ICYE
International Cultural Youth Exchange

Practical Guide for ICYE/EVS Trainings in EU & Partner Countries

Education and Culture DG

'Youth in Action' Programme

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This set of four trainings was aimed at enabling staff persons / co-workers of International Youth NGO's in EU and Partner Countries to be better skilled and more active in accompanying and sensitising EVS volunteers as well as host and sending organisations on Intercultural Learning issues and long-term voluntary service activities.

A sincere thanks goes to the European Commission, which co-founded this activity and gave us the chance to strengthen the capacity of the participating organisations to prepare and support EVS volunteers and host alike in the EVS projects cycles.

We are very grateful to the ICYE Federation and particularly to the International Office, Volunteers Centre South Africa and ICDE India for their incredible work with reference to all the organisational aspects, material, support and logistics before and during the trainings, which enabled participants to be actively involved and to share their different working methods, practices and experiences.

We would like to thank all the trainers for their valuable contributions, enthusiasm and group spirit which created a positive, constructive and warm working atmosphere, without their competencies and suggestions this booklet would be just an empty space. Thus, we hope that the work done will be useful and serve as a reference point for successful implementation of future projects and trainings within International Voluntary Service projects and activities.

Thanks to everyone who made this incredible project possible and unforgettable!

Trainers Team
"Promoting Interethnic Dialogue and Intercultural Learning – Training for EVS sending and host organisations in EU, African and Asian countries"

2. INTRODUCTION

The project "Promoting Interethnic Dialogue and Intercultural Learning – Training for EVS Sending and Host organisations in EU, African and Asian countries" was a capacity building journey which was managed by the ICYE-IO (International Cultural Youth Exchange – International Office) with the support of the Youth in Action Programme (Action 3.2.) in co-operation with its member and partner organisations from Africa, Asia and Europe.

This project was set within the larger framework of the "European Year of Intercultural Dialogue 2008" in an effort to further sensitise the different actors involved in the implementation of ICYE's EU-Africa and EU-ASIA European Voluntary Service projects regarding the importance of promoting cultural diversity and intercultural learning at every stage of the EVS project – above all at the grassroots level.

This process has further enabled the consideration, review and reflection of different approaches of Intercultural Dialogue, which can be adapted to different cultural contexts.

"…Intercultural dialogue encompasses living together in diversity, respect of human dignity, respect of the principle of equality for all, active listening and an exchange with others that goes beyond mere tolerance…."
Jan Figel, EU Commissioner for Education, Training, Culture and Youth in an interview with Equal Voices (Issue 23, May 2008)

The capacity-building training programme consisted of: a Training for Trainers; two regional training seminars for EVS sending and host organisations in Africa and Asia; as well as a Final Evaluation and follow-up meeting. It brought together trainers and project representatives and experts from the EU, Asia and Africa. The process included the sharing of training methods, experiences and intercultural learning inputs, as well as the work on practical guidelines and training material to support the learning cycle of international volunteers in the three continents.

The present document is a tangible result of the above process, which started in January 2008 with the Training for Trainers and culminated in July 2008 with the Final Evaluation and drafting of the guidelines and training material contained in this Guide.

The two regional training seminars that took place subsequently in Africa and Asia (Cape Town and Bangalore) used and adapted methods that the trainers had been introduced to in Berlin thereby also gaining experience in multicultural teams within a EU Africa and EU Asia context.

A highlight of this process has been the productive teamwork and positive levels of co-operation and support that was provided by the multicultural team of trainers and editors who have provided input for this booklet, from three different continents.

It is the wish of the sponsors and authors of this Guide that the information, activities and methods provide trainers with a platform in transferring intercultural skills and learning opportunities to various stakeholders in the field of long-term international volunteering.

3. HOW TO USE THIS GUIDE

This practical guide is aimed at staff members, youth workers as well as volunteers of sending and hosting organisations, thus all those active in the field of International Voluntary Service and involved in the preparation and support of volunteers before and during their voluntary service experience. It is meant to provide guidelines for exploring the issues of diversity, promoting equality and challenging prejudice and discrimination. The exercises included in the guide draw on interactive group processes and address the issues of culture and its influence, prejudice and discrimination at the personal, interpersonal and social level.
In creating this guide we have taken the specific requirements of the EVS programme cycle into consideration and thus provided particular activities for each programme within the cycle – the pre-departure training, the on-arrival training, the mid-term evaluation and the final evaluation. In this manner, there is an attempt to avoid an overlapping use of methods in two ensuing trainings and also to ensure that the structure of each training programme is process and result oriented.

A large part of the exercises in the guide have been taken or adapted from the Anti-Bias Approach. Anti-Bias can be seen today as one of the most extensive and innovative approaches within the anti-discriminatory field of education. The concept was developed in the beginning of the 1980s by Louise Derman-Sparks and Carol Brunson-Philips in the USA, where it was mainly used in the field of elementary and primary education. The approach underwent intensive development after the end of the Apartheid system in South Africa, where it was adapted for youth and adult education. It was not until the beginning of the 1990s that the approach reached Germany via an exchange of South African and German experts organized by Inkota e. V., Berlin. Today Anti-Bias is used in Germany in elementary education and in schools as well as in the field of adult education. 'Bias' means prejudice and as such it is the aim of Anti-Bias to set right existing inequality based on one-sidedness and bias and gradually reduce discrimination in society. The approach assumes that everyone has prejudices. This is because prejudices and discriminations are not individual misjudgements, but institutionalised in society as ideologies, which are learned by individuals. Correspondingly, the behaviour based on those prejudices can be un-learned, and institutionalised oppressive ideologies can be discovered, questioned, and analysed. Anti-Bias is seen not as a self-contained approach with only specific anti-bias methods, but as a fundamental attitude and a life-long process.[1]
The Anti-Bias approach and methodology encourages respect for people regardless of their ethnicity, race, gender, sexual orientation, religion, abilities and disabilities or age. The activities can be used with the framework of the international voluntary service but also within local communities and host projects to sensitise their own members.

3.1. Working with the guide

We hope that the chapters that follow are self-explanatory even though the users of this guide will come from different backgrounds and differing experiences in running training events. We have thus formulated the guide such that the chapters are interlinked but are also relevant individually:
Chapter 4 presents the relevance of intercultural learning in international voluntary service.
Chapter 5 provides a basic checklist to guarantee a successful training, and outlines the essentials of the training itself – selecting a trainer team, the methods to use, the importance of debriefing etc.
Chapter 6 comprises 4 sections, each providing an outline of each training - the pre-departure, on-arrival, mid-term and final evaluation training.
Chapter 7 gives you information on how to select and adapt the methods to the specific requirements of your group and the cultural context.
Chapter 8 lists the methods to use in the distinct trainings provided to volunteers.
Chapter 9 indicates the sources/reference of the various methods.
Chapter 10 provides a list of websites and publications on intercultural learning, tools and methods.
Chapter 11 gives you a brief glimpse at the people involved in putting together this guide.

[1] Anti-Bias-Werkstatt. See http://www.languages.anti-bias-werkstatt.de/index.html

4. INTERCULTURAL LEARNING AND INTERNATIONAL VOLUNTEER SERVICE

"What does living in today's world mean in our relationship to others in our daily life? Each of us has at least one member of our family, a friend, a teacher or a boss from another cultural background. Each of us is the product of a mixture of cultures from which we create a hybrid identity; visible in the music we listen to, in the way we dress or talk or even feel."[2]

4.1. Intercultural Learning

According to Monica Urian de Sousa, nowadays people from different cultural backgrounds live together and interact in any given society on a daily basis. As a result of these multicultural societies, everyday life for many people is permeated by the interaction with, and exposure of, different cultural identities, values, and practices.

The concept and practice of Intercultural Learning can be used to understand these complexities of today's world. Intercultural learning encourages a continuous reflection and questioning of our presuppositions of such identities, values and practices; things that are normally taken for granted, and a constant opening to the unknown and the not understood. It can therefore better enable us to face the challenges of current realities, current developments and deal with the potential of change within a globalising and ever changing world.

At its core, intercultural learning focuses on understanding, awareness, and acceptance of individuals from different cultural and ethnic backgrounds. In doing this, it helps to increase the intercultural capacity of humans by fostering a deeper understanding of the concepts of 'the other' beyond easy stereotypes. It takes into consideration complex and diverse backgrounds and through different learning methods and processes increases knowledge of these differences and heightens an active openness to culture and cultural identity, respect for difference, and intercultural sensitivity.

By taking the above discussion into account, we can say that the concept and practice of Intercultural learning strives to promote and develop:

- A better comprehension of one's own culture and the culture of others in modern society
- A larger capacity of mutual respect and understanding between people from different cultures
- A more flexible attitude to the context of cultural diversity in society
- A better capacity of participation in social interaction, and the recognition of the common heritage of humanity

This latter notion of social interaction is crucial for the concept of Intercultural learning. It is not by any coincidence that The European Union named 2008 the European Year of Intercultural Dialogue. At the cornerstone of this year is the belief that dialogue represents a prerequisite for living in, interacting with and benefiting from an increasingly multicultural environment.

4.2. Relevance of Intercultural Learning for International Voluntary Service

So, why is intercultural learning particularly important when we consider international volunteering? An international voluntary project can be a 'laboratory' of society, bringing people from different cultures together in an intense learning experience. On a day-to-day basis, international volunteers are regularly exposed to people with different backgrounds and with a variety of experiences, approaches, views, values and opinions.

[2] Monica Urian de Sousa, « Institutional Perspective on ICD: European Commission », The European Year of Intercultural Dialogue. Can be downloaded at http://www.salto-youth.net/interculturaldialogue/)

To be successful, intercultural learning needs to take the above into account and go somewhat deeper than learning about each other's food and clothing habits to increase the intercultural capacity of the international volunteers. Through the different mechanisms and processes it uses, intercultural learning can help the volunteers comprehend the differences and similarities between individuals and cultures that they come across in their volunteering experience, and enable reflection on one's attitudes, values, perceptions and behaviour in relation to both general social and specific group and individual interactions.

Intercultural learning therefore provides opportunities for volunteers to increase their flexibility, respect and openness to other modes of perception and behaviour. It allows volunteers to understand the different realities that they are constantly presented with through work, social interaction and day-to-day intercultural encounters, and process these experiences with a holistic and negotiable mindset.

By doing this and allowing the learning experience to reach it's full potential, international voluntary service exchanges can have positive influence in furthering another vision of diversity and help ensure harmonious interaction amongst people and groups. They can help foster a deeper understanding of the concept of cultural diversity.

5. PLANNING A TRAINING FOR EVS VOLUNTEERS- Guidelines and Essentials

The Checklist Of A Successful Training

In order to plan and organise a successful training in the field of international voluntary service we highly recommend that you go through the following points and questions listed below. Please use this as a checklist for all stages - from conception of the training to the final evaluation and follow-up.

5.1. Context and Motivation

All training programmes arise from a lack or the need to develop oneself or a target audience in a particular area or on a special theme. In this connection, it is important to ask yourself these questions:

- What is the issue you want to address or the need for this training project?
- Why is this issue important? How relevant is it in the present-day?
- Why are you the right ones to do the training?

5.2. Aims & Objectives

There are always a number of aims and objectives when planning a training programme and these should be compatible with one another. It is thus important that there be one over-riding aim to the project. It will then be possible to judge whether other objectives fit within the concept.
Consider the following to guide you in this process:

- What is the overall aim of the project?
- What are the concrete results you want to achieve with this project or training?
- What should your participants gain from the project?

5.3. Organisers

The people who plan, organise and lead the training are very significant. Ask yourself the following questions:

1. What is your role in the project?
Even if you have the skills, you cannot play every role in a training programme, as you will be overburdened. Be clear about your own expertise and bring in others who are competent to take on other tasks.

2. Who are your trainers? How do you choose trainers and other team members? Who will do what?
Do you plan to use staff from your organisation or former volunteers as trainers? This could be a good idea as they are familiar with the ideals of international voluntary service. At the same time, it is vital that they have received training – this could be within the organisation, at a regional or international level - before they take on the task of a trainer or facilitator. Providing them with relevant material and methods is not enough to conduct an effective training. The debriefing of each method is where the lack of knowledge and experience will be visible.

