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NO NAME

**YOUTH EXCHANGE
Rakovica 2016**

NO NAME





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Summary of project

Project No Name is the exchange of young people consisting of two program activities aimed at raising awareness of participants about the current world situation with refugees, minority, promoting tolerance, combating discrimination, racism and xenophobia and encouraging young people to proactive work in the local community. With this project, we brought young people closer to the idea of unity, coexistence and multiculturalism.

The project was carried out in the time period from 06/10/2016 to 12/09/2016. During this time, two program activities were realized. First in the Barac's Caves, in Rakovica in Croatia from 15.07 to 24.07, which was attended by 50 young people from 13 to 21 years of age and 4 leaders, and the other program activity was in Tirgu Jiu in Romania of 08.10..2016 to 16.10. 2016 on which participated 40 young people 13-21 years of age and 3 leaders.

The project was created by the youth during previous projects. Tolerance, mutual respect, co-existence, unity is the basic prerequisite of a healthy community development and adoption of these values strengthens the individual and is channeled towards self-actualization and proactive involvement at local, national and international level. During all phases of the project, young people were actively involved in its creation, implementation, evaluation and dissemination.

During first Programme activity in Rakovica, contained tolerance, human rights-, EU core values, racism and xenophobia related modules: Workshop on refugees, EU values, Debates on cohabitation, refugees, human rights, Step Forward, Sheep, Mission Z, animated movies on racism and tolerance, Picture workshop, O-HA Metoda, The Wall, izlet na Plitvičkim jezerima i Rastokama u Slunju. Every night evening activities were organized to encourage mingling and socializing of all participants. Activities included: camp fire, singing, a quiz, movie night, intercultural evenings, presentations of our countries, customs and culture.

The objectives here were to raise awareness of other people's opinion, human rights, tolerance, making general introduction to terms that we wanted accomplish (xenophobia, refugees, discrimination and similar). Main activity in Croatia was organized outdoors in tents near National Park Plitvice lakes because in this activity we also aimed to encourage the healthy lifestyle.

The second part of the project took place in a villa, in Sacelu, Targu Jiu, Romania.

The objective of second programme activity was to get even deeper understanding of terms of interest. Programme activity in Tirgu Jiu contained modules oriented on topics of refugees, emigrants, immigrants, discrimination, stereotyping and prejudice: Workshops on refugees, refugees camps, Human rights, European day, Fight against racism in EU, Migrant rights, minority rights, Diversity and multiculturalism, Theatre workshop, Music workshop, Youthpass, Who did it The Line, Hello game, Have you ever?, Word game. Also, we visited Tirgu-Jiu city, worked with scouts from Tirgu Jiu to do a Treasure Hunt, Made a trip to Bumbesti Jiu/Targu-Jiu. In Bumbesti Jiu authorities want to build a centre for refugees but people was against that meter.. In Tirgu-Jiu young people had the opportunity to know and a Roma community, where they live and observed as such are viewed in society, being very glad that they found a Roma community very well integrated in society during their Autumn festival. Also Participants went to see the traditional way of production of salt in Romania - salt mines.

In the " Evaluation modul" a sociological research was carried out with the help of the input and output of the questionnaire at the beginning and end of each program activity, which showed a big improvement in the adopted skills and wider inclusion objectives. A daily painting self-evaluation was carried out as well as writing of a personal diary that was associated with the youthpass competences. The red – green evaluation, target and mirror evaluation were also done, with the aim of self-assessment of each participant's view of the project objectives.

Young people realized e-flyer project, promospot, photo album, booklet design and power point presentation audio-visual modules. Each partner after returning to their local communities implemented a workshop on refugees, mutual respect and tolerance using the knowledge and skills acquired on the project. In Croatia, a part is integrated into the curriculum of IV Gymnasium Marko Marulić where they realized three workshops and the debate, while the OIP Posejedon with its members realized 2 workshops on this topic and integrated adopted workshops and skills in regular work. Also, the partner in Romania has so far made presentations in local schools, and basically those in which are the participants but also a presentation to disseminate the results to the country library and Tirgu-Jiu, Gorj, Romania where we discovered many volunteers interested in the project.

