Final Activity Report:

International Training for Trainers

of the Erasmus+ Key Action 2 project

"Skills and Competences for a Global World"

1-5 March 2018

Bali, Indonesia
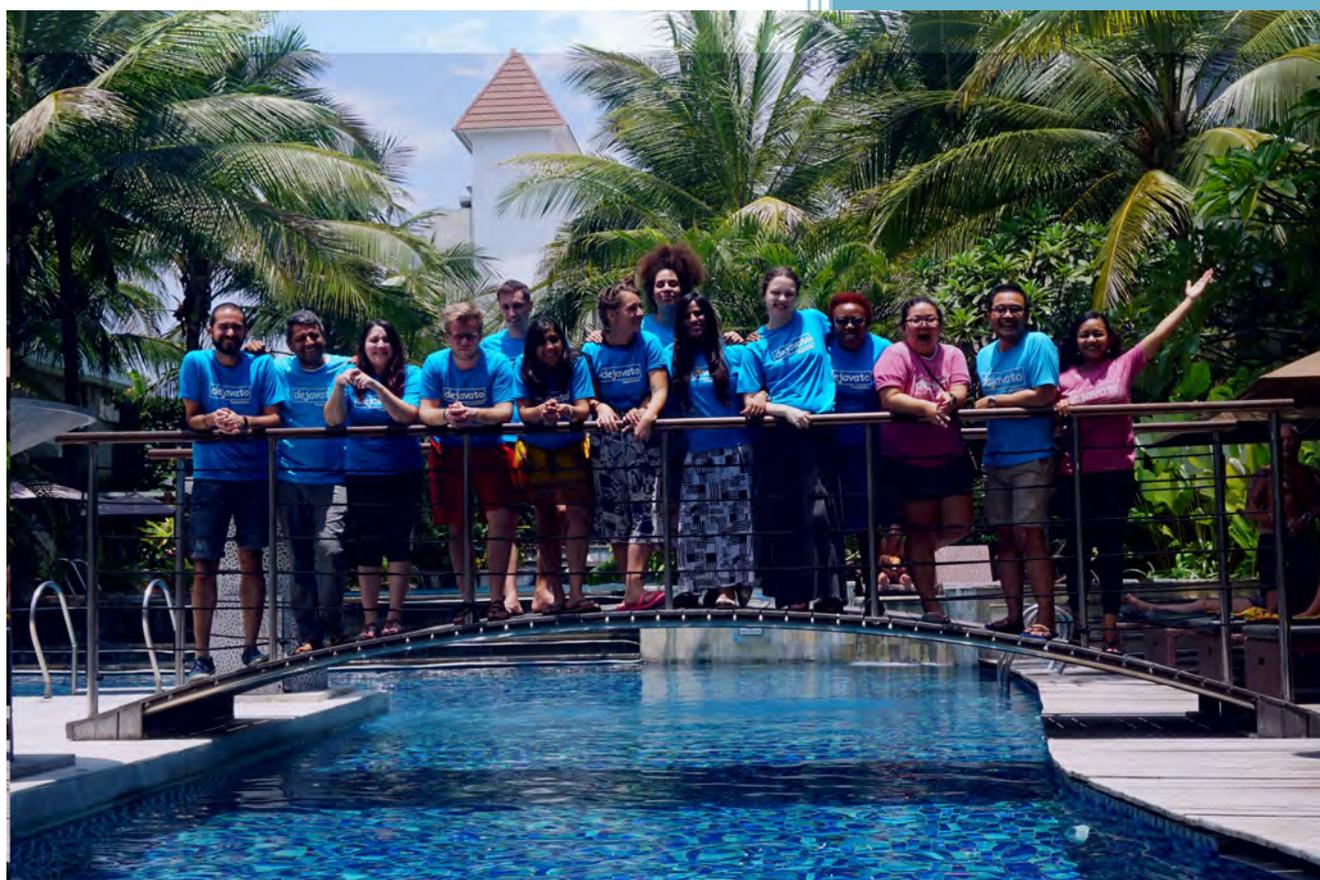
Table of Contents

Introduction

Intercultural Learning is a process of learning to understand the influences of one's culture and thereby to understand other cultures. It promotes understanding, respect, equality of opportunity, justice and peace among citizens of the world, whilst enhancing the socio-cultural, personal and professional skills and competences of young people. Intercultural Learning (ICL) builds the foundations of ICYE volunteering programmes which focus on cultural exchange and hands-on volunteering. The overriding aim of the Erasmus+ Key Action 2 project "Skills and Competences for a Global World" is therefore to boost the skills and competences of young people and their ability to participate actively in society – by enhancing trainers' skills in imparting ICL, i.e. enabling trainers to test and sharpen their ICL skills and competences and support the development of volunteers' competences.

In keeping with the main aim, a key activity of the project was the 5-day International Training for Trainers (TfT), which took place in Bali, Indonesia, from 1 – 5 March 2018. The TfT brought together 14 participants from 11 countries in Africa, Asia, Europe and Latin America. Through the intercultural learning sessions led by participants and peer-to-peer feedback and exchange, participants had the opportunity to try, test and improve their skills and competences as trainers of ICL and gain new ideas, methods and theoretical inputs for their future ICL trainings, in particular the upcoming ICL trainings for the EVS volunteers in the project.

We hope that the inspiration and motivation gained through the training – not least the concept of inner readiness competence development – will lead to more prepared and professional trainers of ICL and to greater long-term impacts of volunteering on the young participants of Erasmus+ and ICYE programmes. This Final Activity Report provides a detailed description of all methods and sessions led by the participants and the taskforce, including theoretical inputs that link the aims of the sessions and discussions among participants to social realities.

We would like to extend a heartfelt thanks to the Dejavato Foundation team for their hospitality and flexibility with regard to the needs, wishes and demands of the taskforce and participants; to the taskforce their thorough preparation and commitment to the project; and to all participants for an unforgettable mutual learning experience.

Rubaica Jaliwala
ICYE International Office

Aims and Objectives

The project aims to strengthen non-formal learning and intercultural learning impacts on volunteers and to investigate these impacts through an global study.

Aims of the project include

⇒ Professionalization of trainers to reach their goals in fostering intercultural learning, solidarity and values of human rights to young people

⇒ Boosting skills and competences of young people and their ability to participate actively in society

⇒ Testing the impacts of the ICL process on the volunteers' skills and competences and examine the needs and strengths of participating organisations in training, volunteer management and support within and across regions.

Objectives of the project include

⇒ Testing and improving skills and competences of trainers in intercultural learning

⇒ Empowering volunteering organisations to enhance the quality of their work, volunteer management, intercultural learning trainings and support practices

⇒ The impact study:

- investigates impacts of intercultural learning and international volunteering on volunteers, i.e. skills and competences gained (empathy, perspective-taking, problem solving, conflict resolution, critical thinking…) from the perspective of the volunteers and host organisations in the project

- assesses capacities, needs and strengths of volunteering organisations within and across regions

- exploits the study's findings to create greater visibility and recognition of the impacts of international volunteering

Objectives of the Training for Trainers include

⇒ Sharpening trainer skills and competences in intercultural learning through peer-to peer feedback and exchange, theoretical input on intercultural learning and the concept of inner readiness based competence development

⇒ Developing draft training programmes for volunteers to be held at the start of the European Voluntary Service in hosting countries, plan subsequent phases (local trainings, impact study…) and dissemination of activities and outcomes at national and international levels.

⇒ Reviewing research methodology for assessing the impacts of volunteering and intercultural learning on the skills and competences of the volunteers.

Programme Overview

DATE	DAY	DESCRIPTION OF ACTIVITIES
28.02.	**Day 0**	**Arrival of participants**
01.03.	**Day 1**	
09:00	10:30	**Phase I - _Starting Point_** -Welcome and introductions by Dejavato and ICYE IO -Introduction to Dejavato's team, team of facilitators & participants -Getting to know each other: Talking Wheel method -Aims & objectives of project & training, Erasmus+ and Key Action 2 -Presentation of Dejavato Foundation and of Indonesia
_10:30_	_11:00_	_Coffee / tea break_
11:00	12:30	-Expectations / Fears / Contributions -Presentation of the Programme -Social Contract / Reporting on sessions / Groups for end-of-day feedback / Practical Info **_Theoretical & Methodological Background & Approach_**
_12:30_	_14:00_	_Lunch break_
14:00	15:30	This part of the training is led by the participants/trainers with feedback from participants. The Feedback cycle was explained to participants. **Setting the framework: _Non-Formal Education and Experiential Learning_** -Formal and Non-Formal Education -Best and Worst learning experiences -Experiential learning Cycle and learning styles Feedback Cycle
_15:30_	_16:00_	_Coffee / tea break_
16:00	17:30	**Phase II – Emphasising Similarities** **_Identity, Culture and Diversity_** Method: Identity Molecules - followed by the Interactive presentation of Iceberg Model of Identity Feedback Cycle Connection to Skills by taskforce
17:30	18:00	_End of day Feedback in Groups_
_18:30_		_Dinner – Intercultural Night_
02.03.	**Day 2**	
09:00	10:30	**…contd. Phase II - _Perception and Interpretation_** Method: Looking through your own lens—How do you identify yourself? Method: World of Images **Phase III - _Stereotypes & Prejudices_** Method: Starting Over – followed by the input "Functions of Prejudices" and of "Stereotypes and Popular Images in the Media" Feedback Cycle Connection to Skills by taskforce

11:00	11:30	*Coffee / tea break*
11:30	13:00	**Phase IV - _Privileges & Power_**: Method: Taking a Step Forward Feedback Cycle Connection to Skills by taskforce
13:00	14:00	*Lunch break*
14:00	15:30	…**contd. Phase IV - _Discrimination_** -What is discrimination? - Discussion in groups -Presentation of "Experience based model of discrimination" -Method: Four Fields - Four Perspectives -Aspects of discrimination Feedback Cycle Connection to Skills by taskforce
15:30	16:00	*Coffee / tea break*
16:00	17:30	**_Taking action, small steps for change_** Method : Forum Theatre Feedback Cycle
17:30	18:00	*End of day Feedback in groups*
18:30		*Dinner / Film: Kinshasa Collection, a web-series (www.kinshasa-collection.com)*
03.03.	**Day 3**	
08:45 10:45	10:30 10:00	**_Project Visit & Excursion_** Visit to the host project: SLB-B Jimbaran Bali (State Jimbaran School for the Disabled) Departure for the Uluwatu Temple
13:00	15:00	*Lunch and break*
15:00 15:30	15:30 17:00	From here on the training is once again led by the Taskforce of the TfT **_Learning Process of an ICL Training_** **_Skills and Competences_** -Inner-readiness-based-competence-development -What do we need to foster skills based volunteering - group work
16:30	17:00	*Coffee / tea break in groups*
17:00	18:00	**_Mid-term Evaluation_**
19:00	*21:00*	*Dinner*
04.03.	**Day 4**	
09:00	10:30	**_Developing ICL Training programme & ICL measures_** -Develop draft programmes for local ICL trainings -Identify ongoing support measures and methods for self-awareness and self-assessment of volunteers (ongoing and at mid-term evaluation)
10:30	11:00	*Coffee / tea break*
11:00	12:30	…contd. Working groups
12:30	14:00	*Lunch break*
14:00	15:30	Presentations of draft training programmes, and measures for self-assessment and on-going reflection of volunteers during the EVS

15:30	16:00	Coffee / tea break
16:00	17:30	***Impact Study Session*** -Aims & objectives of the study -Target groups -Countries involved -Content, Methodology & Timeline -Theory of Change -Types of Impact to assess -Important aspects to consider Presentation of the baseline questionnaire for volunteers. Feedback / questions on the baseline questionnaire
17:30	18:00	Steam Group evaluation of the day
18:30		*Dinner – Film: Kinshasa Collection, a web-series (www.kinshasa-collection.com)*
05.03.	**Day 5**	
09:00	10:30	***...contd. Impact Study Session*** Presentation of question sets: $\Rightarrow$ for interviews with volunteers $\Rightarrow$ for interviews with host projects $\Rightarrow$ For interviews with host coordinating organisations Feedback / questions on the interview question sets In regional groups, discussion with taskforce members on the impact study, logistics of organising the interviews, etc.
11:30	12:30	Presentation of results
12:30	*13:30*	*Lunch break*
13:30 14:15	14:15 15:15	***Step-by-Step Action Plan*** o Project timeframe, local trainings, monitoring progress o Volunteer Articles for the ICYE Newsletter October 2018 o Impact study questionnaire and interviews o Final Evaluation Meeting of taskforce - Publication of modules, resources developed ***Dissemination*****:** Outline what, how, when (& who does what)? ***Recognition & validation*** of participants& volunteers' learning outcomes
15:15	*15:45*	*Coffee / tea break*
15:45	*16:30*	**Final Evaluation & Closing of the TfT**
19:00		*Farewell Dinner*
06.03.	**Day 6**	**Departure of participants**

8

DAY ONE - 1st March 2018

Welcome and Introduction

The Training for Trainers (TfT) began with a warm welcome by the host organisation Dejavato Foundation and the ICYE International Office. The Dejavato support team introduced itself followed by an introduction of the taskforce members. Each participant then introduced her/himself describing their role in their organisation and their experience in leading trainings on intercultural learning.

Getting to know each other

To get to know one another better and as an introduction to the theme of intercultural learning, the *Talking Wheel* method was introduced. The method aimed at making participants aware of different social and cultural identities and beliefs, one's own prejudices, opinions different from one's own, a chance to reflect on one's own position and importantly also to learn to listen. *A full description of the Talking Wheel can be found in Annex 1.*

Aims & Objectives

The aims and objectives of the project and the TfT were presented, as well as objectives of Erasmus+ and Key Action 2 Capacity Building in the Field of Youth. The aims and objectives of the project and training are presented on page 5.

