

Promoting Interethnic Dialogue and Intercultural Learning – Training for EVS sending and host organisations in EU, AFRICAN and ASIAN Countries



Activity Report: Training for Trainers

11th – 16th January 2008 / Berlin, Germany



Education and Culture DG

'Youth in Action' Programme



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Introduction, Aims and Objectives

This document is the activity report of a training course for youth workers run by the ICYE International Office. The training course, held in Berlin from the 11th – 16th January 2008, is the first activity of a capacity building training project “Promoting Interethnic Dialogue and Intercultural Learning – Training for EVS sending and host organisations in EU, African and Asian countries”. The project comprises of one “training for trainers” for selected trainers (within the ICYE network) from EU, African and Asian countries, followed by two training modules at regional level: EU-Africa and EU-Asia.

Within the larger framework of the “European Year of Intercultural Dialogue 2008”, the training course brought together 10 experienced trainers from Europe (UK, Italy and Germany), Africa (Ghana and Kenya) and Asia (India and Nepal). The group comprised of youth workers – and representatives of youth voluntary service organisations within the ICYE global network – involved in sending and hosting EVS volunteers under the EC “Youth in Action” programme.

The programme included inputs from intercultural experts, discussion groups and workshops. Through the various methods used, the participants were able to share training methods and experiences and explore many different aspects of Intercultural Learning including Identity, Culture, the Cultural Adaptation Process, Stereotypes and Prejudices, Communication, Conflict and Conflict Resolution.

Both participants and trainers have been able to deepen their knowledge and experience in the field of intercultural learning and subsequently have a better understanding of the cultural, social and political dynamics to be considered in working with volunteers from different cultures and countries – particularly between the EU, African and Asian countries. Furthermore, the tools and methods introduced during the training will

give participants the expertise to infuse intercultural learning concepts in their own work with youth, thus functioning as multipliers.

We would like to thank all participants and partner organisations for their valuable contributions, enthusiasm and group spirit which created a positive, intimate and warm working atmosphere and led to promising results.

Andreas Schwab
International Office

Programme Overview

Day 1	Friday, January 11, 2008
A.M.	
P.M.	<p><i>Arrival of participants</i></p> <ul style="list-style-type: none"> - Informal get-together
Day 2	Saturday, January 12, 2008
A.M.	<p><i>Opening and presentation of programme</i></p> <ul style="list-style-type: none"> - Welcome, introduction round - Objectives of the training project and of the envisaged results - Participant's Expectations - Programme presentation - Partner interviews <p>Intercultural Learning Session I / Identity, Culture, Cultural Diversity:</p> <ul style="list-style-type: none"> - Identity Molecules <p><i>Coffee Break</i></p> <ul style="list-style-type: none"> - Free movement in the room - Pick me up at the station - Iceberg Model of cultural diversity
P.M.	<p>Intercultural Learning Session II / Stereotypes, Prejudices:</p> <ul style="list-style-type: none"> - Warm-up: Lemons - Five prominent people - Labels <p><i>Coffee Break</i></p> <ul style="list-style-type: none"> - Recognize your privileges - Sum up of the day, reflection round/evaluation of the day
Day 3	Sunday, January 13, 2008
A.M.	<p>Intercultural Learning Session III / Communication, Conflicts and Conflict Resolution</p> <p>How tall is Alfred? Group discussion Discussing potential conflict areas in international voluntary service:</p> <ul style="list-style-type: none"> - Conflict between volunteers - Conflict between volunteers and the host project and coordinating host organization - Detecting conflicts, what pointers should you watch out for, thereby decoding the cultural influence? <p>Presentation in plenary</p> <p><i>Coffee Break</i></p> <p>Group work – Recommendations on:</p> <ul style="list-style-type: none"> - How to deal constructively with conflicts between volunteers - Dealing constructively with conflicts between volunteers and host project & host

	<p>coordinating organization</p> <p>Group work (by region) – 1 hour How are preparatory trainings in Africa, Asia and Europe organized? What is missing or needs to be improved?</p>
P.M.	<p><u>Training Essentials:</u> Multicultural team work, learning cycles and styles, training strategies, methods and types of trainings (training for volunteers / training for host organizations and mentors)</p>
Evening	<p><i>Free</i></p>
Day 4	Monday January 14, 2008
A.M.	<p><u>The EU YOUTH IN ACTION Programme</u></p> <p>Presentations and discussion on</p> <ul style="list-style-type: none"> - EUROPEAN VOLUNTARY SERVICE – Aims and Objectives, Guidelines - Evaluation and Assessment of results of on-going EU AFRICA AND EU ASIA EVS projects in view of -recruitment; -preparation of volunteers; -Preparation of host organizations; -in service support and monitoring; -intercultural learning impact; - preparation for return / reverse culture shock - EVS Volunteer Training Guidelines and minimum quality standards - ICYE Training Guidelines and Resource material on ICL
P.M.	<p>Intercultural learning as a basic training concept in international volunteer exchange</p> <p>Production of a Toolkit on ICL (1) 3 working groups for the discussion and planning of contents with regards to tools and methods to be included: Group 1: Pre-departure preparation and training / critical analysis from both ends Group 2: On arrival training Group 3: Mid term and Final evaluation including in-service support Plenary Presentation and agreement on results</p> <p>Mid-term Evaluation</p> <p>17:00 Evening in town</p>
Day 5	Tuesday, January 15, 2008
A.M.	<p>Production of a Toolkit on ICL (2) Working groups continued, elaboration of content parts</p>
P.M.	<p>Working groups / Preparation of EU Africa and EU-Asia training modules</p> <ul style="list-style-type: none"> - Contents and Methodology - Presentation of group results in plenary and agreement on contents and methodology
Day 6	Wednesday, January 16, 2008
A.M.	<p>Working groups / Preparation of EU Africa and EU-Asia training events</p> <ul style="list-style-type: none"> - Elaboration of Programme / task distribution - How to maximize the impact and sustainability of regional training events - Follow-up regional training strategies

P.M.	<p>Presentation of group results in plenary</p> <p>Recommendations and Planning of Follow-up regarding:</p> <ul style="list-style-type: none">- Documentation of the training courses' results- How to spread the word and ensure sustainability- What kind of previous information / orientation is needed for participants to <p><i>Final evaluation</i></p> <p><i>As of 17:00 Departure of participants</i></p>
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Daily Reports by participants

Day 1: Saturday January 12th 2008
Session: Morning
Activities: Introduction / programme presentation
ICL I – Identity, Culture and Cultural Diversity

Saturday morning saw the group congregate for the first time in the conference room at Hotel Arizona that would provide the base for the training during the following 4 days.

