

## **FINAL REPORT**

### **MANAGEMENT**

Association EUni Partners participated regularly in virtual follow-up meetings with the RescEU consortium to discuss the project development and progress, as well as the quality and timing of the task performed by each partner. In addition, internal meetings were carried out for monitoring and evaluation of the quality of the project activities and results inside the organization, financial management, and etc.

### **TRANSNATIONAL PROJECT MEETINGS**

Association Euni Partners participated in all the foreseen transnational project meetings, as follows: 2 face-to-face meetings – one in Rome and one (the final meeting) in Novo Mesto. The other TPMs were conducted in a virtual way due to the COVID-19 restrictions. Each face-to-face meeting was attended by 3 representatives of the Association.

### **ACTIVITIES**

#### **Implementation of the Escape Room**

The implementation of the Escape Room in Bulgaria was realized with the support of the Language High School Academy “Lyudmil Stoyanov”, and Euni Partners volunteers. At the very beginning, Euni Partners choose the volunteers who would be actively involved in the elaboration and implementation of the Escape Room on a local level. The volunteers had to meet the following criteria: they should be students or just graduated their studies, speak English, and have knowledge in specific topics like social sciences, history, economy, political science, and ecology.

After the selection of the Escape Room facilitators, a short training was conducted for them, in order to get acquainted with the topic of the Escape Room, its objectives, goals, and

expected results. This training serves as a starting point for the building of the whole escape room concept.

The preparation of the Escape Room and the games took a few months, and due to the COVID-19 situation, it had to be prolonged and postponed for several months.

The actual implementation of the game was realized on April 2022, at the Languages High School “Academic L. Stoyanov” - Blagoevgrad. It continued for 3 days and, 110 students were directly involved. The participants’ aim was to find an answer to the main question within this game: “What would be Europe without the EU?” During the game, they were guided by our volunteers in order to solve the puzzles and find the right answer to this question. In the process of solving the puzzles, all of the students gained knowledge and a different perspective about the benefits that the EU offers.

*\*You can read more about the implementation of the Escape Room in Bulgaria in the following reports: the Implementation report from one of the facilitators and the Evaluation report, based on the students’ feedback.*

## **DISSEMINATION AND COMMUNICATION**

Euni Partners used very actively its social media accounts and personal web page in order to promote the project and to raise awareness among young people about the activities and results of the RescEU project and more specifically the Escape Room Game. More than 700 people reached the information posted.

During the development of the Escape Room, we have contacted and introduced the project idea and objectives to different institutions which work in focused on young people and schools.

The project has been presented in several international meetings with a different audience – educators, youth workers, educational institutions, organizations, volunteers, and other stakeholders.



We organized several meetings with the Language High School Academy “Lyudmil Stoyanov” in Blagoevgrad, for introducing the aims of the project and for receiving support for further implementation of the Escape Room Game.

\*You can see all the post in the dissemination report

## Escape Room: What would be Europe without the EU?

### Implementation report

Association: EUni Partners, Blagoevgrad, Bulgaria

Facilitators: Hauke Schönebeck, Daniele Dalla Battista, Maxime Becquet, Paula Huis and Annelyne Adenor, volunteers at EUni Partners

Place: Language School Academy Lyudmil Stoyanov, Blagoevgrad, Bulgaria

Implementation: From the 11<sup>th</sup> to the 13<sup>th</sup> of April 2022

Number of participants: 110

The project has been presented to us by the association in September and October 2021, and we the volunteers, started to work on the subject immediately. We work on the story the players will have to go through, and we created the different games according to the list given and adjusted it for Bulgaria. We selected 6 subjects: Geography, Cultural diversity, Democracy, Free movement, Youth, and Environment.

We created a plot, where each of the participants would represent a country, and will start the game in a room representing an office in Sofia where they will receive instruction about what they must search for and why. The first games will lead them to another room, representing an office in Brussels, where they will have to play other games to obtain secret documents about the EU.

Unfortunately, after these two months of preparation, we had a break due to Covid-19, because the school couldn't welcome us due to restrictions on visitors and the number of people in one room. It is only around March that we were able to finish the creative part and make the final adjustment before implementing it at the school on the 11<sup>th</sup> and 13<sup>th</sup> of April 2022. We had the chance to have the School lend us two rooms joined by a door to implement the Escape Room and it was a success.

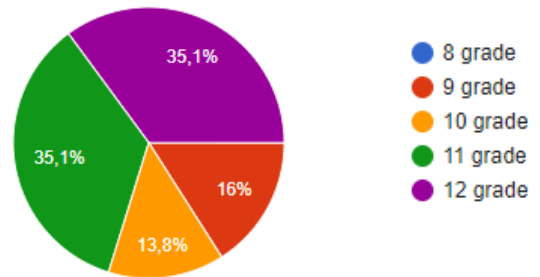
We welcomed 110 students who played with us who were coming from the Language School Academy Lyudmil Stoyanov, aged between 13 and 17 years old and it was the first time they played an escape game. They really enjoyed the different games but for the majority, they would have wanted the game to last longer. We think that if we change the games, and make them more complex, the escape room would have been longer, but maybe some of the students would have struggled, so adapting them for different levels could be done for another escape game. Otherwise, we enjoyed spending time with the students, and sharing experience with them. We helped them and took time with each group to make them feel supported and welcomed.



## Evaluation Survey Report

The Escape Room was organized by Association Euni Partners and its volunteers within the project “REscEU”, with a specific topic: “What would Europe be without the EU?”. It was held for three days, from April 11<sup>th</sup> to April 13<sup>th</sup> 2022, at the Language School of Blagoevgrad. During this period, 110 students took part in the game, and 94 of them agreed to give their opinion on the project.

In the finality, we can see that the majority of the students who participated were 11<sup>th</sup> and 12<sup>th</sup> graders for a total of 35.1% of their presence during the game. The two other grades were more discreet, 13.8% for 10<sup>th</sup> graders and 16% of 9<sup>th</sup> graders.



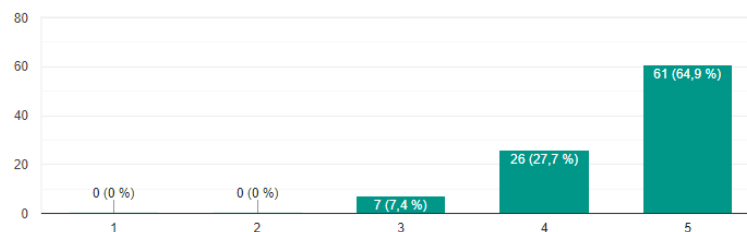
The survey started with four general questions about the escape game, and how the participants were feeling about it.

For the first question, “How much did you like the theme chosen for the Escape Game?”, 65% of the student found the subject to be great, which actually shows that they were interested in such topics.

On a scale from 1 to 5, How much did you like the theme chosen for the Escape Game ?

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94 réponses

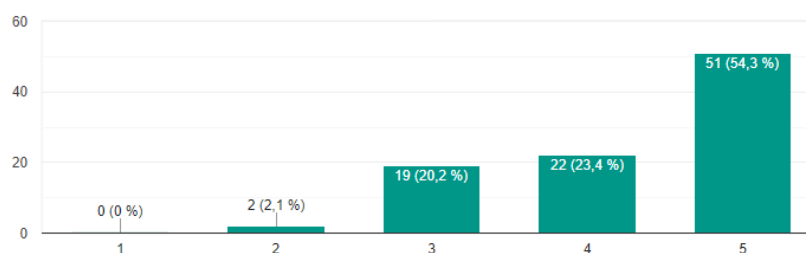


54% of the students understood the instruction correctly, saying that it was “easy”. But as you can see, it is a small majority, so we still need to improve our explanation in order to be more simple and clear for the rest of the students, and 20% of them declare that it was nor easy nor hard to understand.

On a scale from 1 to 5, How easy were the instructions to understand ?

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94 réponses

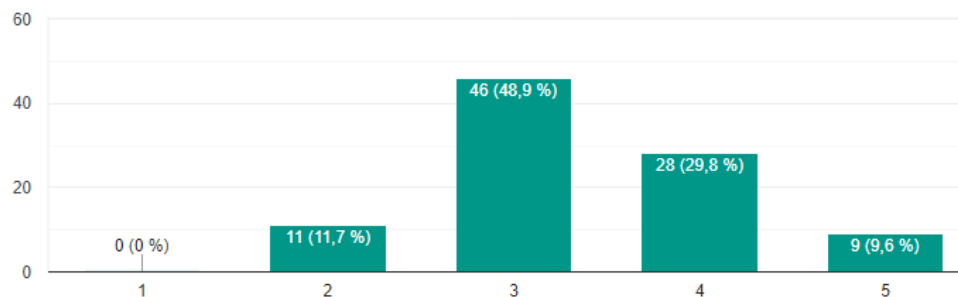


Following this, 50% of the students found the game not that difficult, while 40% of all students found it easy, and for 10% of them, the game was a little bit hard.

On a scale from 1 to 5, What did you think about the difficulty of the game ?

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94 réponses

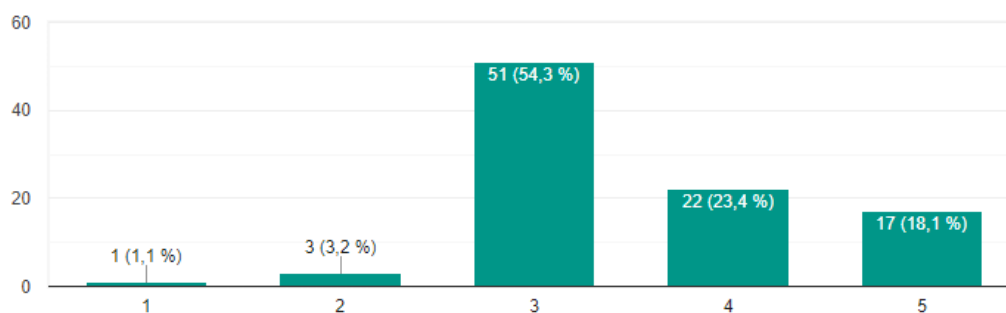


Concerning the duration of the game, 54% of the students found it not too long, 23% of the participants stated that the game was a little bit short and 18% thought that the estimated time for the game was too short.

On a scale from 1 to 5, What did you think about the duration of the game ?

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94 réponses



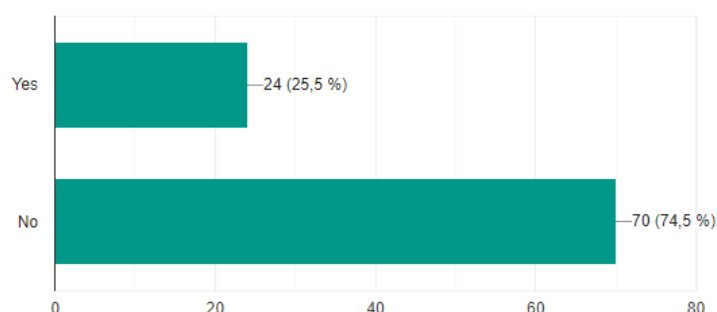
After this, we asked the participants some personal questions, in order to know a little bit more about their experience with an escape game.

It was interesting that the majority of the students (75%) who participated had never done an Escape Game before, and 99% of them are enthusiasts to participate in another game of this type.

Have you ever done an Escape Game before ?

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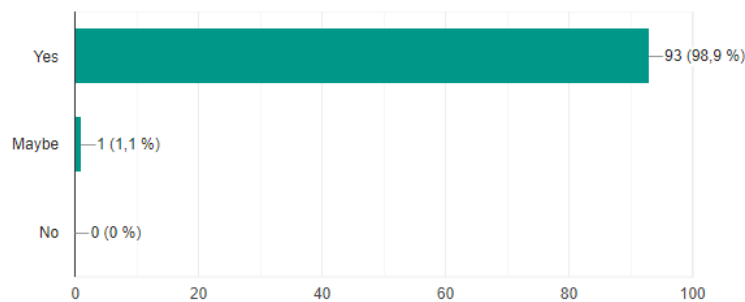
94 réponses



Would you like to try another Escape Game in the future ?

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94 réponses



At the end of the survey, participants should have answered to 2 open questions. In the first one “Do you have any suggestion about our Escape Game? (Duration, Difficulty, Games)” the students pointed out 2 things they would like to be improved in the game: they would have wanted the game to last longer and to be a little more difficult, in order to be more challenging.

For the second question “Do you have an idea of a theme for a future Escape Game?” 22% of the students would like to have a Horror themed game, 16% of them would like a History or Foreign Civilisation themed game, 12% would like a Murder themed game, and 5% on Movies or TV Show themed game.

Do you have any suggestions about our Escape Game ? (games, difficulties, duration)

36 réponses

Make it longer

14 réponses

More difficult

6 réponses

Longer

6 réponses

Be longer

3 réponses

Do you have an idea of a theme for a future Escape Game ?

30 réponses

Horror

11 réponses

Murder

8 réponses

History

5 réponses

Movies

4 réponses

In conclusion, we can say that the implementation of the Escape Room was extremely successful and really appreciated by the student. All participants showed a huge interest and willingness to actively participate in the game. At the end, all participants showed interest to join other games of a similar nature. However, there are some points that need to be improved and adapted, such as the duration of the game and the level of difficulty of the game.

WHAT WOULD BE LIFE WITHOUT EU?

