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HATE-LESS

Harnessing Awareness to
End Hate Speech and Disinformation
for a More Diverse Youth using
Media Literacy and Technology

The complete set of monitoring
and impact assessment tools

Erasmus+ Cooperation partnerships in youth
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REPOSITORY OF PARTICIPATORY IMPACT MONITORING TOOLS

Introduction

The HATE-LESS project seeks to empower youth workers and young people, including those from marginalised backgrounds, through the development of media literacy, critical thinking, and participatory digital competences aimed at countering hate speech, disinformation, and harmful narratives. At the heart of this effort lies Work Package 3 (WP3), which focuses on the implementation of a pilot training scheme and the practical application of participatory methodologies, particularly through the creation of participatory videos and collaborative research processes.

The success of this ambitious and socially impactful initiative depends not only on the quality of its training activities, but also on the systematic monitoring and evaluation of their outcomes. In this context, Activity 3.1 focuses on the development of a comprehensive repository of impact monitoring tools that will enable project partners to assess, document, and understand the changes generated by the pilot training scheme.

This document presents and hosts a structured set of fifteen participatory monitoring tools designed to capture both qualitative and quantitative dimensions of change among youth workers and young participants. These tools serve as essential instruments for evaluating learning processes, skills development, attitudinal shifts, and levels of engagement with media literacy and digital tools. By supporting evidence-based reflection and continuous improvement, the monitoring framework contributes to the overall effectiveness, sustainability, and transferability of the HATE-LESS project.

The monitoring strategy forms an integral component of the broader training ecosystem developed within the project, which includes the educational materials produced in WP2, the cascade training model, and the participatory laboratories implemented at local level. Together, these elements create a holistic learning environment that promotes inclusion, intercultural dialogue, and democratic participation in digital spaces.

Purpose and Significance

The primary purpose of this monitoring framework is to evaluate the impact of the HATE-LESS pilot training scheme on youth workers and young people across the participating countries. It aims to assess how participation in the project influences their knowledge, competences, attitudes, and practices related to media literacy, hate speech, and disinformation.

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Collaboration and Stakeholder Engagement

The monitoring process within HATE-LESS is conceived as a participatory and collaborative effort that actively involves all relevant stakeholders. These include youth workers, young participants, partner organisations, trainers, project coordinators, and, where appropriate, community representatives.

Participants are not merely subjects of evaluation but are engaged as co-creators of knowledge and reflection. Through focus groups, interviews, storytelling methods, and self-assessment tools, they are encouraged to critically reflect on their own learning experiences and personal development.

This participatory approach strengthens ownership, trust, and transparency, while also ensuring that diverse perspectives are represented in the evaluation process. It reflects the project's commitment to democratic values, inclusion, and mutual learning.

By fostering dialogue between stakeholders at local, national, and transnational levels, the monitoring framework contributes to the creation of a learning community dedicated to combating hate speech and disinformation through informed and collaborative action.

Anticipated Impact and Utilisation of Results

The systematic collection and analysis of monitoring data is expected to generate valuable insights that will inform the ongoing implementation and future development of the HATE-LESS project.

The results will be used to:

- Inform the advocacy campaign and the production of policy solutions;
- Strengthen facilitation and mentoring practices;
- Support strategic decision-making and resource allocation;
- Enhance the sustainability and scalability of the training model;
- Inform national and transnational impact reports;
- Contribute to policy and practice discussions on media literacy and youth engagement.

Beyond statistical outputs, the monitoring outcomes will serve as catalysts for innovation and transformation within partner organisations and local communities. They will highlight how participatory media practices can foster resilience, empathy, and critical thinking in digital environments.

The findings will also support advocacy efforts by demonstrating the tangible benefits of investing in inclusive, participatory approaches to media education.

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Overview of the WP3 Training Programme

The WP3 pilot training scheme constitutes the practical core of the HATE-LESS project. It is based on a 25-hour participatory learning model implemented at two interconnected levels.

First, youth workers who participated in the transnational training act as multipliers, delivering cascade training to additional youth workers in their respective countries using the materials developed in WP2. Partners will use at least two (2) tools from the section "Monitoring Tools for Youth Workers" to evaluate the first phase of the training scheme.

Second, selected youth workers facilitate participatory laboratories with young people, where they collectively engage in media analysis, participatory research, and video production. Partners will use at least three (3) tools from the section "Monitoring Tools for Young People" to evaluate the second phase of the training scheme.

This multi-level approach ensures the widespread dissemination of project methodologies while maintaining quality and coherence. It promotes experiential learning, peer exchange, and community-based knowledge production.

Through the creation of participatory videos grounded in real-life experiences, the project empowers participants to challenge dominant narratives and construct alternative, inclusive stories that reflect local realities.

Objectives and Indicators

The WP3 training scheme and monitoring framework aim to achieve measurable and meaningful impact on both youth workers and young participants.

Objectives

1. Enhance knowledge and understanding of media literacy, hate speech, and disinformation among youth workers and young people.
2. Strengthen practical competences in using digital tools and participatory methodologies.
3. Foster intercultural awareness, empathy, and critical thinking.
4. Promote active participation and civic engagement in digital environments.
5. Support the creation of sustainable local strategies for media education and inclusion.

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Indicators

Quality Indicators

- Relevance and clarity of training materials.
- Effectiveness of participatory methodologies.
- Appropriateness of monitoring tools.
- Level of participant satisfaction.
- Quality and relevance of participatory videos produced.

Quantitative Indicators

- Number of trained youth workers and young participants.
- Number and duration of training sessions.
- Number of participatory laboratories implemented.
- Number of videos produced and disseminated.
- Participation rates in monitoring activities.

Selection of Appropriate Measurement Tools

Within the HATE-LESS project, the careful selection of monitoring instruments is essential for capturing the multidimensional impact of the training programme. The fifteen tools presented in this repository have been chosen and designed to reflect the project's participatory philosophy and learning objectives.

They include a combination of qualitative and quantitative methods, such as questionnaires, reflective journals, interviews, focus groups, stories of most significant change, before-and-after mapping exercises, and self-assessment grids. Each tool is aligned with specific objectives and stages of the training process.

