

GEAR: Global Education and Active Response for the Protection of Human Rights, Inclusion and Democratic Values in Intercultural Societies <https://gear.gong.hr/>

Youth International Educational Training
Training part of the GEAR educational project
11 – 13 May 2018, Jezerčica, Croatia
Narrative Report

GONG and other partner organizations such as Cives from Spain and GSI from Italy collaborated to host a *GEAR* international training from May 11th to May 13th in Jezerčica. The aim of the training was to encourage intercultural dialog and to expose youth to civic engagement initiatives. The audience targeted by this training was youth between 16 and 23 years old from Spain, Macedonia, Croatia and Italy. During the training, the participants attended various workshops and activities that allowed them to acquire a set skills pertaining to communication and critical thinking. The workshops and group activities also aimed to develop the participants' awareness for topics related to civil society. This report will expose a short summary of the workshops and will show in what way they contributed to fulfill the goals of the program.



General Program and Summaries of the Activities

DAY 1 : May 11th 2018

The first part of the training was held on the Friday and the goal of the first workshop was to allow the participants and educators to introduce themselves to their peers. The educators suggested an activity where the participants would draw out the similarities and differences between them to highlight unity despite cultural differences. During the rest of the workshop, students actively contributed to establish the boundaries of a safe, respectful and inclusive working environment.

Friday, May 11th	
Morning	Before we get started...
	<ul style="list-style-type: none">• Arrival of participants• Assigning participants their rooms
17:00-19:00	Hello to everyone!
	<ul style="list-style-type: none">• Who is here? What are we going to do?• Getting to know each other: similarities and differences• Let's discuss working agreement!



DAY 2 : May 12th 2018

The second day was divided into four workshops tackling different aspects of civic engagement, intercultural understanding and communication. The first one was a communication workshop where the participants were exposed to situations where they were confronted to obstacles such as language barriers or cultural misinterpretation. This activity challenged their ability to develop tolerance towards people with different cultural backgrounds. It also enabled them to understand that there can be different interpretations of the same concepts and that it is important for them to be aware of that difference. This workshop aimed to teach the youth how to overcome challenges related to communication and to act as a mediator when facing conflicts due to miscommunication.

The goal of the second workshop “Thinking about other people: from prejudices towards respecting diversity” was to deconstruct popular stereotypes and prejudices about class, race, profession and gender. The participants were put in a situation where they had to evaluate one’s privilege and class while being given limited information concerning their gender, occupation or other defining characteristics. This activity shed light on the fact that we should not judge someone’s occupation, gender or race based on appearances. The debriefing session was useful to unpack key concepts like prejudices and stereotypes. This helped the youth to think about the false pre-conceived ideas and judgments they have about their peers.

The third activity involved 7 challenges in which the whole group had to take part in. Each challenge solicited a different area of skill from collectively building objects to performing songs and melodies. The contribution of each person was necessary to accomplish the different tasks and succeed in the challenges. This was a bonding experience for people across different countries showed that even though they might think their differences are what separate them, it is actually what unites them and makes their relationships richer and stronger. The feedback we collected after the activity showed that this activity was one of the most appreciated by the group.

The last activity of the day consisted in introducing the notion of “activism” and to show the way in which youth can be engaged in activist movements. The main goal was to inspire them to be agents of change by showing them the positive outcomes of activism. The participants were invited to brainstorm and share different ways of being active in bettering their communities.

Pub quiz for intercultural understanding was organized in the evening programme.



Saturday, May 12	
10:00-11:30	Communication: a path to cooperation
	<ul style="list-style-type: none"> • Listening, understanding and interpreting • Barriers to communication and overcoming them

	Thinking about other people: from prejudices towards respecting diversity
12:00-13:30	<ul style="list-style-type: none"> • Stereotypes and prejudices – rethinking about them • Respecting diversity
13:30-15:00	<i>Lunch break</i>
	Active session – playing roles and team work
15:00-16:15	<ul style="list-style-type: none"> • Big team activity – Mission impossible!
	Active Youth - why be active?
16:30-17:30	<ul style="list-style-type: none"> • Forms of activism: how are we active in our communities? • Examples of good practice: activism on international level
21:30- 23:55	Evening programme – pub quiz



DAY 3 : May 13th, 2018

On the last day, the participants were asked to reflect on their learning and share positive outcomes that they learned during the training. They were also asked to reflect on what they thought was the most valuable workshop and the ones they did not appreciate as much. They discussed and also wrote down feedback about the training and filled out an evaluation form that was handed to them.

