

Funded by the
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NO LIMITS





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Summary of project

Country: Portugal (Associação Tá a Mexer – Lourinhã) , Bulgaria(Association "Nyama nevazmozhni neshta" – Varna), Croatia (OIP Posejdon – Split)

Participant: 8 per country plus one leader, plus 4 assistant from Bulgaria for participant with special needs.

Location: Solin , Croatia.

Project starts: 03.08.2017

End of project: 02.12.2017

Main activity from 23.09.2017 till 01.10.2017

Accommodation: Hostel Jadro, rooms by gender and countries

Project "No Limits" will be held in the period from 03.08.2017. to 02.12.2017 while the main project activity will take part from 23.09.2017. to 01.10.07.2017 in the town of Solin, near city of Split, in Croatia. The objectives of the project are to educate young people about the need for inclusion, helping the needy, respecting and accepting diversity, common life, respect for human rights, promoting sporting activities, creative workshops, informal education as a tool connecting young people regardless of their obstacles and differences. Aimed at reducing the ever-present alienation, distance and lack of empathy and inclusiveness. Alongside that, participants will become promoters of European activities, expand their cultural knowledge and experience. Self-evaluation procedures during the project will help participants evolve in their personal development, making new realizations and expanding their sights and goals in everyday life while including people with difficulties as-well.

Hostel Jadro in Solin will be the hosting place for the participants. Workshops will be done in the open encouraging a more active life style (fresh air) and inside the local community (Solun, Split, Mimice). The project will be supported by the town of Solin, Radio Split, newspaper Solinska kronika and associations Zvono and Moje dijete . Work in international group will be create extra cohesion amongst the participants and additional strengthen the feeling of inclusion and friendship.

Until its end, the project will enrich 31 participants with their new experiences in the implementation of creative and sports workshops, informal methods of working with children with disabilities, team activities and new perspectives. Youngsters will act in an affirmative fashion towards others in their local community, spread gained knowledge and begin to include people with difficulties in their everyday life. Using tools gained on the project, they will promote results in their everyday life and by acting positively, teach others empathy, inclusion and developing tolerance.

An extra dimension to those competences will be added by the participants with special needs in the project and will bring that reality much closer to others in the project improving the experience gained. Teamwork and sport activities will make participants develop skills such as taking initiative and solving problems. With the help of audio-visual workshops, participants will gain new digital, language and cultural competences (audio visual groups will be mixed by nationality and that will be mandatory, so that it additionally supports new competence development).

By fusing the Gastro Cultural evening with the International evening we strengthen the connection with the local community during the project, we open the gates to townspeople so that they can include themselves in the project movement, get to know its goals, workshops already done and progress made. By the end of the project every partner will make at least 2 workshops in their local communities that will include people with difficulties and people with lesser opportunities and will appeal to awake the feeling of tolerance, acceptance and inclusion.

All of the partners will include the results and some workshops in their everyday work with young people and in next follow up projects.

The products of the audio-visual workshop such as the promo-video, flyer and the booklet will serve as further evaluation and dissemination of the project.

Those things will be available to all partners for use via the facebook page

<https://www.facebook.com/groups/622819581238678/?fref=ts>

and dropbox

<https://www.dropbox.com/sh/v4lezhe458ercxw/AAyR5pfzdEnXHkPd0HoUbOSa?dl=0>

All participants will get their Youthpass certificate as a confirmation of gained competences.

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.