Andreas Schwab of the ICYE International Office welcomed participants to Berlin and the EVS Training for Trainers and wished for a productive training with an intimate and fruitful atmosphere. The objectives of the training were introduced and the envisaged results outlined. Following this there was a short presentation of the programme over the next few days.

Participants were then invited to express their expectations of the seminar by informally stating their thoughts and wishes to the other members of the group. As this was the first experience of EVS for some of the participants and partner organisations, one of the main expectations was to raise awareness and understanding about the Youth in Action programme as a whole and more specifically EVS and ICYE's participation within it. In addition, participants were interested in learning more about the participating countries experiences of EVS in the hope of sharing knowledge and ideas of work, approach, training and individual country practices. A strong focus on Intercultural Learning and the different methods and tools that can be used was also an important expectation of the group, information that would be needed to be able to plan and organise effective follow up regional trainings.

After a short coffee break, the first of three Intercultural Learning sessions began focusing on Identity, Culture and Cultural Diversity. A number of methods were used:

- **Identity Molecules:** a diagram with several spaces to enable the participant to write down different aspects that are important and spontaneously occur to the groups and to which they identify themselves with.

Intended outcome: to highlight that one's identity is made up of several interacting aspects, which are fluid and can change depending on time, space and circumstances.

- **Free movement in the room:** short specific personal interviews with participants on various topics.

Intended outcome: to enable participants to find out about other's views on specific topics highlighting that everyone has many different ideas and experiences about certain issues.

- **Iceberg Model of cultural diversity:** Iceberg diagram showing more physically apparent identity markers about the water, with the majority of markers hidden and unseen under the water.

Intended outcome: exercise highlighting the importance of understanding that a lot of one's identity and culture is unseen and hidden below the surface.



Day 1: Saturday January 12th 2008
Session: Afternoon
Activities: ICL II: Stereotypes and Prejudices

Saturday afternoon's session focused on acknowledging and understanding stereotypes and prejudices. Similarly to the morning's intercultural session, various different methods and tools were used to reach the desired outcome:

- **Lemons:** energiser involving familiarising oneself with a specific lemon and then having to pick it out of a group of lemons. **Intended outcome:** to portray that even though they are all Lemons, each Lemon has unique individualities that make it different from the others. Therefore, it is important to think of the Lemon (person) as an individual and not simply as a member of a group.
- **Five Prominent People:** exercise making you think of five famous people belonging to specific groups including: Jews, Women, physically disabled. **Intended outcome:** to highlight that it is quite often the case that we are not that fully knowledgeable about other groups of people and that this should be kept in mind when working in a multicultural surrounding or situation.
- **Labels:** exercise where each member of the group has a label showing different personal attributes – funny, arrogant, shy – attached to their forehead. The group is asked to perform a certain task and each member is required to guess what is on their label through the attitudes and communication of others towards them. **Intended outcome:** to highlight that sometimes people's feelings and personal 'labels' are created and manifested through people's prejudices and views and the way that others relate to that person. Also that people often end up behaving in the way they are treated, that is, according to the label given to them by peers and/or society at large.
- **Recognise your privileges:** exercise where everyone is given a certain identity – teacher, refugee, illegal immigrant etc. Certain scenarios are given and each participant can take a step forward if his/her identity has certain privileges relating to the scenarios.

Intended outcome: the final positioning of the participants highlights the various privileges or lack of them that certain people have as a result of money, influence and power, and generally irrespective of the countries they live in.

Conclusion:

Finally, participants were asked for an informal evaluation and reflection of the day. Both the morning and afternoon sessions were productive and it was clear that the group was comfortable in each other's presence. The different methods and tools used for the ICL sessions were found to be very interesting and useful and the participants enjoyed getting to know their fellow participants, their experiences and some of their views and motivations a little more. It was also portrayed that the group was working well and there was a good, intimate and productive atmosphere. Everyone was looking forward to a fruitful week.



Day 2: Sunday January 13th 2008
Session: Morning
Activities: ICL III: Communication, Conflicts and Conflict Resolution

Sunday morning started with 'How Tall is Alfred?' an exercise designed to highlight the importance of clear and productive communication.

After this the participants were split into 2 groups and asked to discuss the detection of conflicts and signs of crisis, conflict between volunteers and conflict between volunteers and hosting projects and coordinating organisations. The results were as follows:

Signs of conflict

Group 1

- Complaints, comments and Criticism (volunteer, host family / project).
- Withdrawal / lack of communication.
- Watch out for signs of culture shock (egg. 3 month wall).
- Changes in eating and sleeping behaviour.
- Increased use of stereotypes/comparisons.

Group 2

- Lack of communication.
- Low motivation to perform tasks.
- Constant contact with family.
- Health problems, not feeling well, crying and anxiety.
- Excessively positive attitude.
- Excessive socialization or withdrawal.

Conflict between volunteers

Group 1

- Language Barriers.
- Group makeup / dominance, exclusion.
- Task distribution.
- Accommodation.
- Personality clashes.
- Pocket Money and financial differences.
- Background (country / social background).

Potential conflicts between volunteers and hosting projects / coordinating organisations

Group 1 – Hosting project

- Pocket money versus salaries / financial transparency.
- Communication.

- Expectations versus reality.
- Responsibility.
- Workload / work hours.
- Stereotypes.
- Discrimination / Racism / Ignorance.
- Intra organisation conflict (Hosting and HCO).
- Relationships.
- Comparison between volunteers.
- Location of project.

Group 1 – Coordinating organisation

- Different concept of timing, cleanliness, work style, (system / tasks).
- Management system.
- Position of volunteer in a certain hierarchy.
- Cultural issues.
- Limited knowledge of volunteers before arrival (vice versa).
- Wrong expectations of support, programme and project.

Group 2

- Different status of volunteers.
- Language problems.
- House management styles.
- Problems due to different culture / lifestyle.

After a short coffee break, the session continued with a discussion about recommendations on how to deal with some of the potential conflicts outlined above. The group results are as follows:

Group 1 – Conflict between volunteers

Preparation / orientation

- Sensitising (physical / mental differences).
- Increasing awareness of linguistic differences.
- Create a team spirit.
- Communication with host project / awareness of host project.
- Taking initiative.
- Conflict Management.

Accommodation:

- Give advice – hypothetical situations using role-play.
- Give responsibility.

Respecting each other:

- Space.
- Flexibility.
- Increase awareness of cultural norms.

Pocket Money:

- Transparency.
- Sensitivity.

Group 1 – Conflict between volunteers and host / coordinating organisations

- Transparency and sensitivity (everyone involved in project).
- Communication.
- Contract.
- Flexibility (preparation training).
- Prepare all sides (HO / HCO staff).
- Raise awareness of possible situations volunteers may face (role plays etc.).

