

EVALUATION REPORT

LIFEDREAMS4 ALL

UK/11/LLP-LdV/TOI-456

IMPACTS OF THE PROJECT ON YOUNG PEOPLE

by

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IMPACTS OF THE PROJECT ON YOUNG PEOPLE

This section aims at analyzing the impacts of the lifedreams4all project on the young people who took part in the project. It is consistent of two parts:

- a) **Part 1:** Evaluation of baseline questionnaire regarding qualities/values/skills admired or possessed by young people (students),
- b) **Part 2:** Evaluation of Feedbacks regarding perceptions and experiences of students on the project activities carried out by their trainers who were themselves trained by Embrace Ltd. Co.

Part 1 (baseline questionnaire) is based on the following open-ended questions:

- Any special learning support needed?
- Please tell us 10 skills you think you are good at.
- Please tell us 3 good qualities you have you like about yourself
- Please tell us 3 good qualities others like about you.
- Please tell us 3 qualities or skill you would like to learn/ improve or refine.
- Where would you like to see yourself in 2 years' time/ what would you like to have experienced by then/ achieved?

Part 2 (feedbacks) is based on the following 5 open-ended questions:

- How was the experience?
- What did you learn?
- How can you use it in daily life?
- What was challenging for you?
- Any other comments/ suggestions?

Those feedback questions were asked to the young people (students) after the implementation of three different workshops in different dates. All the answers were documented on papers and achieved for further analysis in later times.

Both kinds of questionnaires were conducted on 100 students studying in various departments of 5 different schools of vocational training run by Balıkesir University, Turkey. The names and locations of those schools are listed below:

- Balıkesir Vocational School, Balıkesir
- Bandırma Vocational School, Bandırma
- Susurluk Vocational School, Susurluk
- İvrindi Vocational School for Health, İvrindi
- Altınoluk Vocational School, Altınoluk

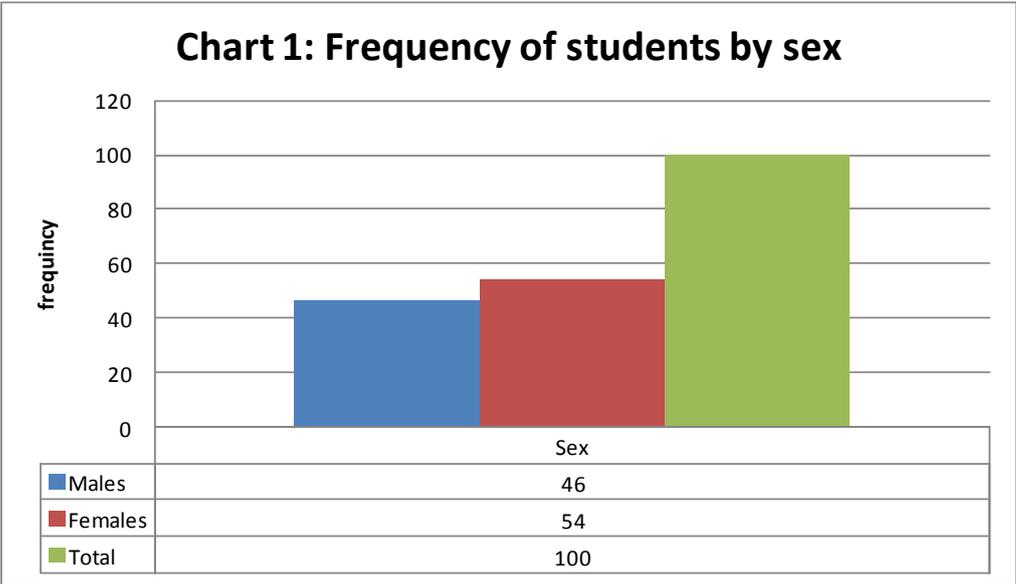
Students were selected for interviews among those who participated in the training activities of those trainers who got the necessary knowledge and skills for *Lifedreams4all training program*. Those trainers are 10 teachers employed by Balıkesir University. 10 young people were included for interviews from the students of each one of those trainers.

PART 1: EVALUATION OF BASELINE QUESTIONNAIRE

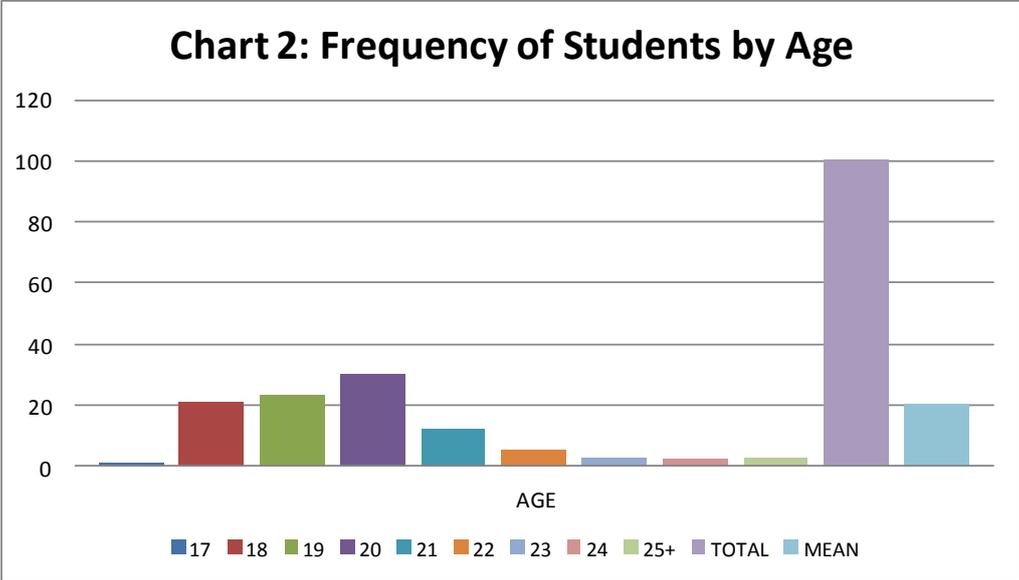
This section of the report aims at evaluating the findings from the baseline questionnaire regarding qualities/values/skills admired or possessed by young people (students). The baseline questionnaire intends to find out an overall information first about distribution of sex and ages of the participant students and then about their perceptions on qualities/skills that they admire, possess, wish to develop.