Sunday, May 13	
9:30-11:00	Looking back at the programme
	<ul style="list-style-type: none">• Final reflections on the programme• Favourite activities and recommendations for improvements
11:30	Departure
	<ul style="list-style-type: none">• Bye-bye, everybody!• <i>Spanish group will departure at 8:00</i>• <i>Others will departure at 11:30</i>



Youth International Educational Training
Training part of the GEAR educational project
18 May 2018, Osijek, Croatia
Narrative Report

GONG and other partner organizations collaborated to host a *GEAR* international training on May 18 in Osijek. The aim of the training was to encourage intercultural dialogue and to expose youth to civic engagement initiatives. The audience targeted by this training was youth between 15 and 18 years old from Slovenia, Macedonia, and Croatia.

During the training, the participants attended various workshops and activities that allowed them to acquire a set of skills pertaining to communication and critical thinking. The workshops and group activities also aimed to develop the participants' awareness for topics related to active participation and creating a change in the local community through building a society. This report will present a short summary of the workshops and will show in what way they contributed to fulfil the goals of the programme.

General Programme and Summary of the Activities

May 18th 2018

The first part of the programme was a Schools exchange conference, where 80 participants shared their experiences in implementing activities within schools and local communities. After the formal introductions made by the project team and hosts, young people (high school students) presented activities and what they did for other peers and experts (teachers, youth workers), which was a great introduction to the training course that started in the afternoon. The atmosphere was pleasant, full of support and activities presented showed a wide array of topics covered such as understanding each other, tolerance, inclusion and solidarity.

In the afternoon session, high school students stayed in Osijek to have workshops where we discussed more about team work, communication, cooperation and understanding others in multicultural surroundings.

The first exercise was a "get to know each other" exercise, where we used a ball of yarn to show how connected we are. This exercise helped in the creation of a safe atmosphere, positive surroundings, and at the same time gave an opportunity to participants to remember each other's' names. Then, in order to find out more about each other, a game of human bingo was implemented, where participants needed to ask each other as many questions as possible on different aspects of their life.

Next exercise – the big team activity – involved 7 challenges in which the whole group had to take part. Each challenge solicited a different area of skill – from collectively

building objects to performing songs and melodies. The contribution of each person was necessary to accomplish the different tasks and succeed in the challenges. This was a bonding experience for people across different countries showed that even though they might think their differences are what separate them, it is actually what unites them and makes their relationships richer and stronger. Also, we discussed what roles mean in team work and what roles do we take in our life in general when working with other people.

	Getting to know each other
15:00-16:30	<ul style="list-style-type: none"> • We are all connected! • Human Bingo exercise
16:30-17:00	Break
	Active session – playing roles and team work
17:00-18:45	<ul style="list-style-type: none"> • Big team activity: Mission impossible! – active communication, team work and intercultural understanding
18:45-20:00	Dinner



Description of the activities

Introduction activities

Specific goals:

- to get to know each other better
- to learn the names of the participants
- to create a safe working environment
- to introduce the programme and methodology
- to discuss about similarities and differences between people

Results of the session:

- participants got to know each other
- participants started to feel comfortable within the international group
- participants discussed differences and similarities among each other
- participants created working agreement
- participants started to feel comfortable with the venue, educators and other participants

ACTIVITIES :

Who is here? (30 minutes)

Participants are invited to present themselves to everyone, by providing the following information:

- Your name and surname
- The country where you are from
- Your occupation (pupil, student...)
- Your age

Participants are then invited to **stand on a line**, where they need to, without any talking, position themselves the following lines:

- make a line from letters A to Z based on first letter of your first name;
- make a line from years, where in the beginning of the line the youngest person needs to stand, and in the end of the line the oldest one;
- make a map of Europe, and position yourself – where do you come from?;
- position yourself in the room according to whether this is your first time in Croatia or not;
- position yourself in the room according to whether this is first time I am on this kind of a training course or not.

