacher being willing to admit lack of knowledge or mistakes

c) **use a relaxed teaching style** - Balance between discipline and showing enthusiasm during the lesson

d) **have a sense of humour** - Very important to mitigate stress

e) **communicate well and explain things clearly** - Explain things clearly in simple terms

f) **show kindness** - Show caring and a little bit of flexibility, understand the student's situation, show empathy, be student-centred, be more moderate in their opinions

g) **know their students** - Within limits as it is important to keep boundaries, to be appreciated as an individual, and not just a number – the size of the school makes a difference

h) **help them with thinking and learning** - Important. Lessons should continue as usual in order to cover what is planned while teachers could give individual students further guidance where necessary in order for them to develop their learning

i) **give them time to learn** - Teachers must be patient, believe in the students and should push students to learn to make learning more student-centred

Session 3 – Mindfulness

Practical session for high school students – Video "The five-count breath"
Is this something that can be done on a daily basis? Students here in Malta have different ways of relaxing. They found this practice unnerving. They feel the need to burn energy. As a Mediterranean culture we are do not have the tendency to practise mindfulness. Some may start but not continue, while others use meditation or prayer or other forms of mindfulness, particularly when they cannot get away from the situation.
Rapporteur – Maria Azzopardi
Compiled by – Silvana Buttigieg

Peer Advisory Board IAL FVG

Introduction

According to the "**Solution by Inclusion"** project and the guidelines for the "**Peer Advisory Boards Meeting Schedule & Information "** each VET Provider must set up its own **council** in December which must be **composed of 8 students, 2 parents and 2 educators.**

The IAL FVG Peer Advisory Board was set up in a personalized way. **An entire class was involved, the third "TOURIST PROMOTION AND RECEPTION OPERATOR", with 17 Italian and foreign students**. The two teachers involved are the center counselor and the English teacher. **The project coordinator, in agreement with the course coordinator and the two selected teachers, assessed that it was better not to exclude anyone.**

Council engagement strategy

Before the First Meeting, **two introductory meetings lasting a total of 4 hours were held on 10 and 11 December**. During the reunions, the **project coordinator and the counselor explained the project and started sharing its objectives also with the idea of finding an advantage for the class group. Specifically, getting to know students from other European countries and understanding their ways of life and problems.**

The parents were informed about the project with a personalized information note drafted by the Course Coordinator and the Project Coordinator.

Discussion Methodology

The Counselor for:
- **facilitate discussion** within such a large group
- **overcome the difficulty to speak** and confide
- **to remain anonymous**
- **comment only by choice**

has **transformed the questions** into **surveys processed in google**. Before starting the survey, the educator read each question aloud and, after collecting the answers from all, each question was discussed / concluded among all the board members.
The discussion was facilitated by the shared vision of anonymous responses and / or graphs produced by google.
The discussion was pleasant and very animated.

First Meeting - 1 – 16 December 2020 (10.00 – 12.00) – Zoom Meeting

The Meeting, which was held on the Zoom platform, began with a brief mutual presentation of the project leaders (CUL) who spoke to the girls about the project, from Denmark, their city Aalborg and the boys who live there.

The IAL FVG students in turn presented the IAL, the Friuli Venezia Giulia Region (https://www.youtube.com/watch?v=BxYg3Ug2Do4) , the course they attend. Each student then presented herself.

The leaders leave the meeting and the discussion continues in Italian on the basis of the questions proposed.

Discussion area. Mental health, wellbeing and social inclusion

Question 1. As youngsters have you come across the following words mental health, wellbeing, social inclusion? If not? W hy not?

Discussion area. Mental health, wellbeing and social inclusion

Question 1. As youngsters have you come across the following words mental health, wellbeing, social inclusion? If not? W hy not?

Answer 1.

All the girls have had the opportunity to hear these words and have given this definition of each:

Mental health

- ✓ Mental health for me is when you are calm and at peace with yourself, so you feel good mentally.
- ✓ Stay mentally calm without any negative energy
- ✓ Mind free from superfluous, negative thoughts.
- ✓ Mental wellbeing and being at peace with yourself and your thoughts and ideas
- ✓ When the choices we make have consequences we can ignore
- ✓ Balance, carefree, normality.
- ✓ I don't know (number 3)

Wellbeing

- ✓ Be in good health or economically
- ✓ Health of both body and mind
- ✓ Feel good about yourself
- ✓ Feel good about yourself, physically and mentally.
- ✓ feel good both with yourself and with others
- ✓ Feel good.
- ✓ For me well-being is almost the same as mental health, because if you are mentally well it is almost a must to have an inner, personal well-being.
- ✓ Feel good in general and feel positive / relaxed

- ✓ **Harmonious connection between mind and body**
- ✓ Feeling good with mind and body
- ✓ Life quality
- ✓ Well-being is when a person is comfortable with themselves
- ✓ Mental as well as physical relaxation, pause, being able to switch off
- ✓ Feel good
- ✓ Feel good about yourself

Social inclusion

- ✓ I do not know
- ✓ Group
- ✓ Feel part of society
- ✓ Feeling included and accepted in a group of friends or family.
- ✓ Do not feel excluded from the group always be accepted even if different
- ✓ To play a role in someone's life.
- ✓ I do not know.
- ✓ Knowing how to "throw" oneself into social situations
- ✓ A place in society (working speaking) and a role in the life of others
- ✓ Being included in groups of people by socialising and creating a relationship of friendship
- ✓ Belonging to something
- ✓ It is when you feel accepted by friends, etc.
- ✓ That is, try to communicate with everyone, include them in the topic
- ✓ Feel accepted by the society you live in, and who you compare with

Question 2. If yes. In which way are you familiar with the words"?

In quale contesto hai sentito maggiormente parlare di questi termini?
15 risposte

- In famiglia
- A scuola
- Con gli amici
- Nei social media
- In televisione
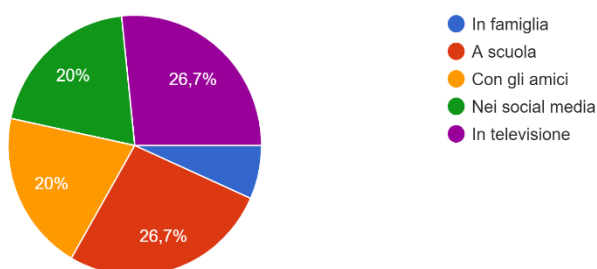
in family = bleu (1); at school = red (4); with friends = orange (3); in social networks = green (3); on TV = purple (4)
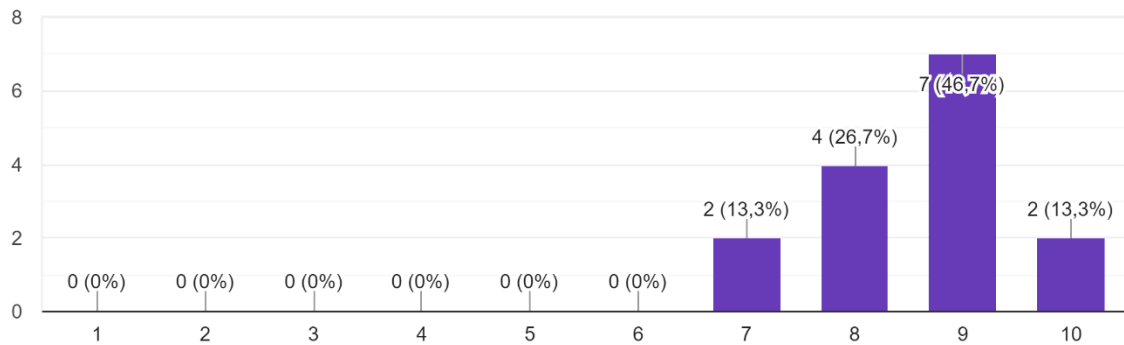
Question 3. What problems or challenges does young people have in your region/ country regarding mental health (for instance stress, anxiety, loneliness, pressure)?

Question adapted

In your opinion, how common is the following problem / challenge among the adolescents you know from 1 to 10?
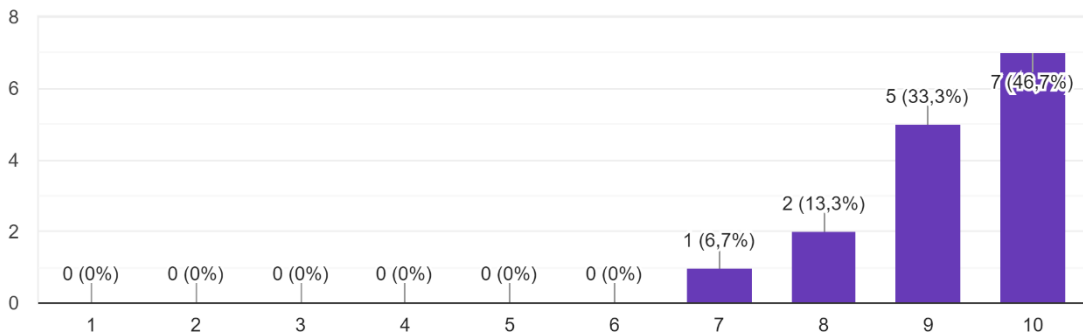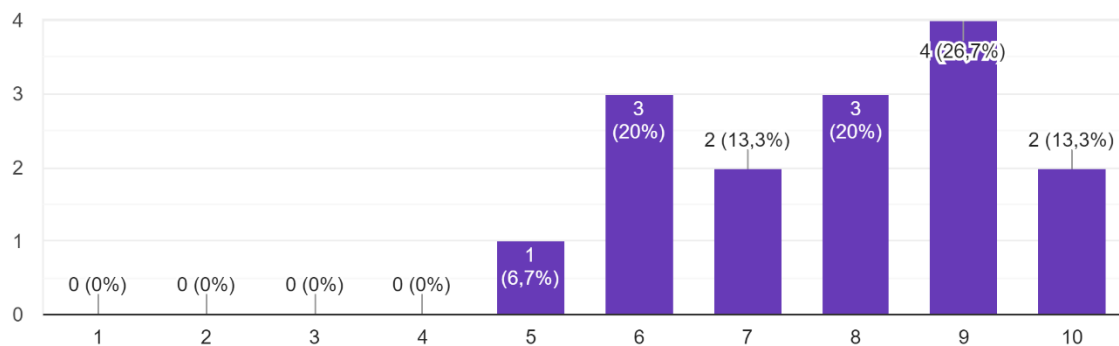
Stress
15 risposte
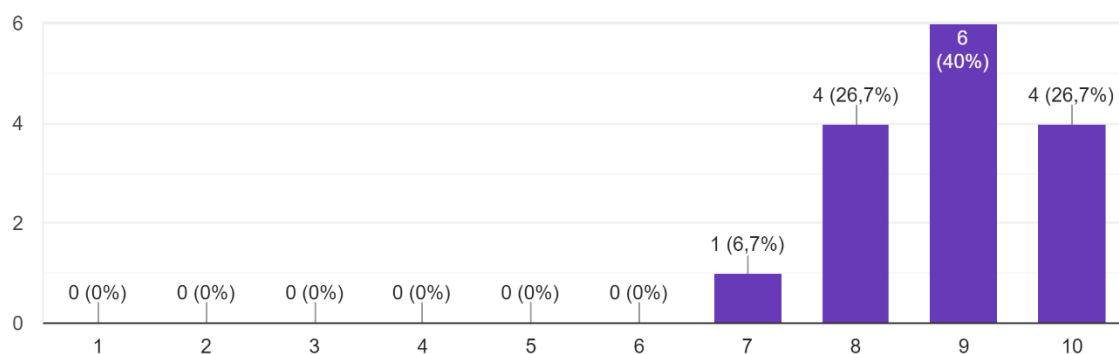

Anxiety

Ansia
15 risposte

loneliness

Solitudine
15 risposte

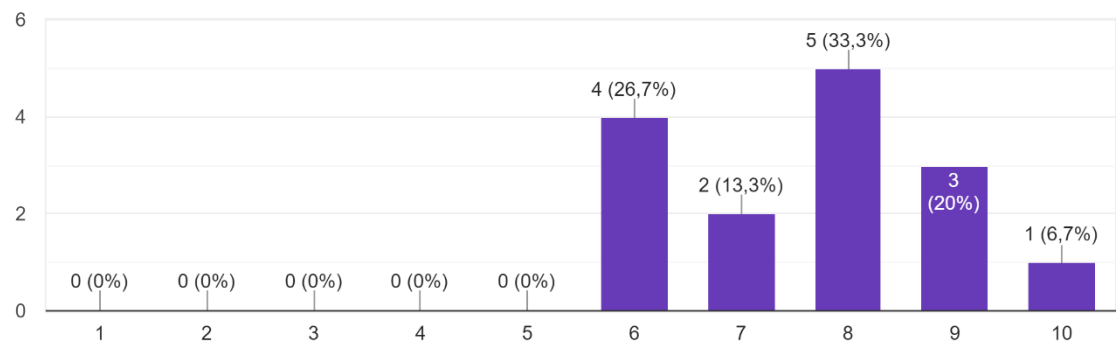## Pressure

Sentirsi sotto pressione
15 risposte

Question 4. How big an issue is this in your class/ at your school?

Question adapted

From what you can perceive, how present are these challenges 1 to 10 in your class?

Da quello che puoi percepire, quanto sono presenti nelle tua classe queste sfide, da 1 a 10?
15 risposte

Question 5. In your eyes what does it mean to have a good wellbeing?

Why is it so?

Ai tuoi occhi cosa significa avere un buon benessere? Perché è così?

Cosa significa secondo te stare bene? In base a che cosa puoi dire che una persona sta bene?

(NON FATTA)

Question 6. Do you have particular barriers like ethnical or social-economic issues like poverty, abuse etc. that hinders social inclusion at your school?

**Question 7. Do you focus on community in the classroom?**

Question 8. What have you done to strengthen relations in the classroom and/ or the school?

Questions 6, 7 and 8 adapted

Let's talk about social inclusion, referring to your experience in your class. From 1 to 10 how included do you feel in your class?

Parliamo di inclusione sociale, facendo riferimento alla tua esperienza nella tua classe. Da 1 a 10 quanto ti senti incluso nella tua classe?

16 risposte
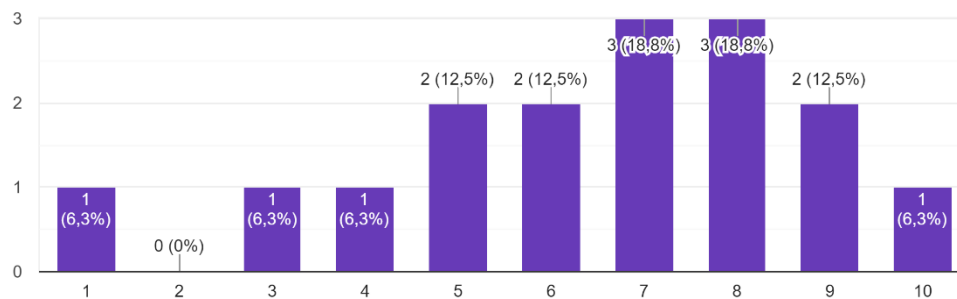
Question 9. Have you used certain methods in securing a good relationship?