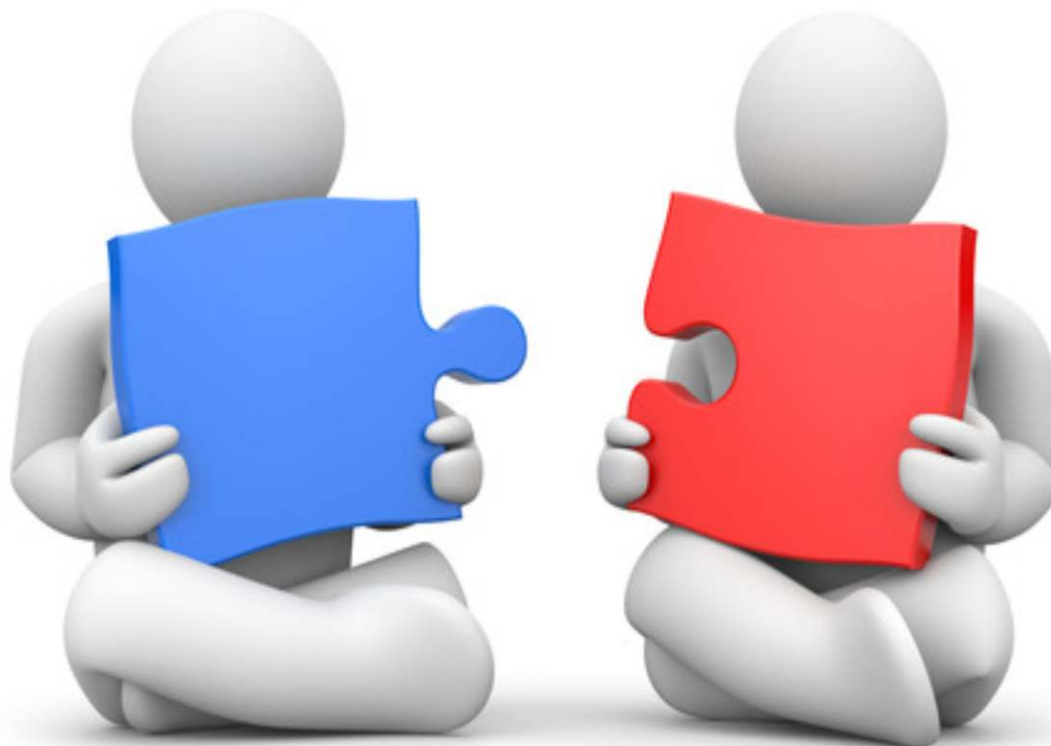
2. **Association "Nyama nevazmozhni neshta"**

The main goal of NGO Association NNN is to improve the quality of life of the young people with mental/educational/social difficulties. We combine efforts with parents, specialists, volunteers, institutions, local government and the community, to develop social services for young people at risk. Association "NNN" has started a social enterprise "Equal start" which provides protected workplaces for the young people or helps them to find a suitable job. The organization initiates successful collaboration between the three sectors - NGO, business and local authorities.



3. **Associação Tá a Mexer**

The Association Tá a Mexer - Association of Education, Training and Social and Community Animation, is a nonprofit organization and was formed initially by a group of young people and a priest who jointly developed activities for children and young people in the Lourinhã village. The Association needed to have a structured and organized dynamics, with the possibility of being able to apply and have access to funding programs, since July 17, 1998 was officially constituted as Youth Association Tá a Mexer.



Workshops

ICEBREAKERS WITH TIE GAME

Aim: Helping the participants to meet each other and get on well.

Method: games, socialization, interaction, similarities

Competence: social and cultural competences, bonding, creative thinking

Material: paper tie, colors, pens

Performance methodology:

Each participant receives a paper in the shape of a tie and on it, they write 3 statements that are true and one that is false. After that, during the next half an hour of hanging out, they try to discover which things are true and which are false on the ties of other people.

EU Values and Erasmus+

Aim: introducing the participants to the EU Values

Method: work in a team, reasoning, presentation

Competence: teamwork, presentation skills, research, reasoning

Material:
 - Flip chart paper
 - 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.

Thinking Module

Aim: Think about future projects, solving problems in local communities.

Method: teamwork, brainstorming, presentation.