**ESCAPE ROOM**



# INTRODUCTION



**Blagoevgrad, Bulgaria**



**11.-13. April**



**110 Students (age 14-18)**



**In cooperation with "Language School  
Academic Lyudmil Stoyanov"**



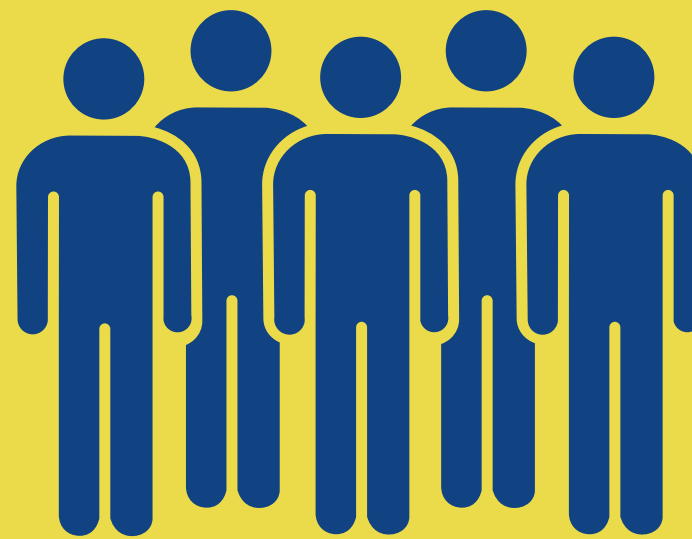
**Adjustments for Bulgaria**

# **Preparation & Adjustments**

# GENERAL ADJUSTMENTS



**30-60 minutes**



**6-8 participants**



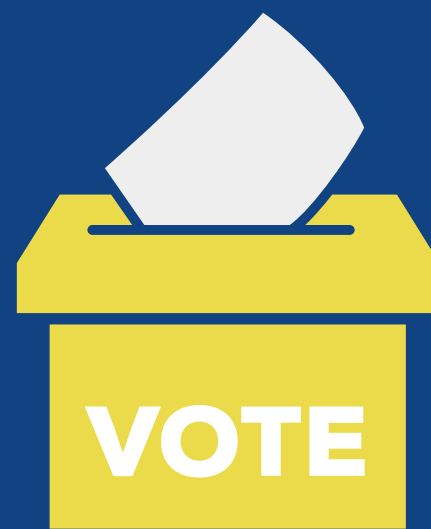
**Implementation  
in school**



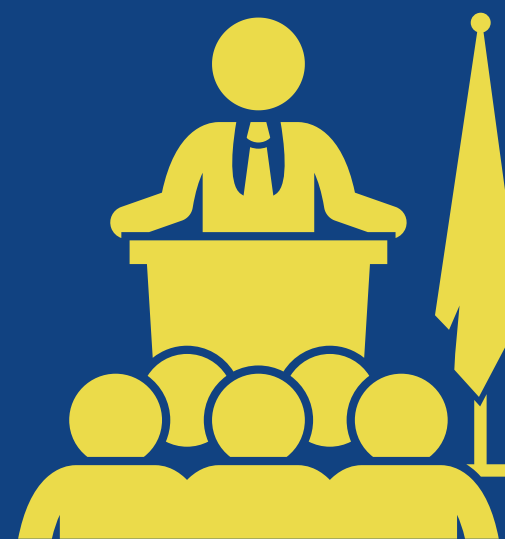
# SCENARIO



**Rise of anti-EU parties**



**Referndums**



**Representatives**



**Gather informations**



**1**

**1. Room:  
Office in Bulgaria**

**2**

**2. Room:  
Border control**

**3**

**3. Room:  
Office in Brussels**



**PUZZLES/ ROOMS**

# Covered topics



**Geography**



**Cultural diversity**



**Democracy**



**Free Movement**



**Youth**



**Environment**

# Phases of project

1

September/October  
Concept

2

November-February  
Break

3

March/April  
Preparation

4

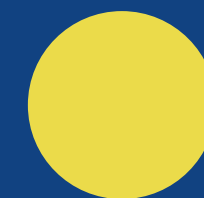
11.-13.April  
Implementation



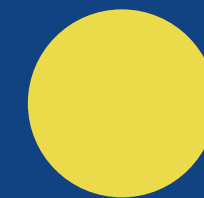


# Concept

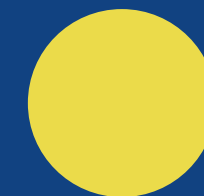
September-October 2021



Creating a concept

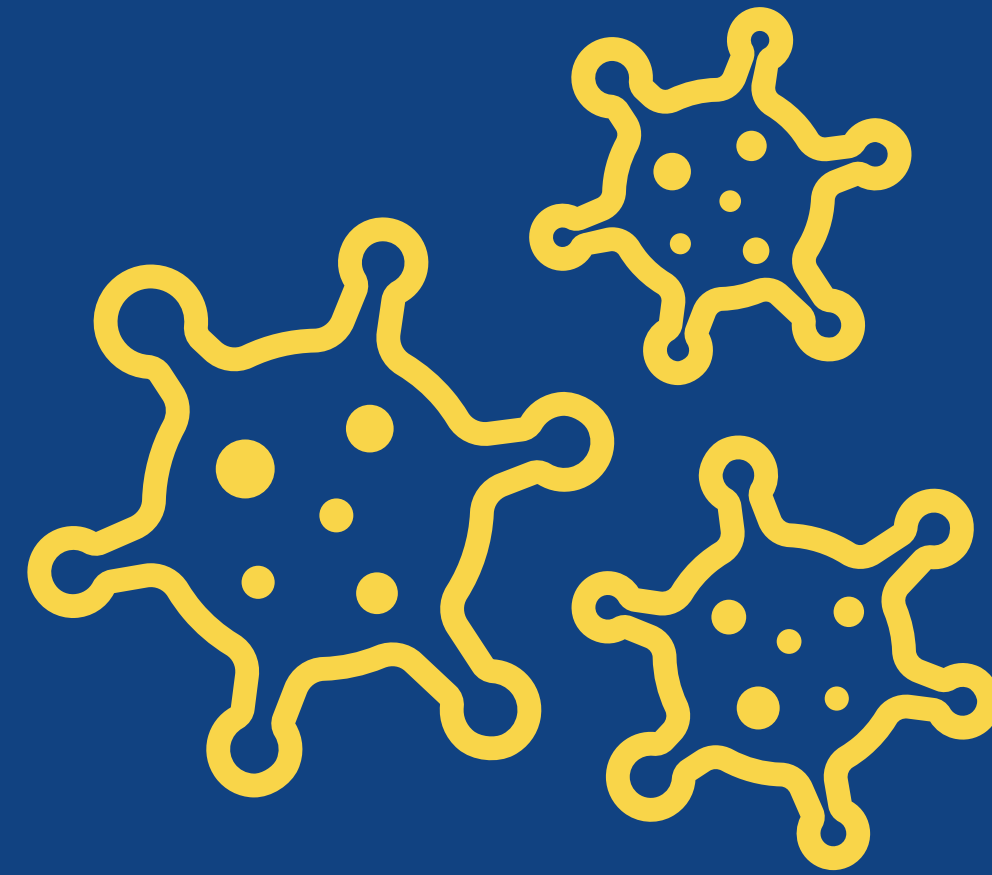


Presenting the concept



Create material list

**Break due to  
Covid-19**





# Preparation

March-April 2022

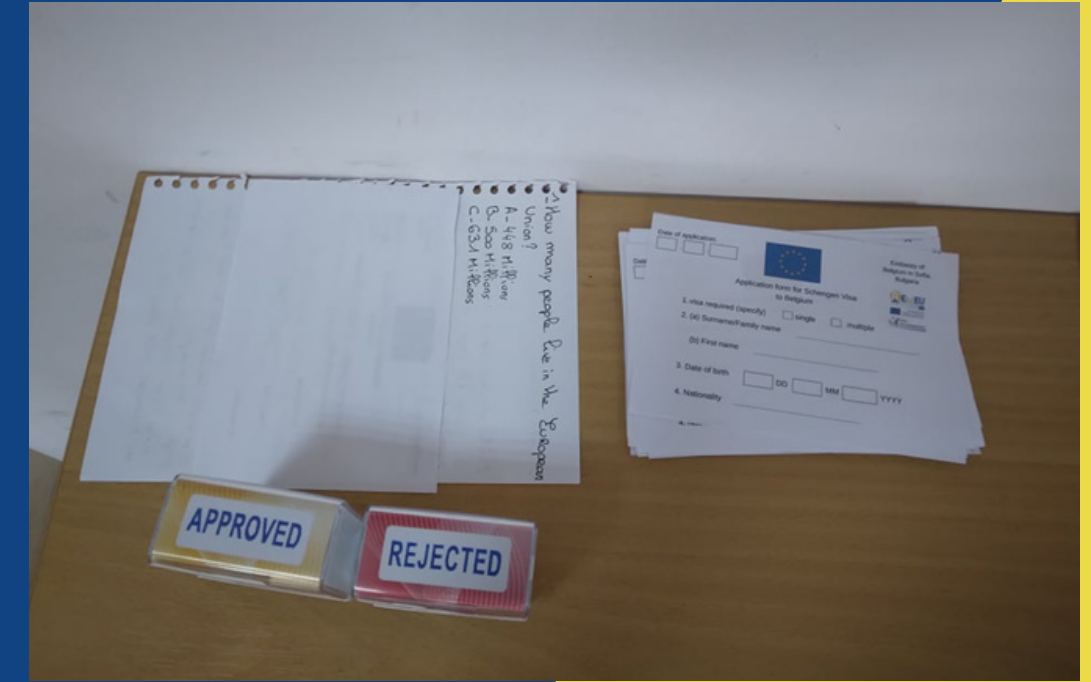
- Small adjustments
- Arrange with the school
- Buy and prepare everything
- Implementation



# **Implementation & Feedback**

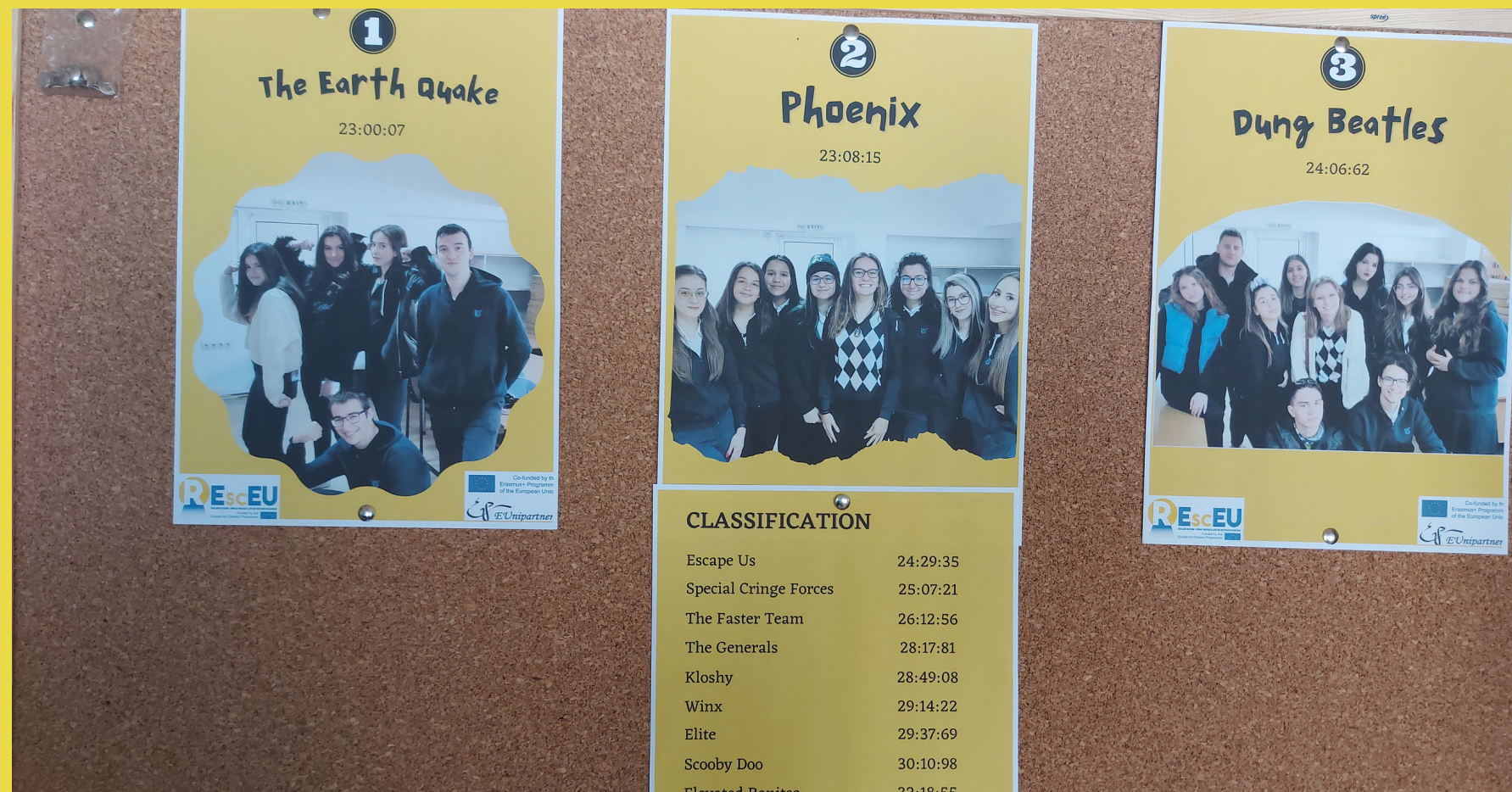


# Implementation





# Implementation



**Board of Fame**



**Giving the prize to the participant of the winning team**



# Feedback



## Escape game survey

Hello! We would like to have your opinion on the Escape Game we have prepared for you. It will just take a few minutes so take your time to answer this quick survey, we will be happy to read your thoughts on it. Thank you for your help!

1- On a scale from 1 to 5, How much did you like the theme chosen for the Escape Game ?

1	2	3	4	5
Bad		Neutral		Great

2- On a scale from 1 to 5, How easy were the instructions to understand ?

1	2	3	4	5
Hard		Neutral		Easy

3- On a scale from 1 to 5, What did you think about the difficulty of the game?

1	2	3	4	5
Hard		Neutral		Easy

4- On a scale from 1 to 5, What did you think about the game's duration?

1	2	3	4	5
Too long		Neutral		Too fast

5- Have you ever done an Escape Game before?

- ☐ Yes
- ☐ No

6- Would you like to try another Escape Game in the future?

- ☐ Yes
- ☐ Maybe
- ☐ No

7- Do you have any suggestions about our Escape Game? (games, difficulties, duration)

.....

.....

8- Do you have an idea of a theme for a future Escape Game?

.....

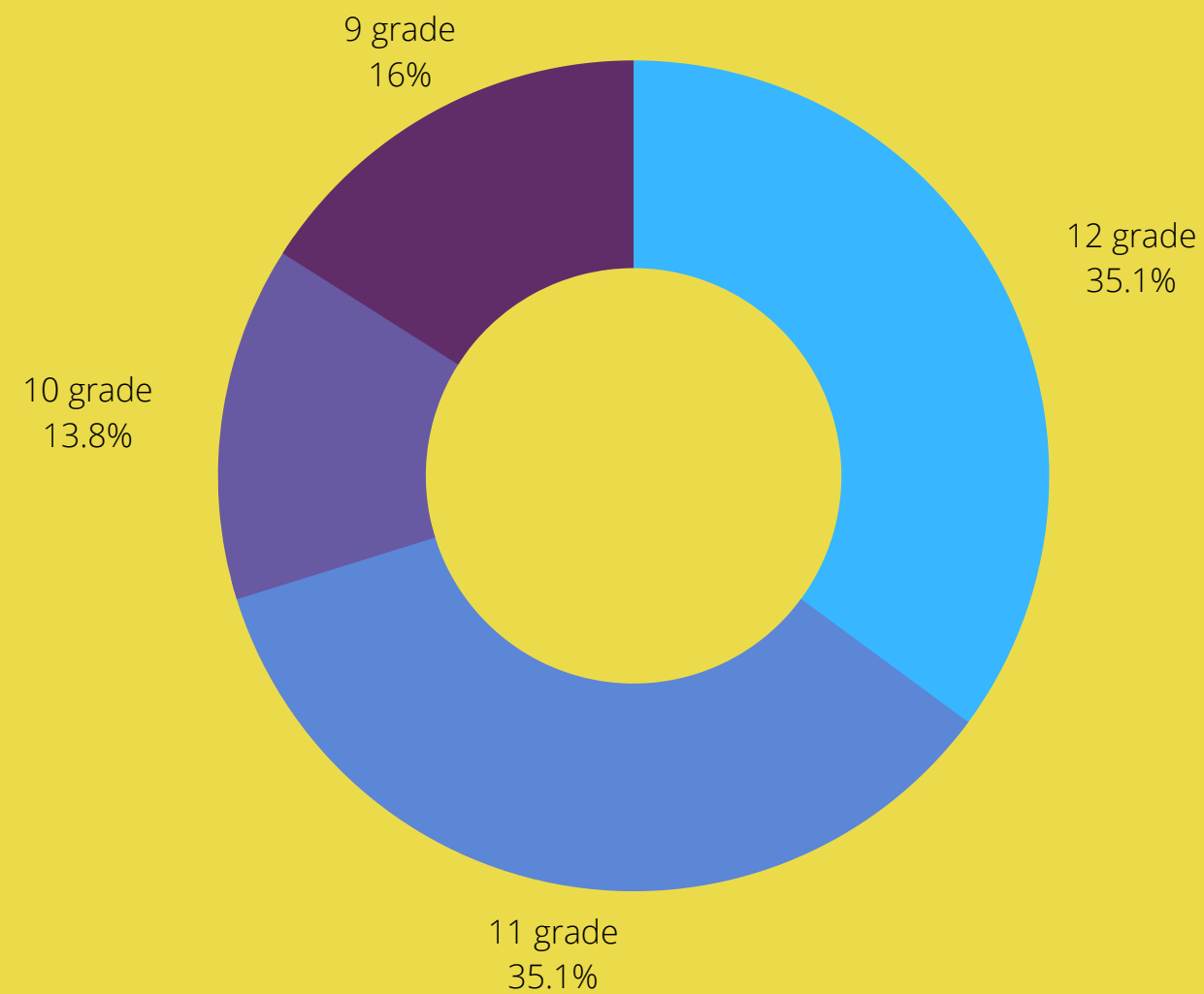
9- In which grade are you in?

- ☐ 8 grade
- ☐ 9 grade
- ☐ 10 grade
- ☐ 11 grade
- ☐ 12 grade

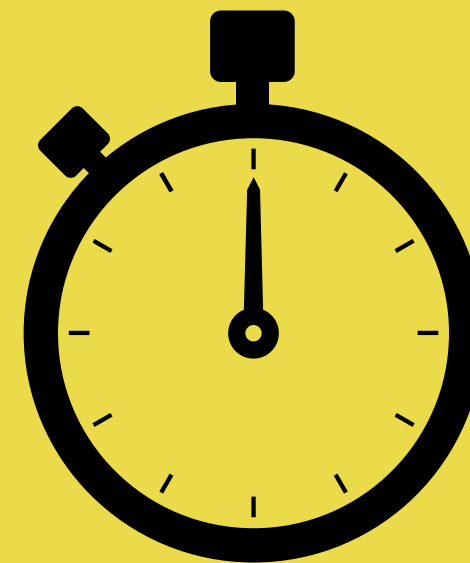
Thank you for answering our survey! We hope you had a good time playing with us and thank you for participating in our Escape Game! See you!

# Feedback

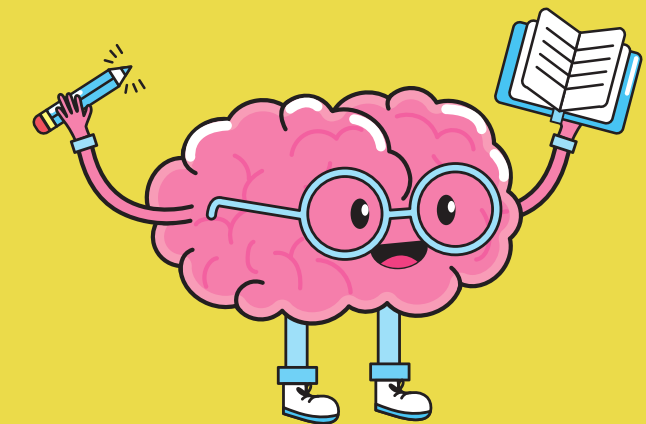
**94 of the 110 participating students accepted to fill up our survey**



**Percentage of participant per grades**



**To be longer**



**To be more complex**

**What came out of this experience?**

# Social medias



# Social medias



**Association "Euni Partners"**



**@volunteers.eunipartners**



**[www.volunteers.eunipartners.com](http://www.volunteers.eunipartners.com)**

**[www.eunipartners.com/en\\_gb/](http://www.eunipartners.com/en_gb/)**

# Thank you!



# REscEU – What would life be without the EU

## Final report Agora CE

Within the project REscEU Agora CE as a partner participated in a launching meeting in Italy in June 2021, adjusted and implemented the escape game in the Czech Republic in June 2022, and participated in a closing event in Slovenia in June 2022. In total, 107 participants were involved in the escape game.