Adapted Question 9.a

- ✓ Nothing (2)
- ✓ I do not know (1)
- ✓ Showing my availability and kindness
- ✓ I tried to speak
- ✓ Nothing, I've been myself
- ✓ I have not done anything in particular, I have simply been myself always and still am myself
- ✓ I try to integrate by talking to the class
- ✓ I tried to talk to as many people as possible, because being new I had to make myself known in some way and instead of isolating myself I preferred to make room between them.
- ✓ Always be available to everyone
- ✓ I tried to have a conversation with at least everyone
- ✓ Tried to communicate with the class group even though it was not easy
- ✓ I joined them several times, perhaps returning or trying to talk
- ✓ I tried to be myself
- ✓ I jumped in and talked to him for a while

**Adapted Question 9.b What have you done to be more included in the class?**

- ✓ Nothing (2)
- ✓ I do not know (1)
- ✓ Showing my availability and kindness
- ✓ I tried to speak
- ✓ Nothing, I've been myself
- ✓ I have not done anything in particular, i have simply been myself always and still am myself
- ✓ I try to integrate by talking to the class
- ✓ I tried to talk to as many people as possible, because being new i had to make myself known in some way and instead of isolating myself i preferred to make room between them.
- ✓ Always be available to everyone
- ✓ I tried to have a conversation with at least everyone
- ✓ Tried to communicate with the class group even though it was not easy
- ✓ I joined them several times, perhaps returning or trying to talk
- ✓ I tried to be myself
- ✓ I jumped in and talked to him for a while

Question 10. Does school live up to your personal and professional expectations? If no, why not?

Adapted Question 10 a. From 1 to 10, how well does the school live up to your personal and professional expectations?

Da 1 a 10, quanto la scuola è all'altezza delle tue aspettative personali e professionali?
16 risposte
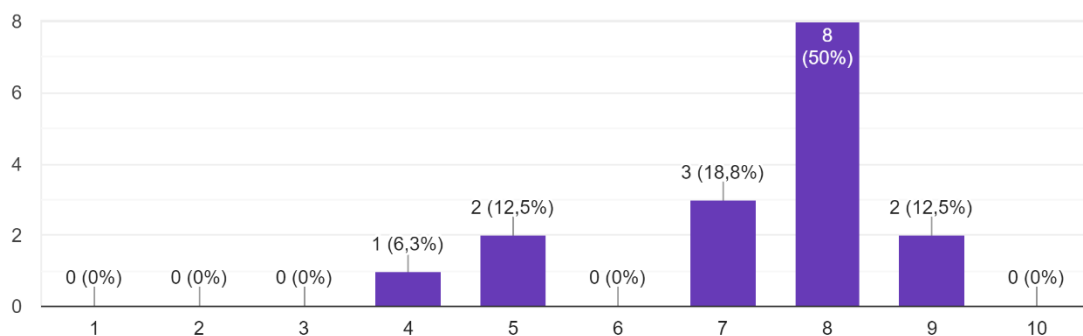
Adapted Question 10 b. If you have indicated a low value, what does it depend on? (7 answers)

- ✓ Personal expectations. I expect more understanding and attention
- ✓ I think I was wrong right from the start to do something I didn't see in my future
- ✓ I have not indicated a low value because I think this sole can give me a lot
- ✓ I didn't want to take this course but after doing all the subjects I'm enjoying it a little more

- ✓ For me the school I attend is up to par except for the internship, factor which is important to me
- ✓ I don't really see myself projected into this profession
- ✓ By the organization

Question 11. If you or a friend had problems or challenges, do you know who you could contact at your school (for instance psychologist, coach, mentor, guidance counselor)?

Question 12. Do you talk to your mates in the class or friends if you got problems? And/ or educator/ teacher/ parents? And why?

Adapted Question 11 e 12. If you have a problem, compare yourself with:
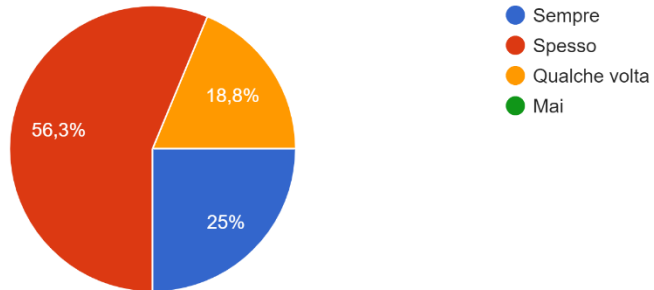
Educator/Teacher

un insegnante
16 risposte

- ● Sempre
- ● Spesso
- ● Qualche volta
- ● Mai
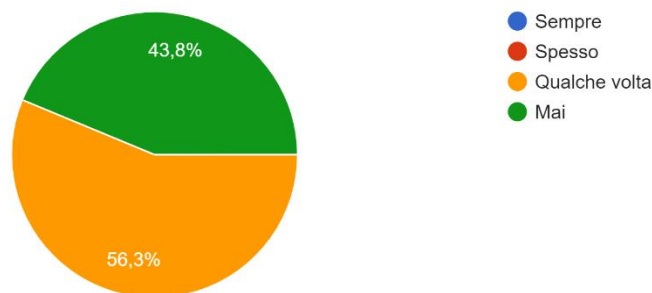
Answers 16

Always: bleu
Often: red
Sometimes: orange 9
Never: green 7

Friend

un amico
16 risposte

- Sempre
- Spesso
- Qualche volta
- Mai

56,3%   18,8%   25%

Answers 16

Always: bleu 4
Often: red 9
Sometimes: orange 3
Never: green 7

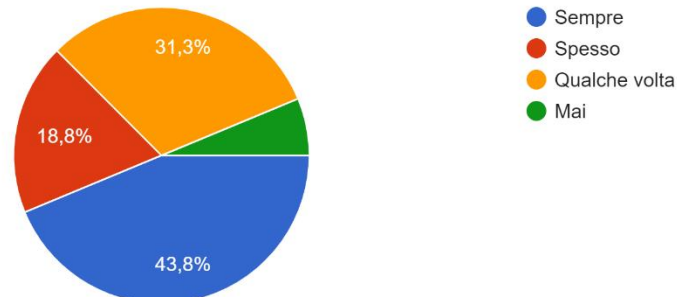## classmate

un compagno di classe
16 risposte

- Sempre
- Spesso
- Qualche volta
- Mai

31,3%   50%   18,8%
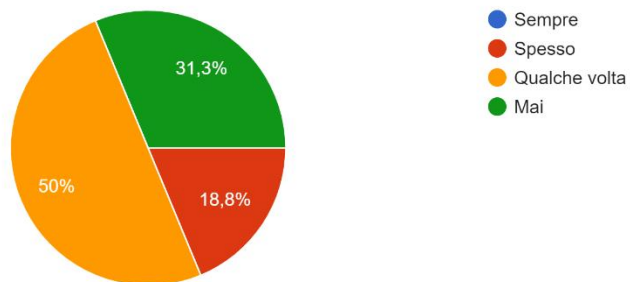
Answers 16

Always: bleu
Often: red 3
Sometimes: orange 8
Never: green 5

Parent

un genitore
16 risposte

- Sempre
- Spesso
- Qualche volta
- Mai

43,8%
18,8%
31,3%

Answers 16

Always: bleu 7
Often: red 3
Sometimes: orange 5
Never: green 1

Question 13. Do you think there is enough focus on mental health issues, wellbeing and/or social inclusion?

Pensi che ci sia a scuola abbastanza attenzione rispetto ai problemi di salute mentale, benessere e / o inclusione sociale?
16 risposte

- Sì, assolutamente
- Abbastanza
- Non sufficientemente
- Per niente

62,5%
25%
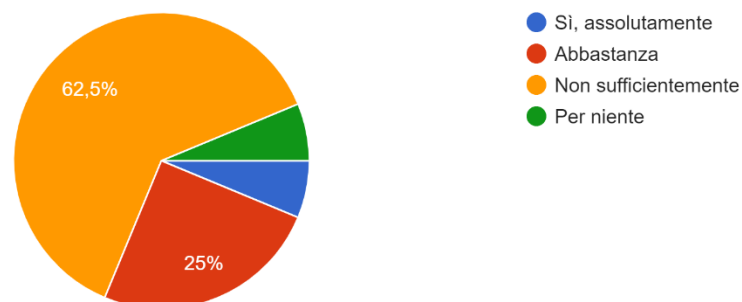
Answers 16

Yes, absolutely: blue 1
Quite: red 4
Not sufficiently: orange 10
For nothing: green 1

Question 14. What sort of tools do you miss in dealing with issues like mental health, wellbeing and social inclusion?

Answers 15

- ✓ I do not know (3)
- ✓ Talk about it more speak, listen, understand, be interested
- ✓ Communication with someone who can understand / listen to us
- ✓ Try to talk about it and getting help from an expert person, alone I could try to solve something but not much
- ✓ Have an adult person such as a teacher to tutor the class, taking the time to listen to the problems you have
- ✓ Talk about it, be heard and advised feeling less anxiety would help me face the days better
- ✓ Being able to talk to someone about your problems without them judging you
- ✓ Take dedicated lessons and / or talk about them to understand how to organize things based also on our opinions to avoid being in a state of stress

Question 15. Do you think the school focuses more on professional skills and gaining experience than the mental and social part of it?

Answers 16

yes, on professional skills (6)

I do not know

In my opinion, unfortunately, there is little attention to a person's mental and social health.

I think the school focuses more on professional skills than on the mental part.

It focuses more on professional skills, less on mental health

More on professional skills and the acquisition of experience

Yes, maybe because the program is a lot, but it is also true that you are not able to commit yourself as you could / would like if you are not mentally well

The school focuses more on professional skills and the acquisition of experience and less on the mental and social part

The Future and Dreaming

What do you dream of as a young person?

And why?

Adapted Question 16.

**What is the first sentence or image you associate with the word "FUTURE"?**

Answers 14

- ✓ To grow up
- ✓ Change
- ✓ Family
- ✓ Anxiety
- ✓ Fear
- ✓ The future depends on what you do today, not tomorrow
- ✓ Choices
- ✓ The future depends on one's willpower
- ✓ Autonomy
- ✓ Family, work, experiences
- ✓ Made
- ✓ Health
- ✓ Possibility of what will have to happen
- ✓ I do not know.

![Solution By Inclusion logo]

Do you remember the dreams you had for the future a few years ago?

Ti ricordi i sogni che avevi per il futuro qualche anno fa?
14 risposte

- Sì
- No
- Vagamente

14,3%

85,7%
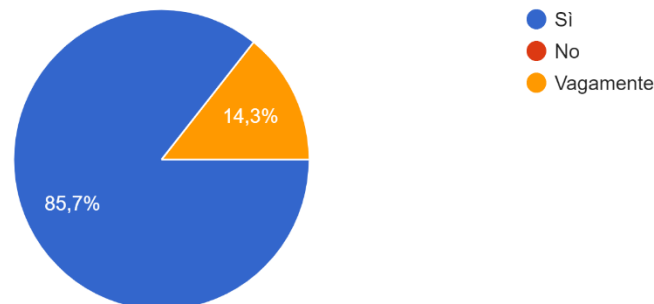
Answers 14

Yes= blue 12
No=red
Vaguely=orange 2

Are those dreams the same as the ones you have now? Try to explain

- ✓ Yes (3)
- ✓ I do not remember (2)
- ✓ Being able to reach my goal because in any case you have to go ahead and have a change otherwise it would be useless
- ✓ No, I changed my way of seeing things growing up, when I was a child I didn't think about what I would have to do to achieve my goals. now that I am more aware, I concentrate on making the most of the time I have and taking advantage of the opportunities trying to create such a future
- ✓ Nobody
- ✓ No, they change over the years and based on the interests I have
- ✓ Many have remained the same
- ✓ I would say no, as a child I dreamed of prince charming, now instead a fully tattooed man who comes to pick me up with an Audi Q8. I did this example just to make it clear that my dreams have completely changed.
- ✓ Some dreams, yes, are the same as now, others, however, no because as expectations change and trivial things vanish .. for the rest I do not say what my dreams are because they are not told otherwise they will never come true. :)
- ✓ No, I have other goals to achieve to feel good about myself
- ✓ No

Questions 17 and 19.

- ✓ **Do you have dreams for your future life – jobs, things you want to experience? Which? Or why not?**

- ✓ **What is your expectations of the future?**

Adaption Question 17 and 19.

Your dreams about the future are more about:

I tuoi sogni rispetto al futuro riguardano maggiormente:
14 risposte

- ● lavoro
- ● famiglia
- ● esperienze che vorresti fare
- ● Amicizie
- ● me

71,4%
7,1%
7,1%
14,3%
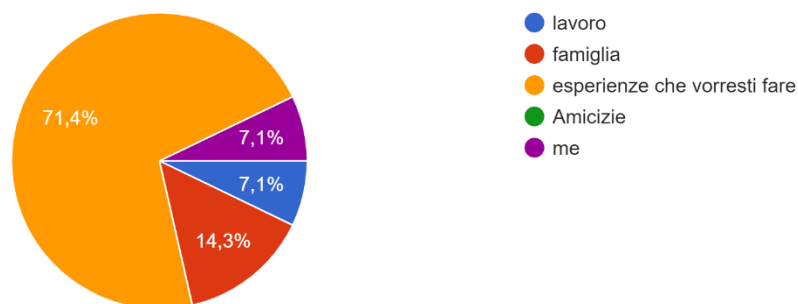
Answers 14

Work= blue 1
Family= red 2
Experiences you would like to have= orange 10
Friendships= green 0
Myself= purple 1

Some think that "it is better not to dream in order not to be disappointed". What do you think about it?

Answers 14

- ✓ I think that dreaming also serves to grow
- ✓ I think you should dream even if you are disappointed later, you just have to get up again
- ✓ I think it's not like that, dreams are dreams just to be able to fantasize about them
- ✓ I think that on the one hand it is true that if you set yourself something and you do not reach it you will be disappointed but it is also true that if you do not set yourself any goals you cannot even be happy if you reach a high point that could have been in the list of goals.
- ✓ I don't think this sentence so I have no idea
- ✓ I think everyone makes their own choices

- ✓ It is important to have dreams, because they give you motivation for the future
- ✓ That partly because of fear they are not completely wrong, but it is not certain that they will be disappointed either. So why not take the risk? This is also the beauty of life.
- ✓ I think they are right.
- ✓ No, I think that despite dreams are disappointing or it is not nice to indulge in the desire to think and fantasize about certain things even though you are aware, sometimes, that they are not feasible.
- ✓ That if you don't dream big you can never be big
- ✓ I do not know (2)

In your opinion, are dreams and goals in life the same thing? Because?

Answers 14

- ✓ No, because maybe a dream remains there instead the goal you are determined to do
- ✓ In my opinion no, dream is a wish that you would like to come true while the goal is to be able to achieve that dream
- ✓ Because the goals you set them with the intent to reach them. a dream is a dream
- ✓ Dreams are most of the time unattainable for this reason they are not associated with "goals" and the thing that differentiates the two is the desire to achieve them
- ✓ No, a dream can come true or not; a goal instead is a specific thing that you have, that you want to achieve
- ✓ Dreams are something you would like to have instead goals are something you set yourself and are more achievable
- ✓ Yes, dreams are actually the goals we want to achieve
- ✓ Yes, because these are things you try to achieve
- ✓ No, but I can't explain the difference.
- ✓ A little bit yes, because a dream you always want to become reality and the goals are part of reality.
- ✓ Yes enough
- ✓ I do not know (2)

Question 18.