This methodological diversity ensures that monitoring activities are inclusive, culturally sensitive, and adaptable to different local contexts. It allows partners to collect reliable data while also respecting participants' voices and experiences.

By applying these tools consistently and reflectively, project partners will be able to generate meaningful evidence of change, support continuous learning, and demonstrate the real impact of the HATE-LESS initiative on individuals and communities.

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Monitoring Tools for Youth Workers



Tool 1 = Mandatory
(Baseline + Outcome anchor)

Tools 2–5 = Fully standalone

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1

Cascade Training Competence Assessment (Baseline & Outcome Tool)

Target Group

Youth workers and trainers participating in the first phase of the cascade training within WP3.

Purpose

This mandatory tool aims to assess the initial and final level of competences of youth workers in relation to media literacy, digital tools, participatory methodologies, and facilitation of sessions addressing hate speech and disinformation. It establishes a common evaluation framework across all partner countries and enables comparative analysis of learning outcomes.

Timing

To be administered:

- Before the beginning of the cascade training (Baseline)
- After completion of the cascade training (Final Assessment)

Method

Self-administered structured questionnaire (online or paper-based), completed individually by participants.

Description

Participants are invited to complete the same questionnaire twice: at the start and at the end of the training cycle. This allows the project partners to measure progress, identify learning gains, and assess professional development. The tool combines quantitative scales with qualitative reflection.

Key Competence Areas Assessed

- Media literacy knowledge
- Understanding of hate speech and disinformation
- Digital content creation skills
- Participatory facilitation methods
- Inclusive training practices
- Confidence in training delivery

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Cascade Training Competence Assessment

Instructions for Participants

This questionnaire aims to assess your knowledge, skills, and confidence related to media literacy, digital tools, and participatory training methodologies.

Please complete this questionnaire:

- **Once before** starting the cascade training (Baseline), and
- **Once after** completing the training (Final Assessment).

There are no right or wrong answers. Your honest responses will help improve the quality and impact of the HATE-LESS project.

All answers will be treated confidentially and used only for evaluation purposes.

Participant Information

- Country: _____
- Organisation: _____
- Role: _____

Section A: Knowledge and Understanding

Please indicate how much you agree with each statement.

NO.	STATEMENT	1	2	3	4	5
	1 = Strongly Disagree 5 = Strongly Agree					
A1	I understand the main principles of media literacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2	I can explain how fake news and disinformation are created.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A3	I understand how hate speech spreads online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A4	I am familiar with fact-checking tools and methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A5	I am aware of ethical issues in digital communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section B: Facilitation and Training Skills

Please rate your current level of competence.

NO.	STATEMENT	1	2	3	4	5
	1 = Very Low 5 = Very High					
B1	My ability to plan interactive training sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2	My confidence in leading group discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3	My ability to manage sensitive topics respectfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B4	My capacity to encourage inclusive participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B5	My experience in working with diverse and marginalised youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C: Digital and Media Skills

Please rate your level of confidence.

NO.	STATEMENT	1	2	3	4	5
	1 = Not Confident 5 = Very Confident					
C1	Using video recording equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2	Editing videos using digital tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3	Supporting participatory video production.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4	Using online collaboration platforms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C5	Creating digital learning materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Section D: Professional Practice and Readiness

Please indicate your level of agreement.

NO.	STATEMENT	1	2	3	4	5
	1 = Strongly Disagree 5 = Strongly Agree					
D1	I feel prepared to deliver cascade training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2	I can adapt training materials to different contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3	I regularly reflect on my training practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4	I can support young people in critical media analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D5	I feel confident addressing misinformation and hate speech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section E: Attitudes and Values

Please indicate your level of agreement.

NO.	STATEMENT	1	2	3	4	5
	1 = Strongly Disagree 5 = Strongly Agree					
E1	Media literacy is essential for active citizenship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E2	Youth workers play a key role in countering hate speech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E3	Participatory methods empower young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E4	Diversity should be positively represented in media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E5	I feel responsible for promoting ethical digital behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section F: Open Reflection

Please answer in your own words.

(Baseline – Before Training)

F1. What are your main learning needs at this stage?

F2. What challenges do you anticipate in delivering cascade training?

(Final – After Training)

F3. What are the most important skills or knowledge you developed?

F4. How has this training influenced your professional practice?

F5. What additional support would help you further develop?

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2

Training Session Reflection & Self-Evaluation Log

Target Group

Youth workers delivering cascade training sessions.

Purpose

This tool supports youth workers in reflecting on the quality, effectiveness, and inclusiveness of the training sessions they deliver. It enables continuous self-evaluation and professional improvement.

Timing

To be completed after each major training session or training cycle.

Method

Structured reflection form.

Description

Participants document their experiences, challenges, and successes in facilitating training activities. The tool integrates self-assessment and outcome-oriented reflection.

Reflection Areas

- Session planning and structure
- Participant engagement
- Use of participatory methods
- Management of sensitive topics
- Use of digital tools
- Learning outcomes

Training Session Reflection & Self-Evaluation Log

Section A: Session Information

Please complete the following details.

- Name of Trainer: _____
- Organisation: _____
- Country: _____
- Date of Session(s): _____
- Location (if applicable): _____
- Duration: _____
- Number of Participants: _____
- Participant Profile (e.g. youth workers, mixed group): _____
- Main Topics Covered: _____

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Section B: Session Preparation and Planning

Please indicate your level of agreement.

NO.	STATEMENT	1	2	3	4	5
B1	The session objectives were clear and realistic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2	The training materials were well prepared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3	Activities were adapted to participants' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B4	Time was allocated appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B5	Technical and logistical arrangements were adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C: Facilitation and Methodology

Please rate your performance.

NO.	STATEMENT	1	2	3	4	5
C1	I facilitated discussions effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2	I encouraged active participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3	I used participatory methods successfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4	I managed sensitive topics respectfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C5	I responded well to participants' questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section D: Use of Digital Tools and Media

Please assess your use of digital resources.