This report closely describes the local implementation, the final program of the escape game as it was implemented by Agora and the feedback of participants and organizers from Agora.

### **Local implementation in the Czech Republic**

The program of the escape game was implemented for a total of 107 participants. First group of participants were young adults (18 – 35 years old) who are friends of Agora, work with us on our different project or are themselves former participants of Agora's educational programs. This game took place in April 2022. Based on their feedback, some of the puzzles were altered so they would work well for the youngsters in the Czech context.

Main part of the implementation took place in June 2022. Three escape game programs were implemented for the main target group of high school students (16 – 19 years old). The partner school was Gymnázium a obchodní akademie Sedlčany. Another two escape game programs were then implemented also primary school form their students (11 – 15 years old). The partner school was primary school Heuréka Úvaly.

### **Final program of the escape game adjusted for Agora**

The program is prepared to be implemented in two school lessons (2 x 45 minutes). First 45 minutes are meant for the game part, another 45 minutes for the reflection and discussion. The reflection and discussion is the vital educational part of the whole program and it is as important as the gaming one at the beginning.

The program can be implementing for a group as small as 3 or 4 people, however it is also prepared to be implemented in a classical school class of approximately 30 students. In that case, students are divided into up to 5 smaller groups which can work independently at the same time. Also, the game is prepared to be easily transportable so it could be easily implemented in schools all over the republic.

Main target group of the program were young people from 16 to 19 years. The program was also tested for young adults (18 – 35 years) and primary school children (11 – 15 years old).

Escape game consists of 8 puzzles. Solving one puzzle gives the participants a clue to resolve the next one. These puzzles and the topics of the EU that they represent will be closely presented in the next chapters.

The program consists of 3 main parts: motivational introduction + escape game itself + reflection and discussion.



## Motivational introduction

After short introduction of lecturers and of the topic of today's program, a slideshow of photos is prepared which illustrates the story behind the escape game. At the same time, one of the lecturers reads the story.

Here is the story for the participants as well as the topics that the story opens for the participants.

The participants find themselves in a dystopic future. They are in the Czech Republic in 2040. At that time, the EU doesn't exist anymore so the Czech citizens start to fully experience the consequences of its disintegration.



**2040**

The relations among European states are tense and often hostile. There are fences and wall being built on the borders between states in Europe to protect their lands and citizens. (free movement)



In the Czech Republic, there is shortage of some of the basic food and supplies because we are not able to be self-sufficient. The import from abroad is too expensive because of the high custom tariffs. (food dependency)



Travelling is difficult at that time. It is necessary to file for visa even to travel to a neighborhood country. The process is difficult, long and quite often, visa requests are denied and travelling isn't permitted. (travelling, bureaucracy)



At the labor market, the Czech Republic has a shortage of some of the professional. Mainly nurses and doctors, mechanics, IT workers, mechanics, drivers or others. It is more complicated to get the workers from foreign countries when states watch so closely their borders and citizens. (labor market)



After the disintegration of the EU, European states stopped to care about the environment. And as the EU was one of the environmental global leaders, the rest of the world followed. The situation is bad, the sea level rises which causes migration flows to the inland. (ecology)





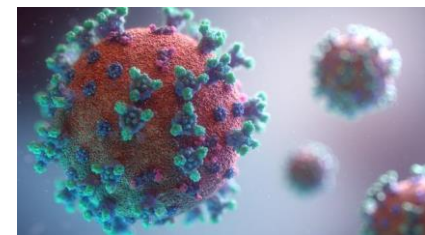
There are also energy failures because of the lack of electricity or gas. This has even more consequences for the economy which is already troubled by other problems. (energy dependency)



And how did that happen? What led to it? Europe started to shake gradually. First step was the referendum which decided about the Brexit in 2020.



Not long after, the covid-19 pandemic came and it was a catastrophe that modern Europe hasn't seen before and which shocked the image of the Europe as people knew it.



The extremist and anti-EU parties started to take advantage of the uncertainty and the fear of EU citizens. In several states the extremist parties came into power and they started to call for the dissolution of the EU. (extremism)



In 2025 a pan-European referendum was held with a question whether the EU should be dissolved or not. And close majority of voters voted for the dissolution. (decision making in the EU)



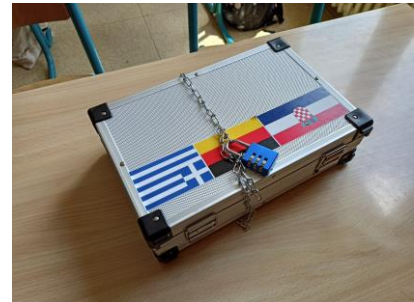
The participants of the escape game are in the role of investigative journalists who are not satisfied with the situation as it is in the 2040 and they are investigating what went wrong and how it can be fixed for the better future. While investigating, they found out something unexpected. The referendum about the dissolution of the EU was manipulated by the extremist parties in Europe. It should have never ended by the dissolution; the poll results were altered. Fortunately, they learned from a secret source that there is a possibility – they can use a time machine that will allow them to get back in time to 2025, reveal the deception and prevent the disintegration of the EU. In order to make the time machine work, they need to get access to the password. And they can get it by solving the mystery of the locked briefcases.

## Escape game

Right after the motivational introduction, the participants are divided into small groups. Each group is given a briefcase which is the starting point of the escape game. In the classroom, there are also other game materials such as boxes, maps, pictures etc. which will be used by the participants later. The countdown on the time machine is set and the work of the investigative teams starts. Here is the description of the puzzles and the topics opened by them.

### Locked briefcase (flags of different EU countries)

On the briefcase, there is a lock and pictures of three flags (they represent three former EU member states). In the room there is a map of Europe and on that map, each state is given a number. To unlock the briefcase, they have to come up with the right numbers representing the state flags.



In the briefcase, they find an article about the history of the EU, a locked mobile phone, a locked little box and a postcard of one European city.

### Locked little box (geography and culture of Europe)

To open the box, they need to find a key. The key is hidden in the room, taped at one of the artefacts symbolizing different European cities and placed in the room. The postcard they find in the briefcase should help them detect which city and artefact belongs to their little box.



In the box, there is a puzzle and a letter for their secret source. He writes that he can help them, they just have to write him an e-mail from a locked phone they found in the briefcase.

### Locked phone (roaming, economy)

In order to get into the locked phone, they need to guess the password. The clue to guess it is in the letter. They need to count how much would it cost to call abroad with given elevated roaming prices. The final digit will be the password they are looking for.

When they log into the phone and e-mail, they find an e-mail from their secret source. He will help them if they send him the motto of the EU.



### Puzzle (motto of the EU)

The clue for finding the motto of the EU is a puzzle which they found in the little blue box. When they put the puzzle together, they find the motto written in several EU languages. Once they know it, they send an e-mail to their source and wait for response.

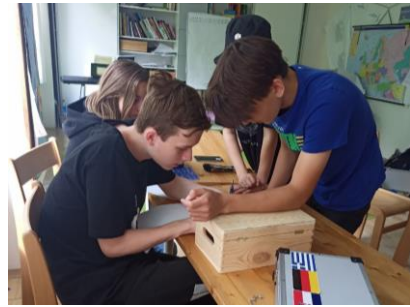
In the response, the secret source writes: "To get the password for the time machine, you have to get to a locked wooden box you find hidden in the room. The combination to unlock it will be the year of the Schengen agreement."



### Locked wooden box

If the participants do not know the year of the Schengen agreement, they can find it in the article about history of the EU which was in the briefcase at the beginning.

In the box, there are four empty visa forms (Poland, Lithuania, Latvia and Estonia) and a letter from their secret source: "One of you will have to come to Estonia with me to obtain the password for the time machine. You have to fill in all the visa forms (using the name of one of you), then you come to see me. P.S.: In an art gallery, I'll be there at the supper. "



### Art gallery (common cultural heritage)

In the room, there are several paintings from different European authors. Behind one of them, the participants find an envelope. They choose the right painting based on a clue in the latest letter "I'll be there at the supper. " – there is a painting of da Vinci's Last Supper.

In the envelope, they find several empty envelopes entitled by the names of the states (Poland, Lithuania, Latvia and Estonia) and another letter from their source: "Put the right visas to the right envelopes and you are almost at the beginning of your search for the password to the time machine. P.S.: After finishing this last task, you will have to cooperate with the other teams."



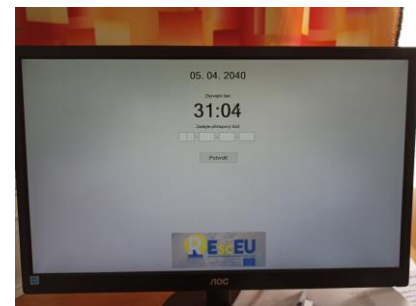
### Visa forms (freedom of movement, travelling)

The participants have to put visa forms that they filled in to the right envelopes. One or several envelopes have little windows cut out. If they put visa forms inside these envelopes, they will see a four-digit number which is a part of the password to the time machine.



### Time machine

The participants move with their parts of password to the time machine. In case there are four individual groups, each group has one part of a password (depending on the number of teams playing, this can be altered). As their source indicated in his last letter, they have to put in the password in right order. That order is based on the route they would travel in order to get to Estonia, as their source indicated in his letter.



Once they successfully entered the password, the countdown at the time machine stops. The date on the top of the screen starts to run back in time back to the year 2025 (the year of the referendum). Finally, at the screen they will see an article: "Revealed: Extremists tried to manipulate the referendum. They failed." That is the end of the escape game.

### **Reflection and discussion**

After a short break, the participants and the lecturers sit in a circle to reflect on the topic symbolized in the game and on the EU. The questions that are discussed are: Can you imagine

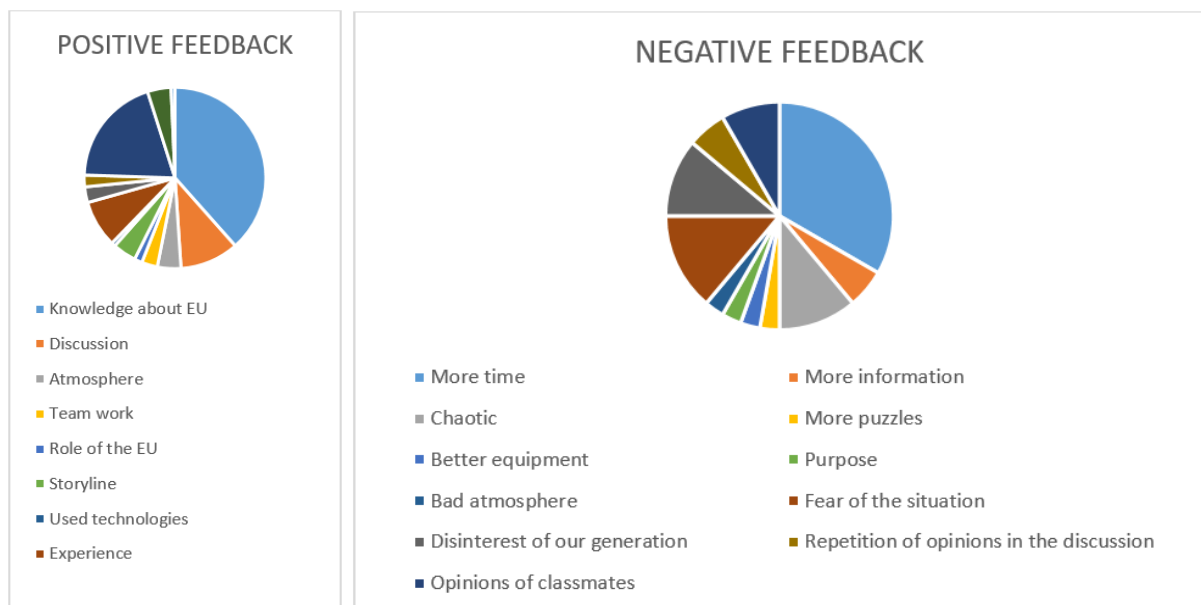
the Czech Republic without the EU? How would the Czech Republic look like without being part of the EU? What would or could be different? OR How do the EU influence your life? How do the EU influence the life of your parents, your school etc.?

The topics discussed are often based on those presented by the escape game: travelling in the EU, question of self-sufficiency (food etc.), energy, roaming, common defense, possibility of incoming war, common cultural heritage, environment, trade, motto of the EU, extremism, freedom of speech.

## Reactions of participants

The majority of the participants had very positive reactions to the program. They commented on the format of the game, they found it entertaining and interesting. The discussion was very appreciated and a lot of them wanted it to be longer. Most of the participants feel the importance of the EU in their lives and they want to learn more about it. A lot of them concluded that they have learned new information about the EU.

Here you can see graphics with positive and negative feedback points from the participants.



## Lessons learned for Agora

All the lecturers and staff that participated in the escape game program reflected on it and here are some points taken from the discussions and the game itself. The topic of the EU is not very present in Czech schools or Czech public space, so there is a strong need to foster it. In some cases, we met students who doesn't agree that the EU is important (according to them, the disintegration of the EU could be a challenge in a good way). Also a lot of young people in the Czech Republic do not want for the Czechia to accept the euro. The lecturers have to be prepared also to discuss the negative points of the EU. We found several technical difficulties with escape game equipment, so there is a need of small adjustments to several puzzles. As we tested the escape game with the audience from 11 to 35 years old, we concluded that with some adjustments, it is possible to play the game with both older and younger audience.





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## RescEU Project

### **Final Report of European Expression (ΕΥΡΩΠΑΪΚΗ ΚΟΙΝΟΝΙΑ ΠΟΛΙΤΙΚΗ ΕΚΦΡΑΣΗ ΤΗΣΜΟΙ ΑΣΤΙΚΗ ΕΤΑΙΡΕΙΑ).**

#### Introduction

The project began on 1 May 2020 and European Expression's activities were completed at the end of June 2022. Initially the project was to last 18-months, but due to the Covid pandemic huge delays affected the project.

From the project's inception European Expression participated in all the events and activities. Below is a detailed listing of the events and activities that European Expression participated in. However, three primary events highlighted the principal activities which European Expression participated in or carried out and define the project:

1. Meeting of the partners in Rome (3-5 June 2021)
2. Escape Room in Athens (22-25 November 2021)
3. Final event in Slovenia (19-21 June 2021)

A separate account of these primary events will be described. For the escape room in Athens a detailed narrative report is attached as Annex 1 to this report.

The budget of European Expression was 4000 euro. A separate financial report is annexed to this report.

Finally, some conclusions will be made.

#### **Report in detail.**

Between 1 May 2020 to July 2022 Movimento Europeo has been very good at communicating with all the partners and has succeeded in sustaining the project in spite of the massive challenges that have occurred because of the Covid pandemic. Regular e-mails and documents were sent to the partners. This included guidelines on design of the escape rooms, puzzles, games, dissemination and organization of events specifically the events in Rome and in Slovenia.

On 12 October 2021 European Expression received funding 2000 euro from Movimento Europeo.