Sex and Age Distribution

As can be seen from Chart 1, sex distribution of the students is almost equally balanced. 46 (46 %) out of 100 students are males while 54 (54 %) are females.

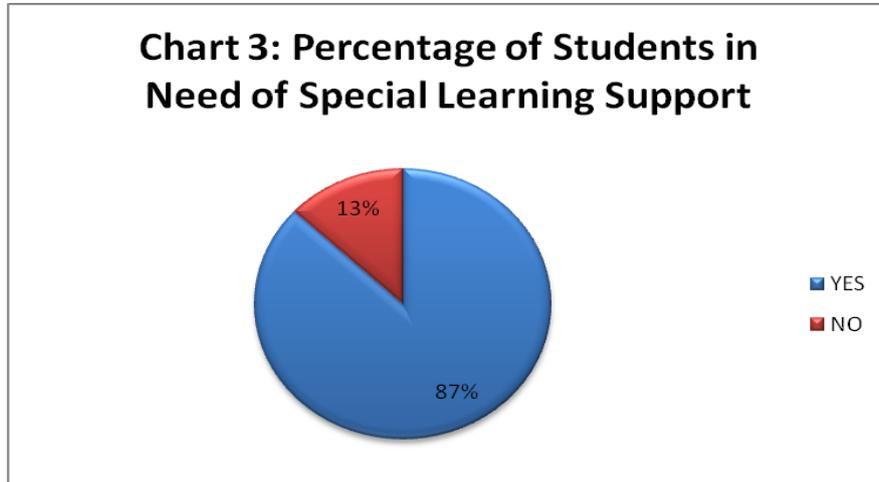


As Chart 2 shows, the range of age distribution varies from 17 (the youngest) to 25 or older. The majority of the students are between 17 and 22 years old. The mean value for age is 20.2.



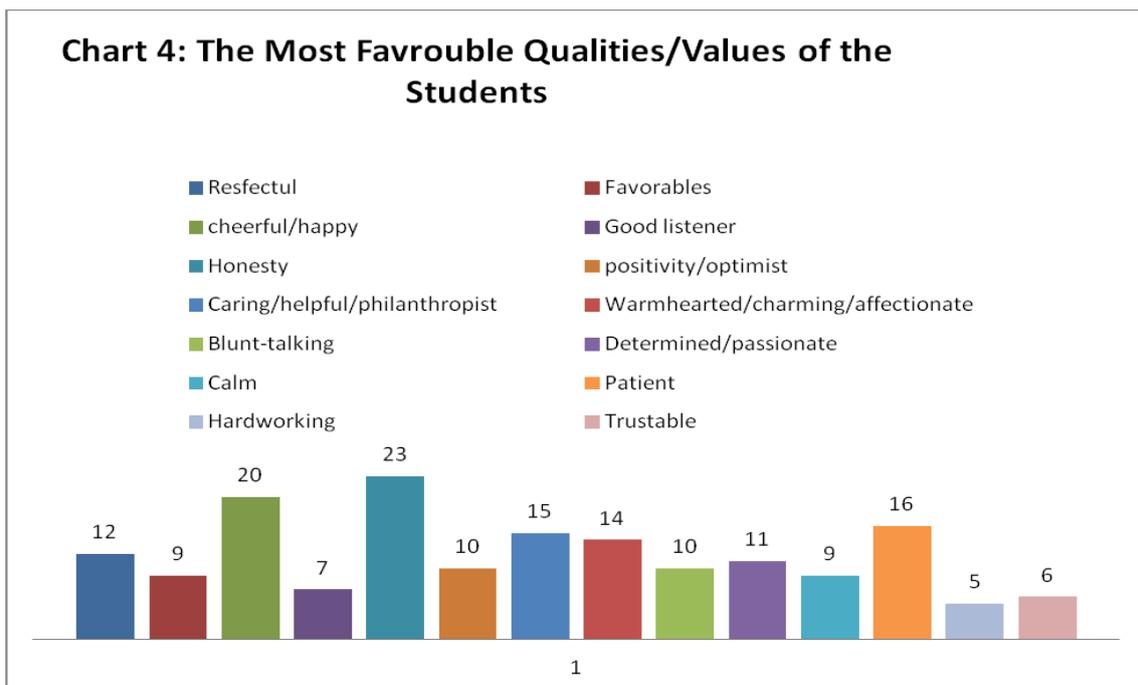
Need for Special Learning Support:

The participants were asked if they needed any special learning support. As Chart 3 shows, the majority (87 %) do not need any special learning support. Only 13 % of the students need such supports.