Do you think that you are in a position where you can live out some of your dreams?
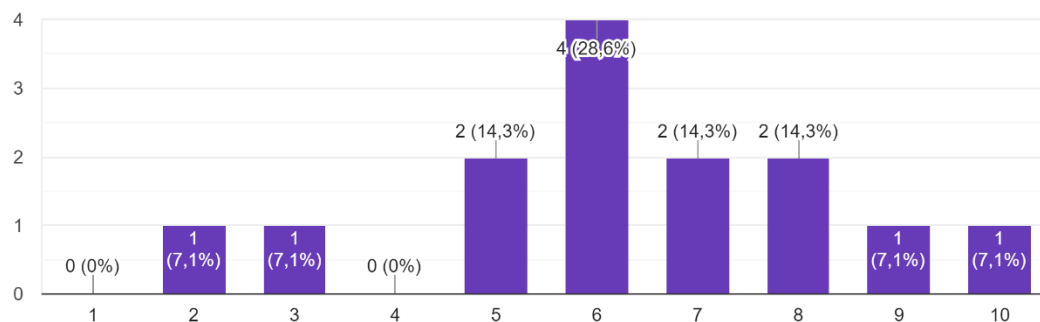
If not, why?

Adaption Question 18.

From 1 to 10 how much do you feel you are in line with your goals right now?

Answers 14

Da 1 a 10 quanto senti di essere in linea, in questo momento, con i tuoi obiettivi?
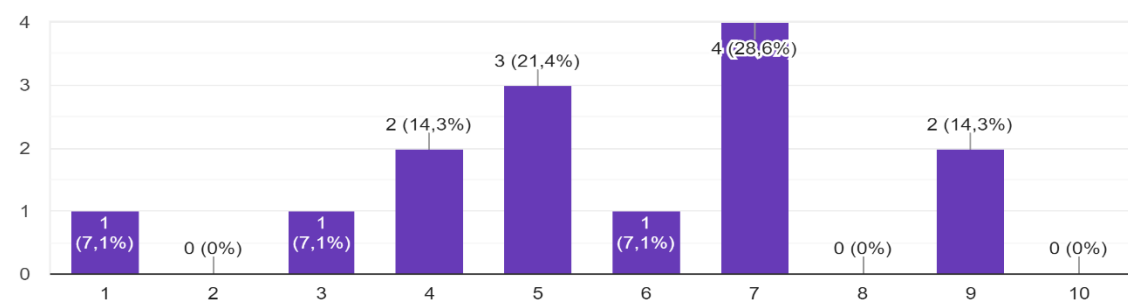14 risposte

From 1 to 10 how much do you think what will happen in your future depends on chance, on luck

Answers 14

Da 1 a 10 quanto pensi che quello che avverrà nel tuo futuro dipenda dal caso, dalla fortuna
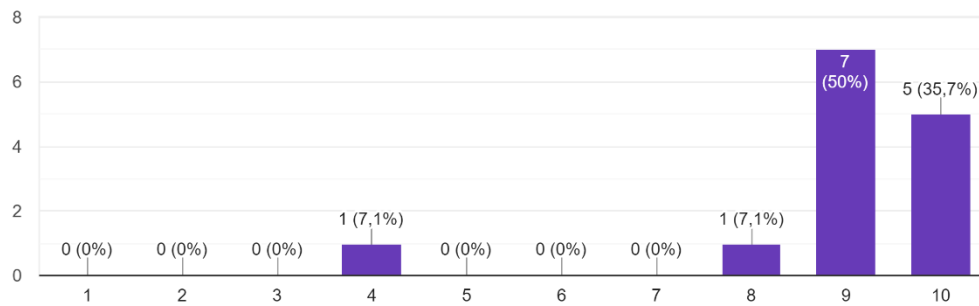14 risposte

From 1 to 10 how much do you think what will happen in your future depends on your efforts and commitment

14 answers

Da 1 a 10 quanto pensi che quello che avverrà nel tuo futuro dipenda dai tuoi sforzi e impegno
14 risposte

Question 20. And how do you see you as a youngster in regards to the expectations from the school, the educators, parents, businesses and society?

Adaption Question 20.
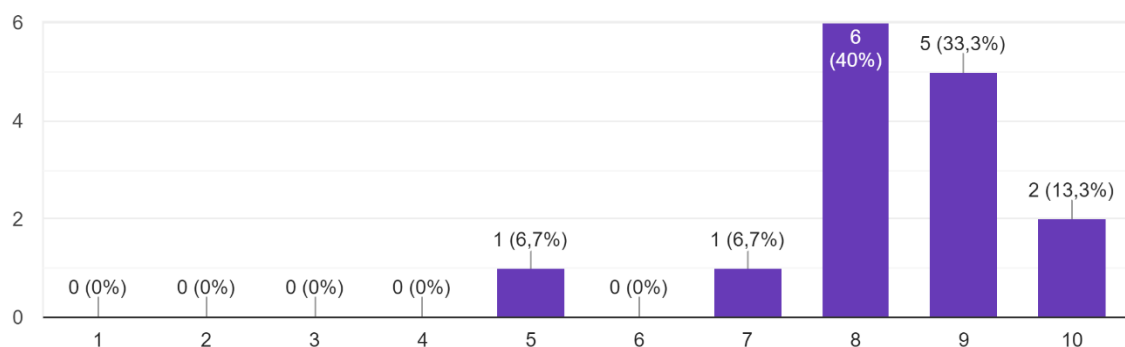
Think about the most important choices you have made in your life. Rate 1 to 10 how important the following factors were:

The advice from your family members

15 answers

Il consiglio dei tuoi familiari
15 risposte

The advice of your friends

15 answers

il consiglio dei tuoi amici
15 risposte
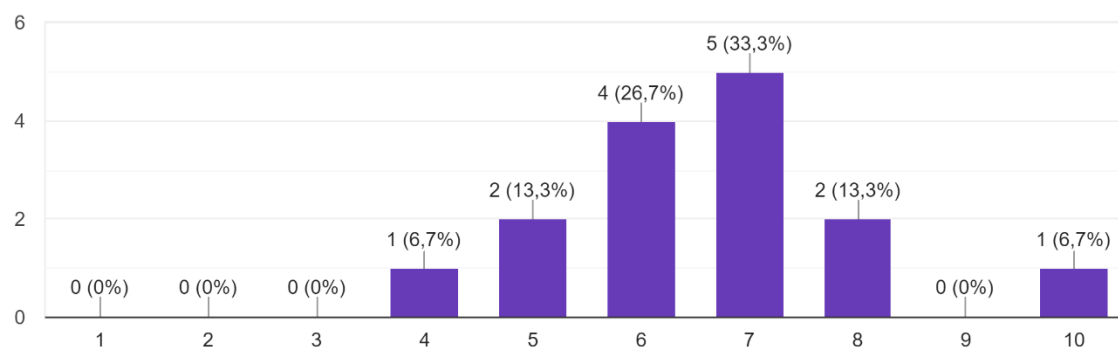
The advice of other adults

15 answers

Il consiglio di altri adulti
15 risposte
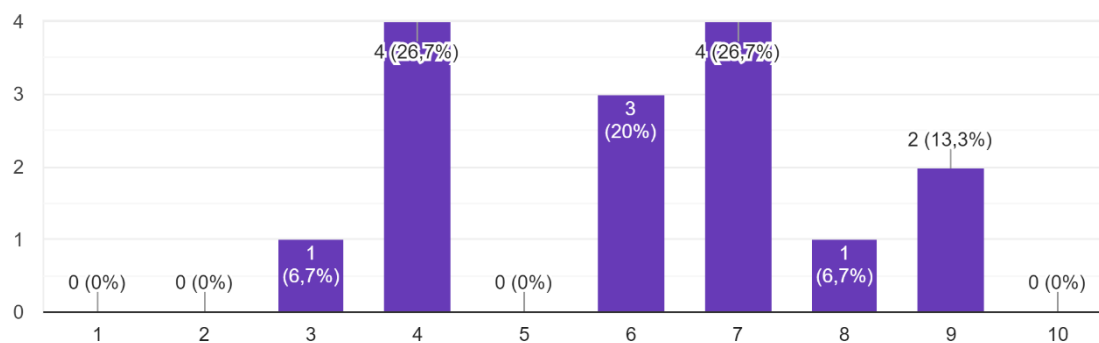
Rely on yourself

15 answers

Fare affidamento su te stessa
15 risposte
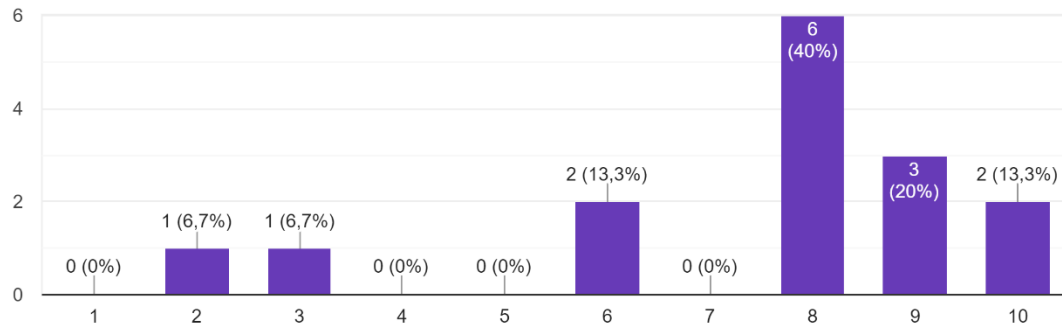
During your teenage years, how much did you feel about the choices you made, from 1 to 10:

15 answers

supported by your family members

sostenuta dai tuoi familiari
15 risposte
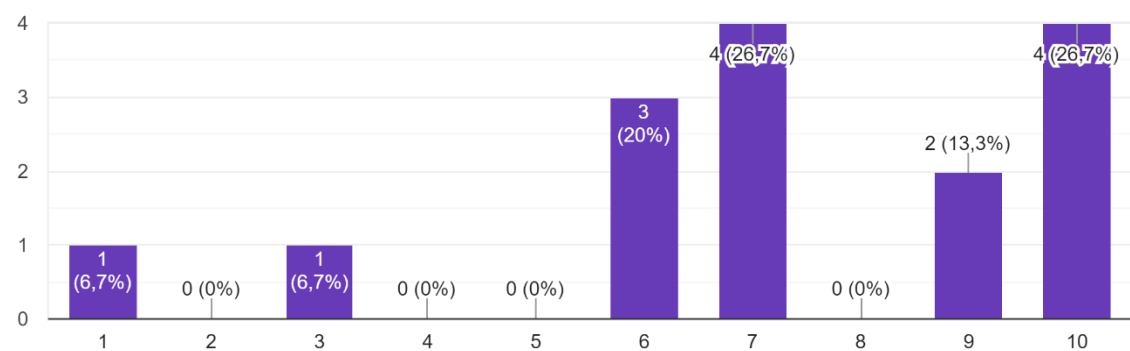
weighed down by the judgment of your family members

appesantita dal giudizio dei tuoi familiari
15 risposte
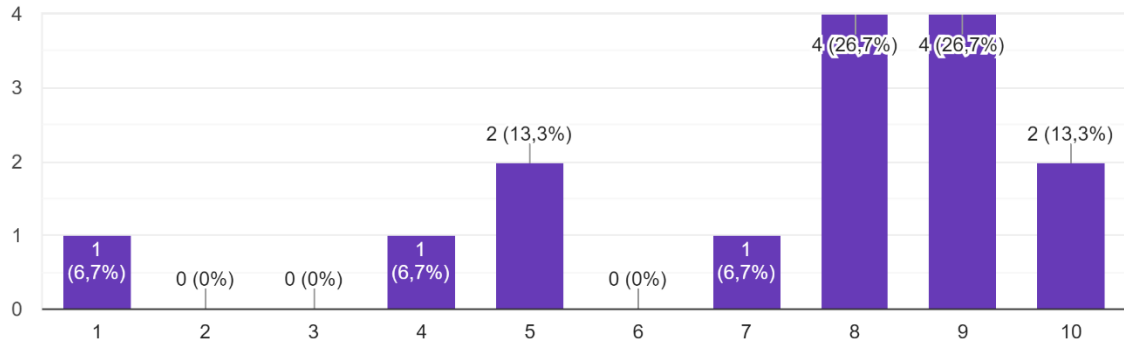
supported by your friends

sostenuta dai tuoi amici
15 risposte
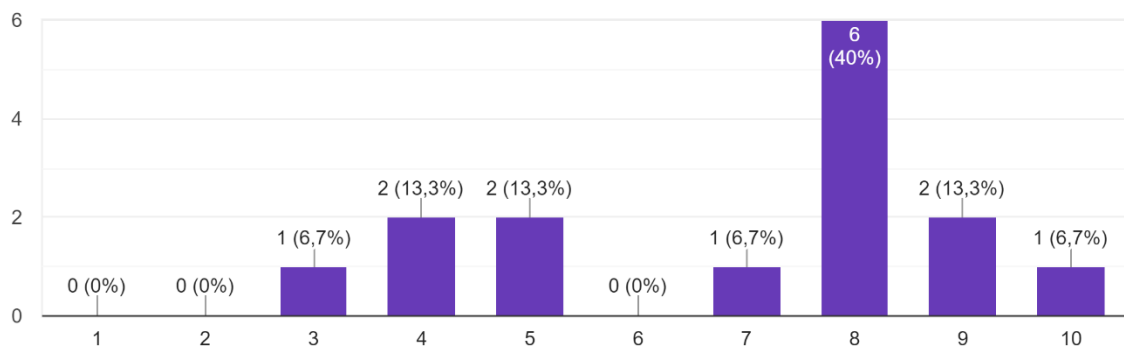
Burdened by the judgment of your friends