Group 2 – Overall recommendations

- Clear and updated project description should be given to volunteers prior to arrival.
- In country support (Well planned, with clear roles and tasks. Host projects and mentors should be trained for the respective tasks).
- High quality On-Arrival Training (Cultural issues, health, project tasks, safety, etc.).
- Cultural orientation to the host project.
- Build confidence by establishing good rapport with volunteers.
- Provide volunteers support and information to help local integration.
- Raise cultural sensitivity throughout projects.

Conclusion

Although group 2 did not manage to cover a few of the topics during the discussion, it became clear through the plenary discussion that there was overall agreement and overlap on the signs of conflict and potential sources of conflict between volunteers, host projects / organisations and coordinating organisations. Consensus was that it had been a productive morning and participants were now looking forward to using such information in conjunction with the methods for the upcoming training events.

Day 2: Sunday January 13th 2008
Session: Afternoon
Activities: Lecture / presentation on Training Essentials

The afternoon session comprised of a lecture conducted by Salvatore Romagna of the International Office on Training Essentials.

The lecture covered a number of topics including Multicultural team work, learning cycles, training strategies and methods and types of training – more specifically, training for volunteers and training for host organisations and mentors.

Regarding learning cycles, the lecture was based on David Kolb's Experiential Learning Styles (1984). Kolb believes that the learning cycle involves four processes that must be present for learning to occur – Experience, Reflection, Thinking and finally Action.

The participants were then asked to evaluate and reflect on themselves as individuals and trainers. A list of strengths and weakness were given to each person and they were required to mark the strengths and weaknesses that were appropriate for them. By adding the results together the participants were able to see where they were positioned according to four temperament styles – Promoter, Controller, Analyser and Supporter.

This was found to be very interesting for the members of the group as it enabled them to objectively see what kind of temperament and behaviour style they had. Understanding the different temperament styles will help the participants make sense of their own and other's behaviour, and allow them to address issues in a manner that will best suit the other person and avoid needless complications and frustrations.



Day 3: Monday 14th January 2008
Session: Morning
Activities: Lecture / Presentation on the EU Youth In Action Programme

The morning session began with an energizer followed by a lecture about the new “Youth in Action” Programme of the European Union. The Youth in Action programme includes 5 actions: Youth for Europe, European voluntary service, Youth in the world, Youth support systems and Support for European Cooperation in the youth field.

The EVS programme was presented in detail – aims, objectives and guidelines – and all questions were answered.

Following the informative presentation, participants were divided into two groups and asked to discuss the evaluation and assessments of results of ongoing EVS projects. Several criteria were discussed in accordance with the Youth in Action Programme Guide: How to develop a good project? The topics involved Quality of project design, Quality of project content and methodology and Quality project reach.

Group 1

Quality of Project content and Methodology

Compliance with Quality criteria of EVS charter

- Send out charter to volunteers and organisations.
- Document / Checklist / Activity Agreement between parties (including deadlines).
- Communication.
- Project descriptions should be detailed (activities and intercultural elements).
- Review of recruitment processes (Evaluation – possibly independent).
- Detailed Application process including reference letter (report on candidate).
- Be more specific on crisis prevention and management.
- Project quality should reflect activity agreement.

Active involvement of the volunteer in the activity

- Enable volunteer ideas on training.
- Evaluation of training, training for trainers.
- Volunteer feedback and evaluation.
- Choose productive methods.

Promotion of social and personal development of the volunteer - On-arrival / Midterm

- Coherent Learning plan in activity agreement – Actions (organisations and volunteers).
- Project visits.
- Sustained communication.
- Volunteer action plan (regular review).

Role of mentor

- Mentor is willing and appropriate with the correct knowledge.
- Regular contact / meetings with volunteer – coordinating / host orgs to monitor the outcome of meetings.
- Feedback of progress / issues.
- Co-mentor in case of problems.

Intercultural dimension

- Training has intercultural dimension.
- Balanced group.
- Appropriate activities allow people to learn and work together.
- Theoretical reflection / practical activities – allow for personal understanding / reflection / expression – active involvements and participation of participants.
- On-going Training for trainers to ensure enhanced quality of all trainings.

European Dimension – Training

- Make volunteers aware that they are ambassadors of the EVS programme.
- Volunteers should be aware of EU principals and EVS.
- Projects linked to EVS mission.
- Celebrate Europeanness / national principles / critical discussions about relationship between EU and host country region.
- Volunteer activities within the project involving specific EU principles – Human rights, children and youth rights etc.

Group 2

Quality of project design

- Flexibility of the project (concerning tasks and workload).
- Prioritise projects, which are versatile with more types and levels of activities.
- Training for host project representatives (once a year) on intercultural learning,

crisis management, information on EVS programme, volunteer management.

- Task related training during orientation phase done by the host organisation with the support of the host-coordinating organisation.
- Planning of EVS phases.
- Building up different tasks and levels.
- Risk prevention at application level (safety checklist has to be filled by the host project).
- Assess possibilities for requesting financial support for reinforced mentorship to be used in cases of volunteers coming from disadvantaged backgrounds within a certain multilateral EVS project.
- Additional training needs.
- Involved HCO in documentation efforts of e-group moderators.

Quality of project reach

- Contact EC delegations in Africa, Asia and LA.
- Do activities with local communities to promote EVS.
- Video documentation of EVS project experiences.

Following these workshops, participants used the free evening for a joint excursion to the Berlin City Centre.

Day 3: Monday 14th January 2008
Session: Afternoon
Activities: Group discussion / presentation on EVS trainings

The afternoon session was taken up with short discussions / individual presentations on how each participating country and national committees organise and conduct EVS pre-departure trainings. Following this, informal recommendations were made for the improvement of pre-departure trainings within the context of the 3 continents involved – Asia, Africa and Europe.

Asia

Nepal

- 4 trainings: outgoing 1 day / Incoming 14 days
- Information on Hosting Situation
- Provide National Profile
- Discuss tasks and responsibilities
- Volunteering

India

- Face to face information meeting
- 2 days of training combined with final evaluation for incoming volunteers
- Intercultural learning (trainer) mostly lecture style
- Personality development and conflict management
- Volunteerism
- Minimum Conditions of ICYE Federation
- Interaction with the incoming exchanges.