Competence: teamwork, presentation skills, research, reasoning

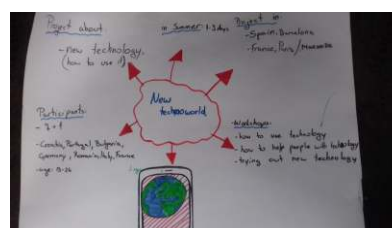
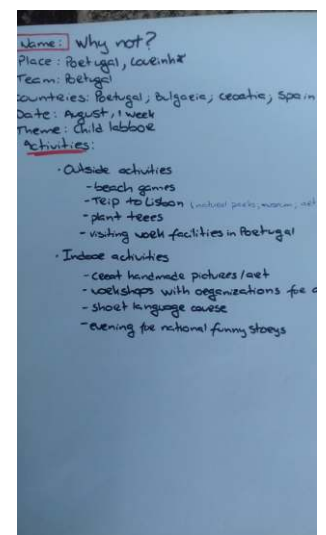
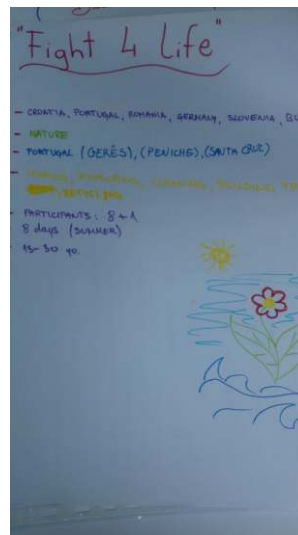
Material:
 - Flip chart and colours

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.

Young people have generated 4 new projects during this workshop: Discover Yourself(confidence boost, active citizenship), Why Not? (future employment and active citizenship), New Techno World (developing digital competences), Fight4Life (human rights and values).



Workshops

International evening/Gastro-cultural evening

Aim: learning about other cultures

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

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.



Solin challenge

Aim: Introducing participants to the culture of Solin and Salona and its historical relevance

Method: Fun and interactive orientational competition

Materials: Maps, written tasks

Performance methodology:

Oriental competition in the old city of Salona where the participants have to finish tasks given to them while at the same time exploring the city, its culture and history during the group activity



Creating a facebook profile

Goal: Self-presentation, visibility

Method: Creating a page with various materials

Competences: enterpreneurship, presentation skills, creativity

Materials: Hammer paper, magazines, office utilities, colourful paper



Performance methodology:

All participants are granted office utilities, a hammer paper of their choice and magazines and they have to craft a page of their "profile" that will represent them on their envelopes and with which they will show some of their interests and present themselves to others.

Audio Visual Workshop

Performance methodology:

The participants at the beginning of the project divided into groups according to their own wishes. So they form groups to create: leaflet, promo video, power point presentation, booklet and photo groups. These groups meet regularly every day but have designated workshops every few days.

-<https://www.facebook.com/groups/622819581238678/>



Physical readiness evaluation

Goal: Evaluating each group in their competence trough a series of tests and challenges

Method: Outdoor polygons and tasks

Competences physical preparation, self-evaluation



Performance methodology:

Participants are equally split into teams and given a series of challenges in an open area and they then proceed to compete in points/scores/times and win

workshops



Workshops

Box game

Aims: Cross a polygon.

Method: Conquering the polygon by teamwork with the usage of a box

Competences: teamwork, reasoning, creativity

Material: a solid box

Performance methodology:

Participants are split into teams in which they have to cross the distance of the field by only using one solid box, while moving only by standing on it. They have to cross the field in one go and finish the task at hand in the shortest possible time.



Be You workshop

Aim: To discover games related to inclusion of kids with special needs.

Games:

Ping pong game: Participants form a circle and one of them takes 2 plastic cups and has to pick up a ping pong ball with its edges however he finds it fit and pass the cups along with the ball to the next participants. The more times it goes around the better.

Participants form a circle and take a plastic cup. First participant takes a ball and puts it in his cup. After that he launches his ball from his up into the air and the other participant has to catch it.



Kite Game: Each participant takes a colored paper and writes good wishes onto it and then the create a large kite onto which (the tail) they paste the good wishes and fly the kite.