Table of events and activities:

Date	Activity/event	Description
May 2020	Communication between the partners – project concept.	Movimento Europeo, the project's leader, sent to European Expression and to all the partners a concept of the project and prepared the partners for the first project zoom meeting.
June 2020	Communication between the partners.	A zoom meeting took place between the partners, chaired by Movimento Europeo (16.06.2020). The partners were introduced and each partner including European Expression indicated its expectations for the project. During the month of June Movimento Europeo sent to all the partners a one-page description of the project and zoom meeting agenda. On 22.06.2020, European Expression's representative, Mr Pyrrhus Mercouris, signed and sent to Movimento Europeo participation form.
July 2020	Communication between the partners.	Movimento Europeo sent to European Expression a Gantt chart indicating the project's schedule, however, by this point, a realization had set in that the Covid pandemic was disrupting the project.
October 2020	Communication between the partners.	A further zoom meeting took place (12.10.2020) between the partners and the main point of discussion was on dealing with the Covid pandemic and planning the face-to-face meeting of the partners that was to take place in Rome in November 2020. Eventually, all partners agreed to postpone this event and allow Movimento Europeo to communicate with the EC and to organize this strategic event at a date permissible and realistic in the light of the pandemic.
November 2020	Communication between the partners.	A further zoom meeting took place (09.11.2020) to discuss the Rome meeting, which at this point had been due to take place in Rome in January 2021. The partners examined the challenges of Covid-19 and how to get the project's activities and events completed. Also, the partners discussed the games and puzzles and the structure of the escape rooms. On 24.11.2020 another zoom meeting took place, with the partners discussing in detail the design of the escape

		rooms and the puzzles and games. European Expression, along with all the partners was aware that puzzles, games and escape room design would have to indicate to participants the danger of not having the European Union - "What would be life without the EU?".
December 2020	Communication.	Movimento Europeo sent to European Expression and to all the partners a communication guide.
January 2021	Communication between the partners.	On 21.01.2021 the partners had a zoom meeting. This included discussion on diverse topics: <ul style="list-style-type: none"> <li>- Rome meeting of the partners</li> <li>- Escape room design - setting up a working group for the design of the escape room</li> <li>- Dissemination</li> <li>- Project evaluation</li> </ul>
February 2021	Communication between the partners.	Further zoom meetings took place on 04.02.2021 and 18.02.2021. These meeting discussed in detail the design of the escape rooms and puzzles and games. At the end of February (26.02.2021) the partners' ideas on the escape room and puzzles and games were compiled by Movimento Europeo into a simple document. It included the ideas given by European Expression during the meetings.
March 2021	Communication.	Movimento Europeo communicated to the partners that the meeting for Rome had to be put further back due to lock-downs.
April 2021	Online communication event. Payments to partners.	European Expression's representative, Mr Pyrrhus Mercouris participated at the online communication event organized by the Movimento Europeo to promote the event (21.04.2021). During April 2021 discussions started on making payments (first tranche) to the partners.
May 2021	Feedback on the online communication event.	Movimento Europeo sent to the partners feedback regarding the online event which all partners, including European Expression, participated in. European Expression indicated a "Greek viewpoint" regarding the danger of a collapse of the EU. It had been decided that the meeting of the partners in Rome was to take place in 3-5 June 2021.
June 2021	Meeting of the partners. Financial	European Expression sent three representatives (2 officials and 1 volunteer) to participate in the event. All the partners sent representatives.

	agreement.	The event examined and finalized the structures for escape rooms and examples of puzzles and games. European Expression signed the Financial agreement in the framework of the Europe for Citizens Project N.615284 - "RescEU - What Would Life Be Without EU". European Expression later received 2000 euro.
October 2021	Finance	First tranche: 2000 euro received from Movimento Europeo on 12.10.2022.
September 2021	Participation sheet. Communication between the partners.	Movimento Europeo sent to European Expression an example of a participation sheet. A further zoom meeting took place between the partners (23.09.2021).
October 2021	Planning of the Escape Room in Athens.	During the month of October 2021, European Expression planned the escape room to take place in Athens in November. This included the design and creation of the puzzles and games. Design and structure obeyed the guidelines and suggestions made by the project and during the meeting in Rome and the zoom meetings.
November 2021	Escape Room in Athens.	The escape room took place in Athens (22-25.11.2021).
January 2022	Communication between the partners.	Zoom meeting between the partners (19.01.2022). European Expression reported that it had completed the escape room in Athens. Partners mentioned their progress in implementing the project in spite of massive Covid restrictions.
February 2022	Communication between the partners.	Zoom meeting (22.02.2022) examined the challenges to organize the final event in Slovenia.
June 2022	Final event in Slovenia	19-21 July 2022.

- Participation of European Expression at the meeting in Rome (3-5 June 2021)

Three representatives from European Expression went to Rome to participate at this event – Pyrrhus Mercouris, Themis Kossidas and a volunteer, Ms Vasilina Metaxa.

The event was successful, despite severe covid restrictions. This include compulsory covid checks which had to be paid for.



The meeting introduced all the partners, indeed, until this event, the partners had only been able to communicate online through zoom meetings and email.

The meeting discussed in detail the issues regarding a dysfunctional situation accruing from a collapse of the European Union. At this meeting, European Expression finalized in its mind the concept of the escape room that it would carry out in Athens, Greece. The lead partner gave an excellent example of what the escape room could look like, and this was a very useful guide in developing the escape room in partner countries.

The event was very useful for European Expression as it was able to exchange ideas at a face-to-face level with all the partners on escape room design and puzzle and game design.

- Escape Room in Athens

This event took place successfully. Planning began in Rome in June 2021, however, implementation of the planning took place in October and early November 2021. European Expression had 208 participants which include youths and adults. The escape room was located in the heart of a busy and multi-cultural and migrant area of inner city Athens.

Ten games and puzzles were in the escape room.

The outcome was positive with the vast bulk of participants learnt a great deal from the escape room experience, were positive about the EU and learnt of the dangers to Greece and other countries if the EU was to cease existing.

The high participation rate meant added expenses in terms of refreshments. However, due to the small budget it was not possible to present to the many participants a souvenir bag or t-shirt. This would have required several hundred euro more – which was not available.

See full evaluation report, annexed to this document.

- Final event in Slovenia (19-21 June 2022)

European Expression sent two representatives (Pyrrhus Mercouris and Fotis Kissas) to the event.

The two-day Slovenian event took place in the town of Novo Mesto. The first day included a roundtable discussing Euroscepticism. European Expression submitted a paper on the topic and contributed to the discussions. This paper is attached to this report at Annex 2.

Later, the partners described the work they had done in the countries in planning, organizing, and implementing escape rooms. European Expression presented a power point presentation and a short video which described the Greek escape room through multimedia. The 3-minute video which showed the activities that took place in the Escape Room in Athens in an entertaining, pedagogic, and didactic way.

The conclusion of the Greek escape room is that this project has developed a new and innovative educational tool. A tool that can teach pupils and adults in a sophisticated way complex issues like the importance of the European Union.

European Expression proposed that the project should be developed, firstly the importance of the development of this innovative educational tool should be explained to the European Commission. A follow-up project should:

- Develop the escape room as an educational tool
- Engage with teachers and train them on using escape rooms to teach young people diverse topics
- Use escape rooms to explain the importance of the Charter on Human Rights and the Charter on Fundamental Rights.

## Conclusions

1. Despite the massive challenges that came about because of the Covid pandemic, the project, in the opinion of European Expression has been very successful. The greatest achievement of the project is developing the escape room as powerful communication and educational tool to explain to citizens the value of the European Union. In particular, the escape room taught citizens, especially to young people, what the European Union does and what it has achieved and the principles and values on which it operates. Indeed, the value of the escape room as an educational tool must not be under-estimated and should be understood as an important outcome.
2. The leadership and communication provided by the lead partner, Movimento Europeo, was excellent and European Expression has no complaints about the management of the project. This is remarkable when one considers the massive disruption of the pandemic.
3. The project's actions were carried out in budget. However, there was some overspend, which is covered by the own resources of European Expression. The budget was too small and did not cover the ambitions of European Expression.
4. By 22 June 2022, European Expression has spent 4000 euro on the project. It has received from the project, just half the money, that is 2000 euro.



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## **ANNEX 1 - EVALUATION OF THE ESCAPE ROOM ORGANIZED BY EUROPEAN EXPRESSION FOR THE RESCEU PROJECT**

**Venue:** Ithaki Street 83, Athens T.K: 11251

**dates:** 22-25 November 2021

The RescEU escape room took place in a 4-room apartment at 83 Ithaki Street, which is in the heart of Athens, Greece. The location is easily accessible from Victoria metro station. Ithaki street is situated in downtown Athens. It is in a dynamic and the most multi-cultural neighbourhood in all Greece with a young population boosted by the nearby presence of Athens Polytechnic University.

The venue proved to be ideal for an escape room. It has four rooms, two of which are bedrooms, a large living room, a room used as a hall from which you enter, plus bathroom, kitchen and a small storage room. All the rooms were used, except the bathroom which was used simply as a WC.

The escape room had ten games (puzzles). These games were designed based on the project's requirements. European Expression never lost sight of the principal objective which is to indicate to participants the importance of the European Union (EU) and what life would be like without the EU.

Participants would enter and part-take in the escape room in groups ranging between four to seven people. The time they took to complete the escape room varied between thirty to fifty minutes. Refreshments and biscuits were provided on completion of the escape room. Each group of participants would be asked to give their opinions regarding their experience. They would also be asked to evaluate each game. Furthermore, the age and gender of each participant was recorded. On the next page (page 2) is an indication of the evaluation sheet used. On page 3 is a simple drawing indicating the plan of the apartment used and the locations for each game.

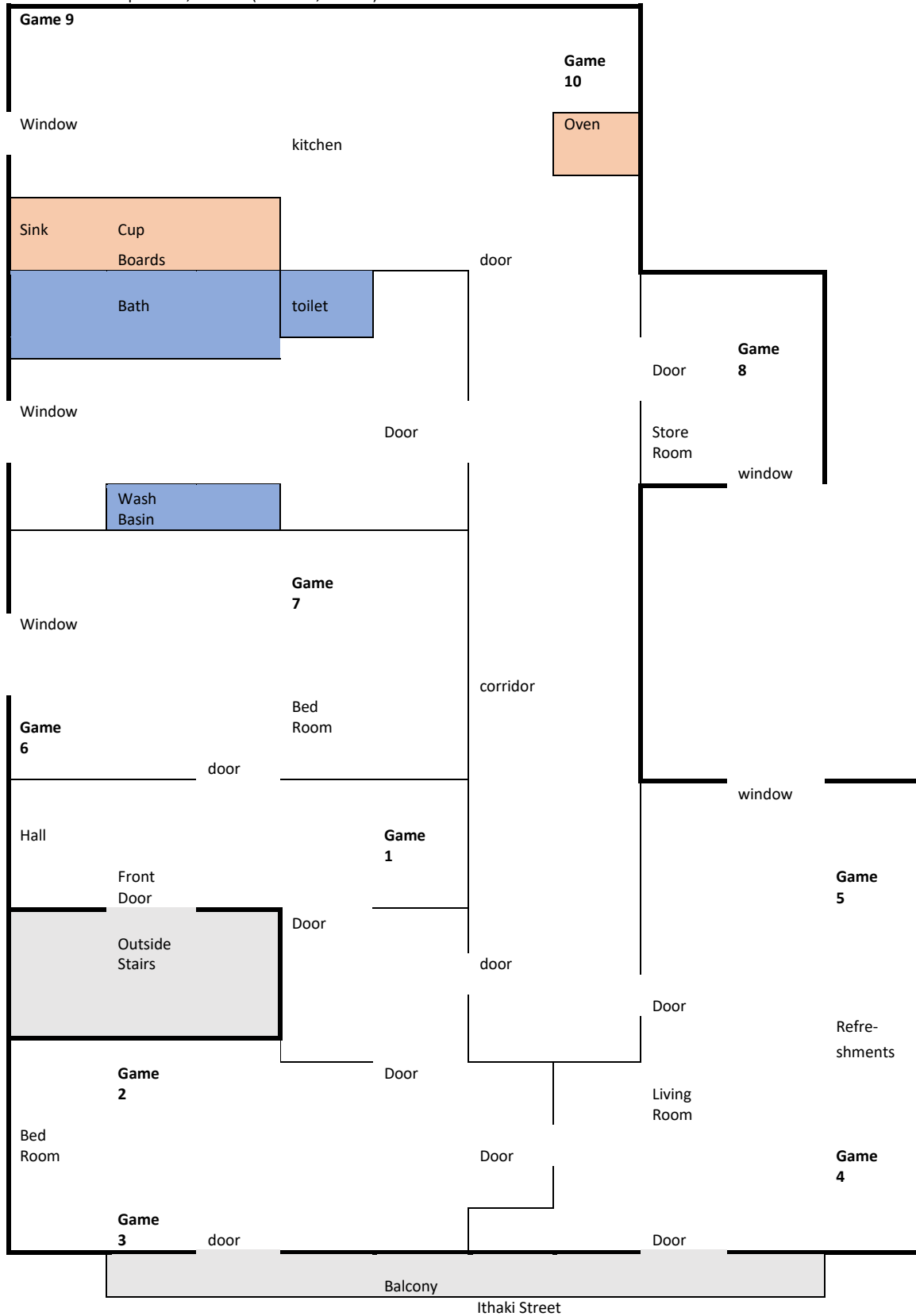
Annex 1 describes in detail the games and puzzles.

Photographs of the ten games and puzzles in the escape room are also attached separately and these give a visual appreciation of the room and its layout.

The evaluation form:

Quantitative evaluation	Qualitative evaluation
Age	Respondents interviewed on their experiences:
Gender	
Country of origin	Opinion on using the Escape Room to explain issues
How much they like the ten games. For each game, a scale of 1-10.	
Game 1: 1 2 3 4 5 6 7 8 9 10	How much did they learn about the value of the EU
Game 2: 1 2 3 4 5 6 7 8 9 10	
Game 3: 1 2 3 4 5 6 7 8 9 10	Are they for or against the EU?
Game 4: 1 2 3 4 5 6 7 8 9 10	
Game :5 1 2 3 4 5 6 7 8 9 10	
Game 6: 1 2 3 4 5 6 7 8 9 10	
Game 7: 1 2 3 4 5 6 7 8 9 10	
Game 8: 1 2 3 4 5 6 7 8 9 10	
Game 9: 1 2 3 4 5 6 7 8 9 10	
Game :10 1 2 3 4 5 6 7 8 9 10	

Plan of the escape room, 1<sup>st</sup> floor (Ithaki 83, Athens)



## **Summary of the results**

The Escape Room lasted for four days: with the first group visiting the room at 11.00 on Monday 22 November and the last group visiting at 19.00 on Thursday 25 November 2021. The participants came from all over Athens and many of the vicinity of the Escape Room itself, which is the Victoria, Sepolia, Omonia, Attiki and Metaksouriou districts. The project mainly targeted: a) the young people (school children up to 18 years old that were accompanied by a minder or teacher) from this multi-cultural inner-city area b) the general population. So the participants, young and older people between the ages of sixteen to seventy, were mixed. One helper was responsible to walk through the participants of each group to the games and assist them. Many of the participants asked interesting questions about the EU.

## **Statistical data**

208 persons attended the Escape room, of which one hundred-three are adults (ages varying between 18 to 70) with the remaining hundred-five being youths:

- males youth: 62
- male adults: 55
- females youth: 43
- female adults: 48

All the participants are Greek residents. However, many participants (especially the youth and the teachers) were born outside Greece, like Albania, Former Yugoslavia, Bulgaria, Romania, Ukraine, Poland, Russia, Middle East, Bangladesh, Pakistan, Sub-Saharan Africa, Algeria, Morocco, Egypt, Kurdistan, Iraq, Iran, Pakistan, Afghanistan, and from other EU countries. Some participants were reluctant to indicate their origins since they were feeling “Europeans”. All have Greek/EU residency and ID. Adults were more likely to sign the participants register than youth. Often, participants failed to indicate their ages or gender in the register.

## **DAY1**

Monday (22.11.2021) 10 groups: 62 persons (Male youths: 12. Female youth: 14. Male adults: 19. Female adults: 17).

- First group – 7 persons: two minor boys, three minor girls, two adult males
- Second group – 7 persons: three minor boys, three minor girls, one adult male
- Third group – 5 persons: two minor boys, two minor girls, one adult male
- Fourth group - 6 persons: two minor boys, three minor girls, one adult female
- Fifth group – 7 persons: three minor boys, three minor girls, and one-woman
- Sixth group – 5 persons: five adult males
- Seventh group – 5 persons: five adult males
- Eighth group – 7 persons: seven adult females
- Ninth group – 7 persons: seven adult females
- Tenth group – 6 persons: three adult males, three adult females

## DAY 2

Tuesday (23.11.2021) – nine groups: 47 persons (Male youths: 12. Female youth: 9. Male adults: 16. Female adults: 10).

- First group - 4 persons: two minor boys, one 17-year-old girls, one adult male
- Second group – 7 persons: three minor boys, three minor girls, one adult male
- Third group – 6 persons: two minor boys, two minor girls, two adult males
- Fourth group – 7 persons: two minor boys, three minor girls, two adult male
- Fifth group – 4 persons: three minor boys and one adult male
- Sixth group – 4 persons: four adult males
- Seventh group – 4 persons: two adult males, two adult females
- Eighth group – 4 persons: four adult females
- Ninth group – 7 persons: three adult males, four adult females

## DAY 3

Wednesday (24.11.2021) - seven groups: 41 persons. (Male youths: 8. Female youths: 11. Male adults: 9, Female adults: 13).