Ketut Purwantoro, founder and director of Dejavato Foundation, then presented the organisation's key work areas and host projects in Indonesia, as well as giving background information on the country, in particular Bali, the venue of the TfT.

Expectations, Contributions, Fears

In order to enable the participants to talk about their expectations and what they could contribute to the TfT, as well as expressing their fears (that which they didn't want to see happen at the training), the participants were given 3 different colour post-its on which they were asked to write their *expectations (magenta), fears (yellow) and contributions (red).* They were given 20 minutes to write their points

on post-its and paste them on the flipchart according to the respective category. The facilitator then went through each category and addressed the expectations, fears and contributions of all participants.
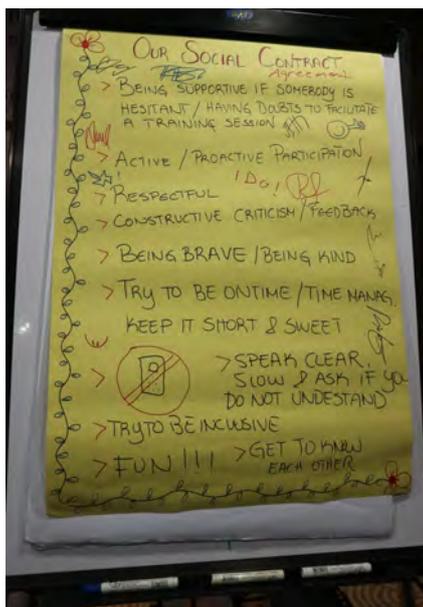
The exercise was followed by an in-depth presentation of the draft programme of the TfT. Participants were asked for their feedback, questions and to consider whether their expectations were accounted in the programme. They were informed that the programme would remain a draft until the end of the training, i.e. they could suggest changes whenever they deemed necessary.

To address the fears voiced by the participants, the taskforce together with the participants drew up a social contract that was signed by all participants.

Theoretical and Methodological Background and Approach

The session started with two quick questions to the participants: What is a training? What is intercultural learning? To the question "What is a training?", participants replied with the following keywords: Learning (non-formal), objectives, sharing of information. To the question "What is intercultural learning, the following keywords were collected: acceptance, exchange, respect, adapting, open-mindedness, non-formal, experience. The taskforce then presented what a training and intercultural learning are, the Anti-Bias approach of the TfT, as well as the concept of inner readiness based competence development.

$\Rightarrow$ **What is a Training?**

- includes involvement and exchange.

EXPERIENCE ⟵————————⟶ **THEORY**

Training is about providing tools to others to achieve certain goals.

It empowers people to build up their skills and capacities.

$\Rightarrow$ **What is Intercultural Learning (ICL)?**

- is a process of learning to understand other cultures.

- ICL refers to an individual process of acquiring knowledge, attitudes or behaviours through the interaction of different cultures. Therefore it is **not purely an individual process** as it leads to the construction of an **intercultural society**.

- One of the hardest parts of ICL is to understand oneself. True intercultural learning comes through questioning the influences to which one has been exposed throughout life.

$\Rightarrow$ **Anti - bias Approach**

- 1980s USA; Louise Derman-Sparks and Carol Brunson-Philips.

- 1990s the approach underwent intensive development after the end of the Apartheid system in South Africa.

Intercultural learning & International Voluntary Service: An international voluntary service project can be seen as a **'laboratory' of society,** bringing people from different cultures together in an intense learning experience.

- The Anti-bias approach assumes that everyone has prejudices. This is because prejudices and discriminations are not individual misjudgements, but institutionalised in society as <u>ideologies</u>, which are learnt by individuals. Correspondingly, the behaviour based on those prejudices can be unlearned, and institutionalised oppressive ideologies can be discovered, questioned, and analysed.

- Anti-bias is seen not as a self-contained approach with only specific anti-bias methods, but as a fundamental attitude and a life-long learning process.

⇒ **Competences**

- comprise 3 elements:

   → **Knowledge**

   → **Skills**

   → **Attitudes**
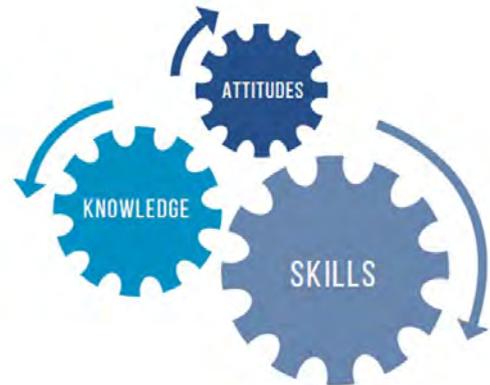
- Competence is the ability to **ACT** (efficiently) in a specific field (area of work) and in a specific situation.

- **Why Competence Development?** To encourage **personal action**.

- Competences are expressed through **behaviour.**

⇒ **Inner Readiness**

- Inner readiness: **personal motives, desires, experiences, emotional states, values, beliefs, physical and mental conditions, feelings, etc.**

- Inner readiness can be described as a learner's habitual way of relating to a situation by **mobilising or withholding her/his capabilities to choose and act.**

- Two types of competences work toward inner readiness:

   A. Social Competences

   B. Emotional & Self-management
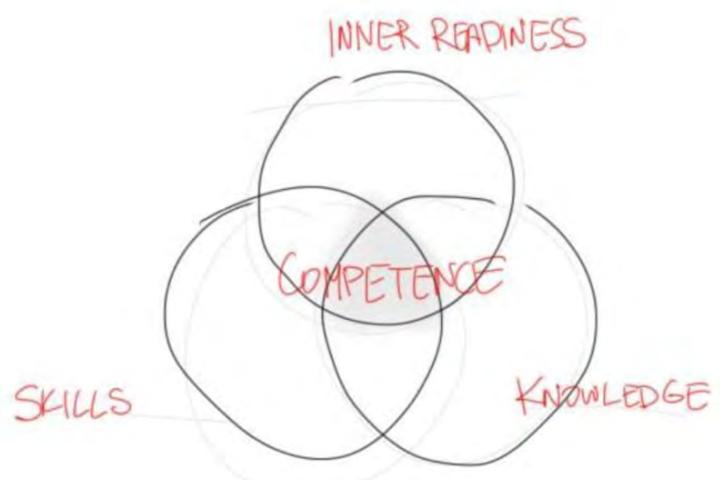
⇒ **Inner Readiness Based Competence Development**

- Development / Learning :

     A. Knowledge & Skills gained through informing oneself and training

     B. Inner Readiness (Attitudes) gained through personal reflection and experiential learning

**POTENTIAL**
Constructive Habits
Destructive Habits

Ways to develop inner readiness:

1) **Self-reflection**

2) **Giving-receiving feedback**

3) **Open and encouraging organisational culture**

HAVING AND GROWING THAT INNER READINESS

Too often in schools, in the family, with friends young people get the negative criticism that they cannot draw. So for them to move from their comfort zone into the stretch zone is a real challenge! Facilitators have to pay special attention to helping participants get the confidence to try.

After all, what's important is not that the drawings are "artistic", but more that the message is clear..

This can be done through constructive feedback, providing a supportive learning environment and many opportunities to practise and then reflect about how it feels to do this. Having and developing inner readiness works through personal interaction, so that you are ready to use your knowledge and skills:

ELEMENT /
CONSTITUENT
PART

WAY OF
DEVELOPING /
TEACHING

KNOWLEDGE

INFORMING

SKILLS

TRAINING

INNER READINESS

REFLECTION OF
EXPERIENCE

8 GRAPHIC EXPRESS
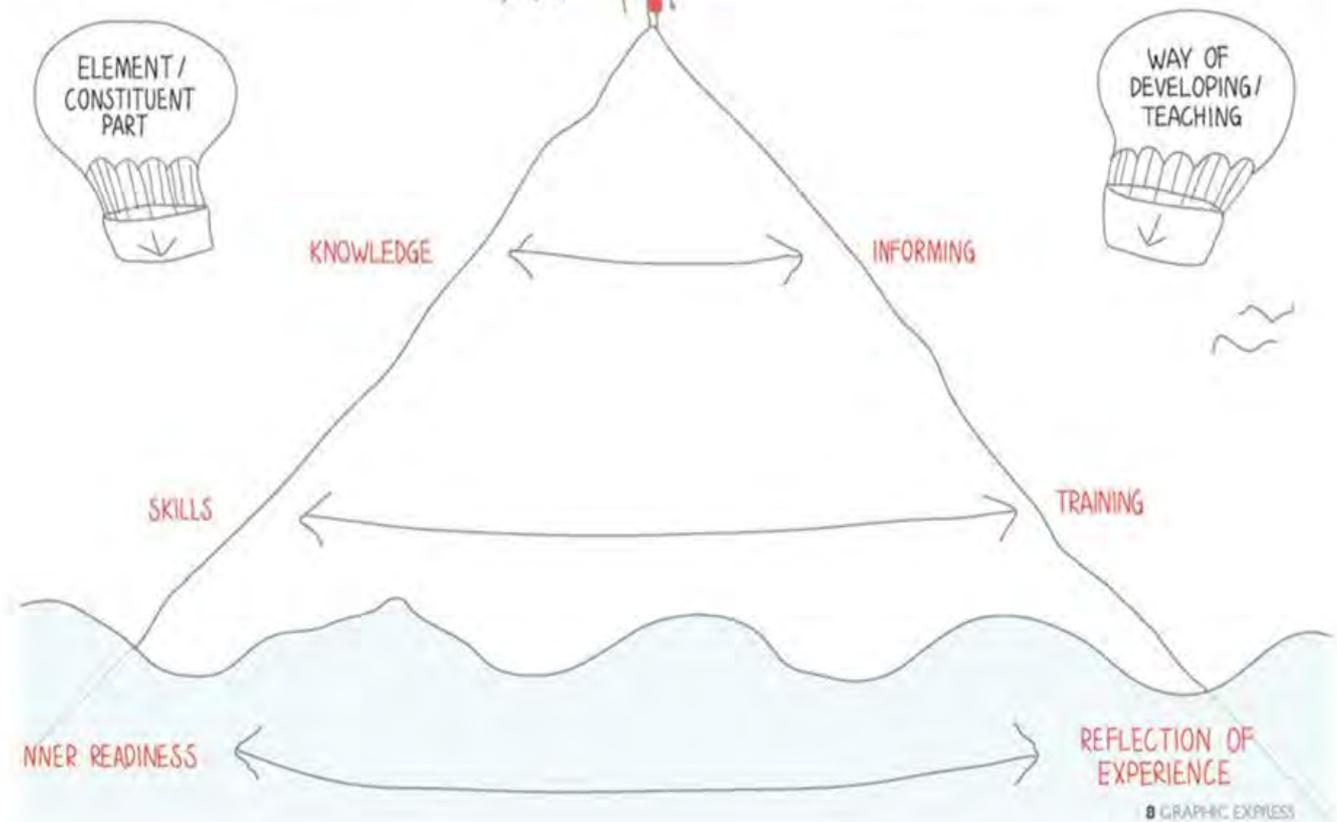
⇒ **Increasing Inner Readiness**

- We can increase the possibility for inner readiness for a specific action by raising awareness of the:

    1. Context of action

    2. Level of ownership of competences

    3. Self / our reaction habits
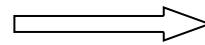
Thus by overcoming inner barriers

- Attitudes are not replaced by inner readiness, but the **REFLECTION** on attitudes, skills and knowledge **STRENGTHENS** inner readiness.

- E.g.: Public speaking requires **knowledge** and **skills** but also the <u>courage</u> to speak in public.

⇒ **Inner Readiness: Balance between Skills, Knowledge and Attitudes**

- Inner readiness is a <u>state of mind</u> influenced by habits of responding to:

Outside Stimuli
(Social Contexts)

Inside Stimuli
(Experience)

Allows the expression of one's own potential in a specific moment and context through **ACTION**

The balancing act between courage and fear/anxiety serves as a main factor influencing our readiness to act or not to act.

⇒ **Skills-based Volunteering**

Top 10 skills

in 2020	in 2015
1. Complex Problem Solving	1. Complex Problem Solving
2. Critical Thinking	2. Coordinating with Others
3. Creativity	3. People Management
4. People Management	4. Critical Thinking
5. Coordinating with Others	5. Negotiation
6. Emotional Intelligence	6. Quality Control
7. Judgment and Decision Making	7. Service Orientation
8. Service Orientation	8. Judgment and Decision Making
9. Negotiation	9. Active Listening
10. Cognitive Flexibility	10. Creativity

Source: Future of Jobs Report, World Economic Forum

Formal and Non-Formal Learning

In the afternoon, the intercultural learning (ICL) sessions started, which were led by the participants themselves. The first ICL session was on Formal, Non-formal and In-formal Learning, which began with the 3 questions:

⇒ **What is Formal Learning?**

Response from participants: Structured, graded, academy, based on curriculum, recognised, full time learning from primary to university

⇒ **What is Non-Formal learning?**

Response from participants: Semi-structured, volunteering, intentional, outside of an institution, practical, learning by serving

⇒ **What is In-Formal learning?**

Response from participants: daily life experience, can take place anywhere, unintentional, imitation, spontaneous.

After the participants' viewpoints on formal and non-formal learning had been collected, they were divided into two groups and were asked to discuss their best and worst experiences during their schooling. This was followed by a summary of the discussion in each group.