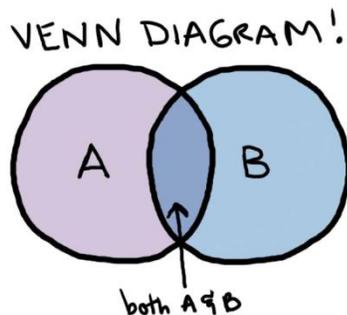
Name game (15 minutes)

The educator takes the ball and tosses it to one of the participants saying out his/her name. The other participant throws the ball by shouting his/her/their name of the other and so on. Second phase includes throwing the ball to the other person, while calling out your own name and name of the person the ball is thrown to. The third phase was more complicated and requires the person to tell the name of three people in the circle

– name of the person who threw the ball to the previous owner of the ball, your own name and a name of the person the ball is thrown to.

Venn diagram (55 minutes)

Participants are told that they should be divide in pairs. Every pair should make the Venn diagram in which they write down all similarities and differences they have found, with special emphasis on what activities are they doing in schools (e.g. volunteering, actions, projects). The diagram is presented first by the educators, stating their own example (e.g. Martina and Domagoj both work in GONG; Martina doesn't eat meat, Domagoj eats everything, Martina organizes protests, Domagoj volunteers a lot). The differences should be written in the separate parts of the circles, and in the middle, where they overlap – they should write their similarities.



They can draw within the diagram, use newspapers to cut out pictures or write words. Afterwards, they are called to present the most interesting findings in their diagrams.

When they all presented, the educator asks the following questions:

- What is do we have in common?
- What is different among us?
- Why are we different and same? What influences that?
- What is important in intercultural surroundings?

Working agreement (5 minutes)

Based on what we discussed before, participants are asked what rules or guidelines they want to follow and respect during next three days. The working agreement is drafted at this moment.

What are we going to do? (5 minutes)

Educators present the program of the training course and methodology which is going to be used throughout the workshops.



Communication: a path to cooperation

Specific session goals:

- to introduce the concept of communication;
- to introduce the importance of clear, plain and simple communication;
- to become more aware of the different meanings people give to the same messages;
- to discuss barriers in communication;

- to detect how to overcome barriers in communication;
- to learn how to communicate in intercultural contexts.

Results of the session:

- participants know the basic processes of communication
- participants are aware of clear and direct communication
- participants know why is it important to understand each other better
- participants detected barriers in communication
- participants are aware of the different meanings people give to same messages.

ACTIVITIES :

Do an action – elephant, toaster or washing machine! (15 minutes)

Participants are invited to participate in a short warming up activity. They should stand in a circle. Then, one person goes in the middle of the circle and needs to “shoot” one of the participants and say one of the four collocations that make an action: toaster, James Bond, elephant and washing machine. When a person is being shot, persons around him/her/they also need to participate and create a form which was being yelled at from the shooter side. If anyone fails to do it, they become the shooter. The action is repeated several times.

Drawing with direction (25 minutes)

Participants are divided in pairs and should sit together, but back-to-back (not facing each other). One person receives a drawing on which geometrical shapes are shown and receives the task to give instructions to their pair with detailed information about shapes on the papers. At the same time, the other person needs to draw what their pair is talking about. Pairs should not look at each other. When they are finished, the result is shown. A discussion is then held to unpack some of the observations of the participants.

- How was this for you?
- What was the most complicated thing to you with this exercise?
- What would you do if you had a chance to do this again?

Then, participants have a second chance to experience the exercise. They stay in the same pairs, but the roles are changed. Once again, they implement the exercise and results are shown. The discussion is held once again:

- Were you successful this time?
- What did you learn now?
- What made it easier for you to draw? What made it harder?

When participants are sharing their answers, educators write list of the successes and obstacles that can influence communication between two people.

Variation of this exercise – Participants are divided in groups of four or five. Every group needs to have a blind fold, one piece of paper and one marker. Their task is to draw a picture by the instructions given from the trainer. There are four or five rounds (depending on the groups sizes) and in each round one person needs to wear a blind fold (they shift in each round). Other persons from their group, need to direct the person with the blind fold to draw what the

trainers said. They can use only words (no touching, holding hands, etc.). In the first round trainers say that person with the blind fold needs to draw a river. After one minute, they need to raise the markers up and than give blind fold to the other person. Trainer than says, that they need to draw the boat on a river. After one minute they finish and change the blind fold. Than, trainers say that they need to draw a person riding a boat. After this is done, blind fold is changed and trainers give the last instruction – draw a person swimming across the river. When the picture is finished, the questions above are used to ask participants about how they communicated, what were the barriers, etc.

