Funded by the
Erasmus+ Programme
of the European Union

POSEJDON

DEMO YOUNG

Content

Summary of project.....2

Partners.....3

Workshops.....4

Energizers.....10

Evaluations.....13

YOUTHPASS.....15

Summary of project

Democracy, its principles and democratic practices are an integral part of contemporary life in Europe. As such, democracy is one of the basic requirements for a healthy community development. The adoption of its principles empowers individuals and directs them towards self-actualization and proactive involvement at local, national and international level. In addition, the European Union is based on strong democratic principles and, as such, sets the foundation for building a European identity based on freedom and rights of every individual in accordance with modern democratic principles. The role of young people in the democratic process should not be neglected. They are not just a passive part of democratic societies, but an important stakeholder.

Therefore, the project Demo Young represents an interactive exchange of youth within the area of education for democracy (Croatia, Portugal, Romania and Germany). The project includes a total of 32 participants and 4 leaders. Democracy is diverse in its types, and the participation of young people from different countries is crucial, not only for the realization of the multicultural dimension of the project, but also for active exchange of experiences and knowledge. Program activity will be held in the town of Solin (and Split partially) in the period from 25.08.2016 till 02.09.2016. The Action Plan is divided into several modules: (1) Demo Education, (2) Demo Experience, (3) Demo Solidarity, (4) Demo Fun and (5) Evaluation module.

The main objective of the project is to provide youth with the idea of democracy, its basic principles and the importance of proactive citizenship. We want to encourage young people to become active citizens within their own democratic societies and to take an active role in the democratic processes. In addition, we want to encourage young people to proactively participate in modern society, to develop principles of tolerance among young people as well as the principles of openness (of mind), to enhance communication by developing communication skills, to empower young people in their process of self-actualization and self-evaluation. In short, with the realization of the objectives, participants should become a sort of young "ambassadors" of democracy.

To be able to accomplish the objectives, it is essential that young people learn about basic democratic principles and practices. Strand of the project, therefore, includes a series of workshops, games and discussions, a visits to various partners, sport, recreation, evaluation and presentation activities and an organized aid-raising activity for the social market of the town of Solin. Through the above, the young people will constantly be involved in micro-democratic processes that will directly contribute to faster adoption of democratic basis. Workshops in the program are provided for topics such as; methods of conflict resolution (Mission "Z"), human rights and tolerance, the rights and responsibilities of democracy and freedom of speech, as well as several audio-visual workshops. Through the application of such methods young people will have the opportunity to take a different democratic role and to explore the ways of democracy and workshops such as debates and open discussions. They will have the opportunity to present and build their positions and to come up with innovative ways of action. The project envisages a visit to the town of Solin and Salona, the city of Split and the "Mini Parliament" of the IV. grammar school "Marko Marulić". In addition, the project includes participation in a number of sports and recreational activities such as sports games and hiking at "Marjan" in Split. Furthermore, participants will take part in the daily processes of evaluation and acquisition of Youthpass.

Involving young people in this project and all of its activities will result with, besides approaching the ideas of democracy and pro-active citizenship, adoption and development of various social, language, communication and digital skills of all project participants.
Such targeted learning outcomes also result in an increase in the number of young people with specific characteristics, knowledge, skills and motivation that will positively contribute to the growth and development of their organizations and local communities. We expect each partner of the project, upon return, to prepare and implement open tables, that is, democratic debates "Yout at:h and Democracy", which would represent the organizational efforts of project participants, and include participation of other members of their organization and local community partners such as, for example, school or other institution based on working with the youth. Such approach ensures long-term room for growth in the number of young people who decide to actively participate in democratic processes at local, national and international level.

Project results available at: (https://www.dropbox.com/home/Posejdon_EU).

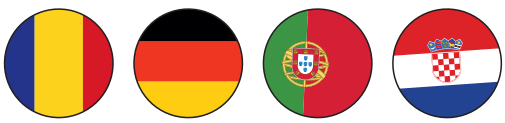
Partners

1. Odred izviđača pomoraca Posejdon, Split-Solin, Croatia
OIP Posejdon from Split has over 150 registered members, namely children and adolescents who carry out a scout plan and program throughout the whole year in the area of Split, Solin and Dugopolje. The children are lead by a licensed scout leaders with the supervision of mentors. The program is implemented with workshops (up to 300 per year), trips (up to 5 per year), bivouacs (4 per year), winter camps, summer camps, with the goal of informal education for the young.

2. Associação Tá a Mexer
The main objective of our association is to contribute to human development, we organise entertainment programmes, we help people in need when possible and alsowork along with our government in some of their projects. Our members list is growing and the diversity of knowledge on their hands as well. We have 82 members.

3. Jugendbildungszentrum Blossin e. V.
JBZ Blossin is an educational centre from Germany. We organize around 160 seminars a year for education of young people. Non-formal education is the method we use to expand the sights of young people who come here. We also write and participate in European youth projects. Number of young people who visit Blossin is 20.000 yearly.

4. Asociatia Scout Society , Tirgu-Jiu Romania.
The main objective of our association is to contribute to human development, in such a way that individuals are fulfilled physical, intellectual, social and spiritual in order to become responsible citizens in the local, national and international communities. We have more than 120 members .



Workshops

SPLIT CHALLENGE

Goal: To get to know the local culture and tradition in a different and more interesting way.
Method: Interactive game took place in the natural local community of the City of Split.

Competences: interactive competences such as teamwork, communication in a foreign language, decision making, self-assessment, tolerance, respect for other opinions, compromise, presentation skills, learning about culture to give and tradition.