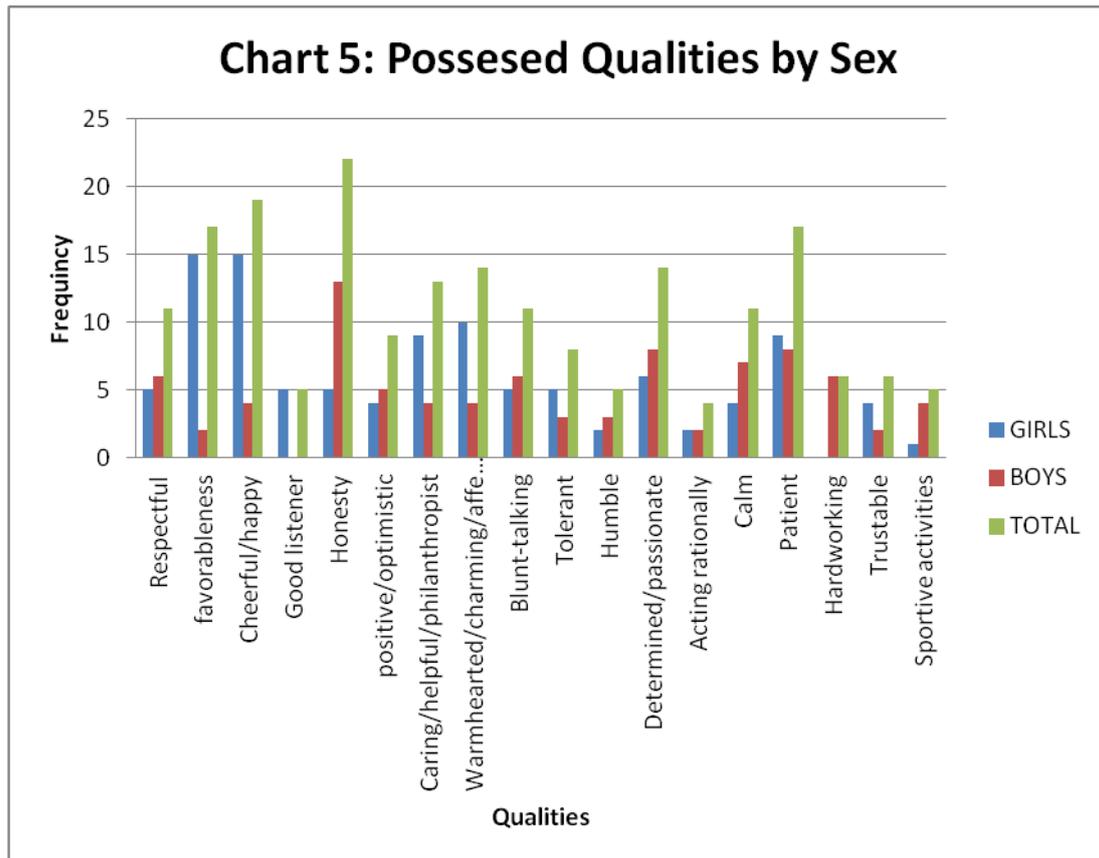
The Most Favored Qualities/Skills:

The students were asked to identify 10 qualities or skills they thought they were good at. Chart 4 shows the results. From this chart, it can be seen that the most favored qualities are honesty, cheerfulness/happiness, patience, being caring/helpful/philanthropist, being warmhearted/charming/affectionate, respectfulness, determination/passion, blunt-talking and positivity/optimism.



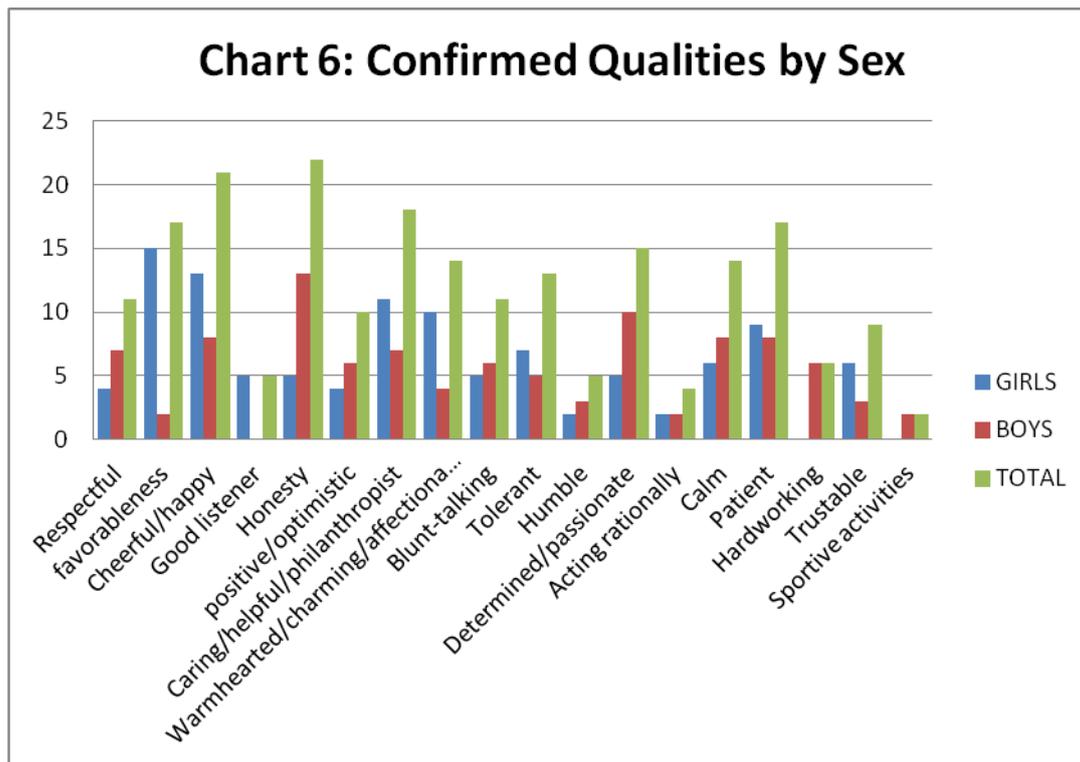
Possessed Qualities:

The participants were asked to identify 3 qualities they had they liked about themselves. The findings were categorized by sex. As Chart 5 shows, the most frequent qualities girls mentioned are *favorableness* and *being cheerful/happy* while boys tended mentioning *honesty*, *patience* and *determination/passion*. It is interesting to see that only boys value *hardworking* while it is mentioned by no girl. Similarly, *being good listener* is valuable only for girls, not even for one boy.



Confirmed Qualities:

The participants were asked to identify 3 qualities others liked about them. Chart 6 shows the results. Again there seems to be some significant differences between the two sexes. While girls mention *favorableness* and *being cheerful/happy* while boys tend mentioning *honesty*, *patience* and *determination/passion*. *Sportive activities* and *hardworking* are mentioned only by boys whereas *being good listener* is mentioned by only girls. *Acting rationally* is mentioned by both sexes at the same level.

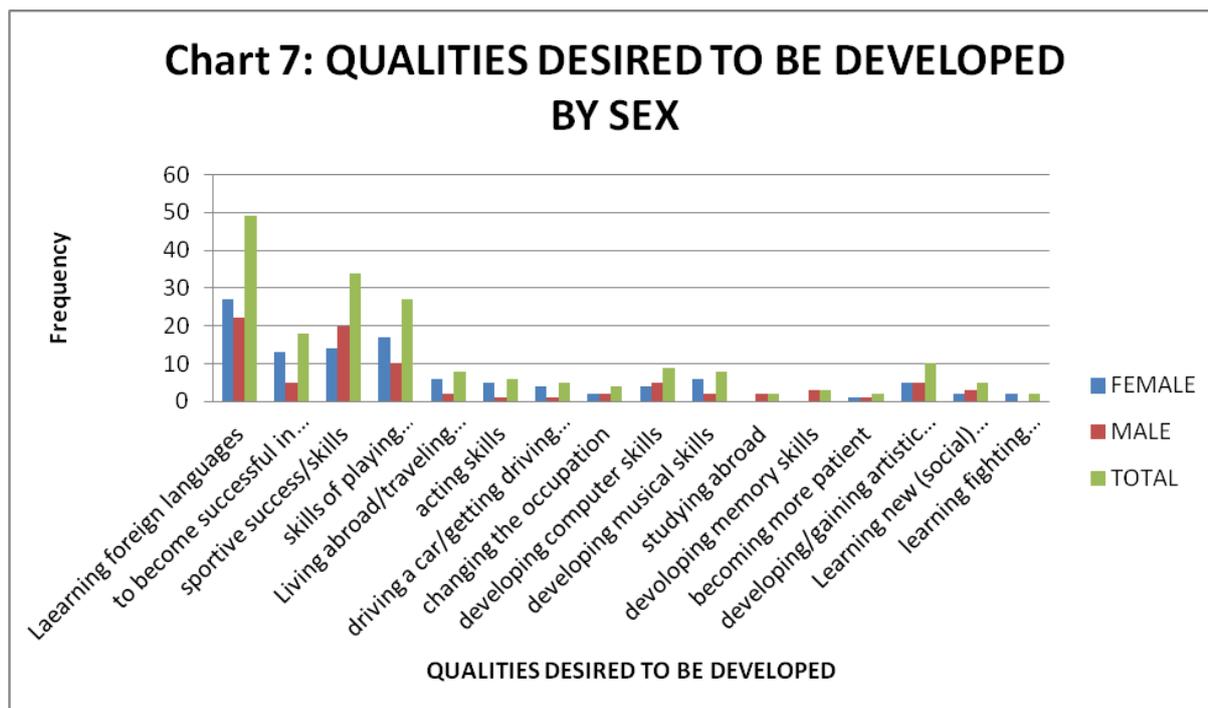


Qualities/Skills Desired to be developed:

The participants were asked to identify 3 qualities or skills they wanted to learn / improve or refine. Those qualities/skills are considered to reflect parts of their lifedreams. The data shows (see Chart 7) that the most desired qualities/skills are the followings:

- a) Learning foreign languages,
- b) Becoming successful at professional life,
- c) Getting sportive successes or skills,
- d) Getting skills of playing instruments/dancing,
- e) Developing/gaining artistic skills,
- f) Living abroad/traveling around the world,
- g) Developing computer skills,
- h) Developing musical skills,
- i) Driving a car/getting driving license.

When by sex variable is taken into analysis, some interesting results are found. For example, *learning foreign languages* is almost equally desired by both sexes. However, *becoming successful at the professional life* is much more desired by girls than by boys. Similarly, girls are more interested in *driving a car/getting driving license* and in *developing musical and acting skills* than boys are. Furthermore, girls are more interested in *living abroad/traveling around the world* than boys are.