Africa

Kenya

- 2 x 4 hour meetings
- One 4 day preparation training combined with end of stay of incomings / 24 hours compulsory
- Structure of ICYE / National and International
- Host countries information
- Host placements information
- Volunteerism
- Culture, Cultural Adaptation process, stereotypes perceptions, conflict resolution
- Expectations ICYE versus Volunteers / volunteers versus ICYE programme
- Relationships personal / emotional
- Practical issues

Ghana

- Regular contact with volunteers
- Weekend training meeting / camp (compulsory)
- Programme
- Uniqueness and benefits of ICYE programme
- Structure of ICYE / EVS
- Info on host project / host country
- Cultural practices
- Volunteerism
- Conflict resolution / problem solving
- Intercultural learning (role play on expected problem situation) – Abigail, Iceberg Model
- Gender issues
- Insurance
- Travelling month / Return to Home Country
- How participation fee is spent / Financial system

Improvements – Kenya and Ghana

Sending

- Methods
- Compulsory attendance
- Teambuilding
- Ongoing support while volunteers are abroad

Hosting

- Provide more precise practical information on accommodation and project
- Better explanation on how the fee is used. (Possibly make a document and send a copy to the host organisation. Possibly also have a session on stereotypes about corruption and fund management)
- Clarify to the volunteers that the application form is also sent to the project
- Clarify what is possible regarding host project tasks, location and accommodation (i.e. internet access)
- More preparations regarding relationships

Europe

Italy

- 2.5 days / 16-20 hours plus info seminars 2-3 days

- If National Agency conducts pre-departure training volunteer gets preparation 1 day at AFSAI office

UK

- National Agency usually conducts EVS pre-departure training
- ICYE volunteers receive a 4/5 day pre-departure training
- ICYE-UK conducts 1 full day information day every month

Germany

- 2,5 days Information day / 18-20 hours / 4 day pre departure training for accepted candidates
- IO Multilaterals – 2 programme days / 20 hours

Contents: National

- Info about organisations, programmes and projects
- Preparing for culture shock, stereotypes and prejudices
- Reflection on own history (Germany)
- Development education exercises
- Gender issues (contraception, male identity)

IO – multilateral projects

- IO prep training done additionally in Berlin
- 1 day Intercultural learning (Abigale, Iceberg model)
- Culture Shock / Adaptation process
- Value of volunteering
- Rights and responsibilities and technicalities

Improvements – Italy, UK, Germany and the IO

Pre-departure

- Gender issue awareness
- Experience visit to similar organisations in home country
- Better information on accommodation and local communities
- Make sure contact is established between volunteers and project before departure
- Training for trainers / sharing knowledge
- Greater consistency of prep training methods



- More awareness of insurance
- More awareness of voluntary service
- More knowledge of intercultural issues / cultural issues regarding host country
- More clarity of motivations and/or benefits of volunteering
- Clarify role as volunteers

Finally to round up the day, the group were asked to conduct a mid term evaluation of the training and programme in Berlin. The results are as follows:

- Participant's expressed the importance of the methods they had learned so far – relevant for their work
- Expectations were more than being met – participants were learning a lot
- Particularly liked the possibility of sharing
- Nice working atmosphere with good cooperation
- Combining practical training and sharing knowledge
- Very good group size – allows good quality of exchange
- Interesting to hear the different experiences of preparation trainings
- Parts today and yesterday could have been more compressed
- Information on EVS was good
- Very nice, quiet, flexible and the location is perfect
- Suggestion of getting handouts right after the session
- Quite interesting to work with African and Asian partners – learning from each other, very exciting.
- For being in Germany, the feeling is quite relaxed
- Would like more concrete things to offer to volunteers
- Highly motivated group, good outcome which was to be expected

- Beginning to understand more and more. Hope toolkit will bring things together and the regional trainings will be made possible
- Anonymous Evaluation requested – write something and give it to trainers

Day 4: Tuesday 15th January 2008
Session: Morning and Afternoon
Activities: Group Discussions on the planning and contents of EVS trainings

Tuesday morning kicked off with the group being divided into 3 and given the task of discussing the planning of contents of EVS Pre-departure, On-arrival, Mid-term and Final Evaluation trainings.

Following this, in the afternoon session each group was asked to suggest appropriate tools and methods to be included in each of the trainings in order to deliver the sessions in the most productive way and reach the desired outcomes.

For the purposes of this report, each group's findings from the morning and afternoon sessions – contents, methods and tools – have been summarised below.

Group 1 – Contents and Methods for the Pre-departure / preparation Training

- Volunteerism (methods: Silent discussion, research, different personal concepts of volunteering – others to be found)
- Motivations (methods: creative method for brainstorming – theatre, drama, poster etc. – others to be found)
- Expectations (methods: post-it notes on different aspects e.g. Culture, language, living situation, work, home / expectation model with drawing (Kerubo) / the tree and the monkeys)
- Personal concerns / fears (methods: drawing fear and then present it to the others)
- Identity / cultural diversity / reflection about your own country and history / guided tour to a historic and interesting site – raising questions and increasing awareness of own culture – invite a representative of an organisation / certain group which is doing work linked to issues related to the national history, colonialism, development, education etc. (methods: Abigale, Albatross, Pick me up at station / airport, Five prominent people)
- Relationships (methods: Identity molecules / standing / sitting, me-map, guided role play – others to be found)

- Problem Solving (methods: UNESCO diagram, situations/role play, forum theatre (BOAL), plenary discussion)
- Practical Issues / Returning home (methods: mostly presentation, gameshow (ruba/bandiera) to check learning of practicalities)

Group 2 – Contents and Methods for On-arrival Training

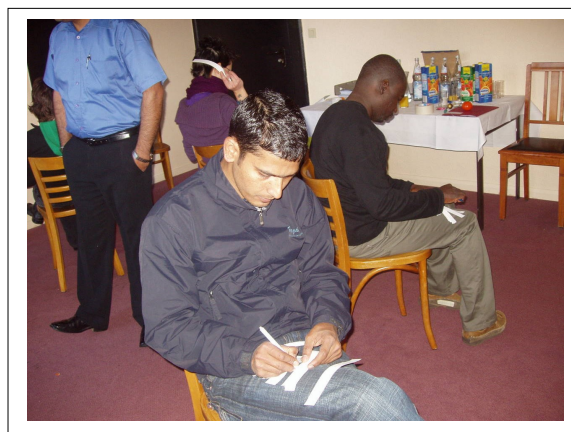
- Presentation of trainers / organisation and official welcome (method: power point)
- Presentation of participants (methods: icebreakers and energizer – standing world map, name games, country names)
- Expectation of participants (methods: post making, presentation in plenary, in and out, fears and hopes, post-it notes / grouping)
- Presentation of host country and culture – brief history, people, social life, advice, languages, questions and answers (methods: PP presentation, materials, posters, resource persons, challenging stereotypes of host country, TV show)
- Language course - 20-25 hours (methods: qualified teacher, books, excursions, power point, music, videos and games)
- Presentation of other, new cultures (methods: PP presentation, music, videos, country presentation, food)
- Intercultural Learning session 1: Definition of culture (methods: plenary, reflection on understandings of culture personal definitions, yes/no, post it notes/grouping, ice-berg model of cultural diversity)
- Intercultural Learning Session 2: Stereotypes and prejudices (methods: Euro Rail, Abigale, Plenary Session, Simulation Exercises, Albatross, derdians, the island)
- Intercultural Learning Session 3: Conflict resolution and problem solving (methods: How tall is Alfred?, role play, Case studies, way of thinking)
- Understanding of conflicts and possible solutions
- Intercultural Learning session 4: Intercultural sensitivity – Approach to intercultural context (methods: Sensitivity Model, Plenary and working groups / intercultural learning phases and stages)
- Concept of voluntary Service - meaning, history, structure (methods: PP presentation, working groups and plenary, volunteering chart)