Material: - Maps of the city with points
- Digital camera or a mobile device for photography

Duration: 130 min.

Each group gets a map of Split and tasks they need to finish in a certain time period such:
1. People in Split love to wear sunglasses all the time. Go to Pazar and take a picture of one of you with sunglasses on his or her head.

2. Go to Peristil where the Roman emperor Diocletian used to gather the people. Act out a scene in which one of you is the Diocletian and the others are greeting him by kneeling down in front of him. Take a picture.

3. Walk down Riva, what we call our living room and find a couple in love. Take a picture with them.

4. Take out the map of Split you were given. You must find the Split City Museum (Muzej grada Splita) on it. It is under the number 7. Go to the museum and take a picture in front of the entrance.

5. Go to the park Đardin. Next to is a big statue of Grgur Ninski. Touch his toe and make a wish. While there take a picture of you doing that.

6. Your next task is to go to West Coast (Zapadna obala) and find a tile with the name Toni Kukoč. Take a picture.

7. Your last task is go to Prokurative and find the Bajamonti cafe. There you will meet with other group.
At the end of the game, all participants use their bodies to form the name of the project at Prokurative.

EU VALUES

Goal: introducing the participants to the EU Values

Method: work in a team, reasoning, presentation

Competences: teamwork, presentation skills, research, reasoning

Time 70 min.

Materials:
- Flip chart paper (prisonlike)
- Flip chart and colours,
- Hammer paper, glue

Before the start, the big paper is drawn to look like a person, and the same is cut as the number of parts of groups. Then the participants divide into national groups and have a 25-30 min time to write in your clip EU values for which they consider to be important.

When the time is up, you make a semi-circle centered flip chart or bigger hammer-paper. Each national group presents its clip and explain its value. Members upon completion of the presentation each group take the clip and paste on a flip chart. After presentation the flip chart of pasted clips made the character in which they registered many EU values. The last question is featuring what the highest value of all the listed values is?

Using methodical conclusioning Participants come to the conclusion that is the man, a person of greatest value of the European Union. After that you can still ask the question: Why? Answers can be various purpose: respect, respectability and, knowledge, equality, friendship ....

THINKING MODULE

The workshop aims: Think about future projects, solving problems in local communities.

Method: teamwork, brainstorming, presentation.

Competences: team work, presentation skills, from the idea to the project, initiative, work with mental folders

Material:
- Flip chart and colours

Participants divided into mixed groups have 60 minutes to create a mental map of ideas for new projects. The method involves mental maps visually defining project ideas.

On paper the system of related parts that may be in the form of a flower, sun, clouds, wood, etc., presenting the scroll of the main idea, the project, which is to be achieved at the local community level, the level partners and participants, topics, workshops, games, leisure, the organization and the like.

These template mental maps in the later stage are used for programming activities of this project and completing the application form

Workshops

MISSION Z

Competences: empathy, solidarity, inclusion, tolerance, realising the idea,

Goal: conflict resolution

Interactive games as means to learning stem from the principles of non-formal education, and aim to encourage a deeper reflection around the topic at hand. We, in the project group "Borderline Boardgames", experience this method as very effective.
- We stage a simulation of the world to which we wish to bring the participants in, to great (to create?) effect, explains Joakim Arnøy, project manager of the Norwegian coordinating organisation, Narviksenteret.

- Even though it is a game, the enthusiasm, anger, frustration and attitudes we observe among the participants are often real. The range of emotions that is lured out of the participants are the key to the learning. Most of them understand that some of their actions towards another nation go too far, but it is mainly when you realise it on an emotional level that such learning really takes a hold, Arnøy says.

VISIT TO SALONA

Competences: cultural awareness, communication skills

Duration: 120 min

Participants learned about history of Solin through a fun interactive walk.

AUDIO VISUAL WORKSHOPS

The participants at the beginning of the project divided into groups according to their own wishes.

So they formed groups to leaflet, promo video, power point presentation, booklet and photo groups.

INTERNATIONAL QUIZ NIGHT

Goal: exploring other partners and their countries in an interesting way
Method: quiz game

Competences: exploring other partners and their countries in an interesting way

Time: 70 min.

Materials:
- Questions(20 per)
- Flip chart and colours

Each national group is in the preparatory phase has prepared 20 interesting, different and strange questions that present their country, city or company.
Quiz begins one partner with their questions, answers provided by other system that every question another group, and if you do not know then that group who first raises his hand. The exact response rates are written on a flip chart. The game is played until all the partners do not ask any questions. At the end we declare a winner.

INTERNATIONAL EVENING

Competences: Communication skills, presentation skills, learning about cultures and traditions

Goal: learning about other cultures

International evening is a fun educational evening where each national team presents their country to the other participants. Usually before the presentations there is an international dinner. Participants bring their national food for others to try.

Workshops

RIGHTS AND OBLIGATIONS IN DEMOCRACY

Duration: 2 hours

Goal: the participants to what democracy is, what are its benefits, rules and rights.

First you introduce democracy In short lines via a presentation after which the participants sit in a circle you talk with them about democracy and what they have just seen. This is done trough methodical questioning and bringing the participants to make their own conclusions. Participants then have higher awareness of what being a part of democracy actually is.

CV WRITING

Duration: 1:30 hrs

Materials: flip chart, CV examples in various languages

A three part workshop, where in first part you present what a CV actually is, where it's required and so on. Second part is consisted of the participants trying to write their own CV's without and help whatsoever. When they're done, they present it.

