



Final Activity Report Of the Action 3.2 Project

“Citizenship for change: empowering activism”

An international training seminar 31/03 - 04/04 2014, Madrid, Spain



Youth
in Action



Co-funded by the Youth in Action programme of the European Union

Content:

<u>INTRODUCTION</u>	2
<u>AIMS AND OBJECTIVES</u>	3
<u>PROGRAMME OVERVIEW</u>	4-7
<u>DAILY REPORTS BY PARTICIPANTS</u>	8-50
Annex 1 / Participation list	51-52
Annex 2 / Methods used in the training	53-61



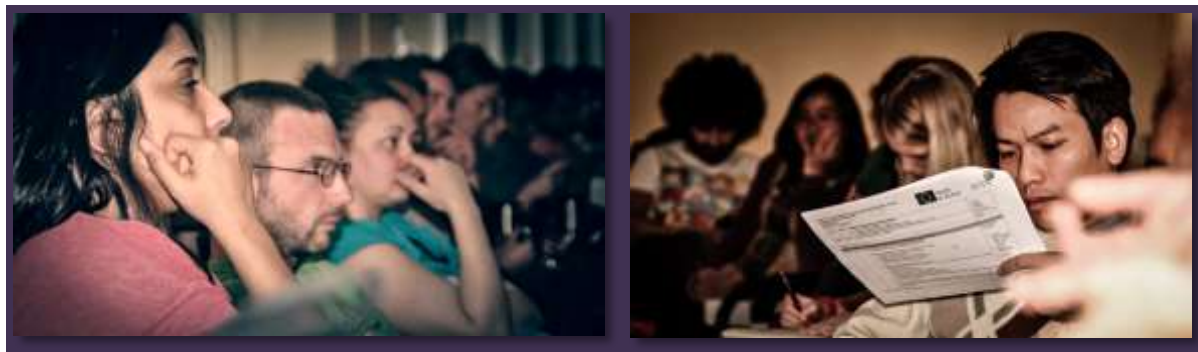
INTRODUCTION

Volunteering encompasses great potential and scope for widening participation in governance and promoting more equitable outcomes for people. Both volunteering and activism are motivated by the desire to bring about change. The overriding aim of the project "**Citizenship for Change: Empowering Volunteer Activism**" is therefore to deepen, widen and sustain youth active participation in socio-political processes of democratic society dealing with social inclusion and equality of opportunity.

The project began with a Kick Off Meeting in Stockholm, Sweden, which served to set the ground for the subsequent phases. It was followed by the international activism training seminar in Madrid, which this publication reports. Among the 33 participants at the training-seminar, five were EVS volunteers - from Spain, India, Indonesia, and Portugal. As the next phase of this project involves coordinated actions such as public marches, bike rallies, lobbying work, facebook and twitter campaigns etc., through which volunteers and youth workers are bringing into focus urgent socio-political and economic concerns of today, urging governments, businesses, youth and children and other civil society segments to changes opinions and to act. 'The Volunteer Activist', a web portal created specially for this project is keeping the flame burning, generating discussion, inspiring other volunteers, youth workers and civil society organisations to develop and implement awareness raising campaigns in their host and home countries. **The campaigns in 17 countries and the web portal thus serve to empower young people to actively participate in democratic society. They work towards instilling a commitment to critiquing social structures and contributing to social change.**

The various phases in the project enable the transfer of ideas, knowledge and good practice between partners to improve organisational procedures and volunteer management practices, as well as hone networking skills. The key goal is understanding the importance of strengthening the link between one's role as a volunteer and being political, being an active participant in political and policy processes. Linked to this is the understanding of why networking is crucial, how a civil society organisations can benefit from networking and thus maximise, improve and/or develop their existing infrastructure, partnership base, quality of programmes, etc.

This activist-campaigning project therefore seeks to establish a precedent for joint actions in the field of volunteering at the local, national and regional level. We hope that these awareness raising campaigns contribute to the development of youth work and the voluntary sector at large. **We hope that this project is taken as an invitation to develop innovative ways of changing perceptions and bringing about social change while simultaneously building sustainable partnerships that add value and strengthen the work of youth and volunteering organisations.**

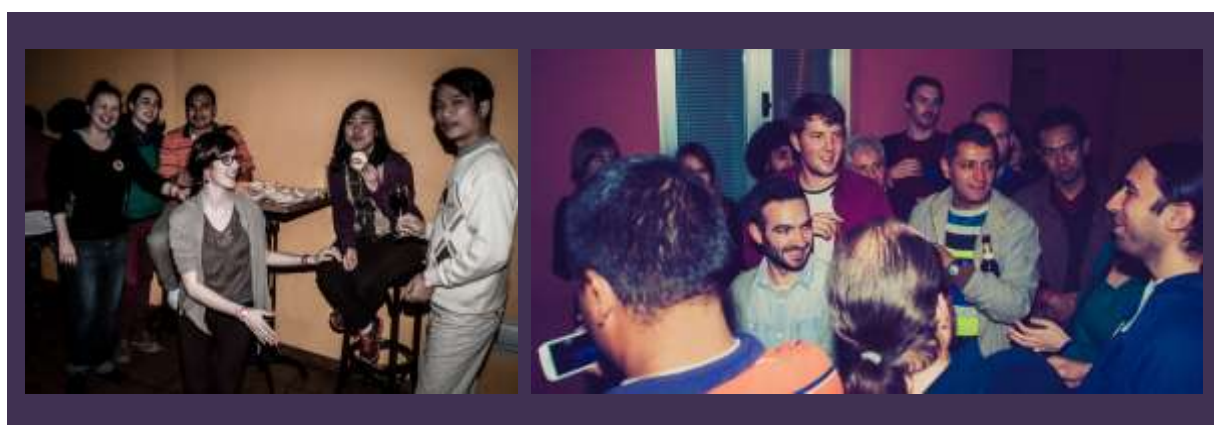


AIMS AND OBJECTIVES

The main objectives of this project:

- a) **Stimulating active citizenship and commitment to citizen action among volunteers, youth workers and local communities.** Developing and implementing volunteer-activist campaigns in 17 countries in Europe, Asia, Africa and Latin America to raise awareness of human rights, poverty and marginalisation, social exclusion etc., this project works to develop solidarity and understanding, above all, respect among participants, participating organisations, countries and cultures in the project. The fundament of this project is thereby to **empower active citizenship and it is aligned with the 2013 European Year of Citizens.**
- b) **Empowering volunteer-related organisations and volunteers to be creative and responsible citizens who actively challenge social injustice and inequality.** As volunteering and activism seek to address injustice, prejudices and power relations with the aim of bringing about change at the local level, the international training-seminar will commence with a non-formal educational process that combines elements of intercultural learning with the anti-bias approach to build socio-political consciousness among participants. This will form the underlying philosophy of the project promoting thus **intercultural dialogue and communication among young people within and beyond Europe.**
- d) **Promoting cooperation among youth from EU and other countries of the world, sharing best practice among partner host /coordinating civil society organisations across four continents,** and encouraging intensified networking in the field of volunteering and social welfare and the enhancement of volunteer management. This project not only comprises an international volunteering-activism training-seminar but also the opportunity to develop campaigns on specific themes chosen by participants, and to implement these in 17 countries in Europe, Asia, Africa and Latin America. The possibilities to network, share ideas, exchange good practices and develop campaigns together will also **contribute to the development of quality volunteer management and support systems for youth activities.** Likewise, it will **enhance the capabilities and connect like-minded civil society organisations in the youth field.**

As a result of the hands-on work and the leading roles young people will take on, this project will serve to **boost skills and competences of young people** in Europe and other countries of the world.



PROGRAMME OVERVIEW

Date	Day	Description of foreseen activities
30.03.	Day 0	Arrival of participants
31.01.	Day 1	Getting Started / Intercultural Learning
10:00	11:30	<p>1. Welcome and introductions by AFAIJ and Garaldea Introduction of AFAIJ staff, the team of facilitators, and participants</p> <p>2. a) Getting acquainted: Human Bingo b) Name game: Blanket dropping</p> <p>3. Aims and objectives of the Project</p>
<i>11:30</i>	<i>12:00</i>	<i>Coffee / tea break</i>
12:00	12:30	<p>1. Expectations: Long sheet of paper with 5 questions on expectations, contributions, fears, what do I want to take with me, expectations from other participants and from trainers, participants write, all have to time to read it in the end</p> <p>2. Presentation of the Programme</p> <p>3. Logistics</p> <p>4. Rules</p> <p>5. Reporting on sessions - signing up</p>
12:30	13:30	<p>Anti-Bias and Intercultural learning Session I: ICL, Identity, stereotypes</p> <p>2. Cultural Key - Introduction to ICL</p>
<i>13:30</i>	<i>15:30</i>	<i>Lunch break</i>
15:30	17:00	<p>1. Identity Molecules</p> <p>2. Iceberg Model of Identity</p>
<i>17:00</i>	<i>17:30</i>	<i>Coffee / tea break</i>
17:30	19:30	<p>Session II: Prejudices and Discrimination</p> <p>3. The cards are reshuffled</p> <p>4. Experience Oriented Model of Discrimination</p> <p>5. Summing up, ending with discussion on Social Change and Activism</p>
19:30	20:00	<i>Steam Group evaluation – 5 groups</i>
<i>20:30</i>	<i>22:00</i>	<i>Dinner</i>
01.04.	Day 2	Active Citizenship / Activism / Networking / Volunteering
10:00	11:30	<p>Introduction to session: Active citizenship and activism</p> <p>1. Show advertisement of a truck dumping trash (Kenya)</p> <p>2. Where do you stand? (3 groups x 8 participants)</p> <p>1. It is easier to bring about change in democracy?</p> <p>2. Activists are political militants.</p> <p>3. Volunteering and activism are the same thing.</p> <p>4. Breaking the law is justifiable when doing activism.</p> <p>5. Signing a petition in the internet is activism.</p> <p>3. Questions for the group discussion:</p> <p>-How do feel being an activist in your country? Or How do you perceive activism or activists in your country?</p> <p>-Is activism dangerous?</p> <p>-What works in your own context?</p> <p>-How does your government react to activism?</p> <p>-Is activism a way of life or a single action/ movement</p> <p>-What are the forms of activism that you are familiar with?</p> <p>The facilitator writes keywords on the flipchart on what activism is from</p>

Action 3.2 "Citizenship for change: empowering activism"
31.03.-04.04.2014, Madrid, Spain

		<p>the discussion in the group and can sum up these points in the end.</p> <p>4. Talk by Zubair Sayed, Head of Communications, CIVICUS, to introduce CIVICUS, its history and work, and discuss its activist work, ending with a description of past and prevailing forms of activism</p>
11:30	12:00	<i>Coffee / tea break</i>
12:00	13:30	<p>Introduction to Session: Examining the relationship between the government, private sector & civil society</p> <p>3 hours in all:</p> <p>1. Role play</p>
13:30	15:30	<i>Lunch break</i>
15:30	17:00	<p>1. Role play contd.</p> <p>2. In groups – how do you perceive the reality in your own country?</p>
17:00	17:30	<i>Coffee / tea break</i>
17:30	19:00	<p>Networking - 1 ½ hour</p> <p>1. Web of life – interconnectedness of society?</p> <p>2. Presentation by REAS, of their work, focusing on their networks at the national and international level, the social market – Mercados Social – which they created, positives & negatives of networking, informal & formal networking, etc., followed by Q&A.</p>
19:00	20:00	<p>UN topology of Volunteering: Self-help, service to others /philanthropy, participation, advocacy and campaigning</p> <p>1. <i>Break up into (steam) groups to discuss:</i></p> <p>-What is the role of the volunteer? What are their expectations vs the reality?</p> <p>-Where do they fit into the above categories (local, current and former volunteers)?</p> <p>-What can you do to get the volunteer to move from self-help or service to others to campaigning?</p> <p>-How would you go about including them in the campaign in your country (which is part of this project)?</p> <p>2. <i>Followed by Steam Group evaluation of the day</i></p>
20:30	22:00	<i>Dinner and Intercultural Night</i>
02.04.	Day 3	Visiting Asociación Garaldea / Campaigns
09:00	09:30	Travel to Asociación Garaldea (50 km from Madrid)
09:30	10:30	<p>Project visit: Asociación Garaldea</p> <p>– Tour around Garaldea, presentation of its work, aims & objectives</p>
10:30	11:30	<p>Campaigning</p> <p><i>Introduction to Campaigning by Zubair Sayed, Head of Communications, CIVICUS, South Africa + Q&A</i></p> <p>The presentation will include the following:</p> <p>-Intro on Volunteering and activism</p> <p>Practical issues:</p> <p>-Creative examples of activism related to volunteering</p> <p>-Who do you want to reach? Who are these people? What do they read? What about the media?</p> <p>-How does one go about planning a campaign?</p> <p>-Whom do you want to include in your campaign?</p> <p>-Being realistic about the scope of the campaign, i.e. the human and financial resources (graphic designer, painter, hiring other equipment, etc.)? Use what you have through networks and contacts</p>

