

Core2

Challenging Europe



with the support of Comune di Vinci



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Introduction

What is Core2?

“CORE 2 – Challenging Europe” was a Training Course on conflict management in intercultural field facing actual European challenges as migrants situation, stereotypes and xenophobia and providing tools to fight these through cultural youthwork. It was the follow-up of “CORE” TC held in Hungary in May 2015 by the organisation HVSF, with Associazione Agrado as one of the partners.

MOTIVATIONS

Everyday we see increasing challenges, like conflicts and massive migrations, that Europe is called to face. Under the surface, Europe is living also the precarity and pressure of the social and economical situation (unemployment, less resources, ...) and all these factors affect people and countries in different ways, sometimes leading to racist and xenophobic behaviours and laws.

These factors increase the inner conflicts and spread them to outside, between youngsters and the society, making the work of youth workers more complicated.

Furthermore the needs and issues our project is seeking to address are the lack of competences from organisations and youthworkers in dealing with these new waves of refugees and the new xenophobia, racism, violence.

That's why we explored the situation on migrants and xenophobia in the different countries and promoted Youthwork and NFE as tools and methods to fight the raising attitude to racism and xenophobia in order to spread an European culture of peace.

OBJECTIVES

1. Provide Youth Workers with practical tools and experiential non-formal activities on conflict management, stereotypes and migration issues that they can use with youth in raising their awareness on these issues;
2. Improve youth work quality and enhance the role of youth workers and NGOs as social facilitators spreading European values of a culture of peace vs. violence and xenophobia;
3. Enhance the participants attitude in transforming the conflict issues into learning opportunity and bring positive outcomes from these;

4. Share among youth workers and partners common concerns about these issues exchanging visions and tools;
5. Enhance international cooperation attitude, bounds of trust between participants and organisations;
6. Recognition of the educational value of NFE activities for building a peaceful European awareness and citizenship skills-Recognition of these NFE experience through Youthpass and different learning tools;
7. Creation of outcomes (a daily Blog and a Booklet) to disseminate in order to give our contribution to YW empowerment.

VENUE&DATE

“CORE 2” took place in Vinci, Italy from 13th to 20th of September 2016 and gathered 21 participants (3 from each country) + 3 trainers and 2 staff persons from 7 different countries: Italy, Portugal, Spain, Hungary, Slovenia, Croatia and Serbia.

PARTICIPANTS PROFILE

All the participants were Youth Workers engaged in the Partner Organisations; their active participation was empowered and ensured from the beginning through the common planning of the project idea and shared needs, suggestions and task division.

Chapter 1

What's this booklet?

This booklet is made to share our experiences in conflict management and we would like people could use this instruments in their lives.

Everyday, during the training course "Core2", participants collected all the games and activities they did trying to explain them, following some issues as the aim, the duration, number of participants, etc.

We hope these activities could be useful for other Youth workers, Trainers, Educators, interested in developing the topics of conflict management through non formal methods.

All the activities had a great impact on participants because they worked on the emotional level.

The activities were first of all tools of personal development: especially Theatre of Oppressed and the simulations made participants face their attitude and fears toward conflicts and their stereotype toward cultural differences.

The process was deep and for this reason the final results, in terms of gained competences, self-awareness, intercultural growth and personal development were amazing; here some comments extracted by the Final Evaluation questionnaire:

"First I want to point out that I learned how to express myself and to act in a way. Also to overcome stagefright which is very important for me because I am also working as a youth educator. New ideas for activities and of course the theatre of the oppressed techniques. Moreover, I learned how to see a bigger picture in all aspects of my life."

"I think I discovered some creativity I didn't know I had in me. I feel a little bit more confident about presenting new ideas because now I feel they will not be dry but interesting and original. I also learned how to be a better listener, which, I believe, is very important for functioning in today's world. You can learn a lot from others just by listening them. I also learned more about migrant situation in other countries and I very much liked the movie - I think it is a must-watch."

"Different methods to resolve conflicts like Theatre of Oppressed and games that make you think and assume different roles to understand better the real life."

"Knowledge about migrations in different countries, about different social politics, theoretical knowledge about theater of oppressed."