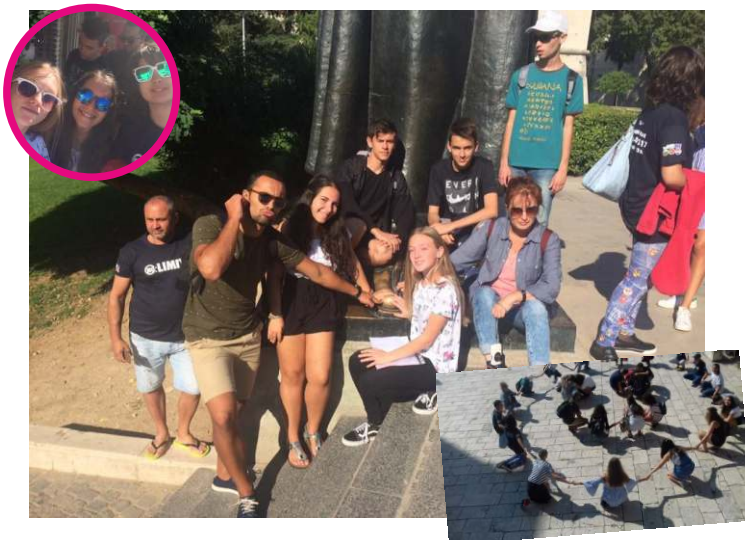


Split challenge

Competences: Introducing participants to the culture of Solin and Salona and its historical relevance

Goal: Fun and interactive orientational competition

Materials: Maps, written tasks



Performance methodology:

Oriental competition in the old city of Salona where the participants have to finish tasks given to them while at the same time exploring the city, its culture and history during the group activity

Old Olympic sports

Aims: Introducing the participants to some old traditional sports

Method: Group activity in nature



Performance methodology:

The participants are shown some old sports such as throwing a rock from the shoulder, distance jumping, pulling a stick and so on. The leaders then organize competitions in each of those sports for the participants to try out their skills in the newly learned sports.



Workshops

Power of NFE

Aim: To develop creativity

Method: interactive creative game

Material: Rope, eggs, balloons, scissors, papers, umbrellas... all sorts of diverse things, scarfs. **Aims:** Cross a polygon.



Performance methodology:

Participants are split into groups. Beforehand a certain number of eggs are hung on trees (number of groups=number of eggs). The task of each group is to use the material they have to create a contraption with which the egg will survive the fall from the tree.

Gospin otok-art workshop with NGO "Moje Dijete"

Aim: Teambuilding, creativity, bonding, inclusion

Method: interactive workshop

Materials: Paper and colours

Performance methodology:

Participants are together with the members of "MOje Dijete" and "Sveti Rafael" split into groups and have expressed their opinions and feelings related to love, help and friendship in an artistic way.



Creative workshop in nature (trip to Mimice with NGO "Zvono")

Aim: Connecting with people that have disabilities, developing humane values, helping the ones in need

Method: Creative workshops (creating a magnet, necklaces, colouring bags and round stones)

Materials: Acrylic paint, bags, magnets, sea rocks, newspapers, paint-brushes, glue and scissors.



Performance methodology:

Interactive workshops in which the participants collectively create souvenirs. In that way they gain the "learning to learn" competence, actively participate in aiding work with the people with disabilities, they are taught more to inclusion and increased tolerance.

Inclusion Games

1.) Ball game: Aim of the game is teambuilding and inclusion, method is "a sport game", material: balls and the methodology is that players have to form a line and pass the ball from the front to the back in as many different ways they can think of. The last player in the row upon acquiring the balls, runs to the start of the column and the game continues until the "line" crosses the finish.

2.) Crocodile and hen: Aim is to develop creativity and ingenuity, method is a sports game, material: 4 cones and the methodology is that the cones are used to create a field cca 20x20m, all the participants are to stay within the field, one of them is the crocodile and the rest are hens. When the crocodile catches a hen he/she turns into a crocodile and they have to catch the rest by holding hands (process is repeated until all the hens are gone).

3.) Body Pictionary: Aim is to develop the sense of "touch", inclusion, imagination and creativity, method is "tactile game", materials: paper and pen. Methodology is to split the participants into groups and they have to form a line. The narrator draws something on the back of the last person in line (each line the same). All participants have their eyes closed, and when they think they understood what was drawn on their back they do that same on the person in front of them. When all the groups are done, the first person in line (last one to be drawn onto) then tries to draw what he thinks the thing was onto a paper. (drawing onto people is figurative and its actually being done by a stick or with fingers.)



Energizers

FREAK OUT

Freak out is a game where the participants form a circle and then say a word which makes the other participants do something predefined (clockwork order of speaking). The predefined actions can be anything the leaders agree on with one exception, when a player says „freak out“, everyone starts spinning their hands and the order of people in the circle has to be shuffled. This promotes hanging out with different people and entices better relations amongst participants.