Group 1 - Formal Learning

| Best experience	Worst experience
• Structure • Following instruction independently • Teachers teaching life skills • Targeted learning - special support • Exchanges—student exchanges • Friendships • Non-traditional teaching methods / outside the classroom / non-formal	• Memorizing • Failing exams • Transmitting knowledge in the classroom was not motivating • Punishment

Group 2 - Non-formal Learning

Best experience	Worst Experience
• Boosted language skills (English) • Genuine thoughts and feelings shared • Training methods match participants' level of skills and competences • Feeling secure - helped with public speaking • Rid yourself of the need for being perfect - no grading! • Inclusive training (language, disability)	• Emotions not dealt with • Trainers not prepared - did not go in-depth • In-groups and out-groups were formed - affecting group dynamics negatively • External person invited to a youth exchange who didn't understand the project's aims and objectives • When content didn't match skills and competences

The participants were then explained the 4 stages of David Kolb's (1984) Experiential Learning Cycle.

⇒ Stage 1 - **Concrete Experience**

⇒ Stage 2 - **Reflective Observation**

⇒ Stage 3 - **Abstract Learning**

⇒ Stage 4 - **Active Experimentation**

Source: http://www.nwlink.com/~donclark/hrd/styles/kolb.html

To elaborate on the different styles of learning, participants were asked to fill in a Learning Styles Questionnaire, developed by Honey and Mumford (1992), comprising 80 statements. The scores gained on completing each questionnaire divulged the learning style of the person (i.e. Activist, Reflector, Theorist and Pragmatist).
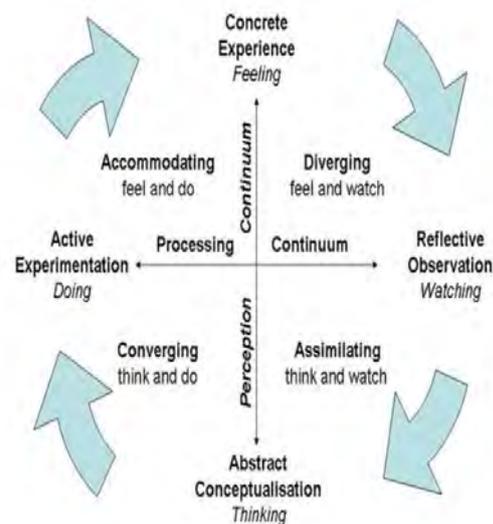
Discussion among the Activists:

Participants were then divided into 3 groups according to their learning style and each group discussed the advantages and disadvantages of their preferred learning style.

Advantages	Disadvantages
• No passiveness • There is always action • Open-mindedness • Quick, loose less time • Pragmatic/practical	• Miss information • Impatience • Exclude ideas of others • Frustration in alone work • Taking all perspectives into consideration • Quick decision making-prone to making mistakes

Discussion among the Reflectors:

Advantages	Disadvantages
• Multiple approaches • Stating things very clearly • Articulating different aspects of different phenomena	• Danger of over thinking • Not getting anything done • Tiring • Discouraged if there is not enough time / resources for a task

Discussion among the Theorists:

Advantages	Disadvantages
• Good at making concepts • Good at making decisions from all perspective	• Take a long time for decisions

Discussion among the Pragmatists:

Advantages	Disadvantages
• Ideas to make things happen • Things get done	——————————

Feedback from participants and taskforce:

- The Learning Styles Questionnaire should have been given beforehand for more time to complete it and to understand the statements better. Alternatively the shorter version of the questionnaire should be used.

- The first part of the session (about formal, non-formal and in-formal learning) could have been made interactive by asking for input from participants.

For more information on the Experiential Learning Cycle and Learning Styles see "Non-Formal Learning Handbook for Volunteers and Volunteering Organisations", pages 5-7:

http://www.icye.org/wp-content/uploads/2017/06/NFE-Handbook-May-2017.pdf

Identity, Culture, Diversity
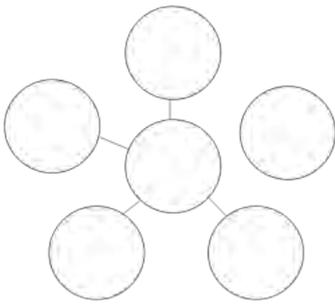
The session on Identity, Culture and Diversity began with an icebreaker, i.e. participants were asked to draw the first thing that came to their minds, which they identity with. Each participant presented the drawing, which was used to explain that identity is created through experience and history and that it changes with time and circumstances.

The **Identity Molecules** exercise began with individual work; participants were asked to draw a circle connected by 5 circles/molecules, write their names in the molecule in the centre, and to write group belongings in each of the five circles/molecules. Divided into two groups, they were then asked to share two of the molecules they identified with most strongly and discuss them on the basis of the questions: How is it to my advantage to be a member of these two groups? What makes it easier or difficult to be part of these groups?

Back in the big group, the facilitator explained the last part of the exercise. He would randomly call out some of the molecules written by participants and if the participants identified with the molecule, the should stand up. The length of time they should stand would depict the intensity of their identification to the particular molecule. If their identification for merely symbolic, they could stand up only very briefly. Three molecules were called out and participants stood for different lengths of time. The subsequent discussion dealt, amongst others, on how it felt to stand alone or in a group.

The aim of the exercise was to get the participants to reflect on their own cultural identity, recognise that one belongs to multiple groups simultaneously, and to understand that personal identity is created through several interacting identities and social factors. Identity is fluid and what people identify themselves with can change with time, space, context and circumstances.

An in-depth description of Identity Molecules can be found in Annex 2.

The session ended with a presentation of the *Iceberg Model of Identity (see Annex 3 for a full description*), which served the elaboration of the visible and invisible aspects of identity, likewise of culture.

Feedback from participants and taskforce:

- It is better to let the participants keep their molecule sheets and the facilitator collects only the 2 molecules (on separate strips of paper) from each participant.
- The standing and sitting part is more intense if participants were asked to remain silent.
- Asking participants to identify the visible and invisible aspects of identity would have made the presentation of the Iceberg Model interactive and more interesting.

DAY TWO - 2nd March 2018

Perception and Interpretation

This session started with a brief exercise: **Looking through your own lens - How do you identify yourself?** The participants were asked to look at the themselves in the mirror and describe what they saw. The group was then asked: What did you think of everyone's choices of description? Do you think that is how others perceive you? Do you want other people to perceive you as that?

The activity helps to explore one's immediate reactions to one's own identity. It is a way of looking at how groups of people describe themselves. Usually minority groups tend to describe themselves as the thing that differentiates them whereas those who do not fall within a minority group may use less adjectives to describe themselves.

The exercise **World of Images** was then carried out. Eight photographs of different persons were laid out on a couple of tables in the room including photos of friends and family, public figures, etc. from different countries, regions and backgrounds.

The group was asked to look at the photos of the different people and write one or two words describing the person(s) in each photo. The aim of the exercise was to make one aware of one's prejudices and recognise how easily people judge "others" on the basis of their appearance.

A complete description of World of Images can be found in Annex 4.

Stereotypes and Prejudices

The theme of stereotypes and prejudices was addressed through the method **Starting Over**, in which participants were presented with a scenario: A group of people get a one-time chance to begin a new life and lifestyle, living together on a secluded island. The basic amenities and infrastructure (streets, houses, etc.) already exists. Any contact with other people beyond the island will not be possible in the next 50 years. The size of the group is limited to 8 people. The participants were presented with a list of 20 people and their task in 2 groups was to select 8 persons (from the 20) to travel to island and start life over. The exercise created awareness of the extent to which our attitude, approach and prejudices influence our decisions, the criteria we use to judge other people and how dominant social categories and valuations of other people get entangled with our own images of others.

A complete description of the method Starting Over can be found in Annex 5.

The exercise was followed by the presentations of the *Functions of Prejudices* and *Stereotypes and Popular Images in the Media, which can be found in Annex 6 and 7 respectively*.

Feedback from participants and taskforce:

- The theoretical part should have been more in-depth or even done as a separate follow-up session.

- The selection of photos was praised, especially the fact that some were personal and the facilitator was able to explain the story behind each photo.

- A general remark that if facilitators were not sure about the content of the theoretical input they should not present it or should prepare themselves well for it. This was with reference to the Representational Practices in the Media. Alternatively they could change the images used to those they were familiar with in keeping with the aims of the theoretical input.

Privileges and Power

The session began with the exercise **Take a Step Forward.** Participants were asked to lay down on the

floor and make themselves comfortable, whilst closing their eyes. The facilitators handed out slips of paper, whereby the participants were instructed to imagine themselves as that person on the slip of paper. The descriptions included their names, along with a short description i.e.: Adel, Fashion Model with African Heritage from France. Calming music was played in the background and "scene setting" questions were asked for a duration of 10 minutes.

The facilitators asked the participants to get up slowly and stand in a line. They instructed them to close their eyes and step forward if they strongly agreed with the statements and step back if they strongly disagreed with the statements that they were going to read out. This was a slight modification to the method as the participants were given a choice to step back as well as step forward. When the participants opened their eyes, they were asked to read out who they were, starting from the back of the room and then moving to the front of the room. A number of the descriptions had been repeated, i.e. two people had been given the same description. Interestingly, those with the same descriptions were standing beside one another, which means that they answered the questions along the same lines.

The facilitators asked how they were able to imagine themselves as the people described on the paper and the participants said they found it difficult to put themselves in the shoes of the people who were less fortunate than themselves. A participant mentioned that they really struggled to imagine themselves with a disability, but other participants could associate existing knowledge through experience and media to imagine themselves as less fortunate, i.e. immigrant, homeless Mexican, etc.

The participants discovered that they had their own stereotypes which could lead to prejudices such as homeless people are drug addicts and they placed themselves in that position. The participants spoke about the following as the major human rights that were violated in the circumstances of the individuals in the exercise: education, shelter, the right to vote, constitutional segregation. The facilitators spoke about the different factors that have an impact on individuals' place in society and how people in powerful positions could exploit others and abuse their power. These factors include: gender, race, religion, age, education, etc. The group spoke about the need to make volunteers aware of how other people may perceive their position in society, particularly if they are arriving from the West and volunteering in the South and how they should not abuse this "perceived power". Participants summarised that the decision makers have the right of making power and that most of them have privileges. The session was rounded off by concluding that we can empower volunteers to stand up to socially constructed privileges and power by not allowing this to get in the way of how they treat and perceive people.

The method description for Take a Step Forward can be found in Annex 8.

Feedback from participants and taskforce:

- Adding names to descriptions was confusing for the participants as the names didn't necessarily match the descriptions and sometimes the names reinforced stereotypes.

- Picking descriptions out of a hat, as opposed to being given them, would have been preferential because you would not be intentionally targeting people as this could have a negative impact on the group and perceived as selecting and singling out participants.

- The stepping back and forward seemed to work. However, participants felt that having the option to stand still if they neither strongly agreed or disagreed with the statement was also important and could be added to future sessions.

- Participants should not be asked to close their eyes during the stepping back and forward part of the exercise as watching others move ahead or be left behind has a powerful impact, which is lost if everyone's eyes are closed.

Discrimination

The session on discrimination started with the group being divided into two and asked to discuss two questions: 1) How would you define discrimination? 2) What are the main factors that can lead to discrimination

Presentation by Group 1 :

Definition of discrimination: Exclusion of an individual or group based on their characteristics (e.g. appearance, gender, race, religion...)

Main factors that can lead to discrimination: Prejudices | Social constructions | Peer pressure | Experience—Education (background) | Fear of the unknown | Generalizations

Presentation by Group 2:

Definition of discrimination: Leaving somebody out | Unequal treatment | Exclusion | Differentiation | Linked to minorities | Oppression | Racism | Physical verbal and nonverbal acts | Removing rights | Not listening to others | Negative treatment | Takes place when there is power → prejudices + stereotypes | Can be intentional or unintentional | Takes Human Rights away from people | Acts of intimidation | Interchangeable acts | Hurting feelings | Victims become oppressors | Multiple ways of exclusion (e.g. belonging to an accepted group but also to an excluded group)

Main factors that can lead to discrimination: Power + Privilege = Fear of losing your privileges | Lack of knowledge |Lack of empathy | Superior attitude

The method *Four Fields – Four Perspective* was presented, for which every participant received a sheet with four fields (see below) to be filled in individually and then discussed with a partner of one's choice. Thereafter all participants came together and exchanged experiences on the exercise.

Describe a situation in which the words or behaviour of another person hurt you.	**Describe a situation in which your words or behaviour hurt someone else.**
Describe a situation in which you did not intervene against (a) prejudiced statement (s) or discrimination	**Describe a situation in which you inter-vened against (a) prejudiced statement (s) or discrimination.**

The exercise aimed at getting participants to recognise that in different situations of discrimination, a person can take up different positions. It served to develop a sensitive way of dealing with one's own prejudices and addressing power, structural violence, responsibility and civil courage.

During the debriefing, participants expressed that it is not easy to think about such a topic, especially about when you have discriminated someone else. It was stated that it takes time to realise and reflect on the times we have hurt others. The participants also said that the dynamics were good and it was easy to open up to a relative "stranger" about such personal matters, as well as how interesting it was to note that everybody has experienced discrimination and on other occasions has also been perpetrator.

Annex 9 presents the description of Four Fields - Four Perspectives.