"I realized that I am maybe not yet somewhere where I thought I was in the personal development, but that is giving me still intel on how I am doing so far, and for that I am grateful."

"Different methods for representing conflict and challenge to resolve it."

"To deal with conflict and to know how to act out of my comfort zone"

"Admittance, conflict management, recognise the different points of view"

“Be more brave, more honest, be more myself, more self-awareness of my actions”

“I’m working my social competences, for sure. And getting to know new cultures. I’m challenging myself completely! I’ve never been so “out of my comfort zone”. Once that i have to count only with myself, i’m gaining self-confidence.”

“Social competences and communication with other differents cultures and ways of thinking. In conclusion, we are people with a common aim and with a common behaviour.”

“I believe I am more self-confident now. I felt I had a great support of the others during this TC (especially in the reflection groups and from the Italian participants) and it makes me happy that there are people who want to be optimistic and see the good side of things happening around them. I also restored my faith in looking for the good in people. I believe for our own sake it is necessary to stay positive and look for a solution and not another problem”



Chapter 2

Tool Box

Energizer

Name Sheet

Aim: Memorize all the names from participant

Method: Energizer

Duration: 20-30 min

Number of participants: 10-40

Description: Participants have to divide to two groups. Two persons approach each side of the sheet, that people can't see each other. Each group picks one person to come in front of the sheet; when the sheet goes down, the two people have to say the other person's name as fast as possible. The one who guesses the name first wins and the loser joins the winning team. The goal is to bring all people from are side of the sheet to the other.

Dance

Aim: Energize ourselves

Method: Energizer game

Duration: 10 min

Number of participants: Ever numbers

Description: You should find a music and a dance, and each it to everyone out the first day. On the next days you can use it randomly as an energizer game.



Speed by numbers

Aim: To wake up

Method: Energizer

Duration: Ca. 10 min.

Number of participants: Any

Description: You set up a square and instruct the participants to walk around, telling them to walk as fast as the number said by the facilitator with 0 meaning the slowest (barely even walking) and 10 being the fastest (almost running.)

Emotional greetings

Aim: Practicing and expressing different emotions

Method: Energizer

Duration: Ca. 10 min.

Number of participants: Any

Description: You set up a square and instruct the participants to walk around, telling them to greet each other using different emotions (sad, happy, fearful, surprised,...) The emotions are given by the facilitator.



Actions by numbers

Aim: To raise the level of concentration and energy

Method: Energizer

Duration: Ca. 10 min

Number of participants: Any

Description: You set up a square and instruct the participants to walk around, telling them to walk around and then telling them numbers. Each number requires them to do a specific action: 1: walk 2: stop 3: jump 4: duck 5: walk backwards



Ice Breaker

Body parts by numbers

Aim: To bring people together

Method: Ice breaker

Duration: Ca. 10 min.

Number of participants: Any

Description: You set up a square and instruct the participants to walk around, telling them to walk around and then you stop them by saying a number and a body part. The participants then need to form groups with the given number of people and put together the given body part.

Follow the sound

Aim: To create the sense of trust with other participants

Method: Ice breaker

Duration: Ca. 10 min.

Number of participants: any even number

Description: Participants pair up, agree on a sound specific for the pair and then one is blindfolded. The blindfolded then has to follow the other participant around. They are allowed to use only the sound they agreed on.



Team Building

Magic Carpet

Aim:

- Strategic planning
- Team cooperation/team work
- Communication
- Taking initiative
- Being proactive
- Finding a common solution

Method: team building

Duration: 30-45 min

Number of participants: 10-20 people/depending on the carpet size

Description: To change the position of the carpet in means to flip it from one side to another without anyone stepping out the carpet.



The Spider Net

Aim: Strategic planning, creative thinking, team cooperation.

Method: team building

Duration: 30 min

Number of participants: 10 - 50

Description: the team has to come up with away crossing to the other side if the spider web by passing through it (not beneath nor above it) without any of the team members touching the ropes.



Role Playing

Vampire game

Aim: To know how it is to be oppressed

Method: Role play

Duration: Ca. 10 min.

Number of participants: Any

Description: You set up a square and instruct the participants to walk around blindfolded. One is then made into a vampire who has the job turning them into vampires. He/she does that by pinching them on the neck. Everyone pinched helps turn everyone else into vampires. The blindfolded people, when pinched on the neck must shout, and then keep away the blindfold and become themselves vampires- passing from oppressed to oppressors.