Appesantita dal giudizio dei tuoi amici
15 risposte
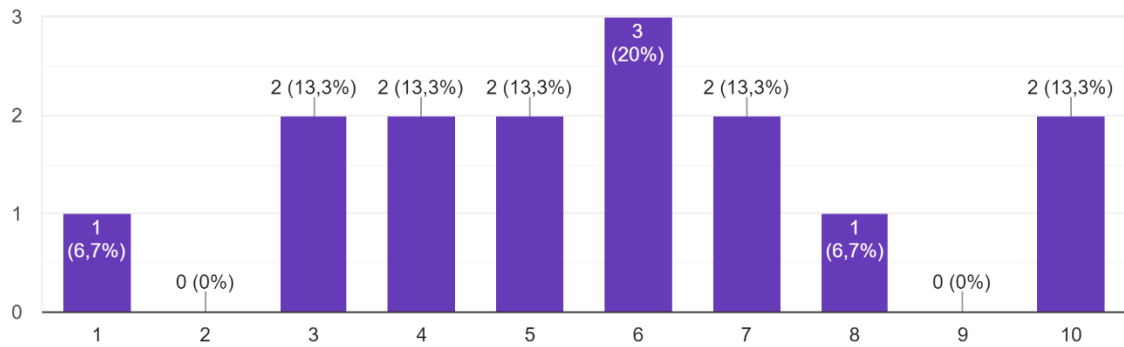
supported by other adults

sostenuta da altri adulti
15 risposte
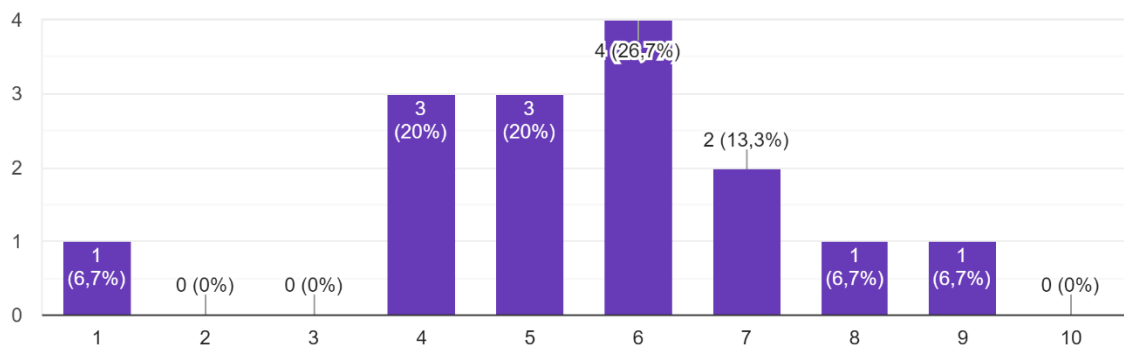
weighed down by the fear of disappointing others

appesantita dalla paura di deludere gli altri
15 risposte
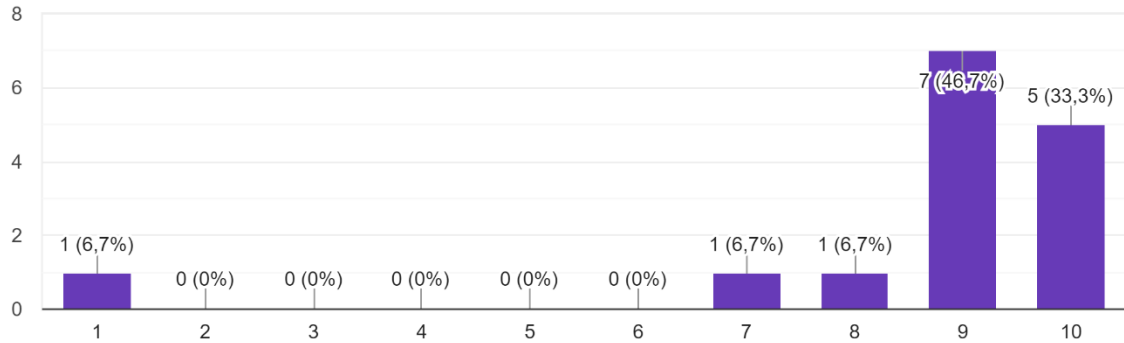
weighed down by the fear of disappointing yourself

appesantita dalla paura di deludere te stessa
15 risposte
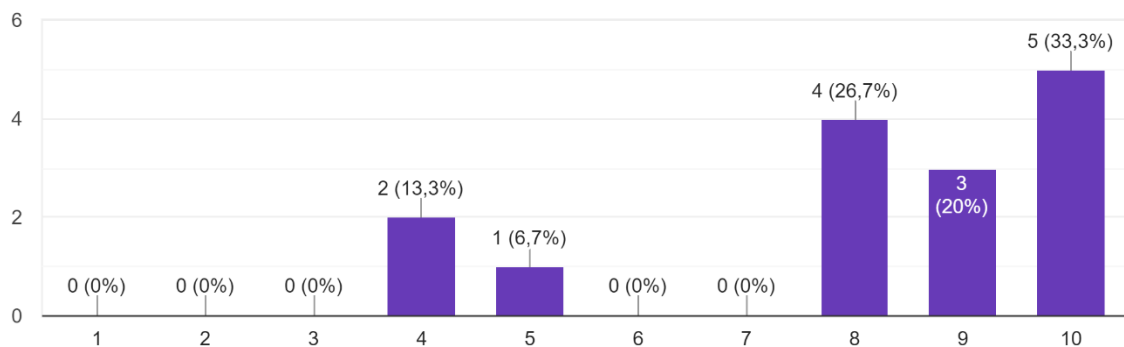
Second Meeting - 19 January 2021 (10.00 – 12.00) – Zoom Meeting

The Meeting, which was held on the Zoom platform, began with a brief mutual presentation of the project managers (CUL) who asked the students their impressions of the first meeting and if they had any questions to ask. The students confirmed the interest of the first meeting and the inexistence of doubts and uncertainties about the contents previously treated.

The leaders left the meeting and the discussion continued in Italian based on the questions proposed.

Your everyday life as youngster

What does a typical day in your life look like?

In school and in your sparetime?

The girls spend the morning at school, then have lunch and in the afternoon they go out with friends or boyfriend, the evening they spend at home or at the cinema. The students naturally also dedicate time to study. Pastimes include the gym, watching movies or videos on YouTube, listening to music, only one person takes care of the family

Digital media & SoMe

How many minutes or hours – if any are spent om social media?

Which sort of social media (eg. Facebook, Twitch, Instagram, Reddit, Snapchat or other online forums)

Do you socialize on Social media? If so with your friends? If not why?

Question

More or less, how much time do you use social media per day?

15 Answers

Più o meno, quanto tempo usi al giorno i social media?
15 risposte

- 0-30 minuti
- 1-2 ore
- 3-4 ore
- 5-6 ore
- 7-8 ore
- 9 o più ore
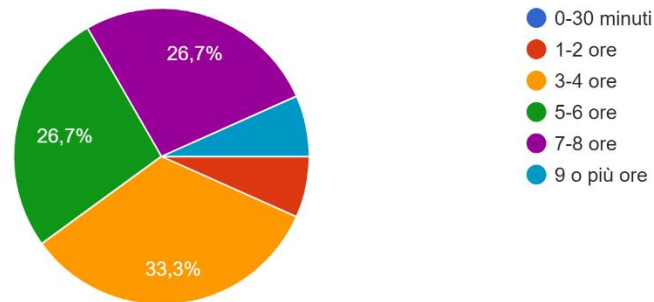
0-30 minutes: 0 person

1-2 hours: 1 person (6,7%)

3-4 hours: 5 people (33,3%)

5-6 hours: 4 people (26,7%)

7-8 hours: 4 people (26,7%)

9 or more hours: 1 person (6,7%)

Quali social media utilizzi?
15 risposte
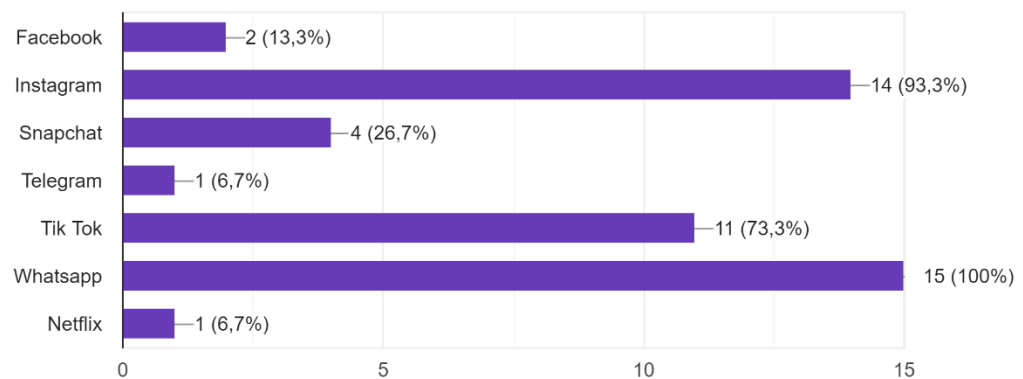
Girls preferably use WhatsApp, Instagram, Tik Tok. These social networks are in line with the tastes of their Italian peers

The Unicusano researchers studied the media and social habits of Generation Z in Italy precisely to understand what the connection habits of adolescents are. Almost everyone between the ages of 14 and 34 has the opportunity to connect to the internet, and as many as 45% say they are always connected.

The connection, which more and more often takes place via smartphone, is useful for surfing the web, communicating, playing and using social networks. The most popular app remains WhatsApp, used to exchange messages, photos and audio by all children between the ages of 15 and 24. From the point of view of social media, however, we note the drastic decline of Facebook and the constant growth in the use of Instagram and Tik Tok. They are also liked more because, according to university research, "they allow greater interaction, keep away from politics and fake news, prefer photographs to words and hide better from the supervision of parents and adults."

Question: From 1 to 10, how much do you use social media to keep in touch with your friends?

15 Answers

Da 1 a 10, quanto utilizzi i social media per restare in contatto con i tuoi amici?
15 risposte
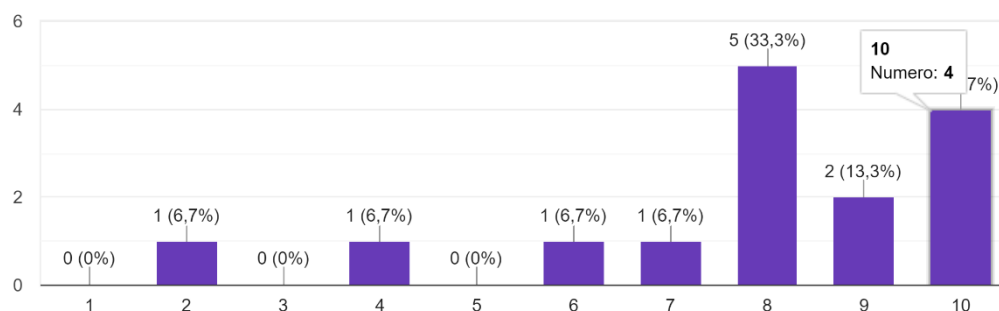
From the graph and from the discussion it is immediately clear that 11 out of 15 girls use social media a lot to relate to friends.

People from your region/country and/ or national and/or European/ international

Question: Your online circle of friends is made up of people who live

15 Answers

La tua cerchia dei tuoi amici online è formata da persone che vivono:
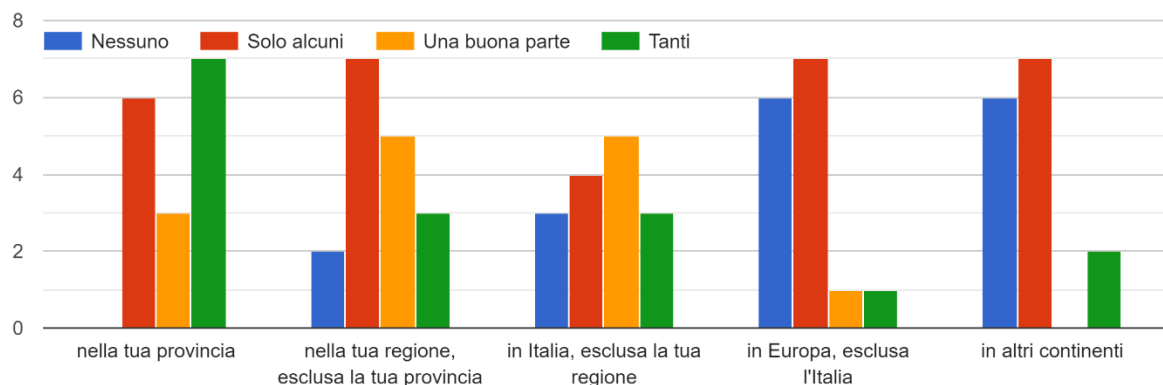
Most girls report that their "social" friends reside in their province or region. This means that friends meet a lot virtually, this phenomenon has grown a lot in the last year due to COVID 19.

Some people have friendships abroad or on other continents. They are generally the daughters of foreign citizens who maintain relations with their country of origin.

What do you think of Social Media in general?

The question was divided into four sub-questions to facilitate discussion with the 15 girls.

Sub Question: From 1 to 10, how much do you use social media to meet new people?

Da 1 a 10, quanto utilizzi i social media per conoscere nuove persone?
15 risposte
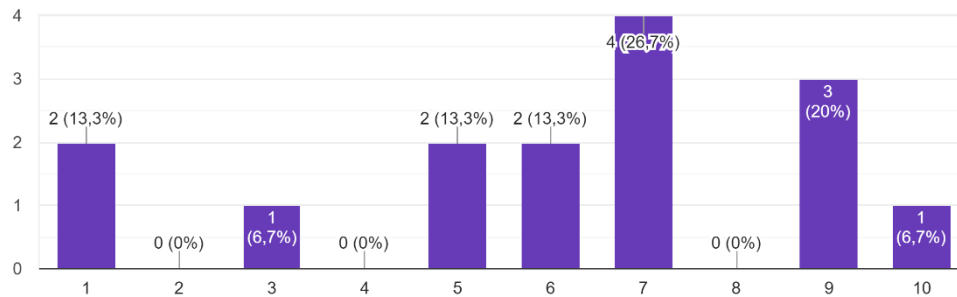
6 out of 15 girls say they use social media enough to make friends while 4 out of 15 use them a lot. The valuation is on the high average.

Sub Question: From 1 to 10, how much do you use social media to post photos or videos of your daily life?

Da 1 a 10, quanto utilizzi i social media per pubblicare foto o video della tua vita quotidiana?
15 risposte
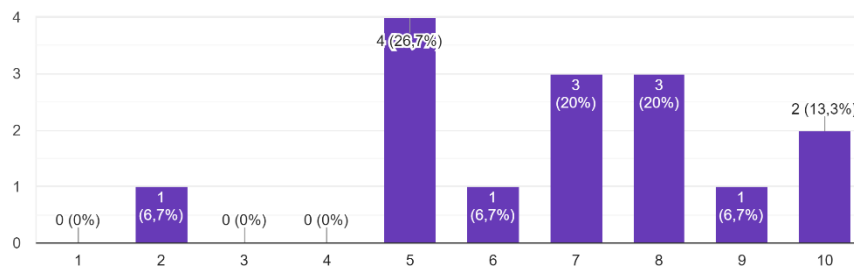
Most girls use social media to share photos and videos. They love this way of sharing the things that happen to them or even their thoughts.

Sub Question: From 1 to 10, how much do you use social media to follow famous people or pages?

Da 1 a 10, quanto utilizzi i social media per seguire pagine o personaggi famosi?
15 risposte
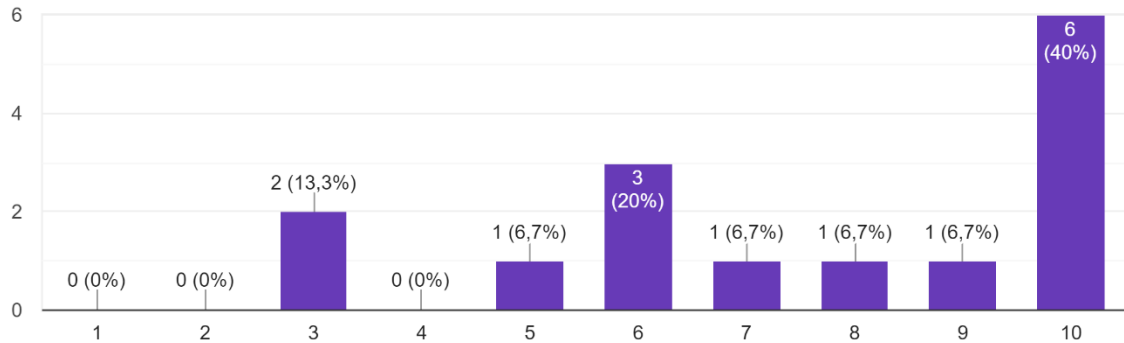
Social networks are also useful for girls to meet famous people, to become part of their lives, to know details. Famous people are not people to emulate because they are particularly smart but to be observed for their way of putting on make-up, dressing ...