In the 3rd they get a sheet of paper where there is an example of what needs to be listed in a CV, in what order and so on. They then write another CV with the help of the paper and compare the results from parts 2 and 3.

Participants in this way learn how to write their CVs and get a better chance of finding a job. Date from Europass.

ORANGE EXCHANGE

Duration: 2 hours

Materials: an item of choice to trade

A workshop where you divide the participants into groups. Each group gets a single item(orange in this case) and then has a limited amount of time in the city to exchange it for whatever they can by using negotiating skills, without money. This way you strengthen their confidence, teamwork, speaking skills and teach them how to negotiate in

PARTNER STATE DEMOCRACY PRESENTATIONS

Duration: 1:30hrs

Description: An interactive workshop in which all of the participating countries hold a presentation of democracy in their own country.

After all the partners have done their part, you then put the whole group together and discuss similarities and differences amongst your countries and the way democracy works. This way the participants expand their knowledge of democracy in other countries.

OLD SPORTS

Duration: varies on the participants and organization

Methodology: A workshop done in nature, where the participants are put to compete in some ancient sports like: throwing a boulder from the shoulder, rope pulling, bar pulling, distance jumping and so on.

Goal: getting some movement into the participants, encouraging competitive spirit and good bonding time

SOCIAL CHANGES

Duration: 1:30hrs

In this workshop, you separate the participants into groups. In these groups they discuss amongst each other what they can do IN THEIR local community to affect the life there. Its important to exclaim that they don't have to think big. When they are done, they present their ideas along with the explanation on how and why would they do that. This way you show the participants that they can influence everyday life, no matter on what scale.

Workshops

MINI-PARLIAMENT

Duration: 3 hrs

We went to the council of Solin where we held a minor parliament. Participants were acting as the parliament members while 2 people were the parliament heads. One of them opened the parliament and the other one presented a proposal regarding women in the parliament. Next half an hour was consisted of members presenting their Yes and their No towards the idea, after which the idea was brought to a vote.

This way we introduced the way parliaments work in deciding on a proposal, and also put the participants into a position where their vote mattered to show them how relevant every person in the parliament is.

FREEDOM OF SPEECH DEBATE

Duration: 2hrs

Freedom of speech debate was organised so that one group was in favour of complete and boundless freedom of speech, un-consequential. The opposing side was fighting for the freedom of speech to be consequential and limited in a way of hurting other people. The debate was left without a winner due to both sides having strong arguments and in the end reaching a kind of a consensus with the opposing side.

This debate helped them understand what freedom of speech really meant and how valuable it actually is.

HYDE PARK RECREATION

Duration: 1:30 – 2 hrs

Materials: a chair

One or two participants get a prescripted subject to talk about. They do that by standing on the chair and interacting and speaking with others. Others are sitting in nearby to the speaker and listening. People that are listening get roles: approval, negation and indifference.

Following the role they have to respond to the speaker either by encouraging or disregarding his opinion. Once the prescripted speaker is done he has to motivate someone else who will come up and talk about a subject of his desire. The game goes on until people forget about their roles and start participating in the conversation on their own account.

The goal of this workshop is to encourage young people to think creatively, to be open and not afraid to speak their mind. They also learn how to address a problem they have and how to interact with others about it. They also learn to listen and care about other people's problems, needs and points of view; and to take them into consideration.

CHARITY FOR THE SOCIAL SUPERMARKET

Duration: During the project activity

During the project we were taking in donations and we as a group collected things that could aid the local social supermarket in its work.

On the last day of the project we brought everything we collected consisting of groceries and un-spoilable food to clothes to the market.

workshops

Energizers

UP AND DOWN GAME

Split all the players into couples. They have to count to 3.

First just by using numbers, later by swapping number 1, 2, 3 with specific gestures and hands.

For example, swapping 1 with the word „cat“, 2 with the word „dog“ and 3 with the word „fish“.

Then they count to 3 again, just by pronouncing the word they replaced the given number with.

PSG

All players form a circle. The game starts when the first player points at the the one next to him (on the right side) and says:"Ha!" That player repeats the action by pointing to the next player and saying the same words. When a player says "Freakout" everyone in the circle changes their places.

And the game continues. When a player says "Salsa" everyone turns around slowly and wave with one hand at the same time. When a player says: "PSG" everyone turns around, shows their behind and imitate the sound of farting with their mouth. When a player says "Un pour tous!" everyone else says "Tous pour un!" and points to the middle.

The game goes like that, a player can chose to either point and shout at the player next to him or say one of the things that are explained above.

A player can also shout back at the player who shouted at him and change the direction of the game.

MOLECULE GAME

Players have to scatter in an area. Explain to them that they are the atoms and that youre the thermometer. You regulate the temperature accordingly to which the move around. The higher the temperature the faster they go. You stop their movement by asking them a question of taste (favourite drink, month of birth, favourite season, favourite sport, etc.)

They then group into molecules depending on what they prefer. The game is ove rafter you have asked them cca- 6 questions. By asking them questions you are helping them aquaint with eachother so chose your questions carefully.

BIRTHDAY GAME

Players have to form a circle by their birthdates. They cant speak or use any kind of verbal communication. Iti s definied where the circle starts and where it ends.

Game ends wehn everyone thinks the found their place. Then they start saying their birthdates in order and see if they missed a spot.

LOOK AWAY!

