

CIDEC PROJECT: EUROPEAN VALUES APRIL 3 TRAINING COMPREHENSIVE EVALUATION REPORT

PURPOSE OF THE TRAINING AND DAILY GOALS

The general purpose of the program is to develop capacity on how fundamental European values (equality, justice, rule of law, etc.) can be transferred to children aged 7-13 within the scope of the CIDEC project through informal and non-formal education methods.

Day One Objectives:

To concretize complex European values through in-class crisis scenarios, to produce solutions at a level that children can comprehend, and to develop rights advocacy skills by letting them personally experience the restriction of freedom of expression (the feeling of being ignored) through simulations.

1. General Information and Participant Profile

The training program provided a dynamic learning environment by bringing together young adults from various professional backgrounds.

Date: April 3, 2026

Location: Izmir - Pi Youth Association Training Hall

Duration: 5-hour session

Number of Participants: 14 People

Age Range: Predominantly 20-23 years old

Professional Distribution of Participants:

Profile	Ratio
University Students	35%
Volunteers	30%

Youth Workers	20%
Teachers/Educators	15%

Day One: Freedom of Expression and Participation (April 3)

The first day focused on introducing the general aims of the CIDEDEC project and methods of transferring European values to children aged 7-13.

Methods Used and Activities Performed

- **Interactive Presentation and Discussion:**

Under the leadership of facilitators Taiana Marcon (Par Le Monde), Pırıl Bilger Özkaranfil (UCİM), and Hediye Esra Özer (PIYA), a theoretical framework was drawn on child participation, child abuse, child freedom of expression, and extracurricular education.

- **Digital Sorting (European Values Matching):**

1. Participants' thoughts on European Values were collected anonymously using the Mentimeter tool (Word Cloud).
2. An interactive session was organized where participants worked in groups to sort fundamental European values according to the difficulties of transferring them to children using activity cards.
3. How abstract concepts such as "human dignity" can be explained solely through games/toys was discussed.

- **Graffiti Wall (Case Study and Role Playing):**

Participants took on the role of "investors", analyzed 4 different crisis cases, and produced solutions:

1. **Poster (Unwanted Special Class):** Deals with how disadvantaged and special needs students are excluded at school due to parental pressure, destroying equal opportunities in education.
2. **Poster (Privileged Parent's Child):** Addresses the double standard and favoritism that occurs in schools when children of influential people are exempt from the rules.
3. **Poster (Rulers of the Schoolyard):** Explains the occupation of common areas by older students, peer bullying, sexist pressures, and the administration remaining a spectator to this situation.

4. **Poster (Children Whose Park Was Demolished):** Emphasizes children having their own playgrounds taken away for the sake of profit and being ignored by adults in decision-making processes.

When these posters were examined, the most investment by the participants was made in **Poster 2 (Privileged Parent's Child)**; the least investment was made in **Poster 4 (Children Whose Park Was Demolished)**.

During solution production, the fewest suggestions were actually made for the problem that received the most investment. Participants stated that they felt helpless about producing solutions on this issue.

- **Restricted Communication Simulation (Make Your Voice Heard):**

According to the program, an "Advocacy Poster" was planned to be designed over the case that received the most investment, but after interactive conversations among the participants, two groups chose a topic for their own posters.

These topics were chosen as: **Fast Fashion** and **Child Labor**.

During poster preparation, groups were subjected to various restrictions step by step.

At the 5th minute, verbal communication was banned; at the 10th minute, both groups were given the right to veto; and at the 15th minute, "freedom of expression" was deliberately restricted by allowing the use of only black pens.

- **Action-Oriented Closing (Taking Back the Megaphone):**

The event concluded with a closing where participants symbolically took back their confiscated voices with a megaphone and defended a right they wanted to change in their own schools or streets.