Perceptions of Personal Future on 2 Years:

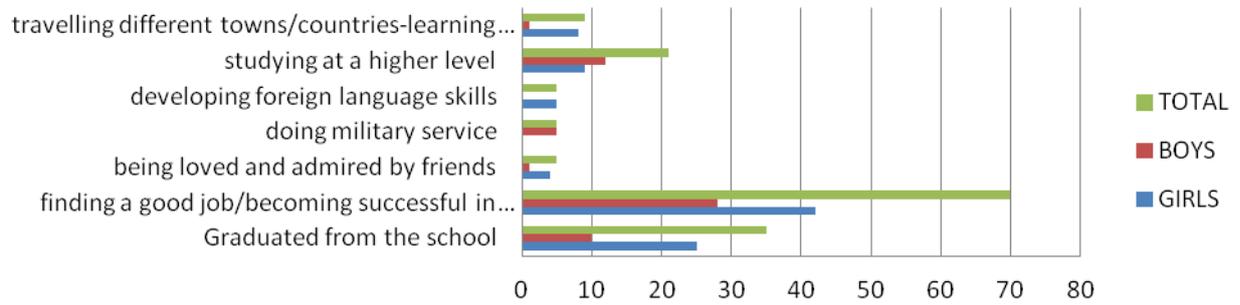
The participants were asked to share where they saw themselves in 2 years later. Compared to the previous question, this one is supposed to be more direct about their lifedreams. Whereas previous question generated a larger variety of answers, the current one revealed less varied answers. The answers are listed below:

- a) graduating from the school,
- b) finding a good job/becoming successful in career,
- c) studying at a higher level,
- d) travelling different towns/countries-learning new cultures,
- e) developing foreign language skills,
- f) doing military service
- g) being loved and admired by friends

Among those life activities, two of them appear to be the dominant ones for both sexes: *graduating from the school* and *finding a good job/becoming successful in career*. In a sense, these two are typical answers that can be got from every “normal” Turkish youth because of their socialization processes.

Despite the fact that these two activities are the dominant answers for the near future, as Chart 8 shows, there seems to be gender-based differences as well. For example, *graduating from the school* is mentioned by 25 girls while it is mentioned by 10 boys. Likewise, *finding a good job/becoming successful in career* is mentioned by 42 girls while it is mentioned by 28 boys.

Chart 8: Perceptions of Personal Future in 2 Years by Sex



Naturally, *doing military service* is mentioned only by boys just because it is mandatory for them, not for girls. On the other hand, *developing foreign language skills* is mentioned only by girls, not by boys. This contradicts with the findings of the previous question (chart 7) because boys wished to *develop foreign language skills* almost as many frequently as girls did. The difference of findings shown in both charts can be interpreted as indicating that girls tend to take their lifedreams more serious than boys do.

Another interesting finding is that girls are more interested in *travelling different towns/countries –learning new cultures*. Again this contradicts with the traditional view of gender roles. Traditionally boys are considered to be more adventurous than girls. But the findings point at the other way around.

PART 2: EVALUATION OF FEEDBACK QUESTIONNAIRE

General Perceptions, Feelings, Thoughts on the (New) Training Approach and Workshops:

The findings show that all students are very happy with the application of experiential training techniques that their teachers used during the three workshops. Those techniques are completely new for them because they and their teachers were accustomed to traditional teaching techniques which were “not funny, instead too boring”. Students find the new educational approach “very useful and fruitful”, “much efficient and funny”, “fun as much as informative”, “leading to more indelible learning results”. For example, one student says:

I have been hearing about triage but I understood only after my teacher used those new experiential teaching techniques” (Alime Girgin, 17, nursing student, İvrindi MYO).

It seems that some students held some doubts on the workshops but later they changed their views. This appears to be due to insufficient instructions regarding the workshops.

At first I thought those activities are meaningless, things to kill time. However, later on, seeing the results, I acknowledged their need and usefulness (Serkan Bakırcı, 22, BMYO).

At the beginning we didn't understand exactly what our teachers wanted to do. But later we saw how much fun and useful it was (Hilal Baysal, 20, SMYO).

Most of students agree on the point that this new approach is able to keep attention of the students alive for the whole duration of classes whereas this was not possible before. This is because, they explain, the new approach is based on active learning and participation. This is a sharp contrast to the traditional teaching approach that was based mainly on theoretical lecturing.

We are not passive listeners any more. We enjoy our classes now because we are encouraged to be active in the classroom. (Şerife Cıldır, 18, nursing student, İvrindi MYO).

Before, we used to learn and then forget. But now we don't forget because we are now active learners. (Esmâ İrmış, 18, nursing student, İvrindi MYO).

Another important finding is that the workshops seriously helped students to discover themselves: their strengths and weak points as a young person. This is acknowledged by almost all students. As an example, one says:

I realized that I didn't know myself before. But now it is different. I know what my strengths and weaknesses are. I am working on developing myself (Rasim Gökan Akın, 19, BMYO).

I am happy that I learnt how to work on my weaknesses (Yaşar Çalışkan, 19, BMYO).

It appears that the workshops contributed to the understanding of the students not only about themselves but also about others, especially disabled ones. All the students commonly stressed that they did not pay much attention on how other people feel or how difficult their lives might be. But those workshops (especially playing the role of a blind person) made them aware of and sensitive about the difficulties of other people.

