

Funded by the
Erasmus+ Programme
of the European Union



100% HUMAN

YOUTH EXCHANGE
21.10-29.10.2017





Content

| | |
|-------------------------|---|
| Summary of project..... | 2 |
| Partners..... | 3 |
| Workshops..... | 4 |
| Energizers..... | 7 |
| Evaluations..... | 8 |
| YOUTHPASS..... | 9 |

Summary of project

Project „100% Human“ will be held from 01.09.2017 to 31.12.2017. The programme activity will be held from 21.10 to 29.10.2017. The project will have 30 participants from 5 countries (Germany, Latvia, Lithuania, Slovenia and Croatia). The goal of this project is to show the need to include other opinions, respect human rights, be tolerant as well as empathical and inclusive.

Planned workshops and modules are pointed to show the participants the importance of fighting against discrimination, prejudice, racism and xenophobia. Participants will develop transversal skills with underlining empathy, inclusion and critical thinking. Participation in the project will influence the self-respect and confidence of all the participants. It will also affect the life of the local community resulting in less extremism, intolerance, disregarding other people's opinions and with that, raise the overall quality of life in it.

When the project ends, the participants will be able to use their knowledge and skills gained there to encourage positive changes in their lives and to encourage teamwork, socialization, cooperation and human rights. Programme activity will be held in the hostel Jadro in Solin, close to Split.

Workshops will be in the rooms of the hostel, Lady Marys island in Solin, Salona, Jadro spring, Broćanac as well as Split. This way of leading the activity will make sure that the project is visible and involved in the local community. It will be supported by city Solin, elementary schools of Solin, 4th gymnasium Marko Marulić, Zvono society and the home for people with difficulties St.Rafael.

This project will enrich the participants with knowledge about human rights, Erasmus+ programme, causes of prejudice, discrimination, racism, xenophobia and extremism, as well as how to solve them.

They will also get skills such as speaking, debating, creating an attitude and questioning other attitudes. During the project a humanitarian action will be held for the home of St.Rafael and a trip with the „Zvono“ association that will be of great importance in empathy development of the participants and encourage them to proactive and humanitarian acting in their local communities.

The participants will also develop team spirit, cooperation skills and taking initiative during the audio visual workshops. Furthermore, evaluations will be held that will teach the participants self-evaluation, self-assessment and help them to use their gained competences, skills and knowledge.

Each of the partners will when returning to their local community, do 2 workshops, one being humanitarian in origin and the other being informational/educative.

All the results will also be integrated in the daily work and activities.

Results of the project will be disseminated by the facebook group
<https://www.facebook.com/groups/1274782532565398/?fref=ts>

and dropbox

https://www.dropbox.com/sh/77ae9achjo4btsm/AADVKM0PU_cY1D6zrQoEnBUka?dl=0

while the entire project will be followed by the Solinske chronicles, TV Jadran and Radio Sunce.

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. Jugendbildungszentrum Blossin e. V.

Jugendbildungszentrum Blossin eV "(JBZ Blossin) is the Brandenburg Sports Youth educational center, a venue for young people, a place dedicated to acquiring early skills and knowledge, and has a pedagogically trained training center with a license to work with young people. Blossin is able to accommodate large groups of young people (capacity over 300 beds). Blossin aims to offer the best conditions for young people and to help them in advancing in their own development. Blossin holds that active spirit of learning and wants to help them develop their abilities as a great people.

3. SOCIALAS INOVACIJAS CENTRS

Social innovation centre (SIC) has been established in 2010. The legislative form - non-governmental organisation. There are volunteers - professionals co-working to facilitate positive social change at national and international.

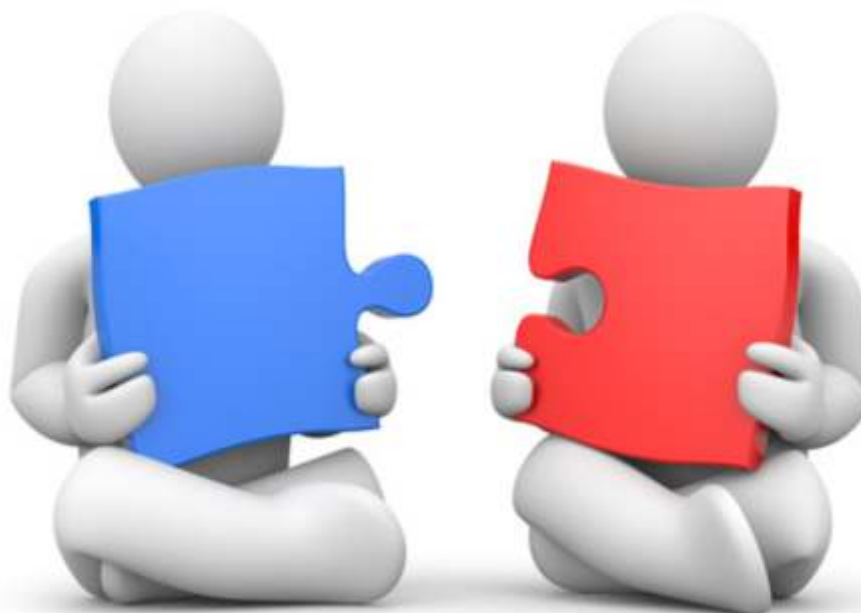
SIC is dedicated to solve social challenges, raise social innovation knowledge and social welfare in Latvia as well as facilitate and promote the best practices, knowledge and gained experience at the international level.