UALELE

One player assumes central position in a circle made out of other participants. He then starts a chant/song in which every line is backed up by a gimmick and moves done in the line. The song goes “U-ALELE; ALELE CHICA TOMBA; E MASA MASA MASA; U-ALU-E-ALO-A”. The song repeats itself a number of times, and every times something changes such as the speed of the song, the pitch, or the contextual movement.



GROUP MATCHES

Participants split into 2 groups and each stand on one side of the room. In the middle of the room there is a small pole-like object (anything will do). Each player secretly receives a number and when the narrator summons two numbers they have to get the object to their team side. If the object drops from your hand, you lose a point, if the opposing player touches you while you have the bottle in your hand you lose a point and if you get the bottle to your side you score a point!



SECRET FRIEND

At the beginning of the project, all participants have a random “straw-draw” where they get a name of another participant from the project.

It is imperative that they keep the name a secret and act stealthy on the manner. Goal of the game is to do nice little things and show signs of attention to your secret friend (getting them things, doing little secret favours and so on).

At the end of the project, every participant gets to meet their secret friend in a grand revelation in-front of all the other participants.



MOLECULE GAME

Narrator explains what molecules are and what atoms are. Each player represents an atom and the narrator gives them a certain temperature to which they move in according speeds. The narrator interrupts the movement by saying something like “favourite drink”, and the players then form molecules according to what they like the most with other players. The game helps with getting to know each other.

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.

PRINCE

One person is a prince/princess. Other players are competing to be the best servants they can, so when the ruler requests an object the servants race to get it. The slowest servant is out of the game and is eliminated. The objects are always something simple yet competitive enough to make the game fun.

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 until all players are connected in some way.



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.

Happiness matrix:

it 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.



Smile Evaluation:

There is a hammer paper with 3 smiley faces drawn on it and each participant then comes and anonymously puts their tag onto/into or wherever they like around the smiley they felt like that day.



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. Research results can be seen on 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 in other people's envelopes. After they are done writing, leader from each country takes the envelopes. The leader is supposed to give the envelopes to participants when they enter their country. Mirror evaluation is a good way to make memories of the project.

Smile Evaluation: There is a hammer paper with 3 smiley faces drawn on it and each participant then comes and anonymously puts their tag onto/into or wherever they like around the smiley they felt like that day.



YOUTHPASS

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, 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 example 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 and outside of it, at predefined times every day, 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.

Action-evaluation research

This action-evaluation research has been conducted in two phases; (1) entrance phase and (2) exit phase (first and last day of the project programme activity). The data has been collected using survey method and the change has been tested using paired-sample tests. Two questionnaires have been almost the same in design to allow the comparison. The main hypothesis was that there will be a significant increase in motivation, knowledge, skills and internalization of positive social attitudes within the group as a result of their participation in the programme. The conclusion of this action-evaluation research branches in two directions; (1) the conclusion based on the results of statistical comparison of entrance and exit data and (2) the conclusion based on exit data only. Concerning the first conclusion branch, it is important to note that not every measured research and project dimension showed a significant growth. In general, in the dimension measuring motivation the research has observed partial statistically significant growth. In the second dimension oriented on testing the difference in knowledge the project has managed to properly inform the youth on key points, with strong suggestion to emphasize this project dimension in the future since there could have been more growth measured in some areas. In the dimension oriented on skills-sets, the project was most successful in regards to measuring statistically significant change. Social attitudes have been measured in entrance and exit phase so high that room for a change wasn't possible. In regards to second conclusion branch, the research has observed exit data as extremely high. In that sense, and following all mentioned above, the conclusion is that the project has gathered and managed to cultivate youth with strong empathy, positive social attitudes (EU and project related), strong motivation and knowledge relevant to the thematic of the project. Exit data shows growth nonetheless, but the importance of such high exit data is reflected in social and personal characteristic of the youth. It is interesting to note that the social harmony has in every sense reflected in the results of the exit survey phase.

Overall, this project achieved high social harmony in regards to exit survey results, as well as interesting significant growth in areas of practical knowledge and general motivation.