The facilitators then presented the **Experienced based Model of Discrimination** and the three different levels at which discrimination takes place— interpersonal, socio-cultural and institutional levels. The three levels are constantly interacting and influencing each others leading to a non-stop circle of discrimination. Linking the session to international volunteering, the facilitators presented the **Aspects of Discrimination** and asked participants to give examples of how these aspects impact on the volunteers and other stakeholders of international volunteering.

Annex 10 and 11 present the Experience Based Model of Discrimination and the Aspects of Discrimination respectively.

Taking action, small steps for change

This session was designed to empower participants to take a stand or intervene in incidents of discrimination and thereby take small steps towards change. **Forum Theatre** was chosen as a method for this and allowed participants to examine their own limits and try out alternative behaviours and practices. Participants divided in two groups were asked to think of conflict scenarios linked to volunteering and to practice short theatre plays depicting the conflict situation and allowing it to escalate. The main question to be addressed was: How can I influence the situation and what means of power do I have to change the situation? This requires taking on the perspective of another person, having empathy and civic courage, and finding solutions. Forum Theatre attempts to raise awareness of how conflicts can arise, it enables the sharing of different ways of dealing with conflict, recognition that there is not necessarily one solution and learning of how to deal with difficult situations. It encourages participants to observe, understand and try out alternative ways of behaving that could save a situation and avoid or resolve conflict.

⇒ The first group performed a play about a volunteer witnessing a girl in school being bullied by another pupil.

⇒ The second group performed a play about an international volunteer observing a pupil in school being beaten by the teacher.

After the plays were performed for the first time, participants were invited to take the place of the victims at any time during the performance (they were performed a second and third time to enable spectators to become the spect-actors). The performances and debriefing enabled participants to experience conflict situations as observers and victims, to intervene and try out different behaviours that could influence the situation and to discuss their sphere of influence and their power to bring about change.

Annex 12 presents a complete description of Forum Theatre.
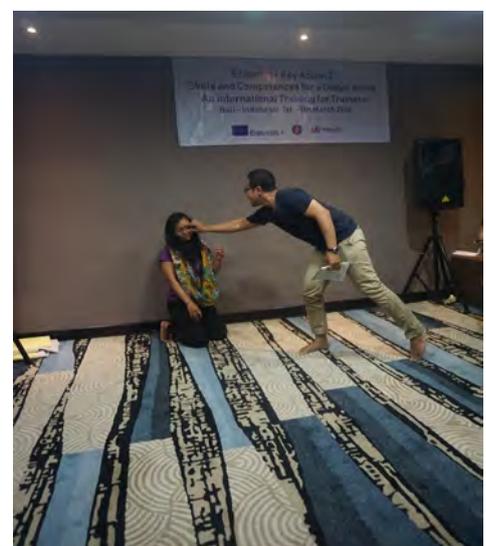
DAY THREE - 3rd March 2018

Host Project Visit

The third training day began with a visit to *SLB Negeri* School for disabled, one of *Dejavato Foundation's* host projects. The visit consisted of a welcoming dance performance, general information about the school, a Q&A session with the principal and a tour around the school's premises. SLB Negeri School is a government-funded school for disabled children (deaf/mute, autism, physical disabilities) from elementary to the high school level. The school has approximately 450 students and 130 staff members, 95 of which are teachers.

The curriculum and school environment are modified from the standard Indonesian system to match the needs of the students. For example, fewer subjects are taught and instead the school puts a lot of emphasis on non-formal education and workshops/activities (such as arts and handicraft). The support it provides to the students extends beyond education: accommodation is given to students in need (depending on the student's family's financial situation), and the school ensures that students can continue to work after graduation by helping them in finding jobs.

Almost 80 % of the students find suitable jobs outside of the school, but the school also offers a possibility to work in the school's workshops after graduation. During the Q&A session, there was

discussion about the students who live on campus, their relationship with their families and the role and impact of international volunteers. The visit concluded with a tour of the school in order to be able to observe first-hand the students in action in the workshops.

At the feedback session on the project visit, participants said they were happy, impressed even, with the project. They noted that the school was a pleasant environment for the students, who "seemed to be genuinely happy and content" and were able to engage in meaningful tasks through the workshop activities. Some participants admitted their surprise on learning that the school is government funded since the school complex was large and well maintained and the equipment for the workshop activities was rather professional. The students appeared to be used to international volunteers, which was visible in their open approach to the visitors. Participants found it remarkable that the school plays an active

role in supporting the students after graduation. It was discussed that the school is an excellent host project for volunteers, although not all young people feel able to work with people/children with disabilities. Thus the capacities, interest and motivation of the volunteers should be kept in mind when offering the school as a placement.

Ideal Process of an Intercultural Learning Training

The afternoon session began with a presentation of the ideal learning process of an Intercultural Learning training. The intercultural learning (ICL) methods presented on the first two days of the training were summarised and it was emphasized that ICL trainings are not just about the methods, but rather about initiating a process that helps the participants to become aware of their own cultural background, develop empathy for the situation of others and enhance skills and competence vital in today's globalized world. The ICL training process was summarized in five stages: after an introduction, the actual ICL process flows from identifying the influences of one's culture on one's actions to broader structures in societies, and is concluded with a reflection session. The five stages presented on page 29 serve as a base for constructing the ICL training. The themes given under each stage should be addressed during that particular stage but not necessarily in that particular order.

1. Starting Point

This stage is relevant to all kinds of trainings (not just ICL trainings) and helps to introduce the training, understand the content and get to know each other.

a)   Welcome & introduction

b)   Getting to know each other, energizer/icebreaker games

c)   Aims & objectives of the training

d)   Participants' expectations

e)   Schedule of the training

f)   Logistics, agreements, other practical info related to the training

g)   Theoretical & methodological approach; to make clear for the participants how these phenomena are understood in this context.

2. Emphasizing similarities

This stage creates awareness of one's (cultural) identity and perceptions/interpretations of the world.

a)   Exercise on learning about yourself: i.e. training methods that help the participants to become aware of one's cultural background/influences and understand that everybody is looking at the world through lenses; to become aware what culture means

b)   Training methods on perceptions and interpretation; understanding these is crucial to understanding how stereotypes and prejudices are constructed.

3. Influences / Conditioning

This stage helps to explain how stereotypes and prejudices work and what kind of impact they have in societies/social situations in general.

a)   Training methods on stereotypes and prejudices

b)   Training methods on exclusion

4. Power and Empowerment

This stage helps to understand the dynamics of power, privilege, and oppression, to motivate and give participants tools to take action in the real world.

a)   Building team spirit: to give everybody the feeling that "we are all in this together"

b)   Training methods on discrimination

c)   Training methods on privileges & power

d)   Empowering (young) people: to motivate their inner readiness to be able to intervene in discrimination and oppression in the real world.

5. End/Exit

The final stage recaps and reflects on the contents of the training and prepares the participants for the future.

a)   Reflection on and reference to expectations

b)   Address open issues/themes

c)   Recap on the themes of the training

d)   Feedback and evaluation

e)   Make sure participants can stay in touch (e-mail list, Facebook group, etc.)

f)   List of literature and references including additional information related to the theme

The ICL training process can be adapted to the time and resources available for the training. In other words, if two full days are not available, certain themes could be left out, ensuring however that all stages of the learning process are duly addressed in the training.

Inner-readiness based Competence Development and Skills based Volunteering

The session started with the presentation of two diagrams of the Inner Readiness Competence Development. The diagram depicting the interaction between inner readiness, knowledge and skills placed emphasis on the fact that interaction between the three can lead to competences. The diagram illustrated that knowledge informs people, skills are developed through training and inner readiness is developed by reflecting on one's experiences (see photo below).
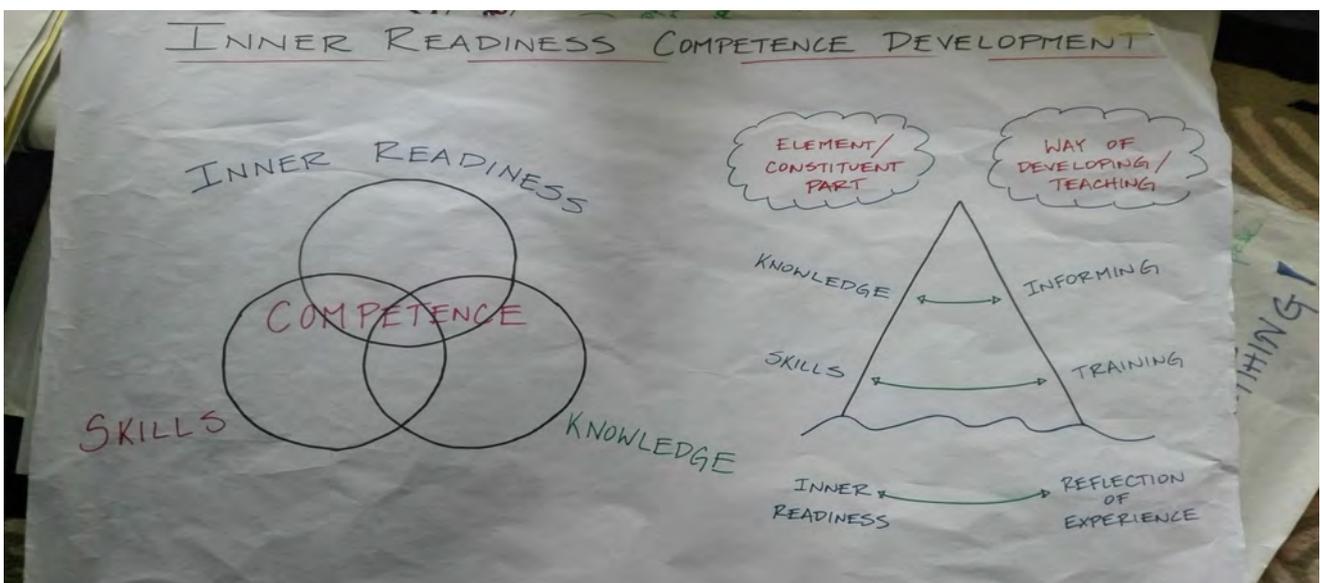
As the aim is to empower volunteers to act in a range of circumstances, different potential results of developing inner readiness were presented. After our programme, volunteers:

- are learning (are curious and think critically)
- are reflecting on their experiences (notice what happend and what it means → learn from daily experiences)
- create (look for, discover, implement)
- are aware of their physical and emotional states (learn to concentrate, to relax, express emotions...)
- courage to speak in public
- follow organisational values
- plan their careers
- communicate more freely, directly and actively
- solve conflicts in a more conscious, sensitive and impartial manner
- cooperate with responsibility (understand common goals, team work, complete one´s taks)
- communicate freely with people from different cultures
- know how to train others (organise internal trainings, train other volunteers)
- negotiate with courage and respect
- act as mature leaders and managers (perceive themselves as leaders and influence others positively with respect and purpose)

It was emphasized that methods are not everything and as youth workers and volunteering organisations we hold the key to unlock the inner readiness of our volunteers. Two groups were then formed and asked to discuss the challenges they faced in unlocking the inner readiness of volunteers and how they could support the volunteers in developing competences. They were also asked to consider additional skills the volunteers gain from the volunteering experience.

Group 1 presented the case of not being able to teach or hand out material and not being able to control certain situations. To be able to support the volunteers better, it was discussed that the work profile should contain clear and precise information on the work placement. The volunteers should be supported to develop their cognitive flexibility before departure and a skills-based training should be provided on arrival, so that volunteers feel more prepared. The Candidate Application Form and Report on Candidate was found to be very useful for getting more information on the volunteers. The group suggested job shadowing for volunteers facing challenges in their host projects since they would be able to experience other volunteers carrying out their tasks. The group presented two other skills that volunteers develop: *Creativity and Learn to Learn*.

Group 2 discussed the situations of the lack of inner readiness and immediately linked to each situation the skills needed to be developed or reactived to enable the volunteer develop competences. Support measures were also discussed, for example, reminding the volunteer of their motivation for volunteering and giving them opportunities for reflection throughout the year.

Mid-Term Evaluation

For the mid-term evaluation, participants were to asked to make one out of three different signs depicting whether they found the topics very good, satisfactory or bad. For the topics: accommodation, food, coffee breaks, transportation, project visit, technical support, group atmosphere and support form the host organisations as well as content and methodology of the training, participants signalled their contentment. For free time, the response was satisfactory as they felt more free time would have been good, recognising at the same time that there is never enough free time at any training. Some comments by the participants on the programme are:

- *Intercultural Learning*: Things were very well thought out. I was not aware of the ICL practical guide, and it was good to re-fresh one's practices.

- *Skills and Competences:* How to support inner-readiness in reality? The session opened my eyes to dealing with volunteers because sometimes we forget to help them to gain more confidence. The process of identifying skills and competences was a good exercise that we take home with us.

- *Preparation, work and support given by the taskforce*: Some time should have been planned on the first day for the participant-pairs to meet and prepare their sessions. It was suggested that participants could be paired regionally. To this, the taskforce responded that a trainer team should always comprise persons of different backgrounds, countries and genders for a diversity of views and perspectives and as a reflection of society.

DAY FOUR - 4th March 2018

On day four, participants developed draft programmes for their local ICL trainings with EVS volunteers and were divided into two groups for this: 1) from the EU, and 2) from non-EU countries. The EU and non-EU groups were made taking into account that partners in non-EU countries would hold 2-day ICL trainings as part of their 4-day on-arrival trainings, whereas partners in the EU countries would hold only 1-day ICL trainings (on-arrival trainings are organised by the National Agencies in EU countries and there is no funding for additional trainings). The groups were asked to develop 1 and 2-day programmes respectively and identify measures supporting the on-going reflection of volunteers on intercultural learning, including self-awareness and self-assessment methods.