For example, through the role play of a blind person, I realized that it is us who look at life blindly (Eda Çotuk, 19, BMYO).

Those workshops made me looking at the lives of other people much differently (Alkan Atik, 19, BMYO).

Those workshops provided me the skills of empathy. Through empathy, I am better able to understand others and it is easier for me to change my negative behaviors and thought about them (Sema Aşcıoğlu, 18, İvrindi MYO).

The workshops helped the students to understand also that positions/statuses in life can be changed by factors out of our control. A young man expresses this as the following:

Indeed, I came to think and feel that in fact all of us are candidates of becoming disabled some day (Orçun Tolunay, 18, BMYO).

Another one makes a point about respecting to the views of others:

I now better understand how important it is to respect and appreciate to the views of others as much as my own (M. Akif Durmuş, 18, BMYO).

I understood that each and every difference is a richness (Elif Ünlü, 19, Ban.MYO)

Furthermore, the findings indicates that the students found the workshops innovative in the sense that they led to the practice and understanding of team-work among the students. This is particularly important because Turkish students are not much accustomed to team-work.

Sharing our thoughts and works in groups was interesting for me. At the beginning I was shy but later I felt more comfortable. I now think that it is easier to find solutions when working in teams (Özkan Yıldız, 21, BMYO).

Additionally, the students are quite satisfied with the fact that they practiced some exercises at the beginning and/or middle of their workshops. This made them “more interested in the class”, “more fresh and efficient”. Here is how the students state this opinion:

Before we started to our workshops we always did some exercises. Then we started the class quite fresh. Our performance increased hundred percent (Elif Yılmaz, 21, AMYO).

Exercises helped me to empty my mind and start the workshops with a fresh mind (Mehmet Varol, 21, AMYO).

Some trainers started their workshops with some relaxing music instead of exercises. Like exercises, this seems to generate positive results as well.

Listening to music before the workshops increased my motivation very high (Mert Altınorak, 24, SMYO).

I felt myself very calm and comfortable. It was very impressive (Hanife Tekin, 19, SMYOK).

It was fun, comforting and positive-energy providing for me (Merve Badici, 19, SMYO).

It (starting to the workshops with music) helped us to socialize with each other. Personally, it helped me to lower my fears and concerns that I had about college education (Yğmur Kaya, 18, SMYO).

All the above-mentioned points are confirmed almost by all students not only for the first workshops but also for the second and third ones. However, reactions of the students regarding to the second workshops seem to be more focused on their lifedreams. Several impacts can be identified in this regard.

First, the workshops on lifedreams seriously helped the students to clarify what their lifedreams are. Some students point at this in the following ways:

I had never written my lifedreams on a paper and never thought about them seriously. By putting them on a paper I realized how many dreams I have (Elif Ayvaz, 19, BMYO).

My lifedreams were not in my agenda of daily life until now. By participating into those workshops I got a chance to think and determine my lifedreams and I begun to look at them as my road maps (Serpil Atek, 20, SMYO).

I realized that it is up to us to develop some lifedreams and to go after them in real life (Ufuk Gençer, 26, BMYO).

Second, whereas they used to hold no real belief at them, the students began to take their lifedreams more seriously. The students came to think that the workshops made them believe in their dreams and go after them. Statements like the followings are examples of this view.

Up until now I used to think that my lifedreams would never come true. But now, after those workshops, I think why not (Şaziye Köse, 20, BMYO).

I used to think about my dreams as if they were impossible wishes to realize. However, my teacher made me think more positively about my dreams. Now I have more self-confidence about my dreams (Yadigar Aksoy, 24, AMYO).

I used to think really impossible things. My teacher helped me to develop some reasonable and valuable goals in my life in front of me (M. Akif Durmuş, 19, BMYO).

Third, the findings show that the students already started to work on the realization of their lifedreams. Statements like the followings are very common among all the students:

I've already taken some actions to realize my dreams (Mesut Koç, 20, BMYO).

After those workshops, I've taken new decisions for my life (Serhat Alacakurt, 20, BMYO).

I am now focused on my future to realize my dreams. These workshops increased my motivation to go after my dreams (Yunus Mengü, 20, AMYO).

I realized that dreams are not just dreams. Dreams are who we are. Dreams are for coming true. I can do it (Cihan Konar, 20, Ban. MYO).

Forth, the findings show that the students became aware of what they need to do in order to realize their lifedreams. The main points are expressed by some students as the followings:

Now I know that I have to be determined and make some sacrifices if I really want my dreams come true (Safiye Ekşi, 19, AMYO).

Going after my lifedreams will not only make me happier but also more successful in my profession and private life. This requires serious effort and discipline (Sercan Yıldız, 19, BMYO).

In order to realize my dreams, I am now aware of the fact that I have to keep not only my body but also my soul healthy (Gözde Aygün, 19, SMYO).

I learnt that I should keep a positive thinking mind even when I face serious challenges. I should not let external factors dominate me and my dreams (Emine Afacan, 20, SMYO).

Another important aspect of the findings is that the students came to think that their teachers do care about them and about their lifedreams. Close attention of the teachers in this regard touched on the hearts of the students. As one student says:

I realized that our teachers care about us. Before those workshops, I was not aware of this. Knowing that they care about us makes me feel happy (Elif Pekmez, 21, AMYO).