The game must have a slow rhythm, making blindfolded participants experiment the fear to be oppressed and then , when vampires, the revenge in oppressing the others

The final debriefing will clarify the position oppressed/oppressor as 2 faces of the same coin- ask participants about their feelings in both the roles.



TypeCast

Aim: Understanding the difficulties of both roles (agents and elements), understanding the common circumstances with the others (agents and elements), find common strategies for each element with the agents or between elements. Like integration on that role and solution for the respective one.

Number of participants: 12 players: 4 agents, 8 elements. Each one has a role

Description: First each participant has to answer these questions to himself:

Elements:

- What are my needs?
- What are my limitations/
- What can I give back/ What contribution can I give?

Agents:

- What can I provide?
- Which is my role?
- What are my limitations?

Debriefing: separate agents from elements to know the different experiences of the game and to understand their learnings.

- What did you feel?
- How was performing your role? Which was the feeling?
- Did your limitations have a big or small impact on developing your tasks?
- Did you find common issues with other elements?
- Did you find common strategies with other elements?
- Was it stressful? Why?
- Did you get something new that you didn't expect?
- Which was your biggest challenge?
- Do you think you accomplished anything with this game?
- Do you think you solved your needs?



Theatre of the oppressed

Aim: To educate about theatre of the oppressed

Method: Lectures and active participation

Duration: ca. 2 hours

Number of participants: 10-30

Description: You start off by creating rules that everyone agrees on. With that out of the way you can start talking about the theatre of the oppressed and its forms (forum, image, legislative, newspaper, invisible, rainbow of desire and debate) and methods (stop n think, style analytics, Hannover variations, yes but, emotional analytics, long beach telegram,...). The participants create stories in which they can use the methods. All these stories need two main characters: the oppressed and the oppressor. They play out parts of the stories so they can practice the methods and have a feeling of interacting with the audience.



Albatros Land

Aim: This simulation makes you think about gender differences and discrimination against women. You should discuss, in group, about thoughts and feelings that result from the actions during the game. In the end, one of the leaders tells the story about Albatros Land – The Albatros Land inhabitants are very religious and they believe that only women have the power to connect with god through the earth, that's why women don't use any shoes (to be closer to god through the earth). Also, women with longest feet are those who have bigger connection to god because of their biggest contact surface. Men can only connect with god through women putting their hands on women's heads. Men are not even aloud to touch things that came from the earth, such as food and water. In the end of the simulation you realize that the discrimination it's against men and not women, as you were expecting.

Materials: Water and plastic cups; something to eat; chairs (same number as males).

Participants: Minimum 1 male leader and 2 female leaders that have knowledge about their functions and the game goal; Minimum 3 males and 3 females (doesn't have to exist a gender balance).

Description: The leaders have to prepare the room by putting chairs (same number as males) in circle and with space between the chairs for the females. Have the food and water prepared to be distributed for the participants. The participants are invited to get inside the room with no words being pronounced (no one talks with each other). Female participants have to get inside the room without shoes and they have to sit on the floor, between the chairs. Male participants have to get inside the room with their shoes on and they have to sit in the chairs.

Actions:

- 1) The male leader stands up, showing the other males that they have to stand up too, and greets all man, without words, just touching their knees with his knee.
- 2) The female leaders stand up and greet each female, one by one, showing them to stand up and touching their legs and feet, from the knee till the foot.
- 3) The female leaders offer water in cups to each participant – the water is given directly to male participants mouth and to female participants hands.
- 4) The female leaders offer food to each participant – the food is given directly to male participants mouth and to female participants hands.
- 5) The leaders have to find the longest female feet. They can ask 2 or more females to get in the middle of the circle to compare their feet. The one with longest feet is chosen to sit next to the male leader.
- 6) All male participants have to put their hands on the head of female participants sited next to them and push it down a little.