- Presentation of EVS / ICYE programmes – History, rules, rights and responsibilities, minimal conditions, tasks, insurance, pocket money, roles (methods: PP presentation, material, EVS guide, exams and games)
- Face to face discussion on hosting project and host families, do's and don'ts, etc. (methods: interview, inviting host project representative, open discussion, collection of cultural habits and norms for different countries/projects)
- Excursion, Sightseeing
- Mid term and final evaluation of the On-arrival training (questionnaires / games)
- Interaction with returnees, co-workers, staff on do's and don'ts, safety etc.
- Reflection: Practical, cultural, social relationships, work based, EVS/ICYE and language (methods: Evaluation exercises – SALTO/EVS/CCIVS websites)
- Preparation for returning home / re-culture shock (methods: Dream travel, literature on re-cultural adaptation, practical situations, possibly get in touch with other volunteers)
- Celebration of achievements (methods: Certificates and graduation party)
- Technical session / Forms etc.
- Way forward – How can we use our experience? (Methods: When possible, Offer advice on new Youth Mobility programmes, study possibilities, job opportunities etc.)

Group 3 – Contents and Methods for Mid-term training

- Talk to volunteers personally about conflicts (methods: individual time)
- Technical and practicalities session (methods: informative / presentation)
- Time to assess project and hosting (methods: individual time / practical)
- Expectations versus experience (methods: role play, poster making)
- Reflection, thinking / planning, forward thinking
- Achievements versus failures / obstacles (methods: 3 achievements / 3 obstacles, photos/project presentation, plenary discussion)
- Group activity with concrete product (methods: Newspaper Article, photo storyboard, flying egg (labels), fashion show.)
- Communication (methods: How tall is Alfred or something similar)
- Reflection of role of volunteer (methods: Human statue – others to be found)
- Goals and objectives / looking forward (methods: to be found)
- Intercultural Learning session 1 – Prejudices / Stereotypes (methods: Lemons)
- Intercultural Learning Session 2 – Conflict resolution (methods: Agony Aunt/Uncle session)
- Evaluation of ICYE / EVS (methods: ICYE/EVS questionnaire)
- Broaden perspective of volunteering – intellectual and practical (methods: Guest speaker or visit to ICYE/EVS project)

Group 3 – Contents and Methods for Final-evaluation training



- Evaluation of training (also OA and MT trainings and how they affected the volunteer's experience)
- Open space (volunteer decides what to talk about – e.g. responsibility)
- Recommendations for improvement from volunteers.

During the informal round up of the day, participants mentioned that the day had been very full and a little rushed but that they enjoyed the challenge and believed it had been productive. Slight concerns were raised about the amount of time that was being spent on EVS and the different EVS trainings and not looking forward and the planning the regional trainings. However, the atmosphere was still positive and productive and everyone was enjoying the opportunities to share knowledge

and experiences and listen to each others inputs.



Day 5: Wednesday 16th January 2008
Session: Morning
Activities: Working groups / Preparation of EU Africa and EU Asia training events.

The final day kicked off with a discussion of the proposed contents and programme of the upcoming training in Cape Town. Andreas Schwab led the exercise inviting input from the other trainers. The results below show the draft proposal of contents for the EVS EU Africa training – Cape Town, March 2008.

- Youth in Action / EVS Programme / ICYE programme

6 sessions

- Cultural Diversity and Identity
- Intercultural Communication / Sensitivity / Learning
- Prejudices and Stereotypes, Social and economic forms of exclusion
- Conflict resolution
- Conducting training for multicultural groups / group dynamics
- Particularities of EU-African exchange (Anti-bias training, „ACCORD“ etc)

1-2 Sessions

- Training on EVS implementation (Project cycle, training on writing task descriptions, Selection, Preparation of volunteers, Volunteer trainings, Financial conditions, guidelines, reporting, In-service support / dealing with conflicts)

4 sessions

- Volunteerism and Local development / Social exclusion (understanding of volunteerism – South Africa / Africa / Europe (experiences / testimonies of host organisations, discussions with volunteers and HO about expectations from both sides)
- Recruitment / reaching out to disadvantaged youth
- Volunteer management / practises of voluntary service in South Africa

2 Sessions

- Networking and future cooperation between EU and African regions within YiA

Final Evaluation

The morning session ended with the final

evaluation for which participants were invited to reflect on and evaluate the main elements of the training course. This took the form of a final round, informal statements and a discussion.

- Special thanks went to Andreas Schwab and Salvatore Romagna of the International Office as organisers of the training course, and to all experts and participants for their input and information over the course of the 5 days.
- Everyone agreed that the course had been successful and the information provided very useful and productive – especially the different Intercultural Learning methods used.
- Time constraints and the full training schedule were mentioned a number of times, with suggestions that more time could possibly have been spent covering the different Intercultural learning methods – usefulness and applicability.
- However, trainers believed that they now had the framework and structure of the methods and upcoming trainings and it is now necessary to adapt to them and gain experience using them.
- Everyone agreed that the size of the group was great and the members a delight to work with. The atmosphere was small and intimate but very productive and fruitful.
- Finally, general consensus was that the accommodation was very nice and a good setting to conduct the training course.
- Everyone is looking forward to Cape Town and working together once again.

After another hearty lunch, everyone bid a fond farewell to each other and set off on their separate ways home.

ANNEX 1 / Participants List

Country	Organisation	Participants		Contact:
Germany	ICJA / ICYE Germany	Pfuhl	Sabine	spfuhl@icja.de
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ANNEX 2 / LIST OF METHODS USED

Free Movement in the Room

Aims:

It is true that two people from very different cultures or countries can have much more in common than two people from the same country due to differences in backgrounds, social class, interests, political beliefs, profession, etc. Therefore, it is important to recognize and see the influences that create a personal culture at a very individual level.