Da 1 a 10, quanto utilizzi i social media per informarti su quello che succede nel mondo?
15 risposte
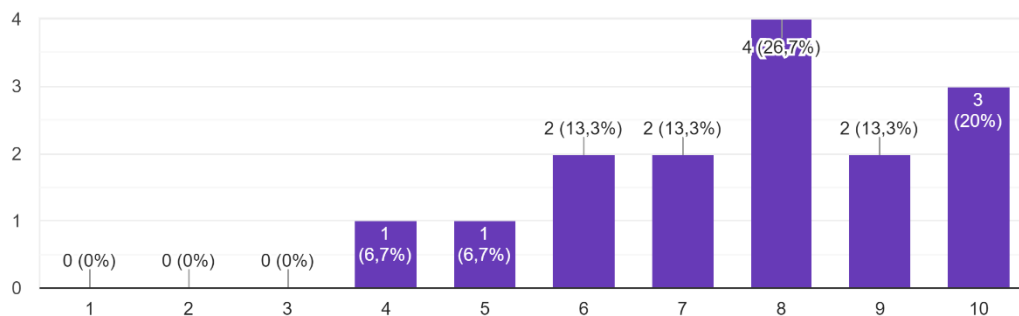
Social media are used a lot to know what is happening in the world. The newspapers are hardly read anymore and the news is not a channel that attracts their attention.

Do you consider Social Media a good or bad thing? If so why?

POSITIVE ASCPECTS

The positive aspects of social media are that they are means that allow you to get information, manage relationships / friendships, offer the possibility to express yourself without fear even using photos and videos and make you forget the problems.

NEGATIVE ASCPECTS

The risks of using social media are mainly represented by excessive use / addiction, the risk of meeting people who harass you or who take possession of your online identity and do something bad, no more talking / no dialogue, people stop to listen to you, they project you into a virtual world far from reality, they cause complexes above all of an aesthetic type since comparisons are made with beautiful people even if not real / remade.

Do you use other media like tv, internet, streaming from tv, streaming music?

Question: What media do you use?

Never (blue)

Rarely (red)

Quite often (orange)

A lot (green)

Quali altri media utilizzi?
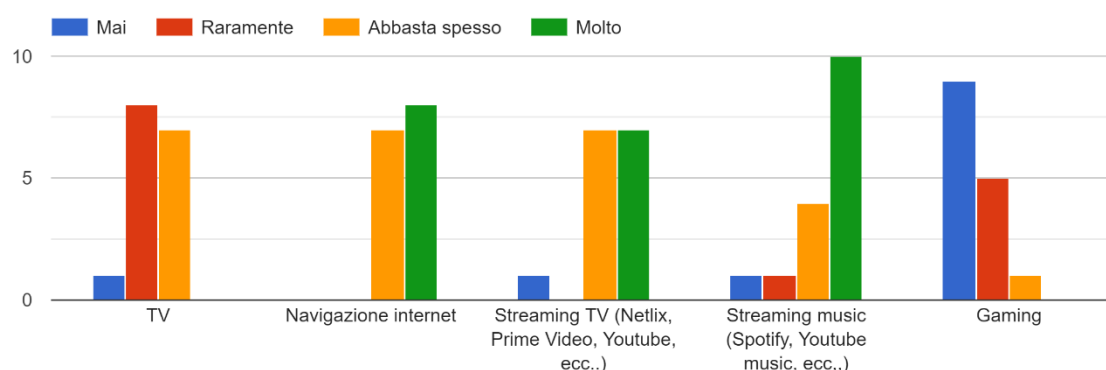
Alongside social media, the girls follow streaming music, streaming TV and internet browsing

How many hours a day?

Quanto tempo usi in media questi altri media al giorno?
15 risposte

- 0-30 minuti
- 1-2 ore
- 3-4 ore
- 5-6 ore
- 7-8 ore
- 9 o più ore
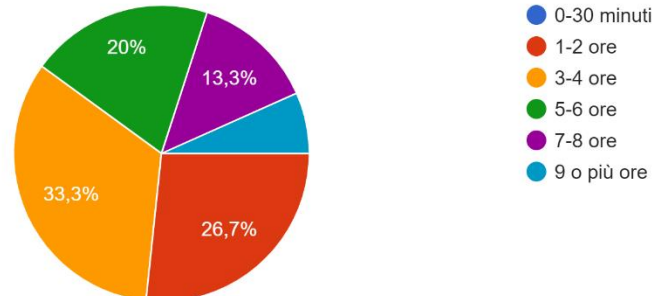
0-30 minutes: 0 person

1-2 hours: 4 person (26,7%)

3-4 hours: 5 people (33,3%)

5-6 hours: 3 people (20 %)

7-8 hours: 2 people (13,3%)

9 or more hours: 1 person (6,7%)

Covid-19

What impact has Covid-19 had on your life?

Da 1 a 10 che impatto sta avendo il COVID-19 sulla tua vita?
15 risposte
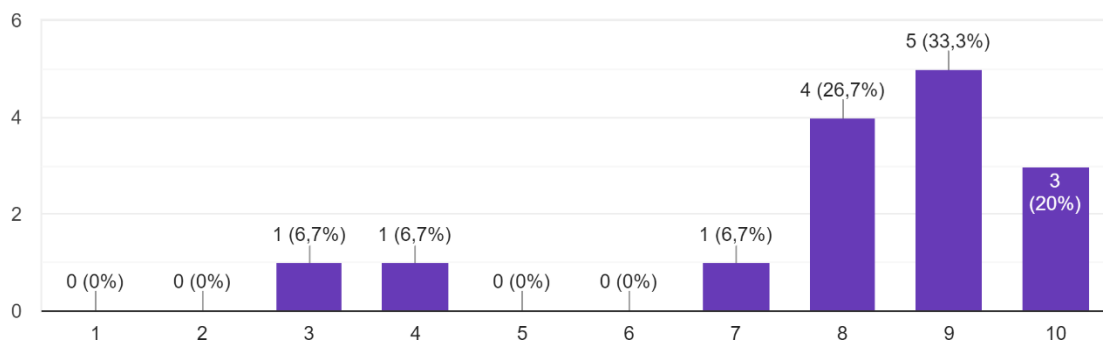
Does it affect your everyday life in school and in the sparetime?

Has it had an effect on your mental health and wellbeing?

Or the way you are able to socialize?

Su quale aspetto della tua vita il COVID-19 ha avuto maggiore impatto?
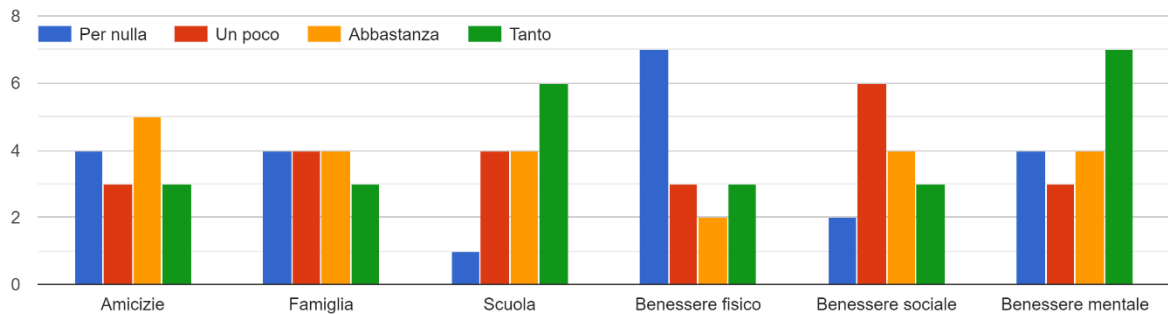
Have you had long distance learning by online solutions?

In Italy all students were involved in distance learning, so the question we asked is whether they liked distance learning.

From 1 to 10 how much do you like distance learning?

Da 1 a 10 quanto ti piace la didattica a distanza?
15 risposte
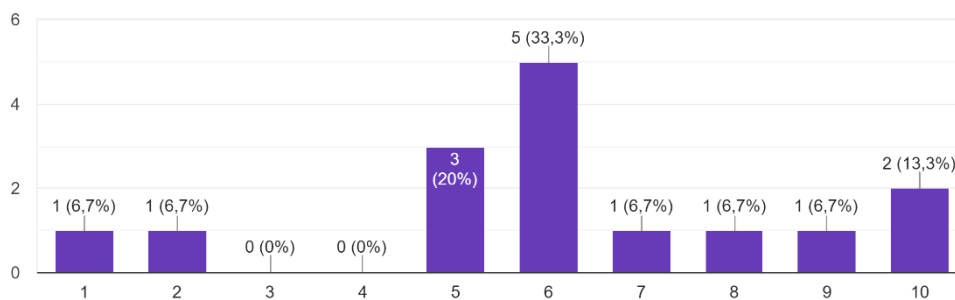
In principle, distance learning was appreciated. 13 out of 15 students considered it a more than sufficient experience in terms of effectiveness and satisfaction.

What do you think of that – good and bad?

The girls think that the positive aspects of distance learning are the possibility of staying at home safely, without running the risk of going out and getting sick with coronavirus; the possibility of following the lessons comfortably from home with all the comforts, being able to get up at the last moment and follow the lessons in peace.

The negative aspects of distance learning are the lack of relationships with friends and teachers, the difficulty in concentrating, the problems related to spending many hours in front of a computer, loneliness and the perception of living in a virtual world.

Has sometime good come out of this horrible virus-situation when you look at it? If yes? In what way?

From this difficult moment the students learned to give importance to the little things of every day (a hug, the relationship with parents, friends, simply breathing). Only one person stated that it was just a terrible event that did not bring anything good into his life.

How do we co-create the best solution for you?

How would you liked to be helped?

What would you as youngster like to get help to, that you might not get from others?

The three questions have been summarized in a single question.

The girls think that the best thing to help them is to listen to them, take into account their state of mental health and continue with face-to-face teaching to help them not perceive the difference with the time before COVID.

Do you talk to your parents regarding problems and possible solutions? If so how for instance? If not - why not?

The answers to this question have been different: for some parents have become confidants, much more tolerant and understanding; others, on the other hand, did not share the difficulties of the moment also because the dialogue was not present even before. One person pointed out that she has the main problems with herself since she has put on a lot of weight and doesn't like herself.

As a parent do you feel you have the tools to help your child? If not, what would be nice to have/ to focus on?

Parents believe that saying they have all the tools is really overkill. No parent can make this statement calmly.

It might be useful to know how to use effective communication techniques and the ability to constructively deal with the conflict that must still exist.

Is there things that you don't/ can't talk to your child about?

Parents believe that there are topics that cannot be talked about with their children but it also depends on the parent himself (his character, his belief, his fears and frailties ... some parents are afraid of death or aging and they don't want to talk about it but this is the parent's problem, not the child's.).

It would be better not to involve children in disputes within the couple.

Can we talk about it?

In Denmark for instance a subject like "loneliness" among youngsters would be taboo – something that you don't talk about. What's taboo in (youth) culture? Please, do not answer on a personal level, but in general.

Are there cultural, religious, ethnic and/ or norms and opinions in society that can't be talk about?

The girls say that in Italy we generally deal with all issues. What is certain is that, on the advice of adults, it is preferable not to directly address religious issues and avoid generally offending the religious convictions of others, for example by blaspheming.

Education & Dropout

What do you think you're good at in regards to preventing early school leaving (ESL)?

The first teacher interviewed believes he is able to create a climate that favors the inclusion, exchange, self-evaluation and enhancement of personal resources, to create a network and use the resources of the network

What sort of tools do you miss in dealing with dropout?

The teachers interviewed believes that he lacks a greater comparison with other realities that deal with it

What sort of methods etc. do you use in your school day in to prevent dropout?

The dropout is prevented day after day by helping to create a school climate where there is attention to the student, his challenges, questions, difficulties in collaboration with the family and with the network of significant people that surrounds him.

Try to adapt the contents of the subjects to the teaching methods most in line with the preferences of the children and encourage the practice they prefer.

How much do the challenges and problems in regard to the youngster's mental health and wellbeing amount to in a normal school day?

It is not so important how big the challenges are, but how capable a school is of being supportive in addressing them. This is what we aim for.

How many youngsters do you think leave dropout because of challenges and problems concerning mental health, wellbeing and social inclusion?

In general I think many students. It depends on whether or not a school is capable of giving the right support

Have you worked with or developed methods or tools to prepare the youngsters to cope with life? If yes, which?

I work a lot on socio-emotional skills, pushing students to ask questions, deal with problems, learning to find the right resources around and within them

Is there a pressure put on the youngsters in regard to finding a company internship, getting an apprenticeship etc.? If yes, how?

Not excessively. They are highly supported

How do you think the labour market view the youngsters – and the qualifications that the companies demand?

It depends on the different realities. In some cases they know how to enhance them. In other situations they will never measure up.

Summary of 3rd Peer Advisory Board Meeting at IAL FVG

Date: 02-02-2021, online by Zoom

Participants:

> Carsten Steen Nielsen & Mogens Rude, NLP Aalborg/ Center for Unges Livsmestring
>
> Pernille Lavoll Baade: RVTS Sør
>
> Marianna Muin: IAL FVG/ colleague
>
> Educators (PAB)
>
> 15 anonymous students (PAB)

Special comment in regard to the premise of the online meeting due to Covid19: The students and educators from the Peer Advisory Board are all waring face masks and are socially distancing in the classroom(s). The meeting is in English, and due to language skills the English has to be translated into Italian and vice versa.

(CABE simultaneously doing their IAL focus group interview with students from the Peer Advisory Board)

Programme:

10.00 - 10.15: Short presentation of the participants and Pernille from RVTS Sør

10.15 - 11.00: Pernille will do the exercise with the students, and we will evaluate

11.00 - 11.10: Break

11.10 - 12.00: Mogens and Carsten will ask questions regarding the Dialogue & Interview Guide

Introduction and background on the LINK-Programme and ritual by Pernille, RVTS Sør

Rituals of LINK presented by Pernille

- Welcome ritual
- Sharing good experience
- Introduction to todays topic - "Friendship"
- Talk about todays topic – "Friendship"
- Working with todays topic
- Just for fun

- My book
- Summary and End of Ritual - Curl and Throw

- **Further work on the rituals**

- Carsten and Mogens from NLP Aalborg/ CFUL have been taking notes, analysing and observing while Pernille did her LINK-presentation. This will be used for the development of Work Package 4 + 5 in the project where methods and tools are innovated.

- **Discussion on the Dialogue and Interview Guide**

- Now it time for questions, discussion and the Peer Advisory Boards reflections on the Dialogue and Interview Guide which the PAB have been discussion at the previous board meetings (PAB 1 +2).

Peer Advisory Board n. 4 - IAL FVG

10th June 2021

Dialogue between IAL students and TRADIUM students

IAL students had the chance to online-meet with their peers from TRADIUM (DK). This was an opportunity for both sides to get to know each others, since all students shown curiosity. Students engaged in a lively discussion with regards to their different life styles, school systems, cultural environments and how the COVID situation has affected their lives during the last year and a half.

IAL students affirmed they would like to visit their peers in Denmark, in order to experience first hand the different teaching system, cultural environment and life style.

FEIGHT & SEE-ME

Carsten Steen Nielsen and Mogens Rude presented two new methods already developed in the EU-System called:

➢ **FEIGHT**
➢ **SEE-ME**

FEIGHT has 8 solutions based on the eight multiple intelligences (Howard Gardner, 1983) and on different combinations of several teaching and learning methods:

- Method 1: Working with real assignments
- Method 2: Using outdoor activities and training in nature
- Method 3: Extracurricular activities (e.g., music, dance, crafts, arts)
- Method 4: Peer training
- Method 5: e-learning
- Method 6: Using music, art, play, drama as teaching methods
- Method 7: Soft skills (team building, team working, communication)
- Method 8: Learning by doing in VET, in a real-life situation

Assignment to the class:
IAL class was divided into three working groups, and each one was asked to reason, share comments and ideas on the different methods. They had to start from the following questions:

1. Do you already use a similar method at your school?
2. If so, how do you use it and how often (eg. during education/ informal activities)?

3. Imagine that you can use the method at your school. What should the tools look like, and

how can they successfully be implemented?