Include two (if not possible or the group is very small then at least one) experienced trainers with every two less experienced people. This hands-on-approach is a good start for beginners and with a few trainings behind them; they can soon be taken on as experienced trainers.
Also note that an ideal trainer team for a group of 12 participants comprises at least two trainers, preferably of different genders and nationalities. If a trainer of another nationality is not available, invite current or former volunteers to give their inputs at the training. This international competent will provide first hand inputs to the participants and will enrich the training.

If the chosen trainer is an external one, ensure that he/she is briefed about the group in question and the goals of international voluntary service.

5.4. Partners

Working with partners can assist and supplement the training but their involvement could also be problematic. It is therefore important to be clear about whom you are working with, why they are collaborating with you, and what they will gain from the project.
Address the questions below to assist you in this regard:

- With whom are you working?
- What are their aims and objectives in collaborating on this project? Do they match your own?
- What is their precise role in the project?

5.5. Funding and support

As important as your partners are, the organisation(s) funding and supporting your project are just as vital to its success. You can approach the organisations for support if you have a clear idea in mind vis-à-vis your own requirements. When approaching an organisation for funding, find out what they will gain, i.e. what they would like in return for supporting your project, and if their objectives match your own. Here some questions to keep in mind:

- From what sources will you receive funding or other types of support?
- What are their aims and objectives in giving money or support? Do they match your own?
- Will this money or support come with strings attached?

5.6. Beneficiaries

Who will benefit from the project and how? Note down all the various people, organisations or communities that could benefit from your project. They could be part of the training as participants, as guest speakers from an organisation working on the issue you wish to tackle, the local community or host project(s).

5.6.1. Target group

<u>Who are the participants?</u>
Be specific about your target audience: should the participants be from a particular country (e.g. Africa, Asia or Eastern Europe), a particular gender (based on the theme of the training), trainers from specific regions (e.g. EU-Africa or EU-Asia as was the EVS Training project in 2008), disadvantaged youth, etc.

How many participants will you invite?
The number of participants you invite will depend on the funds and infrastructure at your disposal. The make up of an ideal group is 16 participants, which is large enough for fruitful discussions, at the same time small enough for good group atmosphere.

Who else will benefit? How will this group benefit indirectly?
There could be more than one group that benefits, either directly or indirectly, from the training depending on the over-riding aim of your project. For example the local community, if you are dealing with environmental issues, heritage protection etc. It is important to be aware of indirect beneficiaries as could be included in the application for funding and also brought up as examples during the training.

5.6.2. Impact on the local community

Is the local community involved in the training project? How?
Involving the local community in projects and trainings can only serve as an added bonus, particularly in the field of voluntary service. Their contribution will enhance the training programme, and strengthen your organisation's relations with them. Not only will the local community also benefit in its interaction with future volunteers, their future participation will increase with their sense of belonging to a broader network of organisations and activities worldwide.

5.7. Working Methods

It is not advisable to select methods at random. To ensure their effectiveness, there should be a flow of activities; a fine thread should run through your entire training programme. Go through the suggested programmes for the pre-departure, on-arrival, mid-term and final evaluation trainings (see Chapter 6) as they provide an outline of the trainings and methods that should be used and where and how they should be structured within the training. Also refer to the section on selecting and adapting methods (see Chapter 7) for a clear idea of how and what methods to choose for your trainings. Furthermore, it is imperative that you ask yourself whether you are capable of using these methods yourself or require an external trainer. Ask yourself these questions before selecting methods:

- What kinds of methods will I/we use?
- Am/are I/we able to make use of these methods yourself or do we need external support?
- Who can provide this external support?

5.8. Duration of the training

To optimise time and divide tasks, it is important to chart out the entire duration of the project and the training from the stage of conception and planning to the implementation stage and finally follow-up.

5.9. Theme

What is your training or project called?
Think of a suitable title for your training or project, particularly if it is theme-related. This will assist greatly in attracting the attention of potential participants, partners and funding organisations.
Tackling specific themes
The great emphasis of volunteer programs abroad is on intercultural learning as it is an important and central competence for a voluntary service abroad. It is very important to sensitise volunteers for other issues like the historical, economical, political situation or environmental problems in the host country as they have a great impact on the society. Also the situation of the different target groups (e.g. people infected and affected by HIV/ Aids, homeless people, refugees, differently able, etc.) of the volunteers work placement show many aspects of a society. It is desirable to enable volunteers to see their work with the target groups in a broader context.

The seminars should enable the participants to reflect on the following points:

- To view critically the role of a volunteer in the work placement
- To see the situation of the target groups of the volunteers work placements in the host country and to compare it with their country of origin
- To see the similarities and differences in the host and home countries, not only in a cultural sense but also to enable volunteers to see the connection and the dependency between different countries in terms of environmental, economical or political issues.

For instance the exercise "Where do you stand" (see page 39) can be used with questions about a certain political, social topic as a starting point for a discussion. Generally volunteers thus gain a better understanding of the importance of becoming an active citizen in their own countries, as well as having a global consciousness.

5.10. Location

Where will the activity take place?

How close or far is the venue from the airport? What are the advantages of being at that venue? Will it serve as the venue of the training as well as accommodation for the participants? If not, how far away is the venue from the accommodation. This is very important in order to ensure punctuality at any training. It is in the city centre or in a remote location. The advantages and disadvantages of both depend of the exact location, city of the venue and duration of the training.

What does the working space look like?

The room where the training will take place should be well suited to the size of the group and the duration of the training. Ensure that the room has enough light and is large enough. Outdoor venues are great but can be distracting at times. They could be used as supplementary spaces for specific activities, i.e. energizers. Also ensure that at least 2 other smaller rooms are available for group activities.

5.11. Material

Collect all the material required for the training beforehand. Some exercises have special requirements and arrangements should be made accordingly. The usual training needs include: A4 paper, pens, flipchart stand and paper, markers, crayons, scissors, glue, projector, screen, laptop for presentations, a printer etc. For some groups, where participants are representatives of organisations, it is good to have an Internet connection on hand that participants could use in their free time. Make sure that trainers and organisers have access to Internet for reference as well as for logistics such as confirming flights, etc.

5.12. Formulate a budget

For a precise idea of the total expenses to be incurred, thereby avoiding over-expenditure, it is advisable to formulate in advance a budget for each training or project.

EXPENDITURE	INCOME
Travel	Grants / Participation Fees
Board and Lodging	Contributions to travel
Meeting costs	Other contributions (in kind?)
Admin	Other sources
other (what?)	
Total	Total

5.13. Financial Reporting

Once a feasible budget has been formulated, it will also assist in collecting bills and receipts of expenses, which will be extremely useful when preparing the financial report for submission for example to the ICYE International Office or to the National Agency for EVS projects.

5.14. Formulate a work programme:

Present an outline of the day-to-day activities.

Make a programme of the training specifying the daily activities. Ensure that you leave sufficient time for debriefing after each method, as also for project visits or sightseeing tours. It is important to send participants a draft programme at least one week before the training activity to allow them enough time to prepare presentations or texts that they may require during the training. Even if they need not prepare anything, sending them the draft programme in advance will help them mentally prepare for the forthcoming training.

5.15. Evaluation:

Evaluation is a continuous process and should take place at different stages of the training. It needs to be planned before you start your training or project.

Why evaluate?

You evaluate to learn from your successes and failures, to motivate yourself and others, to change, improve or adapt programme modules where required, to plan better for future events, to take stock of your achievements and to reinforce cooperation with partners.

How and when should the evaluation be done and what should be evaluated?

There should be three main stages of evaluation during a training programme:

- An initial evaluation that estimates the expectations and motivation of the participants,
- A mid-term evaluation to assess how far you have come, whether participants are with you in the process and whether can proceed as planned with the second half of the programme or makes changes, and
- A final evaluation to estimate the success of the training and thereby the satisfaction of the participants, how well the programme was planned, relevance of programme content, flow of activity, effect and utility of the training and whether the objectives you set out were reached. A final evaluation is valuable feedback for future trainings events and should ideally be in written form with a short flashlight and closing round during which participants can express their general feelings about the training and the group. For the final evaluation it is important to review the main aims and objectives of the training to set relevant parameters for feedback.

End of the day reviews or reflection groups (or steam groups) are an important part of the training. They allow participants to exchange experiences with each other, to evaluate the day, to let off steam, and to come up with suggestions and idea to improve the programme. For trainers, reflection groups are a way to assess the atmosphere within the group and promote a positive working relationship between the trainer team and the participants.

Finally, a daily reflection and final evaluation within the trainer team is important to assess what worked well and what could be improved, thereby they are vital inputs for planning future training programmes. Reflect on these questions before you proceed:

- What kind of evaluation will you do during and after the project activities? Which methods will you use?
- What indicators will you use to evaluate?

5.16. Follow-up

In order to make certain that the work done and learning process does not stop with the training, it is necessary to plan follow-up activities. Follow-up could also be in the form of dissemination of the results of the training. It could be in the form of meetings, presentations (within the organisation, at the regional level or to incoming volunteers, etc.), production of material (for dissemination to a wider audience) or even follow-up project(s). A final step towards the end of the training should be reserved for a discussion on follow-up activities, and deciding who will undertake what activities.

Plan this into your draft the training programme:

- What kind of follow-up will you do after the project?
- How will you plan the follow-up?

6. TRAINING PROGRAMME IN THE ICYE/EVS PROGRAMME CYCLE

6.1. PRE-DEPARTURE TRAINING

6.1.1. Objectives of the training

The objective of providing programme participants with a pre departure training seminar is to introduce them to the concept of living and working in a cross cultural environment outside of their home country. This three-day training workshop also aims to explore their expectations, goals and motivations and to provide participants with an overview of the ICYE/EVS programmes, information on the host country, the project and other practical elements of the placement.

We believe that the following would assist in enhancing the quality of pre-departure training seminars:

- that returnee volunteers as well as current national and international volunteers participate in the pre departure training in some way;
- that two experienced trainers be allocated for a group of 5 – 15 participants;
- that there be a balance in terms of gender and nationality of the training team;
- In order to foster a cohesive intercultural environment it is strongly recommended that at least two of the training days be spent within a residential facility.

6.1.2. Expected Outcome

The desired outcome of the pre departure training is to equip participants with an appropriate level of knowledge and understanding with regard to the ICYE/EVS programmes, practicalities, the host country and placement. At the end of this workshop participants would have participated in an intercultural learning process which should have better equipped them for volunteering in a cross cultural environment and to confidently and comfortably depart their country of residence and embark on their volunteer placement in an alternate cultural environment.
After participating in this three day workshop the participants will have reached a deeper level of understanding of the intercultural information which will in turn foster a deeper understanding of the cross cultural volunteering experience.

Pre-departure seminar should take three days of activities with at least two residential training days. This number of days is targeted on a group of 5 -16 participants as the minimum required group size.
It is noted that for participants outside of Europe additional preparation time for visa interview, medical checks and police clearance is required. And the process needs to begin two months prior to departure. It is acknowledged that for participants outside of Europe the process of visa applications, medical checks and police clearances needs to begin in excess of two months prior to departure

6.1.3. Outline of Training / Pre-departure Training

Day 1	
P.M.	*Arrival of participants* - Welcome and introductions - Presentation of the training project aims and activities - Presentation of programme - Participants' expectations, hopes and fears

Day 2	
1.5 – 2 hours 30 mins 1.5 hours	**Intercultural Learning Session I: Identity, Cultural Awareness and Intercultural Dialogue** - The talking wheel - Identity molecules *Coffee Break* **Intercultural Learning Session I cont'd: Identity, Cultural Awareness and Intercultural Dialogue** - Pick me up at the station - Iceberg model of identity *Lunch*
1.5 hours 30 mins 2 hours	**Intercultural Learning Session I cont'd: Identity, Cultural Awareness and Intercultural Dialogue** - Draw a house exercise - Working within a multicultural team (Bridge exercise) *Coffee Break* **Intercultural Learning Session II: Prejudices and Stereotypes, Privileges and Power** - Labels - 5 prominent people
Day 3	
1 hour 1 hour 30 mins. 1 hour	**Practicalities Session** **Information about flights, visas, finance, health and travel insurance and reports** **Rights and Responsibilities** - ICYE/EVS policies, code of conduct and contract - Rights, responsibilities and duties of the volunteer, ICYE/EVS and host organisation *Coffee Break* **Volunteerism and your Concept of Volunteering** - Where do you stand? *Lunch*
1.5 – 2 hours 30 mins 1 hour	**Global and Local Issues** - Global Village - Global Issues Mind map - Local and Global: What are the links? *Coffee Break* **Cultural Adaptation and Culture Shock** - Theoretical input with personal examples *Dinner*
Day 4	
1.5 hours 30 mins 1 hour	**Home and Host Country** - Flashlight Interview - An object you are carrying to your host country - 3 things you would like to take, 3 things you would like to leave behind - Draw the image you have of your host country *Coffee Break* **Pre-departure Training Feedback and Evaluation** - ICYE/EVS evaluation forms and reports - Training feedback and evaluation - Looking forward: How do you feel? *Lunch*
P.M.	**Departure of Participants**

6.2. ON-ARRIVAL TRAINING

6.2.1. Objectives of the training

The on arrival training should prepare and train volunteers for a successful intercultural exchange and voluntary service experience. It should make them aware of the importance of Cultural Diversity and Intercultural Learning Process and provide them with tools for overcoming possible problems, for getting adapted and integrated into the new society and become actively involved.
The On-Arrival Training has to provide volunteers with practical information on the new hosting country, hosting placements and increase their knowledge on the EVS programme (how it works, project cycle, partners involved, rights and responsibilities, financial issues, insurance, etc.). The training should possibly include a basic language course.