Action 3.2 "Citizenship for change: empowering activism"
31.03.-04.04.2014, Madrid, Spain



11:30	12:00	<i>Coffee / tea break</i>
12:00	14:00	<p>Themes for Campaigns Based on theme, prepare flipcharts with each theme and one or two flipcharts with nothing on it (so participants can add more themes).</p> <p>Use an adapted version of Open Space to discuss: -Discuss why this theme, its relevance to your organisation and your country. -Who else is doing campaigns on the theme (in your country and beyond), how are they doing it?</p>
14:00	15:00	<i>Lunch break</i>
15:00	16:00	<p>1. Group presentations in plenary 2. Mid-term Evaluation</p>
16:00	16:30	Travel back to Madrid
16:30	21:00	FREE TIME / historical sightseeing tour from 16:30 - 19:00
21:00-21:30	22:30	<i>Dinner</i>
03.04.	Day 4	Working on Campaigns
10:00	13:30	<p>1. Guidelines for the campaigns: -Consider timeframe for planning (including research) and preparation -When will it take place? For how long? Once or repeated at different times? -Where will it take place? -Who are your target groups? Who are they? How well do you know them – does your campaign method match habits of the target group? -Who are the people/groups / networks involved in the campaign? How will you include them and ensure their active participation? -What kind of campaign? (Single or combining different methods)? Will it have a sustainable impact? -What material do you need? What material can you access easily? -What are the financial and human resources at your disposal and what do you still need? -Preparing texts and recording / collecting audio-visual material for the Volunteer Activist web portal. -How will you ensure visibility beyond The Volunteer Activist web portal? What about the media? -Can you suggest an activity or method or symbol (logo) that can be used in all countries in this project? This will enhance visibility of all campaigns and the project as a whole. -How will you measure the impact of your campaign? -Are you planning to follow-up on the campaign?</p> <p>2. Working on methods for campaigns based on thematic groups: examples of forms of campaigns will be prepared in advance and made accessible to participate</p> <p><i>Coffee / Tea break in session in groups</i></p>
13:30	15:30	<i>Lunch break</i>
15:30	19:00	<p>Brief presentations by the groups: How is it going? What method/forms of campaign are they working on? (for the cross-fertilization of ideas)</p> <p><i>Coffee / tea break in session in groups</i></p>
19:00	19:30	Steam Group evaluation of the day
19:00	21:00	<p><i>Dinner</i> <i>Screening of Excerpts from Films on activism: e.g. Yes Men, The Perverts Party of Austria, My family (Turkish with English)</i></p>

Action 3.2 "Citizenship for change: empowering activism"
31.03.-04.04.2014, Madrid, Spain



		<i>subtitles), etc.</i>
04.04.	Day 5	Presentations / Wrapping Up
10:00	11:30	Group presentations on the "when, where, how and the by and with whom" of campaigns to take place at the national level in participating countries
<i>11:30</i>	<i>12:00</i>	<i>Coffee / tea break</i>
12:00	13:30	Group presentations contd.
<i>13:30</i>	<i>15:30</i>	<i>Lunch break</i>
15:30	16:30	Step-by-Step Action Plan up to campaigns and for the Evaluation Conference -Timeframe: April – end August 2014 -Role of Regional Coordinators -Reporting via texts and audio-visual material for the web portal "The Volunteer-Activist", communicating with the regional coordinators and the ICYE International Office -Evaluation Meeting in Peru
16:30	17:15	<i>Coffee break + Meeting of Regions with their regional coordinators</i>
17:15	19:00	Final Evaluation of the Training & Closing a) Written evaluation b) Interactive evaluation c) Closing
<i>20:00</i>	<i>23:00</i>	<i>Dinner & Farewell party</i> <i>-Sofia to choreograph an activist dance scene (to be confirmed)</i>
05.04.	Day 6	Departure of participants

DAILY REPORTS BY PARTICIPANTS

Day 1: 31st of March 2014

Session: Morning

Activities: Welcome and introductions, Getting acquainted, Aims and objectives of the Project

The seminar started with an official welcome by AFAIJ, introduction by the ICYE International Office, the introduction of the team of facilitators and the participants. This was followed by a name game and an exercise for the participants to get to know one another.

➤ **Exercise: Human Bingo**

You have 15 minutes to find among the people in the room a person who has one of the characteristics mentioned on the Bingo sheet. For example: someone who is a vegetarian or who speaks more than three languages.

➤ **Exercise: Name game**

Two name exercises were followed by a brief presentation of the Youth in Action programme and Action 3.2 in particular, ending with the aims and objectives of the training.

Overall objectives of the project

- Motivate active citizenship and commitment to citizen action
- Empower and foster creativity and responsible citizen action that actively challenges social injustice and inequality
- Promote cooperation among young people, share best practice, encourage intensified networking, and enhance volunteer management

Objectives of the training

- Reflect on active citizenship, activism and volunteering and understand how they interact with one another
- Develop themes and ideas for the campaign



Day 1: 31st of March 2014

Session: Midday

Activities: Expectations, Anti-Bias and Intercultural learning Session I: ICL, Identity, stereotypes

Session on expectations and fears

The following were the main expectations, goals, motivations, contribution, fears and limits and rules voiced by the participants:

What expectations do you have?

- To get inspired
- To hear about cases and stories from all over the world -> Share
- Learn how to be more active in social causes
- How we can involve the young people in our home country
- Learning from others and with others
- Learn about new tools and ways of working
- Know what we should do back home -> what is the whole campaign project about?
- Know how far this conference will impact on my project
- Do something concrete for my country regarding voluntarism
- Learn more about activism and work with youth from everywhere
- To have an opportunity to learn about new tools that contribute to do a better job of the campaigns to be implemented
- Get to know the ICYE network (organisations, persons, projects)
- Get some inputs, tools, external points of view to develop my organisation's campaign project
- Acquire knowledge about techniques and tools in campaigning
- Get inspired to inspire!
- Exchange ideas and learn from other participants

What are your 3 main goals for this training?

- Getting to know partners
- Get inspiration for future projects in my country
- Share and define best practices with regards to volunteer management
- Learn about activism and campaigning
- Develop our chosen theme and define a concrete plan for our campaign
- Connect
- Learn about campaigning
- Learn about other people and their experiences
- Creative campaign
- Networking
- Sharing best practices
- Make connections
- Experience

Motivation to participate in this training

- Have an impact on our work.
- Motivation to learn and get inspired
- Get more ideas about voluntarism from experts
- Challenge individual ability "to learn"
- To make a difference
- To see the impact of volunteering
- Learn about activism and link it to international voluntary service
- Learn more about activism
- Learn best practices

- Understand deeper connection between volunteering and activism
- To be an agent of change
- Get practical ideas about how to make projects for change
- To share my own culture and learn from other cultures
- Use the time we have to be productive
- Creating a productive and creative environment
- To challenge us
- Good attitude
- Being clear and informative
- Start on time

Limits and rules

- Try to include everyone while discussing
- Be punctual and willing
- Listening and paying attention to one another
- Be on time
- To accept other's limitations
- Respect others' opinions though it is different with yours

What should not happen?

- Violence
- Isolation or discrimination
- Miscommunication
- Demotivation
- Intolerance towards anybody's views and ideas
- People being ignored or left to themselves

What to expect from trainers?

- Openness
- Feedback
- To keep the overviews and structure
- To guide where necessary, but also give space

What to expect from participants?

- To mingle
- To ask questions and be open minded about questions from others
- Support
- Collaboration
- Interest in others
- Understanding of different levels of English
- Respect
- Patience
- Active participation
- Enthusiasm
- Initiative
- Open and friendly attitude
- Sharing

What are you willing to give for the course to be a success?

- Good energy
- Attention during activities
- Creative ideas and inputs
- Sharing ideas and best practices
- Active participation
- Diverse opinions
- My time

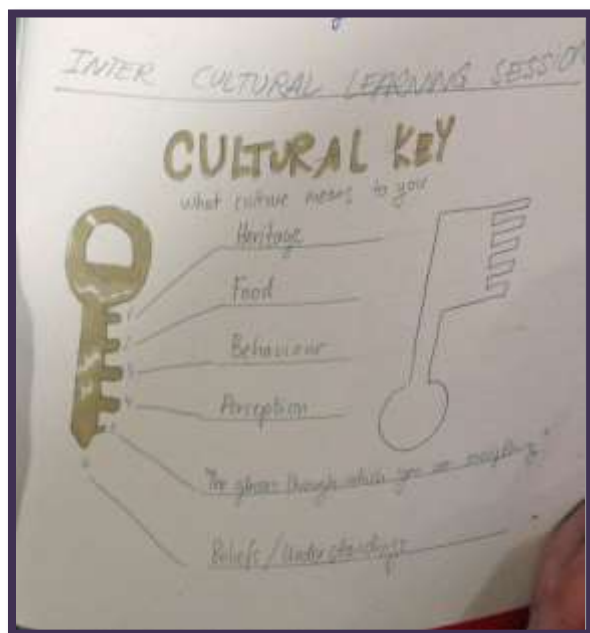
Intercultural learning session

➤ Exercise: The cultural key

Everyone draws their own key with six teeth. Every tooth equals one thing about what culture means to you.

For example:

Norms, food, traditions, underlying understanding within the same culture, diversity in the world, society or construction of identity, art, race, environment, identity, food.



Talk in pairs about your points and decide five points that you want to keep. Talk to the next couple and now bring them down to four.