4. CSOD

CSOD is a center that prepares programmes for primary and secondary school, activities in nature during the working days. Average number of participants a year is 3600. CSOD has organized over 19 international projects and youth exchanges. With plentiful experience in creating and participating in projects, CSOD makes a great organisation to work with and cooperate with them due to their high level of involvement, great skills with youngsters and experience.

5. Atviras Siauliu rajono jaunimo centras

A completely open youth centre with focus on activities and creativity, a place where youth can come, hang out, play games, spend some quality time and make new friends. The organisation itself promotes development of universal competences amongst the youngsters as well as some social and civic issues and awareness regarding them. The organisation has participated in plentiful projects throughout the years and have racked up some serious experience on them.



Workshops

ICEBREAKERS

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:

- The participants meet all together outside and partake in pre-organized games
- Games support teamwork and cooperation
- Subliminal bonding and interaction.
- Getting to know positive and negative sides about others



EU Values and Erasmus+ and EVS

Aim: introducing the participants to the EU Values

Method: work in a team, reasoning, presentation

Competence: teamwork, presentation skills, research, reasoning

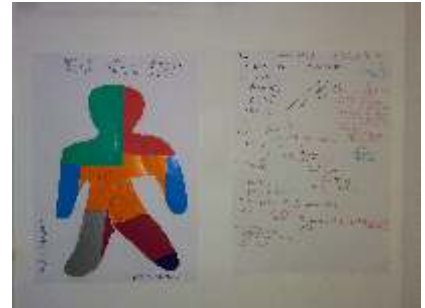
Material:
 - Flip chart paper
 - Flip chart and colours,
 - Hammer paper, glue

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

Method:
 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

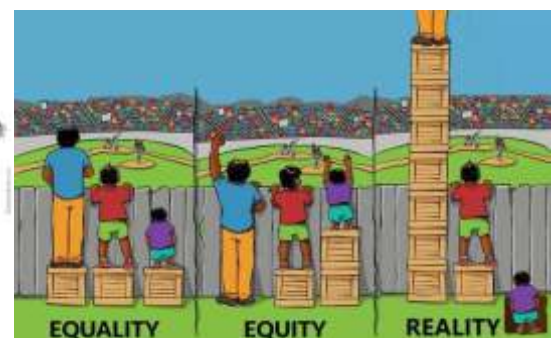
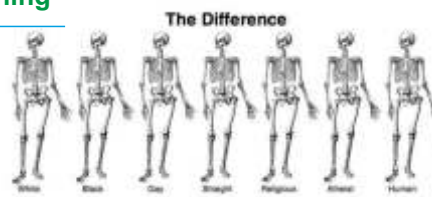


International evening/Gastro-cultural evening

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.



Workshops

Audio Visual Workshop

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

Creating a facebook profile

Goal: Self-presentation, visibility

Method: Creating a page with various materials

Competences: enterprenuership, presentation skills, creativity

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

Time: 90 minutes

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.

Presentation of Human rights declaration

Goal: Teach the participants about the human rights delaration

Method: presentation

Competences: self-awareness, tolerance, presentation skills

Time: 90 mins

Methodology: Participants are shown the presentation about human rights and are interactively included in it.

Explanation of Xenophobia, discrimination, racism and prejudice

Goal: Expanding sights about xenophobia, discrimination, racism and prejudice

Method: interactive group explanation

Competences: reasoning, tolerance, awareness, initiative

Time: 150 minutes



Trip to Salona

Aim: Introducing participants to the culture of Salona and its historical relevance, picking Olives with the Vukas family

Method: Day trip

Methodology: Participants from the hosting country are taking other participants on a trip to the city, There they are shown all the cultural significances, historical values, special places and relevant sites, as well as being taught some historical facts and events that are relevant to the visited area. We also went uphill and helped with picking olives in the Vukas family including ourselves in the local community more.