6.2.2. Expected Outcome

At the end of the training volunteers should be more sensitive toward cultural differences and similarities, understand the role that volunteers play as global citizens. They should have a clear overview of the programme they are participating in as well as received preliminary information on their tasks and roles in the placements.
They should have received the skills to solve possible conflict situations, work in an international team, feel more confident and get a basic knowledge of the new language.

They training should consist of five days of activities, deal with groups of 5 to 15 volunteers, and be managed by 1 to 3 trainers. Should the group be larger, the ratio of 1 trainer for 7/8 volunteers should be maintained.

6.2.3. Outline of Training / On Arrival Training

Day 1	
A.M.	
P.M.	*Arrival of participants* - Informal get-together
Day 2	
A.M.	*Opening and presentation of the programme* - Welcome, introduction round (staff and participants) - Energizer / Icebreaker - Programme presentation - Objectives of the training - Participant's Expectations (fears/hopes – use of a flipchart) - Ground Rules (agreed rules in plenary) *Coffee Break* **Getting to know each other - Intercultural Learning Session I / Identity,** - Free movement in the room
P.M.	**Intercultural Learning Session II Culture, Cultural Diversity / Stereotypes, Prejudices:** - Energizer - Lemons - Iceberg Model of Culture - Starting Over *Coffee Break* - Cultural Adaptation Process – Intercultural Sensitivity process (flip-chart and theory)

	- Sum up, reflection round
Day 3	
A.M.	- Energizer **Intercultural Learning Session III / Communication, Conflicts and Conflict Resolution** - How tall is Alfred? *Coffee Break* **FORUM THEATER – AUGUSTO BOAL – Part 1** - Working groups: "Detecting/finding potential conflict areas in international voluntary service"
P.M.	- Energizer **FORUM THEATER – AUGUSTO BOAL – Part 2** - Role plays *Coffee Break* **PRIVILEGES AND POWER** - Take a step forward **UNDERSTANDING OF VOLUNTEERISM** - "Differences between volunteering and voluntary service in different countries" (meaning of the words, historical changes, etc.) - participants write the meaning of volunteering on coloured paper and create a collage on a wall. Introduce the meaning and the local cultural context) - Meaning and role of volunteering in the HOSTING COUNTRY
Day 4	
A.M.	- Energizer on team work - PRESENTATION of the EVS programme (structure, partners involved, rights and responsibilities, insurance, visa/stay of permit) *Coffee Break* - Presentation and information on HOSTING PLACEMENTS and living situations - Presentation of the hosting Culture (dos/don'ts, etc) - Questions/answers
P.M.	Excursion or visit to a hosting project Free time / social activities Farewell party
Day 5	
A.M.	- Energizer - FINAL EVALUATION
P.M.	Departure of participants

Suggestions:

1. In case of additional days an Intensive language course should be included;
2. Ex/current volunteers should be invited to tell and share their EVS experiences
3. Participants should be also encouraged to introduce some aspects of their cultures….

6.3. MID-TERM EVALUATION

6.3.1. Objectives of the training

The mid-term evaluation should provide volunteers with an opportunity to evaluate their EVS projects/experience so far, as well as meet other volunteers from different projects throughout the host country. Volunteers should evaluate their experiences vs. their initial expectations, detect problems or conflicts and come up with possible fruitful solutions. The intercultural learning process should be monitored and explored among the group. If volunteers are part of a common project's theme, this should be relevant for specific working sessions. Mid term evaluation should also offer volunteers the possibility to think about an action plan for their future.

6.3.2. Expected Outcome

At the end of the training volunteers should have a wider and complete picture of their EVS projects and learning processes. Volunteers should know possible ways out for conflicts in case some may arise during the evaluation and they should know where to get support from.

Volunteers' motivations should be still very high for completing their projects and carrying on possible new initiatives.

They are also expected to have a deeper understanding of the theme/field they are part of.

6.3.3. Outline of Training / Mid Term Evaluation Seminar

Day 1	
P.M.	*Arrival of participants* Informal get-together
Day 2	
9- 10.00	**Introduction Session** 1. Welcome remarks 2. Energizer 3. Logistics and information about venue 4. Presentation of participants and trainers 5. Collect expectations of the seminar and programme presentation 6. Ground rules to be respected in plenary and group work
10.00	Coffee break
10.15 13.00	**Experience versus expectation** - Reflecting on previous expectations and how they were met (for example reading "letter to myself" from On-Arrival Training) - Fever Curve *Lunch break*
15.00 16.45	**Intercultural learning** Prejudices and media influence *Coffee Break* **Detecting problems + conflicts and solutions** - Forum Theatre - Mind Map / Brainstorming on conflict situations and their resolution
Day 3	
09:00	**Cultural + social excursion** - Visit to a local volunteer project - Interview the local community

	3 Report in plenary
13.00	*Lunch*
15.00	**Session on the theme (possibly related to excursion)** 1 Invite expert on the subject *Coffee break*
16.30	**Action plan for the future** 1 Individual formulation of one's goals for the remaining period and creative presentation in plenary
17.30	**Evaluation on the NC, work placement and the programme** 1 Fill out the evaluation form 2 Volunteers write letters to the organizers with their recommendations *Dinner* Farewell party
Day 4	
10.00	Departure of participants

6.4. FINAL EVALUATION SEMINAR

6.4.1. Objectives of the Training

The objectives and aims of the Final Evaluation Training are to allow the participants time and space to individually and as a group, reflect on their experience of volunteering, living and learning in a cross cultural setting, reviewing and celebrating their achievements and looking forward to the future and returning to their home country.

Volunteers should be allowed the opportunity to reflect on their initial hopes and expectations of the programme and consider these in terms of reality, individual experience over the course of the placement and the successes and challenges they faced in realising these hopes and expectations.

In addition to this, the final evaluation training should have a focus on the reflection of the practical, personal and intercultural learning and adaptation of the volunteer through the programme and training journey. This reflection should facilitate the holistic understanding of the learning, how it has impacted on the overall volunteer and cross cultural experience and how they can use their knowledge upon their return home, and in future work, relationships and activities.

The training should also incorporate sessions to enable participants to evaluate the different elements and actors of their voluntary service project – host placement, programme, trainings, living situation, sending, coordinating and hosting organisations etc – and provide a space for suggestions, comments and feedback of these to the appropriate audiences. Furthermore the programme should enable participants to "celebrate achievements" and to possibly finalize their "youth pass" certificate if not done before. "Youth pass" is a Europe-wide validation system for non-formal learning within the EU YOUTH IN ACTION programme. (for information: www.youthpass.eu)

6.4.2. Expected Outcome

In doing the above, the Final Evaluation Training allows a sense of closure to the programme and enables the participants to leave the training having had a clear reflection and evaluation of the entire volunteering journey that they have had. Providing time and space for individual and group feedback on the different elements of the organisations and programme, the successes and

challenges of their placements, the practical, personal and intercultural learning process, the participants should be able to leave the programme with a sufficient understanding of their experiences that they can build upon and utilize in the future. They should also be better informed about possibilities to stay connected to the Youth in Action or other international youth programmes and opportunities to get involved.

6.4.3. Outline of Training / Final Evaluation Seminar

Day 1	
A.M.	
P.M.	*Arrival of participants* Informal get-together A very special moment for me was.....(participants talk in an informal round about their experiences)
Day 2	
9.00	7. Welcome remarks 8. Energizer 9. Logistics and information about venue 10. Presentation of participants and trainers 11. Collect expectations of the seminar and programme presentation 12. Ground rules to be respected in plenary and group work
10.00	**Coffee break**
10.15	**"My Voluntary Service Project" / Presentations by Participants** - Host organisation / aims and activities - Volunteer's role in / Importance for the host organisation - tasks / achievements / challenges
13.00	**Lunch break**
15.00	**"My intercultural learning experience"** Suggested methods: Fever Curve or brainstorming on skills gained
16.15	Coffee Break
16:30	Simulation Game on Bias, Stereotyping and Objectivity in the Media - "Front page"
19:00	Dinner
Evening	Excursion or meeting with host families / host projects

Day 3	
9:30	**Overall evaluation of all activities/elements and work of partners in the EVS project** (preparation, volunteer meetings, training, language tutoring, mentorship, supervision, logistical arrangements etc.) Suggested Method: Questionnaire or "positive/negative corner"
11:00	*Coffee break*
11:30	**The EVS programme – goals versus reality** Group discussion
12:30	**"Draw a house" - Method**
13.00	*Lunch*
15.00	**Returning home** Sharing concerns and fears about the return Prepare for possible reverse culture shock Discuss next practical steps Maintaining relationships within the volunteer group and the host country <u>Suggested methods:</u> Role Play's Dream travel Making a collage about your future life in your home country.
16.30	*Coffee break*
17.00	Final group activity i.e. "Collecting Items"
19:00	*Dinner* Farewell party
Day 4	
09.00	*Departure*

7. SELECTING AND ADAPTING TRAINING METHODS

Every training is different as is the group of participants. It is therefore necessary to go through the methods used in previous trainings and adapt these to the specific needs of each new group. The methods presented in this guide are not inscribed on stone and are meant to be adapted to different cultural contexts and groups. Consider the following issues when selecting and adapting methods:

7.1. Objectives of the methods in question:

a) What do you want to achieve by using this method? Some exercises could address various points or issues. However, you may not have sufficient time to address all of them. Or if the participants are relatively young, they may find it tedious to sit through a very long debriefing. Also, taking every turn an exercise could take will mean that you only remain at a superficial level and do not go in-depth at all. Selecting one or two routes to take will ensure that you go into them thoroughly.
b) What different aspects can come up (or even conflicts) when using this method and how far in advance can we plan to deal with them? Can the method contribute to opening new perspectives and perceptions? Before using a method, try to reflect on the aims of the exercise and all the possibilities it could open up for you.

7.2. Target Group:

a) Will the methods reach the group and arouse their interest? Does the method allow enough individual expression?
b) Does the group have any particular requirements needing your attention (age, gender, language skills, dis(abilities) and how can the method take these up in a positive way? For example, if the training is within a Euro-African context, change the role-plays to characters from Europe and Africa. Try to bring the theme of the training, whether gender empowerment or HIV/Aids etc., into the role-plays or change situations or contexts of exercises to reflect the theme.
c) Towards the end of the debriefing ask questions that could link the exercise to the direct cultural and voluntary service experience they may have had or are likely to experience. Therefore, end discussions bringing in a reference and relevance of the topic to international voluntary service.
d) Is the method right for the particular age group and size of the group? Some exercises are more suitable for younger people and/or older group have a stronger need for discussion and therefore more time should be reserved for debriefing. If the group is very large, certain exercises should be conducted into two or more smaller groups to facilitate discussions.

7.3. Environment, space and time:

a) It is important to consider the social, cultural, political and personal environment in which we use the method and to adapt scenarios to fit the respective context.
b) Reflect on the possible experiences individual participants could bring to the training as well as the different levels of knowledge and learning within the group? Thus, you should try to ensure that all participants can contribute and will gain something from the exercise.
c) Which environment dominates the group and why? Does the group atmosphere and level of communication suit the method? For example, some exercises require very personal exchange among participants and if these are used at the very beginning of the training where the participants have not yet integrated, the results may be counterproductive or block active participation of some.