NO.	STATEMENT	1	2	3	4	5
D1	Digital tools supported learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2	Technical tools functioned effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3	Participants engaged with digital content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4	Participatory video methods were applied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D5	I felt confident using digital platforms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section E: Participant Engagement and Inclusion

Please indicate your level of agreement.

NO.	STATEMENT	1	2	3	4	5
E1	Participants were actively involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E2	Different perspectives were respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E3	Marginalised voices were encouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E4	A safe learning environment was created.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E5	Group dynamics were positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section F: Learning Outcomes and Impact

Please reflect on the results of the session.

1. What key knowledge or skills did participants gain?

2. Which activities were most effective? Why?

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3. Did participants demonstrate increased critical thinking?

Yes | Partially | No

Please explain: _____

4. How did the session contribute to combating misinformation and hate speech?

Section G: Challenges and Solutions

Please describe any difficulties encountered.

1. Main challenges faced:

2. How were these challenges addressed?

3. What support would have been helpful?

Section H: Improvement and Future Planning

Please reflect on future development.

1. What would you change in future sessions?

2. What new methods would you like to try?

3. What further training do you need?

Section I: Overall Self-Evaluation

On a scale from 1 to 10, how would you rate the overall quality of this training session?

Score: 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10

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3

Digital & Participatory Skills Progress Log

Target Group

Youth workers and trainers involved in the cascade training and participatory laboratories within WP3.

Purpose

This tool aims to support youth workers in reflecting on the development of their digital, media, and participatory competences throughout their involvement in the HATE-LESS project. It documents personal learning pathways and practical skill acquisition related to participatory video production and media literacy facilitation.

Timing

To be completed periodically during the training cycle (e.g. at the beginning, midpoint, and end of activities).

Method

Self-reflective progress tracking form, completed individually, supported where necessary by mentors or coordinators.

Description

Participants document their evolving relationship with digital tools, participatory methodologies, and media production processes. The tool encourages critical self-reflection on learning experiences, challenges, experimentation, and confidence-building. It focuses on qualitative evidence of growth rather than numerical scoring.

Key Areas Assessed

- Use of digital tools for training and storytelling
- Competence in participatory video production
- Ability to facilitate collaborative processes
- Problem-solving in technical and group contexts
- Confidence in applying new methodologies
- Adaptation to different learning environments

Digital & Participatory Skills Progress Log

Name: _____

Organisation/Country: _____

Date: _____

Phase: Start | Midway | End

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1. Skills and Tools Used /

Which digital or participatory tools did you use during this period?

2. New Skills Developed / What new skills or techniques did you learn?

3. Practical Application / How did you apply these skills in your training activities?

4. Challenges Faced / What difficulties did you encounter?

5. Solutions and Support / How did you address these challenges? What helped you?

6. Personal Reflection / How has your confidence changed since the last log?

7. Next Steps / What skills do you want to improve next?

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4

Focus Group Discussion Guide

Target Group

Youth workers who participated in the first phase of cascade training within WP3.

Purpose

To facilitate a structured group discussion that explores youth workers' experiences, learning outcomes, challenges, and recommendations related to the cascade training process.

Timing

To be conducted after completion of the first phase of cascade training.

Method

Moderated focus group discussion (6–10 participants), facilitated by a project partner representative.

Description

This tool supports collective reflection on the cascade training experience. It encourages participants to share perspectives, identify good practices, and propose improvements. The discussion provides in-depth qualitative data for national and transnational reporting.

Focus Group Discussion Guide

Duration

Approximately 60–90 minutes

Group Size

6–10 youth workers

Materials Needed

- Flipchart or whiteboard
- Markers
- Audio recorder (optional, with consent)
- Notepads

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Opening (10 minutes)

Facilitator Instructions

- Welcome participants
- Explain the purpose of the discussion
- Ensure confidentiality and respectful dialogue
- Ask for consent if recording
- Invite brief self-introductions

Icebreaker Question

- In one word, how would you describe your cascade training experience?

Training Experience (15 minutes)

Key Questions

1. How would you describe your overall experience of delivering cascade training?
2. What aspects of the training worked particularly well?
3. Which activities or methods were most effective?

Discussion Prompts

- Materials
- Methodology
- Group dynamics
- Support received

Learning and Skills Development (15 minutes)

Key Questions

4. What new skills or knowledge did you develop through this process?
5. How has your confidence as a trainer changed?
6. In what ways did participatory video methods influence your work?

Discussion Prompts

- Digital skills
- Facilitation skills
- Media literacy competences

Challenges and Barriers (15 minutes)

Key Questions

7. What were the main challenges you faced?
8. How did you deal with technical, organisational, or motivational difficulties?
9. What support was missing or insufficient?

Discussion Prompts

- Time
- Resources
- Participant engagement
- Digital access

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Impact and Change (15 minutes)

Key Questions

10. How has this training affected your professional practice?
11. Have you noticed changes in how participants engage with media?
12. Can you share an example of meaningful change?

Discussion Prompts

- Attitudes
- Behaviour
- Critical thinking
- Community impact

Sustainability and Transferability (10 minutes)

Key Questions

13. How likely are you to continue using these methods?
14. What would help you replicate this training in the future?
15. How can this model be strengthened at local level?

Discussion Prompts

- Partnerships
- Funding
- Institutional support

Recommendations and Closing (10 minutes)

Key Questions

16. What would you improve in the next training cycle?
17. What advice would you give to new trainers joining the project?
18. What is one key message you want decision-makers to hear?

Closing Activity

- Each participant shares one final reflection.

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5

Replication & Sustainability Log

Target Group

Youth workers and trainers who completed the first phase of cascade training and implemented local activities.

Purpose

To document readiness, capacity, and intentions to continue, adapt, and replicate the HATE-LESS methodology beyond the project lifetime.

Timing

To be completed at the end of the local implementation phase and updated if replication activities occur.

Method

Individual reflective log.

Description

This tool supports youth workers in reflecting on how the project methods can be sustained, transferred, and embedded in their organisations and communities.

Replication & Sustainability Log

1. Use of Project Methods

Which HATE-LESS methods or tools do you currently use in your work?