First group

- The values
- Customs
- Shared history
- Things that identify ones culture from other cultures

Fourth group

- Dynamic and flexible
- Political and you can use it as a tool
- Set up of assumption
- Social construction

Second group

- Identity
- Change
- Diversity
- Education

Fifth group

- Ways of being
- Identity
- Customs and traditions
- Diversity

Third group

- Norms
- Language
- Heritage
- Values and beliefs

Sixth group

- Identity
- History
- Language
- Traditions

Comments from participants:

- *Fundamentally cultures tend to be very similar in the whole world or where they grow from; bonds with family, we come from the same world, we are all headed in quite similar directions. Should you really define a culture, what it is?*
- *Influenced by queer theories. Essence of oneself. To make it more concrete. What it is to be a man or a woman? Is there such a thing to be a man or a woman, or something put on us from the outside and just a social construct? No culture as such, but all fluid and movable.*
- *Keep all these ideas in mind for the afternoon session*

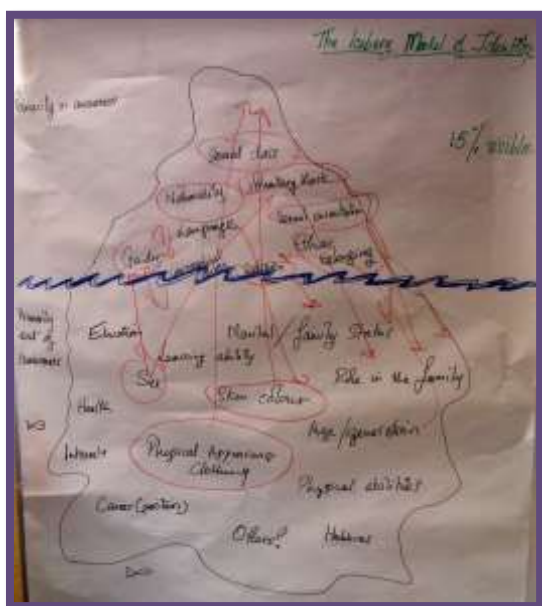
➤ Exercise: Identity molecule

Aims and objectives of exercise:

- Reflection on your own cultural identity
- Perception of similarities and differences with the group
- Recognizing that you belong to multiple groups, and perceiving the diversity of such group memberships

➤ Exercise: Iceberg model of identity

The iceberg model of identity is a model that explains the elements forming an identity. It shows that the more you get to know someone (beyond the superficial), the more you get to understand the person. A similar model works for culture which explains that you have to go below the surface to recognise and understand cultural elements not visible at first sight.



Aims and objectives:

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

Day 1: 31st of March 2014

Session: Evening

Activities: Prejudices and Discrimination Identity, stereotypes

➤ **Exercise: The cards are reshuffled**

Aims and objectives:

- Reflection on the living conditions of other people
- Understand the relativity/conditionality of our social situation
- Generate empathy for people in other kinds of life situations
- Reflection on the prerequisites for good luck and bad luck

The debriefing of this exercise concluded with a discussion on the connection between the exercise and training and campaigning work.

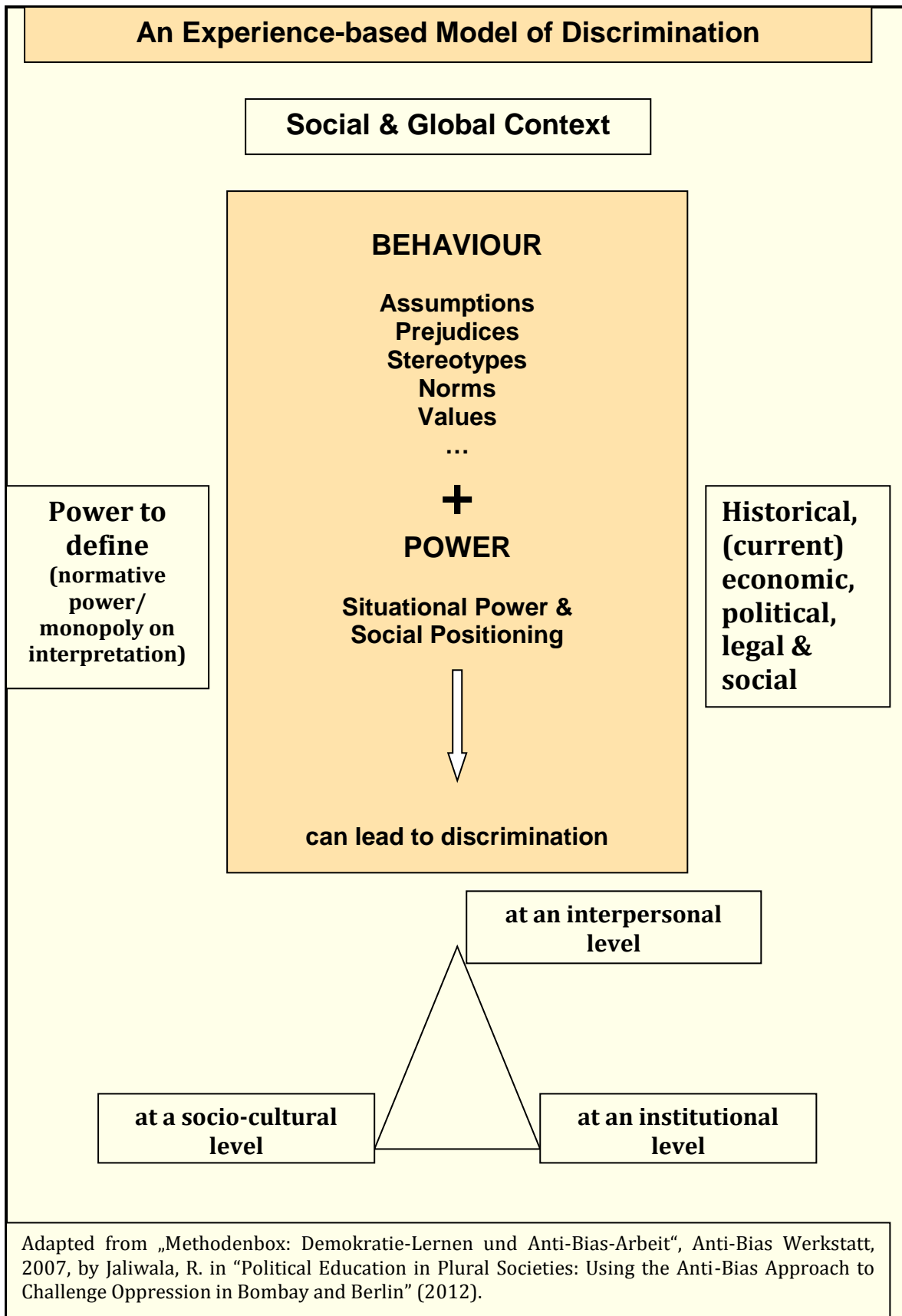
An experienced based model of discrimination:

The model of discrimination rounded up the session on intercultural learning. The model makes it possible to understand how discrimination functions through the play of power at the interpersonal, socio-cultural and institutional level. The model has been presented on the subsequent page.

Comments from participants on the model of discrimination:

- *Interesting to discuss this in relation to people from different backgrounds, skills of empathy, understanding the different perspectives, etc.*
- *Always important to reflect on your own position and be aware of the position of others*





Day 2: 1st of April 2014

Session: Morning

Activities: Active citizenship and activism

Morning started with an energetic name game and was followed by an ironic clip from Nespresso as an introduction to the theme. ➡ Nespresso (42 sec) - www.solidar.ch

Introduction to the topic of the session:

Everyone can initiate change, even if it is a small one. All of us here can do something. Even in a quiet way. Around Christmas there was a video clip shown on TV in Kenya. A lady was standing at the edge of the river where the trucks normally dump their garbage. The people in the truck tell the lady to move but she stays put. The next day she is joined by the people from the village.

➤ **Exercise: Where do you stand?**

- It is easier to bring change in democracy
- Volunteering is the same as activism
- Breaking the law is sometimes justifiable

The exercise resulted in lively discussions on every statement.

Talk by Zubair Sayed, Head of Communications, CIVICUS

Introduction to CIVICUS, its history and work, in particular its activist work, ending with a description of past and prevailing forms of activism.

Who we are?

- Strengthen people's movement
- Global network of civil society organizations and activists
- Membership alliance established in 1993
- We are bringing civil society together
- The organisation tries to be a voice from the global south. It moved from Washington to Johannesburg
- The network has members in most countries of the world

What we do?

- Monitor research, analyze, advocate, and campaign
- Bring civil society together
- Strengthen civil society
- Influence international agenda (for example the UN in New York)
- Often there are national platforms in countries
- They do a 'State of civil society Report' every year that often has a thematic focus
- Advocacy, activism and campaigns
- Some of the campaigns are quite unusual. There is strong advocacy work

Advocacy

"We defend the defenders"

- Human rights defenders
- Restrictions on civil society and civic space

Advocacy in action

- Alerts
- Media statements and op-eds
- Reports: threats to civil society (good advocacy tool)
- Tools: enabling environment (to create an index)
- UNHRC statements
- Greenpeace: Artic 30 (Greenpeace approached CIVICUS about how they could reach their network. Greenpeace also wants to help civil society. A great cooperation)
- Zambia NGO law: 100 NGOs, 45 countries

Campaigns

- Civil society behind bars (raise awareness)
- Member and partner campaigns
- Post-2015
- Be the change (partnership with a few organisations. Raising awareness of civic space. An online platform where you can put information about civil action. "Celebrate" the outcome of having civic space. Both individuals and organisations can post here. Participants were invited to promote and post on this webpage. Both a space to post stories but also to connect with others. www.youcanbethechange.com)
- Global day citizen action



Day 2: 1st of April 2014

Session: Day

Action: Examining the relationship between the government, private sector & civil society

Case studies: Examining the relationship between the government, private sector & civil society

For this session four campaigns of the recent years were chosen: One billion rising, Clean Clothes Campaign, Arms Trade Treaty and Mississippi Burning Case. The participants were divided into four groups. Each group got a case description and a video. They were asked to discuss the following questions and prepare a short presentation of their case:

Topic:

- What is the problem?
- Is the socio-economic dimension included?
- Do you think it is a good campaign?
- Do you have a similar example from your country?

Actors:

- What participants are involved in this case (media, government, activists, volunteers, private companies ...)?
- Who else should be involved?
- Which actors play a positive/negative role?
- How would you react? What would your position be?

Methods used:

- What kinds of media are used (social, media, video ...)?
- Are they appropriate?
- What do you think the method(s) used for these campaigns achieved? What and who was not addressed by these method(s)?
- What would you do in your country as a campaign to address this theme? What would you do differently?

Group 1: Clean Clothes Campaign

The Clean Clothes Campaign is dedicated to improving working conditions and supporting the empowerment of workers in the global garment and sportswear industries.



The problem is:

Over-exploitation of workers, and the lack of understanding in the western world of the situation of people producing garments.

It is a good campaign because:

- It creates awareness. People were not aware of their rights.
- It showed the problem. Is it a good campaign for someone who is not interested?
- From an Indian point of view, it is very interesting and important.

It is not a good campaign because:

- It is not very interactive; it is objective, and far away from us.
- The campaign is maybe not good as a campaign, but it serves an introduction or something that leads to a campaign.

Similar situations in participants' countries:

- In India, Indonesia and Nepal, the government is responsible but partly. Asia has agreed on increasing standards vis-à-vis working conditions.
- People are forced to work in these factories because otherwise they are unemployed.

Actors

- We don't have the details but we know that there's a network behind the video. Being discussed on a governmental level as well.

Other comments:

- Ordinary people who buy the garments and the local should be involved in the video.
- Video creates a positive feeling that the situation can be solved.
- Some of us wouldn't watch it till the end because they feel that they know about the situation. It should make people act.
- Some of us would probably post in on Facebook but nothing else.
- Some would definitely post it and try to spread the word. Make as many people know as possible.
- Maybe spread the video to persons who have a special interest in the topic. People might not be interested in the topic even if it is everyone's business since everyone wears clothes!
- Social media is not so used in some countries and some environments. Could be print media, banners, street players, gather people.
- From the western perspective it is an appropriate way. But something is missing.
- The video was in English and not subtitled. Could be translated.
- This kind of media is for people using computers, so it excludes everyone who doesn't have computer access.
- Must be slower, is a very western way of showing things. It's very fast. Feels like it is addressed to the western world.
- The people who are affected are not addressed.

Group 2: One Billion Rising for Justice

On 14 February 2013, one billion people in 207 countries rose and danced to demand an end to violence against women and girls. On 14 February 2014, the campaign escalated its efforts, calling on women and men everywhere to RISE, RELEASE, DANCE, and demand JUSTICE.