Tribe activity (45 minutes)

The object of this activity is to learn the processes of communication between groups and coping mechanisms like mediating and resolving conflicts by assigning a common task and equally sharing the resources.

The group needs to be divided in four and people need to be separated according to cultural differences.

Group A: You shout and make physical contact and communicate through gestures. Your greeting is to turn around two times and take a step back.

Group B: You need physical contact to communicate with other people, especially within your group and other groups. Your greeting is to shake hands.

Group C: You talk loudly and if others don't speak at the same volume, you cannot understand them. Your greeting is a pat on the shoulders.

Group D: You avoid physical contact. You also cannot make eye contact when speaking to other groups. Your greeting is to nod.

IMPORTANT: *Each group needs to know their greeting before they first greet another group and characteristics can be adjusted based on each group.*

The assignment is to color and cut out fruits to have two fruits of each type. The fruits should be colored by their primary color and cleanly cut. The bananas should be yellow, red strawberries, the apples green, and the grapes purple.

Materials needed:

- Card describing each group's characteristics and the greeting before starting communication
- Three pairs of scissors
- Three markers of each color (yellow, red, green, and purple)
- Eight sheets of each fruit

Distribute by:

- a. Two pairs of scissors, three red and one green marker, one strawberry and two bananas
- b. Two green and two purple markers, four bananas, two apples, and two grapes
- c. One pair of scissors, two bananas, three apples, and one purple marker
- d. Three yellow markers, six strawberries, and three apples

Instructions:

- The assignment is explained: each group needs to find two cut and colored

fruits of each type. They also need to turn them into a designated person who decides if they meet a standard of quality.

- They need to have to take into account of the communication characteristics of each group.
- Tell the groups that they have a limited time to memorize their characteristics.
- Eventually stop the game and ask the groups about what happened.

In the end, the educator asks the following questions:

How do we react to cultural differences? How do we feel about their reactions? What mechanisms can be put in place to understand each other? What could we have done to promote communication?

Thinking about other people: from prejudices towards respecting diversity

Specific session goals:

- to introduce the concepts of stereotypes and prejudices
- to discuss why is it important to know your own stereotypes and prejudices
- to become more aware of the factors that influence stereotypes
- to discuss what we can do to reduce stereotypes and prejudices

ACTIVITIES :

Who is on the picture? (60 minutes)

Participants are divided in six groups. Participants will see 12 pictures of people in front of them (on PPT slides). Their task is to discuss this person's occupation and how do they look like according to them. They need to agree within the group (they have 3 minutes for each picture) and write their answers down. The educator then goes through each picture and listens to the different hypothesis that the participants came with. The educator then reads the real descriptions of each person.

Afterwards, the discussion was held:

- How did you guess the people's occupation?
- On which criterias did you base your judgements? (looks, imagination, culture, colour of skin, advantages/disadvantages a person has)
- Why is it important that we do not judge other people based on stereotypes?

Short energizer: Fingers and brains (10 minutes)

Participants were asked to put their right finger up, and palm of their left hand on the finger of the person standing next to them. When trainer said number 3, participants tried to catch the finger of the other person and tried to avoid their finger is caught by others. The process repeated two times and then the position of the hands and fingers change.

Power in the society (20 minutes)

Pupils need to stand in a line, and educators attribute a role to every student by writing it on a sheet stuck to their back. They should not see the role they received. Some of the roles can be: sales woman in grocery store, Pope, Prime Minister of Italy, pupil from UK, Roma person, person in a wheelchair, etc. They cannot talk to each other and they need

to position themselves in a line from the most powerful person to the least powerful. Also, they need to react to each other and interact according to how people would be treated in real life. When the line is completed, participants are called out to take papers from their backs and read it out loud.

Debriefing is made:

- How did you manage to position yourself in this order?
- What influenced your decisions and choices?
- Why are some people in the end of the line?
- Does that mean that they need to be there? Why yes or why not?
- How we can reduce stereotyping and prejudices?