This approach ensures the long-term room for growth in the number of young people who are aware of the importance of integration, tolerance, coexistence, unity in the daily life of the local community and beyond. So far, over 1,000 young people came in contact with the results of the No Name Project. The results are available via

Dropbox https://www.dropbox.com/sh/6h7s8d7nvfb6skq/AAAGJuy82nvGCe1R1ZX_QJYRa?dl=0,
Facebook group No Name: <https://www.facebook.com/groups/712096772260875/>.

Partners

1. Odred izviđača pomoraca Posejdon, Split-Solin, Croatia

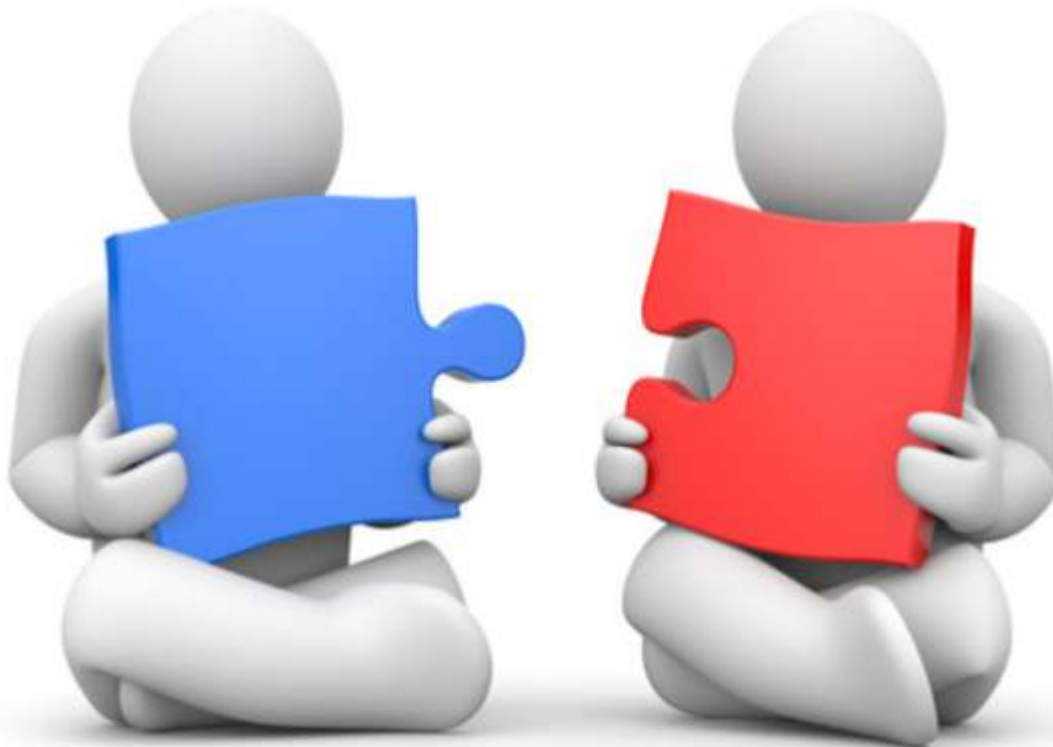


OIP Posejdon from Split has over 150 registered members, namely children and adolescents who carry out a scout plan and program throughout the whole year in the area of Split, Solin and Dugopolje. The children are lead by a licensed scout leaders with the supervision of mentors. The program is implemented 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.

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

A RECAP. USEFUL TERMS

Aim: understanding the meaning and the dimension of terms related to the theme of the project, such as discrimination, racism, xenophobia, stereotype. Interpreting terms in order to better assimilate them.