Objectives of the campaign

- Raise awareness
- Fight impunity of the perpetrators

Discussion points:

- Exclusion of rural areas
- Risk of manipulation
- Target the perpetrators?
- Effect depending on political setting



Group 3 The Mississippi Burning

In 1964, during the Freedom summer, three American civil rights' workers were killed. No one was convicted of these murders. In 2005 three school girls were investigating the case as a national history assignment, which led to the re-opening of the case.



The problem is:

The fight that black people are not represented in the voting system.

The judges were so much part of the system that they couldn't see eye to eye, but 40 years later justice was served. It reveals the extent to which the judges 40 years ago were implicated in the racist movement especially in that area.

About the campaign:

There are two campaigns, and the first in the 60es was the most important one. However, it is nice that someone today is raising awareness about an old issue.

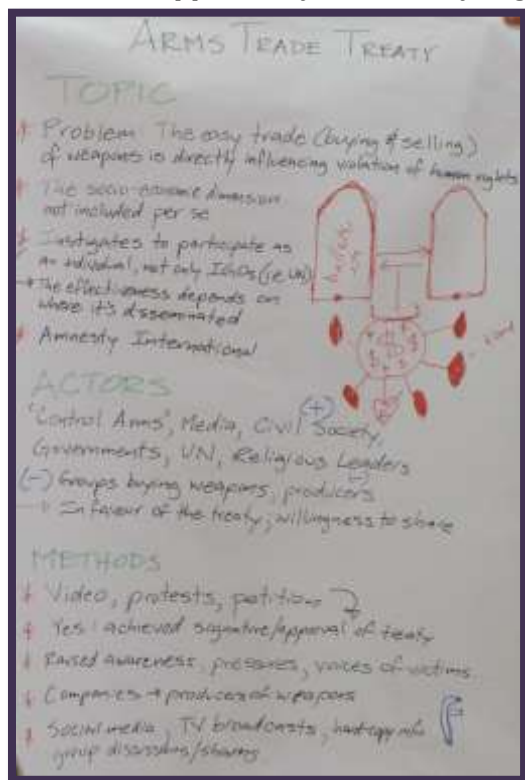
The campaign involves people who were players in the sixties, and it is also a way of giving them peace. It would not have been so good if the same people were not involved. So the timing was good.

Examples from group members' countries:

An example from Bolivia: Until the 50s only men who could write were allowed to vote (neither the illiterate nor women). The indigenous people were not allowed to vote or to use the same roads as white people, because of the separation laws. In 1952 there was a revolution and universal schools were established. But it still wasn't equal, until there was an indigenous president, who has changed the thinking of the people, exactly like Obama. Him being president is more valuable than his actions. Before this president, many people still felt like they had less rights. Now they have more self-esteem in the political system.

Group 4: The Arms Trade Treaty

Thousands of people are killed, injured, raped, and forced to flee from their homes as a result of the unregulated global arms trade. The Control Arms campaign is a global civil society alliance calling for a bulletproof Arms Trade Treaty: a global, legally binding agreement that will ease the suffering caused by irresponsible transfers of conventional weapons and munitions. The idea of an arms trade treaty first came from Nobel Peace Laureates, supported by civil society organisations worldwide.



The problem is:

- Free using and producing of weapons
- Using of weapons that are legally produced (i.e. a weapon produced in the USA used in Congo)
- The market of weapons, differentiating the production and distribution/access of weapons
- The problem is that the easy trade (buying and selling) of weapons is directly influencing the violation of human rights

Is the socio-economic dimension included?

- Missing the link between the production of weapons and their distribution
- The social dimension is included (giving statistics of victims)
- The socio-economic dimension is not included as the economic factors are not being taken into consideration

About the campaign:

- It is good because it states that although governments and IGOs like the UN are getting involved in the issue of the trade of weapons, as an individual one can actively participate to regulate the trade of weapons
- A treaty does not finish with a resolution because even if a treaty is put into place, the practical application can be influenced by civil society
- The effectiveness of the campaign depends on where you disseminate it, as in some places you might not find the appropriate target group

Examples from group members countries:

- In France there are some organisations promoting campaigns to influence government policies

- In Germany the topic about having more control is constantly taken up by the media

Participants involved in this case:

- Control Arms (and International Amnesty)
- Media
- Civil society
- Governments
- UN
- Religious leaders

The producers of the weapons (companies) should be also involved.

These things could be done differently:

- Use social media to have discussions
- TV broadcasts
- Have leaflets, brochures and posters to reach groups who don't have access to the video

Comment about the exercise:

After the lunch break the participants finished their preparations and presented their cases. Afterwards we discussed the following questions:

- Why do you think we picked these cases?
- What do these four examples tell you?
- What is the connection between the cases?
- How is activism perceived in your country?

Example of answers from participants:

- *To get example of campaigns.*
- *See "successful" campaigns. How did they did it and what can we learn from them?*
- *We didn't understand who the target group was, but it was also a good way to start thinking about target groups for our future campaigns.*
- *It also showed that some campaigns are open-ended and some close-ended. And it could be important to think about this for your own campaign in order to define it clearly?*

Discussion about boycotting campaigns: Would it be possible to do some of these campaigns as boycotting campaigns?

- *Could be very effective looking at the private sector*
- *Boycotting is easy but how effective is it in the long run?*

Presentation: The Occupy London Movement

The above session ended with a presentation of the Occupy London Movement from one of the participants of the training seminar who has been/is part of the movement.



- The campaign was called "We are the 99%"
- Before the campaign they split up in two teams, one was Logistics and the other communications
- They knew that about 5 000 people were coming and that the media would be there, but not yet what they would occupy
- In the end, there was one encampment outside St. Paul's Cathedral, which turned out to be very effective. It created an interesting dilemma as it wasn't clear who owned the land in front of the Cathedral
- Buildings were also occupied and working groups were created
- Important to know how everyone was supposed to communicate for e.g. with the police, the media.
- Important to educate oneself.
- Outreach through demonstration, concerts, art
- The longest camp lasted more than four years.
- Important to think about whom you should talk to and the effectiveness of talking to or about that target

Day2: 1st of April 2014

Session: Evening

Action: Networking

➤ **Exercise: The web of life**

People are a part of the environment - not apart from it.

Overview

In this activity, people brainstorm links in a global food web. They explore:

- The interdependency of living and non-living things
- The inevitable impact of all human activity on the environment, and the consequences

Objectives

- To know about the interdependency of living and non-living things
- To appreciate the implications of human activity on ecosystems
- To develop respect for the intrinsic value of life

Session about the Social Market

Presentation by REAS on the social market – Mercados Social, and no using resources and networks effectively.

Social market stands for a network of production, distribution and consumption of goods and services. The economy in Spain wasn't social or solidary, so there was a need to change the way of selling goods.

The social market created the Boniato "street potato", alternative to using money:

- Own currency based on exchange of goods
- Not many economical transactions
- No money necessary
- Works as a time bank
- You could also for example pay by doing voluntary work as a psychologist, etc.

It is based on the need to survive. The entities (70) are registered in the market. They tend to be quite fragile entities trying to survive in the capitalist economy of today.

There are some prerequisites to participation:

- The need to learn from each other
- Social economic criteria
- Environment friendly, and quality of employment
- People who do what they do for the benefit of others and not for themselves

Examples of the social market are schools, organic farming, fruits, furniture etc. There are other services provided by the social market for example, jobs etc. The social market strives to reach out more and more entities and aims to create a national platform.

Presentation was followed by discussion on the Social Market.

Day 2: 1st of April 2014

Session: Evening

Action: UN topology of Volunteering: Self-help, service to others /philanthropy, participation, advocacy and campaigning

Topology of volunteering – a connection to activism



NGO = non-governmental organization
NPO = nonprofit organization
SE = Social Enterprise

Volunteering is often considered a defining characteristic of the organisations that constitute civil society, which in turn are often called NGOs, or NPOs

- **4 different types of volunteer activity:**

- (1) mutual aid or self-help;
- (2) philanthropy or service to others;
- (3) participation; and
- (4) advocacy or campaigning

- **Mutual aid or self-help**

The first type of volunteering in this four-fold typology is mutual aid or self-help. Anthropologists have noted the existence of mutual associations (or sodalities from the Latin word sodalis meaning close friend) as far back as



the neolithic period and the role of mutual aid associations in primitive cultures has been well documented. In many parts of the world today mutual aid provides the main system of social and economic support for a majority of the population. From the small informal kinship and clan groupings to the more formal rotating credit associations and welfare groups, volunteering as an expression of self-help or mutual aid plays a primary

role in the welfare of communities. In Kenya, for example, the tradition of Harambee plays a vital role in the provision of health, water and educational facilities. In Senegal mutual aid is organized around Mbootaay groups (meaning to nurture), while in Java such activity goes under the name of Arisan. In Mexico there is a thriving mutual aid tradition of Confianza and in the Gulf States the practice of Murfazaa is long-established. Self-help also plays an important role in countries of the industrialized North, particularly in the health and social welfare field, where numerous organizations have been established to provide support and assistance to those in need, often organized around a particular disease or illness.

In West and Central Africa there is a tradition of Tontine. This is a self-help group of citizens established to provide a rotating credit system for members. Each member makes a regular financial contribution and each has a turn in drawing from the funds. Women take a leading role as members and fund-managers. In Slovakia the Multiple Sclerosis Slovak Union is a voluntary self-help organization which developed out of a grassroots initiative in 1990. It brings together citizens affected with multiple sclerosis and their families, as well as other people willing to provide assistance. In addition to providing a range of practical support to members, the Union campaigns and advocates on behalf of people with multiple sclerosis. It receives some state funding and is one of the most active and visible expressions of self-help in Slovakia.

- **Philanthropy or service to others**

The second type of volunteering is philanthropy or service to others. Perhaps more a feature of developed societies (especially in its organized form), philanthropic volunteering can nevertheless be found in all regions of the world. It is distinguished from self-help activity in that the primary recipient of the volunteering is not the member of the group him or herself, but an external third party, although most people would acknowledge that there is



an element of self-interest in such philanthropic activity. Much of this type of volunteering takes place within voluntary or community organizations, although in certain countries there is a strong tradition of volunteering within the public sector and a growing interest in volunteering in the corporate sector. In some countries sophisticated networks have been established to recruit and place volunteers with the most appropriate organization. These include both national and local volunteer centers, which have been established with the support of the government. There is also a long-standing tradition of volunteers being sent from one country to another to offer developmental and humanitarian assistance, both North to South and South to South and, to a far lesser extent, South to North.

Over the past five years more than 3,500 United Nations Volunteers have been involved in critical regions of the world in democratization, peace-building, human rights, rehabilitation and humanitarian relief. For example, in Guatemala, 114 UN Volunteers, originating from more than 25 countries and including volunteers of indigenous origin, have been helping verify respect for the Peace Accords signed in December 1996; while in Peru, 11 National UN Volunteers have been assisting the process of decentralization of the Ombud's office to five regional areas so that these vital services can be within the reach of more people throughout the country.

- **Participation (It refers to the role played by individuals in the governance process)**



The third type of volunteering can perhaps best be described as participation. It refers to the role played by individuals in the governance process, from representation on government consultation bodies to user-involvement in local development projects. As a form of volunteering it is found in all countries, although it is most developed in advanced democracies and those countries

with a strong tradition of civic society. Participation was recognized as an essential component of good governance at the Copenhagen Summit and has become the watchword of development in recent years, although there is a forceful critique which argues that much of what has passed for participation has been little more than token involvement and a means of legitimizing outsiders' decisions.