After the lunch break on day four, the groups presented their results.

ICL Training Programme - EU countries

DATE	DAY	DESCRIPTION OF ACTIVITIES	AIM
	Day 1		
09:00	10:30	**Phase I – Starting point** -Welcome & Introduction -Activity: **Name game & introducing each other in pairs** Participants pair up and are given some questions to discuss . Then, everyone introduces their partner for the rest of the group (15 min) -Activity: **Magic carpet** [*See Annex 13***]** (15 min) -Aims & Objectives of the training -Expectations, social contract and values -Agenda -Logistics (& country facts)	To provide general information, to get to know each other, team-building, help the participants to understand the point of the training.
10:30	*10:45*	*Coffee / tea break*	
10:45	12:45	**Phase II – Emphasizing similarities** -Activity: **Power flower** [See *Annex 14]* (45 min) -Iceberg model of identity in an interactive way -Activity: **World of images** [*See Annex 4*] -Iceberg model of culture, presentation	To become aware of one's identity, perceptions and interpretations of the world, definitions of identity and culture.
12:45	*13:45*	*Lunch break*	
12:45	15:15	**Phase III – Influences & Conditioning** -Activity: **Lemons** [*See Annex 15***]** -Activity: **Starting Over** [*See Annex 5*] -(Theory session about prejudices, stereotypes)	To understand how stereotypes and prejudices work.
15:15	*15:30*	*Coffee / tea break*	
15:30	16:15	**Phase IV – Power & Empowerment** -Activity: **Take a Step Forward** [*See Annex 8*] (30 min) You can alter the activity so that the participants can also take a step back, not just forward. -Activity: **Pigeon hole** [*See Annex 16*] (15 min)	To understand the dynamics of power, privilege, and oppression and what kind of an effect stereotypes and prejudice have on societies/social situations.
16:15	17:00	**Phase V – Ending / Exit** -Address open issues/themes -Reflection/refer to expectations -Recap on the themes of the training -Feedback & evaluation -Make sure that participants can stay in touch (e-mail list, Facebook group etc.) -Distribute a list of literature/references + additional information related to the themes	

ICL Support Measures - EU COUNTRIES

There is an approach to ICL methods of *evaluation, self assessment and self awareness*
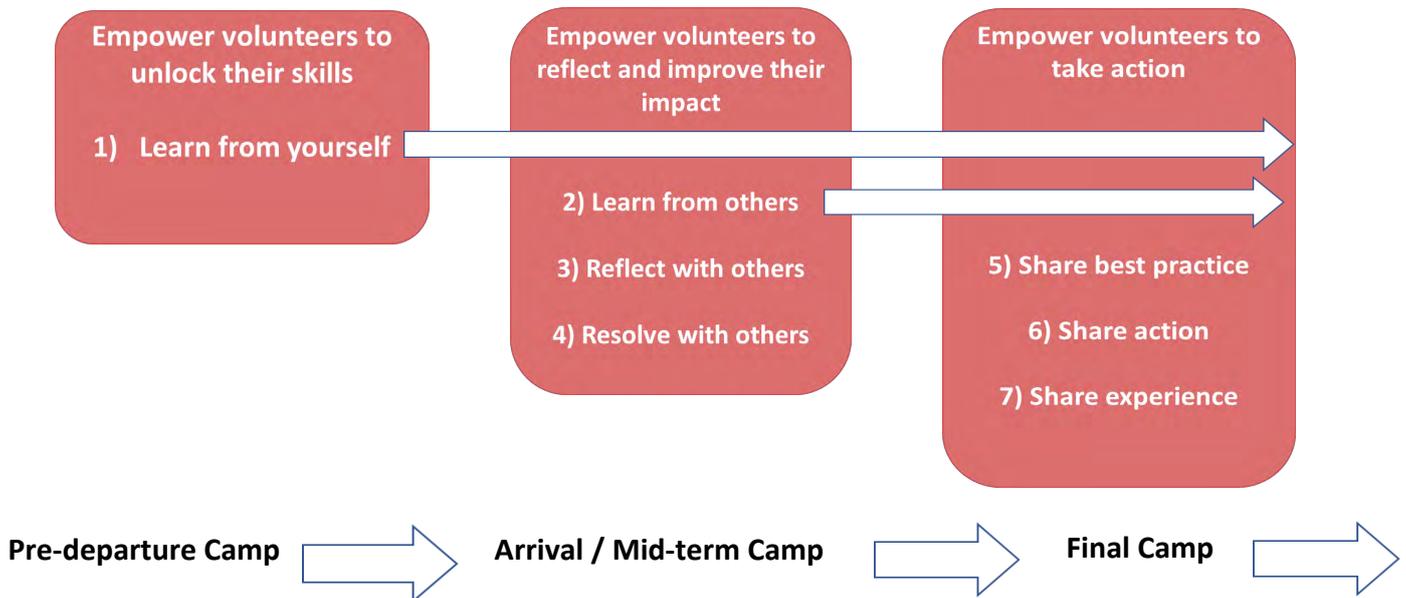
1) **Learn from yourself** – we provide self assessment tools to do this effectively and we have identified – social skills audit and care plan that can be used at all stages and letter to yourself at the mid-term camp

2) **Learn from others** – mentoring/job –shadowing to provide that additional support when we consider how we empower our volunteers to reflect and improve their impact

3) **Reflect with others** – Project presentations

4) **Resolve with others** - Forum Theatre – discrimination

5) **Share best practice** – we share case studies on campaigns or projects that volunteers can do to empower them to take action

6) **Share their action**

7) **Share experiences** – in their country

⇒ **Empower volunteers to unlock their skills (Self-Assessment and Self Awareness)**

1. *Learn from yourself :* The **Social Skills Test** can be used at every stage of the volunteers journey (pre-departure, mid-term and final evaluation) to allow the volunteer to reflect on their own social skills.

2. *Learn from yourself:* A **Self Care Plan** (*see Annex 19*) that develops "Mind, Body and Spirit" should be developed at every stage of the volunteers journey (pre-departure, mid-term and final evaluation) to allow the volunteer to reflect on their entire social construct and how that impacts others.

$\Rightarrow$ **Empower volunteers to reflect and improve their impact**

1. *Learn from yourself - Letter to yourself*

   Volunteers to write a letter to themselves in six months time with expectations, worries and desired achievements (this can either be done in the pre-departure or arrival   camp, check with your NC)

2. *Learn from others - Job-Shadowing*

   Volunteers are able to shadow other volunteers at their projects to share best practice

3. *Learn from others - Mentoring*

   Volunteers can be matched with other more experienced volunteers in the hosting country to support them in their volunteer journey. Mentors are advised to meet or speak at least every two weeks.

4. *Reflect with others - Project presentations*

   Volunteers to prepare a presentation of their progress in their projects to the other group (volunteers are made aware of this task at arrival camp but presented at mid-term camp)

5. *Resolve with others - Forum Theatre*

   This method helps volunteers to unlock resolutions to conflict situations that they can practice and utilise in the future. It will enable perspective-taking, empathy, finding solutions and civic courage in an international setting

$\Rightarrow$ **Empower volunteers to take action**

6. *Share best practice*

   NC should present case studies of best practice in this area in the mid-term camp/final camp.

$\Rightarrow$ **Empower volunteers to take action**

1. *Learn from yourself*
   Through the social skills self assessment and self-care plan, volunteers are encouraged to reflect on how they can improve at every stage.

2. *Learn from others*
   Mentoring/Job-shadowing

4. *Share action - Campaigns*
   NCs to empower volunteers to design a campaign based on interests and a action plan (this can be done at mid-term and final camp).

5. *Share experiences*
   Volunteers are encouraged to document their projects and share their experiences through blogs, social media and newsletters.
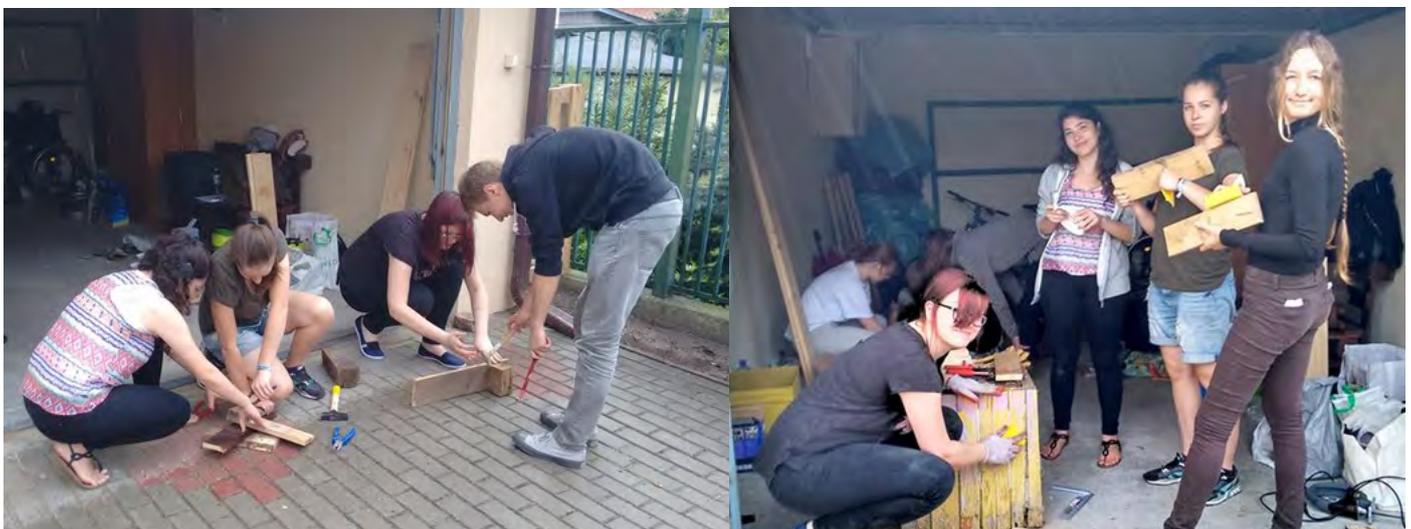
ICL Training Programmes - Non-EU Countries

DATE	DAY	DESCRIPTION OF ACTIVITIES
01.04	Day 0	**Arrival of participants**
02.04	Day 1	**Intercultural learning Training**
09:00	10:30	**Welcome and introductions** -**Getting to know one another** (a group of about 5) *Personal descriptions on paper including expectations, facing away from each other, the papers are put up on the wall and participants are invited to read and assign each to the owners using post-its* -**Expectations, contributions, fears** -**Programme, Aims and Objectives** – for volunteers to understand the essence of the activity and clarify expectations, skills and competences -**Agreements** -**What is Intercultural Learning?** - brainstorm and then give a definition
10:30	*10:45*	*Coffee / tea break*
10:45 11:30 11:45	11.30 11:45 12:30	**Identity, Cultural awareness, Diversity in the group, perception and interpretation** -**Identity –** Identity molecules [*See Annex 2*] or Power Flower [*See Annex 14*] -Iceberg model of culture [*See Annex 3*] -**Cultural Awareness** – Picture pyramid. Volunteers receive around 20 pictures, then they should place them in order of a social pyramid stating who would be on top and all the way down the other until the ones on the bottom. Facilitator needs to be familiar with the pictures (powerful pictures) especially of unknown but famous/important people. For more inputs or dissemination techniques refer to *World of Images* [*See Annex 4*]
12:30	*14:00*	*Lunch break*
14:00 14:30	14:30 16:00	**Prejudices, Stereotypes, Exclusion** -Energizer -Lemons [*See Annex 15*] -Definition of stereotypes – brainstorm Facilitator shares their experience and then requests the participants to share their own experience of being stereotyped, how did they feel, what did they do? -Starting Over [*See Annex 5*]
16:00	*16:15*	*Tea break*
16:15 16:30 17:00	16:30 17:00 18:30	-Functions of prejudice [*See Annex 6*] -Stereotypes and Popular Images in the Media (i.e. sports people presentation) [*See Annex 7*] -Movie on the topic (Documentary or short local film, i.e. Kinshasa Collection - www.kinshasa-collection.com
18:30	18:45	**End of the day** -Feedback as a Group *(what have you gained from the days exercises)* -Brief info of the next day activities

02.03.	Day 2	
09:00 9:45	9:45 11:00	**Power and Empowerment** -Energizer -Recap of the activities of the day before -The Cards are Reshuffled [*See Annex 17*]
11:00	*11:30*	*Coffee / tea break*
11:30	13:00	-Model of Discrimination -Present 'Experience Based Model of Discrimination' [*See Annex 10*] and 'Aspects of Discrimination' [*See Annex 11*] to explain that discrimination is individual & structural: where does it manifest itself in social structures) -Strategies on how to deal with being stereotyped or discriminated
13:00	*14:30*	*Lunch break*
14:30	16:30	**...Taking Action** -Use videos or case studies of oppressive situations and discuss what actions volunteer would take *-Break 15 min-* -Address open themes – any issues that have not been covered -Reflect on Expectations/ programme -Mention the Skills and Competences *(which can be achieved during the whole experience connected to the activities developed)*
16:30	*17:00*	*Coffee / tea break*
17:00	18:00	-Final feedback -Email List/ connect to ICYE social media tools -Literature tips for further reading

ICL Support Measures - Non-EU COUNTRIES

- Fever curve
- **Cartoon Method** – cartoons from newspapers and magazines (political, religious aspects). *See Annex 19 for the description of The Cartoon Method.*
- Volunteers see the reality / culture and discuss how much they have learned and understood about the country.
- Draw your world
- Line for best/worst experience each month / river of life
- Questions/written evaluation vis-à-vis host project and host coordinating organisation, host family, and the entire experience. Provide yes/no questions for "checking" what they have done

Action-based reflection

Develop a project, e.g. making a video, booklet, blog on the topics of the ICL training.