2. Integration in Your Organisation

How have these methods been integrated (or could be integrated) into your regular activities?

3. Replication Activities

Have you shared or replicated the training with others? Please describe.

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4. Resources and Support

What resources are needed to continue these activities?

5. Barriers to Sustainability

What obstacles may limit long-term use of the methodology?

6. Partnerships and Networks

Which partnerships support or could support future implementation?

7. Future Plans

What are your concrete plans for the next 6–12 months?

8. Personal Commitment

How motivated do you feel to continue this work? Why?

9. Final Reflection

What would make this project's impact last longer in your context?

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Monitoring Tools for Young People



Tool 1 = Mandatory
(Baseline + Outcome anchor)

Tools 2–10 = Fully standalone
(anyone can be used independently)

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1

Entry & Exit Tickets (questionnaires)

Target Group

Young people participating in Phase 2 of the HATE-LESS training.

Purpose

To measure **knowledge, skills, and confidence** regarding media literacy, hate speech, disinformation, and participatory storytelling **before and after training**, to assess learning and awareness changes.

Timing

- **Entry Ticket:** Before Phase 2 training
- **Exit Ticket:** After Phase 2 training

Instructions

- There are no right or wrong answers.
- Answer honestly — your feedback helps improve the training.
- Use the same questions for **entry and exit** (except optional open reflection).

Entry / Exit Ticket Questionnaire

1. Knowledge and Awareness

Please rate your level of agreement with the following statements:

NO. STATEMENT | 1 = Strongly Disagree | 5 = Strongly Agree

	1	2	3	4	5
K1 I understand what media literacy means.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K2 I can identify examples of hate speech online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K3 I know how fake news spreads online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Skills and Confidence

Please rate your level of confidence.

NO. STATEMENT | 1 = Not Confident | 5 = Very Confident

	1	2	3	4	5
S1 I feel confident identifying misinformation online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S2 I feel able to express my own ideas in a story or video.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S3 I can critically evaluate information I see on social media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Attitudes

Please rate your level of agreement with the following statements:

NO. STATEMENT | 1 = Strongly Disagree | 5 = Strongly Agree

	1	2	3	4	5
A1 I believe promoting diversity and inclusion is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2 I feel comfortable sharing my experiences in a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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4. Open Reflection

Entry Ticket:

- Q: What is one thing you hope to learn in this training?

Exit Ticket:

- Q: What is one thing you learned that will help you after this training?

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2

Body Mapping – Reflective Skill & Impact Exercise

Target Group

Young participants involved in Phase 2 of the HATE-LESS training programme.

Purpose

This tool is designed to help evaluate the **impact of the training on participants' knowledge, skills, attitudes, and behaviours**. It encourages reflection on changes brought about by the training, including personal growth, social awareness, and new competencies.

Timing

- To be conducted **after one or more training sessions**, ideally near the end of Phase 2 to capture cumulative impact.
- Can be repeated at different stages to track progress over time.

Method

- **Participatory, group-based activity** facilitated by a trainer or evaluator.
- Uses visual, embodied reflection to encourage participants to express changes in knowledge, feelings, behaviour, and perceptions.
- Requires **a flip chart or large paper, markers, post-it notes and an open space**.

Description

Body mapping is a creative and interactive tool that allows young participants to explore and share the impact of the training on themselves. By reflecting on different parts of the body, participants consider changes in their thinking, feelings, actions, and interactions. This method captures **qualitative insights** that may be difficult to obtain through questionnaires alone.

Body Mapping

Instructions for Facilitators

1. Introduce the Exercise

Explain that participants will explore the changes they have experienced due to the training, including new knowledge, feelings, attitudes, and actions. Emphasize that all reflections, positive or negative, are valid.

2. Draw the Body Outline

Invite a volunteer to lie down on a large sheet of flip-chart paper. Draw around their body to create the outline.

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3. Guide Reflection by Body Parts

Encourage participants to think about changes in their life and skills related to different parts of the body. Ask them to **share ideas verbally or write/draw them** inside or around the body outline. Example prompts:

- **Head:** What have you learned? Are there changes in the way you think, worry, or feel confident?
- **Eyes:** How has your perception of yourself, your family, peers, or community changed?
- **Ears:** Are there changes in how you listen to others or how others listen to you?
- **Mouth:** How has your communication changed? Do you express yourself differently to peers, family, or community members?
- **Heart:** How have your feelings or attitudes changed toward yourself or others?
- **Hands & Arms:** Are there new activities you are doing or helping with?
- **Feet & Legs:** Are there changes in the places you go or the actions you take in your community?

4. Facilitator Role

- Encourage all participants to contribute.
- Record responses on the body outline or take notes.
- Promote a safe, supportive atmosphere where participants feel comfortable sharing.

5. Debrief & Reflection

- Conclude by inviting participants to **share insights** about what they learned or how they feel now.
- Highlight examples of **personal growth, enhanced social awareness, or skill development.**

Notes for Use

- Flexible in group size; ideally 6–12 participants.
- Can be **documented visually** (photograph with consent) or via written notes for reporting.
- Offers **rich qualitative data** for impact assessment on personal, social, and community-related outcomes.

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3

Traffic Lights – Session Effectiveness & Impact Check

Target Group

Young participants of Phase 2 of the HATE-LESS training programme.

Purpose

To help participants **evaluate the effectiveness of training sessions** and reflect on how the sessions have influenced their **knowledge, skills, and attitudes regarding media literacy, hate speech, disinformation, and storytelling**. The tool encourages active participation in monitoring progress and sharing perspectives.

Timing

- At the **end of each training module or session**, or at key milestones within Phase 2.
- Can also be used at the **end of the full training programme** to capture cumulative reflections.

Method

- Participatory, **group-based activity**.
- Uses visual cues (traffic lights) and post-it notes to capture **individual reflections** and facilitate discussion.
- Encourages both **quantitative self-assessment** (red/amber/green) and **qualitative reflection** (reasons for choices).

