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Summary of the project

The project idea was created by young people during the Thinking module held in one of our previous projects. The needs for organizing their own lives, financial planning, and better communication with other members of society are recognized by young people as very important and necessary things in their lives, and from this need of the young people came the Knowledge Compass project.

The project will be implemented from 07/07/2018 to 15/07/2018 with all segments, preparation, implementation, evaluation and dissemination. Knowledge Compass is an interactive youth exchange in the areas of financial and life planning, tolerance, better communication and mutual respect from Croatia, Portugal, Germany and Italy. The project includes 32 participants and 4 leaders. Relationship with work, life planning and tolerance is different in some countries, so the key part of more partners is not just for the intercultural dimension but also for the exchange of experience and knowledge from the real life practices of individual partners.

The special dimension of the project is the place where the program activity will be held on the island of Hvar, Jelsa, in the period from July 7, 2017 to July 15, 2017. The island as a special milieu with a significant dimension of the geographical obstacle in the modern development of young people with a special dimension a lack of content that young people can use in their free time in their personal and business development. With this project, we want to connect with the local community so that the workshops will be realized in public places and in cooperation with the municipality of Jelsa and the associations Sustainable Island of Jelsa and Our Lady from Stari Grad.

The plan itself is divided into the following modules: (1) Financial and Social Literacy Module Real Ideal Game, Time Management, Real Ideal), (2) Timing Modules (Creating Flyers, Video Spot, Power Point, Journalist Group, Mission Z, New (3) Local community modules (cooperation with the municipality of Jelsa and associations Sustainable island and Our Lady at the International Gastro Cultural Festival (4) Intercultural module (Meet the Jels, Quiz, EU Values, Erasmus +), (5) Evaluation module (Youthpass, personal diary, image evaluation, exit and input questionnaire, cadence evaluation, green red evaluation and meta), (6) Entertainment Module (film and dance night, quiz, tie-up)

The main goal of the project is to empower young people for their own personal and business planning with knowledge and tools that can help them, as well as improve their social skills and social literacy. In this way young people will become proactive in their actions, will have an active role in their lives and processes, in the life of their local community. The acquired knowledge will be transferred by young people to other members, friends, colleagues and thus actively participate in the creation of a modern society within the European Union. Also during the implementation of the project youth will develop the principles of tolerance, openness, cooperation, synergy, enhance personal communication



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through the adoption of communication skills. They will adopt various methods of conducting workshops: brain storms, synergistic approaches, teamwork, intrusive games, discussions, presentations. It will empower processes of self-assessment and self-actualization. In short, young people would become generators of positive changes in their local communities, positive people confident with clearly recognized life goals.

Involving young people in all steps of this project is to foster future co-operation and joint activities within the EU. Such targeted outcomes will also contribute to the development of partner organizations and local communities. At the dissemination stage, partners will organize at least 2 workshops (8 in total) with the aim of educating their members and the local community (schools, associations, youth centers), and implementing knowledge in the daily work of their organizations. This approach will enable the long-term space to increase the number of young people actively participating in planning their life paths, thus raising the quality of life at the local level.

The project results will be disseminated via the Facebook project team: <https://www.facebook.com/groups/129213247729749/> as well as through the dropbox: https://www.dropbox.com/home/Posejodn_EU.



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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. Active troughout the year, OIP Posejdon aspires to perfect every aspect of its work and to keep on growing.

2. Jugendbildungszentrum Blossin e. V.

The „Jugendbildungszentrum Blossin e.V.“ (youth center Blossin) is an educational institution of the „Brandenburgischen Sportjugend“ (BSJ). This is also a meeting and learning place. Blossin works with a pedagogical group approach and is demanding with his learning process. The JBZ Blossin gives the possibility to have seminar in a modern and natural environment. Blossin sees itself as an european youth center. Every year it organizes a variety of international youth meetings and trainings together with international partners. In Blossin the methods are based on heads topics like intercultural, social, politic and sport education in order to encourage learning democracy, civic commitment, European awareness.

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.