- **Advocacy or campaign**

The fourth type of volunteering is advocacy or campaigning, be it lobbying government for a change in legislation affecting the rights of disabled people or pushing for a worldwide ban on landmines. Volunteers have paved the way for the introduction of new welfare



services in the field of HIV and AIDS, have raised public consciousness about abuses of human rights and environmental destruction, and have been active in the women's movement and in democracy campaigns in many parts of the world. Some campaigns are very localized; others are global in their reach. The anti-landmine campaign, for example, is estimated to have involved more than 300 million volunteers from over 100

countries. By its very nature such campaigning activity has the capacity to bring volunteers into conflict with the state. Some governments have sought to clamp down on these activities. Others have accepted that volunteering has a legitimate role to play in campaigning for change and acting as a check on the executive.

In the 1990s in Brazil the Citizens' Action Against Hunger and For Life campaign was launched by leaders of various civic groups. There was a massive public response and within three months over 3,000 volunteer committees had been set up across the country to look for ways of combating hunger and poverty. It is estimated that an astonishing 38% of the Brazilian population participated directly in the campaign, either by making a donation or by volunteering.

In Maharashtra in India in 1998, a group of concerned citizens came together to form an action campaign to save children's lives in Melghat. The group called itself Melghat Mitra (Friends of Melghat) determined to prevent the death of children in seven villages caused by malnourishment during the monsoon period. A number of daily newspapers published the appeal, resulting in a response from over 3,000 people, who made donations of money and time. Two hundred volunteers agreed to give 10 days of their time to the project over a period of 92 days. Having achieved these goals Melghat Mitra are now tackling the long-term development needs of the villages.

The four categories of volunteering are not mutually exclusive. There is clear overlap between them. So, for example, volunteers involved in a philanthropic or service delivery agency may very well also be involved in advocacy and campaigning. Likewise, mutual aid may benefit others apart from members.

Reference:

Volunteering and Social Development: A Background Paper for Discussion at an Expert Group Meeting New York by Justin Davis, October 1999.

The presentation was followed by a discussion on the following:

- What is the role of the volunteer? What are their expectations vs the reality?
- Where do they fit into the above categories (local, current and former volunteers)?
- What can you do to get volunteers to move from self-help or service to others to campaigning?
- How would you go ensuring that they play an active part in your campaign?

Steam groups

The discussion in steam groups was based on the preceding presentation, more concretely it focused on the following:

- What is the role of the volunteer? What are their expectations versus the reality?
- Where do they fit into the above categories (local, current and former volunteers)?
- What can you do to get volunteers to move from self-help or service to others to campaigning?
- How would you go ensuring that they play an active part in your campaign?

The steam group concluded with the evaluation of the day.

Day 3: 2nd of April 2014

Session: Morning

Action: Project visit in Asociación Garaldea

Asociación Garaldea

The third day of the training began with an early morning journey to the Asociación Garaldea which is located around 50 kilometres from Madrid. Once at Garaldea, the participants were taken around the large premises and Lola Recuenco presented the work, aims and objectives of the association.

Background

The drug agencies started to close down rehab-places, apartments, center etc., because the government said that the "profile" of drug addiction had changed and that kind of help, for example, that Garaldea was offering, wasn't needed anymore. Garaldea wanted to keep the place open. Six people gathered in an occupied hotel in Madrid and thought about how they could reunite people, professionals, staff etc. The second time they met, 60 people attended; it was a mixture of different people: social workers, psychologists and ex-users.

They started with a demonstration and went to the drug agencies; but the latter said that no change was going to be made. Even the priests supported the campaign. Many people with drug addiction were living in tents in a little town on the outskirts of Madrid. A centre there was closing down as well although it was really important for many users.

After many difficulties Garaldea took over the centre and managed to keep the place open. The building is owned by Bankia, a Spanish banking conglomerate. Despite attempts to talk to the people responsible, no concrete answer has been received as yet. Now the local authorities of Madrid have taken over the place. Bankia must know what is happening but they haven't said or done anything yet. Eventually they will knock on Garaldea's door, but hopefully the association will have more rights by then and other associations supporting them.

How the centre is run is decided by all the people living there. There is a process each individual must go through if s/he would like to live there. There are rules, for example, drugs are prohibited at Garaldea. Everything is legalized except that they don't pay the electricity, but this is due to some administration issues and is taken care of by the state.



Asociación
Garaldea

Day 2: 2 of April 2014
Session: Morning
Action: Campaigning

Introduction to campaigning

Zubair Sayed, Head of Communications, CIVICUS, South Africa, gave an introduction to campaigning in order to get participants to start thinking about and working on their campaigns.

What is a campaign?

Something structured, series of actions, objectives, usually it is organized, time-bound.

Types of campaign

- Geographical scope
- Desired outcome
- Theme or issue

Why campaign?

1. Objectives

Specific
Measurable
Achievable
Realistic
Time-bound

2. Background

What do you know about the issue? How do you know what you know? What are your assumptions? It is important to think about these questions.

3. Power analysis/mapping

"Why hasn't the change we want already taken place?"
Who wins/ loses?
Who makes decisions?
Who influences the decision maker?
Who are the key stakeholders/interest groups?

4. Audiences

Can you identify your audience? You need to understand their brains. There is no general public! It is too easy and too lazy.

It doesn't work for campaign strategy.

- Psychographic profile
- Demographics/segmentation: age, gender, identify, language, "race", religion, region, socio economic status, values, views (issue-based, political, cultural etc.)
- Current behavior
- Level of awareness
- Motivations/barriers to receiving information
- Preferred channels, how you receive information.

The brain

- *Neocortex*
Rational or thinking brain
- What you think you are pitching to
Limbic brain
- Emotional or feeling brain
Reptilian brain
- Instinctual or dinosaur brain
Visual, smells

We think that people are rational. But we aren't. It is based on how or brain hangs together
A campaign needs to be emotional.

Insights

- We are emotional beings
- Behaviors are complex, non-linear
- Social proofing is powerful
- We care about what others think and this remains one of the most powerful drivers of behavior

- Acknowledgment and recognition are important
- We're more worried about loss than gain
- Commitments/pledges: small, made publicly, others and role models to them
- Motivators don't have to be linked to the issue: e.g. using non pro-environmental issues related to health and fitness, diet, saving time
- Key individuals may be more effective in bringing about system-wide change than targeting the behavior
- Communication
- Pictures

5. Message

- Clear, unambiguous message
- Clear "ask" or call to action.

6. The messenger(s)

- The right person/people for the job at that time in that context

7. Tools/channels

- Direct action: marches, protests, vigils, strikes, stay-aways, sit-ins
- Petitions

- Boycotts
- Divestment
- Sanctions
- Traditional media: print, TV, radio
- Digital
- Social media

8. Timing

When? Why then? What else is happening at that time? Phases?

9. Resources

- People
- Time
- Money
- Partnerships

Be realistic.

10.A rollout plan

What, when, who, how? In detail

11.Measure and evaluate

- Link to objectives
- Plan your evaluation and its timing
- Lessons
- Re-evaluate
- New objectives
- New tactics

Introduction to Campaigning was followed by discussion.

Day 3: 2nd of April 2014
Session: Midday
Action: Themes for Campaigns

Introduction of the campaign themes and the division of groups

Participants worked in groups according to the themes they had chosen for their campaigns. The following themes and countries grouped together:

Theme: Participation and Volunteering Creating awareness of the values of volunteering

France: Promoting active participation on a local level among youth

Kenya: Promoting the awareness of the value of volunteering

Austria: emphasize the value of volunteering

Colombia: Promoting local volunteering because of high rates of unemployment

Peru: Creating a campaign to discuss at a political level the structures, laws, etc. for volunteering

Iceland: Promoting volunteering among young people

Educational problem in rural and urban areas and Environmental issues

Nepal: Proper way of treating garbage because in Nepal the litter is thrown everywhere especially in rural areas

Denmark: Seasonal food - how you grow your own vegetables. Target group is families

Vietnam: Reducing the usage of plastic bags

Bolivia: How to separate electronic trash

Child labor

India: End Child Labour

Social alternatives to poverty (decent work - decent life)

Spain: Issues regarding food wastage

Intercultural learning and Anti-racism

United Kingdom: Raise awareness about the positive impact of multiculturalism – target people living in the countryside – through host organisations of ICYE volunteers

Sweden: Anti-racism at different festivals. Young people (15-30 years old); make youth take a stance for an open society and provide an anti-racist necklace to the minister of internal affairs.

Switzerland: Promoting multiculturalism – make youth speak out.

Germany: Connecting refugees with local communities – empowerment campaign for refugees – create an intercultural learning space – connecting with ICYE volunteers – can be a starting point to promote / raise awareness working together with regional groups (returnees).

Midterm evaluation

The visit to Garaldea:

- *I was happy to visit Garaldea*
- *It is nice to be somewhere else. Good with a change of setting*

Web of life:

- *It would be preferable to do something empowering*
- *It was interesting but a bit slow*
- *It's good to feel other kinds of power*
- *There were other exercises that are more positive*
- *Not so much of a personal feeling*
- *I learnt much when the cutting started*
- *Both sides were important*

The invited speakers:

- *They were very inspiring*

Meals provided:

- *I think the food has been excellent*
- *In general it has been just great*

Accommodation:

- *Accommodation is perfect*

Timing:

- *I would need more free-time*
- *I want to say that there's a lot to get in but people will work better and quicker if they have a bit more free time and breaks. More energy*
- *Monday and Tuesday the presentations were in the end of the day, but I wanted to ask questions and I was too tired*

Facilitators:

- *They are very good and helpful*
- *It is easy to talk to them if you don't know something*

Group discussions:

- *I would prefer more small group discussions instead of plenary discussions*
- *I can't find an activity where it would have been suitable because I feel that we split up in groups when necessary*
- *The same people speaking. Everyone wants to say something and it takes a while*

Case studies:

- *I think the case studies were a good introduction for the campaign work*
- *I thought the questions were confusing and not helping the discussion. They were either too specific or too broad*

Day 4: 3rd of April 2014
Session: Morning
Action: Working on Campaigns

Short introduction to campaigning

Methods, target group, time frame etc.

Chance to work individually, and/or in groups.

Guidelines for campaigning

Guidelines to help you realize doing the best possible campaign:

- Consider a time frame for planning (including research) and preparation.
- When will it take place? For how long? Once or repeated at different times?
- Where will it take place?
- Who are your target groups? Who are they? How well do you know them? – does your campaign method match habits of the target group?
- Who are the people/groups/networks involved in your campaign? How will you include them and ensure their active participation?
- What kind of campaign? Single or combining different methods? Will it have a sustainable impact?
- What material do you need? What material can you access easily?
- What are the financial and human resources at your disposal and what do you still need?
- Preparing texts (short introduction and further) and recording/collecting audio-visual material for the Volunteer Activist web portal.
- Good to take minutes and actions from meetings etc.
- How will you ensure visibility beyond The Volunteer Activist web portal? What about the media?
- How can you use the project's logo for your own campaign? This will enhance visibility of all campaigns and the project as a whole.
- How will you measure the impacts of your campaign?
- Are you planning to follow-up on the campaign?



Day 4: 3rd of April 2014
Session: Mid-day
Action: Working on Campaigns

Brief presentations by the groups

The groups briefly discussed how it was going and what methods/form of campaign they were working on? This session was aimed at a cross-fertilization of ideas among participants and to give initial feedback to participants on the methods they had chosen for their campaigns.

Video and flash mob:

- In the flash mob the participants will be holding statements
- Questions will be included for example: "how has a volunteer impacted your life?"
- "I see why" -campaign. In the end of the movie: how can you be multicultural with ICYE UK?