- First group - 6 persons: two minor boys, three minor girls, one adult female
- Second group – 6 persons: two minor boys, three minor girls, one adult male
- Third group – 5 persons: two minor boys, two minor girls, one adult female
- Fourth group – 6 persons: two minor boys, three minor girls, one adult female
- Fifth group – 7 persons: seven adult females
- Sixth group – 5 persons: five adult males

- Seventh group – 6 persons: two adult males, four adult females

#### DAY 4

Thursday (25.11.2021) – nine groups: 58 persons (Male youths: 10. Female youths: 9. Male adults: 24, Female adults: 15)

- First group - 7 persons: three minor boys, three minor girls, one adult male
- Second group – 5 persons: two minor boys, one minor girl, two adult female
- Third group – 7 persons: two minor boys, two minor girls, two adult male, one adult female
- Fourth group – 7 persons: three minor boys, three minor girls, one adult male
- Fifth group – 5 persons: one adult male, four adult females
- Sixth group – 7 persons: seven adult males
- Seventh group – 7 persons: seven adult males
- Eighth group – 6 persons: six adult females
- Ninth group – 7 persons: five adult males, two adult females

#### **Regarding the participants views on the Escape Room experience and their opinion on the European Union**

Each group was asked to give a score from one to ten regarding each game.

Game 1: nineteen groups gave a score of 7, nine groups gave a score of 8 and seven groups gave this game a score of 10. This simple game was surprisingly difficult, as not many participants know where Strasbourg is, several indeed had a very bad knowledge of geography and did not know where any of the four cities (Lisbon, Brussels, Luxembourg and Strasbourg) are located. The adults were more knowledgeable.

Game 2: twenty groups gave this game a score of 9 and fifteen gave it a score of 10. This popular game was fun, and the participants asked many questions, asking what is meant by sustainability and unsustainability.



Game 3: nine groups gave this game a score of 10, nine gave it a score of 9 and seventeen gave it a score of 7. This popular game taught the participants how the EU policy on re-cycling is not well applied in Greece.

Game 4: nine groups gave this game a score of 10, fourteen gave it a score of 7 and twelve gave it a score of 6. The game was done easily by the participants, without having much problem identifying which value was represented by which photograph.

Game 5: nine of the groups gave this game a score of 7, thirteen gave it a score of 6 and thirteen gave it a score of 5. Of all the games, this one proved to be the most difficult to do for the participants, they could not recognize the buildings. Nonetheless, the participants, whether they liked the game or not found this game educational.

Game 6: four groups gave this game a 10, seven groups gave it 9, ten groups gave it 8 and fourteen groups gave it 7. The youth enjoyed making the puzzle. Not one person knew that 19 countries have adopted the Euro and no-one knew that the EU is made up of 27 Member states.

Game 7: four groups gave this game a score of 10, five groups gave it a group of 9, nine groups gave it a score 8 and seventeen groups gave it a score of 6. This game was popular with those interested in business.

Game 8: nine groups gave this game a score of 10, ten groups gave this game a score of 8, seven groups gave this game a score of 7 and nine groups gave it a score of 6, making the responses the most erratic of all the games. It was difficult for the youth to do this game as many of them did not understand at first what this game is about and why it undermines one of the EU's values, namely freedom of movement. Some are unaware what a visa is and had to have this explained to them. The fact that the UK application for a visa is not in Greek and that you must read and complete the application in English also raised some eyebrows, especially among the adults. Indeed, the application is available in a number of European and non-European languages, but not Greek. The participants found the questions asked in the visa application as unbelievable.

Game 9: six groups gave this game a score of 8, five gave the game a score 7 and twenty-four gave it a score of 6. This game was found to be rather uninteresting. The one element that was found interesting, especially for the adults, is that the 12-stars on the European flag represent the twelve apostles.

Group 10: fourteen groups gave this game a score of 10, four groups gave it a score of 9, seven groups gave it a score of 8, six groups gave it a score of 7, four groups gave it a score of 6, making this the most popular game. Some of the participants, youth and adults, are of migrant backgrounds, so it seems this game struck a chord with many of the contestants.

### **Qualitative evaluation**

Having completed the Escape Room, all the groups was asked three questions:

1. Opinion on using the Escape Room to explain issues?
2. How much did they learn about the value of the EU?
3. Are they for or against the EU?

Regarding the first question, all the groups enjoyed the Escape Room. They found the games fun, with a few exceptions.

The answers to the second questions we also all positive. The participants said that they learnt a lot of new things. All commented that the experience was highly educational and that the Escape Room is a most useful educational tool.

For the young students, they learnt where the EU institutions are located (Game 1). All of them were initially unaware that the EU is the main political driver towards sustainability, global warming and recycling (Games 2 and 3). They were aware of the values on which the EU is based on like freedom of speech, freedom of movement and the other values in game 4. No group was able to complete game 5 without assistance. However, this game proved to be very educational as the students learnt the location of the institutions and what the buildings look like and what the institutions do and how they operate. Games 6 and 7 were fun, however in Game 6 the students learnt that the euro-zone is not strictly speaking part of the European Union but rather complements it. Game 8 is where the dysfunctional situation of not having an EU were sorely

highlighted. Though the game proved to be very difficult it had a lot of educational value for the students as they realized the consequences of Britain leaving the EU make it now challenging to live and work there for an extended period of 6-months and more. Game 9 was easy, though the EU flag and the symbolism of the 12-stars aroused some interest especially among the adults. Lastly, Game 10 also drove home the value of the EU, as migration and refugee policy is dealt with and paid for by the EU and is to some extent a very good example of solidarity between the Member states.

As for the last question, all the participants said that they were in favour of the European Union. Only two participants had reservations. A Bulgarian female adult said she was unsure of the EU's value, and a Greek male adult said that he was opposed to the EU as he felt it did not fulfil its tasks properly, though he was in favour of some its policies like sustainability and re-cycling.

## **In conclusion**

The activity resulted in certain identifiable conclusions:

- The Escape Room was demonstrably a success. All the groups without exception were positive about it and feel it should be repeated elsewhere.
- The Games were popular, with only a few Games on occasion scoring less than five points. Some games proved to be more entertaining while some of the difficult games like games 5 and 8 proved to be the most educational.
- The participants learnt a great deal about the EU and admitted that they were unaware of many facts about the EU.
- All the participants with just few exceptions, were in favour of the European Union. Regarding this point, the Games that influenced them most to favour the EU were Games 2, 3, 5, 8 and 10. The other games (1, 4, 6, 7 and 9) were considered more fun than indicators of the dangers of leaving the EU.
- There was no significant difference of opinion between male and female and between the ages.
- The budget was limited. A future project demands a much bigger budget to allow for a series of escape rooms to take place consecutively in each country and perhaps in different towns. Cash should be spent on giving to participants a souvenir with a handbook explaining the project and giving details about the importance and value of the EU.

## **ANNEX 1 – Games for the Escape Room, Athens, Greece – 22-25 November 2021**

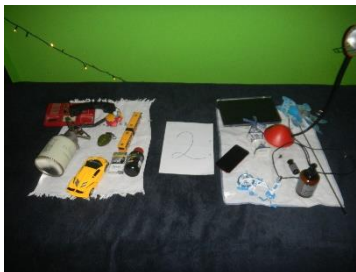
Below is a description of the ten games used in the Escape Room in Greece. The games were developed in accordance with the guidelines of the project and in keeping with the project's overall objective, which is to raise awareness of the European Union. At all times the contestants are encouraged to ask questions regarding the games and puzzles. What they represent and what the value of the EU is and the consequences of their not being a Union.

### **Game 1 – the Map of Europe – “geography puzzle”**



The contestants need to indicate on the map four or 4 capital cities: Lisbon, Brussels, Strasbourg and Luxembourg. Each city would have a number (code) to unlock a padlock to escape the room. A padlock has just 4 numbers, therefore, better to have just 4 cities. the four cities are chosen to represent the locations of the European institutions and where the last treaty was signed.

### **Game 2 – sustainable and unsustainable economy**



Objects that represent:

- Sustainable energy – “sustainable” – windmill, lamp, versus “Unsustainable” – gas cylinder, oil.
- Sustainable transport – “sustainable” – bicycle, train, bus, versus “unsustainable” - car
- Sustainable communication (digital economy) – “sustainable” – smartphone, computer, versus “unsustainable” – old telephone.
- “sustainable” eco-products – green product (Apivita) vs non-green product (cigarettes and hand-grenade).

The participants need to separate the above objects into sustainable from the unsustainable.

### Game 3 – recycling puzzle on sustainability



Four materials – organic material, paper, metal and glass, clothing, and garbage – the contestant has to put the material in each bin.

- Green bin - (vegetables).
- Blue bin – (bottles, cans, tins).
- Yellow bin - (paper).
- Red bin – (old clothing).

### Game 4 – Culture and value game



Series of colour photographs (size A3) which represent diverse values.

A photograph representing an EU value:

- Freedom of speech
- Freedom of movement
- Freedom of assembly
- Solidarity between member states
- Democratic accountability (consumer rights, fundamental rights and human rights)
- Equal opportunities.
- Gender opportunities and equality

The contestants must identify which value each photograph represents. The values are listed separately.

### Game 5 – Guessing the European institutions



The game consists of six colour photographs (size A4). Each photograph indicates a building (European parliament, European Commission, European Court of Justices, and a competence associated with the buildings

The photographs:

- European parliament – (somewhere where debates take place)
- Treaty – (legal obligations on member states)
- Asylum (legal justice)
- Dublin I & II – (migration policy)
- European Court of Justice (where justice takes place)
- European Commission – (political solidarity)

The game links up with the previous games as the participants start to

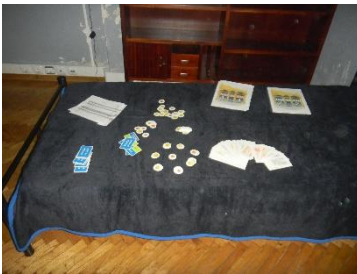
understand the European Union's mechanisms and how the operations of the European Union are implemented. The participants learn through asking questions to the person guiding them through the Escape Room where the institutions are located (as indicated in Game 1), what they do, their competences and how the diverse rules and regulations like on sustainability (game 2), recycling (game 3) and the different values (game 4) are decided on, implemented and safeguarded.

### Game 6 - Euro Puzzle



The contestant put the pieces of the puzzle together and discover the correspondence of one euro to different national currencies. The contestants learn the importance of the Euro zone. They learn how it is a monetary unifier, but that it is not strictly speaking part of the European Union. Once they complete the puzzle they learn through a questions and answer session.

### Game 7 – Shopping with Euro



The aim of the game is to buy and pay for items in euros at reasonable prices. This game stimulates the contestants' business acumen. They are encouraged and deal with prices, the use of currencies (i.e., the euro) and determine the fairness or unfairness of the pricing of a product or service.

### Game 8 – Game on freedom of movement



The contestants learn what it now means to have to travel to Britain now that there is no more freedom of movement. You must apply for a visa for an extended stay (six months or more). They learn that it now costs 95 pounds 111,75 euros, before it free. They learn that the application form must be completed in English. The application form is available to read in diverse languages, but not Greek. The contestants are asked to identify if certain questions are truly answered by the British authorities. For example, do the British ask financial information about you and want to see your bank statements and copies of play slips, your fingerprints and if you are a supporter of terrorist organisations and if you have been convicted for genocide.

### Game 9 – miming game identifying European attributes.



The contestants need to mime an object that a selected contestant will have to identify.

Each object represents an attribute:

- EU flag – representing unity.
- A cultural object – representing culture.
- Bread or food – representing agriculture.
- Metal object – representing industry

### Game 10 - Migration Puzzle



The puzzle consists of several pieces that must be connected together to show the player the diverse operations the European Union has towards, migration, refugees and aid.

There are four puzzles which

- Frontex
- Refugee camp
- Refugee youth hostels
- EU Foreign assistance (EUAid)

On completion of this game the participants ask questions, they respond to the evaluation and escape the room.

Slovenia, 19-21 June 2022.

## **ANNEX 2**

### **Subject: Euroscepticism in Greece:**

**A short contribution to the round table about euroscepticism** situation in Greece good practices on how to fight it.

### **Presentation of European Expression at the round-table organised in Slovenia (20.06.22)**

In Greece we have not sensed very much Euroscepticism, and this includes while carrying out the escape room. There are all kinds of reasons for this.

It is important to mention that Greeks see the EU as a security organisation, because being situated in the volatile Eastern Mediterranean region and having territorial demands made on Greece by President Tayip Erdogan, makes Greeks very nervous and whatever reservations they may have about the EU, these real fears of territorial security prevent Euroscepticism. Furthermore, those of us with long memories, recall that in 1981 Greeks voted into power the first Papandreou government which was committed to taking Greece out of NATO and keeping Greece out of the EEC. The Papandreou government did the opposite and kept Greece in NATO and took Greece into the EEC, and it justified this about-turn by mentioning the territorial demands made by Turkey.

Respondents in the Escape Room were pro EU. Hardly any persons were anti EU and were very vague why they were anti-EU (there were a few exceptions, e.g., one young Bulgarian woman who works as a teacher in a local school, a senior teacher who was “open-minded” on the EU, and a few others).

Our escape room is in the heart of Athens and is located in the most multi-cultural and ethnically diverse place in Greece. The inhabitants have Greek IDs and were pleased that they can travel throughout the EU. The idea of closing borders is horrifying to them.

The financial crisis based on the collapse of the banking sector in 2008 remains. The consequences of this crisis continue. There has been no substantial economic recovery, indeed, the economic situation gets worse. Though EU institutions, Greek government institutions, etc, are heavily criticised, one does not sense that Greek people are anti-European as such. Indeed, Greece with its heritage and with her complex tourist



industry remains pro-European and wants to encourage other Europeans to come as tourists.

A “good practice” is continuing to emphasise the importance of the principle of freedom of movement, and to a less extent the other values like freedom of speech, assembly, strike, unionise, etc.

A good and interesting outcome of the RescEU project is the creation of an innovative educational and promotion tool to explain the importance of the European Union to the citizen. It should be highlighted by the project, that the creation of this deliverable should be replicated by the EU in its promotional activities.

Below is some information regarding recent analysis relating to Greece and Euroscepticism. The first article was published on 9 September 2020 and is a bit out of date. However, it is factual when it indicates that the most important political parties in Greece are all pro-EU.

The second article is quite a bit out of date. It was published in 2013. Nonetheless it does deal with the consequences of the financial consequences of 2008, which resulted in a financial meltdown in Greece.

Neither article mentions the massively important feelings that Greeks have regarding the bellicose behaviour of Tayip Erdogan.

Pyrrhus Mercouris

EU affairs consultant

European Expression.

## Greece: The Remarkable Defeat of Euroscepticism

([https://link.springer.com/chapter/10.1007/978-3-030-41272-2\\_14](https://link.springer.com/chapter/10.1007/978-3-030-41272-2_14))

- [George Pagoulatos](#)
- [09 September 2020](#)

*“Greece emerged from the July 2019 national elections with one of the most stable, pro-European Union (EU) and moderate party systems in the EU. This is remarkable given the depth, duration and debilitating socioeconomic legacy of the country’s Great Recession. During 2008–2016 Greece lost a quarter of its GDP, unemployment peaked at 27 percent. Yet, following the elections of July 2019, four out of six parties represented in Parliament (entry threshold at 3 percent) are committed to Greece’s participation in the European institutions and the euro: centre-right ND (158 seats), left-wing SYRIZA (86), socialist KINAL (formerly known as PASOK) (22), and left-wing MERA25 (9). All four of these parties (which add up to 275/300 seats) strongly support Greece’s European vocation, though at least two of them (SYRIZA and MERA25) and have been highly critical of certain EU policies, especially regarding the eurozone”*

## Euroscepticism in Greece and the “Grexit” discourse

<https://blogs.lse.ac.uk/eurocrisispress/2013/04/19/euroscepticism-in-greece-and-the-grexit-discourse/>

April 19, 2013

[Eurocrisis in the Press](#)

*By the Greek MYPLACE team at Panteion University of Social and Political Sciences\**

For the last three years Greek society has been experiencing an economic, political and social collapse, unprecedented in its post-war history, that will stigmatize it for many decades to come. This collapse has grown to encompass all aspects of individual and collective life. The disastrous effects of successive waves of austerity and recession are not limited to the conditions of humanitarian crisis that large parts of the population now suffer: more than 1.3 million unemployed, 61% youth unemployment, 3.9

million under the poverty line, 70% of households cutting back on food expenses, more than 3 thousand suicides in three years, dramatic explosion of homelessness rates and of those without access to basic social services, health and social security rights. They have also had a profound effect on both the structure and the substance of political life, as well as the functioning of Greek democracy itself.