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4. Associazione Interculturale NUR

Associazione Interculturale NUR is a non profit association established in 1999 and active in the field of intercultural integration, promoting and realizing cultural events, training experiences and informative seminars for the youth in Sardinia. Our association operates through: the promotion of exchanges between cultures; making youth international mobility as accessible as possible, with a special focus on bringing information to youth of isolated smaller rural villages; the fight against all forms of racism and xenophobia; fostering the recognition of the competencies built through experiences of non formal education; promoting a peaceful and reciprocally enriching integration of migrants in the Italian society.



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Workshops

1. Icebreakers

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

Method: games, socialization, interaction, similarities

Competence: teamwork, bonding, creative thinking

Material: paper, pens, colors

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



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2. EU Values and Erasmus+:

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

Methodology of performance:

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.



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3. 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

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



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4. International Festival:

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

Goal: learning about other cultures

International festival by the “U smokve” restaurant is a fun educational evening where each national team presents their country to the other participants in the form of food, some kind of presentation and/or a show.



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5. 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



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6. Jelsa challenge:

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

Method: Workshop in Jelsa

Materials: /

Methodology: Participants from the hosting country are taking other participants on a trip to Jelsa. 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.



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7. Social and financial literacy:

Goal: learning how to handle finances

Method: Educational workshop

Competences: entrepreneurship, financial maturity, financial awareness

Materials: /

Time: 90 minutes

Methodology: All participants will be taught the basics of finances, how they work and how to apply them in everyday life in the form of an interactive presentation. During the workshop, all participants are free to ask questions or ask for further elaboration.



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8. Building a Raft

Goal: teaching participants how to build a raft in teams using creativity

Method: Outdoor workshop

Competences: developing creative thoughts, teamwork, basic mathematical-geometrical competences

Materials: various items for creating a raft

Time: 150 mins

Methodology: Participants are split into mixed teams and have to create a raft. The process is supervised by the facilitators. There are a few conditions the raft has to fulfil to be classified as good. Along building the raft, participants have to tackle a series of obstacles of mathematical origin to successfully make the raft.



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9. Social literacy:

Goal: Enticing participants to make complete use of discussing, talking and debating in everyday life

Method: Speakers corner tool

Competences: teamwork, reasoning, expanding vocabulary, tolerance, empathy

Materials: speakers corner game-set

Time: 180 minutes

Methodology: After some discussing with the participants about the importance of dialogue and some useful things about it in groups. A game of Speakers Corner is played out to further teach participants how to properly dialogue, debate and just communicate with others. Most important part of the workshop is the debriefing.



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10. New sport by every country:

Aim: Activating creative thinking and teamwork

Method: Team-based workshop

Materials: /

Methodology: Participants split into national teams. Goal is to come up with a new sport, full with rules, materials needed and to prepare a demonstration of it. Sports have to be unique in their own way. Later on, the sports can be used for fun and games.



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11. Real Ideal:

Aim: Teaching the participants how to handle their finances in real life

Method: Real Ideal tool

Materials: Real Ideal game-set

Methodology: During the workshop, the participants are put in a situation where they have to choose their goals and aspirations and are assigned a random character card with some perks. Then over a few turns, participants get to make decisions according to their age. (1 turn=10 years). In the debriefing, participants compare their successes and debate how and why something worked out or didn't.



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12. Talent market

Aim: Sharing examples of good practice from each of the partner organisations.

Method: interactive workshop

Materials: presentation (optional)

Methodology: In a form of general debate and exchanging experiences all the participants from different organisations share their experiences in various elements of working with youth, peers and in their local community. This workshop is dedicated to expanding the knowledge of each participant and providing second-hand experiences for everyone.



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13. Time management

Aim: Teaching participants how to properly manage and schedule their daily timetable

Method: interactive workshop

Materials: /

Methodology: Facilitators dedicate this time to show the theory behind some time-managing techniques and help them test them out in practice, find out which one suits them best and how to apply it in everyday life.



14. Ropes connection

Aim: Showing the participants that every different individual had different wishes and ways to spend their free time.

Method: Individually split game

Materials: Papers, colours, pens, ropes



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Methodology: Participants write on a piece of paper what they would do if they had 30 minutes free time. Then, they are split into mixed groups and connect themselves with a rope and have to try and achieve everything written on their papers.



15. Mission Z

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



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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!