Impact Study

The project "Skills and Competences for a Global World" comprises a study assessing the impact of the volunteering experience and the intercultural learning process on the volunteers. The presentation to participants of the TfT has been provided below:

Target groups/respondents include:

- 13 EVS volunteers
- Host projects
- Host coordinating organisations / ICYE National Committees

Countries involved in the study:

Europe (5): Austria, UK, Finland, Slovakia, Poland
Africa (2): Nigeria, Kenya
Latin America (3): Brazil, Honduras and Colombia
Asia (2): India and Indonesia

Aims of the study

- To test the impacts of the intercultural learning process on the volunteers' skills and competences through the narrations of the volunteers and their host projects
- To examine the strengths and weaknesses of partner organisations in ICL training, volunteer management and support.

This a qualitative study, with one quantitative element, as this approach is best suited to smaller numbers of volunteers, allowing you to go in to depth.

Research Content:

The research will examine the skills and competences gained by volunteers through the local intercultural learning training, the support measures facilitating reflection, the mid-term evaluation and practical experiences of volunteers in their host projects. Skills and competences in the following areas will be assessed: empathy, perspective-taking, solidarity, problem solving, critical thinking, communication, learning to learn, ability to take action, etc.

Methodology and timeline of the study

The EVS will take place from 1st April – 30th November 2018. The **data collection phase** of the study will therefore start in March 2018 and end at the end of the EVS / in November 2018.

1. **Baseline questionnaires** – to be filled in by the volunteers before they depart for their host countries. While it is important to go through the questionnaire with the volunteer (so they can understand it all and you can answer any questions), it is really important that the volunteer understands they should answer honestly and they are not being forced in to right and wrong answers.

2. **Interviews with the volunteers** – in November/toward the end of the EVS by a taskforce member. Focus of the interviews on the skills and competences gained by the volunteers from the perspective of the volunteers.

3. **Interviews with the host project supervisor/person responsible for the volunteer** - in November/at the end of the EVS by a taskforce member. Focus of the interviews on skills and competences gained by the volunteers from the host project's perspective.

4. **Interviews with staff of host coordinating organisations / ICYE National Committees** (NCs) - in November/at the end of the EVS by a taskforce member. Focus of interviews on resources, competences the host coordinating organisations/ICYE NCs have in ICL training, support and volunteer management to ensure a learning process for volunteers.

5. **Articles written by EVS volunteers for the October 2018 ICYE Federation newsletter** - may also be used as material for the impact study.

6. **In December 2018**, the data/transcripts and audio files will be collected by the ICYE IO and sent to the external researcher, Nick Ockenden, for **analysis and report writing**. Nick has been involved in the development of the data collection tools and thus understands the wider study.

7. **Final Evaluation** – attended by the taskforce and Nick Ockenden, it will be held from 8 – 12 March 2019 in Warsaw, Poland and will examine:
    A)   study's findings and report
    B)   identify and plan improvements in organisational practices
    B)   plan dissemination of the report internally and externally, (e.g. academic journals and institutes universities, in particular those focusing on volunteering research, non-formal education and citizenship studies).

Interviewers and Researchers

One member of the taskforce per region will conduct the interviews with the <u>volunteers</u>, <u>host projects</u> and <u>ICYE NCs</u> in the participating countries in that region (with the exception of Europe) as follows:

Africa: Kerubo Nyaribo, ICYE Kenya
**Asia**: Rubaica Jaliwala, ICYE IO
Europe: Cat Udal, ICYE-UK and Sara Paredes, ICYE Austria
Latin America: Rodolfo Bueso Clark, ICYE Honduras

The interviews will recorded and transcribed, where relevant also translated, and sent to the ICYE IO in December 2018.

Theory of Change

The theory of change was presented in order to explain the different between evaluations (of outcomes) and impact (of longer-term effects). Nevertheless, since the interviews with the volunteers will be conducted at the end of the EVS, it was emphasized that what we will be able to assess are outcomes and emerging impacts.
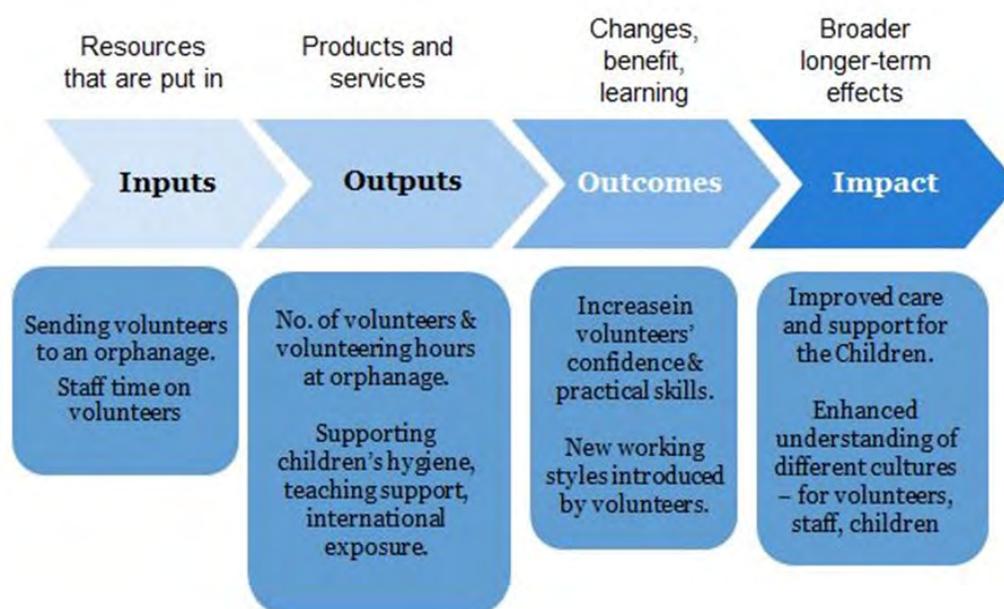
Types of Impact to assess

Since the study aims at assessing the skills and competences of volunteers, i.e. empathy, perspective-taking, solidarity, problem solving, conflict resolution, critical thinking, communication, teamwork, personal-social action, etc., it will assess the following four types of impacts:

- **Human / Personal Impact**: in focus are the knowledge, skills and health of people. This can be received or given (created).
- **Social Impact:** the interpersonal relationships that develop between people during the volunteering period.

- **Cultural Impact**: arises from the sum total of interpersonal contacts creating a sense of identity and awareness of one's self and others.
- **Physical / material impact:** the volunteer as a part of the host project in the process of creating goods and receiving services in general. This impact is more common at an organisational level.

Some additional aspects to consider about the study

- The study is about emerging outcomes and impact
- It is a predominantly qualitative research - this is the best type of research with 13 volunteers with one quantitative element
- Interviews should be scheduled early enough to ensure that they happen or have a back-up plan
- Interviews must be transcribed word-for-word - this is very important for the analysis
- The study is not a formal performance review but about examining impact, what's worked and what hasn't
- Impact on the organisation, beneficiaries and wider society is worth exploring, but the impact on the volunteer that is the primary focus of the study
- There is great value in examining and asking about unexpected outcomes, benefits and impact – they can be most interesting – Ask: What has been surprising?

The baseline questionnaire was then presented to the participants, who had the chance of going through it in-depth with a partner. Suggestions from the participants were then incorporated into the questionnaire.

DAY FIVE - 5th March 2018

The impact study session continued on the morning of the last day of the TfT. The questions sets for the interviews with the volunteers, host organisations and host coordinating organisations were presented to the participants, who once again had the opportunity to discuss them with a partner, give feedback and suggest changes. Thereafter, the participants broke up into regional groups and together with the respective taskforce member/researcher from and for the region discussed and planned the interviews and logistics of the interviews and the study.

Step-by-Step Action Plan

The phases and activities of the project were presented as follows:

I. Taskforce preparation meeting: 15 – 17 January 2018, Berlin, Germany

II. Training for Trainers: 1 – 5 March 2018, Bali, Indonesia

III. EVS for 13 volunteers: 1 April – 30 November 2018

a. On-arrival and ICL training

b. Mid-term and final evaluation (no funding for one-day ICL training for partners in Europe as on-arrival is conducted by the NA)

c. On-going reflection on ICL should be provided via additional support measures, and the mid-term should include ICL method and thematic

IV. The EVS volunteers should write **articles for the October 2018 ICYE Federation Newsletter** on the theme "Skills and Competences for a Global World".

V. Impact Study:

a. EVS volunteers will fill in baseline questionnaire before departure to host country

b. Taskforce members will interview volunteers, host projects and ICYE National Committees/host coordinating organisations, make audio recordings and transcribe the interviews in November 2018, i.e. at the end of the EVS period.

c. Data analysis and report writing will be done by Nick Ockenden, former head of Institute of Volunteering Research

VI. Volunteer Final Report should be filled in online in the last week of November 2018

VII. Final Evaluation Taskforce Meeting: 8 – 12 March 2019 in Warsaw, Poland

a. It will serve to present the study findings and report

b. Update the ICYE Practical Guide for ICL

c. Develop a plan of action for changes in volunteer management, training and support based on study's findings

d. Revise dissemination measures for the project's outcomes

Dissemination

Dissemination work should be done by the project partners, ICYE IO, EVS volunteers and host projects

The dissemination plan includes:

1. **The Final Activity Report** of the TfT in Bali and the **updated ICYE Practical Guide for ICL** , when published, should be uploaded on the partners and project websites (see http://www.icye.org/skills-and-competences-for-a-global-world/) and announced by email and on social media with stakeholders, likeminded organisations and young people worldwide.

2. **Volunteer articles** will be published in the **ICYE Federation Newsletter in 2018** (compiled and published by the IO). Partners should publish their volunteer's article in their local newsletters.

3. The project and its outcomes should be promoted on social media (Facebook, Instagram, Twitter…), through volunteer blogs or in events, campaigns, etc.

Reference material for promotion and dissemination work:

Social Media Guide: http://www.icye.org/images/stories/Publicationspdf/2015socialmediaguide.pdf

Visibility Guide: http://www.icye.org/wp-content/uploads/2016/11/ICYE-Guide-to-Visibility-and-Promotion.pdf

4. Project results will be uploaded in the Erasmus+ Dissemination Platform

5. The report of the impact study assessment will be published on the blog of Institute for Volunteering Research, UK

6. An article (summary) will be written on the results of the impact assessment and it will be sent to academic journals, magazines… for publishing

7. A summary of the results will be sent to all partners and ICYE members so that can be used for visibility and promotion
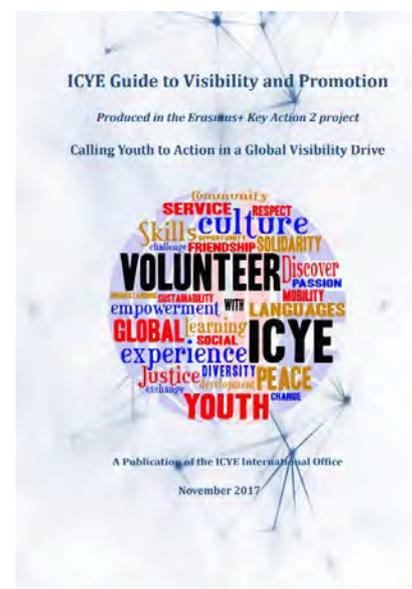
Recognition and Validation

The following measures were discussed for the recognition and validation of the learning outcomes of volunteers and trainers in the project:

⇒ Youth Pass: https://www.youthpass.eu/en/about-youthpass/video/

⇒ Certificates of Participation from ICYE IO and project partners. From the partners, the certificates should be more detailed and describe the skills/competences gained by volunteers

⇒ Articles by the volunteers will be published in the October 2018 issue of the ICYE Federation Newsletter

⇒ Competence Analysis Methods to be used in the last camp and/or returnee meeting

Extra Info: Manual on Civil Courage: https://www.grenzenlos-trainings.at/publikationen/