Day One Outcomes

- **Increased Empathy:** Participants personally experienced the feeling of exclusion, deprivation of rights, and being ignored through restrictions.
- **Solution Orientation:** Concrete intervention methods were developed with an "investor" perspective against complex social crises (discrimination, injustice).
- **Rights Advocacy Awareness:** By understanding the feelings of "silenced" groups, the importance of advocacy was comprehended, and messages were produced in this direction.

Event Evaluation and Participant Feedback (Survey Results)

The surveys conducted at the end of the event show that non-formal education methods reached their goals and the training was highly successful:

Satisfaction and Learning Rates:

Criteria	Rate	Feedback Summary
Interactive Training Expectation	70%	It was stated that interactive activities fully met expectations (5/5).
Material Support	90%	It was expressed that physical materials (boxes, post-its, etc.) highly supported concretizing and understanding the topic.
Method and Awareness	80%	New methods (mapping, simulation) were gained regarding the transfer of European values to children.

Sharing What Was Learned (Dissemination):

- **50%:** Pledged to definitely transfer what they learned to their colleagues in their institutions with a presentation/workshop.
- **50%:** Stated that they would talk about it to their surroundings in informal conversations.

Most Thought-Provoking and Challenging Moments:

- **Empathy and Restriction:** The "Make Your Voice Heard" simulation, where freedoms were restricted, had a profound impact on understanding disadvantaged people experiencing the same problems in the world.
- **Time Pressure:** Finding a message for the world with a megaphone in a limited time alongside poster design was found challenging.
- **Demographic Analysis:** Participants drawing attention to the insufficient involvement of male participants in the event and making a sociological evaluation in this direction was another thought-provoking point.

Inspiration and Concrete Steps:

With the inspiration they got from the training, participants aim to take the following steps when they return to their fields of study:

- Making more careful observations in their surroundings.
- Approaching children more sensitively and raising their awareness about their rights.
- Creating active awareness on social media and in their own spheres of influence.
- Applying for volunteering projects.
- Being aware of their personal rights, not remaining passive, and becoming a rights advocate.

CIDEC PROJECT: EUROPEAN VALUES APRIL 4 TRAINING COMPREHENSIVE EVALUATION REPORT

Purpose of the Training

The overall objective of the program, within the scope of the CIDEC project, is to build capacity on how fundamental European values (equality, justice, rule of law, etc.) can be transferred to children aged 7-13 through informal and non-formal education methods.

Day Two Objectives:

To raise awareness regarding inequality of opportunity in society and the systemic barriers built in front of children; to foster empathy with disadvantaged children (mapping the needs for justice, love, and visibility to European values); and to cultivate an "active citizenship" consciousness among participants to overcome obstacles within their spheres of influence.

1. General Information and Participant Profile

The training program brought together young adults from various professional backgrounds, providing a dynamic learning environment.

- **Date:** April 4, 2026
- **Location:** Izmir - Pi Youth Association Training Hall
- **Duration:** 5-hour session
- **Number of Participants:** 12
- **Age Range:** Predominantly 20-23 years old

Professional Distribution of Participants:

Profile	Ratio
University Students	35%
Volunteers	30%
Youth Workers	20%

Teachers/Educators	15%
--------------------	-----

Day Two: Inequality of Opportunity and Empathy (April 4)

The second day focused on the inequalities of opportunity experienced by children, the physical and psychological barriers created by the system, and developing restorative language to overcome these obstacles.

Methods Used and Activities Performed

- **Interactive Presentation and Discussion:**

Led by facilitators Taiana Marcon (Par Le Monde), Hediye Esra Özer (PIYA), and Özlem Acar, a theoretical framework was established regarding child participation, inequality of opportunity, the concept of empathy, and extracurricular education.

- **Digital Sorting (European Values Matching):**

The **Mentimeter** tool (Word Cloud) was used to collect participants' anonymous thoughts on European Values.

An interactive session was held where participants worked in groups to rank fundamental European values based on the difficulty of explaining them to children using activity cards.

A discussion was held on how abstract concepts like "human dignity" can be explained solely through games or toys.