In sum, the above-mentioned findings indicate that the students hold very positive feelings and thoughts about the new training approach and about the workshops carried by the trainers. This is due to several factors that are missing in the traditional training methods and attitudes. The new approach and workshops developed by the *lifedreams4all* project;

- are based on experiential learning techniques encouraging students to be active learners.
- allow students to express themselves freely,
- strengthen socialization, solidarity and sharing among students,
- create and reinforce team spirit and team-work skills,
- help students to discover and analyze their personal strengths and weaknesses,
- make students aware of and go after their lifedreams,

Learning Results and Competences of the Workshops:

The findings show that the workshops produced many fruitful results and competences for the students. Based on students' own statements, they can be categorized in the following groups:

a) Learning results and competences about team-work: The findings show that the students developed awareness about and benefits of team-work. Working in teams encouraged them to express themselves better than before. Here are some examples of views on this:

I developed my skills of team-work (Gizem Karabıyık, 18, IMYO).

I learnt working in groups, sharing my thoughts with others and learning by discussion (Fatma Diler, 18, IMYO).

I learnt sharing information in a proper way and expressing myself in groups (Şerife Çıldır, 18, IMYO).

I developed my skills to be courageous and self-confident in society. I didn't have those before (Ayşe Kaya, 18, IMYO).

The workshops increased my motivation of participation (Büşra Aydemir, 18, IMYO).

I got a chance to compare individual work and team work. I think team work is much more efficient and productive (M. Akif Durmuş, 19, BMYO).

b) Learning results and competences about self-discovery and self-development skills: The findings show that the workshops helped the students to discover and analyze their strengths, weaknesses and emotions. All students make similar points. A few example would be the followings:

I discovered my strengths and weaknesses (Mesut Koç, 20, BMYO).

I learnt looking at my inner world and analyzing my emotions (Nurdoğan Gürhan, 20, BMYO).

I learnt why and how I should be patient (Serhat Alacakurt, 20, BMYO).

I learnt how to focus on something (Gözde Dik, 20, AMYO).

The workshops helped me a lot to solve my adjustment disorder problems (Özkan Yıldız, 21, BMYO).

The workshop taught me to have self-confidence, to be aware of my actions and to develop a social network (Yağmur Kaya, 18, SMYO).

The workshop taught me how to listen to myself and the nature, how to calm down, how to feel at peace and how to use my breathing (Neslihan Ecem Çelik, 20, Ban. MYO).

I learnt how I can be a positive person just by spending 5 minutes for it (Merve Badici, 19, Ban. MYO).

I realized that everything boring like classes can be transferred to something fun (Fuldem Tütüncü, 20, SMYO).

I begun to look at life warmly, seriously, and positively (Mustafa Gümüş, 23, AMYO).

c) Learning results and competences about lifedreams: The findings show that the workshops did help the students in thinking about, in planning of, in prioritizing of and in fighting for their lifedreams. The following citations illustrate this finding well:

I had no single reason to live, not even one! But now after the workshops I have millions of reasons! (Serhat Alacakurt, 20, BMYO).

I came to think that nothing in life is impossible to achieve (Serpil Atek, 20, SMYO).

I realized that I can think limitless about my dreams (Onur Bilgin, 19, BMYO).

I learnt that I have to fight for my dreams to come true (Kürşat Ayyıldız, 20, BMYO).

The workshop made me aware of the fact that our happiness is inside our own hands (Ebru Güntay, 20, Ban. MYO).

I now know that realizing my dreams is up to me and my efforts (Gözde Dik, 20, AMYO).

In following my lifedreams, I learnt that I never should give up no matter how difficult surrounding conditions might be (Şaziye Köse, 20, BMYO).

I learnt first looking at life positively and then going after my dreams and never giving up (Şaziye Köse, 20, BMYO).

I don't want to have "I wish I could..." anymore, instead I want "I will .." (Yadigar Aksoy, 24, AMYO).

d) Learning results and competences about social interactions: The findings indicate that the workshops contributed to the students' understandings of disabled people and to their skills of empathy and socialization. A few citations will be sufficient to illustrate this:

I learnt empathizing with disabled people. After the exercise of playing the role of a blind person, I learnt how difficult life is for them (Elif Ayvaz, 19, BMYO).

I learnt looking at myself and others from different viewpoints and act differently (Emine Afacan, 20, SMYO).

The workshop changed my way of looking at disabled people (Büşra Dönmez, 20, BMYO).

The workshop about disability made me aware of how valuable the things I have are (Fahriye Soylu, 20, BMYO).

Areas of Use for Learning Results and Competences:

The findings show that the students tend to think that their learning results and competences can be used in and applied into many areas of life. Many students think that they can be used in and applied into almost all areas of life.

Some students think what they learnt can be used in work-life while others add family-life and social network as well. Still other students think they can be used in the processes of studying and preparation for exams.

Referring to different workshop activities, many students believe that what they learnt can be used in managing their emotions, in dealing with stress and in taking important decisions.

Most important of all, most of the students share the belief that what they learnt can be and should be used in different stages of their journey to their lifedreams.

When addressing to the ways of using such competences, the students tend to stress the importance of being patient, determined, calm, being tied to lifedreams, organizing life activities with realistic well planning. They also emphasize taking necessary actions for the realization of lifedreams and working devotedly.

Challenges faced:

The findings show that many of the students saw no problem in following the workshops and in implementing what they have learnt. However, there are also a number of issues raised by several students. The findings point at two different kinds of challenges that the students faced during workshop activities.

a) Individual Challenges:

Because some students are not much used to sharing their feelings and thoughts with other people, they had difficulties in doing so at least at the beginning of the workshops.