7.4. Previous evaluation:

Have you used this method before? Did you notice or learn from the experience? It is important to use past experiences to develop methods and to integrate new elements that could make it more effective and pertinent to a specific group or context.

7.5.Role of the trainer:

This guide comprises of differing methods, each requiring a more or less experienced trainer to lead sessions and discussions. We have classified the exercises in four levels in order to assist your decision on the level of experience the trainer should have to be able to use a particular method.

The exercises are classified in four levels.

Level 1 exercises are for all trainer, regardless of the level of experience in leading discussions.

Level 2 exercises are for trainers who feel comfortable in leading discussions.

Level 3 exercises are for trainers who are experienced in leading discussions and have experience in training others.

Level 4 exercises are for trainers who should be able to sense if one or more participant feels uncomfortable with an exercise and redirect the activity if needed.

8. TRAINING METHODS KIT FOR INTERCULTURAL LEARNING

8.1. Pre-Departure Training Methods

8.1.1. Free Movement in the Room – Key Word: Getting To Know Each Other

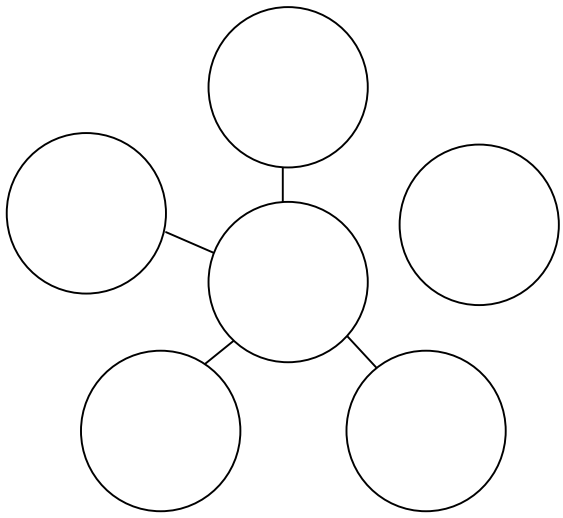
Key words:	Aims and Objectives:
Getting to know one another Identity	1. To see the influence that creates a personal culture at a very individual level, i.e. 2 people from very different cultures or countries can have so much in common as against two people from the same country due to differences in social class, interests, political beliefs, profession, etc. 2. Learning to listen 3. Introduction to the theme 4. Getting acquainted with different social and cultural identities and beliefs 5. Getting to know one another 6. Becoming aware of your own prejudices 7. Confronted with opinions that are different from your own 8. A chance to reflect on your own position and opinion
Recommended for:	**Description of the Exercise**
☑ Pre-Departure Meeting & ☑ On-Arrival Meeting	1. Introduce the exercise to the participants as one about finding out about each other and different values. 2. Explain that you will now play some soft music and participants are to walk freely around the room. When the music stops, each one is to find a partner. 3. Explain that you will then read out a question or situation and on which they have to talk to their partner for one minute. While one person is talking, the other remains silent. When the one-minute is over, the other partner will have the chance to talk on the same subject for one minute. 4. When the one-minute is up, the music will come on again. This is a sign for participants to walk around the room again. When the music stops, each one is find another partner, a new person this time. Explain that with each time, participants should find someone new, someone they hadn't spoken with until then. 5. The exercise comes to an end when all questions have been read out by the trainer and the participants have all talked for one minute on all questions. 6. It should be specified that the participants are not to speak, question, interrupt when their partner is talking. They will have their turn immediately after.

Technical Aspects	Questions to be read out during the exercise:
Time Frame: 45 minutes Material Required: Music, stereo Number of participants: 6 to 16	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 you 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? NB. For a larger list of questions see Talking Wheel.
Variation:	**Debriefing Questions**
Talking the wheel **Source:** Eine Welt der Vielfalt Berlin e.V. www.ewdv-berlin.de	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? 9. How often do we think about our prejudices? Do we even know that we have them?

8.1.2. Identity Molecules – Key Word: Exploring (personal) Identity

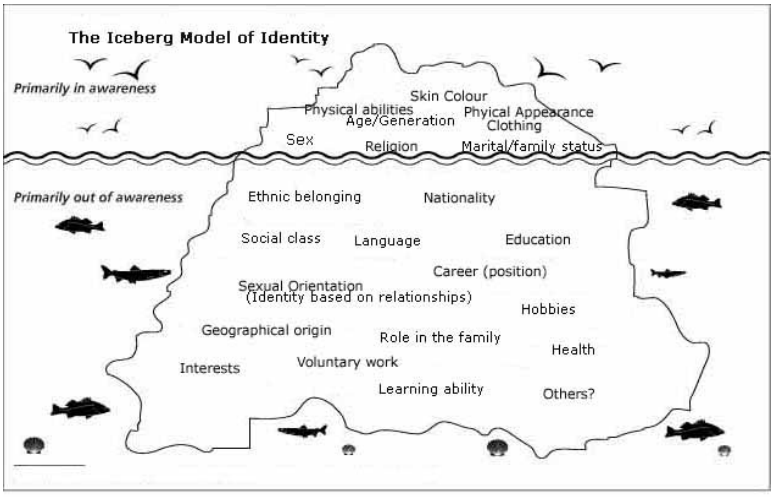
Key words:	**Aims and Objectives:**
1. Identity 2. Culture	1. Reflection on your own cultural identity 2. Perception of similarities and differences with the group 3. Recognising that you belong to multiple groups, and perceiving the diversity of such group memberships. Personal identity is created from 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 realise that it changes on a day-to-day basis and most definitely over a longer period of time. Identity Molecules aims to also bring out the number of similarities and differences that exist within a group and also people in general (irrespective of where they come from), and allow them to understand that everyone is unique and creates their identity through their experience, feelings, situation and many more variables.
Recommended for:	**Description of the Exercise**
☑ Pre-Departure Meeting & ☑ On-Arrival Training **Technical Aspects:** 1. Time frame: 1 hour 2. Materials: Molecules sheet A4 coloured paper, cut into 3 3. Number of participants: 8-16	**1.** a) Distribute molecule sheet. b) Do one yourself on the flipchart so that the participants have a clear idea what you are talking about. c) Each participant is to fill out the molecule sheet, with their name in centre and 5 groups to which he/she belongs and feels strongly about. (They should not think to long and hard about it; the answers should be spontaneous: what they feel here and now.) d) Write 2 or 3 most relevant molecules on coloured sheets, one molecule per sheet. **2.** a) Divide into pairs b) Discuss any two molecules with your partner on the basis of two questions: · How is it to my advantage to be a member of these two groups? · What makes it easier or difficult to be part of these groups? Meanwhile, trainer collects the coloured sheet with participants' molecules and pastes them on the wall/flipchart. **3.** The group is now back in plenary. Before you start the last part of this exercise, ask the participants the following questions: a) How was the discussion in pairs? b) Was it easy or difficult to come up with five identity molecules? Or was it easier or more difficult to decide which five molecules to select and write down? c) How did the partner discussions go? How was it to answer the two questions? Painful? Interesting? d) Would you choose the same molecules tomorrow or in a month? **4.** Now begin the last part of this exercise: a) Sit in a closed circle. No talking but you can look at each other. b) The trainer explains how this part of the activity will work: As the trainer calls out one category after another, the participants can

Source: Anti-Bias Werkstatt. Methodenbox: Demokratie lernen und Anti-Bias Arbeit. www.languages.anti-bias-werkstatt.de	trainer calls out one category after another, the participants can stand up if they feel they belong to the group. They can stand even if they did not write the molecules, but if they feel that they belong to the group. The stronger and more intense your sense of belonging to a certain group, the longer you may stand. You may even stand if you feel you belong only symbolically to the group. When all are seated again, only then will the trainer call out the next category. c) Go through all or at least 60% of the categories/groups written on the coloured slips by the participants.
	Debriefing Questions 1. How was it? (General feeling about this part of the exercise) 2. How did you feel when you stood alone or almost alone? 3. How did it feel to be part of a bigger group? 4. Did you realise/learn something new or surprising about yourself? 5. Did anyone notice interesting group behaviour, for example when a gender category is called out, only women stand. What does that mean? 6. Can belonging to certain groups be problematic or painful? Which ones? Why?
	Tips for facilitators The exercise is a complex one. If the trainer has never led or personally experienced the exercise before, he/she should either not do it or try it out beforehand with a group of colleagues, family or friends. Depending on the size of the group, you can draw either 4 or 5 circles (molecules) on the molecule sheet (see below). If it is a larger group, go with 4 molecules, if smaller go with 5. Evaluation of Identity Molecules should allow for the reflection of both the participants personal identity and the identities of others, and the understanding that these identities are fluid and different factors and forces interact to create the 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.

Handouts:	**Molecule** Sheet
	Identity Molecules  Please write your name on the central molecule. On the outer molecules write groups to which you belong and which make up your identity.

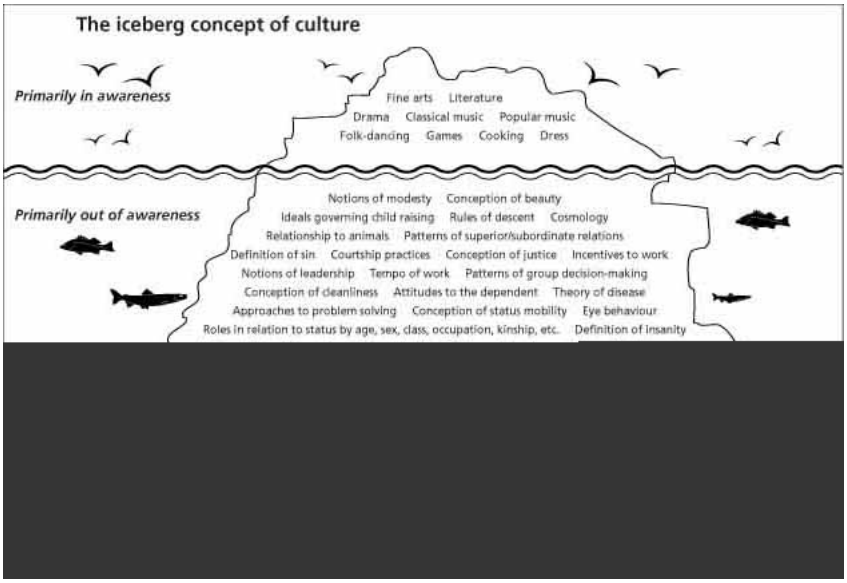
8.1.3. Iceberg Model of Identity-Key Word: Exploring (personal & cultural) Identity

Key words:	**Aims and Objectives:**
Identity Culture	1. How people are labelled through descriptions 2. How we use culture-based expressions/features on a daily basis to describe a person 3. "Open yourself to others" to build trust
Recommended for:	**Description of the Exercise**
☑ Pre- departure Training & ☑ On-Arrival Training	Guidelines to present the Iceberg Model of Identity. 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.) 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.

Technical Aspects	Tips for facilitators
Time frame: 15 MIN Material required: Number of participants: 2 - 16	You can make this an interactive session by asking participants to give their own views and inputs on the features that are visible and those that aren't, before explaining how we use this initial image of a people in our interactions.
Source:	
Eine Welt der Vielfalt Berlin e.V. www.ewdv-berlin.de	
Handout:	Iceberg Model of Identity
	

8.1.4. Iceberg Model of Culture

Key words:	Aims and Objectives:
Culture Identity Diversity	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 Culture 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.
Recommended for:	**Reflection and Evaluation:**
☑ Pre-departure Training & ☑ On-Arrival Training	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. When evaluating this exercise one should also consider whether learning about intercultural processes 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.
Technical Aspects	**Description of the Exercise**
Material required: Flipchart paper, marker Time frame: 20 min. Number of participants: 6 to 16	One of the best-known models of culture is the iceberg. Its main focus is on the elements that make up culture, and on the fact, that some of these elements are very visible, whereas others are hard to discover. The idea behind this model is that culture can be pictured as an iceberg: only a very small portion of the iceberg can be seen above the water line. This top of the iceberg is supported by the much larger part of the iceberg, underneath the water line and therefore invisible. Nonetheless, this lower part of the iceberg is the powerful foundation. Also in culture, there are some visible parts: dance, art, food, music, language etc. But the strong foundations of culture are more difficult to see: the history of the group of people that hold the culture, their norms, values, basic assumptions about space, nature, time, etc. The iceberg model implies that the visible parts of culture are just expressions of its invisible parts. It also points out, how difficult it is at times to understand people with different cultural backgrounds – because we may spot the visible parts of "their iceberg", but we cannot immediately see what are the foundations that these parts rest upon.