Results of the session:

- participants know definitions of stereotypes and prejudices;
 - participants can list factors which influence creation of stereotypes and prejudices;
 - participants are more aware of their own stereotypes and prejudices and how we can combat them.
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Active session – playing roles and team work

Specific session goals:

- to discuss team work and ways of cooperation;
- to discuss about inclusion and exclusion of people in society;
- to present different roles we take in the group and life, and how this can be connected with understanding others;
- to introduce a challenging activity where participants need to be aware of their own skills and competencies in intercultural surroundings.

Results of the session:

- participants know what team-work is and why is it important to cooperate in an intercultural context;
- participants are aware of inclusion principles and why some people end up excluded;
- participants are aware of the roles and responsibilities they have in group work and in school;
- participants will understand why communication is important in intercultural environment.

ACTIVITIES :

Intro (10 minutes)

The activity starts with the educator reciting an opening speech:

Dear all,

thank you so much for having us. My name is Dom and I come from a big foundation that gives money for the projects you are implementing in your schools. We received 500 applications from 500 schools and your project – which you applied all together – can get significant funding. Three projects are in the final round, and yours is one of them! Now, we have a further selection procedure. We want to check and test you on how you are working with your resources. You will have 15 minutes to prepare and 40 minutes to implement the task. You need to show us what you have and impress our foundation in order to get the funding. However, there are some rules which need to be obeyed:

- *EVERYONE needs to participate*
- *A maximum three tasks can be implemented at the same time*
- *Educators need to know when every task starts – you need to check in to with the educators and also check out when the task finishes;*
- *You need to show the result to the Educators!*
- *EVERYONE needs to know what tasks are implemented at any time*
- *if you decide to start a task, you cannot stop it*
- *you have 40 minutes in total to implement the tasks*
- *there are negative points*
- *think about the resources*
- *maksimalni broj bodova koje možete dobiti je 150*
- *postoje negativni bodovi u slučaju nepoštivanja pravila*
- *dobro promislite o resursima*
- *imate 15 min za pripremu.*

Preparation of participants (15 minutes)

Participants make a strategy to implement the tasks given to them.

Implementation of tasks (40 minutes)

Participants implement the tasks which are given to them. The tasks are the following:

Balloons: The whole group is standing in the circle. The group has to juggle with the balloons in the same time. Additional marked balloon will be sent into circle, it has to pass across the whole circle (each person). If any of balloons fall on the floor you have to restart from the beginning.

10 min – whole group – max 10 points

Babel: 40 minute in, the whole group should be able to say following sentence in as many languages as possible "My internet service provider is not very reliable"

40 min – whole group – max 10 points

Water music: You have to use provided equipment, make an music instrument and perform familiar melody.

15 min – open – max 10 points

A to Z: Collect 30 items; the name of each item has to start with different letter of alphabet. All the items have to fit in plastic bag.

20 min – open – max 10 points

How tall is Albert: According to height of his friends, you will have to define how tall is Albert.

15 min – open – max 20 points

Paper Towel: You have to create a paper tower as tall and stable as possible.

25 min – open – max 30 points

Sing a song: Prepare a song about this training course and teach the melody and lyrics to the group. Whole group will sing it. It needs to be related to this training and GEAR project!

40 min – whole group – max 30 points

Debriefing (10 minutes)

- How was this exercise for you?
- How did you communicate with each other?
- How did you work together?

- Did you include everyone in the activities? Did anyone feel excluded?
- What did you learn from this? What will you take to your home country?

Name of the session: Active Youth - why to be active?

Time for implementation: 60 minutes

Specific session goals:

- to introduce youth activism and why is it important for society;
- to introduce the forms of youth activism;
- to discuss examples of activism in local communities;
- to share examples of good practice;
- to introduce Hart's ladder of participation;

Warming up activity (10 minutes)

Participants are invited to brainstorm what activism is and how would they define it. Every suggestion is written on the flipchart.

Input on forms of activism (20 minutes)

Educators connect the results of the brainstorm session and presents what activism is and different form of youth activism, depending on the level of participation. Also, one important segment is presentation of Hart's ladder of participation.