Campaigning at music festivals:

- How can you be an active anti-racist?
- The main activist move is to send a message to the integration minister
- Everyone who wants to work against racism puts a pearl on a necklace. Each pearl represents one active antiracist. They get a bracelet as a gift
- Main activity: create this necklace
- Goal: working against racism

Organizing workshops with refugees and people from local communities:

- Give value to what the refugees can do
- People around the centers will be able to attend to the workshops
- Expand it and let more people know about it
- Additional campaign/project: based on workshops with international volunteers in Germany and then going on from this to other organisations
- Raising awareness about getting legal status in Europe
- Idealization of Europe
- Toolkit

Promoting volunteering:

- Connect with schools
- There are Nr1 schools that comprise youth from 15-20 years of age
- Involve youth and have discussions in schools
- Do music events
- Cooperate with the radio and use EVS volunteers
- Do a jingle
- Show the values of volunteering

Promoting Multiculturalism:

- Taking picture of people in the street
- Have a whiteboard where you can erase what you have written
- You will write a statement

Local campaign about growing food on your windowsill:

- You can always grow something year round
- Workshops in 4 cities
- Target people and families living in small apartments
- Art project about what you can grow in your window around the year

Day 5: 4th of April 2014
Session: Morning
Action: Presentations

Presentations of the campaigns

Vietnam

Reduce the use of plastic bags

Facts and figures about the plastic bags in Vietnam

- 7% bring bags when shopping
- 53% choose other supermarkets if not provided with bags
- 50 tons of waste from plastic bags/day in Hanoi



- Price of Eco-bags is 40 times more expensive

The organisers of the campaign:

- Local and international volunteers with helps of the local communities
- Kids in the community
- Management board of the market

Methods:

- A video with emotional message: Create using real situation, show the video, and talk to them about the campaign
- Request the seller to encourage his/her clients to take just one plastic bag
- A survey before and after to measure change
- Use some of the posters and banners
- Use social media such as Facebook
- Taking pictures

Target group:

- Local sellers
- Local buyers
- Local community

Other activities:

- We plan to organize three events

People involved:

- Local NGOs in the area
- A large community
- Media

Preparation: 04.-05.2014

Campaign will run: 06.-08.2015

Suggestion: find a sponsor who can give reusable bags. Give for free one reusable bag and the plastic bag should be returned.

Nepal

Garbage free zone

Aims:

- To make a greener area.
- Reuse and recycle. It is even possible to sell the garbage if it's separated.

The organizers of the campaign: Volunteers with a help of people who can do musical performances

Target group: Local community

Other activities: Community radio will be used.

People involved: The volunteers will talk to the host families and the campaign will be brought up when they have youth groups every Thursday. Once a month there will be a gathering during which the idea of the campaign will be presented.

Other notes: This is not the first time they do an environmental campaign so there is confidence that it will work.

Denmark

Grow you city (Grodinby)


A campaign about promoting window gardening and seasonal growing

idea: Increase happiness and healthiness for people in small apartments by promoting the concept of window gardening.





What to think about:
Resources - the events themselves might be quite expensive if no doners/funds
A message - why should people actually partidipate in this?
Successriteria - when is this a succes
Ownership - how can we create ownership amongst the different actors




Talk about how to measure happiness and budget. Crowd funding might be an idea. Three countries will have a common event. Vietnam, Denmark and Nepal.

Ghana
Promote voluntary service (Indorboa)



Aim:

- To educate the youth about voluntary service

Objectives:

- To develop the voluntary activities of young people with the aim of enhancing the transparency of existing opportunities, enlarging their scope and improving their quality;

- To make it easier for young people to carry out voluntary activities by removing the existing obstacles;
- To promote voluntary activities with a view to reinforcing young people's solidarity and engagement as citizens;
- To recognise voluntary activities of young people with a view to acknowledging their personal skills and their commitment to society
- Enhance the sense of social belongings
- Promote positive values of self-fulfillment

Target group:

- ICYE Ghana host projects
- Schools
- Orphanages
- Street children
- Local community
- ICYE international/local volunteer
- Returnees

Methods:

Talk about voluntary service:

- Who is a volunteer?
- What is volunteering?
- Why do we volunteer?
- The benefit of volunteering
- Impact of voluntary work
- Where do I find volunteer opportunities?

Measure: Managed by ICYE volunteers in the project and ICYE contact person for the project

Follow-up: By ICYE incoming volunteers

Time frame: Summer, start in June

India

Child labor

India is the home to the largest number of child laborers in the world. Poverty, lack of good schools and growth of informal economy are considered as the predominant causes of child labor in India. In 2001 the national census of India estimated the total number of child labourers, aged 5–14, at 12.6 million.



Causes of child labor:

- Poverty
- Parental illiteracy
- Tradition of making children learn the family skills
- Absence of universal

- compulsory Primary education
- Social apathy and tolerance of child labour
- Ignorance of the parents about the adverse consequences of Child labour
- Ineffective enforcement of the legal provisions pertaining to child labour
- Non-availability and non-accessibility to schools
- Irrelevant and non-attractive school curriculum
- Employers prefer children as they constitute cheap labour and they are not able to organize themselves against exploitation.
- Caste system

Hazardous occupations were children work:

- Pan, Bidi & Cigarettes
- Construction
- Domestic Workers
- Spinning/weaving
- Brick-kilns, tiles
- Dhabas/Restaurants/Hotels/Motels
- Auto-workshop, vehicle repairs
- Gem-cutting, Jewellery
- Carpet-making
- Ceramic
- Agarbatti, Dhoop & Detergent making

Steps for eradication of child labour from government:

- The Factories Act of 1948: The Act prohibits the employment of children below the age of 14 years in any factory. The law also placed rules on who, when and how long can pre-adults aged 15–18 years be employed in any factory.
- The Mines Act of 1952: The Act prohibits the employment of children below 18 years of age in a mine.
- The Child Labor (Prohibition and Regulation) Act of 1986: The Act prohibits the employment of children below the age of 14 years in hazardous occupations identified in a list by the law. The list was expanded in 2006, and again in 2008.
- The Juvenile Justice (Care and Protection) of Children Act of 2000: This law made it a crime, punishable with a prison term, for anyone to procure or employ a child in any hazardous employment or in bondage.
- The Right of Children to Free and Compulsory Education Act of 2009: The law mandates free and compulsory education to all children aged 6 to 14 years. This legislation also mandated that 25 percent of seats in every private school must be allocated for children from disadvantaged groups and physically challenged children.

ICDE-INDIA has partner projects like

- AGNII,
- APSA,
- Don Bosco,
- Pratham and Paraspara Trust

Aims of the project: To reduce number of child labor in all sectors

Overall Objectives: To improve access and quality education for all the children

Planning for campaign:

Mid April 2014 and May 2014

1st campaign June 2014

ICDE – India will setting up special fund to support our campaign

People involved: We will be involving international volunteers, local volunteers, students, artists, media, retired civil servants, and importantly also former child labourers.

Questions

How will you measure its effectiveness?

Have experts who will work with this campaign so hopefully someone will assist with this.

The best way to send a message in India is through, drama, music and street art. Then the message goes very fast. This is the first step and there will be more. Returnees will also assist in this project.

Kenya

The volunteer activist - Volunteer for me

Before volunteering in Kenya was very common but it has been lost.

Aims:

- To educate youth and create awareness about volunteering
- To encourage the youth and other members of the community to get involved in volunteering

Objectives:

- Create awareness about the value of volunteering
- Educate youth about international volunteers
- Reduce the incidence of delinquency among youth

Target groups:

- Youth in the community
- Other members of the community

People involved:

- Pastor Ajema – Director Msekwa
- Local ICYE volunteers
- Incoming exchangees, both steps and LTV
- Local administration – through Pastor
- Local schools – through Pastor

Activities: Sports tournament

Timing: 24th – 30th June, 2014

Venue: Msekwa

Publicity:

- Local radio
- Pamphlets
- Posters
- Announcements from local Administration (chief)

Questions

How will the sports tournaments make that you reach the aims and objectives?

How will the measurement happen?

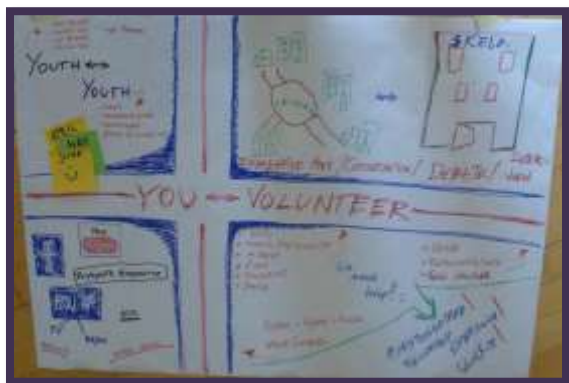
By looking at how many locally and internationally volunteers have been recruited.

*Suggestion: narrow down the objectives, for example, don't measure the crime, etc.
Your figures are large and hard to get a realistic link.*

Iceland

Promoting volunteering

Campaign focused on promotion of volunteering among youth



- The plan is to create teams who will work with different parts of the campaign

Methods: Different venues

Requirements: Tents, music instruments, etc.

Target group: Youth

Event place:

Squares - Every week you can see people going to a square and doing small concerts, etc. Square is a good place for interaction.

Schools - Two mayor schools will be engaged.

Other notes:

Hopefully the media will be interested, and they will get a grant from the state for the campaign.

Aims:

- Raise awareness of volunteering, that local volunteering is useful and important
- Raise awareness about what they can do

The organisers of the campaign:

- Volunteers

Campaign will run: The big event will be in June.

Austria (Grenzenlos and Frauensolidarität)

Campaign focused on self-preparation for Volunteering activities.

The objectives:

- Motivate outgoing volunteers for self-reflection.
- Raise awareness of the possibilities volunteers give.
- Make volunteers more self-responsible for their preparations.

The organizers of the campaign:

- Grenzenlos
- Frauensolidarität
- Returnees and current volunteers in the office will support the campaign

Target group: 10-15 outgoing volunteers

Methods:

- A workshop in the outgoing volunteer training
- Organising a visit to C3 where most important organisations are gathered. Show the volunteers that there is a way volunteers can go.

How can both organisations benefit from the campaign?

ICYE has the volunteers and the other organisation, women's solidarity, are doing cooperation with feminist movements in the global south so they can give a lot of information and tools about how they can gain more from the countries they're going to.

Comments and questions:

Q: One workshop is the essence of the campaign?

A: Yes it would be the core.

Q: When does it start to be a campaign?

A: Campaigns are to change something. Change is a key part.

Spain

Dale otra vida a tu comida



The audience:

Mainly local restaurants close to Garaldea and local communities around the area. We will try to reach people

who actually need it. Two months will be needed for research and planning.

Questions:

The Garaldea connection?

Geographically well placed, they have the logistics, cars etc. Through Garaldea, it will also be easier to contact the communities and local groups around Garaldea because they already have established contacts.

Logistics are still to be decided.

Colombia

Promote volunteering and motivate volunteering among young people

Methods:

- One event with social projects in the south of Bogotá
- Three activities;
 - At the University
 - In Usme (south of Bogotá)
 - In the ciclovía (big streets that are shot down for walking and bicycling)
- Testimonies from returnees and international volunteers
- Two debates during the first two activities

The organisers of the campaign:

- Returnees
- International volunteers
- People from local projects

Measure:

- Amount of volunteers that have been recruited

Other notes:

Hopefully through this campaign local volunteers (especially to the project in the south) will be recruited and if someone has the possibility they can go for international volunteering.

Time frame: June to July

Germany

Campaign focused on raising awareness of the situation of refugees

Aims:

- To create intercultural connection between local communities and refugees
- To turn around the approach that society often has of the refugees
- Indicate problems such as, if they have a working permit the diploma is not recognized, etc.
- The long-term aim is that it gets self-sustained

Methods:

Refugees will give workshops such as cooking classes, language classes, dance etc.

Objective:

In the end of June having three workshops

Raise awareness of the refugees' situation

Try to involve the local media

Other notes:

Contact a project in Vienna who does similar work and get to know more about how they conducted their projects and get their experienced shared.

Comment:

Why not have an equal relationship between the participants and the refugees giving workshops.

Discussion about if this really is a campaign?