Description

Traffic Lights is a **simple, interactive tool** that allows participants to reflect on how well training sessions met their expectations and influenced their learning and personal growth. Participants indicate **progress and outcomes** using red, amber, or green markers and briefly explain their choices, giving trainers **real-time feedback** on session impact.

Traffic Lights

Instructions for Facilitators

1. Set Up the Activity
 - Draw three large circles on a flip chart or board and shade them **red, amber, and green**.
 - Explain the meaning of each colour:

Colour Meaning

Red Some sessions did not progress well; learning or outcomes were limited.

Amber Some sessions were useful but could be improved; moderate impact.

Green Sessions progressed well and resulted in positive learning outcomes.

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2. Explain the Purpose

- Tell participants they are evaluating **how the sessions contributed to their understanding of media literacy, hate speech, and participatory storytelling**, and how the training affected their confidence and skills.
- Emphasize there are **no right or wrong answers**; honesty is encouraged.

3. Individual Reflection & Post-It Notes

- Give each participant a set of **post-it notes** (preferably of the same colours as the traffic lights)
- Ask them to **write reasons for their choice of colour** on each note.
- They should place each note on the circle that **best represents their perspective**.

4. Group Sharing & Discussion

- Invite participants to **share their reasons** with the group as they place their notes.
- Facilitate discussion around **common themes, challenges, and successes**.
- Encourage participants to **reflect on improvements or changes** they would like to see.

5. Facilitator Role

- Record key points from the discussion.
- Use the feedback to **adapt future sessions** and capture **qualitative evidence of learning and engagement**.
- Highlight **examples of positive impact** related to media literacy, critical thinking, and social awareness.

Notes for Use

- Suitable for groups of **6–15 participants**.
- Can be **documented visually** (photograph with consent) or with written notes.
- Combines **simple self-assessment** with **rich qualitative insights**.
- Quick and flexible: activity can be completed in **10–15 minutes**.
- Helps monitor **progress and effectiveness of HATE-LESS sessions** in real time.

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4

Training Timeline – Visual Reflection of Participation and Learning

Target Group

Young participants actively involved in Phase 2 of the HATE-LESS training programme.

Purpose

To support participants in **reflecting on their engagement**, capturing key milestones, successes, challenges, and learning throughout the training. This tool highlights changes in knowledge, skills, and attitudes related to **media literacy, participatory storytelling, and awareness of hate speech and disinformation**, while documenting participants' active contributions.

Timing

- Can be implemented **midway through the training** to capture progress and again **at the end of the programme** to reflect on cumulative learning.
- Useful for monitoring **short- and long-term impacts** of participation.

Method

- Participatory, **group-based visual activity**.
- Requires flip charts or large paper, markers, and a facilitator to guide discussion.
- Encourages participants to reflect collectively and document their journey over time.

Description

The timeline provides a **visual, chronological record** of training activities, participant involvement, and key outcomes. It helps participants and facilitators identify **milestones, challenges, and successes**, enabling discussion about both **individual and collective learning**. The tool supports both **evaluation** and **empowerment**, as participants see the tangible progress of their engagement.

Training Timeline

Instructions for Facilitators

1. Introduce the Activity

- Explain that the goal is to create a visual timeline of the training programme.
- Emphasize that it will illustrate major events, learning experiences, collaborations, and milestones, including the creation of participatory videos, workshops, and other media literacy activities.

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2. Prepare the Timeline

- Join two or three flip charts together.
- Draw a **horizontal or vertical line** to represent the passage of time.
- Use **dates or months/years** as reference points for key activities.

3. Document Key Milestones and Activities

- Encourage participants to identify and write important events, sessions, or achievements along the timeline. Examples:
 - Sessions with youth workers
 - Co-creation workshops for participatory videos
 - Awareness activities on hate speech and disinformation
- Include keywords for each milestone and indicate participants' contributions or results achieved.

4. Highlight Challenges

- Invite participants to note challenges or obstacles encountered at different points, e.g.:
 - Technical difficulties in video production
 - Group collaboration issues
 - Difficulties understanding media literacy concepts

5. Facilitate Reflection and Discussion

Guide participants to reflect (written form is preferred) on:

- How their role and engagement evolved over time
- Changes in their knowledge, skills, or attitudes
- Successes directly linked to their participation and actions
- Strengths and benefits of youth involvement in the programme
- Weaknesses or areas needing improvement
- Ideas for future actions or activities to maximize learning and impact

6. Document and Use

- Take photographs of the timeline (with consent) or transcribe key points for reporting.
- Use the visual timeline as a discussion tool to inform national and transnational reports.

Notes for Use

- Ideal for groups of 6–12 participants.
- Flexible: can be done in one session or spread over multiple sessions.
- Combines visual, participatory, and reflective elements, producing both qualitative data and an engaging learning experience.
- Supports assessment of progress in media literacy, critical thinking, and participatory video skills, while empowering participants to see their own impact.

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5

Self-Confidence Self-Assessment (Before and After)

Target Group

Young participants engaged in Phase 2 of the HATE-LESS training programme.

Purpose

To evaluate changes in participants' **self-confidence**, particularly in areas related to:

- **Media literacy and critical thinking**
- **Identifying and responding to hate speech and disinformation**
- **Sharing personal stories and participating in collaborative media projects**

The tool helps identify **who benefits most**, highlights areas for improvement, and supports discussion about **specific learning experiences that boost confidence**.

Timing

- **Before the training programme** (baseline)
- **Immediately after completion** of the training programme
- Optional follow-up to track sustained impact

Method

- Self-administered **quantitative questionnaire**
- Participants rate themselves using a **numerical scale and closed-response options**
- Can be complemented with **brief qualitative discussion** to explore reasons behind changes

Description

This self-assessment tool allows participants to **reflect on their confidence in engaging with media literacy tasks, participating in group activities, and addressing hate speech**. Aggregating scores across participants provides insights into overall trends and enables **disaggregation by age, gender, or other factors** to inform programme improvements.