Additionally, other aims of this exercise include:

- Learning to listen
- Introduction to the theme
- Getting acquainted with different social and cultural identities and beliefs
- Getting to know one another
- Becoming aware of your own prejudices
- Confronted with opinions that are different from your own
- A chance to reflect on your own position and opinion

Step by Step:

1. Introduce the exercise to the participants as one about finding out about each other and different values.
2. Start the music and ask everyone to walk around the room in a random way.
3. Stop the music at a random point and ask everyone to find someone to stand in front of.
4. The facilitator poses a question and one minute is given for the first participant to answer the question. Participant 2 should remain quiet and simply listen. After this minute is over, participant 2 has a minute to answer the same question while participant 1 remains quiet.
5. The music is started again and the process repeats itself until every participant has spoken to everyone in the group.

Questions:

1. What is your name? First and last. What does it mean? Do you like it? Why? Why not?
2. Talk about your positive characteristics. What do you like about yourself?
3. What qualities do you dislike in other people?
4. Mention a prejudice you have? Why do you have it? Where does it come from? When do you think you learnt this prejudice?
5. Tell your partner about an ethnic, cultural or religious groups (other than your own) which you admire, respect or like. Why?
6. What do you understand by intercultural learning?
7. What do you find exciting about working in a multi-cultural setting?
8. What motivates you to work in the field of international voluntary service?

Reflection and Evaluation:

Evaluation of this exercise should focus on the information that was conveyed, the feelings and experience of discussing such information, and the personal qualities and methods used during the short monologues. Free movement in the room allows the participants to get to know one another, become acquainted with different social and cultural identities and beliefs, think about and possibly reflect on one's own opinions, and learn to listen effectively and actively. The reflection session and the debriefing questions asked should cover some of these issues.

Debriefing questions:

1. How did it feel to exchange such personal information each time with a new partner?
2. What did your partners do to give you the feeling that they were listening to you?
3. Was anything said that was new or surprised you?
4. Were some questions more difficult than others? Which ones? Why? What questions were you happy to answer?
5. Did you learn anything new about yourself?
6. How was it to listen for an entire minute without interrupting? Did you wish to interrupt?
7. How was it to speak without interruption from your partner?
8. Did you notice the similarities or things you have in common (in this group) although you do not come from the same country? – group identity – identity molecules.
9. How often do we think about our prejudices? Do we even know that we have them?

Resources:

- Music
- Stereo

Identity Molecules

Aims:

Personal identity is created from several interacting identities, forces and social factors. These are fluid and what people identify themselves with can change depending on time, space and circumstances. Therefore it is important to recognize this fluidity of identity and understand that everyone is unique and creates their identity through their experience, feelings, situation and many more variables.

Step by Step:

1.
 - Distribute molecule sheet
 - Do one yourself on the flipchart
 - Each person names 4 groups to which he/she belongs and feels strongly about.
(Spontaneous answers: what you feel here and now.)
 - Write 2 or 3 most relevant molecules on coloured sheets, one molecule per sheet.

2.
 - Divide into pairs
 - Discuss your two molecules with your partner on the basis of two questions:
 - 1) How is it to my advantage to be a member of these two groups?
 - 2) What makes it easier or difficult to be part of these groups?

 - Meanwhile, trainer collects the coloured sheet with participants' molecules and sticks them on the wall.

3.
 - Sit in a closed circle. No talking but you can look at each other.
 - As the trainer calls out one category after another, you stand up if you feel you belong them. (You can stand even if someone else wrote the molecules, as long as you feel you belong to the group. If you feel strongly about belonging to a certain group, you may stand longer. The longer you stand, the more intense are your feelings of belonging. You may even stand if you feel you belong only symbolically to the group. When all are seated again, the next category is read aloud).
 - Go through all or at least 60% of the categories (given by pax).

Reflection and Evaluation:

Evaluation of Identity Molecules should allow for the reflection of both the participants personal identity and the identities of others, and the understanding that different factors and forces interact to create those identities. In addition participants should be given the opportunity to reflect on their feelings of belonging to some groups and not others, and any pressures they may have felt during the exercise.

Debriefing questions:

1. How did you feel when you stood alone or almost alone?
2. How did it feel to be part of a bigger group?
3. Did you realise/learn something new or surprising about yourself?
4. Did anyone notice interesting group behaviour, for example when a gender category is called out, only women stand. What does that mean?
5. Can belonging to certain groups be problematic or painful? Which ones? Why?

Resources:

- Molecule sheets
- A4 coloured paper, cut into 3

Lemons

Aims:

The world is full of stereotypes whether they are stereotypes of certain countries, groups within those countries, different cultures, religions, people or many many more. Stereotypes highlight differences amongst certain people and groups of people, and then serve to accentuate those differences. This icebreaker introduces the idea of individual differences and equalities of opportunities and seeks to make the participants speak out about their individual stereotypes. In addition, it allows the participants to learn more about the power politics that is inherent to stereotyping.

Step by Step:

- 1) Give each group member a lemon. Ask everyone to look closely at their fruit, examine it for distinctive marks and feel the skin. Encourage each participant to personalise his/her lemon by giving it a name. Allow five minutes to do this.
- 2) Collect all the lemons into the carrier bag. Shake the bag to mix the fruits. Spread all the lemons out on the floor in front of the group. In turn, ask each participant to come forward and collect his/her lemon (If there is an argument over whose it is, try to adjudicate, but if they still cannot agree, place the lemon to one side as unidentified. If this happens, you should be left with two at the end to reunite, but will find that most people (amazingly!) can successfully claim their fruit).
- 3) Everyone presents 'their' lemon, taking into account the following questions: How sure are they that they claimed the right fruit? How can they tell?

Reflection and Evaluation:

Reflection of this exercise should encourage the participants to look at the parallels between this exercise and differences between people. What kind of marks and individualities on their lemon did they highlight and with this in mind, examine the stereotypes that members of the group may have, how these are created, what aspects of certain people the stereotypes highlight and why?

Debriefing questions:

1. Are all lemons the same colour? Are they all the same shape? Reflect this into the stereotypes that exist between people of different cultures, races and genders.
2. What does this mean to the group? Your evaluation of this process and the issues that emerge will help you develop further sessions around differences and equality of opportunities.