- *time bound – something needs to change – set of actions*

Sweden

Stand Up Against Racism

2010 the Swedish democrats – a xenophobic political party – was elected into the parliament with more than 4% of the Swedish votes. Visible racist acts have increased during the last year and the party is constantly gaining new voters. As a youth organisation, PeaceWorks wants to create a platform for young people to take action against racism.

Vision: A society free from racism

Mission: Young people take action to fight racism and demand a more including and open society

Objectives:

- Young people contribute to an antiracism campaign
- Young people get involved in PeaceWorks activities

Indicators:

- 3500 pearls are put on the antiracist necklace delivered to the new minister of integration
- 100 messages are delivered to the new minister of integration

- 50 photos are posted on Facebook of young people wearing an antiracist bracelet
- PeaceWorks gets 3500 new members during the campaign

Campaign staff:

- ICYE volunteers
- Returnees
- Other Swedish volunteers

Timeframe:

- designing logo
- creating the bracelets
- banners + posters
- meeting with the steering group
- In July music festivals, In August urban festival
- September – meeting with the minister
- -> movie – to be posted on Fb

Comments:

Q: Are the bracelets the right sign?

A: Yes, those are really popular in Sweden to show that you are not support the Swedish democrat party.

- *Campaign is well done, but there is a challenge to make it sustainable.*
- *Indicator could be the percentage of voters in the elections in September (according to age groups)*

Peru

Campaign for the implementation for the law of youth volunteering

One year ago they created a platform of organisations that together with the government would decide about volunteering in Peru. In the congress, they passed the law about volunteering but it hasn't been implemented.

Aims:

- To make the law being implemented.
- New people who participate within this campaign and continue their engagement within the organization.

Methods:

- The plan is to put a big banner where young people can write what they think about the campaign and the implementation of the law.
- The method is through a petition in which they will ask their congressmen to listen to the voices of all the people who signed the banner.

Campaign staff: The participating groups will be young people

Activities: 2 repeated occasions

Timing: 21 of June 2014

Venue: In front the National Congress

Visibility:

- Pictures
- Videos
- Radio
- shares on Facebook

Measure: The response from the main petition

Discussion about how the politicians will react to this kind of petition and the possible effect that it can bring.

Bolivia

Campaign about volunteering

In Bolivia most people don't understand what volunteering is. If it's not paid work, it is not valuable.

Aim:

- Involve more volunteers in the network in Bolivia

Methods:

- Talk in high schools and Universities
- The campaign will be a flash mob in the center
- Small movie and put in the social media
- Present this movie or a sketch in the schools and the universities

Timing:

- In April-May: Meeting with stakeholder to share the ideas and prepare the flash mob and the needed logistics
- In June the flash mob will take place

Other notes:

- The network has existed for a year and hopefully it can help them to get enthusiastic people in the campaign
- They will measure the effects by looking at how many young people get involved within the organisation

Comment:

A flash mob can be a good method since it easily can go viral.

United Kingdom

Develop Yourself, Discover the World

Theme:

The positive impact of multiculturalism / intercultural learning in the UK society (i.e. through the international voluntary service experiences)

Methods:

- e-Campaigning (emails – Mail Chimps, and social media: Facebook, twitter and YouTube)
- Flashmob
- Video

Timeframe:

APRIL: Planning. Research / Preparation of Campaign Brochure for Actors (explanation of the project and campaign to the actors involved) / Preparation of Campaign Brochure for Social Media (explanation of the project through social media – Facebook, twitter, ICYE UK website)

MAY: Flashmob

JUNE: Launch of Video (in YouTube)

Dissemination of Video

JULY – AUGUST: Receiving and collection of campaign's support: leaving a message on YouTube with the campaign's slogan (measurement of impact of campaign)

Venue: Flashmob: Stratford, London (in front of the Olympics Park)

Video: compilation of contributions from the international volunteers and members (service users and staff) of host projects based in the UK countryside (host projects spread throughout England).

Target groups:

Who are your target groups?

- Young people in London
- Young people in the UK countryside
- The people / groups / networks involved:

Who are they?

- Groups of 18-35 years old

How well do you know them – does your campaign method match habits of the target group?

- ICYE UK works with these age groups.
- The campaign method does match their habits as we will be using social media, which is constantly used amongst young British.

People involved:

Who are the people / groups / networks involved in the campaign?

- Members of ICYE UK: these will be the persons we want to include in the campaign:
 - International volunteers: 49 from 21 different countries.
 - National volunteers: ICYE UK sends approximately 60 national volunteers each year.
 - Staff: 7 members working in the ICYE UK office.
 - Board of Trustees: 8 members.
- Host organisations in the UK:
 - Host organisations working with people with disabilities: they include residential support, social support, respite and special education.
 - Host organisations working with sports/outdoor activities: they include sport/activity centres.

How will you include them and ensure their active participation?

Members of ICYE UK:

- Participate to contribute a testimony / statement of personal experience of intercultural learning and voluntary service experience.
- Interview / ask the service users and staff of host projects in the UK about experience interacting with people from different cultures.
- Participate in the flashmob.

Host organisations in the UK:

- Testimonials about experience interacting with people from different cultures.

Switzerland

Campaign on raising awareness among youth on their different political options

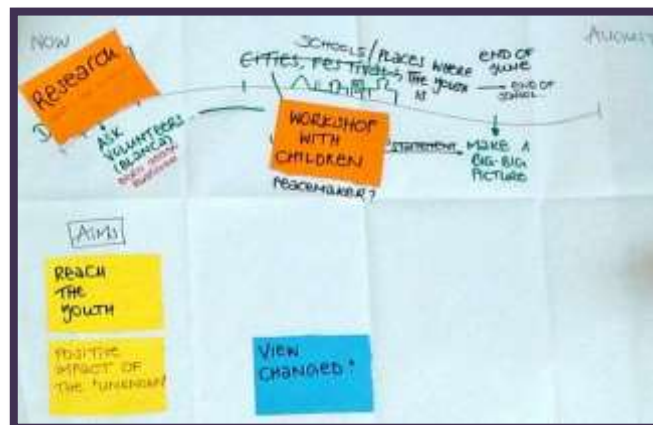
Methods: Go to summer camps and to do workshops with the children.

The people involved:

- The international volunteers
- Returnees
- Local volunteers

Aim:

To show young people alternatives by talking to them before they turn 18 because in Switzerland young people are very influenced by their parents and vote as their parents.



France

Campaign on Promotion of Active Participation among young people



Aims:

- To promote and empower volunteers at a local level

Methods:

- 50 work camps During the summer
- Collective work in France
- The volunteers to doing small campaigns and actions

50 teams will implement a campaign but they might reduce the amount. All of this is visible because the aim is to empower the volunteers involved. It is also to show the local communities that young people are able to act.

Visibility:

- Online channels
- Local press

Comments:

Would it be better to focus on one place and make one thing real?

Why not do three campaign for example instead of doing 50?

Day 5: 4th of April 2014

Session: Afternoon

Action: Step-by-Step Action Plan up to campaigns and for the Evaluation Conference

Web portal:

- www.activist.icye.org
- The material will be uploaded by the IO
- Information about what each country has to provide to the webpage
- English will be the main language but the texts are short so it is up to you if you want to translate them
- Good idea to put subtitle on video etc. so it can be spread more easily

Regional coordinators:

- Regional coordinators will keep in touch with participants
- It is important to inform them about in which stage the campaigns are etc.
- Regional coordinators will collect all information after the campaign

Evaluation conference:

- Will be held in Peru in October

Evaluation of campaigns at the Evaluation Conference:

- Were the objectives achieved?
- What evaluation methods were used?
- Challenges and lessons learnt.

Time frame: 7th of April to 31st of August



Day: 04.04.2014
Session: Evening
Action: Final Evaluation of the Training & Closing

Final evaluations:

- One written
- One in groups (evaluation by the orange tree method).



Comments:

Accommodation:

- *Too good*
- *It could be good to share rooms and save the money*
- *Great accommodation*

Food:

- *Great places and places that are environmental friendly, supporting a good cause etc.*

Organisational comments:

- *Great things around the whole organisation, for example recycling, reuse of the mugs, etc.*

- *Info pack was amazing*

Other comments:

- *Maybe a bit more free time*
- *The sessions were very interesting*
- *I met great people*
- *Thanking everyone who's been organising this and everyone here*
- *Thanking for the support before the seminar, which enabled the participation of the participants*
- *Very inspiring. Learned a lot just by being with everyone*

Annex 2 / Methods used in the training

Human Bingo

You have 15 minutes to find among the people in the room a person that fills one of the characteristics mentioned on the Bingo. You cannot write the same person in 2 blank spaces.

B	I	N	G	O
Is a vegetarian	Can touch the nose with the tongue	Has seen all the Twilight movies	Doesn't drink coffee	Is a parent
Has a tattoo	Is an only child	Can dance salsa	Has 5 siblings	Plays the guitar
Loves sushi	Knows in which country Timbuktu is	Speaks more than three languages	Has more than 10 stitches	Has a wisdom teeth pulled
First time in Madrid	Birthday in April	Has a dog	Writes poetry	Is an activist
Has won a gold medal	Always gels hair	Is left handed	Has been a volunteer	Loves to cook

Identity Molecules

Tool Topic: Identity, Culture

Aims and objectives:

- Reflection on your own cultural identity
- Perception of similarities and differences with the group
- 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.

Time Frame: 1 hour

Material: Molecule sheets; A4 coloured paper, cut into 3

Number of Participants: 8 to 16

Description of the exercise:

1.

- Distribute molecule sheet.
- Do one yourself on the flipchart so that the participants have a clear idea what you are talking about.
- 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.)
- Write 2 or 3 most relevant molecules on coloured sheets, one molecule per sheet.

2.

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

Meanwhile, trainer collects the coloured sheet with participants' molecules and 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:

1. How was the discussion in pairs?
2. 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?
3. How did the partner discussions go? How was it to answer the two questions? Painful? Interesting?
4. Would you choose the same molecules tomorrow or in a month?

The last part of this exercise:

- Sit in a closed circle. No talking but you can look at each other.

- The trainer explains how this part of the activity will work: As the 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.
- 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.

Level of complexity: 4

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

Handouts: Molecule Sheet

Iceberg Model of Identity

Key words: Identity, Culture

Aims and Objectives:

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: Pre- departure Training & On-Arrival Training

Description of the Exercise:

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:

Time frame: 15 MIN

Number of participants: 2 - 16

Tips for facilitators:

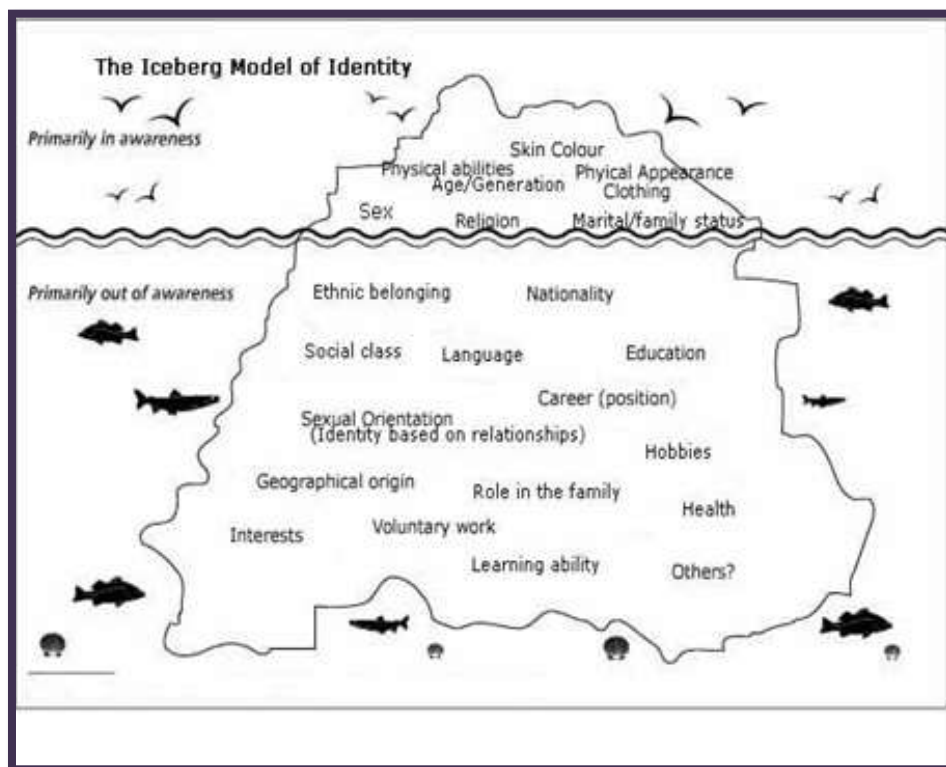
You can make this an interactive session by asking participants to give their own views and inputs on the features that are visible and those that aren't, before explaining how we use this initial image of a people in our interactions.