Method: presentation, discussion, drawing game

Competence: research, critical thinking, teamwork

Material: video projector, papers, pens



Performance methodology:

- The participants were asked to discuss what does these terms mean to them;
- The terms were presented as they are found in the dictionary through a presentation;
- The participants were divided in teams;
- Each team leader selected a note with a term/ word on it;
- Each member of the team had to draw, individually, what the term/ word means to them;
- Each team presented their drawings and the other teams had to guess what the term/ word was.

A RECAP. USEFUL TERMS

Aim: understanding how the war started, what are its consequences and who is now involved in the war

Method: presentation, discussion

Competence: critical thinking, knowledge development, tolerance

Material: video projector



Performance methodology:

- The participants were presented facts about the war in Syria;
- To better understand the matter they were shown videos about the war;
- Afterwards, we had a discussion about the information received.

LIFE GOALS. FEARS IN A HAT



Aim: comparison between the participants' life goals and fears and those of a refugee; Understanding the advantages participants have and the consequences and the rights of a refugee

Method: teamwork, discussion

Competence: tolerance, critical thinking, understanding

Material: paper, pens, flip chart

Performance methodology:

- The participants were asked to write on a piece of paper their life goals;
- After, they were divided in teams and discussed about the differences and the similarities between their life goals;
- Each team presented the most common life goals; the moderator wrote them on the flip chart;
- Individually, the participants wrote 3 fears, folded them and put them in a hat;
- Each participant selected 3 pieces of paper and read the fears selected;
- The moderator wrote them on the flip chart;
- Afterwards, there was a discussion about their life goals and fears and those of refugees.ings and the other teams had to guess what the term/ word was.

HELLO GAME. HAVE YOU EVER? THE ALPHABET GAME

Aim: understanding the differences and the similarities between the participants from Romania and those from Croatia
Understanding the multicultural dimension of EU

Method: games

Competence: critical thinking, teamwork, cultural awareness

Material: flip chart paper, pens

Performance methodology:

- All participants were asked to say hello, good morning, good night and goodbye in each language they know;
- All participants were asked to high five if they have done certain activities (eg. if they have lived in the capital city of their national country, they had to high five with the other participants that did so too)
- Divided in teams, participants were asked to complete on a flip chart paper words from their own language in the alphabetical order.



Workshops

REFUGEE CAMPS

Aim: understanding what being a refugee means; Understanding how refugees live in refugee camps in Europe

Method: presentation, discussion

Competence: critical thinking, tolerance, empathy, refugee awareness

Material: video projector



Performance methodology:

- Participants were presented videos with the living conditions from 5 different refugee camps from Europe;
- Participants saw interviews with refugees from those camps;
- We had a discussion about the camp living conditions afterwards.

TRIP TO SALINA OCNELE MARI

Aim: getting to know and understand more the local community and the tourist sites from Romania

Method: interactive games with participants, trip to Ocnele Mari

Competence: cultural awareness, team building

Material: sports equipment



Performance methodology:

- Participants were divided in teams and started playing different games in the Salina;
- Participants were presented facts about the Salina.

REFUGEE WORKSHOP

Aim: understanding the constrains refugees and different categories of marginalized people have Understanding the contribution and involvement into society participants need to develop

Method: game

Competence: critical thinking, social awareness, civic spirit

Material: previously prepared pieces of paper

Performance methodology:

- Moderator has to find out what knowledge do the participants already have.
- Then the moderator either shows the participants a presentation or elaborates the situation using his own words.
- Some topic related questions should be asked to help form opinions amongst the participants.

STEP FORWARD

Aim: understanding the constrains refugees and different categories of marginalized people have Understanding the contribution and involvement into society participants need to develop

Method: game

Competence: critical thinking, social awareness, civic spirit

Material: previously prepared pieces of paper

Performance methodology:

- Participants selected from a bowl a piece of paper that attributed them a well-defined role (eg. 27 years old homeless man);
- All participants were aligned in a straight line;
- The moderator read different affirmations (eg. I have a house to live in)
- For each affirmation valid for their character, the participants had to take a step forward;
- Some participants discovered that their characters had more right than the other or, the other way around;
- After that, we had a discussion about how they felt, who was their character and if they ever thought about the those group of people and about their rights until now.