4. Do you see the method as:

    a) a extremely good solution to integrate at your school. Why?

    b) a good solution to integrate at your school. Why?

    c) of minor importance at your school. Why?

    d) difficult to adapt into your school education? Why?

    e) not relevant. Why?

Significant observations Group 1 (Methods 1 and 2)

"We use the first method but unfortunately not the second. The first method is used often, but always during the education activities.

It's wonderful how our school uses the method of the study in real situation, but we would also like to use the second method because it's helpful to stop the stress and support the mental health.

The first method is an extremely good solution and easy to use in our school. The second method is an extemely good solution but difficult to adapt into our school because in our school there is not enough space."

Significant observations Group 2 (Methods 3, 4, and 5)

"Unfortunately we do not engage in many extra-curricolar activites, although we believe they would be important to build healthy relationships and to release stress. Also, we would like to practice more sport at school. Due to the Covid situation, during this last year and a half, we could not practice sport at all.

We do use Method 4, Peer training. We use to simulate situations which are likely to be experienced at work. It's a kind of role playing, where we impersonate for example receptionists and clients. We believe it is a really valid approach, but we couldn't practice it very often during the past year.

E-learning is rapidly spreading, and Covid pushed the trends. We find digital tool useful, although their effectiveness is connected to their contents."

Significant observation Group 3 (Methods 6, 7 and 8)

"Regarding Method 6, we don't use a similar one, concerning artistic and theatrical activities. Nonetheless we would really like if our school would offer this kind of activities because we believe they would be really helpful for our learning.

We do not participate to soft skills activities such as team building, but we do work on group assignments. We would like to take part into team building activities because we believe they would be helpful in building a solid relationship among us classmates.

Our school implements Method 8, Learning by doing. We believe it is really necessary for a deeper understanding of the world of work."

…to sum up:

Method 1: used ✔

Students are satisfied with the adoption of Working with real assignments method.

Method 2: not used ✗

Students would really like to use outdoor activities and training in nature as method of learning.

Method 3: not used ✗

Students believe they would positively profit from extracurricular activities such as music, dance, crafts, arts and sports.

Method 4: used ✓

Students are satisfied with the adoption of Peer training method, considered really valid.

Method 5: used ✓

Students recognize the importance of acquiring digital skills.

Method 6: not used ✗

Students would like creative teaching method to be implemented at their school, since they would strenghthen relationships among peers and with teachers.

Method 7: used ✓

This method is partly implemented through communication class and by working on group assignments. Nonetheless, students would appreciate more team building activities.

Method 8: used ✓

Students affirms this method is necessary and they are mostly satisfied by its implementation.

To understand IAL FVG teaching methods offer, it must be observed how at national level, for the time being, not many innovative methods are adopted and implemented in a sistematic way. Rather, some interesting initiatives can be recognized thanks to the venture of the single school. The inclusion of outdoor activities and training in nature, artistic extra-curricular activities, the integration of creative methods as teaching techniques are still rare to find in the italian educational landscape.

The **SEE-ME** project aims to elaborate an early warning mechanism (methodological handbook with training materials), which enables schools to detect pupils at risk at as early stage as possible, and take proper actions to prevent ESL. A handbook, combined with European and international best practises, will enable schools to develop concrete ESL-related strategies and actions.

In the context of this Peer Advisory Board, a concrete tool has been presented and tested: "Strengthening teacher–student relationships".

Assignment to the class:

The students were explained to the SEE-ME reasearch, which clirifies how teachers matter and good relationships with teachers are a key factor in keeping young people connected to school and learning. The more students like their teachers and feel that their teachers care about them, the more they enjoy school and find it interesting.

Starting from this consideration, the students were asked what do they think is important in the relationship between teachers and students, choosing or even adding the characteristics they would like to find in teachers from the following list:

    a) be understanding and supportive of the whole person

b) be confident and knowledgeable

c) use a relaxed teaching style

d) have a sense of humour

e) communicate well and explain things clearly

f) show kindness

g) know their students

h) help them with thinking and learning

i) give them time to learn

After a group discussion it has emerged the following classific:

7. a) be understanding and supportive of the whole person

    b) be confident and knowledgeable

    g) know their students

    i) give them time to learn

8. e) communicate well and explain things clearly

9. h) help them with thinking and learninG

10. f) show kindness

11. c) use a relaxed teaching style

12. d) have a sense of humour

Furthermore, two more characteristics have been highlighted:

n) being able to maintain distinct roles

o) being respectful

Mindfulness

At the end of the meeting, students were introduced to the concept of "Mindfulness" through a short and collective demonstration conducted by Morten Gelbek Andreasen. This practice is adopted at NLP Aalborg which works with and teaches Mindfulness as a method called Mindfulness-Based Stress Reduction (MBSR).

Solutuion by inclusion
Peer Advisory Board Meeting 1
Tradium: 09.12.2020

1. **What is it like to be young in your country?**

   Student: Even if you don't not know what you want, you must choose a youth education in Denmark. There is not always time to figure out what you want. You just have to make a quick decision.

   Student: In some respects, it's gotten easier. You have several facilities to get through. But you may not want to use them, because you do not want to feel different. You just want to be able to handle it yourself - just like the others. But in some respects, it has also become more difficult. The social media has made it more difficult. Everything on social media is perfect and you don't want to stand out. There is a pressure from the parents. I have a sister who is super talented so there is a bit of a pressure. My parents have never said it, but I have always felt it anyway. I haven't really talked to my parents about it, but I have been joking a bit about it with them, so I think they know it.

   Student: We have a lot of opportunities in Denmark. Everyone can get an education. There is a lot of freedom and not a lot of responsibility compared to other countries. I think it's nice, but maybe there are others who take it for granted.

   Student: The problems we have are all individual problems. For instance, I have had some problems at home, which means that I have been absent from school and then I feel that I am not able to keep up with the others and then you might lose motivation.

   Parent: How should a parent approach it? Student: The best thing you can do is to talk about it. Address the sore points. Try to figure out what it is your child has a hard time saying.

   Student: I was going to drop out last year and I was extremely nervous to tell it to my parents, but my parents took it really well and helped me and supported me. I had always thought that they would get wildly angry. It helped that they were comforting and not scolding or starting to talk about what was going wrong.

   Student: We have so many options, but that also gives us a lot of obligations, because then you want to do it all and you can do it all and that can definitely be stressful. There is a challenge in having to prioritize one's time.

   Student: I also think that one problem is that to get into college there is nothing else that counts in Denmark than the grades. In the US, for example - it also counts to be good at sports - then you can go to college if you are good at sports. That is why many young people in Denmark also skip their sport because it does not count. It counts to get good grades - even if you do not know what you want, because you will have more options if you have got good grades.

   Interviewer: Do you have to be someone else or change yourself in order to appear in a certain way on social media?

Student: Social media is easy enough to handle. I think that it comes as you grow older. Social media is not as important anymore – not as important as it was in primary school.

Student: It is also not necessarily a bad thing that you change a little bit depending on who you hang out with.

Student: Yes, it can also sometimes be good to be able to change roles in this way. However, some may feel that they have to do something or break their own boundaries to fit in - both on social media and in real life.

Student: It also has to do with how long you have known each other. At the beginning in 1st grade, you might put up a facade, but you don't really do that anymore.

2. **As youngsters have you come across the following words mental health, wellbeing, social inclusion? If not? Why not?**
   If yes. In which way are you familiar with the words"?
   Student: Yes, we have these student satisfaction surveys where some of the words show up, but I do not know how much it is used afterwards. Maybe the teacher could set aside an hour for it afterwards so we could talk about it.

   Student: I feel it is very superficial. I do not feel that the school is following up on it. It feels like they are doing it, just to be able to say that they have done it.

   Student: In primary school there was a lot more dialogue with the teachers about how you felt, but they do not do that here.

   Student: Now we were two students who took 1st grade together. Back then we went on school trips and worked with wellbeing and the atmosphere in the class, but then we had to repeat a year and then came in another class, but it has not been very easy to get to know the others, because nothing is done with wellbeing, working climate etc. The others already know each other. I think all four of us who came in have had a hard time socially.

   Interviewer: Does the term social inclusion tell you anything?

   Student: In our class, there have been a huge number of problems among the girls, and we have involved the teachers, but they have not really helped us. Although it may seem superficial that our social relations are that important it actually means a lot that you feel good socially.

   Parent: In primary school there is a lot of work with playgroups and meeting socially, but that is not the case at Tradium hhx (secondary school).

   Teacher: Yes - in high school, there may be more teachers who see themselves exclusively as mediators of a subject.

   Student: I talked to my grandmother about it, and she said that they had had problems with the working climate at her workplace as well - and there was actually someone who came out and did team building with them. So it is as if we are stuck between primary school and workplaces – and at workplaces they are even more grown-up than us.

3. **What problems or challenges does young people have in your region/ country regarding mental health (for instance stress, anxiety, loneliness, pressure)?**
   How big an issue is this in your class/ at your school?
   Student: When we have big assignments, there is a lot of pressure.

Student: I think it is different from class to class how it is with assignments. In my former class, it was not socially acceptable to hand in assignments at time and pay attention in class, but in my new class it is acceptable.

Student: In the former class you were considered to be weird if you only had a little absence from school.

Student: You may be under pressure yourself, but you cover it up a bit and laugh a little about it.

Parent: Social media exposes us to constant interruptions, which means it's getting harder and harder to concentrate. The brain is changing.

4. **In your eyes what does it mean to have a good wellbeing? Why is it so?**

Student: If you feel good socially. That is what matters the most. Then you are safe and dare to say something in class. And you also want to say something.

Teacher: I agree. You cannot learn anything if you are not in a safe environment.

Student: There are some social contexts where you do not feel that you belong. Then there are others where you do - and there you are definitely safe.

5. **Do you have particular barrieres like etnical or social-economic issues like poverty, abuse etc. that hinders social inclusion at your school?**

Student: At my former school everybody was different from each other. What can go wrong here is that we are all alike. If you then stand out, then you can feel that you do not belong.

Teacher: Sometimes there have been concerns in relation to study trips in relation to finances. Some students cannot participate socially because they do not have the means financially.

Student: Our school is a business school, but it does not mean that you only think about money, but some say that we are rich kids.

Interviewer: Do you have to take snuff to be included socially?

Student: I never felt like you were not included if you did not take it.

Student: Now I myself have taken snuff once and it was not because it made me feel included, but rather that it gave me peace and helped me to calm down. It helps you not to come under stress.

Student: You have many choices to choose from all the time. Then it just gives you a little break to take snuff.

Student: It is very much the same as when you smoke. Before coming here, I went to a boarding school and almost everyone at that school took snuff.

6. **Do you focus on community in the classroom?**

Student: In the beginning, the focus was on everyone being involved, but now that we have been here for a long time, that focus is gone.

Student: It depends how you look at it. I think I am not together with so many any longer, but in return it has become better friendships.

Student: I also do not necessarily think it's bad. In our class, everyone actually has a group that they belong to.

Student: In our class we are 8 girls, but the last one we do not talk to, but she is always invited.

Student: Corona also makes well-being difficult. It is difficult if you are new because nothing social is done.

7. **What have you done to strengthen relations in the classroom and/ or the school?**

Student: Being together outside of school does a lot. For example, in my class we have made sure to get together privately outside of school, because if it is only at school, it will be very superficial.

Student: The more you are together outside of school, the closer you get.

Student: In our class at least in the girl group, we have all been good at inviting each other.

Student: We do not want it to be like in primary school, where playgroups were made for us outside of school.

Student: I also do not think that the school should interfere in our free time, but that maybe in school you sometimes could do something other than just school work. We could for example have a dinner together. Try to consider how cool it could be, if we were sometimes forced to have fun together or to make a cozy atmosphere at school together.

Teacher: I think there may be a point in forcing it through.

Student: The school does not have to decide that you have to be with someone outside of school, but the school could easily facilitate some opportunities at the school and maybe outside of school.

Student: But it is also a bit annoying that when the school tries to do something then no one bothers.

Student: Before Corona, there were also all the parties at the school where you could meet for pre-parties privately before going to the real party at school.

Teacher: What is it that makes some teachers create good relationships?

Student: There is a huge difference between the teachers. You dare to say more or just something if you have a good relationship with the teacher - and if you get feedback on your assignments. If they talk to you.

Student: We once had a classmate who was very different. He stood out a lot from the others and I really think it suited him just fine. He distanced himself from the others. And he has not dropped out, but if it had been me, I probably would have dropped out.

Parent: want to run their own race and that should not be a problem either. You can not include someone who does not want or does not have the surplus to be included.

Teachers: The travel classes - it strengthens the community.

8. **What have you done to strengthen relations in the classroom and/ or the school?**

Student: I was a little chocked culturally, when I first started here. The teachers support a culture where you need to perform. Students don't want to participate orally unless they are completely sure that they have the correct answer. Amongst those who participate there is a competition: Who is the best, who knows the most fact, more than focusing on the learning process at hand.

Student: You are afraid to get the answer wrong. Then it is like you get a negative review.

Student: It depends on the teacher. Important how a statement is received, and what kind of relationship you have to the teacher. I some classes I am very active, and in some classes, I don't really participate.

Student: Sometimes some students talk a lot, say a lot of wrong things, and even get good grades.

Student: Yes. Or the other way around. Those you don't really participate say, but say the right things get the good grades.

9. **If you or a friend had problems or challenges, do you know who you could contact at your school (for instance psychologist, coach, mentor, guidance counselor)?**

    Students: We talk to your supervisor or a teacher.

10. **Do you talk to your mates in the class or friends if you got problems? And/ or educator/ teacher/ parents?**

    Student: YES! I would talk to my friends and parents.

    Student: It is my impression, also amongst my friends, that today parents are very busy. They are always out doing thing, and many days you hardly get to talk to your parents.

    Parent: I think, young people often disappear into their room. It does not seem like something that they prioritize.

    Student: I just go into my room. I get the feeling that my parents are tired, and don't have resources.

    Student: I mostly talk to my friends. That's more natural. They understand. But if it is something serious, I would probably talk to my parents.

    Student: In general I have a good dialogue with my parents, but sometimes I am tired, and would like to talk.

    Parent: I can relate. When our children come home, you don't always have resources to listen.

11. **What sort of tools do you miss in dealing with issues like mental health, wellbeing and social inclusion?**

    Parent: Time

    Parent/teacher: Concentration

    Teacher: Classes with longer periods of studying abroad. Here rules of conduct are very precise, if not, you cannot go on a trip with an entire class. We don't want any drama. The students HAVE to make it work.

    Interviewer: If look to Norway, they have "livsmestring" as a subject. I not sure why it is only the young people who speak to a psychologist that get insight into their own thoughts and patterns of thinking?

    Teacher: I agree, in principal. However, I am still of the conviction that life should be doable without being educated in order to do it. You should be able to manage life by being in it.

Parent: Where I work, we have a saying: You don't need to love each other, but we respect each other.

Student: That subject sounds like a good idea.

Student: It is "ok" that we are busy, if we can manage it. It is beneficial if you can have a dialogue with the teachers about it – that they understand.

Student: That subject sounds like a good idea, but it is important how you angle it. We are all different.

Student: A subject like that could be beneficial, but one should be careful of not overselling it.

12. **Do you think the school focuses more on professional skills and gaining experience than the mental and social part of it?**

Parent: It does, but it is also supposed to do this.

Student: I have attended a different education prior to starting here. Every other Friday we had "time for class". We could talk to each other and the teachers about social problems, and conflicts or if the teachers had challenges with concentration etc. We were able to raise focus on problems that from both the students, and teachers point-of-view.