I was shy to express my feelings and opinions in front of people. It was just difficult for me (Ayşe Kaya, 18, IMYO).

Actually there was no difficulty. It is just that I am not accustomed to such environments and activities (Merve Badici, 18, Ban. MYO).

The workshops required participating in some activities involvement role playing. Because I am shy person, I was not feeling so comfortable in those activities (Büşra Budan, 18, IMYO).

Some students address to the challenge of implementing their new knowledge and ideas in daily life. Those challenges seem to be based on difficulties of re-orienting oneself according to one's lifedreams. The following citation illustrates this:

It was not easy for me to withdraw myself from my habits and daily routines (Mesut Koç, 20, BMYO).

On the other hand, it appears that a few students felt uncomfortable during the workshops due to their lack of dreams:

I didn't feel comfortable when others were sharing their lifedreams. That is because I realized that I had no clear dream at all. I was like a leaf in the wind (Cansu Şenerol, 20, AMYO).

Another type of individual challenges concern following the rules of the workshops set forward. For example:

I was challenged by the rule to express my thoughts about my friends without breaking their hearts (Betül Şafak, 18, SMYO).

Playing the role of a blind person was very nervous-breaking. It made me really aggressive (Kürşat Ayyıldız, 20, BÖYO).

It was not pleasant to be dependent on somebody (Naciye Moloz, 18, BMYO).

It was really hard for me to exchange my private feelings and always to make interpretations

In short, individual challenges do exist due to different structures of personality and personal experiences. Such challenges are normal to appear. When recognized, the trainers may/should take special actions to overcome the difficulties.

b) Environmental challenges:

The findings show that there are quite a number of environmental challenges faced by the students. In a sense, environmental challenges are more important because;

- They are expressed and emphasized by almost all of the students,
- They negatively affected almost all of the students.

Therefore, the environmental challenges deserve to be given serious thoughts on and require immediate and efficient solutions.

Those environmental challenges can be summarized at the following points:

- ✓ All students agree that the number of students was too crowded to implement the workshops. Connected with this problem, there were some additional ones:
 - a. There was noise pollution in the workshop environment.
 - b. It was hard to follow the workshops because of the crowded numbers and of noise.
 - c. Some students were trying to exploit the situation and they were not really participating.
- ✓ The students commonly point at the fact that the physical structure of the classrooms was not suitable for the workshops.
 - a. Especially student-desks were making the activities hard to realize.

- b. There was no enough space to do certain activities.
 - c. It was difficult for the trainers to control the whole environment.
- ✓ Sometimes the trainers failed to give appropriate instructions for the workshops. The following citations are evidences of this point:

At the beginning we didn't understand exactly what our teachers wanted to do. But later we saw how much fun and useful it was (Hilal Baysal, 20, SMYO).

At first I thought those activities are meaningless, things to kill time. However, later on, seeing the results, I acknowledged their need and usefulness (Serkan Bakırcı, 22, BMYO).

- ✓ Finally the students seem to complain about the fact that duration of workshops was much longer than usual. As can be seen from the following citation, this made a few students get bored and broke their concentration.

I don't know why but at some point I got bored (Cihan Konar, 20, Ban. MYO).

It can be inferred from the above-mentioned findings that especially environmental challenges reduces the capacity of the workshops to produce positive impacts of the project on the students. In the efforts of continuing similar workshops or of organizing them with different groups of young people, the trainers must pay special attention on the environmental conditions. Interestingly, the students are aware not only of the challenges but also of possible solutions for them. The next subtitle will illustrate the suggestions of solutions coming from the students themselves.

Suggestions of Solutions for Environmental Challenges:

Because it is the students who had to face the environmental challenges, they seem to be capable of suggesting some solutions as well. Those suggestions are listed below with the words of the students:

- 1) The scope of the workshops should be extended:

Such workshop activities should take place more often (Esra Taş, 18, IMYO).

All the trainers should have their teachings based on such workshops (Arzu Canbaz, 18, IMYO).

The whole school should follow this training approach (Gözde Aygün, 19, SMYO).

- 2) The physical design of the workshop rooms should be changed:

There should be no desks in the workshop rooms. There should be easy-to carry-chairs instead of immobile chairs (Ahmet Levent Çınar, 22, AMYO).

The order of sitting in the workshop rooms should be changed appropriately (Ayşe Aydın, 20, SMYO).

- 3) The number of participating students should be reduced to a lower level:

Each workshop should have a smaller number of students. I suggest dividing the whole class into two groups and have the workshops separately for each group (Emine Afacan, 20, SMYO).

Those students who are not really interested in the workshops should be excluded from workshop activities (Şahinaz Arun, 23, SMYO).

- 4) The trainers should pay more attention on making sure that sufficient instructions are given to the students before starting their workshop activities.

I believe that students should be better informed about the aims and processes of the activities (Selçuk Şen, 26, SMYO).

Most of those suggestions sound reasonable to take into consideration. Maybe one exception would be the one that suggests excluding those students who appear to be not interested in the workshops. Obviously this is not appropriate because such students need to be interviewed by their trainers to find out possible reasons and to be encouraged for more serious participation.

On the other hand, it can be interfered from the findings that the trainers and project managers should ask for further support from the school administrator to make the necessary adjustments regarding the physical design of the workshop places.