- **Digital Steps Barometer:**

Participants experienced a "digital confrontation" by returning to their own childhoods (ages 7-13) and providing anonymous answers via Mentimeter to questions focused on inequality of opportunity.

Each question was linked to a specific value, followed by brainstorming and personal sharing.

Based on these responses, **Gender Equality** and **Discrimination** were identified as the two most common problems among participants and became the primary focus for the next stage.

- **Empathy Mapping:**

Participants engaged in an empathy mapping exercise using "Ali and Ayşe," fictional characters symbolizing marginalized and unheard children. They charted

Ali's sensory and emotional experiences (what he sees, hears, and feels) regarding gender equality, and similarly mapped Ayşe's experiences with discrimination.

The groups then shared their completed maps with all attendees to stimulate further discussion.

- **Physical Metaphor (Overcoming Invisible Walls):**

Participants divided into two groups and selected specific inequalities (poverty, exclusion, gender pressure, etc.) to write on cardboard boxes, building a physical "wall" in the middle of the room.

Groups then switched places to develop solutions for the problems identified by the other group.

On the back of the boxes, they wrote restorative solution sentences tailored for a 7-13-year-old to understand.

Finally, the boxes were presented with their solutions and then physically demolished to simulate the breaking of invisible walls.

- **Self-Positioning Barometer (Inclusive Circle and Active Citizenship):**

A circle was formed in the center of the room using the solution-inscribed boxes, ensuring no one was left out. This circle was designed as a "safe space" for children.

Participants sat around the circle and shared their reflections on the activity.

In the closing, participants physically positioned themselves on a scale between "The system is too big, I cannot change anything" (0) and "I have the power to break down the walls within my own sphere of influence" (10).

By the end of the training, most participants reported feeling stronger and more prepared to create awareness and change their environment.

Day Two Outcomes

- **System Analysis:** The abstract concept of "inequality of opportunity" was perceived as a concrete and surmountable structure through the wall built with boxes.
- **Methodological Transformation:** A new perspective was gained by concluding that the fundamental needs of Ali and Ayşe (love, justice, being seen) are the very essence of European Values.
- **Self-Empowerment:** A large majority of participants developed the belief that, regardless of how large the system is, they possess the power to dismantle barriers within their own reach.

Event Evaluation and Participant Feedback (Survey Results)

Surveys conducted at the end of the event indicate that the non-formal education methods achieved their goals and the training was highly successful:

Satisfaction and Learning Rates:Dissemination (Sharing Knowledge):

Criteria	Rate	Feedback Summary
Interactive Training Expectation	70%	Participants stated that interactive activities fully met their expectations (5/5).
Material Support	90%	Physical materials (boxes, post-its, etc.) were found highly effective in concretizing and understanding the topic.
Method and Awareness	80%	New methods (mapping, simulation) were acquired regarding the transfer of European values to children.

- **50%:** Committed to definitely transferring what they learned to their colleagues in their institutions through a presentation or workshop.
- **50%:** Stated they would mention it to their social circles in informal conversations.

Most Thought-Provoking and Challenging Moments:

- **Empathy and Restriction:** The "Make Your Voice Heard" simulation (where freedoms were restricted) left a deep impact on understanding the plight of disadvantaged people worldwide.
- **Confrontation:** The activity of "breaking invisible walls" (boxes) allowed participants to confront problems in their own lives.
- **Time Pressure:** Designing an advocacy poster and finding a global message via megaphone within a limited time was found to be challenging.
- **Demographic Analysis:** Participants pointed out the insufficient involvement of male participants in the event, leading to a sociological discussion on the matter.

Inspiration and Concrete Steps:

Participants aim to take the following steps upon returning to their professional fields:

- Perform more careful observations in their environment.
- Approach children with greater sensitivity and raise their awareness about their rights.
- Create active awareness on social media and within their spheres of influence.
- Apply for volunteering projects.
- Be aware of personal rights, refuse to remain passive, and become an advocate for rights.