Source: Intercultural Learning Toolkit4. www.youth-partnership.net	1. Ask participants if they know what parts of a culture are not visible, i.e. they are below the water level, and if they could name them. Participants may be able to mention a couple but not many. Mention at least 7 to 8 features below the water level and add them on the iceberg. Using examples (preferably of your own experience of living in another country) make clear how important it is to get to know the invisible features of a culture to be able to truly understand a culture. 2. Point one that if one wants a real, authentic image of a culture, one needs to go below the water level to even first see that these features exists and then through discovering and understand these various characteristics, in time a holistic view of the culture is possible. 3. You could distribute copies of the Iceberg Model of Culture to the participants so have the opportunity to see the number of aspects and features that are hidden below the water level.
Handout:	Iceberg Concept of Culture
	

8.1.5. Lemons – Key Words: Stereotypes / Prejudices

Key words:	Aims and Objectives:
Generalisations Stereotyping Prejudices Social Inclusion	1. To value individual differences and special features. 2. To talk about stereotyping, and differences and equality of opportunities 3. Introduction to the theme diversity, stereotyping, prejudices 4. Sensitising for heterogeneity within (supposed homogeneous) groups 5. To learn more about the power politics that is inherent to stereotyping
Recommended for:	**Description of the Exercise**
☑ Pre-departure Training & ☑ On-Arrival Training	1. Give each group member a lemon. 2. Ask everyone to look closely at their fruit, examine it for distinctive marks and feel the skin. 3. Encourage each person to personalise his or her lemon by giving it a name. 4. Allow five minutes to do this and then collect all the lemons into the carrier bag. 5. Shake the bag to mix the fruits. 6. Spread all the lemons out on the floor in front of the group. 7. In turn, ask each young person to come forward and collect his or her lemon. 8. If there is an argument over whose it is, try to adjudicate, but if they still can't 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.

Technical Aspects	Presentation
Time frame: 1 hour Number of participants: 5 to 20 (for a large group divide participants into groups of 5 to 6 and conduct the entire activity in group) Material required: One lemon per participant.	Everyone presents their lemon, taking into account the following questions: 1. How sure are they that they claimed the right fruit? How can they tell? 2. Was it easy or difficult to find your lemon? 3. How was it possible for you to find your own lemon? 4. What specific characteristics did you notice?
	Debriefing Questions
	Examine the stereotypes: 1. Are all lemons the same colour? Are they all the same shape? Facilitate a discussion. Reflect this into the stereotypes that exist between people of different cultures, races and gender. What does this mean to the group? Encourage them to look at the parallels between this exercise and differentiating between people. 2. Your evaluation of this process and the issues that emerge will help you develop further sessions around differences and equality of opportunities. 3. Did you notice anything through this exercise? Did something surprise you? 4. What theme becomes apparent here? 5. What does this/the lemons have to do with you daily or work life? 6. Did you ever have a first impression of a person or group of people and after getting to know the person/group better you felt the person is a fake or less than you had expected? Or have you ever had the impression that you misjudged someone?
Source:	**Tips for facilitators**
Anti-Bias Werkstatt. Methodenbox: Demokratie lernen und Anti-Bias Arbeit. www.languages.anti-bias-werkstatt.de Salto Youth Resource Centre. www.salto-youth.net	Often this is enough for the participants to understand by themselves that this is a process from generalisations and categorisations from getting to know someone to the recognition of each individual being unique. The discussion should focus on the fact that we often use “presumed” generalisations about specific groups of people in daily life and that this is hardly useful when dealing with characteristics, stance/attitudes or behaviour of individuals in specific situations. One can refer also very well to the subject of culture. Emphasise here that this exercise is symbolically meant to show that not all people who are associated to a particular “culture” (understood as national culture) are the same. Each person has diverse memberships/affiliations/belongings and identities that influence their behaviour and relations. If you have the time, another aspect of the debriefing is the theme of awareness: 1. How do we possibly have such a clear image of lemons in our heads when the lemons we come across in 2. everyday life proves to have clearly different and contradictory characteristics? 3. What process of awareness or perception can be identified here? 4. Do we need categories or generalisations? When do they help us? 5. What dangers/problems are hidden behind generalisations? The discussion could highlight aspects and mechanisms such as selective perception, selective processing/working with information and black-white thinking, and could be deepened based on the needs of the group. Emphasise how quickly it is possible to construct individual characteristics of a homogenous group. But also make it clear what different consequences this, on the basis of difference and institutionalising of characteristics, can have for exclusion and discrimination.

8.1.6. Five Prominent People – Key Word: Privileges / Power

Key words:	Aims and Objectives:
Privileges Power	1. To become aware of the limited information we have about certain communities and people in comparison to others. 2. To allow participants to reflect on the reasons why we have little or practically no information on certain groups and where the information that we do have comes from. 3. To realise who has the most chances to make it in society and those who do not. 4. To make people aware that our educational systems provide little to no knowledge on certain cultures in society? 5. To bring out how power and influence dominate our societies.
Recommended for:	**Description of the Exercise**
☑ Pre-departure Training & ☑ On-Arrival Training	1. Explain to the participants that they will be doing a quiz. 2. Distribute work sheets and pens 3. Request participants to fill in the blocks for each category with 5 names of famous people, either dead or alive. They should write down the names that come to them spontaneously. 4. They have 90 seconds per category. 5. The sheets will not be collected and are only for their own reflection. Start with 9 different categories – 5 prominent people for each category. After every 90 seconds, call out the next 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

Handout:	Quiz sheet

Famous persons					
Famous Europeans					
Famous men					
Famous women					
Famous Jewish people					
Famous Muslims					
Famous Christians					
Famous Asians					
Famous Africans					
Famous people who are mentally or physically disabled					
Famous self-declared homosexuals					

Source

Eine Welt der Vielfalt Berlin e.V. www.ewdv-berlin.de

Technical Aspects	Debriefing questions:
Time frame: 45 minutes Material required: Quiz sheets. Number of participants: 2 - 16	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. Why was it difficult to find names for some categories and easy for others? What does it depend on? 5. Who has the possibility of becoming famous in society and who does not? 6. According to you, what access to influential positions do minorities have in society? Specify the connection between being famous and personal luck (attention should be on societal aspects). 7. According to you, should famous people have a large societal responsibility? 8. Is there a category for which you would have liked to know more names? If yes, why? 9. Are you sure that the homosexuals you have named are self-declared homosexuals? 10. According to you, do our educational systems provide enough information and knowledge on different cultures in society to broaden our perspectives?

8.1.7. The Bridge Exercise – Key Words: Team Building / Communication

Key words:	Aims and Objectives:
1. Team Building 2. Communication	9. To raise awareness of the specificity of working in a multicultural team, 10. To reflect upon the requirements and challenges in international project management.
Recommended for:	**Description of the Exercise**
☑ Pre-departure Training & ☑ On-Arrival Training	Number of persons building one bridge: 10 – 14, split up into two teams of equal size. The group is split up into two or more subgroups building one bridge, if necessary. Each group works separately with one trainer during the exercise and the debriefing. Each group is then split up again into two working teams of equal size. In each team, there will also be one (or more) observer (a volunteer). The observer receives a sheet with some questions as guidelines for observation, which should be roughly the same as those used in the debriefing. The trainer tells the group the instructions of the exercise: "You must build one bridge together. Each team will build half of the bridge. You can only use the materials you find in your room. The bridge span must be at least 30 cm wide. The half bridges must meet at the middle of the bridge. The success of the construction will be judged according to the bridge's solidity, beauty and stability. It must resist a pair of scissors (as example) laid down at the middle. The teams cannot see each other. Each team must designate one delegate to meet with the delegate of the other team. The can be at most three meetings, each meeting will last for at most one minute. The delegates' meetings will be held in a neutral place where no team is visible. Each team will have an observer. The observer will watch and listen. S/he cannot intervene in the discussions or answer questions. You will have 30 minutes to build the bridge. " The group then splits up; the two teams go to their working rooms where they find their materials and start to work to build the bridge. Each team can ask for a meeting of delegates when they wish. The trainer then checks with the other team, and if they agree to have a meeting arranges it. The observers may join the meetings. It is important to be strict with the time limit. Once the 30 minutes have expired, the two teams will be asked to stop their work and will meet and put their two parts of the bridge together. The trainer will test the stability of the bridge. Then the debriefing starts. During the debriefing it is important that participants have enough time to express their feelings and thoughts about the exercise. At certain moments, the observers will be asked to share their notes. Be aware of the observers taking the leading (and possibly too destructive!) role.

Technical Aspects:	Debriefing questions:
For each team (2 teams are building one bridge!): cardboard paper in different colours, 1 pair of scissors, 1 ruler, 2 sticks of glue and/or scotch tape, 2 – 3 pens and markers, possibly other materials at hand to decorate the bridge (e.g. an old magazine, plastic, post-its etc.). The materials need to be prepared beforehand and wait for the teams in their working rooms. At least one facilitator for each group (two teams). Number of participants: 10 – 14 Enough working space:	

Source:	Reflection and Evaluation:
Anti-Bias Werkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit. www.languages.anti-bias-werkstatt.de/index.html	Reflection of this exercise should focus on discussion of the specific points, which display that people have numerous characteristics and experiences, which cannot be described in a short period of time. Concrete questions should be asked as to whether anything could be different in order to make possible a new awareness and way of observing. Thus, it will be clear that the images in ones head are based on attributes, prejudices and other personal experiences which are generalised. It should also be specified that prejudices alone do not present any form of discrimination but in most cases, it directs our behaviour, which could lead to discrimination. Encourage participants to talk about their own day-to-day situations in which images about other groups and persons may lead to discrimination or may or may not be correct.

Handouts: "Starting Over" selection sheet

A group of people get a one-time chance to begin a new life and lifestyle, living together on a secluded island. The basic amenities and infrastructure (streets, houses, etc) already exists. Any contact with other people beyond the island will not be possible in the next 50 years. The size of the group is limited to 8 people.

It is your job to select 8 persons from the 20 given below who will then travel to this island. All the persons on this list have volunteered to go to the island.

- A retired professor
- A female Afghan lawyer
- A Siemens manager with a physical disability
- A pregnant teacher
- An unemployed engineer
- An Iraq war Veteran
- A healer, who is a homosexual
- A female taxi driver who studied sociology
- A politician
- A former porn star
- A Koran teacher
- A cleaning lady
- An atom scientist, a member of a conservative party
- A young tailor
- A Chinese street vendor
- A divorced psychotherapist
- A 40-year old volunteer
- A blind female refugee
- A female student, HIV positive
- An Afro-German musician

First make a selection by yourself. Thereafter, discuss your decisions within your group. Present your arguments and try to come to a common selection of 8 people.

8.2.4. Labels – Key Word: Stereotypes

Key words	Aims and Objectives
Stereotypes	1. Effects of stereotyping. 2. To explore the relationship between what is expected of us and how we behave. 3. To raise awareness of the effect of our own behaviour on others. 4. To start discussion about the effects of stereotyping people.
Recommended for	**Description of the Exercise**
☑ On-Arrival Training	**Preparation:** 1. Plain white sticky labels about 5 cm by 2 cm one per person in the group. 2. Write one characteristic on each label e.g. irresponsible, witty, stupid, clever, clumsy 3. Decide on a task for the group e.g. design a poster co-operatively, plan an event, move furniture or have a discussion (for example ask: you can use the Flying Egg Holder exercise, refer to page...) **Instructions:** 1. Place one label on each player's forehead, but don't let them know what's written on it. 2. Explain the task to the group. Make it clear that as they undertake the task they must treat each other according to the labels. For example, if someone has a label - lazy - on their forehead everyone else must treat them as if they are always lazy (but without ever using the word on the label! Don't tell them!). 3. Players should put their efforts into completing the task and treating the others according to the stereotype on the label. 4. At the end of the activity players may guess what their own label said, but this is not the main object of the game.