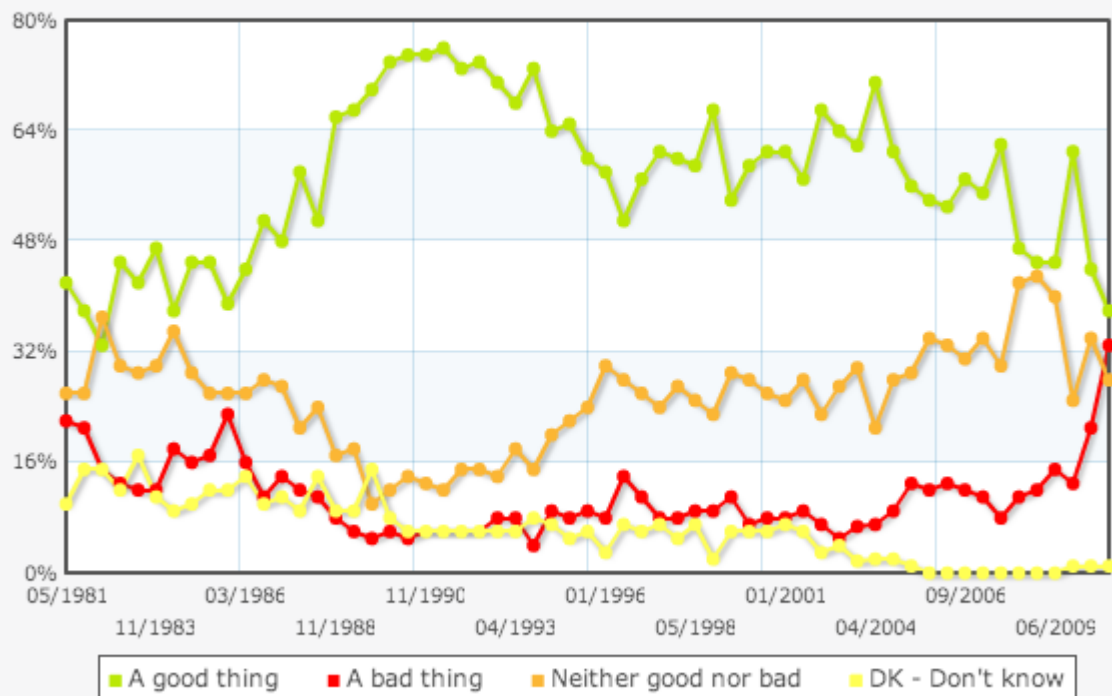
Although these profound socio-political transformations have not yet crystallized in their entirety, both international and national opinion surveys reveal, since 2011, certain trends indicating deeper developments both in Greece and Europe. The dramatic deconstruction of the social fabric after the Greek 2010 financial collapse, also overturned the social consensus that supported and legitimized the socio-political balance of power within the Third Hellenic Democracy (founded in 1974, after the collapse of the seven-year military dictatorship), the death rattle of which we are now witnessing.

The exhaustion of the bipartite political system's ability to integrate large parts of the population has challenged the political consensus that previously prevailed. Thus, along with the ultimate deconstruction of the, already anemic, social welfare and labour and social security rights, democracy itself is threatened both by the electoral rise of neo-nazi political formations and by the emergency conditions characterizing legislative work and the functioning of the executive.

These profound socio-political transformations have even disturbed the social consensus around the dominant national strategy of participation in the core of EU policies and processes. The Eurobarometer findings point to important developments regarding attitudes toward the EU. As the following graphs indicate, a move away from the European consensus that still prevails in the Greek parliament is currently emerging.

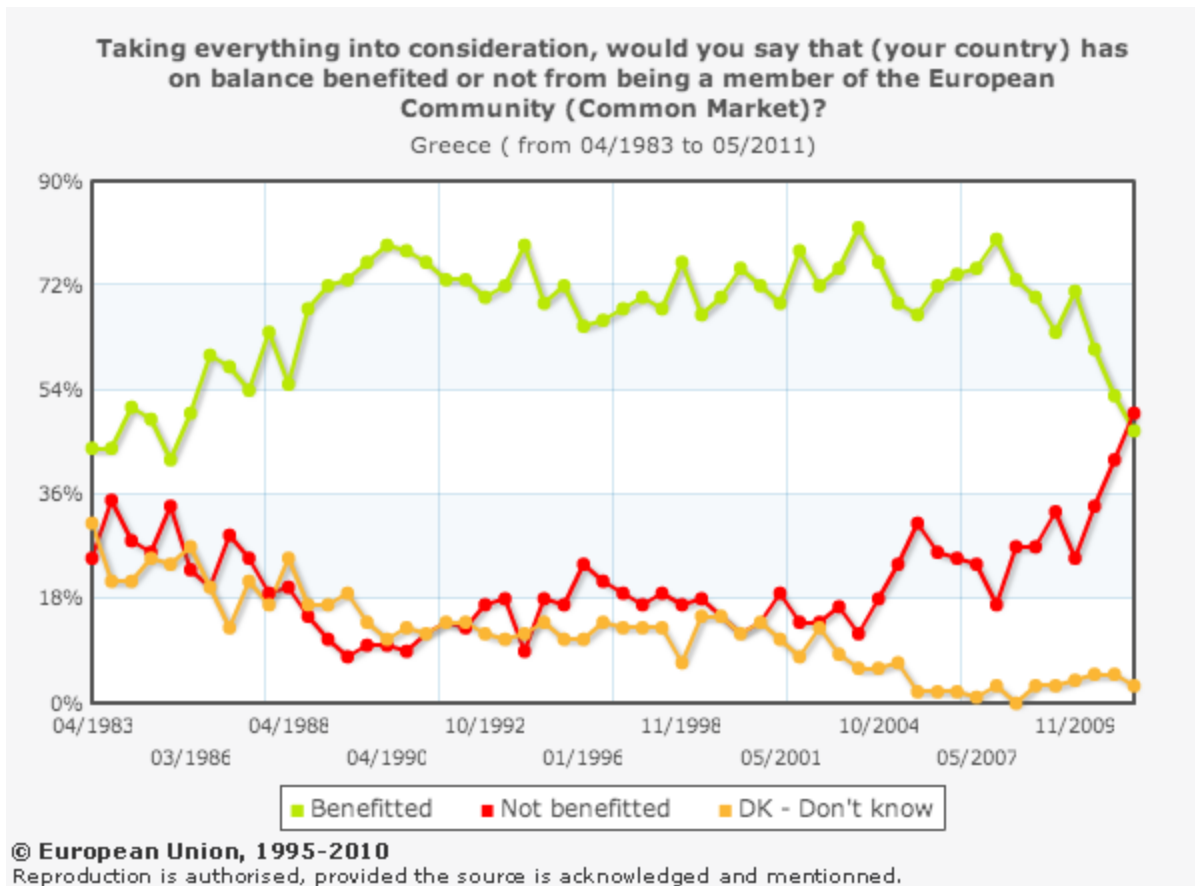
**Generally speaking, do you think that (your country's) membership of the European Community (Common Market) is ...?**

Greece ( from 05/1981 to 05/2011)



© European Union, 1995-2010

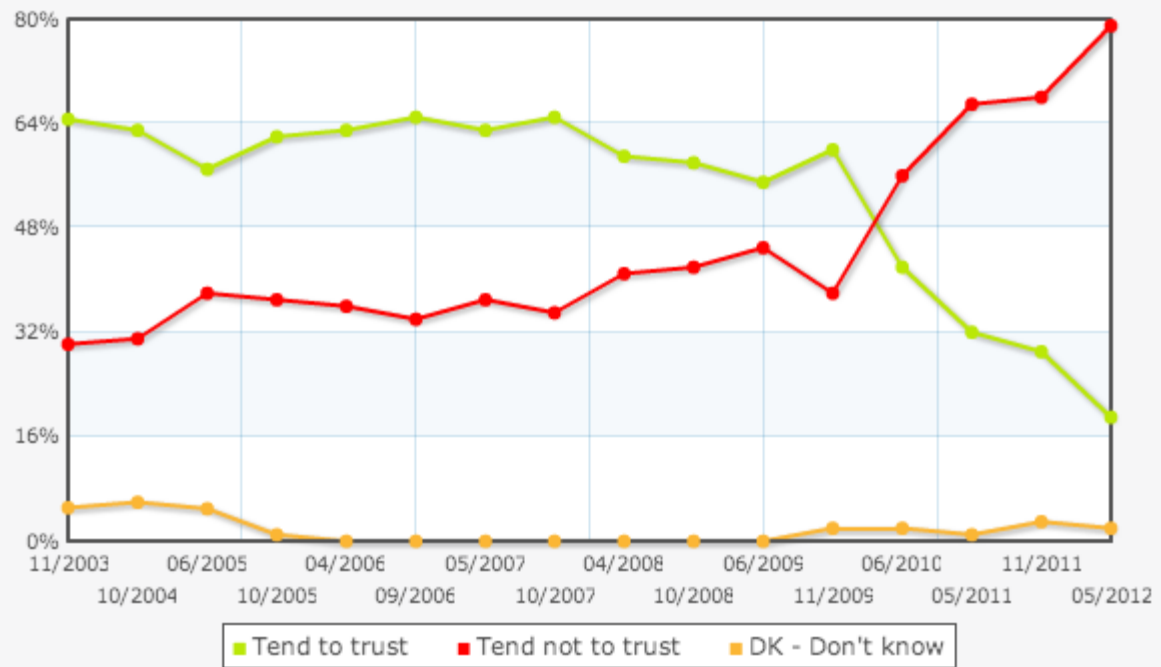
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Moreover, Greek citizens record very low rates of trust toward the EU, while overall it tends to be seen in very negative terms.

**I would like to ask you a question about how much trust you have in certain institutions. For each of the following institutions, please tell me if you tend to trust it or tend not to trust it? The European Union**

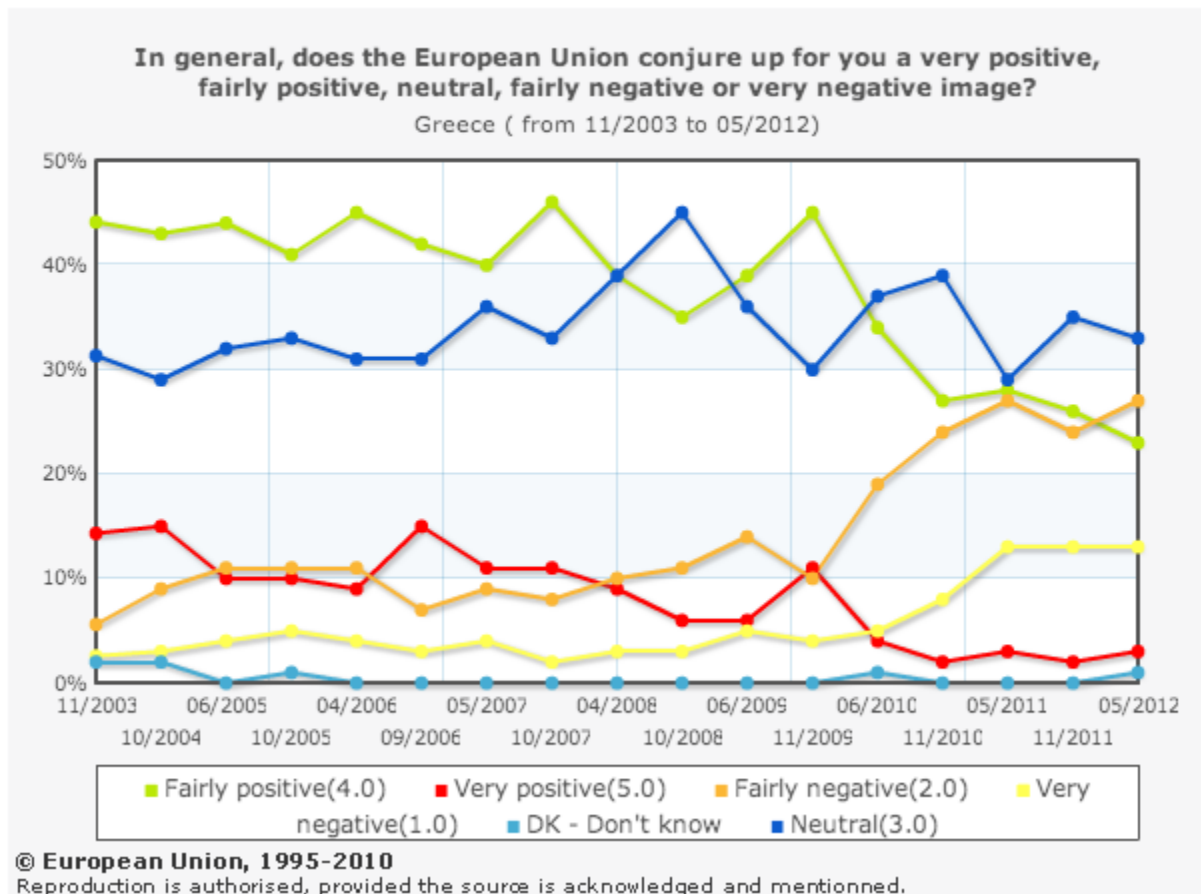
Greece ( from 11/2003 to 05/2012)



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Nevertheless, those who believe that the country should not abandon the common currency are still in the majority, although those who do not demand a pro European agenda by Greek political parties are now very close to 40% and the rates of those who think that the unification processes should move on are falling independently of political affiliation. Similar results are recorded in national opinion polls in which the majority believe that the country's problems can be better addressed on a national level and not on a European one.

As positive evaluation of Greece's EU membership is falling to 1980s rates and levels of trust are at a record low, some polls recorded 40% of respondents who did not see the return to the national currency as catastrophic, while more than 80% believed that the Greek political parties should develop a "plan B" in case the country is forced to reintroduce the national currency, the drachma.

For Greece, this process represents a major shift from the strong sociopolitical consensus toward "the country's European perspective" that still prevails in the Greek political system, where only one of the 7 parties represented in the Parliament has adopted an explicit "anti-EU" agenda aiming at the country's "discommitment" from the

common currency and the union. Moreover, Euroscepticism is also developing within all parties and despite their official positions regarding the euro and the EU.

The decisive point for this shift can be located in mid 2011 when massive popular protests against the continuation and sharpening of the austerity measures openly challenged the Greek government's commitment to the EC-ECB-IMF troika's "internal devaluation" strategy for the first time. From that point onwards, the public debate on austerity had been complemented by a discourse that raised the question of the ultimate benefit Greece accrues from its participation in the eurozone.

This 'Grexit' discourse first appeared in the national public debate before the first austerity program and it took the form of a negation: Greece should not default and/or exit the eurozone, contrary to what various analysts and advisors were forecasting or proposing, in the face of the country's inability to service its debt. The socialist government of the time eventually adopted the role of the country's defender against a double enemy; on the one hand, it was striving to safeguard the country's "European acquis" and on the other, it was struggling to master the budget deficit and the chronic deficiencies of the market and public administration. At that initial phase, all Grexit talk was seen as originating from "the speculators" who were trying to benefit from the crisis undermining the European project and particularly the common currency.

However, twelve months after the first austerity program had been signed, it became clear that not only was it impossible to achieve its goals but it was also entrenching the economic downturn. The public discontent stemming from the consequences of austerity gave birth to a protest movement, inspired by the Spanish Indignados, that openly and actively challenged the policies agreed by the Greek government and the troika.

In the face of this massive challenge, international media, analysts and government officials initiated a tense debate about the danger that a failure to implement the austerity program would lead to an official default and exit from the eurozone. Now, Grexit discourse was no longer originating from the "speculators" but from those who objected to austerity. They were labeled the "drachma lobby" and they were accused of provoking the country's ultimate destruction, as they were putting its eurozone membership in danger, as well as even its european future. Thus, the dividing line between the austerity supporters and critics was supplemented by another between those who identified the euro with austerity and those who rejected this identification.

The 2012 double national elections had been dominated by the Grexit descourse and its "Euro dilemma". In its simplest form, the Greek voters were presented with a choice between, on the one hand, a harsh austerity regime and an unaffordable euro and on the other, an uncontrollable economic and bank collapse and a severely devalued drachma. This choice had been clearly formulated by the Financial Times Deutschland in

their “recommendation to the Greek citizens”, published in Greek language just a few days before the national elections took place.

The June 2012 electoral result had been a pro-austerity response to the Grexit discourse. However, it generated more questions that are still at the heart of today’s public debates. One of them is particularly relevant to the rise of euroscepticism in the crisis ridden Greece and it builds upon the Grexit discourse’s identification of austerity with the euro. As the consequences of austerity and recession take the form of a humanitarian crisis in Greece, doubts are often surfacing as to the benefits of a currency that marginalizes and excludes large parts of the population. This is precisely the greatest danger the common currency now faces; that it might become unaffordable for the mass of Europeans. Are Greece and the European South now pointing in this direction?

*This article [first appeared](#) at the LSE’s EUROPP blog.*

*This post is part of a collaboration between British Politics and Policy, EUROPP and Ballots & Bullets, which aims to examine the nature of euroscepticism in the UK and abroad from a wide range of perspectives.*

**The MYPLACE Team** at Panteion University of Social and Political Sciences of Athens is made up of Alexandra Koronaïou, Irini Chiotaki-Poulou, Evangelos Lagos, Alexandros Sakellariou and Stelios Kymionis. For more information on the MYPLACE project, visit the project’s [website](#).

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## Final Report

### RescEU – What would life be without EU

The preparation for the project implementation has been made by the Bilinguis team in the second half of 2021. It has been preceded by participation of three members of Bilinguis staff in the first project meeting in Rome, Italy in June 2021. The information about the project has been presented on the Bilinguis website together with our Facebook.