Self-Confidence Assessment Table

Name (optional): _____

Date: _____

Group / Location: _____

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Self-Confidence Rating

Before the training:

Rate your self-confidence in engaging with media literacy and participatory activities (1 = VERY LOW, 5 = VERY HIGH) 1 | 2 | 3 | 4 | 5

After the training:

Rate your self-confidence now (1 = VERY LOW, 5 = VERY HIGH) 1 | 2 | 3 | 4 | 5

Perceived Change

1. Do you feel your self-confidence has increased since participating in the training? Yes | No
2. If yes, how much has it increased? Slightly | Moderately | Significantly

Contributing Activities

3. Did any specific activities or sessions contribute to your increased self-confidence? Yes | No
4. If yes, please specify which ones (e.g., participatory video workshops, media literacy discussions, group activities)

Confidence in Applying Skills

5. Have you noticed changes in how you approach challenges related to media literacy, collaboration, or public speaking? Yes | No
6. If yes, do you feel more confident in tackling these challenges now? Yes | No
7. Do you think your increased self-confidence will help you in future opportunities or decisions? Yes | No

Satisfaction with Changes

8. Overall, how satisfied are you with the changes in your self-confidence after participating in the programme?
 Very | Satisfied | Somewhat Satisfied | Neutral | Somewhat Dissatisfied | Very Dissatisfied

Notes for Use

- Aggregate scores for quantitative analysis of overall trends
- Disaggregate by age, gender, or other factors for more detailed insights
- Use open responses to identify specific activities that effectively boost confidence
- Quick and easy to complete (5–7 minutes)
- Provides a baseline and post-training measure for evaluation and impact reporting

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6

Footsteps – Mapping Progress and Participation

Target Group

Young participants engaged in Phase 2 of the HATE-LESS training programme.

Purpose

To help participants **visualize and reflect on the steps they have taken** throughout the training to achieve their learning goals. This tool encourages reflection on:

- **Knowledge and skills gained in media literacy and participatory storytelling**
- **Awareness and responses to hate speech and disinformation**
- **Levels of engagement and contributions to collaborative activities**

It also allows facilitators to **monitor participation, challenges, and progress** at different stages of the programme.

Timing

- Midway through Phase 2 or **after key modules/activities** to capture progress.
- Can be repeated at the end of the programme to review cumulative learning and actions.

Method

- Participatory, **hands-on group activity** using cut-out “footsteps” or visual markers.
- Participants reflect on the sequence of actions they took during the training and identify **key milestones**.
- Encourages discussion, storytelling, and **collaborative reflection**.

Description

Footsteps is a **visual and interactive tool** that allows participants to trace their journey through the training programme. Each “footstep” represents a **key stage, task, or milestone**, helping participants reflect on how they contributed to achieving shared learning goals and how their involvement evolved. The method also highlights **challenges, learning moments, and group collaboration**.

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Footsteps

Instructions for Facilitators

1. Prepare the Materials

- Cut paper or chart into 10–15 footstep shapes.
- Arrange enough space on the floor to create a path from start to finish.

2. Set the Goal

- Ask participants to reflect on their **main learning goal** for the training (e.g., improving media literacy, creating a participatory video, or addressing hate speech online).
- Write the goal on a sheet of paper and place it at the **end of the path**.

3. Map the Steps

- Invite participants to **place footsteps along the path**, one at a time.
- Each footstep represents a **stage in their learning or actions taken** to reach the goal.
- Ask participants to discuss and record:
 - What they did first (initial involvement)
 - Key activities or modules they participated in
 - Skills practiced or knowledge gained
 - Contributions to group work or projects

4. Reflect on Experience

- Facilitate discussion about:
 - Early involvement: Were they engaged in planning, discussions, or problem-solving?
 - Challenges: Which stages were most difficult or easy? Why?
 - Learning outcomes: How did each step help them gain confidence, skills, or awareness about hate speech and media literacy?

5. Document Findings

- Write down key steps and reflections on sheets next to each footstep.
- Use the visual map to identify patterns of engagement, learning, and impact.

Notes for Use

- Best for groups of 6–12 participants.
- Can be documented via photos or written notes (with consent).
- Encourages active reflection and discussion while producing qualitative evidence of participation.
- Complements other monitoring tools by showing progression over time and the practical application of skills learned in the HATE-LESS programme.

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7

Visual Participatory Mapping

Purpose

To help participants **reflect on and evaluate their engagement** throughout the training programme. The tool captures insights on:

- Levels and quality of participation in media literacy and hate speech activities
- Involvement in participatory storytelling, co-creation of videos, and group work
- Perceived effectiveness and relevance of each stage of the programme

Timing

- Can be used **throughout the training lifecycle**, at the end of modules, or after key participatory activities.
- Supports monitoring **ongoing engagement** and **cumulative learning**.

Method

- Group-based, participatory activity using a **visual mapping approach**
- Facilitators introduce the **programme cycle diagram** (see figure below)
- Participants identify **key activities, contributions, and learning experiences** at each stage
- Ideas and feedback are recorded visually

Description

Visual Participatory Mapping allows participants to **plot their journey through the training programme**. Each stage of the cycle represents:

1. **Finding out what the problems are (situation analysis)** – identifying knowledge gaps, challenges in media literacy, or understanding hate speech
2. **Deciding what to do about them (planning)** – planning their learning and participation in activities
3. **Taking action (implementation)** – engaging in sessions, workshops, and participatory video creation
4. **Measuring what happened (monitoring & evaluation)** – reflecting on learning outcomes and impact
5. **Acting on findings (dissemination & feedback)** – applying lessons learned, sharing experiences, and providing feedback

Participants place their experiences, contributions, and reflections along the cycle to visualize progress and impact.