Technical Aspects	Debriefing and Evaluation
Time frame: 45 Minutes Material required: sticky labels Number of participants: 8+	This is very important so make sure you leave time for players to have their say. Start by asking people if they could guess their label and then go on to ask about the other aspects of the activity: 1. How did each person feel during this activity? 2. Was it difficult to treat people according to their labels? 3. Did anyone begin to 'prove' their label i.e. did someone labelled 'witty' begin to tell jokes and behave more confidently? Or the person labelled 'lazy' stop helping or participating? 4. What sorts of labels do we put on people in real life? How does it affect them and how does it affect the way we think about them? 5. In real life who, are given some of the labels that you used in this activity? 6. Are they valid?
	Tips for facilitators
	Be sensitive about matching people with characteristics. For example if a member of the group is rather lazy it may not be appropriate to also give them that label. The aim of the game is not bring out into the open personal opinions about others in the group. Indeed this could be very destructive and should be avoided. Be aware that this game can raise powerful emotions.
Source	**Suggestions for follow up**
Education Pack. All Different. All Equal. http://eycb.coe.int/edupack/41.html	Look again at who does what in your group or organisation, try rotating the roles and responsibilities and don't make assumptions about who is going to be good at a particular job. You might like to move on to the role play activity 'Starting Over' (refer to page..) and examine a common problem caused by labelling and stereotyping and to try to explore ways of finding an effective solution.

Suggestions for the Labels:

- witty
- clumsy
- lazy
- conservative
- shy
- A person always looking for a fight
- A know-it-all
- Someone who ask a million questions
- dumb
- curious
- very intelligent
- arrogant
- cheeky

8.2.5. Take a Step Forward – Key Word: Privileges / Power

Key words:	Aims and Objectives:
Privileges Power **Recommended for:** ☑ On-Arrival Training **Technical Aspects** Time frame: 60 mins. Material required: Role cards, list of questions, an open space (a corridor, large room or outdoors), tape or CD player and soft/ relaxing music. Number of participants: 8 to 20	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: 1. Being aware of your own privilege in society – only then can you see the reality of social inequality clearly 2. Empathising with the situation of others by taking on roles 3. Awareness of the extent of institutional discrimination in your own society 4. To raise awareness about the inequality of opportunities in society 5. To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups
Source	**Description of the Exercise**
Anti-BiasWerkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit. **www.languages.anti-bias-werkstatt.de/index.html** Education Pack. All different all equal **eycb.coe.int/edupack/31.html**	**Instructions:** Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence. Hand out the role cards at random, one to each participant. Tell them to keep it to themselves and not to show it to anyone else. Tell participants that if the role they hold resemble their real life situation in any way even in the slightest, they should inform the trainer and randomly pick another role card. Invite them to sit down (preferably on the floor) and to read their role card. Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives: 1. What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do? 2. What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening? 3. What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? 4. What you do in your holidays? 5. What excites you and what are you afraid of? 6. Now ask people to remain absolutely silent as they line up beside each other (like on a starting line) 7. Tell the participants that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move. 8. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other. 9. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

Questions, situations and events to be read out during the exercise:

Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.

1. Can you take a vacation in your home country?
2. Would you receive fair treatment from the police during their investigation of a robbery?
3. Would you receive a bank loan to renovate your rented apartment?
4. Can you plan a family?
5. Can you visit a dentist for treatment?
6. Would you feel safe in the streets after dark?
7. Can you expect to receive sympathy and support from your family?
8. Would you get a life insurance?
9. Can you become a member of the tennis club in your locality?
10. Can you vote in the local elections?
11. Can you request your landlord for help if your neighbour is creating a racket every night?
12. Can you register your children in a school?
13. Can you travel freely in the EU-Countries?
14. Can you move freely through the streets without some making passes at you or without being harassed?
15. Can you invite friends over for dinner at home?
16. Can you say that you have never encountered any serious financial difficulty?
17. Do you have decent housing with a telephone line and television?
18. Do you feel that your language, religion and culture are respected in the society where you live?
19. Do you feel that your opinion on social and political issues matters, and your views are listened to?
20. Do other people consult you about different issues?
21. Do you know where to turn for advice and help if you need it?
22. Can you say that you have never felt discriminated against because of your origin?
23. Do you have adequate social and medical protection for your needs?
24. Can you say that you have an interesting life and you are positive about your future?
25. Do you feel that you can study and follow the profession of your choice?
26. Can you celebrate the most important religious festivals with your relatives and close friends?
27. Can you go to the cinema or the theatre at least once a week?
28. Can you say that you are not afraid for the future of your children?
29. Can you buy new clothes at least once every three months?
30. Do you feel that your competence is appreciated and respected in the society where you live?
31. Can you use and benefit from the Internet?

NB. This is a wide selection of questions that could be read out. Please select around 15 for each session and according to the make up of the group and cultural context in which it is being used. You could also formulate your own questions to replace the samples provided above.

Reflection and Evaluation:

The evaluation of this exercise should focus on whether or not equality of opportunity in certain societies depends 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:

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt:

1. Please remain standing in your place and look around you.
2. How did people feel stepping forward - or not?
3. For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
4. Did anyone feel that there were moments when his or her basic human rights were being ignored?
5. Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
6. How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
7. At which questions were you unable to take a step forward?
8. Who has it the easiest in life? What characteristics does he/she have?
9. Who has it the most difficult in life? Why? What characteristics does he/she have?
10. Does the exercise mirror society in some way? How?
11. Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
12. What first steps could be taken to address the inequalities in society?
13. Why did we conduct this exercise?

Tips for Facilitators:

If you do this activity outdoors, make sure that the participants can hear you, especially if you are doing it with a large group! You may need to use your co-facilitators to relay the statements.

In the imagining phase at the beginning, it is possible that some participants may say that they know little about the life of the person they have to role-play. Tell them, this does not matter especially, and that they should use their imagination and to do it as best they can.

The power of this activity lies in the impact of actually seeing the distance increasing between the participants, especially at the end when there should be a big distance between those that stepped forward often and those who did not. To enhance the impact, it is important that you adjust the roles to reflect the realities of the participants' own lives. As you do so, be sure you adapt the roles so that only a minimum of people can take steps forward (i.e. can answer "yes"). This also applies if you have a large group and have to devise more roles.

During the debriefing and evaluation it is important to explore how participants knew about the character whose role they had to play. Was it through personal experience or through other sources of information (news, books, and jokes)? Are they sure the information and the images they have of the characters are reliable? In this way you can introduce how stereotypes and prejudice work.

This activity is particularly relevant to making links between the different generations of rights (civil/political and social/economic/cultural rights) and the access to them. The problems of poverty and social exclusion are not only a problem of formal rights - although the latter also exists for refugees and asylum-seekers for example. The problem is very often a matter of effective access to those rights.

Variations:

1. Five Prominent People

2. One way to get more ideas on the table and to deepen participants' understanding is to work first in small groups and then to get them to share their ideas in plenary. Having co-facilitators is almost essential if you do this. Try this method by taking the second part of the debriefing - after each role has been revealed - in smaller groups. Ask people to explore who in their society has fewer, and who has more, chances or opportunities, and what first steps can and should be taken to address the inequalities. Alternatively, ask people to take one of the characters and ask what could be done, i.e. what duties and responsibilities they themselves, the community and the government have towards this person.

Suggestions for follow-up:

Depending on the social context you work in, you may want to invite representatives from advocacy groups for certain cultural or social minorities to talk to the group. Find out from them what issues they are currently fighting for and how you and young people can help. Such a face-to-face meeting would also be an opportunity to address or review some of the prejudices or stereotyping that came out during the discussion.

Handouts: 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 schoolteacher 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.
9. You are an unemployed single mother.
10. You are a soldier in the army, doing compulsory military service.
11. You are an HIV positive, middle-aged prostitute.
12. You are the president of a party-political youth organisation, whose “mother” party is now in power.
13. You are the daughter of the American ambassador to the country where you are now living.
14. You are a retired worker from a factory that makes shoes.
15. You are the girlfriend of a young artist who is addicted to heroin.
16. You are a homeless young man, 27 years old.
17. You are the 19-year-old son of a farmer in a remote village in the mountains.
18. A graduate student who has been unemployed for four years.
19. A 50-year old who is being made redundant.
20. A transvestite working in a beauty salon.
21. You are the son of a Chinese immigrant who runs a successful fast food business.
22. You are an Arab Muslim girl living with your parents who are devoutly religious people.
23. You are a disabled young man who can only move in a wheelchair.
24. You are a 22-year-old lesbian.

NB. If you have too many participants, you could also repeat one or two role cards and see whether they end up standing at around the same place or with a vast distance between them.

8.2.6. With whom would you like to share the same house?-Key Word: Exclusion

Key words:	Aims and Objectives:
Prejudices Stereotyping Social Exclusion Discrimination	1. To challenge participant's stereotypes and prejudice about other people and minorities. 2. To reflect on the perceptions different participants have of minorities. 3. To confront the different values and stereotypes of the participants. 4. Clarify to what extent our attitude and prejudices influence our decisions 5. To become aware of the criteria we use to judge other people. 6. To highlight how dominant societal categorisations and rating/valuation of other people get entangled in our own images.
Recommended for:	**Description of the Exercise**
☑ On-Arrival Training & ☑ Mid-term Evaluation	1. Individually you select with whom you would prefer to share the same house by rating the 14 possibilities from 1 (best choice) to 14 (never!). 15 minutes. 2. In groups of 4, you exchange your three best and three worst choices, and discuss the reasons which led to your choice or refusal. 30 minutes. 3. In plenary a debriefing and exchange on the exercise. 30 minutes.
Technical Aspects	**Debriefing Questions**
Material required: copies of activity sheet for participants, pens. Time frame: 1 hour 20 min Number of Participants: 6 to 16	The debriefing and discussion will be based on the group's reports. Comparing the different results is a good way to introduce the discussion. 1. How was the experience? 2. How realistic are the situations presented? 3. Has anyone in the group experienced a similar situation in real life? 4. What were the major factors that determined your individual decisions? 5. Were you surprised by anything during your group discussion? Why was this? 6. What was most difficult? 7. Which stereotypes does the list of passengers evoke? 8. Are the stereotypes in the descriptions given or in our minds and imagination? 9. Where do we get these images from? 10. How would it feel to be in a situation in which nobody would want to share the same house with you?

Variation:	**Tips for facilitators**
EURORAIL, Starting Over	The list of people to share the house is not suitable for all groups. It is important to change and adapt the list of people applying to share the house in accordance with the target audience, their country and cultural backgrounds, making it closer to their own realities.
Source:	
[Method adapted for use in the IYCS-IMCS seminar "Racism's new look in Europe", European Youth Centre, February 1993. See also: European Youth Centre, Intercultural Learning, Examples of Methods Used, Training Courses Resource File, Volume 4 second edition, 1992]	

Handouts:

"With whom would you like to share the same house" selection sheet

1. A single mother with a 3-year-old child whose father is Tunisian. He visits his son occasionally and sometimes brings along a few friends.
2. An ex-Yugoslavian refugee family with 5 children aged between 1 and 12.
3. A family with a 17 year-old daughter attending 11th grade at a secondary school. Father is an accountant in a bank, mother is a teacher.
4. A single 70 year-old lady living on minimal retirement pension.
5. A group of 4 Rumanian migrants all working in a restaurant.
6. A group of 5 young people living an alternative life-style rejecting the materialistic ideology of consumption.
7. Three Palestinian students who are politically engaged.
8. A Gypsy family of 5 persons. Father works occasionally and is unemployed in between times. They are part of a larger family, which has strong ties and likes to hold festivities.
9. An American couple without children. Husband is working at the American embassy; wife is taking care of the household and 3 dogs.
10. Two African artists, approximately 40 years old who live a rather bohemian and unconventional life-style and have many artist friends.
11. A girl studying piano who has to practice regularly in the afternoons.
12. A religious Muslim family with 5 children.
13. A family of African refugees, husband, wife and 2 cousins. Only two of them seem to have a job.
14. A group of 3 young students whose main passions are rap music and videos.