Student: In general teachers could also enquire into what is going on?

Student: Sometimes I think that the classroom is a big forum to talk about the various problems, and sometimes it is personal.

13. **What do you dream of as a young person? And why?**

Student: I don't have any specific dreams. I just want to do a good job, and have various possibilities.

Student: I just want to be able to do something that I like.

Student: My dream is to be able to do something that I like – ie. freedom to not work.

14. **Do you have dreams for your future life – jobs, things you want to experience? Which? Or why not?**

Student: I hope Covid-19 is resolved, soon.

Student: I don't think that far ahead.

Student: I don't hope for something specific, but I hope to be able to get some sort of freedom.

Parent: It is good to have a short timetable. You can't plan to far ahead.

Student: If it wasn't for Corona, there would probably be more things to do. Currently, we can't do anything.

15. **Do you think that you are in a position where you can live out some of your dreams?**
If not, why?
What is your expectations of the future?

Student: I don't look that far ahead. I haven't decided what I am going to do after I end my studies.

Student: Maybe a year off. Right now I have a lot on my plate.

16. **And how do you see you as a youngster in regards to the expectations from the school, the educators, parents, businesses and society?**
Student: There isn't anything wrong with me, I am down to earth, and I spend a lot time at home with my horse. Therefore, I might not conform to the expectations that are typical for young people.
Student: Currently, you have to take it easy. I am just at home, and I only spend time with the people I am together with. Currently I don't adhere the expectations about being young.

Peer Advisory Board Meeting 2 (Tradium)

1. Your everyday life as a young person.

What does a typical day look like for you in relation to school and leisure:

Students: In school and at work and with friends.

Students: School. Football 2-3 times a week. Friends.

Students: A lot of transport time (2-3 hours), but otherwise very much the same as the others.

Students: Goes to school. Works in Føtex and plays football - and there I have a lot of friends. Works approx. 12+ hours per week. Not always full time for homework.

Student: Spends most of the afternoon in the stable by his horse. Subsequently, homework and Netflix, and then dinner is made. Not so much time for anything else.

Students: In addition to school: Works between 10 and 20 hours a week spread over two to three weekdays + on weekends. Is also with friends.

Student: In school and has a horse that she spends a few hours a day on + working at a restaurant where she takes all the work she can get.

Students: School, fitness and work. At home he plays computer or watches something. Previously, he worked approx. 120 hours a week, now he has cut back when it was too much.

Parent: It amazes me that almost no one mentions YouTube, Gaming and Netflix.

2. Digital media and SoMe.

Students: I use my mobile and social media a fair amount and a little more here during the lockdown. Maybe two hours.

Student: My phone tells me that I have spent 11 of the last 24 hours on the phone.

Students: It is often a pastime to scroll. Half the time is spent on it and half just for pastime. Keeps in touch with them from my boarding-school this way. I could not have done it without the social media, but I wish I spent less time on it.

Student: Has put my consumption down a lot. When I was 16, I could hardly sleep without just having to stay up to date, but it required too much, so I changed that.

Students: Snapchat and messenger to keep in touch with friends. It has been particularly good here during the shutdown.

Students: SoMe are break activities - if you just have 5 minutes. Otherwise, I watch a lot of Netflix.

Student: I've been getting a little aware of this lately - and have been trying to cut it down.

Students: Some students are insanely addicted to it and have a hard time putting it away just for an hour and a half if the teacher asks for it.

Students: Usually I can easily do without my phone

Student: I use SnapChat and Discord a lot. I spend 5 hours a day on it. We just sit and talk together or do our things while we are online together.

Parent: It helps to keep in touch here under the corona.

Teacher: There is no time left to think about life if you are constantly filling up with activities.

Student: I do not think it is the case that you do not get to reflect on who you are.

3. What impact has Covid-19 had on your life?

Student: At first it was pretty cool, but after the first week it started to get boring and you miss your friends. It all flows together.

Students: Not just negative. You have much more free time now and you get to do things that you did not have time for before. But I do not have such a big need to see a lot people either.

Students: Harder to go to school. You do not get much out of it. Hard to show up. I do not need anything. All I have to do is just wake up.

Students: Social life is not that difficult, but academically it will be challenging. It should get easier, but it's just getting harder. It's hard to keep his phone away.

Students: In online teaching, it works well if the teacher does not talk so much in the common room, but sends us out in the small groups, where you work well. Everything is just a little harder / different.

Students: Great that there is more time and space to get out after school. Difficult to have online tuition at home because you take the school home with you, where several different worlds meet and merge.

Student: I have moved down to the basement to be away from the rest of the family, but luckily I have my horse so I can get out - and I look after horses.

Students: Meet with the same 5 people - and it's nice.

Students: It is good if the teacher put you in groups that are different from time to time, so you can have some social activities with different people. My parents also take care of different outdoor activities so that it does not become the same every day.

Students: Good idea but different groups. Could also be cool if one could make it more entertaining behind the screens. Videos or quizzes - more variety - or where you might have to hand in an assignment in another way than a written assignment.

Students: Our teachers often make groups so we can get out and talk to some different people. Important with time for cosy conversation.

Parent: Good idea that the parents can take the kids out of the house, for example to the North Sea or in the woods, and have some good talks.

Parent: I'm not worried about students' learning at all - so my children are not worried about that either. But I can also say that because I am part of the system. That does not mean it is

not hard. We have succeeded in this at home is to focus on the fact that there is light at the end of the tunnel.

Parent: I am not afraid of learning, but am more concerned about the social aspects. Encourages them to go out into the open - and they are allowed to see a couple of friends.

4. Can we talk about it? What is the taboo among young people in Denmark?

Students: It probably depends on who you are with, what you can talk about.

Students: It is different from student to student.

Students: That's hard to say.

Students: I feel that we in Denmark group a lot. Both overall in society, but also in the small. For example, we group ourselves according to education in order not to stand out.

You should preferably fall in line.

Student: I think maybe loneliness might be a taboo. Corona may have changed it a bit because more people are lonely and now there is also an excuse to be lonely - then you can better talk about it.

Students: In general, if you stand out a little, then it is taboo. One tries to hide it or change oneself to fit in.

Parent: The pressure on young people. Can you talk about it? F

or example, pressure from watching social media, where everyone is successful.

Students: Jantelov. We have a culture of not believing that you are something. If, for example, you have now done poorly, then you must not be disappointed, because if someone has now done worse.

Parent: Tendency to be outshamed, and the fear that lies in it. Otherwise dissatisfaction, alcohol in the home, poor finances.
5. Education and dropout

Parent: Support your children and keep up with how they are doing.

Parent: Not always bad news when a young person drops out if it is because they have found out they had made the wrong choice.

Student: I made the wrong choice. I may not have had quite the right information before making my choice.

Students: More information before making your choice about youth education.

Parent: Is there anything you as a parent can do?

Students: There are quite a few offers where you can get out to hear about youth education. Good if the parents support and bring along.

Parent: Not a disaster if you have to change youth education along the way.

Summary of 3rd Peer Advisory Board Meeting at Tradium

Date: 03-03-2021, online by Zoom. 12.00 -14.00 PM

Participants:

Carsten Steen Nielsen & Mogens Rude, NLP Aalborg/ Center for Unges Livsmestring

Torstein Garcia de Presno, RVTS Sør

Malene Skov Jensen, Tradium

Educators (PAB, Tradium)

Parents (PAB, Tradium)

Students (PAB, Tradium)

Special comment in regard to the premise of the online meeting due to Covid19: The students, parents and educators from the Peer Advisory Board where either at Tradium in a classroom or joining from home. The meeting was held in Danish/ Norwegian, as it was discussed at the beginning of the meeting if we should do it in English.

(CABE simultaneously doing their ĠEM16+ focus group interview with students from the Peer Advisory Board).

Programme:

12.00 - 12.15: Short presentation of the participants and Torstein from RVTS Sør

12.15 - 13.00: Torstein will do the exercise with the students and we will evaluate

13.00 - 13.10: Break

13.10 - 14.00: Mogens and Carsten will ask questions regarding the Dialogue & Interview Guide

Introduction and background on the LINK-Programme and ritual by Torstein from RVTS Sør

Rituals of LINK presented by Torsteinn

- Welcome ritual
- Sharing good experience
- Introduction to todays topic - "Friendship"
- Talk about todays topic – "Friendship"

- Working with todays topic
- Just for fun
- My book
- Summary and End of Ritual - Curl and Throw

Further work on the rituals

Carsten and Mogens from NLP Aalborg/ CFUL have been taking notes, analysing and observing while Pernille did her LINK-presentation. This will be used for the development of Work Package 4 + 5 in the project where methods and tools are innovated.

Discussion on the Dialogue and Interview Guide

Now it time for questions, discussion and the Peer Advisory Boards reflections on the Dialogue and Interview Guide which the PAB have been discussion at the previous board meetings (PAB 1 +2).

Summary of 4th Peer Advisory Board Meeting at Tradium

Date: June 14, 2021

Participants: Two students present, a parent representative and two teachers (several cancellations due to exams).

(Translated into English from the Danish summary)

Method 1
Collaboration between school and company.
Company visits. In VØ and sales, we usually visit companies or get visits.
Lecture.
3.g: We already have 3 days of internship (both in education and companies).
Scaling D: Difficult to integrate into language subjects.

Business case: For example Rynkeby. Do Swot analysis. Solves a problem for the company.
Innovation.
Bicycle shop in Randers. How do they get them sold.
Career learning: From theory to practice. (difficult as a teacher to get time for out of house activities)
Ideas: Language: Radio program.
Short internships. Bridge building for business.
Open house at companies: What positions?. What can you work with?
We now have study internships at HHX, but not business internships.
Written submissions are targeted at the company, contact to the company. Increase motivation through written submissions by making it realistic.

Method 2:
Outdoor activities.
History subject day in Randers.
Make statistics outside. Questionnaires, interviews etc.
Language lessons in the park. More motivating to be out. Bad indoor climate at school.
Challenge for teachers: Loses overview and control over what students do.
The students: We probably would not learn as much by being outside.

D: Difficult to reach the curriculum as a teacher.
Students: is it serious enough? Requires clarity about roles and management in the group.
It can be too free.
Requirements for subsequent follow-up, so that it does not become "free play". Deliver product afterwards. Clarity about requirements and frameworks. Like in a workplace.
Clearer goals set up and direction for the student.
Outdoor activities primarily in team building phases, intro activities, class hours etc.
Some students may want to opt out of those hours of outdoor activities, going home, to McD, and so on, because it is considered not serious.
In Denmark - individualistic culture. If that does not make sense to me, I will stay at home!

Method 3:
Students: Creative subjects as electives, not compulsory.
Culture in Denmark: leisure activities, sports in the associations.

Student: We do not need it at school. School just has to be school! We make our own football team.

School and association life are divided.

Young people have part-time jobs. Do not have time for / do not want music, dance, etc. at school.

Student desire: class activities without alcohol. Board cafes and the like

Student type HHX. Not so creative with dance, song, etc. Better: Entrepreneurship café, make a stock magazine, a school magazine, sponsorships etc.

Study café is made more cozy. Fruit, juice, other furniture. More places to "hang out".

Not just a party committee for the whole school, but a social committee for each class. An activity calendar. Time is set aside for planning social activities, e.g. class time.

Follow-up by teachers at social events in the class (ensure that everyone in the class is invited).

D: school life and leisure activities separately.

Method 4:
Group work: We already do a lot of this. It is important that group work is managed. Clear role distribution and follow-up. Often a single student, the most responsible, who is going to pull the load. Uneven division of labor.

It often becomes a distribution of work tasks rather than joint work and sparring. The meaning of group work is lost. (distributing the tasks and still works individually).

Method 5:
Virtual teaching:

Student: It is important that we hand in something at the end. Hard for the teacher to know if the student is doing something.

Advantages: self-correcting grammar. Easier to differentiate teaching.

Possibly 1 fixed weekday with online tuition.

Loneliness: the young people feel lonely at home behind the screen. School and leisure flow together.

Method 6:
Creative: Sales.

Method 7:
We do a lot of this on the intro course in 1.g.

Hours could be added to the schedule for team building.

Mindfulness. Has been offered at the school several times as a voluntary offer. Students do not prioritize such offers after school hours. Only if it is during school hours.

Questionnaire for PAB members

In the ERASMUS+ Solution by Inclusion project, a Peer Advisory Board was established within each of the project partner schools (namely GEM16+ [Malta], IAL-FVG [Italy] and Tradium [Denmark]). Each of these Boards should have consisted of 8 students, 2 educators and 2 parents.

The objective of these Peer Advisory Boards was to be directly involved in the developing of new tools and methods, towards assembling a digital toolbox. This will then be implemented in the school curriculum, towards the prevention of early school leavers.

The Peer Advisory Board was also used as a peer-learning strategy; whilst members were providing feedback towards building new tools, the scope was also for board members to learn from their peers.

This questionnaire aims at collecting information & suggestions about what makes Peer Advisory Boards in post-secondary schools work, while offering both personal benefits as well as for the school.

Since your information, evaluation and suggestions are invaluable, this questionnaire is a bit longish. It is advisable to take it in multiple sittings, tackling about 2 sections at a time. There are 9 sections in all. Press "submit" when you want to stop. Save the link address of the "Edit your response" tab & use it each time you wish to resume on the form. 😐

PAB = Peer Advisory Board

USE OF THE DATA OBTAINED FROM THIS QUESTIONNAIRE: The data in this questionnaire will be used for the sole purpose of providing insight on how PABs should work; keeping what went well and taking onboard suggestions on how to improve them for the benefits of students at post-secondary schools. The reason the name and email address are being collected is to keep track who of the PAB members participated, trying to collect as many replies as possible, towards a census approach (where information is collected from all PAB members. Nonetheless, all answers will remain anonymous.

* Required

Which section do you want to work on?

---

1. Please choose the section you want to work on.

   Mark only one oval.

   ◯ 1) I am starting the questionnaire for the first time.   *Skip to question 2*
   ◯ 2) Joining the PAB   *Skip to question 10*
   ◯ 3) Members of the PAB   *Skip to question 19*
   ◯ 4) Functioning of the PAB - Social events   *Skip to question 33*
   ◯ 5) Functioning of the PAB - Moderation   *Skip to question 40*
   ◯ 6) Functioning of the PAB - PAB's role   *Skip to question 49*
   ◯ 7) Functioning of the PAB - Content of the meetings   *Skip to question 56*
   ◯ 8) Outcomes of the PAB   *Skip to question 66*
   ◯ 9) General questions   *Skip to question 80*

Skip to question 13

   1) Demographic information

2. Name & surname. (These are ONLY being used to try & obtain replies from all *
   applicable PAB members).

   _____

3. Email address (This is ONLY going to be used for communication re incomplete
   questionnaires, ONLY IF NEEDED).

   _____

4. Which PAB were you in? *

   Mark only one oval.

   ◯ GEM16+
   ◯ IAL-FVG
   ◯ Tradium

5. Age *

_____

6. Gender: *

Mark only one oval.

- ◯ Male
- ◯ Female
- ◯ Other
- ◯ I prefer not to say

7. Nationality. Next to other please write down the number of years living in the * country.

Mark only one oval.

- ◯ Native to the country
- ◯ Other: _____

8. Role (tick all applicable) *

Check all that apply.

- ☐ Teacher
- ☐ Student
- ☐ Parent of student at the school
- ☐ Parent but my kids are not at the school
- ☐ Other: _____

9. END OF SECTION. Choose:

Mark only one oval.