Conflict Management

Mission Z

Aim: Strategy and conflict management

Method: Role playing / team game

Duration: 2 hours

Number of participants: 20 (divided in 5 teams)

Game operators: 1 commander, 1 moderator, 3 observers

Tools: world map, bricks (long and square) , action badge, number badges, secret mission card, newspapers cards, instructions, small map

Description: Participants choose the tables (teams) marked with color upon entering the working area. They are presented with instructions, game tools and secret mission. Moderator gives short description of the game to the team ambassadors (chosen by the team, after reading the instructions). The game takes place on another (imaginary) planet where mankind needs to try to live after the destruction of the earth.

The first sentence of the instructions, clearly stated that the goal of the game, is to explore and live in the new environment. The playing field is the main big map, located on the main table, supervised by the game moderator. The map consists out of 5 resources (water, grass fields, mountains/desert, forest and special resources) with each one holding a certain value. Special resources were the most valuable one with 15 units and are followed by water 5, forest 4, grass fields 3, mountains/desert 1. Each team has different starting position on the map which meant different environment surrounding.

The game has 5 rounds, which consist out of 2 parts (strategy and action) having limited time of playing per part, starting from 5 minutes for the first round and ending all the way with 30 seconds in the last 5th round.

Strategy phase is about deciding how to play square bricks (which are collected in the command center by exchanging the number badges), long bricks (that represent the walls and restricted the movement in the direction over the wall), action cards (that carry description of possible measures).

Secret mission determine strategic orientation. Its objective is to gather enough resources to support life of your people. Secret mission objective varied between the teams. During the phase music is loud and aggressive and serve as the distraction tool to interfere with the thinking process.

During the phase all the participants are allowed to move freely in the area and approach the map to calculate their exploring route and number of necessary resources.

Fields on the map are taken by placing the square brick on them and allowed movement is absent of diagonal direction. Once the brick is placed it could not be move and the same rule is applied for the long bricks/walls.

Action phase is about putting strategy into the motion. During the phase the only one allowed to move is the playing team. Turns of the teams are predetermined in the rules on the beginning.

The teams and its participants assume that the goal of the game is to defeat the opponent while securing the survival of their people. That strategy showed us through human nature, that is blinded by its own primal instincts. It proves that history repeat itself since the need of this mission appeared after the destruction of the Earth caused by war. The planet still untouched contained more then enough resources for everyone to live in peace. By putting down the walls and conquering the territories form each other they limit planets supply and doom their own missions.

Only after some time of clashes teams start to see bigger picture and cooperate in order to achieve the joint goal. However cooperation part was interfered by louder music and observers distractions provoking conflict. Even in the time cooperation teams failed to achieve their mission but they learned a lesson about the power and influence of their first instinct reaction, and the consequences of it, which should help them in the future conflictive situations.



The human cage

Aim: Solve a conflict

Method: Conflict management

Duration: 5-10 min

Number of participants: As much as we want. At least 4.

Description: Some volunteers (three or more) stay out the room. All the other participants make a very tight circle. One volunteer enters the circle. Her/his mission is to get out. If she/he tries to physically escape the group doesn't let her/him, keeping her/him inside the circle. When the volunteer asks to get out the circle opens.

The conclusion is that the best way to resolve a conflict is to be polite and not aggressive.

The fake pantomime

Aim: Check the response of the participants to the frustration of the volunteer.

Method: Conflict management

Duration: 5-10 min

Number of participants: As much as we want. At least 4.

Description: One volunteer stay out of the room and is told to pantomime something (for example a monkey). The rest of the participants make a circle and are instructed not to guess the right answer (to say anything but monkey). When the volunteer comes to the circle starts the pantomime and reacts to the fact that the other participants don't guess the right solution. The game ends when someone takes pity of the volunteer and say the right word, or when the volunteer gives up.



Win as Much as You Can

Aim: The goal of this game is to win as much as you can, as a small or larger group, and it would depend from the way you interpret the title “Win as much as **YOU** can”. The game is about cooperation and competition, it depends from which path you (individuals, small and larger group) choose to follow. In the end, the group should reflect about the result – is it about the sum of all groups points? Is it about how many points which group won and which group won more points?

Materials: Paper with score table; pen; Card with an Y on one side and an X on the other side.

Participants: 4 groups, 3-6 participants in each group.

Duration: 1 minute each round, to decide which letter to present; 5 minutes in rounds 5, 8 and 10 for the leaders to discuss (plus a minute to which leader to communicate the discussion results to their groups).