Examples of good practice (30 minutes)

Then, participants are invited to share examples of good practice of activism in their communities. They are invited to present what they did and what impact did it have on others.

Results of the session:

- participants are aware of different types of activism
- participants list different forms of activism in communities
- participants understand the Hart's ladder of participation
- participants are aware why is it important to be active in their local communities.

Looking back at the program – feedback and evaluation

Specific session goals:

- to reflect on the most useful activities
- to evaluate the training course
- to close the training course

Results of the session:

- participants reflected on their learning course;
- participants evaluated the training course.

1) Creative evaluation (15 minutes)

Participants are invited to write on a flipchart paper their thoughts about the following: content, educators, your participation, fun, food, accommodation. To do so, we use a circle divided into 6 triangles, each representing an aspect of the training. Each

participant should choose one sign that represents them while keeping it anonymous. When they have chosen their sign, they draw it in each of the 6 triangles of the circle. The more they were satisfied with that aspect of the training, the closer to the middle they draw their sign. The visual overview is given with this.

2) Written evaluation (25 minutes)

Afterwards, participants are asked to write anonymous evaluation forms.

3) Dixit evaluation – oral evaluation (45 minutes)

Then, participants are invited to take one associative card and their task is to choose one card which represents their experience and explain why.

4) Official closing (5 minutes)

A GONG representative officially closes training.



Warm-up activity: Human bingo (20 minutes)

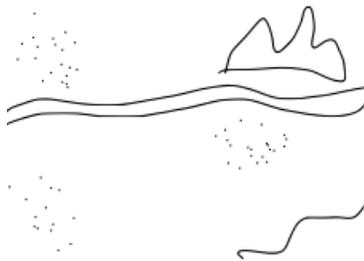
Each participants receives a sheet with different characteristics written in the cell of the table. Some characteristics could be: Knows all Harry Potter books; Writes with his/her left hand; Can roll their tongue; Can say hello in four different languages, etc.

Participants are invited to go around the room and find the person who knows how to perform the thing written in the cell or knows the answer to the question in the cell. When you find the person who can do what is written in the cell, you need to write their name down in the cell. All cells must be filled in with names – however, it is not possible to use your own name or write the same name twice in different cells.

When person gets a bingo, he/she needs to shout and tell everyone that we have a bingo. Than, the results are checked in the end.

Plan your own country: our own vs. government priorities (90 minutes)

Participants are given the introduction to the exercise. Participants are divided in groups and they receive the picture of their land.



The trainer says: You rule a Nation with **three cities**, a **mountain range**, **two rivers** and an **access to the sea**. You need to make an evaluation about the most important resources to implement in your country in order to develop it. Try to find the best strategy. You have at your disposal for purchasing and creating resources a budget of **1200 spes**.

Each group receives a hand out with the resources cost. They are invited to choose what is most important to them in their land and develop it. Also, they can draw their findings on the paper their received. The hand out had the following resources costs:

Resources costs (for each unit):

Factory (F): 80 spes

Gym (G): 30 spes

Road (R): 50 spes

Art and music schools (Art): 30 spes

Bridge (B): 20 spes

Harbour (Hb): 50 spes

Agriculture (Agr): 50 spes

Community center (Cc): 30 spes

Primary school (Ps): 40 spes

Middle school (Ms): 40 spes

High school (Hs): 50 spes

University (Un): 60 spes

Disco-pubs (Dp): 20 spes

Local health authorities (LHa): 30 spes

Waterworks (W): 50 spes

Hospital (H): 50 spes

Playground (Pg): 30 spes

Sewage System (SS): 70 spes

Hydroelectric (water) Powerplant (HEP): 80 spes

Windmill (Wm): 80 spes

Cinema (C): 30 spes

Department stores (Ds): 20 spes

After participants finish with their task, they are invited to present their findings and explain why they chose certain things. In the end, discussion is held:

- How was it for you to choose the resources? Did you easily agree or not?
- What was your strategy?
- Did you go from your own needs and priorities?
- Are your priorities same as others? Or even government ones?
- Were the resources enough for you to develop everything you wanted? Can you connect this with real life decision making?

A video about the Jezerčica training was made by Domagoj:

<https://www.youtube.com/watch?v=advwla1gDRI&feature=youtu.be>