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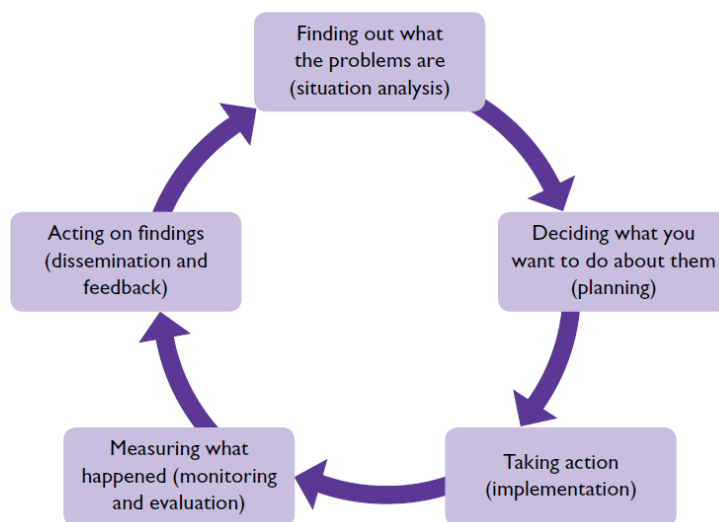


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Visual Participatory Mapping

Instructions for Facilitators

1. Introduce the Tool and Diagram
 - Show the cycle diagram.
 - Explain that participants will map their involvement and learning across each stage.



2. Map Participation & Experiences

- Ask participants to reflect on their engagement in HATE-LESS activities:
 - Media literacy sessions
 - Participatory video workshops
 - Group discussions on hate speech and disinformation
- Place comments, post-its, or notes on each stage of the cycle.

3. Facilitate Discussion

- Prompt reflection on:
 - Challenges and successes at each stage
 - Skills or knowledge gained
 - Areas where participation was most or least effective
 - Suggestions for future improvements

4. Document Insights

- Take photos of the completed map (with consent) or summarize key findings for reporting.

Notes for Use

- Best for groups of 6–12 participants
- Flexible: can be adapted for in-person or online sessions
- Provides qualitative data on participation, learning, and engagement
- Supports reflection on personal growth, collaboration, and project outcomes

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8

Context Analysis of Change – Mapping Impact Across Environments

Target Group

Young participants involved in Phase 2 of the HATE-LESS training programme.

Purpose

To help participants reflect on **the broader impact of their engagement** in the training programme at multiple levels:

- **Individual:** knowledge, skills, confidence in media literacy, critical thinking, and speaking out against hate speech
- **Family:** influence on attitudes, support for participants' initiatives, or sharing knowledge gained
- **Community / Local Institutions:** engagement with schools, youth clubs, or local organizations on topics like diversity, inclusion, and media awareness
- **Regional / National / International:** influence on local policies, awareness campaigns, or advocacy for inclusive and anti-discriminatory practices

This tool allows facilitators to capture both **expected and unexpected outcomes** of participants' involvement.

Timing

- Midway through the programme to assess emerging outcomes
- At the end of the programme to capture **cumulative impact**

Method

- Participatory, **visual, group-based exercise**
- Uses **diagrams of participants in their broader contexts** (circles representing individual, family, community, and wider governance or social structures)
- Participants use **Post-its, markers, or digital equivalents** to map objectives and outcomes

Description

This tool provides a structured way to examine **how participation in HATE-LESS activities affects participants and their environments**. Participants place **objectives and outcomes** in relevant areas of the diagram, reflecting on:

- Changes in their **knowledge, behaviour, and confidence**
- Influence on **family and peers**
- Contributions to **community and local organizations**
- Potential impact on **broader societal processes**, including awareness campaigns or policy influence

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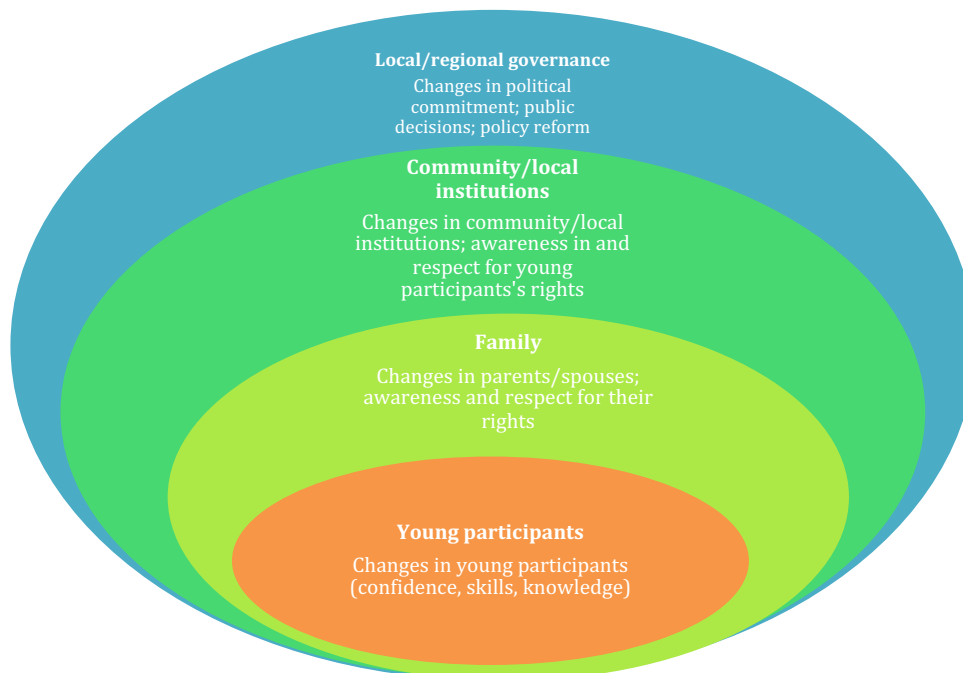


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Instructions for Facilitators

1. Introduce the Diagram

- Show a visual diagram illustrating **young participants at the center**, surrounded by concentric circles representing family, community/local institutions, and regional/national/international contexts.
- Explain that participants exist in a wider context and can **both influence and be influenced** by these environments.



2. Map Objectives

- Review the objectives of participants' involvement in HATE-LESS (e.g., raising awareness of hate speech, producing participatory videos, promoting media literacy in the community).
- Write each objective on a Post-it and place it in the appropriate circle (e.g., family, community, wider governance).