Resources:

- Enough lemons for everybody in the group (or any other fruit or object)
- A carrier bag

Labels

Aims:

It is true that there is a certain relationship and correlation between what is expected of us and the way in which we behave and react to those expectations. Therefore, stereotypes sometimes serve to create 'labels' and these are manifested and perpetuated through others' views and prejudices inherent in the stereotypes, the expectations of that stereotyped group/person and the way in which people relate to them.

Therefore, the aim of this exercise is as follows:

- To explore the effect of stereotypes
- To explore the relationship between what is expected of us and how we behave
- To raise awareness of the effect of our own behaviour on others
- To start a discussion about the effects of stereotyping people

Step by Step:

- Each participant receives a label (one of the following mentioned below) which is placed on his/her forehead. The participant is not supposed to know the label he/she has been given.

Labels:

§ Witty	§ Someone who asks a million questions
§ Clumsy	§ Dumb
§ Lazy	§ Curious
§ Conservative	§ Very intelligent
§ Shy	§ Arrogant
§ A person always looking for a fight	§ Cheeky
§ A know-it-all	

- The group is given a task – they are all moving together into an apartment, bringing in the furniture and deciding where it everything goes, etc. They could be a family, a group of friends, etc.
- The group is made to understand that they must treat each other according to the labels.
- In the end, the players should guess what their own label said.

Reflection and Evaluation:

Evaluation of this exercise can focus on the both the personal feelings of how people were behaving towards them and the experience of treating certain people in specific ways. Discussion should cover any parallels between this exercise and real life situations and the stereotypes of certain people/groups of people and the pressures that exist. Was there any correlation between the groups' behaviour towards a specific person and the way in which that specific person behaved?

Debriefing questions:

1. Ask if they could guess their label
2. How did each person feel during this activity?
3. Was it difficult to treat people according to their labels?
4. Did anyone begin to behave according to the label (according to how they were being treated)? So, did the witty person start telling jokes.
5. How are people labelled? How does it affect them and how does it affect our own view of them?
6. In real life, with whom are some or all of these features associated.
7. Are they valid?

Resources:

- Sticky labels, masking tape or something similar
- Any resources needed to make the task possible (furniture etc.)

Five Prominent People – A quiz

Aims:

There is a stark difference of 'Equality of Opportunity' between many different persons and groups within any given society. These differences can be due to many variables whether they are gender, sexuality, race, religion, education, income etc. Many powerful and influential positions in society are commanded by persons with a certain background or who are from specific sectors within the community. Therefore it is important, when working in a multicultural surrounding and situation, that awareness about these differences is raised circumstances are considered and understood within the necessary context.

Step by Step:

1. Explain the steps of the exercise.
2. Distribute work sheets and pens.
3. Request participants to fill in the blocks for each category with up to 5 names of famous people, either dead or alive. Write down the names that come to you spontaneously.
4. You have 90 seconds per block. After 90 seconds, name the next category.
5. The sheets will not be collected and are for your own reflection only.

9 different categories – 5 prominent people for each category

1. Famous persons
2. Famous Europeans
3. Famous men
4. Famous women
5. Famous Jewish people
6. Famous Muslims
7. Famous Christians
8. Famous Asians
9. Famous Africans
10. Famous people who are mentally or physically disabled
11. Famous self-declared homosexuals

6. In two small groups, discuss the following:

- Why was it difficult to find names for some categories and easy for others? What does it depend on?
- Who has the possibility of becoming famous in society and who does not?
- Specify the connection between being famous and personal luck (attention should be on societal aspects).

Reflection and Evaluation:

Evaluation and reflection of this exercise should focus on power and influence in society. Does Equality of Opportunity in certain societies depend on variables such as race, gender, income etc. and what effect does this have on society and the kind of people that hold powerful and influential positions? In addition, to what extent do our educational systems provide enough information and knowledge to enable us to broaden out knowledge and understandings of these cultures and societies?

Debriefing questions:

1. What surprised you the most about your quiz questions?
2. Could you find answers easily under pressure of a quiz situation?
3. Are the people in questions one and two mostly men? If yes, why?
4. According to you, what access to influential positions do minorities have in society?
5. Do famous people have a large societal responsibility? Müssen Sie Ihrer Meinung nach Vorbild sein?
6. Is there a category for which you would have liked to know more names? If yes, why?
7. According to you, do our educational systems provide enough information and knowledge on different cultures in society to broaden our perspectives?
8. Are you sure that the homosexuals you have named are self-declared homosexuals?

Resources:

- Quiz sheets

Recognise your privileges

Aims:

There is a stark difference of 'Equality of Opportunity' between many different persons and groups within any given society. These differences can be due to many variables whether they are gender, sexuality, race, religion, education, income etc. Many powerful and influential positions in society are commanded by persons with certain privileges, backgrounds or who are from specific sectors within the community. Therefore it is important, when working in a multicultural surrounding and situation, that awareness is raised about certain individual privileges and the effect they have on opportunities, and that specific circumstances are considered and understood within the necessary context.

Additional aims of this exercise are:

- Being aware of your own privilege in society – only then can you see the reality of social inequality clearly
- Empathising with the situation of others by taking on roles
- Awareness of the extent of institutional discrimination in your own society

Step by Step:

- § Each participant receives a role card which he or she doesn't show the others.
- § A trainer reads out questions which should be answered by the participants enacting the role card either with a yes - by taking a step forward or with a no - by continuing to stand in their place.

Role Cards:

1. You are the daughter of the local bank manager. You study economic at university.
2. You are a 17-year-old Roma (Gypsy) girl who never finished primary school.
3. You are an unemployed school teacher in a country whose new official language you are not fluent in.
4. You are an illegal immigrant from Mali.
5. You are the owner of a successful import export company.
6. You are fashion model of African origin.
7. You are a disabled young man who can only move around in a wheelchair.
8. You are a 24-year old refugee from Afghanistan.

Questions during the exercise:

Can you / would you:

1. take a vacation in your home country?
2. Receive fair treatment from the police during their investigation of a robbery?
3. Receive a bank loan to renovate your rented apartment?
4. Plan a family?
5. Visit a dentist for treatment?
6. Feel safe in the streets after dark?
7. Expect to receive sympathy and support from your family? Jahre im Voraus planen?
8. Get a life insurance?
9. Becomes a member of the tennis club in your locality?
10. Vote in the local elections?
11. Approach/request your landlord for help if your neighbour is creating a racket every night?
12. Register your children in a school?
13. Travel freely in the EU-Countries?
14. Move freely through the streets without some making passes at you or without being harassed?
15. Invite friends over for dinner at home?

Reflection and Evaluation:

The evaluation of this exercise should focus on whether or not Equality of Opportunity in certain societies depend on variables such as race, gender, income etc. and the different privileges each have. Discussion should highlight the final positioning of the participants how the various privileges or lack of them that certain people have as a result of money, influence and power, are generally irrespective of the countries they live in.