Due to COVID restrictions it was impossible to commence the project implementation until spring 2022. The project was then allowed to be implemented in school communities. We chose two high schools in Warsaw, Poland for the project implementation:

1. CLIX Liceum Ogólnokształcące im. Króla Jana III Sobieskiego - Warsaw, Poland
2. CLVI Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. Stefana Czarnieckiego - Warsaw, Poland

The escape room environment had to be made according to still running COVID restrictions in the schools, so we were unable to create a separate rooms for different activities included in the game. The Staff members of our association had to manage the escape room in one classroom as the pupils could not change classrooms at that time due to COVID restrictions introduced by the schools.

In school No.1 (CLIX Liceum Ogólnokształcące im. Króla Jana III Sobieskiego - Warsaw, Poland) we managed to introduce the escape room to 57 participants aged 15-17 years. Below are some exemplary photos from this place:



Feedback that we received was very positive. Some exemplary statements from the participants:

Klaudia, aged 17 – „*I loved the idea! I enjoyed all the activities, but my favourite was the one with checking what would happen with the prices of different products if EU collapsed. I was so shocked by the outcomes!*”

Paulina, aged 16 – *This Escape Room made me think a lot about the possible outcomes of the EU end. I never thought of it this way. I like to be in the EU and now even more appreciate the fact that my country is a member state of the Union. I hope it never ends!*”



School no. 2 (CLVI Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. Stefana Czarnieckiego - Warsaw, Poland) the escape room was introduced to 75 participants aged 15-18 years-old. Most of them were Polish, but among all the participants in this school 12 were Ukrainian nationality, 1 participant was German and 1 was Belarussian. Below are some photos from this school:



The initiative was accepted by the participants with great pleasure as shown in the feedback expressions from the participants, e.g.:

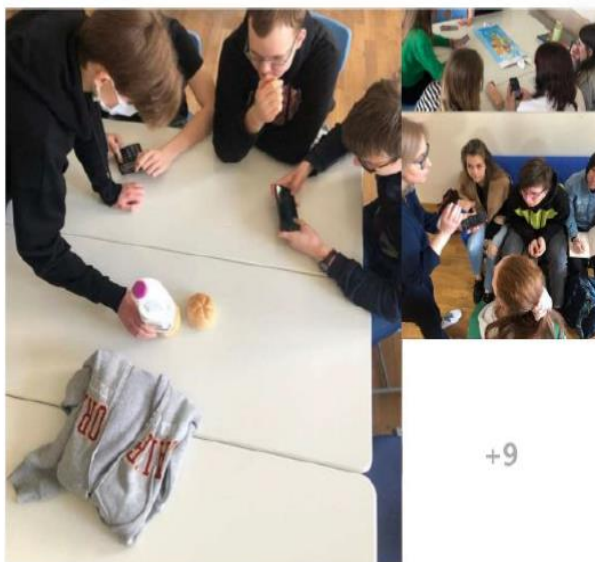
Michał, aged 17 – „ *It was such fun to take part in such an escape room. It was very attractive way, especially to young people, to show a very important topic in a game of the escape room. I realised how good it is that I live in the EU. I will definitely remember this game for very long!*”

Karol, aged 17 – „ *This day really changed the way I think about the EU. I never imagined how important it is to be a member of EU in so many spheres, from culture to finances, from everyday life to travelling abroad. From now on I will be much wiser in saying sceptic things about EU as I now understand that it has more pros than cons.*”

The project dissemination included sharing the idea among all the students of the schools where the escape room was conducted. This happened both by sharing the experiences between the participants of the escape room and other students during feedback discussions organised by the schools staff and by presenting feedback from the activities of schools' social media:

CLIX Liceum Ogólnokształcące Warszawa - Włochy  
14 czerwca o 17:20

Escape Room o Unii Europejskiej to kolejna ciekawa inicjatywa, w której udział wzięli nasi uczniowie. W ramach międzynarodowego programu Erasmus Plus mieliśmy okazję uczestniczyć w projekcie REScEU, który współtworzą partnerzy z 11 krajów europejskich. Uczestnicy musieli zmierzyć się z pytaniem – „What would life be without European Union?“, poznając i próbując przewidzieć różne konsekwencje ewentualnego rozpadu Unii Europejskiej – od społecznych, poprzez ekonomiczne i kulturowe. Wniosek był spójny i jednoznaczny – Unia Europejska to dobro wspólne naszych narodów, o które wspólnie musimy także dbać. Więcej o projekcie REScEU (<https://images.app.goo.gl/nQyeh8knFdm2BTj8>) Udział naszych uczniów w projekcie był możliwy dzięki współpracy naszej szkoły z Bilinguis Ogólnopolskie Stowarzyszenie Dwujęzyczności.



Katarzyna Stepiak, Joanna Prokopowicz i 15 innych użytkowników · 3 udostępnienia

Lubię to! · Komentarz · Udostępnij

XLVII Liceum Ogólnokształcące im. Stefana Czarnieckiego w Warszawie  
14 czerwca o 14:24

Europejski Czarniecki  
„Escape Room” o Unii to kolejna ciekawa inicjatywa, w której udział wzięli uczniowie naszej szkoły. W ramach międzynarodowego programu Erasmus+ uczniowie naszej szkoły uczestniczyli w projekcie REScEU, który współtworzą partnerzy z 11 krajów europejskich. Uczestnicy musieli zmierzyć się z pytaniem – „What would life be without European Union?“, poznając i próbując przewidzieć różne konsekwencje ewentualnego rozpadu Unii Europejskiej – od społecznych, poprzez ekonomiczne i kulturowe. Musieli się wykazać wiedzą na temat Unii Europejskiej – od ułożenia puzzle mapy Europy, po rozpoznanie wielkich mistrzów malarstwa pochodzących z różnych państw europejskich. Było ciekawie a wniosek z zadań był spójny i jednoznaczny – Unia Europejska to dobro wspólne naszych narodów, o które wspólnie musimy także dbać. Więcej o projekcie REScEU – RESCUE | bilinguis.pl  
Udział naszych uczniów w projekcie był możliwy dzięki współpracy naszej szkoły z Ogólnopolskim Stowarzyszeniem Dwujęzyczności Bilinguis.

Opiekun:  
Marek Zając



6 · 3 udostępnienia

Lubię to! · Komentarz · Udostępnij



The project implementation in Poland has been summed up during the closing event in Novo Mesto, Slovenia in June 2022 by the participants of the Bilinguis Association present on the meeting:



Summing up, the project has been implemented among 132 participants – students of Polish High Schools. It has been extensively advertised in social media of both the partner organisation and the participating schools. The feedback from the participants reassures the validity of the project outcomes and gives grounds to further activities related to the idea of both the escape room as a way of involving young generation into cooperation and the topic itself – the European Union as the common wealth of all the state countries.

Legal representative of the Bilinguis Association:

Artur Stępnia

The president

prepared in Warsaw, 12.07.2022

## RescEU final report – July 2022

### 1. Preparation

The implementation of the RescEU escape game was divided into three workshop days in March, May and June 2022.

As it was decided to implement the game in local European schools with pupils from different classes and different knowledge of English, the first step taken was to translate the entire game in German. Therefore, some of the riddles had to be adapted to the German language:

- The European arts and culture riddle had to be adapted and the images were changed to fit the German version of the European motto (from “United in Diversity” to “In Vielfalt geeint”)
- We created a crossword about the EU in German that we put inside the box for the geography room
- We chose some speeches about Europe in German for the room about the EU values (we made a short film about it) and provided German subtitles to the parts of the video that were in English. We also used the opportunity to make a more diverse selection of speakers in terms of gender and race.
- We added some information about energy flows between Germany and the neighbouring countries to the energy game as well as some information about energy production and questions of sustainability in the EU.

In order to help us come up with age-appropriate contents, we conducted a comprehensive research of games about Europe and educational formats about the EU to get inspiration and replicated some of the ideas in our rooms.

Apart from the changes we made to the game that were directly related to the language and the German context, we also made some substantial changes to some of the rooms to fit the needs of our target audience.

We replaced the room about borders with a game about solidarity using non-formal education methods. Knowing that we would have a lot of children with a migration and/or refugee background, we found the room about borders to be possibly retraumatizing and not very impactful for the children without a history of migration. We therefore decided to go back to the values that this room is supposed to promote and settled on a collaboration and solidarity game, that was coined “Leave No One Behind “. In this game, the children must collectively cross an imaginary river by supporting each other. The aspect of inclusion is brought into the game by giving special needs to some of the participants: one is blindfolded, one can only speak a foreign language and one is unable to be physically touched. The game can only be won if the entire group crosses the river and the special needs of the designated participants are respected. In order to cross the river, the participants need to step on cardboard “stones” that swim away if not held or stepped on. The game is good for team building, fosters collaboration, solidarity and inclusion – which we figured was a good fit as a general metaphor for collaboration between EU countries to solve common problems, also to open a discussion about the topic of inclusion of people with different abilities as well as the topic of external borders and migration.

We also decided to abandon the basic premise of the game – the apocalypse scenario – as we organized the first round of the game just weeks after the war broke out in Ukraine. After talking with some young people in our surroundings and within the initiatives of the foundation, we gathered that after two years of the corona pandemic and not being able to go to school, that the catastrophe scenario wasn't very appealing. We replaced the apocalypse premise with an "alien visit to the Earth" scenario, in which students had to collect clues in order to help the aliens understand what Europe so they can report to their fellow aliens about Earth.

We added some time for the introduction by starting the session with a knowledge crowd-sourcing unit to collect and visualize the knowledge and associations that the participants had about Europe before starting and then comparing it with the knowledge acquired/activated at the end of the game.

We also created a participation card for the students to collect a stamp after solving each riddle and to bring back to the main room at the end of the game as a "proof" that they solved all the riddles successfully and thus completed the game.



## 2. Implementation

The first implementation of the escape game took place on March 25 at a middle school in Zittau, in the region of Saxony. Zittau is a small town that lies directly at the border with Czech Republic and Poland, making it on one hand particularly European due to its position and the constant exchange with the neighbouring populations, but also far away from the metropolitan/cosmopolitan centre of Germany. The pupils were a mixed group of high school students, some of them in the class that

prepares for university well as some that finish school with a graduation that directs to apprenticeships and professional schools.

The implementation went smoothly on the side of logistics – the games worked, and the tasks were easy to grasp for the students. They could easily navigate around the classrooms in their school and didn't get lost on the way. The timespan planned for the game was also accurate and there were no big issues of groups of students having to wait in front of the classrooms whilst others finished.

About the content: it was a surprise to us and to our team of volunteers that although the pupils live so close to Poland and Czech Republic and regularly go to these countries (mostly to shop and fill up the gas tank of the car with their parents), their knowledge of how the EU works, what it stands for and what it has to offer to them was very low. Also the more concrete parts such as the geography room were difficult to solve without a lot of hints from the facilitators. Zittau being a former mining town, the topic of energy was discussed very lively and the question of renewable energies and the social costs of the ecological transformation played an important role. In the room about the basic values, to our surprise, there were some "provocative" statements about the war in Ukraine (calling it fake news) or some regressive and discriminatory utterances by some students. Some students also expressed sometimes having the feeling they are from a "backward periphery" and us coming to "civilize them" from Berlin, which led to interesting discussions about what it means to feel left out of the dynamics of change and progress in a region/country. Zittau has had a sharp decrease in population and the remaining citizens are aging. Young people see no future for themselves in the town and all await to finish school to leave, creating a real pressure on those who don't manage the leap out of the town – which is considered a "failure". Although Poland and Czech Republic is so close, none of them were considering going to any of the neighbouring countries to study or make an apprenticeship – most of them expressed wanting to go to other cities in Germany or to "Western" foreign countries.

All in all, the feedback of the students and the teacher was positive: the students appreciated the game and the open discussion during and after the end of the format. There was a clear learning effect and it was a real opportunity to talk about more general questions that they are asking themselves about their lives and future, and understanding the values of Europe.





The second round of implementation took place in a youth centre in Berlin called FEZ (Freiheit- und Erholungszentrum) on 2<sup>nd</sup> of June and 9<sup>th</sup> of June 2022 in collaboration with the local youth workers, themselves young people who have just graduated from school.

As the youth centre has the contact to the schools, it was a good opportunity for us to collaborate with them – they could provide the infrastructure to host the game in their youth centre and also contact the target audience.

Through our collaboration with the FEZ we also realized what a lack of creative and playful formats there is when it comes to education about the topic of Europe. Indeed, the open slots for the escape game were booked out very fast and in a matter of hours.

On the first day of workshops at FEZ, three classes participated for a total of some 50 students.. The other two classes were more or less complete, with some students missing because of Coronavirus and the issue of shrinking classes as a consequence of the high number of dropouts because of remote schooling during the coronavirus lock down.

The children had a huge gap in age depending on the classes (between 10 and 18), mostly because of the mixed class from the private Waldorf (Rudolf Steiner) school. The two other classes were on one hand 8<sup>th</sup> grade, the other 10<sup>th</sup> grade.

Having such a gap in the age of the pupils created a situation in which some of the content was too easy for the older pupils, while it was too hard for the students of the 8<sup>th</sup> grade class.

Our volunteers had to support in both cases – helping the younger pupils to get the answer right and engaging the older ones in discussion after finishing the riddles very fast.

The alien scenario worked very well with the 8<sup>th</sup> grade and they enjoyed the role play we provided in the beginning. We dropped it with the older students to keep them engaged and for them not to feel like we are treating them like children, which was a good decision and worked very well.

In Berlin, it was interesting to notice that the general level of knowledge of the students was much higher than in Zittau, although Zittau is more confronted with a European reality due to its three-border nature. The main reason was that the teachers that signed up their classes to the escape game prepared with the students or had already taught the students about Europe in their course during the year.

The fact that we organized the three runs of the Escape Game in an overlapping schedule (starting the introduction of one class whilst doing the feedback round with the class before), meant there was some latency and waiting in front of some of the rooms because of the differences of knowledge and age in the groups. As the youth centre is also very big and some of the rooms were very far away from each other, some students were getting lost in the hallways or hanging out between the rooms.

All in all, the first run went well, and the students were happy to participate. They were also very competitive and keen on the riddle solving, some of them running between the rooms to be the first to finish. Other groups were less enthusiastic and took a lot of time to finish the game.

Our main learning out of this session was that there must be an age specific version of the game in order for it to be adapted and enjoyable for our target audience, because just a few years make a huge difference of knowledge at this age.



We had a second round of implementation of the game at the youth centre FEZ 10 days after the first one in order to collect the 100 signatures needed before the final meeting.

The last round of implementation went very smoothly, and the rooms were also mostly hosted by the volunteers of the youth centre. We designed this second event at FEZ as a dissemination event



for the volunteers of the youth centre to learn how to implement the Escape Game themselves. We also gifted them the materials at the end for them to be able to organize further sessions without us.

In total, we collected 108 valid signatures and had more than 120 participants.



### **3. Dissemination**

As requested by the RescEU guidelines, we made announcement posts on social media on the Instagram, Facebook and Twitter account of the foundation @stiftungzukunftberlin. Whilst implementing the Escape Game in Zittau, we also disseminated some contents over the social media channels of our program “Wir sind Europa”. The Zittau Workshop was also announced and publicized over the official communication channels of the municipality of Zittau as well as our local partner organisations. A report about the RescEU event in Zittau can also be read in German on the <https://www.wir-sind-europa.eu/europa-werkstatt-in-zittau/> the implementation in FEZ was announced and publicized via the FEZ website and social media channels as well as the ones of the Stiftung Zukunft Berlin. We also made some posts and stories on the channels of our new European Platform Europe Bottom Up.

### **4. Sustainability of the project and future developments**

Through our partnership with the youth centre FEZ, the escape game is going to be further implemented by them as a new format to educate young people about Europe.

The RescEU game has become an established format in our activities. After completion of the three workshops, we have chosen to implement this format in our program Wir Sind Europa, where we engage actively with young Europeans. In the context of the EuropeFiction, an international youth

theatre camp, we were able to offer the game to 45 additional youths, on the 10th of July 2022 in Gelsenkirchen.

We have invited all the 11 organisations of the RescEU project to join us on our platform Europe Bottom Up to foster further collaboration and to exchange best practice and future implementation strategies.



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As the twenty-first century gathers momentum with each passing year, not all European countries are on equal terms. The political and social situation in each region is different and the European Union has played an important part in the welfare of the countries who are a part of the economic alliance. But what would happen if, one day, the European Union would no longer exist?

The social project RescEU, funded by the European Union, brings together participants from ten different EU countries. Both the founding members as well as freshly-joined members of the Alliance take part – Italy, Germany, Greece, Austria, Bulgaria, Estonia, Latvia, Czech Republic, Roumania and Spain.

From each country, more than a hundred participants take part in the RescEU games and quizzes, putting their geographical and factual knowledge to the test as well as asking them to solve creative assignments. With each fun and exciting game, the participants learn more about the European Union as well as the benefits and perks that many of us take for granted. When all tasks are completed, prizes are handed to each of the participants and everyone has gained a little bit of hard-earned knowledge and wisdom.