Final Evaluation and Closing

The training came to close with the final evaluation, for which participants were asked to fill in final evaluation questionnaires. Subsequently an interactive final evaluation was carried out, in which accommodation, food and programme were rated as excellent. The group stated that they had learned a lot (the experienced as well as those with less experience). Some were a bit worried that they would not be able to transmit all they had learnt when they get back but that they would do their best. Everyone was appreciative of the taskforce, the work of Rubaica and ICYE IO and not least the amazing host Dejavato Foundation. Six questions of the final evaluation questionnaire filled in by participants at the end of the TfT are presented in this section and *the entire analysis of the questionnaire can be found in Annex 20*.
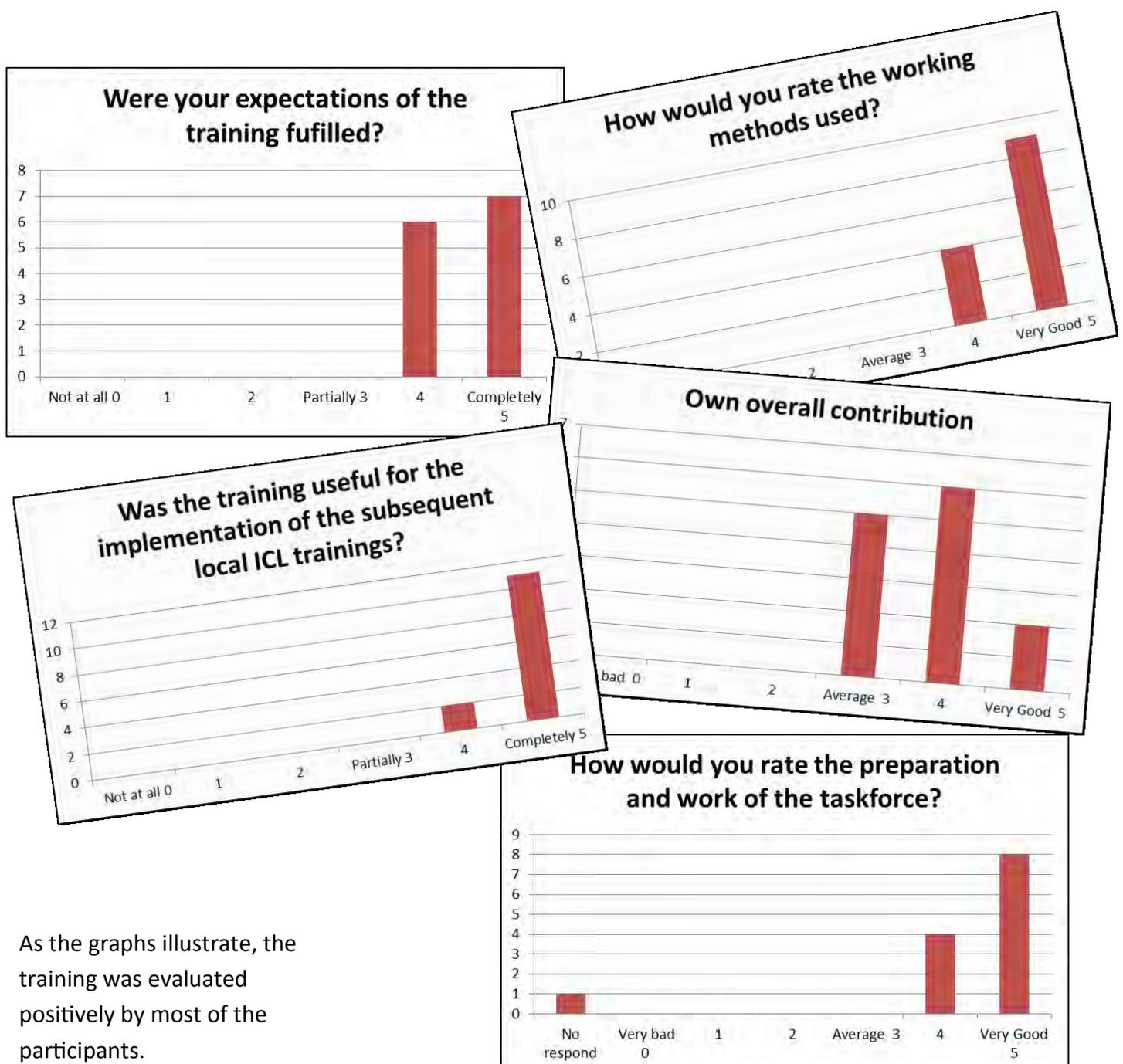
As the graphs illustrate, the training was evaluated positively by most of the participants.

ANNEXES

Annex 1: The Taking Wheel

Key words:	Aims and Objectives:
- Identity - Getting to know one another	People from very different cultures or countries can have much more in common than two people from the same country due to differences in backgrounds, social class, interests, political beliefs, profession, etc. It is therefore important to recognize the influences that create a personal culture at a very individual level. The aims of the exercise include: - Learning to listen - Introduction to the theme - Getting acquainted with different social and cultural identities and beliefs - Getting to know one another - Becoming aware of your own prejudices - Confronted with opinions that are different from your own - A chance to reflect on your own position and opinion
Recommended for:	**Description of the Exercise**
- On-Arrival training **Technical Aspects** **1. Time frame:** 45 mins – 1 hour (according to number of questions or statements asked/made). **2. Materials:** List of questions to talk about; stop watch	1. Introduce the exercise to the participants as one about finding out about each other and different values. 2. Ask the participants to form two circles, an inner circle and an outer circle. It could either be two mixed circles or participants from Europe in one circle and participants from Asia in the other. 3. Explain to the participants that the trainer will read out questions or statements on which they have to talk to their partner for one minute. When the one-minute is over, the other partner will have the chance to talk on the same subject for one minute. One circle talks at the same time. If the inner circle talks first, then with the next question, it will be the outer circle that will begin first. After every question, the outer circle will move one step to the right, resulting in a change of partners. The exercise comes to an end when all the questions have been read out by the trainer and each participant spoke for one minute or when the first two partners stand before each other again, i.e. the round is complete. 4. The participants should be told that they are not to speak, question, interrupt when their partner is talking. They will have their turn immediately after. The participants should also be told that they could decide not to answer a particular question. **Questions to be read during the exercise:** 1. What is your name? First and last. What does it mean? Do you like it? Why? 2. Talk about your positive characteristics. What do you like about yourself?

|	
3. Number of participants: 6 to 30 **4. Variations:** Free Movement in the Room. The questions can be changed to suit the realities of the host country.	3. What qualities do you dislike in other people? 4. Describe a situation in which a person's words hurt you deeply. 5. Describe a cliché about your own religious, cultural or ethnic group, which disturbs you. 6. Mention a prejudice you have? Where does it come from? 7. Tell your partner about an ethnic, cultural or religious group (other than your own) which you like. Why? 8. Tell your partner about an ethnic, cultural or religious group (other hand your own) which you dislike. Why? 9. A man who dresses as a woman because he feels like a woman should be accepted in a woman's group. 10. What do you understand by intercultural learning? 11. What do you find exciting about working in a multicultural environment? 12. What motivates you to work in international voluntary service? 13. Name one achievement that you are proud of? 14. Describe a situation in which you witnessed discrimination. How did you react? 15. Most of us in this room are "temporarily able-bodied". How does this statement make you feel? What do you think of labels like 'spastic', 'handicapped' and 'retarded'? 16. Describe a lovely experience you had last week. 17. Name two things you do for fun.
Source:	**Debriefing Questions**
Anti-Bias Werkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit. www.anti-bias-werkstatt.de	1. How was it? How did it feel? 2. How did it feel to exchange personal information each time with a new partner? 3. What did your partners do to give you the feeling that they were listening attentively? 4. Was anything said that was new or surprising? 5. Were some questions more difficult than others? Which ones? Why? What questions were you happy to answer? 6. On what questions was it easy to talk? 7. Was one-minute enough time to speak? When was it too long and when was it too short? Why? 8. Did you learn anything new about yourself? 9. How was it to listen for an entire minute without interrupting? Did you wish to interrupt? 10. How was it to speak without interruption from your partner? 11. Did you notice the similarities or things you have in common (in this group) although you do not come from the same country? 12. How often do we think about our prejudices? Do we even know that we have them? 13. What was the purpose of this exercise?
	Tips for facilitators
	Evaluation of this exercise should focus on the information that was conveyed, the feelings and experience of discussing such information, and the personal qualities and methods used during the short monologues.

Annex 2: Identity Molecules

Key words:	Aims and Objectives:
• Identity • Culture	1. Reflection on your own cultural identity 2. 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.
Recommended for:	**Description of the Exercise**
• Pre-Departure Meeting • On-Arrival Training **Technical Aspects:** **1. Time frame**: 1 hour **2. Materials:** Molecules sheet A4 coloured paper, cut into 3 **3. Number of participants:** 8-16	**Part 1** A. Distribute the molecule sheets. B. Do one yourself on the flipchart so that the participants clearly understand what you are talking about. C. Each participant should fill out the molecule sheet with their name in the centre and 5 groups to which he/she belongs and feels strongly about. They should not think to long and hard about it; the answers should be spontaneous: what they feel here and now. D. Write 2 or 3 of the most relevant molecules on coloured sheets, one molecule per sheet. **Part 2** A. Divide into pairs B. Discuss any two molecules with your partner on the basis of two questions: How is it to my advantage to be a member of these two groups? What makes it easier or difficult to be part of these groups? Meanwhile, the trainer collects the coloured sheets with participants' molecules and pastes them on the wall/flipchart. C. The group is now back in plenary. Before you start the last part of the exercise, ask participants the following questions: -How was the discussion in pairs? -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? -How did the partner discussions go? How was it to answer the two questions? Painful? Interesting? -Would you choose the same molecules tomorrow or in a month? **Part 3.** Now begin the last part of this exercise: A. Sit in a closed circle. No talking but you can look at each other.

Source	B. The trainer explains how this part of the activity works: 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. Only when all are seated again will the trainer call out the next category.
Anti-Bias Werkstatt. Methodenbox: Demokratie lernen und Anti-Bias Arbeit. www.anti-bias-werkstatt.de	C. Go through all or at least 60% of the categories/groups written on the coloured slips by the participants.

Debriefing Questions
1.   How was it?

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 any 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 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 identities and the identities of others, and the understanding that these identities are fluid, and that different factors and forces interact to create the identities. In addition, participants should be given the opportunity to reflect on their feelings of belonging to some groups and not others, and any pressures they may have felt during the exercise. |

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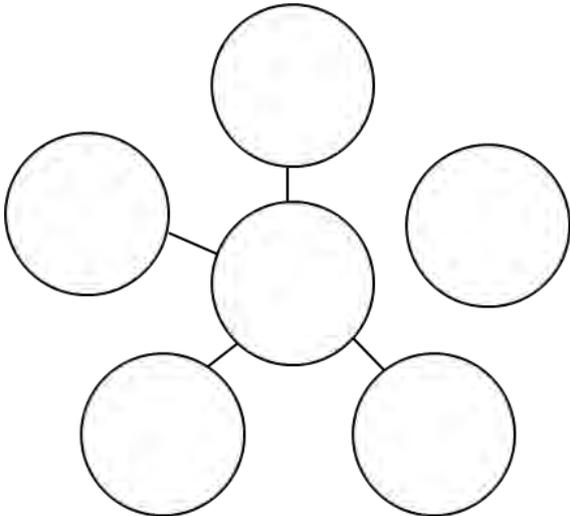
Please write your name on the central molecule.
On the outer molecules write groups to which you belong and which make up your identity. |

Annex 3 : Iceberg Model of Identity | Culture

Key words:	Aims and Objectives:
• Identity • Culture	1. How people are labelled through descriptions 2. How we use culture-based expressions/features on a daily basis to describe a person 3. Open yourself to others to build trust.
Recommended for:	**Description of the Exercise**
• Pre- departure Training • On-Arrival Training **Technical Aspects** **1. Time frame:** 15 min **2. Number of participants:** 2 - 16 **Source** Managing Diversity. Moderationshandbuch für Multiplikatorinnen und Multiplikatoren aus Unternehmen und Non-Profit Organisationen (2006). Eine Welt der Vielfalt Berlin e.V. www.ewdv-berlin.de	Guidelines to present the Iceberg Model of Identity. 1. Show the tip of the iceberg. Explain that 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 second area at the water level: family status and religion. Explain that these characteristics are sometimes visible due to the visible symbols on people: cross, hijab, a pregnant woman, etc.) 4. Point to the next field, below the water level and explain that 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 has to go below the water level to discover characteristics and qualities that make up the culture and identity of a person. We allow people to look deeper within ourselves when we want to build trust.
	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 you explain how we use this initial image of people in our interactions.

The iceberg concept of culture

Primarily in awareness

Fine arts   Literature
Drama   Classical music   Popular music
Folk-dancing   Games   Cooking   Dress

Primarily out of awareness

Notions of modesty   Conception of beauty
Ideals governing child raising   Rules of descent   Cosmology
Relationship to animals   Patterns of superior/subordinate relations
Definition of sin   Courtship practices   Conception of justice   Incentives to work
Notions of leadership   Tempo of work   Patterns of group decision-making
Conception of cleanliness   Attitudes to the dependent   Theory of disease
Approaches to problem solving   Conception of status mobility   Eye behaviour
Roles in relation to status by age, sex, class, occupation, kinship, etc.   Definition of insanity
Nature of friendship   Conception of "self"   Patterns of visual perception   Body language
Facial expressions   Notions about logic and validity   Patterns of handling emotions
Conversational patterns in various social contexts   Conception of past and future   Ordering of time
Preference for competition or co-operation   Social interaction rate   Notions of adolescence
Arrangement of physical space   Etc.

Source: p.14 AFS Orientation Handbook Vol.4, New York: AFS Intercultural Programs Inc., 1984

The Iceberg Model of Identity

Primarily in awareness

Skin Colour
Physical abilities   Phyical Appearance
Age/Generation   Clothing
Sex   Religion   Marital/family status

Primarily out of awareness

Ethnic belonging   Nationality

Social class   Language   Education

Career (position)

Sexual Orientation
(Identity based on relationships)

Hobbies

Geographical origin   Role in the family
Health

Interests   Voluntary work

Learning ability   Others?

Annex 4: World of Images

Key words:	Aims and Objectives:
• Perception and Interpretation • Stereotypes and Prejudice • Media representation	• To make one aware of one's prejudices • To help recognise how easily people judge "others" on the basis of their appearance

Recommended for:	Description of the Exercise
• Pre- departure Meeting • On-Arrival Training	**Preparation** • Print 8 – 10 photographs of different persons. The photographs should be chosen randomly; they can be photos of friends and family, public figures, etc.). Choose pictures of people from different countries, regions and backgrounds. • Place the photographs in different parts / corners of the seminar room (on the floor, on a soft board, flipchart stands or the wall...) and around each photograph, place a few blocks of post-its and pens. **Presentation** • Instruct the group to look at the photos of different people and write one or two words describing the persons in each photo. • The group should work silently placing brief descriptions to the photos. • The participants can counter the descriptions of others by placing other descriptions beside them. Thus, a silent discussion will take place among participants for each photograph. • Once the group has written descriptions for all the photographs, present the people in the photographs, thereby confronting the group with the descriptions it had made and also the stereotypes they used to describe what they saw on the photographs.