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

Performance methodology:

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.



Workshops

THINKING MODULE

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

Performance methodology:
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

INTERNATIONAL EVENING

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

Goal: learning about other cultures

Performance methodology:
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.

AUDIO VISUAL WORKSHOP:

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.

HUMAN RIGHTS/REFUGEES DEBATE

Aim: Encouraging young people to state their opinions on the subject of human rights, and to stand by their opinions.

Method: Debate

Performance methodology:
Participants are given a subject and the motion they will be debating. They then choose their side by taking an opinion. They then follow standard rules of debating (arguing and anti-arguing) until the facilitator considers that the motion bounds have been depleted. At the end participants are asked if anyone wants to change sides and if they do, why.



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.



Workshops

SHEEP

Aim: Introducing participants to blind following and blind-trust.

Method: Game

Materials: Blindfolds(optional)

Performance methodology:

Participants split into 3-4 teams. Each team elects a "leader". Teams agree amongst themselves on a distinct signal(each team has a different one) which can't be a vocal noise. Everyone who is not a leader mixes themselves in a large group and closes/blindfolds their eyes. The leaders then have to form a group with their team and lead them trough a preset course across the finish line.

WALL GAME

Aim: The Wall is a simulation game on finding out how the bureaucratic system within the refugee topic works.

Method: Game

Materials: List of roles, scenario

Performance methodology:

Players are given their respective roles and are told to get into those roles the best they can. Then the guys playing refugees and the guys playing officer roles and higher-ups are split into their places and the game starts. Once all of the "objectives" of the game have been met the game comes to a halt. All of the refugee roles are then assessed and the actual goal of the game is explained and the roles are revealed. Debriefing cen be held if considered necessary.



MEANING OF DEBATE

Aim: Explaining the meaning and importance of properly debating matters to young people.

Method: Workshop

Performance methodology:

Participants are gathered together and the facilitator breaks down every aspect of debating. Along with that, participants are followed up with explanations on how that aspect aids in a more healthy, complete and interactive way of exchanging opinions.



O-H METHOD

Method that is being put into action via 4 modules.

- 1.)cognition
- 2.)releasing
- 3.)cleansing
- 4.)filling

Each of these phases can only be done if the participants are of calm mind and not under stress.

This method can only be done by people who area certified to facilitate it, for maximum effect to take place.

Goals of this method are: learn to defeat stress and achieve self-control, release ourselves from anger, rage,fear,worries,self-pity,self-accusation and lack of confidence, release ourselves from anger, rage,fear,worries,self-pity,self-accusation and lack of confidence, keep relations with other people easier., let ourselves be happy and successful, better our needs and find the best solutions for our life problems .

workshops



NO NAME Energizers

MOLECULE GAME

Players have to scatter in an area. Explain to them that they are the atoms and that you're the thermometer. You regulate the temperature accordingly to which they 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 over after you have asked them cca- 6 questions. By asking them questions you are helping them acquaint with each other so choose your questions carefully.

ANIMAL COMPANION

One person takes charge of this game, others form a circle around him. He then starts explaining how he really likes 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.

TOILET PAPER INTRODUCTION

Every person takes any number of sheets from the toilet paper roll. They choose the number by their own preference. Then they form a circle and you declare the first person in it. Every person then has to say facts about themselves depending on the number of toilet paper sheets they took. Game ends when everyone introduces themselves.

TIDE GOES UP AND DOWN

One player participant acts as the leader. He makes a wave motion with his hand in comparison to his other hand. Others have to follow his movements in the context "if his motioning hand goes over the steady hand, participants have to do the same". When someone makes a mistake, they're out. Last participant left wins.

PRINCESS

One player is elected princess. Princess then chooses her personal assistant. Other players are split into 4 teams. When the princess states what she desires, the 4 teams must try to acquire that for her.