Debriefing questions:

1. Please remain standing in your place and look around you.
2. How did you feel in your roles?
3. Did it make you feel good – always being able to take a step forward/ not being able to take steps forward?
4. With which questions were you unable to take a step forward?
5. Question the others: What role did he/she play?
6. Who has it the easiest in life? What characteristics does he/she have?
7. Who has it the most difficult in life? Why? What characteristics does he/she have?
8. Why did we play this game?

Resources:

- Role cards
- Scenario questions

“How tall is Alfred?”

Aims:

There are many different ways of communicating and sharing information with others and these differ in levels of effectiveness and productivity depending on people, situations and circumstances. It is therefore important to consider these variables and understand which ways and methods of communication and sharing information are more or less suited to respective situations.

In considering this, this exercise aims to enable the participants:

- to reflect about one's own way of communicating in a team
- to think about a better (more systematic) way of communicating together
- to become aware of the effectiveness of sharing information
- to strengthen networking among participants

Step by Step:

- Six players (P1, P2, P3, P4, P5, P6) sit in a circle with their backs to each other. They must not talk with each other.
- Each player is given 2 sentences with information regarding how tall Alfred is.
- Players can only communicate by sending messages to each other. As many messages can be sent as the players wish.
- The rules of sending messages:
 - Format: P1 (sender of message) è P4 (addressee of message)
 - The text of the message
 - The message, like a telegram, is addressed to one person only.
 - Another message cannot be sent on the same piece of paper.
- To forward it, the message has to be written again according to the rules above.
- The messages (telegrams) are taken from the writer of the message to the addressee by the messenger(s). The messenger must not talk either. His task is to register the messages.
- The exercise is over after 30 minutes, or when everybody has made his or her suggestions about how tall Alfred is? The tender is won if everybody has answered the question and all six people have the right answer.

“How tall is Alfred?” Information:

Alfred is 4 cm taller than Janusz
Janusz has the same height as Diana
Diana is 3 cm shorter than Henri
Henri is 6 cm taller than Branco
Branco is 20 cm shorter than Irma
Irma is 5 cm taller than Udo
Udo has the same height as Asha
Asha is 6 cm taller than Besim
Besim is 6 cm taller than Igor
Igor is 16 cm shorter than Sonia
Sonia is 5 cm taller than Frank
Frank is 1.77cm tall

Reflection and Evaluation:

The reflection for this exercise should focus on the different kinds of communication that were present and how effective these were. The evaluation discussions should cover the players experience and feelings of the exercise. Did the group have many different methods of communicating or was there a unified technique and how did these make the players feel. Was there a productive feeling amongst the group or were there feelings of frustration? While considering this, the reflection should also consider how this exercise relates to communication in real life situations and whether the players were able to become aware of more effective ways of communicating and sharing information.

Questions for debriefing:

1. What happened during the game? Why could/could not the team find the solution?
2. How many messages have been sent? (Enough, 60-70, or too few or too many?)
3. What made the communication difficult and/or easy?
4. What kind of information / management system(s) have you developed and at what stage of the game?
5. Was there a leader of the work? If yes, was there one or were there several leaders? How have they been chosen?
6. What lessons have you learnt?
7. So far: How has the management system been in your project group during this training course?
8. Who takes the initiative? Who responds?
9. Do you like the way you work together now? Or do you want to change something after this training course?
10. Make a list of recommendations for communication and co-operation in international project groups.

Resources:

- Arranged tables and chairs
- Telegram papers (about 100 for 6 players)
- 1 description, rules and information sheet for each player, 1 registration flipchart for the messenger
- The 12 sentences with information about how tall is Alfred, cut into pieces. Every player receives two of them.

The Iceberg of Cultural Diversity

Aims:

Within culture, there are more often than not some very visible markers: architecture, art, cooking, dress, music, and language, just to name a few. However, the powerful foundations of culture are more difficult to spot: the history of the group of people that hold the culture, their norms, values, basic assumptions about space, nature, time etc. Therefore, to highlight this, The Iceberg of Cultural Diversity is a diagram showing more physically apparent and visible cultural markers above the water, with the majority of markers hidden and unseen under the water. Its focus is on the main elements that make up culture, and on the fact that some of these elements are very visible, whereas others are hard to discover. It is used as a starting point for a more in depth look at culture, a first visualization of why sometimes it is so difficult to understand and 'see' culture.

With this in mind, other aims of this exercise include:

- How people are labelled through descriptions
- How we use culture-based expressions / features on a daily basis to describe a person
- "Open yourself to others" to build trust and understanding

Step by Step:

Introduce the Iceberg, talking about their experience with "pick me up at the station": what features did one write, look for.

1. Show the tip of the iceberg. Explain: the features that form the tip of the iceberg and are above the water level are those that are visible – we can see them when we become acquainted with someone.
2. The construction of the iceberg is such that only 15% of its entire size is above water level. With people, the same concept applies. We have just as limited or narrow a perception about others when we do not go beyond the visible features such as gender, ethnic belonging, age, etc.
3. Go to the 2nd area at the water level: family status and religion. Explain: these characteristics are sometimes visible due to visible symbols people carry: cross, hijab, a pregnant woman, etc.
4. Point to the next field below the water level: these descriptions or features often serve the purpose of communication, understanding the "real" person. It is not easy to show or talk about these feature at the workplace or even on a first meeting as these things depend on trust between co-workers, general conditions such as private space, security, etc.)
5. If one wants real, authentic knowledge about a person, one will have to go below the water level to discover characteristics and qualities that make up the cultural identity of a person. We allow people to look deeper within ourselves when we want to build trust.

Reflection and Evaluation:

The iceberg model focuses our attention on the hidden aspects of culture. It is a reminder that in intercultural encounters, similarities we might find at first turn out to be based on completely different assumptions about reality. Reflection should then consider that for example, among young people, cultural differences may sometimes not be so obvious to perceive and a proper understanding of these differences can only be gained with an awareness of the 'hidden' cultural markers. Evaluation of this exercise should also consider whether learning interculturally then means to become firstly aware of the lower part of one's own iceberg, and to be able to talk about it with others in order to understand each other better and find common grounds.

Resources:

- Flip chart paper and pens to draw iceberg model

Partner Interview

Interview Questions:

- 1) Name
- 2) What activity takes up most of your day at the office?
- 3) What intercultural learning methods or tool do you use in your trainings? Mention the names of concrete exercise you use.
- 4) How many trainings do you conduct in a year?
- 5) 3 things that you like to do?
- 6) 3 things that you are good at?