The Estonian partners led their part of the project throughout three days, whereas more than a hundred participants held pride in taking part of the implementation processes. All participants were granted mementos in the form of RescEU stickers and sweets as a token of gratitude from the organizing project team. After the official implementation of the project, an official film was created to provide a video-overview of the RescEU project in Estonia.

## RESCEU Escape Room implementation

### DRPDNM

DRPDNM has implemented 6 events of the escape game.

We have changed the implementation slightly and called it the escape game rather than escape room, as it was not always implemented in a room. It was done in a way to be easily transferable and set up in different locations.

### SCENARIO AND CHANGES

The scenario – the set up of the game was created in a way that the participants can identify with, relates in a way to the country in the past and at the same time plays to their emotions a bit.

The game set up takes the participants into the grim future – the year 2082, the EU no longer exists – for almost 50 years. The praecipec of the game explained the benefits of the EU in a way that is familiar to the participants: because of the dissolution of the EU and the rise of nationalism and xenophobia, there is no travel, no emigration or immigration, no import or export, and the participants - who are members of the third generation living in this environment has never left the country of Slovenia. This circumstances also mean that the country is in a permanent financial crisis, inflation, and it no longer protects the environment. This praecipec addresses some of the topics covered in the games to come. But we have also wanted to create a somewhat emotional aspect in the setup. In order to achieve this, we have imagined that the participant's grandmother, who has still lived through the age of the EU, has now fallen ill due to the lack of environmental protection, quality of food, water, etc. Now the idea is, that the participants decide to go along with the challenges, not only to return Europe to its previous state, but to also save their grandmother from illness. Coincidentally in the game scenario, it is the grandmother that first tells the players about the existence of the Eu and encourages them to go on a quest to reinstate it.

The first puzzle was geographical – the players had to put together a map of Europe that only had the shapes of the countries.

After they have finished it, they receive a tip, that a scientist exists, that has invented a time-machine, that can take them back into the past, when they can save EU from dissolution.

After mentioning it to the grandmother, she encourages the players to take the challenge and give them some savings that will help them on the quest.

The second puzzle is the flag of the EU, where the players have to figure out what is the meaning of the 12 golden stars in a circle on a blue flag.

Each answer gives them a hint (code) and if they answer right, the code is E=1, which is a code they use to decipher the next puzzle.

The next puzzle is a coded message, and players need to use the decoding wheel to decipher it.

The answer is a quote by Robert Schuman, the ideological father of the EU.

After they decipher and read it, they learn about how the EU started, as an answer to keep the peace in Europe by economic collaboration of countries.

Some numbers in the code are “bold” – they represent the phone number of the scientists, who they need to call to learn how to get to the time machine.

But first the players need to buy a phone that is untraceable by the Slovenian secret police, as their quest might be considered a traitorous.

The players have to convert the price of the phone from Euros to the Slovenian currency SIT to buy it.

At the time of the implementation of the game, the current topic in the EU was the new law, that will standardize all phone chargers, and we wanted to address it. The players now have an old phone without the charger, and they have to find the right charger amid the many chargers – that were common some years ago.

The 6<sup>th</sup> puzzle then addresses the roaming charges. Because travel is not common in the present day of the game, the calls abroad are expensive. They now have to buy the prepaid mobile card. This puzzle also addresses inflation, as the price of the card rises.

After finally getting in contact with the inventor, he tells the participants that he and the time machine are in Vienna.

The participants now have to cross the border.

In order to do this, they need a pass, a visa and a passport.

In order to receive the passport, they have to solve the 7<sup>th</sup> puzzle. There are 4 pictures on the wall, each representing an important treaty for the EU. They have to figure out which photo represents the signing of the Schengen treaty in 1985.

Afterwards they have to find the visa and another document to pass the border. They are hidden in the room, after they find them, they also need to fill out the visa form.

The players have finally managed to cross the border and get to Vienna. They find the old inventor who takes them to the time machine.

The machine can be operated by punching in a code, the code are 4 questions related to the history of the EU: which day we celebrate Europe day; Which year the EEC was founded; Which year the Maastricht treaty was signed; and which year the largest number of countries joined the EU – among them Slovenia.

After the players correctly answer these questions, the time-machine takes them in the year 2024. The way to save the EU is by going to vote in the elections, that are crucial for the future of the EU.

## DRPDNM IMPLEMENTATIONS

We have done 6 implementations of the game, with different groups of youngsters as well as people who work with youngsters (youth workers, teachers, volunteers).

1. The first one was with the high school students from the biotechnical high school (Grm Novo mesto – Centre for biotechnics and tourism) and students from general high school (Gimnazija Novo mesto). A group of around 20 students came to DRPDNM's day centre for 2 days of activities as part of their mandatory extracurricular programs, to participate in activities related to volunteering and non-formal learning. One of the activities was the escape room implementation, which was a very well received method of non-formal

learning. The students enjoyed it and said that they have learned quite a few things from it, and it was more interesting and memorable than just a regular presentation / lecture.

At first the students were a bit apprehensive in regard to the non-formal learning methods. Our youth worker at the centre started them with some energisers before we moved on to the escape game. At first the students showed some restraint to participating, assuming the activities are “childish” and they probably did not want to appear thus in front of their peers. But they grew to enjoy them, when they were all participating together. By the time we started the escape room, they were ready to immerse themselves into a fictional / dystopian scenario and were actively participating in the game. It was also useful, that they mostly all knew each other; they knew who is best in geography and took the lead in that puzzle, they decided shortly who will have which role in each puzzle, so it was a good example of working together as a group towards a common goal.

In the last part, where we asked them for feedback, they were mostly referring to the other activities as well, not just the escape game. They enjoyed (at the end) the methods of non-formal learning, and said it was a welcome change from the regular school-day, where they are crammed with many lectures, schoolwork, and homework. They believe that they can learn a lot this way and remember it better. A few said that they remember things better, when they learn them actively - by doing. One student also pointed out, that they have learned a bit about the EU in their sociology class, and that at one point a representative from Europe direct came to present the EU, its institutions, etc. However, they said, that they forgot many things almost immediately, and that this method will probably make them remember more things.

2. The second implementation was with the immigrant youngsters and children who come to the DRPDNM's daily centre to learn Slovenian, get help with homework and do other activities. They were not our target group, as some were younger, and most were immigrants, but they were still interested in the game. We simplified some aspects a bit, and volunteers helped with the more demanding tasks.
3. Another implementation was with the members of various Rotaract clubs from Slovenia (District 1912). Rotaract clubs had a closing event of the Rotary year at the Velenje lake, where many activities took place, including sports, board games, creative activities, etc. DRPDNM's project coordinator is a member of a local Rotaract club and has asked if they could also do the escape game as one of the activities of the event. Despite the fact that the Rotaract event offered many activities, there was quite a lot of interest for the escape game. One of the clubs was especially impressed – Rotaract club Ljubljana 25; they are organising a summer school for high school students each year and even asked if we could implement the activity at their summer school (which will take place in august, therefore not during the project timeline, but it is an option to make the project sustainable, active even after it ends).
4. DRPDNM also implemented the escape game with the youngsters who are participating in 6-months youth workers training at our organisation. It was one of the best implementations, as the youth workers were very interested, not only in the scenario and the game, but also in the implementation itself. They are training to be able to organise different activities and among other things have learn about methods of non-formal learning, and as such they talked about using the escape room / game method in different scenarios, for different topics ...



5. We have also asked the members and past-members of the Student club Šentjernej. They had a meeting for planning a summer event, and we offered to implement the activity at their meeting. Since they have been less active recently, they were open to the idea and used this activity as a team-building exercise.
6. The last implementation DRPDNM has done, took place at the end of June 2022 with the volunteers and teachers who have helped at our organisation all year long. They were people of different ages and social backgrounds. Some were high-school students, university students, as well as teachers who work in a nearby educational centre for adults, and other volunteers. It was an interesting mix of participants. The group has once again divided their participation in activities: teachers and students were solving the puzzles that were more related to knowledge (history, geography ...) while older volunteers could relate more to the time before the EU and have commented on what the life looked like, the currency that was in use, inflation, and even compared it to the life before Slovenia became an independent country.

## EVALUATION

The feedback we received from participants was mostly positive. Some – mostly those who work with youngsters also asked if we could share the know-how and were interested in implementing similar escape rooms for their projects (schools, clubs, etc).

We have received several questions, why we have not included Ukrainian crisis in some way. Another youngster said that the dystopian scenario does not seem as “far-fetched” or distant. He said, that many of the things in the imaginary future we have created to make the escape game “scarier” are already happening and slowly leading to this, therefore, we should more than ever try to fight back and stop our reality from becoming a dystopian scenario.

They have also mentioned how every dystopian story happened because of either a world war, a nuclear disaster or environmental crisis. And how the present day environmental crisis could indeed lead to a dystopian future – not far away.

The rest of the feedback reflected on what it could mean if the EU ceased to exist, how it would negatively affect the Slovenia – a small country which cannot be self-sufficient, how the countries need to cooperate in this global age we live in, and especially that the environmental protection is the most crucial for our future. If we do not protect the environment, it will not matter whether the EU falls apart, as the world that we know will cease to exist. On this topic it was also said, that it is good, that the EU is doing more to protect the environment than some other countries, but it is still not doing enough. Youngsters are passionate about this topic and stated that the politicians have to act faster and more effectively – especially if it means putting regulations in place that will force big companies to act in favour of environmental protection rather than profit.

DRPDNM sees the escape room method as a good educational tool that can be used to educate young people and get them to see and experience the things first-hand.

Our implementation had 89 participants and we are looking forward to do more similar projects and activities, where we can reach even more people.



## *Project report*

### **“ESCAPE ROOM - What would life be without EU?!” – Resc EU**

**Organization: Civic Alliance-Latvia (CAL),**

#### **Project Description/Purpose**

According to the project concept, the overall objective was to foster civic and democratic participation of citizens at the EU level. There were also specific objectives:

- Raise citizens' awareness on EU values and aims
- Improve citizens' knowledge on EU
- Stimulate the debate on the future of Europe
- Challenge Euroscepticism

Considering the topic and guidelines of the project, CAL developed a digital Escape Room on 3D “Escape Simulator”, which was and will be used as entertaining and educational material for promoting knowledge and awareness about EU values. To reach the project target group (youngsters) the digital Escape Room game was offered to schools, youth centers and universities. CAL provided digital Escape Room activity in the presence for 100 people – more than half of them being youngsters from age 15/16 to early 20ies. Another part was adults in different age – some of them from NGO's, government institutions, European Parliament office in Latvia. In the content of the digital Escape Room dystopian scenario (as it was agreed in the project) was presented, where the EU got dissolved and players task is to restore lost EU values by solving different tasks in 4 digital rooms connected to each other. After Escape Room game activity participants were asked for feedback and it was positive, of course, with some recommendations.

- The digital 3D escape room game is available on program «STEAM» (can be installed for free) -> game/platform «[Escape Simulator](#)». Our game is for free, only the platform for playing costs 14,99 EUR per user account.
- Subscription for escape room game: [Steam Workshop::Eiropas vērtību istabas \(steamcommunity.com\)](#)
- Play the game on «Escape Simulator» under «Workshops» -> Community rooms.
- The game can be played individually (play solo) or in groups (play co-op).

#### **Development of the Escape Room**

At the beginning of the project, CAL worked on creating a real-life Escape Room, but because of the uncertain situation of Covid-19 in Latvia decided to try the digital Escape Room development. Also, the digital approach seemed more practical and possible to sustain in long term, because it didn't require venue/room rent for activities. With agreement from the project

leading partner CAL started working on digital Escape Room development at the beginning of 2022 and completed work at the end of April 2022. CAL had paid external collaboration with game and educational content developer Kristaps Auzāns. The Escape Room game was created in close cooperation between him and CAL's staff. Before official Escape Room implementation in the project target group, the game was tested in a group of 4 people. During test, some minor technical problems were encountered, which were solved before the start of game implementation in the project target group. The Escape Room game was created in a way where different aspects of the EU are considered – there are virtual rooms dedicated to the EU establishment and history, economics and currency, ecology, freedom of movement, and speech.

### **Implementation of the Escape Room activities**

Before the local Escape Room implementation, CAL had some preparatory measures. To provide comfortable and easy access to the game CAL rented 6 laptops and created "STEAM" program accounts on each of them. To access the Escape Room game "STEAM" program required an "Escape Simulator" which can be purchased on "STEAM" for 14,99 euros (for one user account). CAL purchased "Escape Simulator" for each of 6 "STEAM" accounts. It was necessary to provide the possibility to play on these user accounts simultaneously because it is not possible to play the game on different devices simultaneously but on one user account.

At the same time CAL started active communication about the Escape Room game and offered to schools, youth centers, universities and NGO's to apply for the game. Invitations were distributed through CAL's social media accounts, press releases and individual invitations to schools were sent. Because of unlucky timing (implementation started in May, when schools are busy with final exams etc.) attracting of participants took more efforts than it was planned. There were two main options on how the game could be experienced – participants could apply for the game activity in presence at the CAL's office or they could form groups and invite Escape Room activity at their place. People who wanted to play the game at CAL's office, could apply individually or form groups. In reality all who applied for the game already had formed bigger or smaller groups. To provide qualitative experience of the game, CAL limited group sizes to 4 participants per group – so maximum 2 players used one computer and 2-3 virtual players were joined in one Escape Room game. Mostly approach where 2 players shared one computer were used in school visits, because interest from students were higher than technical opportunities and number of computers. But we still wanted to give a chance to experience the game, so we tried computer sharing. During the game process it seemed to be successful, because youngsters cooperated and discussed the game even more than when they were playing each on the separate computer but virtually joined in the one game. In the Escape Room game implementation participated mainly youngsters from Riga. CAL's staff had visits to 2 different schools in Riga, from which one was minority school where majority of youngsters are from Russian speaking families. To give opportunity to youngsters from regions outside Riga to play game, CAL disseminated information about the game to Europe Direct Centers in Latvia, who

further shared information to libraries. If any of them are interested to try the Escape Room, they can contact CAL who will provide information on how to access the game for free with CAL's user accounts.

### **Project target group, outreach numbers and feedback**

The digital Escape Room was created mainly for youngsters, but as the implementation process proved it still can be interesting for older generations. During Escape Room implementation CAL observed that young people rarely got issues with technical part of the game – how to navigate through the game etc., but they sometimes had challenges to understand the meaning of the tasks included in game and the story behind the scenario. The younger were players the more support they needed with solving the puzzles in the game. Players who had reached high school and university level were smarter. Older players on the contrary sometimes found the technical side of the game more challenging than topics and tasks as such. On average it took 30 minutes for participants to complete the Escape Room game. After the Escape Room game activity participants were asked for feedback – how they evaluate the game, its technical approach, and storyline, and what thoughts they have about the EU and its values. The feedback was collected in two ways – by using the digital tool “Mentimeter.com” and through verbal conversation. On “Mentimeter” participants gave short feedback, for example, rated the game with scores, wrote what they liked the best and what could have been better, and gave their ideas on what the EU means to them. Participants rated the game with scores from 7 to 10 (the highest score). The written and spoken feedback as following:

- Freedom is one of Europe's core values, if it's taken away or negatively affected, Europe will be lost.
- EU values are important for the prosperity, development and integrated system of the Member States.
- I am glad that we are part of the EU, because we can travel and study freely, so that we can further improve ourselves and apply all the acquired skills and contacts right here in Latvia.
- A unified world of values, where everyone has an equal opportunity to do good. A sense of community that we are all together and helping each other in any way we can.

#### What is the EU for you personally?

- A union where countries are helping each other
- Economic development and freedom for countries
- Economic and political unification of 28 European countries
- Security and economic stability
- Free travelling
- If honestly, nothing
- Opportunities for present and future

- The EU gives a chance to be heard and it is the door to a brighter future
- Peace, freedom of movement and prosperity
- Cooperation, growth, similar rights
- Progress, values and opportunities
- Single currency, various grants, easy travelling and working

#### How did you like the game? What could have been better?

- I liked the graphics, had an interesting storyline and a good idea.
- The game is normal, high quality. Exciting, but a bit slow. Good game.
- I liked this game, it was exciting, I really liked the graphics and the theme was very interesting. Improving could make the task more interesting and understandable.
- It was not clear enough what we need to do in the game.

In the game implementation process CAL reached directly 100 participants. But the information about the game distributed through social media and other sources reached broader audience.

#### **Conclusions**

The escape room game has a potential to be used as educational tool and fun team-building activity. Involving youngsters in such an activity is really beneficial for their awareness and understanding of the EU values. With the help of escape room game, it is possible to open discussions in class about EU related topics. Also, the game is a good ice-breaker, it gives interesting environment where youngsters can cooperate and encourage them to speak up for their thoughts and values. Of course, the game has some challenges from the technical perspective – players need prepare to access the game without CAL's assistance. CAL can provide the "STEAM" user accounts in order to play the game for free, but still participants need computers with "STEAM" + "Escape Simulator" installed. In the future CAL plan to create additional guidelines for the game, so it can be used in schools without CAL's assistance.