8.2.7. How Tall is Alfred? – Key Words: Communication / Team Work

Key words:	Aims and Objectives:
Effective communication Team work	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
Recommended for:	**Description of the Exercise**
☑ On-Arrival Training & ☑ Mid-term Evaluation	1. Six players (Pl, P2, P3, P4, P5, P6) sit in a circle with their backs to each other. They must not talk with each other. 2. Each player is given 2 sentences with information regarding how tall Alfred is. 3. Players can only communicate by sending messages to each other. As many messages can be sent as the players wish. 4. The rules of sending messages: Format: P1 (sender of message) ➔ 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 their suggestions about how tall Alfred is? The tender is won if everybody has answered the question and all six people have the right answer.

Technical Aspects

- Time frame: 60 mins.

- Material required:
  - 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.

- Number of participants: 8 to 14

Variation:

The Bridge Exercise

"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.

Source:

Report of the "SALTO Training Course on the Development of Action 5 Projects between YOUTH Programme Countries and Countries in South East Europe".

Radovljica, Slovenia, 17 - 24 March and 21 - 26 May 2002.

www.salto-youth.net

Debriefing Questions

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.

8.3. Mid-Term Evaluation Training Methods

8.3.1. Euro-Rail "A la carte" Key Words: Social Exclusion / Discrimination

Key words:	Aims and Objectives:
Prejudices Stereotyping Social Exclusion Discrimination	1. To challenge participant's stereotypes and prejudice about other people and minorities, and about the images and associations the text raises. 2. To reflect on the perceptions different participants have of minorities. 3. To confront the different values and stereotypes of the participants.
Recommended for:	**Description of the Exercise**
☑ Mid-term Evaluation	1. Give a copy of the activity sheet to each person. 2. Briefly describe the scenario and tell them to read the descriptions of the people travelling on the train. 3. Now ask each person individually to choose the three people they would most like to travel with and the three they would least like to travel with. 4. Once everybody has made their individual choices, ask them to form groups of four to five and to: a. Share their individual choices and the reasons for them. b. Compare their choices and reasons and check where there are similarities. c. Come up with a common list (the three pluses and the three minuses) by consensus. 5. In plenary, ask each group to present their conclusions including the reasons for their common choices. They should also say in which "cases" there was most disagreement within the group.
Technical Aspects	**Debriefing Questions**
Material required: copies of activity sheet for participants, pens Time frame: 90 minutes to 2 hours Number of Participants: minimum 5, maximum 40	The debriefing and discussion will be based on the group's reports. Comparing the different results is a good way to introduce the discussion. You may continue by asking questions such as: 1. How realistic are the situations presented? 2. Has anyone in the group experienced a similar situation in real life? 3. What were the major factors that determined your individual decisions? 4. If the groups did not manage to reach common conclusions, why was this? 5. What was most difficult? 6. What factors prevented you coming to a consensus? 7. Which stereotypes does the list of passengers evoke? 8. Are the stereotypes in the descriptions given or in our minds and imagination? 9. Where do we get these images from? 10. How would it feel to be in a situation in which nobody would want to share a train compartment with you?

8.3.2. Art Object or Collage / Rosebush – Key Word: Intercultural Awareness

Key words:	**Art object or collage on intercultural learning**
Intercultural Awareness	
Recommended for:	**Aims and Objectives:**
☑ Mid-term Evaluation	A discussion exercise to start thinking about different issues.
Comments:	
Dialogue in small groups (45 mins)	Participants work in groups and each group is requested to create art objects using paper and other waste material available at the training. They are given 20 minutes to create their art object. Each group presents their art object in plenary explaining its significance to intercultural learning. An alternative to art objects can be creating a collage with old magazines. Participants cut out pictures from old magazines, then move into small groups, and do collages on intercultural learning/dialogue and create stories. How does intercultural dialogue take place, the changes people are confronted with, the obstacles, the influences etc. This is followed by group presentation in plenary. This is a first exercise and should be accompanied by those at least the Rosebush and/or Drawing House as detailed below.
Individual activity (10 mins)	**Rosebush** Participants are asked to work individually and draw a rosebush without any questions or detailed explanations. The end result is often a rose, a bouquet of roses, and some do draw – a rosebush! Brief evaluation: This exercise is meant to show how people understand and interpret words and have their own images of words and symbols which are based on their cultural influences. Thus, “a clarification of expectations” is necessary as agreements can be clear, partly clear, or hidden. A partly clear agreement comes from a different perception of an idea between two persons. A clear one is possible when the terms are spoken or written. A hidden agreement is not spoken and only an assumed idea that one person holds.

8.3.3. The Fever Curve – Key Word: Self-Assessment

Key words:	**Aims and Objectives:**
Self Assessment	Participants reflect on their experiences so far and compare similarities and differences with the rest of the group.
Recommended for:	**Description of the Exercise**
☑ Mid-term Evaluation & ☑ Final Evaluation / Follow Up Meetings	1. You put every month to be evaluated on the horizontal axis of a graph. On the vertical axis you make signs, which show the percentage of achievement or satisfaction regarding different elements of the volunteering and intercultural learning experience. 2. You evaluate different topics (e.g. host family, host project, making friends, gaining language knowledge) by making for each topic a curve in a different colour which show the level of achievement/ satisfaction related to the topic within the given time frame in the host country. You dot the points of a curve, which show a change in your state of being. 3. In the group every participant presents his fever curve to the other participants.
Technical Aspects	**Outline of graphic**
Time frame: 30 minutes Number of participants: Material required: A4-papers according to amount of participants + writing material.	☺ 😐 ☹ |____|_____|___|____|___|__> January February March April May June July Colour 1: Work Situation Colour 2: Living Situation Colour 3: Language Learning Colour 4: Friends
	Tips for facilitators
	This method is a starter for the discussion. In the group every participant presents his fever curve to the other participants.

8.4. Final Evaluation Training Methods

8.4.1. Front Page – Key Words: Bias / Media

Key words:	Aims and Objectives:
1. Bias 2. Stereotyping 3. Objectivity in the media	This is a simulation of a group of journalists working to get the front page of their paper ready to go to press. People work in small groups as they explore issues about: 1. Images and the role of media in addressing human rights issues. To stimulate interest in human rights issues through working with images 2. To reflect on the media and their approach to human rights issues 3. To develop the skills to communicate and co-operate
Recommended for:	**Preparation**
☑ Mid-Term Evaluation & ☑ Final Evaluation/ Follow-up Meetings	1. Select forty to forty-five pictures from a magazine or national newspapers. Note: you need copies of the same 40 pictures for each small working group. You will therefore either have to buy several copies of each newspaper from which you select photographs, or have access to a photocopier. 2. Display one set of photographs on a table
Technical Aspects	**Description of the Exercise**
1. Time frame: 180 minutes 2. Number of participants: 10-24 3. Material required: · A large room with enough space for two or three small working groups and plenary. · 40 photographs from newspapers · Paper and pens for making notes · Large sheets of paper (A3) size or flipchart paper and markers	1. Introduce the activity. Explain that this is a simulation of an evening in a newspaper office where a group of journalists are working on the front page of their paper. Although these are local papers serving the community, each has a policy to keep its readership informed about current global issues, including human rights. 2. Divide the participants into small working groups of eight people. Each group is to imagine that it is an editorial group working on a different newspaper. Their task is to design and layout the front page of tomorrow morning's edition. 3. Ask each group to choose a name for their newspaper. 4. In plenary, briefly discuss the features and layout of a typical front page. 5. Show the display of photographs. Ask them to walk around the table in silence and not to make any comments at this stage. Explain that these are the images that they have to work with; they may use them and interpret them as they wish. 6. Now set the editorial teams to work. Hand out the paper and pencils, glue and scissors to each group - but not the photographs yet. 7. Go over the instructions. They have one hour to select four or five news stories that they wish to present, to write the

• Scissors and glue for each small group • Tables with a working surface large enough for the working groups to spread all their papers out	headlines, choose the photos and design the layout. Explain that they do not have to write long articles: the headlines and bi-lines are really sufficient. They should focus on the impact the front page makes, rather than actually telling the full stories. Suggest they start by discussing the themes or issues they want to include in their reports. Tell them that after ten minutes they will receive the photographs from the "print department". 8. When the groups have been working for about ten minutes, make the sets of newspaper photographs available to them. 9. When the teams have completed their front pages, they should lay them out for everyone to read. Then go on to the debriefing and evaluation.

Debriefing Questions

Start with a review of the activity itself and then go on to discuss the media, human rights issues and commitment.

1. How did the groups organise the work? How did they make decisions about how to do the work and about which stories to cover? Did everyone feel they could participate and contribute?

2. How did people choose the themes or issues to work with? Which came first, the issue or the picture? That is, did they first identify an issue and then found a suitable picture to illustrate it or were they inspired by a certain picture and then created a story around it?

3. What themes or issues were presented? Did any relate to human rights issues? Were there issues that anyone would have liked to have used, but which they had to drop?

4. How do the different front pages of the different papers compare? Have the same themes or photographs been used?

5. Have different groups used the same image, but in different ways?

6. How do people follow the news? In newspapers, on the television, radio or the Internet? Why do - or don't - they follow the news?

7. In this simulation did they try to imitate a real front page? Or did they want to do it differently? What were the differences?

8. What sort of news dominates the media in real life?

9. Is there generally good coverage of human rights issues in the news?

10. One of the major points of discussion regarding the media is its "objectivity". Do participants think it is possible to present news objectively?

11. Which human rights themes were included in their front pages?

12. What image do participants have of young people in other parts of the world?

13. Are there important themes missing from the set of pictures?

Tips for facilitators:

When choosing the pictures to use in this activity, make sure that you have a good variety of images and that you avoid stereotypes. The news is often full of murders, wars and other disasters and more rarely contains positive messages. (There is more that happens in Africa than war and famine!) Let the pictures you select give the participants an opportunity to pick images of "good" news as well as the "bad" news. There should be a good geographical spread, gender balance, images of young people, and things relevant to the everyday lives of young people, including positive images of how they can make a difference. Include images relating to hot news events and personalities, as well as images relating to issues of living in a multicultural society and a global world. The following list will give you some ideas.

TV news presenter- woman
Globe
Camera team in the Third World
Women making dam
Unemployment benefit
African miner
Pesticides
Advertising a hamburger restaurant
Dry soil
Children playing in water
Washing a car
Burning oil
Greenpeace action
Plume of industrial smoke
Advertisement for alcohol
Advertisement: for Coca Cola
Seller on the beach
Market place in Asia
Lonely woman
Slums in Brussels
Overfull bin
Sorting out cans
Black boy with guitar
Rock star
State police
Graffiti
Parliament
Drugs
Refugee camp
Children in asylum centre
Football player
Action by Amnesty International
Demonstration in the Philippines
UN troops in Yugoslavia
Fighter plane
Guerrilla
Two dead soldiers
Piled up grain bags
Women's meeting
Family planning
AIDS prevention
Crowd of people
Public transportation
Car exhibition
Traffic jam
Young man with microphone
Mobile telephone

When introducing the activity and discussing the features and layout of a typical front page you should draw the participants' attention to the way the headlines are written to be attention-grabbing and the way the stories are then presented; first there is usually a short summary of a couple of column centimetres and then the finer text with the fuller story. Discuss how pictures are used to support the story or to capture the reader's attention. Point out also what the pictures don't show! Talk about how they have been cropped to draw the viewers' eye to what the photographer - or the picture editor - wants to show. Also point out the way in which captions are written.

Variations

An alternative way of presenting this activity is to present a radio or television news programme. If you choose to work on a television broadcast it is highly recommended that you use slides (dia-positives) in a blacked-out room to give the "feel" of watching the television. There is a set of slides, which have been specially prepared for such an activity, available for loan from EFIL, the European Federation for Intercultural Learning.

Further information

1. Young people, as well as adults, are continually swamped with a mass of information through all the different media. We can ask ourselves: what do we do with this information? Does it mean that we are all better informed?
2. The media are becoming more and more commercialised and the simplification of the message, stereotyping and sensationalism are alarming developments. It is becoming increasingly difficult to find quality news.
3. Finding quality news is especially true in relation to news about inequality issues, particularly where developing countries are concerned. Non-western news is often seen only through the western eyes. This very often results in negative and dismal news.

8.4.2. Drawing a House / Treasure Hunt - Key Words: Multicultural Team Work

Recommended for:	Aims and Objectives:
☑ Final Evaluation/ Follow-up Meetings	A discussion exercise to start thinking about different issues.

Drawing a House

Each participant is asked to select another one with whom he/she has not worked with yet and form a pair. If there are people from different continents, participants should be encouraged to select someone from a different continent to their own.