Source:

Eine Welt der Vielfalt Berlin e.V.

www.ewdv-berlin.de

Handout:



The Cards are reshuffled

Brief description:

This is a kind of simulation. Participants are asked to imagine a life with completely new identity characteristics or categories (age, country of origin, social and professional situation etc.). The categories are drawn by lot at random.

Aims:

- Reflection on the living conditions of other people
- Understand the relativity/conditionality of our social situation
- Generate empathy for people in other kinds of life situations
- Reflection on the prerequisites for good luck and bad luck

Prerequisites for implementation:

Material: role cards, worksheets

Time: 60 – 90 minutes

Room: enough room for small groups to meet

No of participants: 10 – 25

Dimensions of the exercise:

This exercise enables participants to undertake a vast change of perspective. At the same time, the challenges which they face, inherent in a diverse society, are investigated. Participants are asked to observe the world around them from a vantage point and frame of reference which most likely differs completely from their own. This exercise requires that participants use all their power of imagination and allows them to reconsider and reassess their many preconceived notions.

Procedure:

1. Place the cards of one category hidden in a bowl and ask each participant to draw one. In case the card is similar to ones own situation, the participant should replace the card and draw another one. No one needs to explain why the card was replaced. Repeat this procedure with the cards of the other categories until every participant has received a new identity which is made up of the different categories.
2. Distribute the questions for the exercise. Give participants about 20 minutes time to answer the questions. This part of the exercise should be conducted without interruption, talking or exchange of results.
3. According to the size of the group, divide participants into pairs, groups of three or small groups. Allow participants to exchange their roles and responses to the questions with the members of their group, and give them 30 minutes for the same. Participants do not need to reveal every single characteristic.
4. Once the time is up, ask the groups to come together in plenary and moderate the debriefing.

Debriefing questions:

1. How did you feel during the exercise?

Creative, non-verbal variant: Give participants A4 paper and ask them to design the paper in such a way that it represents the answers to the questions in the worksheet (e.g. tattered, constricted, relaxed, etc.)

2. Was it difficult to imagine a new "identity" on the basis of the categories drawn? If yes, why? How did you imagine your new identity?
3. Was it easy for all of you to answer the questions in the worksheet?
4. Were some of the cards more "impressive" than others? If yes, why?
5. Was it possible for you to have a certain idea about the life of another person even though you of course knew that this is just a simulation?

6. Did anyone feel that it was possible that they were recipients of unfair or unequal treatment?
7. What steps could we take to address inequalities in society?

Suggestions for moderation:

Depending on the target group, further categories could be added to it. You could ask all participants to take on the role of the other sex. The exercise works to a certain extent through stereotyping. One's perception of the life situation of others could be affected by stereotypes. It is the task of the moderator to question possible stereotyping.

Examples for identity categories/cards (to be written on index cards):

Category 1 Family Status	Category 2 Occupational Situation	Category 3 Social situation	Category 4 Other
Widowed	Carpenter	Childless	Refugee
Single parent	IT technician	1 child	Wheelchair user
Married	Unemployed	2 young children	Gay/lesbian
Divorced	Teacher	4 children	Of African origin
Single	Farmer	2 adult children	Rich inheritance
Married rich	Housewife/house husband	2 foster children	Of Asian origin
	Artist	1 child, physically challenged	Very religious
	Taxi driver	1 child	Jewish
	Labourer	Pregnant	Muslim
	Student	3 children	27 years old
	Volunteer	5 children	Has HIV-Aids
	Street vendor	Childless	Person without documents (illegal immigrant)
	Doctor	Pregnant	Homeless
	Sex Worker	1 child	Transgender
	Retired	2 children	Blind
	Engineer	1 child, deaf and dumb	Buddhist
	Cook		Slum-dweller
	Cleaning lady/man		Old
	Sportsman/woman		18 years old
	Lawyer		Mentally challenged
			Asylum seeker

The web of life

People are a part of the environment - not apart from it.

Themes: Environment, Globalisation, General human rights

Time: 30 minutes

Overview: In this activity, people brainstorm links in a global food web.

They explore:

- The interdependency of living and non-living things and
- The inevitable impact of all human activity on the environment, and the consequences.

Objectives:

- To know about the interdependency of living and non-living things
- To appreciate the implications of human activity on ecosystems
- To develop respect for the intrinsic value of life

Materials:

- A ball of thin string or strong wool
- A pair of scissors

Instructions:

This activity is divided into 2 parts:

- 1 - Building the web of life
- 2 - Its destruction.

Part 1

1. Ask people to stand in a circle.
2. Explain that they are to build a model of the web of life.
3. You start. Hold the ball of string in your hand and name a green plant, for instance a cabbage.
4. Hold onto the end of the string and throw the ball to someone across the circle. They catch it! There is now a straight line of string between the two of you.
5. This person has to name an animal that eats cabbages, for instance, a caterpillar. They then hold onto the string and throw the ball to a third person across the circle.
6. This third person has to think of an animal that eats caterpillars, for instance, a bird, or if they know one, they can say a species of bird, such as a thrush. They then throw the ball to a fourth person.
7. Continue the game, so the ball of string passes back and forth across the circle until you have created a criss-cross mesh that represents the "web of life".

Part 2

1. Take the scissors and ask people to give specific examples of what is damaging this web of life, for instance, motorways being built over farmland, or over-fishing of cod.
2. For each example make one cut in the string web.

Debriefing and evaluation:

Start with asking how people feel seeing the web destroyed and then go on to talk about the issues involved and what needs to be done to protect the environment.

- What did you feel as you saw the web gradually being destroyed?
- Was it easy to name animals and plants in different food webs? How good is people's knowledge of natural history?
- Whose responsibility is it to protect the environment?
- The balance of nature is very complex and it is not easy to predict what the global consequences of any particular action will be. How then is it possible to make decisions about how we use the earth's resources? For example, how can people make decisions about whether to cut down a forest so the land can be used for growing crops?

- Article 1 of the International Covenant on Economic, Social and Cultural rights states that "all peoples may, for their own ends, freely dispose of their natural wealth and resources." Does this mean that people have a right to use the environment?
 - We rely on our environment to provide us with food to eat and clean air to breathe. Without a healthy environment we could not live, it is a condition for life. Do we therefore have a paramount duty to respect the environment that limits our rights to use it? (In the same way that we have a duty to respect rights and freedoms of others, which limits our own rights as individuals.)
- End with a short brainstorm of environmental success stories. It is not all hopeless! There are lots of people active all over the world, working to ensure that a sustainable environment is held in trust for future generations.

Tips for facilitators:

Each food chain should illustrate actual or possible relationships. For example, grass - sheep - humans. Or plankton - whales. Or plankton - herrings - pigs (pigs are often fed fishmeal) - humans - tiger! Remember that when an animal dies, bacteria decay its body and the minerals released are taken up by other green plants. Thus the cycle of life begins over again. Billions of such cycles interlink to make the web of life.

Try to get people to think of as many different food chains as possible. Think about examples in woodland, forest, mountain, moorland, marsh, pond, river and marine habitats. You may need to intervene by saying something like, now the minerals get washed to the sea and get used by marine phytoplankton (plant plankton)." Or to move from a marine ecosystem to a terrestrial one you may have to say, now the seagull that ate the shore crab flew inland to scavenge over farmland where it died". If a player can not think of the next link, suggest they may ask others in the group for suggestions. In part 2, when you cut the string, make cuts at random in different parts of the web. The first few cuts will not make much difference because of the way the threads criss-cross over each other hold the web more or less together. However, as you make more cuts the web will gradually disintegrate and eventually you will be left with a heap of threads lying on the floor surrounded by a circle of people each holding a small, useless strand. In part 2 of the activity you will have to be prepared for some controversial answers to the question "what is damaging the web?" Some people, for instance, vegetarians, may say that people eating meat damages the web. You should acknowledge the point of view and ask the other players for their opinion. However, be careful not enter a big debate at this stage; finish the game first and then return to it at the end in the debriefing and discussion.

Try not to get bogged down in the discussion, but keep the aim of the activity, that the effect of human activity on the environment, in mind.

The destroyed web is a very powerful image. It is therefore essential that you leave time to follow on with at least a short brainstorm or discussion about the progress that is currently being made to protect the environment. You should also add points about what else can be done, including what they can do. The global situation is indeed depressing, but it is important that people do not feel helpless in the face of the task ahead.

You may want to read the background information before asking the questions about the relationship between human rights and the environment.

Further information

In nature everything is connected to everything else. All living things and non-living things are linked through cycles, for example, the carbon cycle and the water cycle. Food chains are part of these cycles. A food chain starts when a green plant uses light energy from sunshine, minerals in the soil and water to build their own food to give them energy to live and to grow. When a green plant, for instance, a cabbage gets eaten, the minerals and energy stored in the leaves are passed on and used, for instance, by the caterpillar to live and grow. As each animal in turn is eaten by another the energy and minerals get passed on through the food chain. When the animal at the top of the food chain dies, its body decays as it is "eaten" by bacteria. The minerals that were in the body are taken up by green plants and a new food chain begins.

Evaluation Method: An Orange Tree

Aims of the activity

To show quickly and clearly what the participants feel about different aspects of the training

Resources needed

Four or five large papers with a tree drawn on them, label different aspects of the training

At least a hundred orange or yellow, green and black pins

Group size

Min 4, max 30

Time

This will depend on the size of the group, but for a group of thirty, it should take about 40 min

Explanation- 5 min

Activity - 20 min

Discussion on the evaluations - 15 min

Method

The facilitator explains that the four or five different papers will present different aspects of the training, and each participant will be required to place a pin on each tree, signifying a ripe orange, an unripe orange and a rotten orange. The state of the orange will in turn be describing what the participant feels about the particular aspect of the training.

Ripe oranges at the top of the tree (orange or yellow pins) - signifies satisfaction, a learning process, lots of things to carry away

Green oranges at the lower branches of the tree (green pins) - signifies that there is room for improvement, nothing new

Rotten oranges at the bottom of the tree on the ground (black pins) - Not happy at all, will not carry anything from here.

Once the participants have all put their pins, the group then comes together in front of the trees, and different participants can comment on their evaluations.

Contacts:

This publication has been produced by the International Office within the framework of the project "Citizenship For Change: Empowering Volunteer Activism," supported by the European Commission - Action 3.2 ('Youth in the world: Cooperation with countries other than the neighbouring countries of the European Union) of the Youth in Action Programme.

The publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

ICYE International Office
Große Hamburger Str. 31
D-10115 Berlin, Germany
Telephone: +49 (30) 28 39 05 50 / 51
Fax: +49 (30) 28 39 05 52
Email: icye@icye.org
Website: www.icye.org