3. Identify Outcomes

- Discuss with participants what changes have occurred in relation to these objectives.
- Include positive and negative outcomes, expected and unexpected.
- Examples:
 - Individual: increased confidence to speak up against online hate
 - Family: parents/guardians more aware of misinformation
 - Community: school peers engaging in anti-discrimination projects
 - Wider governance: youth contributions to local media literacy campaigns

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4. Encourage Reflection

- Facilitate discussion on:
 - How participants' engagement influenced their surroundings
 - Which objectives were fully or partially achieved
 - New opportunities arising from participation
 - Challenges or barriers encountered

5. Document Findings

- Record outcomes directly on the diagram or transcribe Post-it notes.
- Use findings for **evaluation, reporting, and informing future programme improvements.**

Notes for Use

- Suitable for groups of **6–12 participants**
- Flexible for **in-person or online implementation**
- Provides **qualitative evidence of wider impacts**, complementing other monitoring tools
- Helps participants **connect their personal learning to societal outcomes**, reinforcing the purpose of HATE-LESS activities

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9

Reflexive Journal – Mapping Your Learning and Growth

Target Group

Young participants involved in Phase 2 of the HATE-LESS training programme.

Purpose

To provide participants with a structured yet flexible way to reflect on:

- Personal impressions, feelings, and attitudes during the training
- Knowledge gained about media literacy, hate speech, and inclusion
- Skills and competencies developed (e.g., critical thinking, communication, advocacy)
- Connections between personal learning and actions within family, community, and online spaces

This tool supports self-awareness, critical reflection, and the documentation of learning in participants' own words.

Timing

- After each training session or activity
- Midway through the programme for emerging reflections
- At the end of the programme to consolidate cumulative learning

Method

- Individual, written, or digital journaling
- Flexible structure: participants answer prompts, sketch ideas, or record audio/video entries
- Can be complemented by optional group discussion or peer-sharing

Reflexive Journal Structure & Prompts

1. Date & Session/Activity

- "Today I participated in..."

2. Initial Impressions & Feelings

- "How did I feel before, during, and after the activity?"
- "What surprised me?"

3. Knowledge & Insights

- "What new things did I learn about hate speech, media literacy, or inclusion?"
- "Did any of my previous ideas change or get challenged?"

4. Skills & Competences Developed

- "Which skills did I use or improve today?" (e.g., critical thinking, speaking up, teamwork, research, creative expression)
- "What am I more confident doing now than before?"

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5. Connections to My Life & Surroundings

- "How can I apply what I learned at home, with friends, or in my community?"
- "Have I noticed any changes in how others respond to my ideas?"

6. Challenges & Questions

- "What was difficult or confusing?"
- "What questions do I still have?"

7. Actions & Next Steps

- "What could I try differently next time?"
- "Are there any small actions I can take to practice what I learned?"

Optional Creative Extensions

- Sketch or mind-map key concepts or emotions
- Record a short audio or video reflection instead of writing
- Use sticky notes for quick, spontaneous thoughts

Instructions for Facilitators

1. Introduce >the Journal

- Explain that this is a private, personal tool for reflection and growth, not graded or judged.

2. Model Reflection

- Share an example entry (short, relatable) to illustrate depth and honesty.

3. Set a Routine

- Encourage participants to spend 5–10 minutes journaling after sessions.

4. Encourage Optional Sharing

- If participants feel comfortable, they can share excerpts in small groups to inspire discussion.

5. Collect & Use Insights

- Use anonymous excerpts or aggregated themes for programme evaluation, reporting, and understanding emerging impacts.

Notes for Use

- Works for groups of any size, individually practiced
- Suitable for in-person or online training
- Builds participants' self-awareness and encourages critical, reflective thinking
- Complements other monitoring tools by documenting personal and emotional aspects of learning

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10

Stories of Most Significant Change – Capturing Impact Through Creativity

Target Group

- Young participants in the HATE-LESS training programme
- Other stakeholders involved: trainers, educators, community members, local organizations, and relevant labour market actors

Purpose

- To identify and reflect on the most meaningful changes resulting from participation in HATE-LESS activities
- To explore both personal and social outcomes, including shifts in attitudes, behaviours, and awareness about hate speech, media literacy, diversity, and inclusion
- To give participants and stakeholders a creative, expressive way to document their experiences and learning

Timing

- Periodically throughout the programme (e.g., every 3–6 sessions)
- After major activities, group projects, or awareness campaigns
- Allow several weeks for participants to gather, develop, and creatively present their stories

Method

- Creative, participatory, and flexible
- Can include written stories, poetry, letters, diaries, photography, drawings, paintings, sculpture, songs, or short videos
- Materials depend on chosen medium: paper, pens, notebooks, art supplies, cameras, audio/video devices

Description

This tool captures stories of significant change as perceived by participants and stakeholders. It focuses on real experiences and outcomes, offering insight into both internal changes (knowledge, confidence, attitudes) and external effects (community engagement, advocacy, peer influence).

Stories of Most Significant Change

Step-by-Step Instructions for Facilitators

1. Introduce the Concept

- Explain that “Most Significant Change” stories highlight the experiences and learning moments that mattered most

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during the HATE-LESS training programme.

- Emphasize that creativity is encouraged—there's no "right" way to tell a story.

2. Choose a Medium

- Give participants options: written story, diary entry, letter, poem, drawing, painting, photography, short video, or other creative expression.
- Ensure materials and tools are available for all chosen formats.

3. Reflect and Identify Changes

- Ask participants or stakeholders to think about:
 - What personal changes have happened (knowledge, confidence, behaviour)?
 - What changes have occurred in relationships, family, peers, or community?
 - Which moments or experiences were most meaningful and why?

4. Document Stories in Detail

- Capture key information:
 - What happened?
 - Where and when?
 - Who was involved?
 - How did the change occur?
 - What evidence is there of this change?

5. Share and Discuss (Optional)

- Allow participants to present their stories individually or in small groups.
- Encourage discussion about the impact on personal learning, community awareness, and broader anti-hate initiatives.

Notes for Use

- Works for groups of any size and can be adapted for in-person or online sessions.
- Provides qualitative evidence of both expected and unexpected outcomes.
- Supports participants' self-expression, ownership of learning, and connection between personal growth and societal impact.

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