Methodology:

Participants are seated in a room/open area in which they are taught about xenophobia, discrimination, racism and prejudice. It is done in a form of an open conversation where any participant can add value to the discussion and participate in it as an active listener.



Workshops

Split challenge

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

Method: Challenge, team game

Methodology: Participants from the hosting country are taking other participants on a trip to the city. There they are shown all the cultural significances, historical values, special places and relevant sites, as well as being taught some historical facts and events that are relevant to the visited area.



Making the movies

Goal: creation of a video-spot for Rag'n Bone Man –Human song

Method: team-based filming and production

Competences: presentation skills, teamwork, creativity

Time: 180 mins

Methodology: Participants have to visualize and create a video based on the “Human” song and wrap it up within 3 hours.

Organisation Zvono for children with intellectual difficulties, Sports, Games, Broćanac

Goal: Interaction with the members of “Zvono” and participants of the project and their bonding

Method: Games and workshops in nature in Broćanac

Competences: teamwork, tolerance, creativity, awareness, inclusion

Time: Day trip

Methodology: Games, workshops, hanging-out, exchanging experiences



Speakers Corner

Goal: Promoting public speech, learning how to speak freely, active listener

Method: Public speech utilization

Competences: tolerance, creativity, self awareness, inclusion, promotion, active speech

Materials: topics, roles

Time: 210min

Methodology: People are split into 2 teams: speakers and listeners. Earlier, some topics are chosen and speakers prepare to talk about them. The listeners get roles of some kind that are meant to influence the way they participate in the monologue/discussion in the way they show their opinion. The workshop is concluded after all speakers are finished and is wrapped up with a de-briefing.



Step Forward

Goal: make the participants more aware of their environment, other people and themselves

Method: Narrated workshop

Competences: awareness, inclusion, expression of opinion

Materials: premade leaflets

Time: 90mins

Methodology: Participants are assigned roles and they then form a line (roles are to be kept secret). The narrator then asks a set of questions and if the answer is affirmative, the participant steps forward and if its negative, the participant keeps standing still (every participants answers for themselves in the spirit of the role they got and do accordingly). After the game is over, debriefing phase begins.



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.



100% human humanitarian action for the home of Sv. Rafael

Goal: Helping the home of St.Rafael by charity

Method: Charity humanitarian action in the local community

Competences: teamwork, tolerance, creativity, awareness, inclusion

Time: 210mins

Methodology: Humanitarian stand, teamwork and selling, inclusion in the local community



DNA 4 min

Goal: to awaken the image of ourselves and others and how we as humans are all very similar

Method: short movie about testind of DNA group of diferent people

Competences: tolerance, empathy, appreciation, friendship
Time: 60 min

Methodology: watching video clip, critical reflection, self-evaluation

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.

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.



QUICK RECOGNITION

Players are split into 2 teams and then put behind a big curtain. Each team then lines a single player behind the curtain and the curtain is dropped. The player to first call the name of the opposite player wins and the losing player switches sides.



Energizers

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.

TOILET PAPER GAME

A story is told about the need to assess how much paper an individual will need for the rest of the day (and then they take some). The true goal of the game is that depending on the number of toilet paper sheets taken, every participant has to say a number of things about them (to introduce themselves).

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.

SUPER CHICKEN

Each player starts from “egg” and advances to super chicken (egg-chick-chicken-super chicken) by playing rock-paper-scissors with other players of the same level. On a win, a player progresses and on a lose the player keeps their current rank.

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.

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 has 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.

CONCLUSION

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) self-actualization. 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.

The changes that have occurred in the youth due to participation in this project are statistically and otherwise significant. Namely, young people have become more motivated and informed (in their own self-assessment) about and in regard to the topic and the content of the project. The assessment of knowledge about transversal skills has also increased considerably, as well as the assessment of the importance of owning and working on one's own skills-set and the recognition of special social skills. Input data shows high general awareness of democracy, civil society and the European Union as key concepts, which is why there are no significant changes in that sense, but specific knowledge, motivation for community participation, internalization of basic democratic principles, and change of focus from democracy as a system of freedom to democracy as a system of equality system shows significant changes in the statistical and content sense. Namely, the strongest changes in youth are related to the degree of internalisation of the principle of solidarity and equality, which is entirely in line with the objectives of the project. In addition, self-assessment for self-actualization has grown significantly. Therefore, it must be concluded that the 100% Human Program project activity has certainly created the environment and surroundings within which participants could learn, internalize target values and gain collective motivation for further action.

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.

100% HUMAN

YOUTH EXCHANGE
21.10-29.10.2017