Description: In this game there are 10 rounds. All groups have to select between Y and X in which round based on *image 1*. In the 5th round, the points each group won is multiplied by 3; in 8th round is multiplied by 5; and in the 10th round, multiplied by 10.

1 X and 3 Y = +3points to X | -1 points to Y

2 X and 2 Y = +2 points to X | -2 points to Y

3X and 1 Y = +1 point to X | -3 points to Y

4 Y = +1 to Y

4 X = -1 to X



Movie ‘#Chicago Girl’ and debriefing

Plot

We summarized the movie (plot) and had a discussion about internet and news: guns are not the only weapons as cameras are also necessary for a modern revolution.

We shared some personal experiences: the Serbian participants remember at least two wars in former Yugoslavia. We talked about the Serbian Croatian conflict and post war situation. It is the politicians who maintain the conflict while normal people are normally in good relations with each other; however it happened that some Croatian people living in Serbia had to move back to Croatia because feeling unsafe while Serbians living in Croatia were forced to move back to Serbia by the military.

In Europe in this historical period we don't face problems like war and survival so it is challenging for us to understand the situation in Syria.

Also, we should try to maintain a critical thinking towards the media.

Quiz

A world of diversity

Aim: Check the perception of the participants about social-political conditions of the world wide population.

Method: Groups game

Duration: 30 min

Number of participants: from 10

Description: The participants are divided in groups and provided with a paper (attached), asked to answer some questions about the percentage of human population (percentage of educated people, Christian and non-Christian etc.).

The purpose of the activity is to check the perception of the participants about social-political conditions of the world wide population.

The participants have 15 minutes to answer the questions. After that there is a discussion about the results.

In our case, we had a realistic perception about male/female percentage around the world but totally unrealistic about the percentage of educated people (much higher than reality).



Chapter 3

Partners



Associazione Agrado is a local organization which manages projects, activities and actions in order to promote personal development, skills and competences of youth and adults through mobility and non-formal Education.

Associazione Agrado has been working since 16 years with youngsters and community- on non formal education- and deeply believes in the positive contact between local and European dimension.

It follows the guidelines coming from Europe and also from Region, on youth and job, on opportunities for trainings and on other measures to prevent youth unemployment and to give youngsters opportunity to test their competences.

It has accreditation as Sending and Coordinating Organization for EVS projects (2015-1-IT03-KA110-005825)

Agrado works on youth animation and trainings, empowering youth competences through mobility and the positive exchange of other cultures and differences (Youth Exchanges, TC, Seminars, ...); a lot on personal development, and on motivation and on competence and skills assessment and self-assessment. Always using Non –Formal education techniques and tools; organizes training courses with youngsters about discovering their competences and their leadership in order to train them as team-leader.



Check-IN – Cooperation and Development is a non-profit organization, and works in close cooperation with public and private entities, actively participating in everyday quality improvement activities. Check-IN was created in 9 of April 2010.

The aim of Check-IN Association is to be a resource of information, training and access to lifelong learning opportunities for young and adult people in order to promote: social and communitarian integration; education and cooperation for sustainable development; personal competencies, interpersonal and social development; active citizenship; the respect for human rights; gender equality; tolerance, intercultural dialogue and solidarity between the peoples, among others.

The association organises activities at local, national and international level, including national and international workshops, seminars, activity buildings and training courses as well as volunteering activities (ex: european voluntary service, national volunteering), international and national traineeships etc. and their success lies in the quality and professionalism of the Staff, which are a group of dynamic and motivated people, with exceptional organizational and customer service skills.

PiNa

PiNA was founded in 1997 following the initiative of the Open Society Institute of Slovenia, with the aim to support the development of a civil society, democratic dialogue and public access to modern tools of information and communication technology (ICT). Since 1997 the mission of PiNA is to offer quality educational, cultural, artistic and research activities in order to promote social development based on individual responsibility, critical thinking and sustainable living.

The association is based in Koper, Slovenia and has 9 office employees (bachelor degree in psychology, anthropology, cultural studies, political science and communication science) and 2 multimedia experts running the multimedia centre within the association (filming, editing, design, animation, 3D modulation). PiNA works also with other NGOs, municipalities, schools and other public bodies, institutes, colleges and universities, independent initiatives, international networks and business companies.