Players form a circle. Then they all look down to the ground and stay that way until someone counts to three. When someone says 3, they all look up at a random person in the circle(or the person of their choice). If that person looks back at them, both of them are out of the game. Game then starts over by players looking at the ground. The game is finished when there are 2 players standing.

FISH AND NET

Everyone has to act fish in the sea. “Sea” has borders and “fish” aren't allowed to go out. One person is a “net”. Net catches fish. Fish who are caught become the net and net becomes bigger. The game ends when there are no fish left in the sea.

ANIMAL COMPANION

One person takes charge of this game, others form a circle around him. He then starts explaining how he really like animals, and then asks a random person what his/her favorite animal is. The animal he calls out, everyone in the circle has to pretend to be that animal. And the process is repeated for 6-7 animals.

NINJA!

Also called “the HA game”. Players stand in a circle. They use their arms to win the game. Each player can only make a single move with their body at a time (whole body). The goal of the game it to touch the palm of any other player on your turn and not to get touched on someone else's turn. Once someone touches your arm, that arm is out and you can't use it anymore. Once you “lose” both of your hands, you're out of the game.

Evaluations

Target evaluation: A target similar to the darts target is created on a big paper - “pie slices” of the target resemble different parts of the project such as leadership, activities, free time, food, etc. - the biggest points are on the outside circle, which means good, and lowest on the inside, which means bad. Participants place stickers or they put dots in different colours (each country has different colour) on each slice. After that the project team discusses about how they can change things if something is not ok.

Mood calendar: Mood calendar is a table of participants' feeling during the project. At the end of each day, every participant colours their part in the calendar depending how they felt each day. Participants create the legend (which colour represents which feeling). Goal of this evaluation to see if the participants feel good on the project.

NAME:	Day 1	Day 2	Day 3
Iva			
Marko			

Red-Green evaluation: Each participant gets a red and a green Post It note. The participants write bad thoughts about the project on the red Post It note and good thoughts on the green note anonymously and the project team tries to fix the bad things about the project and continue the good things.
Hopes, Fears and Goals: Each participant gets 3 Post It notes(1 is for goals, 1 for hopes, and 1 for fears). Everyone write their hopes, fears and goals on them, and then they are glued onto 3 different papers. At the end of the project the papers are read again and the participants' thoughts are evaluated. Participants need to circle their Post It if something on it came true. Goal of this evaluation is to see if they reached their goals.

Personal diary: Every day the project team asks a few questions about the workshops which were held that day and participants answer them. Because of the home hospitality system the questions are posted on Facebook, on the project group. This evaluation helps them remember all the workshops and they can fill their Youthpass easier.
Inbound - Outbound questionnaire: At the beginning of the project everyone fills out a questionnaire. They fill out the same one at the end of the project - the results are compared to see what everyone have learned during the project. This evaluation is also posted on Facebook and participants fill it online.

In conclusion, young people have ranked the satisfaction of their participation within the program as extremely high, which supports all of the above conclusions. Project program has achieved, in general, most of the planned goals and learning outcomes. The results of a series of statistical tests on input and output data for motivation, empathy, responsibility, awareness towards politics, knowledge about democracy, the European Union, self-involvement, productivity and activation on atleast local level. In accordance with the objectives of the project, the general contents of project applications and observed results of this action-evaluation research, we can conclude that the program of the project Demo Young can be evaluated as extremely effective and successful. Research results can be seenhttps://www.dropbox.com/home/Posejdon_EU/

Mirror evaluation: It is held at the end of the project. Each participant has a piece of paper with their name on their back. Every participant should write a good message on everyone's back. After they are done writing, leader from each country takes the papers off their participants' backs. The leader is supposed to give the papers to participants when they enter their country. Mirror evaluation is a good way to make memories of the project.

Evaluations

CONCLUSION (sociological research project Demo Young)

With this action-evaluation research we have tracked some general changes that had occurred with the participants as an effect of participating in the programme activity. The research was designed as a quasi-experimental study with two main research phases; (1) entrance phase – survey method used at the very first day of the programme activity and (2) exit phase – survey method used at the very last day of the programme activity. The variables were grouped in four thematic groups; (1) general motivation and information, (2) soft skills, (3) democracy and its principles and (4) social values and attitudes. Within all groups of variables, different dimension were measured (knowledge, familiarity, agreements with attitudes, associations and similar). Generally the significance of change was tested with a series of statistical tests, such as t-test for paired samples.

Within the first group of variables the change was significant on all levels. The participants became more motivated and informed about the thematic of the project, they have significantly increased their motivation to participate in different democratic processes as well as civil society.

The second group of variables included a series of questions concerning familiarity or knowledge about different soft skills, self-assessment about the skills they possess and the assessment of the social and other importance of the skills (negotiation, communication, organization, social, problem-solving, and digital skills). Within this group the change has proven to be statistically and otherwise significant. In other words, the participants were significantly more aware and familiar of/with different soft skills, they have change their assessment of the level of their personal knowledge on how to used them and they have made it more clear that the focus skills were important in personal and social sense. Within this part of the research, control group of variables were introduced. The same type of questions was introduce for a series of concrete skills (CV writing, personal PR, debate, time-manage and similar) which were not included within the curriculum of the programme activity. In that part no significant change had occurred. That strengthens the conclusion that the project has succeeded in its planed outcomes and goals (within this part).

With the next group of variables the research had tested the significance of change in accordance with different dimensions; (1) familiarity with different element of democracy, (2) understanding the concept of democracy and (3) assessment of agreement with different democratic attitudes or principles. The participants had showed a significantly higher level of knowledge of different elements of democracy like understanding different democratic practices in different countries, understanding different democratic mechanisms and processes, knowledge and participation in civil society, knowledge about the EU and similar. The research results in this sense have showed that participants have started to form a clear vision of what democracy should be and how it should work in practice. That conclusion is backed by the results of the other two groups of indicator within this part of the research.