- ◯ I want to continue working on the next section.
- ◯ I want to stop now and continue later.

2) Joining the PAB - Part 1

10. Did you join the PAB voluntarily?

Mark only one oval.

- ◯ Yes   *Skip to question 11*
- ◯ No   *Skip to question 12*

2) Joined the PAB voluntarily

11. What is the reason why you joined the PAB? (Tick all applicable answers)

Check all that apply.

- ☐ It sounded interesting.
- ☐ As a learning opportunity
- ☐ To make contacts
- ☐ To be involved in what is going on at the school
- ☐ To have a say in what is happening at the school
- ☐ I heard it is part of an EU funded project.
- ☐ I heard it is part of the ERASMUS+ Solution by Inclusion project.
- ☐ Other: _____

2) Joined the PAB unvoluntarily

12. Would you have joined the PAB should it have been left on a voluntary basis?

Mark only one oval.

- ◯ Yes
- ◯ No

Skip to question 13

2) Joining the PAB - Part 2

13. Should participation in a post-secondary school PAB be left voluntary to students?

Mark only one oval.

- ◯ YES, it should be left up to the student to decide.
- ◯ NO, it is important that each student is involved in a PAB AT LEAST ONCE along his course.
- ◯ NO, it is important that each student is involved in a PAB ALL along his course.

14. Which information were you provided before you joined the PAB? Tick all applicable.

Check all that apply.

- ☐ Number and length of meetings
- ☐ Timings of meetings (date & time)
- ☐ Number of people involved
- ☐ Setting of the meeting (eg. discussion, workshops)
- ☐ Role & content (topics to be tackled) of the PAB
- ☐ What the outcomes would be used for
- ☐ Other: _____

15. Which information do you think is crucial if you were considering if to join a PAB? Tick all applicable.

Check all that apply.

- ☐ Number and length of meetings
- ☐ Timings of meetings (date & time)
- ☐ Number of people involved
- ☐ Setting of the meeting (eg. discussion, workshops)
- ☐ Role & content (topics to be tackled) of the PAB
- ☐ What the outcomes would be used for
- ☐ Other: _____

16. Was information about the PAB's role & objectives clear before you joined the PAB?

Mark only one oval.

- ◯ Yes
- ◯ I don't know
- ◯ No

17. Using a scale from 0 to 5, how likely does providing appropriate information before members' enrolment, enhances the PAB's progress?

Mark only one oval.

	0	1	2	3	4	5	
Not at all	◯	◯	◯	◯	◯	◯	For sure

18. END OF SECTION. Choose:

Mark only one oval.

- ◯ I want to continue working on the next section.
- ◯ I want to stop now and continue later.

3) Members of the PAB - Part 1

19. Using a scale from 0 to 5, rate the importance of the stakeholders being in the PAB.

Mark only one oval per row.

	0 - No need for stakeholder to be in PAB	1	2	3	4	5 - Stakeholder should definitely form part of the PAB
Educators	⬭	⬭	⬭	⬭	⬭	⬭
Parents	⬭	⬭	⬭	⬭	⬭	⬭

20. Was the actual ratio of students to educators and parents balanced in your opinion? Tick all applicable.

Mark only one oval.

⬭ Yes
⬭ No; a lot of students
⬭ No; a lot of educators
⬭ No; a lot of parents
⬭ Other: _____

21. Are there any other stakeholders who should have been invited to form part of the PAB?

Mark only one oval.

⬭ No
⬭ Other: _____

22. Were there any stakeholders who were invited to join, but were not represented on the PAB?

Mark only one oval.

⬭ No   *Skip to question 24*
⬭ Students   *Skip to question 23*
⬭ Educators   *Skip to question 23*
⬭ Parents   *Skip to question 23*

3) Stakeholders who didn't attend PAB

23. What would you do to attract said stakeholders?

_____
_____
_____
_____
_____

3) Members of the PAB - Part 2

24. Tick ALL applicable. The PAB meetings were held:

Check all that apply.

☐ Face to face
☐ Online
☐ A blend (a group of people online, while others face to face during the same meeting)
☐ Some meetings were held face to face, while others were held online
☐ Other: _____

25. From 0 to 5, how comfortable did you feel within the PAB?

Mark only one oval per row.

	Not applicable	0 - Not at all	1	2	3	4	5 - Very comfortable
Face to face	⬭	⬭	⬭	⬭	⬭	⬭	⬭
Online	⬭	⬭	⬭	⬭	⬭	⬭	⬭
A blend (a group of people online, while others face to face)	⬭	⬭	⬭	⬭	⬭	⬭	⬭

26. Do you think that some stakeholders would have participated more, if the PABs were held differently (eg, if these were held online instead of face to face)? If yes, please write the reasons why.

Mark only one oval.

⬭ No

⬭ Other: _____

27. Do you think that the PAB was balanced with regard to student age?

Mark only one oval.

⬭ Yes

⬭ No

28. Do you think that the PAB was balanced with regard to gender?

Mark only one oval.

⬭ Yes

⬭ No

29. Do you think that the PAB was balanced with regard to ethnicity (nationals & foreigners)?

Mark only one oval.

⬭ Yes

⬭ No

30. Using a scale from 0 to 5, how do you feel that the diversity within a PAB, enhances the PAB's progress?

Mark only one oval.

	0	1	2	3	4	5	
Not at all	⬭	⬭	⬭	⬭	⬭	⬭	For sure

31. Rank the following, labelling 1 the factor which provides the highest value in diversity.

Mark only one oval per row.

	1	2	3
Age	⬭	⬭	⬭
Gender	⬭	⬭	⬭
Ethnicity	⬭	⬭	⬭

32. END OF SECTION. Choose:

    Mark only one oval.

    ( ) I want to continue working on the next section.

    ( ) I want to stop now and continue later.

    4) Functioning of the PAB - Social events

33. Did you know all the people within the PAB beforehand?

    Mark only one oval.

    ( ) Yes

    ( ) Mostly; I new most of the people beforehand.

    ( ) More or less; there was a mix of people I already knew and others I didn't

    ( ) Not at all

34. Using a scale from 0 to 5 how comfortable did you feel working in the PAB?

    Mark only one oval.

	0	1	2	3	4	5	
Very uneasy	( )	( )	( )	( )	( )	( )	Very comfortable

35. Where any social events/ activities carried out?

    Mark only one oval.

    ( ) Yes, social events outside the 4 planned PABs were held.

    ( ) Yes, social activities (eg. ice breakers) were held as part of the 4 planned PABs. PLEASE MENTION.

    ( ) No

36. Do you feel that social events/activities are useful for the PAB?

    Mark only one oval.

    ( ) Yes, SOCIAL EVENTS are useful.

    ( ) Yes, SOCIAL ACTIVITIES (eg. icebreakers) are useful.

    ( ) Yes, BOTH social events & activities are useful.

    ( ) Not at all.

37. Any suggestions about social events/activities for the PAB?

    _____

    _____

    _____

    _____

    _____

38. Using a scale from 0 to 5, how do you feel that the members' interaction within a PAB, enhances the PAB's progress?

    Mark only one oval.

	0	1	2	3	4	5	
Not at all	( )	( )	( )	( )	( )	( )	For sure

39. END OF SECTION. Choose:

    Mark only one oval.

    ( ) I want to continue working on the next section.

    ( ) I want to stop now and continue later.

    5) Functioning of the PAB - Moderation

40. Was the moderator of the PAB the same for all the 4 PAB meetings?

Mark only one oval.

◯ Yes

◯ No

◯ During the meetings there was no clear moderator, but moderation was distributed amongst different PAB members.

41. Who was the moderator/s?

Mark only one oval.

◯ An educator

◯ A student

◯ A parent

42. How much did you like the situation described above? If not, please explain.

Mark only one oval.

◯ I liked it; things worked smoothly.

◯ I have no opinion.

◯ Other: _____

43. Any suggestion about how PABs should be moderated?

_____
_____
_____
_____

44. Suggest roles any PAB moderator should have.

_____
_____
_____
_____
_____

45. Do you feel that appropriate staff with the necessary skills to conduct the PAB were available?

Mark only one oval.

◯ Yes

◯ No

46. Are there any skills you think would be of benefit in a PAB? List them starting from the one you deem the most important.

_____
_____
_____
_____
_____
_____

47. Using a scale from 0 to 5, how do you feel that good moderating skills within a PAB, enhances its progress?

Mark only one oval.

	0	1	2	3	4	5	
Not at all	◯	◯	◯	◯	◯	◯	For sure

48. END OF SECTION. Choose:

Mark only one oval.

◯ I want to continue working on the next section.

◯ I want to stop now and continue later.

6) Functioning of the PAB - PAB's role

49. Using a scale from 0 to 5, how clear was the PAB's role to you?

Mark only one oval.

	0	1	2	3	4	5	
Not at all	◯	◯	◯	◯	◯	◯	Very clear

50. Using a scale from 0 to 5, how clear do you think the PAB's role was to the other members?

Mark only one oval.

	0	1	2	3	4	5	
Not at all	◯	◯	◯	◯	◯	◯	Very clear

51. Is there the need that the PAB is reminded of its roles along the work?

Mark only one oval.

◯ Not at all

◯ Yes, every so often, especially when the need for it is felt

◯ Yes, very briefly during every meeting

52. Was the main role of the PABs in this case (developing new tools to be implemented as part of the school policy) appealing?

Mark only one oval.

◯ Yes, both developing new tools & contributing to school policy were appealing.

◯ Yes, developing new tools was appealing.

◯ Yes, contributing/ having a say in school policy is appealing.

◯ Not at all.

53. Any thoughts/suggestions you can offer on the role of PABs in post-secondary schools?

_____

_____

_____

_____

_____

54. Using a scale from 0 to 5, how do you feel that the PAB's role being very clear, enhances the PAB's progress?

Mark only one oval.

	0	1	2	3	4	5	
Not at all	◯	◯	◯	◯	◯	◯	For sure

55. END OF SECTION. Choose:

Mark only one oval.

◯ I want to continue working on the next section.

◯ I want to stop now and continue later.

7) Functioning of the PAB - Content of the meetings

56. Was the content of each PAB meeting (the agenda/ programme) made clear?

Mark only one oval.

○ Yes, for all 4 PAB meetings held.

○ For some of the PAB meetings, but not all.

○ Never.

57. How early was the content of a PAB meeting generally made available?

Mark only one oval.

○ At least 1 week before the PAB.

○ Between 2 and 7 days before the PAB.

○ Only 2 days before the PAB.

○ At the beginning of the PAB.

○ The content of the PAB was never shared, until it was discussed.

58. In which manner was the agenda of the PAB presented to you?

Mark only one oval.

○ Received by email.

○ Distributed to the members as a printed version.

○ Left on an information collaboration system (eg. Microsoft Teams).

○ Text message.

○ Other: _____

59. Which manner of dissemination of the PAB agenda do you prefer?

Mark only one oval.

○ Received by email.

○ Distributed to the members as a printed version.

○ Left on an information collaboration system (eg. Microsoft Teams).

○ Text message.

○ Other: _____

60. Using a scale from 0 to 5, how appealing was the content of the PAB for you?

Mark only one oval.

	0	1	2	3	4	5	
Not at all	○	○	○	○	○	○	Very appealing

61. Using a scale from 0 to 5, how much do you feel that the PAB's content was in line with the PAB's role?

Mark only one oval.

	0	1	2	3	4	5	
Not at all	○	○	○	○	○	○	For sure

62. Was the PAB's content adhered to? In the case of a "no" answer, please give reasons.

Mark only one oval.

○ Yes, totally during all meetings.

○ Mostly adhered to during most meetings.

○ Adhered to during most meetings, except one.

○ Sometimes yes, sometimes not.

○ Barely adhered to.

○ Other: _____

63. Using a scale from 0 to 5, how do you feel that the PAB meetings' content, BEING APPEALING, enhances the PAB's progress?

Mark only one oval.

	0	1	2	3	4	5	
Not at all	○	○	○	○	○	○	For sure

64. Using a scale from 0 to 5, how do you feel that the PAB meetings' content, BEING IN LINE WITH THE PAB'S ROLE, enhances the PAB's progress?

Mark only one oval.

	0	1	2	3	4	5	
Not at all	○	○	○	○	○	○	For sure

65. END OF SECTION. Choose:

Mark only one oval.

○ I want to continue working on the next section.

○ I want to stop now and continue later.

8) Outcomes of the PAB

66. Using a scale from 0 to 5 rate the achievement of the intended outcomes.

Mark only one oval per row.

	0 - None of the intended outcomes was achieved	1	2	3	4	5 - All of the intended outcomes were achieved
Developing new tools towards a digital toolbox to be used in the school's curriculums to lower down rates of early school leavers.	○	○	○	○	○	○
Learning from other members of the board.	○	○	○	○	○	○

67. Using a scale from 0 to 5, how much do you expect to be informed about the PAB's outcomes as taken into consideration to update school policy?

Mark only one oval.

	0	1	2	3	4	5	
Not at all	○	○	○	○	○	○	For sure

68. Would you participate in the PAB in the future, if you were not updated about said outcomes?

Mark only one oval.

◯ Yes

◯ No

69. Would you still be interested to be informed about the said outcomes if you happen to leave the school?

Mark only one oval.

◯ Yes

◯ No

70. Were there any unplanned outcomes? Please explain.

Mark only one oval.

◯ No

◯ Other: _____

71. What factors helped obtain the outcomes?

_____
_____
_____
_____

72. Rate your learning towards each of the skills below from the PAB.

Mark only one oval per row.

	0 - I learnt nothing	1	2	3	4	5 - I learnt a lot
Working with others (collaborative skills)	◯	◯	◯	◯	◯	◯
Critical enquiry & reflection (arguing, justifying and formulating questions)	◯	◯	◯	◯	◯	◯
Articulation of knowledge	◯	◯	◯	◯	◯	◯
Understanding skills	◯	◯	◯	◯	◯	◯
Metacognition (the process of reflecting on the building of knowledge).	◯	◯	◯	◯	◯	◯

73. Were there other things you learned from the PAB? If there is, please explain.

Mark only one oval.

◯ No

◯ Other: _____

74. What did the PAB cost you (ex. I missed some lessons & had to catch up on work later)?

_____
_____
_____
_____
_____

75. Using a scale from 0 to 5, considering your personal learning through the PAB experience, does it make it worthwhile to stay part of the PAB in the future?

Mark only one oval.

	0	1	2	3	4	5	
Not at all	◯	◯	◯	◯	◯	◯	For sure

76. Please mention benefits for the school obtained by DEVELOPING NEW TOOLS TOWARDS A DIGITAL TOOLBOX TO BE USED IN THE SCHOOL'S CURRICULUM.

_____
_____
_____
_____
_____

77. Please mention benefits for the school obtained by LEARNING FROM OTHER MEMBERS OF THE BOARD?

_____
_____
_____
_____
_____

78. Since one of the PAB's role is to inform towards the school policy, should a member of the PAB be part of the School Management Team when the school policy is discussed?

Mark only one oval.

◯ Yes

◯ No

79. END OF SECTION. Choose:

Mark only one oval.

◯ I want to continue working on the next section.

◯ I want to stop now and continue later.

9) General questions

80. How could the PAB be improved?

_____
_____
_____
_____
_____

81. What can be done to enhance the sustainability of the project?

_____
_____
_____
_____
_____

82. What challenges did you encounter during the project process?

_____

_____

_____

_____

_____

83. How were these challenges tackled?

_____

_____

_____

_____

_____

84. Is there anything else you would like to say about the PAB?

_____

_____

_____

_____

_____

Submit questionnaire