PiNA's function is to have a positive impact on the targeted population and their orientation in the modern consumer world. With our activities we seek to encourage our surroundings to constantly reflect and critically re-think social norms, opening space for dialogue and discussion on important social issues. We aim to promote a tolerant civic dialogue and critical thinking, but in particular to promote and encourage active participation in the community. All projects implemented by PiNA share a common idea - the social impact. PiNA is open to everyone and promotes equality of opportunity as well as active participation in creating its program and activities. It is important for us that people return to us and encourage others to participate as well in the creative process offered by PiNA's projects.



**Magyar
Önkéntesküldő
Alapítvány**

Hungarian Volunteer Sending Foundation

HVSF has more than 10 years of experience in volunteer sending in Budapest. One of its main aim is to help young people to participate in volunteer projects from year to year. They highly believe that voluntary work is a part of a lifelong learning process, which greatly contributes to achieve long-lasting and far reaching personal goals and social development for young people. HVSF is committed to send young people to volunteer projects without any social and financial barriers, according to that we participate in programs, which allows our volunteers to earn these key experiences without any financial deposit or down-payment.

HVSF is always looked for the possibilities to send more and more Hungarian volunteers to participate in projects primarily in the „developing” countries. Through these projects they would like to grant the chance to our Hungarian volunteers to add their personal output to the development of third world countries, show and learn new ways of thinking and doing, make local communities and young people work side by side to create positive – and sustainable - change, thus increase the attitude on global thinking in Hungary as well.



OMIX ribadavia

Youth Information Centre (OMIX Ribadavia) has been established to support young people from our town within the framework of non-formal and informal education. Together with European volunteers they are creating a platform for young people to help them reach their goals. They are working with and for the youth, encouraging their involvement by facilitating innovative free time activities, stimulating their creativity, developing different skills and sharing information. They support youngsters to organize diverse activities, participate in international events, and become active European citizens, intending to give all young people from our town the possibility to increase their self-awareness, to use and develop their capacities, and to actively participate in the construction of a united Europe to create one European platform for informal cooperation. OMIX Ribadavia is a member of the Galician Youth Information and Documentation Network of the Autonomic Government.



SYNCRO is an organization active in the field of education, personal development, skill trainings and youth support. Syncro was founded in 2010 in Croatia, with the aim of supporting the enhancement of quality of living and development of human potential through powerful educational and personal development experiences. Their mission is to encourage young people to reach their potential, to create a learning space through personal development trainings, to support education and involvement of young people, especially those with fewer opportunities, to provide opportunities for cooperation in the youth field and to create opportunities for expression of creativity and enjoyment in life, while including everyone.

Activities of Syncro are focused on youth support, education and personal development. The purpose of activities is to empower people to develop skills, attitudes and knowledge for responsible and quality life, to become active citizens and to take an active role in their lives and in the lives in their communities.

The target groups are young people, youth workers and adults active in the field of youth-work and working with people, youth coming from broken families, youth with disabilities and coming from disadvantaged background and minority groups.

The methods are the methods of non-formal education: experiential learning, learning through playing, personal development methods, outdoor education, creativity workshops, coaching, theatre, and dance.



CENTAR E8

Centre E8 is non-governmental, non-profit, non-political, youth organisation. Centre E8 is based in Belgrade. It was founded in 2004.

Methodologies used in the organisation's work are: non-formal education, use of drama in peer education, music, film, social and media campaigning, social marketing and lobby work.

Center E8 is a youth organization dealing with youth activism in Serbia. Innovative campaigns, the use of social networks, and the variety of methodologies are only some of the approaches employed in educating young people and developing awareness on healthy life styles, gender equality, violence prevention, as well as the importance of having an active social life. Our team is made of some young experts engaged in youth politics advocacy and lobbying, education, organizing public benefit campaigns, and is also actively involved in human rights practice. We are also in last 3 years implementing project and hosting/sending EVS volunteers under Youth in Action programme.

Chapter 4

Quotes

These are some of the inspirational quotes we used in the TC environment. We hope they can be useful for your reflection too!

Chapter 5

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