The results show that the participant have started to look at democracy as the best option for political governance and they have changed their vision of how it should function. That is, the participants have moved from the perspective that democracy is the absolute rule of the majority to a more inclusive perspective combining dialog, complexity and stakeholders in their new vision. That kind of change is significant not only in the operative sense, but in sense of social values and attitudes. Furthermore, within the last group of indicators, the participant had showed a strong sense of awareness about different values of democracy. The significant change in their assessment of agreement with a number of different democratic principles had occurred. It that sense, we talk about a significantly higher level of internalization of these principles.

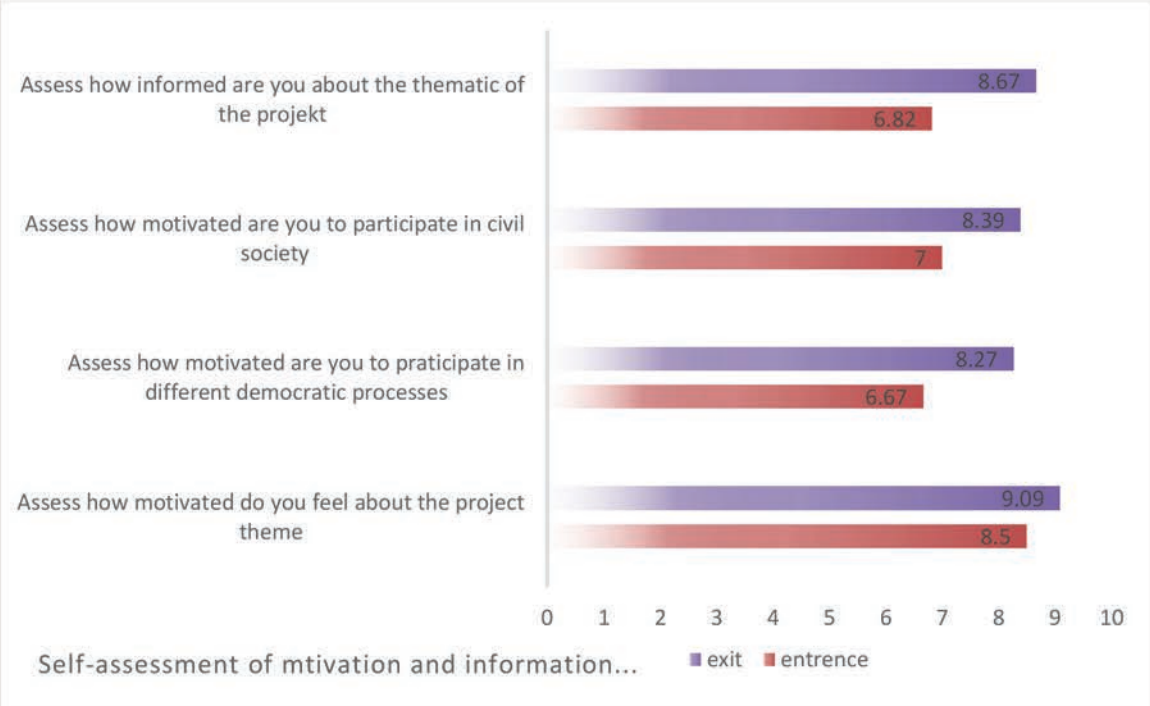
To further test the attitude and value change as a result of their participation, the research had asked participants to show their agreement with a series of attitude that represent indicators of the level of internalization of different social values in accordance with the idea of democracy in the EU, like solidarity, tolerance, multiculturalism and self-actualization. Between all of these indicators, significant change had grouped around self-actualization attitudes, while other increasement were not significant in the statistical sense. The entrance values of other indicators were exceptionally high and no significant change was possible. In other words, the level of internalization on multiculturalism, tolerance and solidarity attitudes was extremely high at the entrance. That can be due to the process of participant selection. In that sense, the change in the self-actualization part has a extra value.
The project had succeeded in securing an environment where participants with strong contemporary social values had the chance to feel more self-esteem, self-respect and self-worth.