Persons in pairs sit back to back on chairs and one of them draws a typical house on a sheet of paper based on the verbal description given by the partner. This means that one person draws the house the other person is describing. The person describing cannot look at the sheet. Once the first drawing is done, the second one has to draw a house based on the description of the others, therefore following the explanations given by the first one. In the end, each can seen the drawing made by the partner.

Debriefing questions:

Ask participants how they felt about the exercise, whether it was easy or not to communicate and to understand.

1. Did the picture look completely different from what they thought they had described.
2. What did they learn from the exercise?
3. Were there features they needed to change.
4. Do you think culture plays a role here, influences your understanding and your perception?
5. What do I mean when I say, "you cannot be an ICL if you do not leave your country": Again, the meaning of the sentence is different from the wording, which shows that there are different ways of understanding and different ways of expressing an idea.
6. What did you learn from this exercise?

It is necessary to round up the exercise by explaining that there it is normal to have varied results, as feelings and understanding is based on ones own image of a house and therefore ones own cultural influence, and that there exists a gap between expression and comprehension.

Treasure Hunt – multicultural team work

Each participant should receive a number (from 1 to 4) and join the group of people with the same number, without speaking. Then the "chase" game begins: each group will have 15 minutes to:

- Collect 6 toothbrushes,
- Find a person who has a tattoo,
- Find a live ant,
- List 7 famous Asian actors,
- List 7 famous European actors,
- Find out and list the ingredients of Pancit (local noodles),
- Find out how many people stay in the hotel now,
- Collect 5 flavoured condoms.

Debriefing questions

1. How did you feel about the exercise?
2. How did you organise yourselves?

The main aim is to experience teamwork and how diversity leads to complementing each other. Introduce the idea of "relative advantages", i.e. basically a listing of competencies. This means that it is important to discuss and even put down on paper the different skills of each member of a team. This way, there will be less surprise during the exercise or the task will be accomplished far quicker.

9. ENERGIZERS FOR ANY EVENT

9.1. Sheep Stall

Technical Aspects	Description of the Exercise
Time frame: 15 minutes Number of participants: Ideal for a large group, 10+ Material required: None	1. Participants are requested to stand in groups of threes. There should be one extra person who does not have a group. 2. Two participants (of the group of three) are to hold hands and the third to stand within the circle created by the joining of the two hands The person in the middle is the sheep and the two on each side of him/her form the stall. 3. The person without a group has to find a group, thereby become either a stall or a sheep. Thus, if the person were to call out "sheep", all the sheep have to change stalls. In the movement of sheep looking for new stalls, the person without a stall could quickly enter a currently empty stall. 4. Thus, the participant who is not quick enough is left without a group. If the person were to call out "stall", all the stalls have to change. No two persons forming one stall can form another stall together. 5. Each has to find a new partner. The third option is to call out "sheep stall". The entire group moves around, forming new groups of sheep and stall. In the confusion, the person without a group can form a group. 6. Spread all the lemons out on the floor in front of the group. 7. In turn, ask each young person to come forward and collect his or her lemon. 8. If there is an argument over whose it is, try to adjudicate, but if they still can't 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.
Tips for facilitators	
It is a very energetic exercise and sufficient space should be provided for the exercise. Furthermore, it takes at least 2 practice rounds before the participants are clear about how it works.	

9.2. Undo the Knot

Technical Aspects	Description of the Exercise
Time frame: 15 minutes Number of participants: Minimum 8, maximum 25 (if 25 participants implement the game in2 groups). Material required: None	1. The trainers ask for someone to volunteer for this energizer. 2. The person is then requested to leave the room and return only when called by the trainer. 3. Meanwhile, the trainer ask the rest of the group to form a circle, hold hands and to tangle themselves up without letting go of each others hands. That means to move around, under or above each other's held hands and form a "knot". 4. When they are knotted as much as physically possible, the volunteer is asked to return to the room and undo the knot, once again without the participants letting go of their hands, and to be back in the initial circle they had formed with hands held.
Tips for facilitators	
This energizer works well with a large group; the minimum size should be 8 participants. A variation of this energizer is recommended in the case the group comprises around 20 or 22 participants. Divide the participants in two groups and ask two volunteers to leave the room. They are both asked to return at the same time, i.e. once both groups are in knots, and to undo the knots.	

9.3. Name Game

Technical Aspects	Description of the Exercise
Time frame: 15 minutes Number of participants: 8 to 16 Material required: As many chairs as participants	This energizer that can be used before a communication exercise (also for getting to know one another game) and deals with non-verbal communication. 1. Participants are asked to stand on chairs. 2. They are then instructed that the energizer is a non-verbal exercise and that they are to arrange themselves alphabetically according to their name but without talking 3. They are not to get off the chairs and are not given any further information.
Tips for facilitators	
The activity results in an initial confusion and they do not know where in the circle to start with "A" and in which direction to move, clockwise or anti-clockwise. Furthermore, this exercise implies close contact of participants and the make up of the group (male, female, cultural context) should be mind before selecting this energizer, as it may be very uncomfortable for some people.	

9.4. Arranging Chairs

Technical Aspects	Description of the Exercise
Time frame: 15 minutes Number of participants: 8 to 16. Material required: At least 10 chairs.	This energizer that can be used before a non-verbal communication and creative thinking exercise. 1. There should be at least 10 chairs placed randomly in the room. Participants are divided into 3 groups and are informed that the exercise is a silent one, and even in their own group they cannot communicate verbally. 2. Each group receives a post-it/card with a task: 1) arrange the chairs in a semi-circle, 2) place the chairs upside down and 3) arrange the chairs by the window. 3. Without talking, all three groups have to achieve their tasks. Initially, all 3 groups keep undoing each other's work until some stop and watch what the others are doing and work in unison.
Debriefing	
Ask the participants to reflect on what happened and how they did or did not manage to achieve their individual tasks. Remind them that some times winning becomes so important even without there being any kind of contest that we forget about working together and the result is a no-win situation.	

9.5. Ball Game

Technical Aspects	Description of the Exercise
Time frame: 15 minutes Number of participants: 8 to 16 Material required: 6 tennis balls	This energizer can be used before a session on multicultural teamwork. 1. It requires six tennis balls. The players stand in a circle. The trainer throws one tennis ball to a player across the circle and instructs the player to throw it to the next, and the next to the next player ensuring that all players in the circle receive the ball and that none of them receive the ball more than once. 2. When the last player receives the ball, he/she is to throw it back to the trainer. Thus, the around is complete. Now the trainer instructs the players to remember from whom they received the ball and to whom they threw the ball in the last round, and to follow the same sequence. 3. Repeat this at least twice or thrice until the process works smoothly before you start introducing new balls into the exercise, one new ball per new round. 4. This means that one than one ball is going around the circle. This might cause a bit of chaos. Remind the players to focus solely on the person from whom they received the ball.
Tips for facilitators	
The group is often easily distracted, some aren't good at catching the ball and others are busy intimidating them or fooling around in which case, the exercise will not be fully successful.	
Debriefing	
A reflection on how and why a smooth process was not possible could be discussed, i.e. adjusting to the capacities of all in the team. Working as a team and ensuring that the exercise works, which is a great feeling, can only be possible if the strengths and weaknesses of all are taken into consideration.	

9.6. Flying Egg Machine

Technical Aspects	Description of the Exercise
Time frame: 15 minutes Number of participants: 8 to 16 Material required: Each group of 4 to 5 participants should be provided with one raw egg, string, two straws, scissors, paper, 2 balloons.	This energizer can be used before a session on multicultural teamwork. Each group of participants should be presented the material and informed that using it, they have 10 minutes to use the equip the egg such that it would fly when let go from the top floor of a building.

Variation

To add a stronger intercultural aspect to the method, you could integrate the exercise into a simulation where members of one team play different ("cultural") roles or most common labels (lazy, hardworking, dull, bright etc.). You can also combine this energizer with the exercise Labels (refer to page....).

In the debriefing, you can then focus on the possibilities and limits of co-operating interculturally. What did people find most difficult in working together? How did they find compromises? To add some intercultural taste to the exercise in a simpler way than mentioned above, you could also:

Also give each small group (or particular members inside the small groups) some handicaps:

1. Not being allowed to talk
2. Being very leader-focused vs. accepting no leadership
3. Being very much concerned with time, or not being aware of time passing

Debriefing

The debriefing should focus on how the team worked together to build the egg holder. What did people observe? Were there difficulties in communicating with each other? How do different styles in problem solving influence the character of the teamwork?

If you added an intercultural component, you should ask about this particular aspect: How did the particular "rule" or "handicap" influence the teamwork? How could you overcome the difficulties?

It is important to not let this become a session where particular members of a group are "blamed" for some kind of behaviour during the exercise. Rather, try to relate this situation – different working styles, behaviours, preferences, etc. in a team – to real life, especially in intercultural teams. Most of the time, there will be differences in working together.

9.7. Magic Wand

Technical Aspects	Description of the Exercise
Time frame: 15 minutes Number of Participants: 8 to 16 Material required: A long but light stick.	This energizer can be used before a session on multicultural teamwork. 1. Ask the participants to stand in two lines facing each other. 2. Each ones index finger to touch the finger of the person standing in front of them 3. When all are in this position, place the stick on top of their finger. The participants cannot grasp the with their but in the same position, their index fingers touching each other, the stick on their fingers, they should lower the stick to the floor.
Variation	
If the group is very large, conduct the activity in 2 groups	
Tips for facilitators	
Initially, the stick will move down at one end and up the other (as it also depends on the height of participants, and all have to move very slowly at the same time). As this happens, the participants at one end start blaming those at the other end of not working together. After a couple of times, trial and error, it generally manages to bring the stick to the floor).	
Debriefing	
The participants should reflect on what happened, why they had initial problems and how they finally succeeded in lowering the stick. The debriefing should also bring out how easy it is to blame the others without knowing the why something does not work.	

10. METHODS REFERENCES

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"Free movement in the room": Training Handbook: Eine Welt der Vielfalt Berlin e.V. www.ewdv-berlin.de

"Identity Molecule": Anti-Bias Werkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit. www.languages.anti-bias-werkstatt.de/index.html

"Starting Over": Anti-Bias Werkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit. www.languages.anti-bias-werkstatt.de/index.html

"Eurorail": http://alldifferentallequal.info/filebrowser/Resource+Materials

"Lemons": http://www.salto-youth.net/toolbox/. Also see Anti-Bias Werkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit. www.languages.anti-bias-werkstatt.de/index.html

"Labels": http://alldifferentallequal.info/filebrowser/Resource+Materials

"Pick me up at the station": Training Handbook: Eine Welt der Vielfalt Berlin e.V. www.ewdv-berlin.de

"The Iceberg Model of Culture/diversity": www.youthinaction.nl/youthinaction/download/documenten/TKIT_InterculturalLearning.pdf

"Take a step forward": Anti-Bias Werkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit. www.languages.anti-bias-werkstatt.de/index.html

"How tall is Alfred?: http://www.salto-youth.net/toolbox/

"Five Prominent People": **Training Handbook: Eine Welt der Vielfalt Berlin e.V.** www.ewdv-berlin.de

"The Bridge": http://www.salto-youth.net/download/140/SALTO%20TC%20report%20SEE%20without%20photos.doc

11. GOING BEYOND: FURTHER RESOURCES & WEBSITES

Youth in Action - Programme Guide: www.ec.europa.eu/youth

Training Kits (T-Kits): http://www.youthpartnership.net/INTEGRATION/TY/Publications/T_Kits.html

Good practices in Training: http://www.salto-youth.net/goodpractices/

Toolbox for Training: http://www.salto-youth.net/toolbox/

European Year of Intercultural Dialogue:
http://ec.europa.eu/culture/portal/events/current/dialogue2008_en.htm

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Shifting paradigms. Using anti-bias strategy to challenge oppression and assist transformation in the South African context. A publication of the Anti-Bias Project. Early Learning Resource Unit, 1997.

Act, Learn & Teach: Theatre, HIV & Aids Toolkit for Youth in Africa. UNESCO- CCIVS Project.
http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/hivaids.htm

Salto – Inclusion: http://www.salto-youth.net/inclusion/

Practical manuals and resources on cultural diversity: http://www.salto-youth.net/diversityresources/

TOY - Trainers Online for Youth: http://www.salto-youth.net/toy/

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