The team that acquires that item first, wins a point.

The game ends after 5-10 rounds. The team with the most points wins.

STICKY FINGERS

Players form a circle. One of the players starts by touching another player (of his choice) somewhere on his body and keeping his hand (or whatever) to that spot. The player that has been touched then proceeds to do the same to the next person, and so on, and so on.

PSG

All players form a circle. The game starts when the first player points at 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 waves with one hand at the same time.

When a player says "PSG" everyone turns around, shows their behind and imitates 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 choose 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.

NEWSPAPER ISLAND

Participants are split into groups of 2 people. Each group is given a single sheet of broadsheet newspaper.

Goal of the game is to stay on the paper within the borders of it. There is a song playing and when it ends the players have to stand on the paper without being outside of it.

After every round the size of the paper is halved. Last group standing wins.



Evaluations

Target evaluation(Pizza pie): 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 seen https://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.

Tree Evaluation: On the first day of the project a big picture with a tree and different things on and around it was drawn. On the end of every following day, each participant had to draw a smiley face with the day number somewhere on the picture to describe how they felt on that day for themselves and in comparison to others. This evaluation was made to make concluding overall happiness of participants easier.





CONCLUSION

Sociological action-evaluation research was conducted with the total of 26 participants of the project No Name 2016. All research participants were present at bought programme activities. The research was designed as a experimental study. Using quantitative methodological frame, survey as a main research method and a series of statistical test, the research aimed to track, measure and test the change that had occurred with the participants as a result of their participation in two programme activities. The research quantified and categorized the data, results and changes on for dimension; (1) motivation, (2) self-actualization, (3) social values and principles and (4) knowledge. It tested the change on three levels; (1) between first programme activity entrance and exit data, (2) between the second programme activity entrance and exit data and (3) between the first and second programme activity exit data. In that way the first two tested levels can be observed in relation to total more statistically rigorous way.

Result from our tested data show a high level of success of the project programme. Within the dimension of motivation the participants shown much higher levels of general, specific and concrete motivation for present and future actions in relation to project goals and planed outcomes. Within the dimension of self-actualization the change, the increase, to an almost maximum assessment of agreement with the indicators for self-actualization in general was significant and important. The participant hadn't just shown higher levels of external motivation due to their participation, but when viewed in relation to their deeper levels of self-actualization, we can conclude that the effect of the project programme has prepared space for internal motivation to occurs.

The next two measured dimensions shown very specific changes. Within the dimension of knowledge, one of the strongest changes had occurred. On one hand, participants became much more aware of different terminology and its specific meaning, and on the other their self-assessment of knowledge in relation to not only theoretical points but social values concepts and ideas increased in a significant and indicative way. Following that, the participant showed a much gather levels of internalization of different values and principles. In the dimension of social values and principles the most significant and the strongest increase had occurred. The levels of internalization of solidarity principles measured the strongest, and in that way most indicative, increased of all measured group of variables. The participants started to view them selfs as a part of a globalized world rather than only their local community, they became more aware of different cultures and religions, increased their willingness to help others and their level of feeling of solidarity with other not depending on their cultural, national, gender or other characteristics.

Overall, project No Name 2016 had a strong duple-sided effect that was captured using this quantitative methodological framework. It effected the level of knowledge of participant and started a proces of internalization of principles and values of the European Union. The important note is to be aware that there was a difference between the effects of the first and the second programme activity, but that difference was to be expected because of the project design. However, entrance points to some measured variables were relatively high and continuous thought the project. That can be due to a screening process of participants. The points that had to lowest entrance values had the strongest and the most indicative increase in accordance with basic, general and specific project goals and mission.

mr.sc.soc. Marin Spetič, PhD Candidate



NO NAME 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 activity in Croatia, 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:

How well are you introduced to refugees?

Have you ever met a refugee?

What is the difference between a refugee and an immigrant?

What did you do today that helped improve your transversal skills?

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.