Evaluations

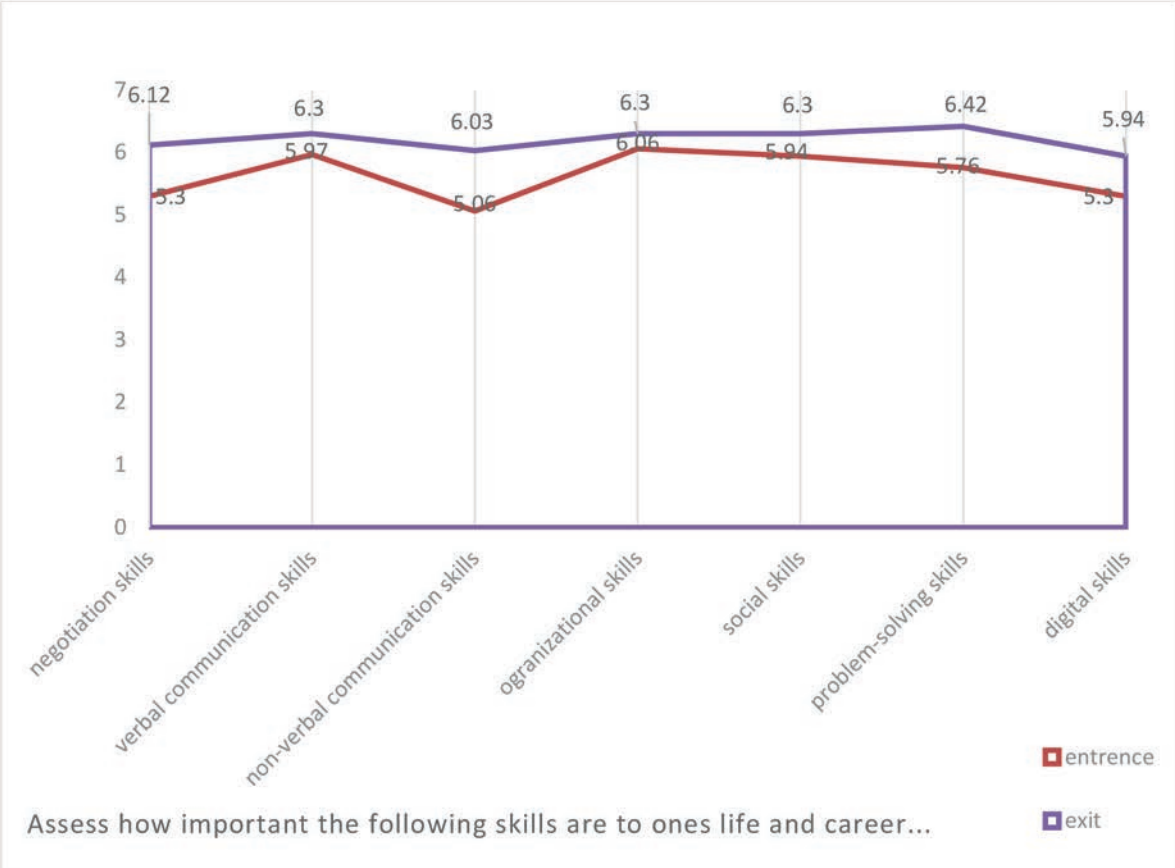
Overall, the project had some strong influence on their participants in a sense that it has effected then to become more motivated and informed, to become more aware of different element of democracy, to change their vision and position on democracy in a more positive was, to strengthen their social and democratic principles, values and attitudes and to work on their soft skills and competences.

Graphical representation of some recorded changes

Graph 1. Changes in motivation and awareness

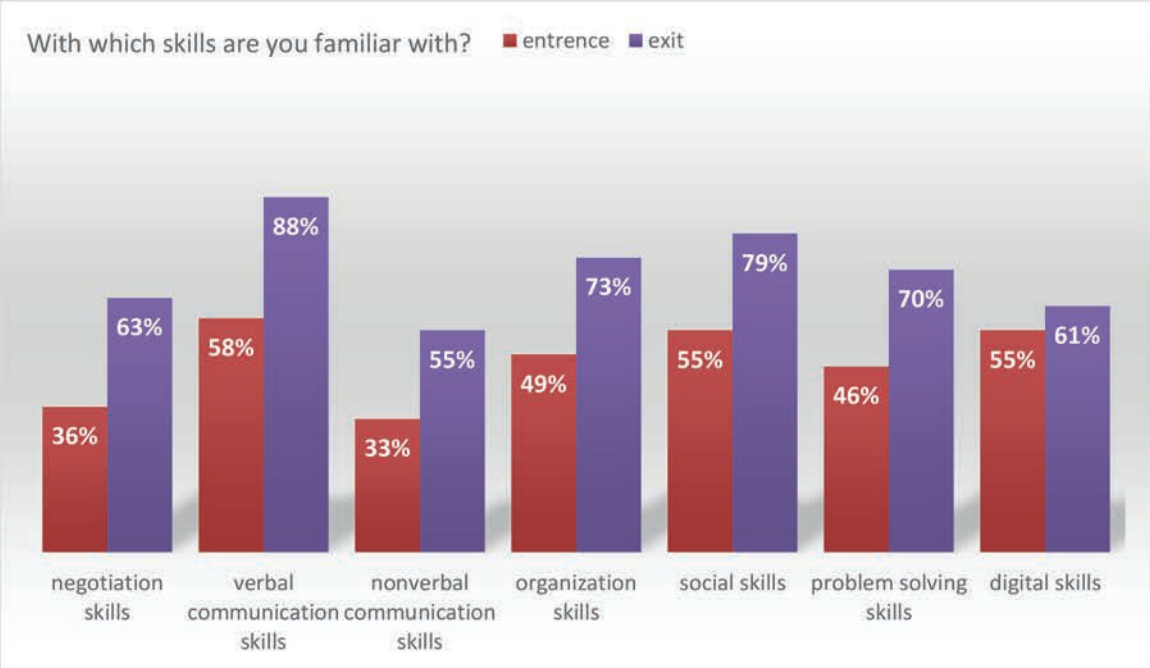


Graph 2. Changes in the assessment of social and personal importance of transversal skills