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.



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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.

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.



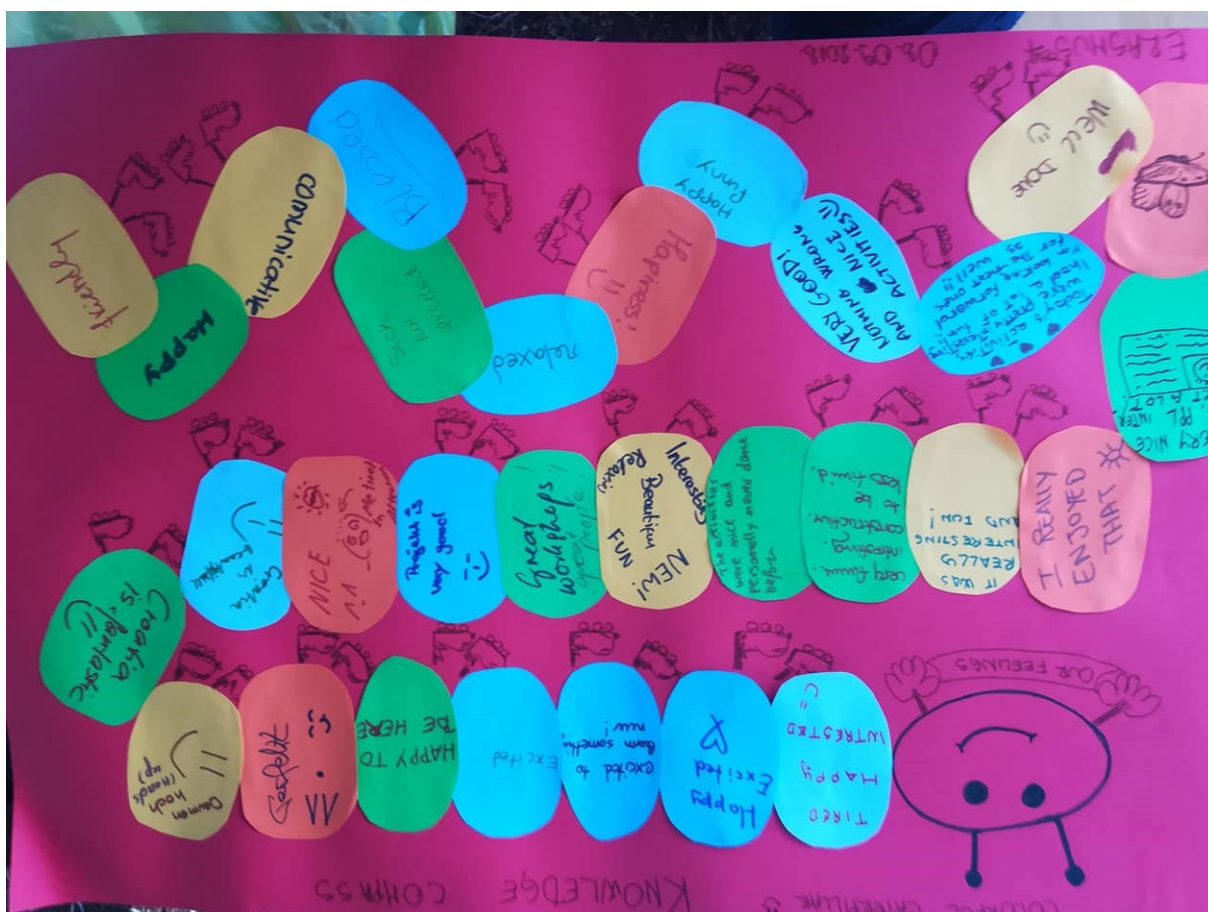
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Evaluations:

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



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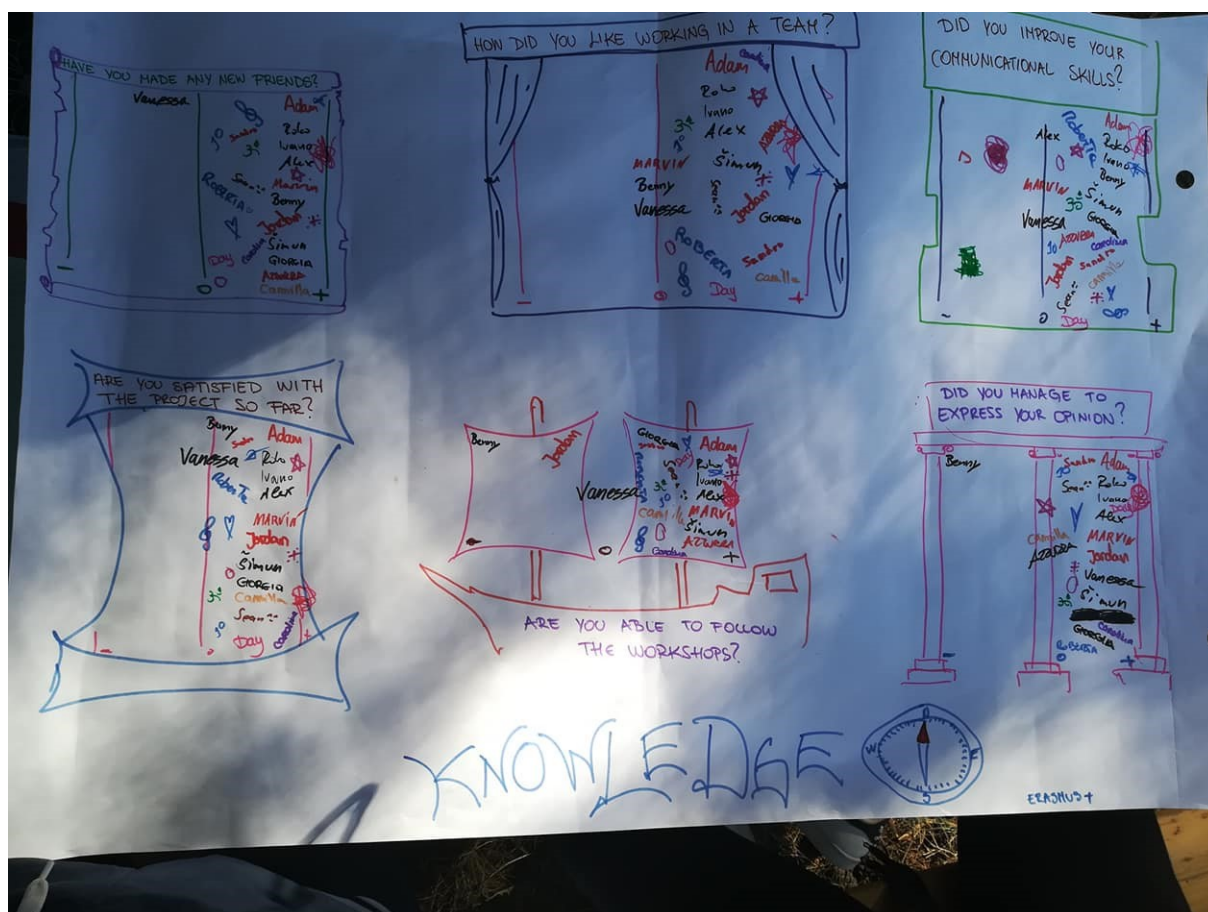




colour represents which feeling). Goal of this evaluation to see if the participants feel good on the project.

| 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



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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. Research results can be seen on https://www.dropbox.com/home/Posejdon_EU/

Inbound-Outbound questionnaire serves as the entry and exit level review of each participants thoughts and standpoint regarding the questions in it. This is very relevant as it is a part of a sociological research that shows progress and the learning of participants on the project scale. It also shows their development and the progress made during the days the project activity has been going on for.

Processes that took place and are represented throughout the program, such as workshops, games, reflection, evaluation and similar, have helped participants develop not only new knowledge and skill set but an awareness in two different way; (1) awareness about the importance of project key themes, concepts, skills and values and (2) awareness about the impact of the program and the process of learning and working, in other words self-awareness. The analysis has shown high levels of internalization of skills, values and motivation. In addition to that, different dimensions such as the perception of the importance for their personal and professional life of the listed elements were tested and have shown high results with all the participant.



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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.



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



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- 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.



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