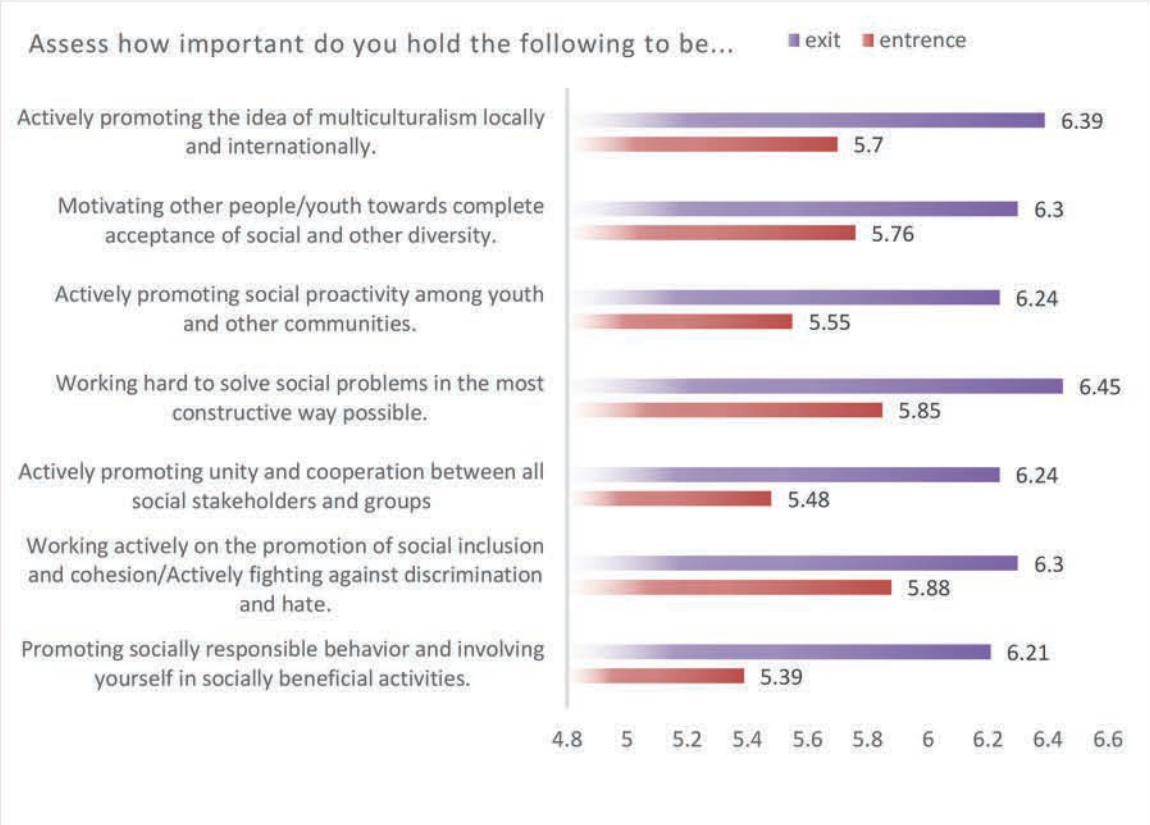


Evaluations

Graph 2.1. Promjenje the knowledge of transversal skills

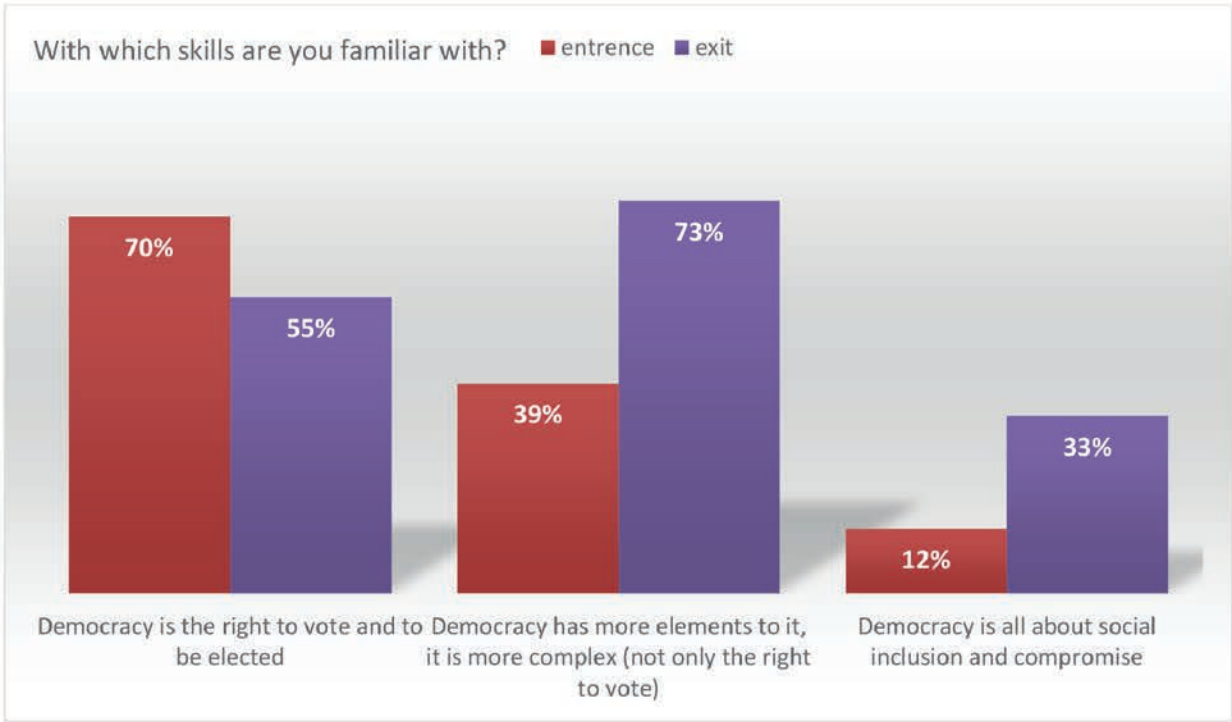


Graph 3. Changes in agreement with democratic principles

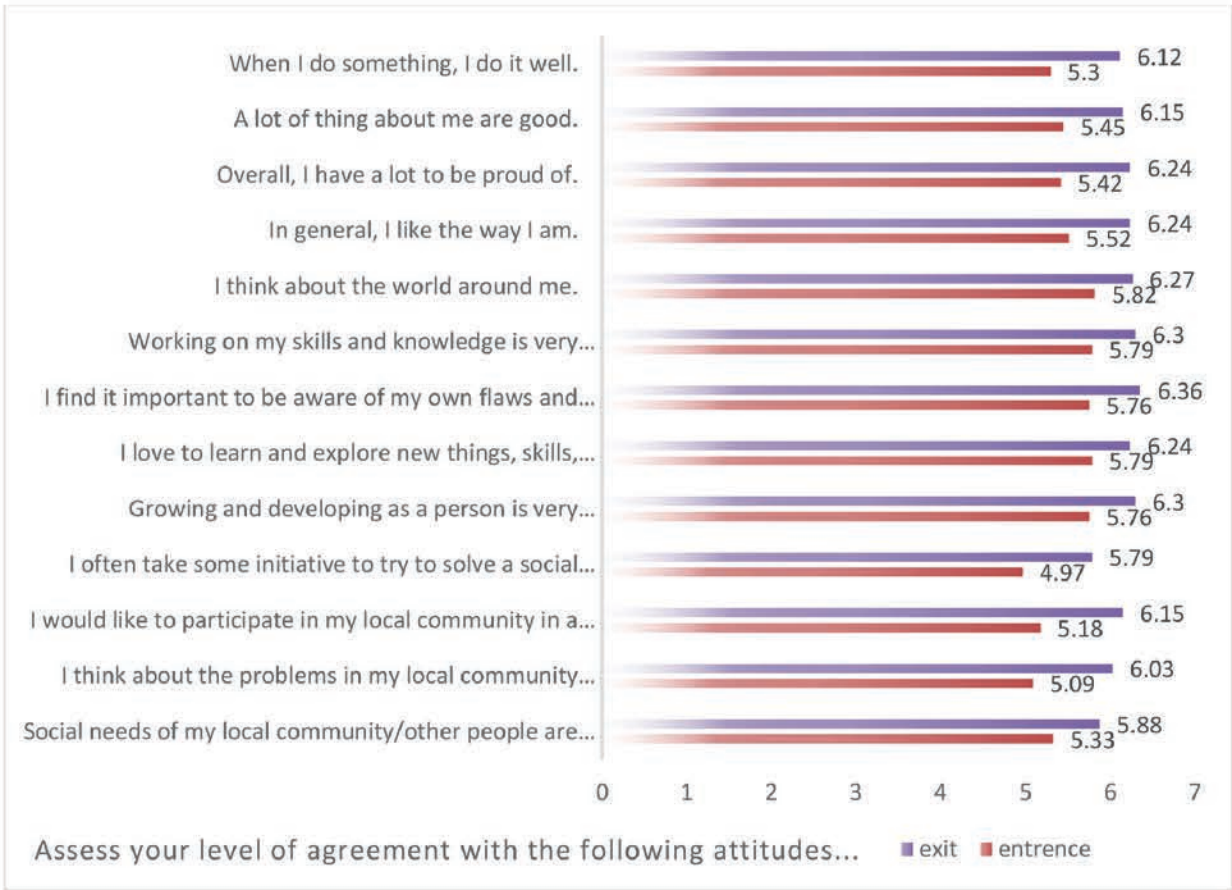


Evaluations

Graph 3.1. Changes in the management / understanding of democracy



Graph 4. Changes in the sense of self-actualization



Research conducted by: mr.sc. Marin Spetic doctoral student of sociology

YOUTHPASS

Youthpass is a certificate written by the participants themselves. It contains competences that they have learned on a project.

There are eight key competences:

1) Communication in the mother tongue
2) Communication in foreign languages
3) Mathematical competence and basic competences in science and technology
4) Digital competence
5) Learning to learn
6) Social and civic competences
7) Sense of initiative and entrepreneurship
8) Cultural awareness and expression

At the start of the project, a workshop about the Youthpass was carried out. Its purpose was to determine how many people were already familiar with it and to explain how it works to the ones who didn't have any experience. This was done with a flipchart that had all of the competences listed with exemple questions written for each one. Each participant received a notebook that he or she used as a personal diary during the project. In the project Facebook group questions were asked every day to help the participants recognize their newly acquired skills.

These questions were, for example:
Are you aware of different ways you can participate in political processes?
What skills and how did you use while playing "the orange" game?
What differences did you learn about the democracy in the participating countries?
What have you learned about organising your time?
Will you implement in your everyday life?
Did you learn a game that you can teach the others?

Also, participants had more experienced mentors who were always available if they had difficulties with anything. They would write the answers to the set questions in their personal diaries. All of which then they copied to the Excel sheet at the end of the project.

Disseminations.
Dropbox: https://www.dropbox.com/sh/02uy0q76dg4g11o/AACzZAWlXs9geMg4Z0g7t-ava?dl=0
Facegroup: https://www.facebook.com/groups/1452733001703794
Contact:
OIP Posejdon
Stepinčeva 34
21000 Split
Croatia
Mail: speja@oip-posejdon.hr