Technical Aspects:

1.Target group:
Primary and secondary school, physically disabled, children at risk

2. Time frame:
45 min (depending on group size)

3. Materials:
Different coloured post-its, 8 - 10 black and white photographs of people

4. Number of participants:
10 - 30

5. Variation: You can have 2 photographs of the same person but in different settings.

Source:

Michel Banz, Educational Advisor, Amnesty International, Denmark

Debriefing questions

- What did you learn?
- On what do we base our initial impressions of people?
- What are the first things we notice about a person from his/her photograph?
- How are photographs used in the mass and social media? How much do they tell you about a person?

Annex 5: Starting Over

Key words:	Aims and Objectives:
• Stereotypes & Prejudices • Social Exclusion and discrimination	• Increase awareness for personal images and prejudices • Clarify to what extent our stance/attitude/approach and prejudices influence our decisions • To become aware of the criteria we use to assess/judge other people • To highlight how dominant social categorisations and ratings/valuations of other people get entangled with our own images.
Recommended for:	**Description of the Exercise**
• On-Arrival Training	Explain the exercise: A group of people get a one-time chance to begin a new life and lifestyle, living together on a secluded island. The basic amenities and infrastructure (streets, houses, etc.) already exists. Any contact with other people beyond the island will not be possible in the next 50 years. The size of the group is limited to 8 people. It is your task to select 8 persons from the 20 given below who will then travel to this island.
Technical aspects **1. Time frame:** 1 hour 20 min **2. Material required:** Pens, one 'Starting Over' worksheet per participant **3. Number of Participants:** 6 to 16	Individual work (5 to 10 mins): Each person sits alone and goes through the list and decides which 8 persons they would take along on the island and mark these 8 persons on the list. Group work (20—30 mins): Divide participants into 2 groups. In their groups, they should present their own individual choices and discuss, decide, negotiate in the group who should go to the island. In the end, the entire group should agree on a list of 8 people. The group has to come to a common decision within the allocated 20 minutes. Check when it is almost 20 min if they have made their decision or require more time.
Source	**Debriefing**
Anti-Bias Werkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit. www.anti-bias-werkstatt.de	Reflection of this exercise should focus on discussion of the specific points, which display that people have numerous characteristics and experiences, which cannot be described in a short period of time. Concrete questions should be asked as to whether anything could be different in order to make possible a new awareness and way of observing. Thus, it will be clear that the images in ones head are based on attributes, prejudices and other personal experiences which are generalised. It should also be specified that prejudices alone do not present any form of discrimination but in most cases, it directs our behaviour, which could lead to discrimination. Encourage participants to talk about their own day-to-day situations in which images about other groups and persons may lead to discrimination or may or may not be correct.

Handouts: "Starting Over" selection sheet

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

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

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

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

Annex 6: Functions of Prejudices

Presenting the functions of prejudices requires emphasis on the fact that everyone has prejudices and that these are subjectively functional, i.e. they fulfil a specific purpose and use people in different ways. Often in research and educational work, the basic focus is on the inner psychological mechanisms of prejudices, and this carries the danger of an individualisation of an extremely complex phenomena: Individuals are made responsible for their images and behaviour.

FUNCTIONS OF PREJUDICES

Reduction of uncertainty

- Orientation
- Clarity in the face of complexity
- Fading out contradictions

Construction of clear group memberships

- Definition of ‚others‘ & the self
- Standardisation of one's own
- ‚Social entrance card‘

Preserving a positive self-image

- Enhancing ones status by devaluing 'others'
- Shifting aggression to an unknown group
- Feeling of strength

Legitimising dominance

- Preservation of unequal power relations between majorities and minorities
- Share in power at the cost of 'others'

Source: Methodenbox: Demokratie-Lernen und Anti-Bias-Arbeit, Anti-Bias Werkstatt 2007.
The original German text was translated into English by the author of this dissertation

However, images and behaviour are shaped by dominant social norms and ideologies. It is therefore important to establish the connection between individual prejudices and dominant structures and practices of discrimination within society. When we talk about prejudices, it is important to question who in society has access to power to be able to enforce his/her world view. The idea is to illuminate a cycle: On the one hand, specific images serve to benchmark or judge certain groups on the basis of dominant discourses embedded as ideologies in social institutions. On the other hand, discriminatory acts and attitudes at an individual level serve to stabilise them and reproduce them in our everyday lives at the institutional and socio-cultural level. This is also made clear through the Experienced Based

Source: Jaliwala, Rubaica (2012): Political Education in Plural Societies: Using the Anti-bias Approach to Challenge Oppression in Bombay and Berlin. Kassel University. Adapted from „Methodenbox: Demokratie-Lernen und Anti-Bias-Arbeit", Anti-Bias Werkstatt, 2007.

Annex 7: Stereotypes and Popular Images in the Media

A variety of images are displayed in popular culture and the mass media. Some are commercial advertising images and magazine illustrations which use racial stereotypes, dating from the period of slavery or from the popular imperialism of the late nineteenth century. It begins with images from the competitive world of modern athletics. The question which this comparison across time poses is: have repertoires of representation around 'difference' and 'otherness' changed or do earlier traces remain intact in contemporary society?
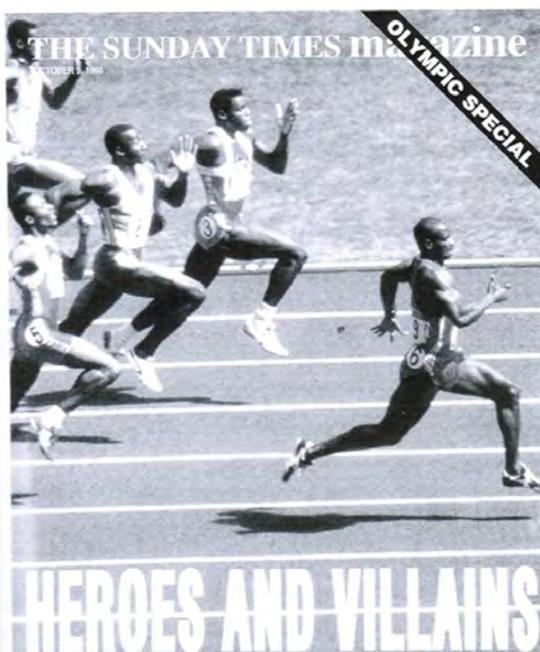
FIGURE 4.1 'Heroes and Villains', cover of The Sunday Times Magazine, 9 October 1988.

'Heroes & Villains', Cover of The Sunday Times Magazine, 9 October 1988

- How do you 'read' the picture? What is it saying?
- One possible message is racial identity: athletes generally discriminated against on grounds of their 'race' and colour, usually depicted as 'victims' or 'losers'.
- Yet here they are winning! In terms of difference, a positive message: a cause for celebration!
- But then, what does the caption of the photo say?
- Without the context, you may read the image as an 'unqualified triumph.'
- The photo has many meanings but the magazine has given preference to a particular meaning.
- It is often the caption which selects one of the many possible meanings from the image, and anchors it with words
- The 'meaning' of the photograph , then, does not lie exclusively in the image but in the conjunction of image and text.

Which of the following statements, in your view, comes closest to expressing the **'message' of the image?**

A) „This is the greatest moment of my life! a triumph for me, Linford Christie.“

B) „This is a moment of triumph for me and a celebration for black people everywhere?

C) "This is a moment of triumph and celebration for the British Olympic team and the British people!"

D) „This is a moment of triumph and celebration for black people and the British Olympic team. It shows that you can be 'Black' and 'British'!"

- The image carries many meanings, all equally plausible.
- An image show both an event and carries a 'message' or meaning – (called by Barthes also a myth) about 'race', colour and 'otherness'.
- We can't help reading images about this kind as 'saying something', not just about the people or the occasion, but about their 'otherness', their 'difference'.

Linford Christie, holding a Union Jack, having won the men's 100 metres Olympic gold medal, Barcelona 1992.

FIGURE 4.3 Florence Griffith-Joyner.

- Can you ‚read' this photo without getting some message about ‚race', gender and sexuality – even if what the meanings are remain ambiguous?
- If you're not convinced, then think of this in the context of the remark by her husband, quoted in the text next to the photo: **„Someone Says My Wife Looked Like A Man".**

- Or consider this photo (of Joyce's sister), which was accompanied by text quoting another observation by Al Joyner: „Somebody Says my Sister Looked like a Gorilla".
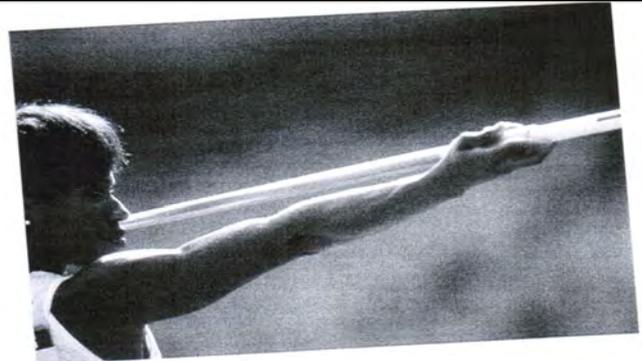
FIGURE 4.4 Jackie Joyner-Kersee.

FIGURE 4.5
Carl Lewis, photographed for a Pirelli advertisement.

- At first glance, you see a superbly-honed athletic body, tensed in action.
- Pirelli is a tyre firm with a reputation for producing calendars with pictures of beautiful women, scantily clad, in provocative poses – the prototypical ‚pin-up'.
- In which of these two contexts should we ‚read' Carl Lewis image?
- A clue lies in the fact that Lewis is male, in the ad he is wearing elegant, high-heeled red shoes!

- Here the sexual and racial ‚message' is rendered ambiguous
- The ambiguity is magnified when we compare this image with all the other images – the stereotypes we are accustomed to see – of black people in the press.
- Does this photo reinforce or subvert the stereotype?

Conclusion
- People who are in any way significantly different from the majority "them" rather than "us" – are frequently exposed to this binary form of representation.
- They seem to be represented through sharply opposed, polarized, binary extremes – good/bad, civilized/primitive, ugly/excessively attractive, repelling-because-different/compelling-because-strange-and-exotic. And they are often required to be both things at the same time!
- Representation is a complex business, especially when dealing with 'difference', it engages feelings, attitudes and emotions and it mobilizes fears and anxieties in the viewer, at deeper levels than we can explain in a simple, common-sense way.
- My question is: How can we intervene in the field of representation to contest 'negative' images and transform representational practices around 'race', gender, class etc. in a more 'positive' direction?

Source: Hall, Stuart (1997): „The Spectacle of the OTHER" in Representation and Signifying Practices, Sage Publication, pages 223-290.

Annex 8: Take a Step Forward

Key words:	Aims and Objectives:
• Privileges • Power	There is a stark difference of 'Equality of Opportunity' between many different persons and groups within any given society. These differences can be due to many variables whether they are gender, sexuality, race, religion, education, income etc. Many powerful and influential positions in society are commanded by persons with certain privileges, backgrounds or who are from specific sectors within the community. Therefore it is important, when working in a multicultural surrounding and situation, that awareness is raised about certain individual privileges and the effect they have on opportunities, and that specific circumstances are considered and understood within the necessary context.
Recommended for:	
• On-Arrival Training	
Technical Aspects	Aims of this exercise :
1. Time frame: 60 min. **2. Material required:** Role cards, list of questions, an open space (a corridor, large room or outdoors), tape or CD player and soft/ relaxing music. **3. Number of participants**: 8 to 20	1. Being aware of your own privileges in society – only then can you see the reality of social inequality clearly 2. Empathising with the situation of others by taking on roles 3. Awareness of the extent of institutional discrimination in your own society 4. Awareness of the inequality of opportunities in society 5. Understanding the possible personal consequences of belonging to certain social minorities or cultural groups
Source	**Description of the Exercise**
Ani-BiasWerkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit. http://www.anti-bias-werkstatt.de Education Pack. All different all equal eycb.coe.intedupack/31.html	**Instructions:** -Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence. -Hand out the role cards at random, one to each participant. Tell them to keep it to themselves and not to show it to anyone else. -Tell participants that if the role they hold resembles their real life situation in any way even in the slightest, they should inform the trainer and randomly pick another role card. -Invite them to sit down (preferably on the floor) and to read their role card. -Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives: 1. What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do? 2. What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening? 3. What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? 4. What you do in your holidays? 5. What excites you and what are you afraid of? 6. Now ask people to remain absolutely silent as they line up beside each other (like on a starting line) 7. Tell the participants that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.

8. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.

9. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

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

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

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

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

Reflection and Evaluation:

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

Debriefing questions:

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

Tips for Facilitators:

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

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

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

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

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

Variations:

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

Suggestions for follow-up:

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

Handouts: Role Cards

1. You are the daughter of the local bank manager. You study economic at university.
2. You are a 17-year-old Roma (Gypsy) girl who never finished primary school.
3. You are an unemployed schoolteacher in a country whose new official language you are not fluent in.
4. You are an illegal immigrant from Mali.
5. You are the owner of a successful import export company.
6. You are fashion model of African origin.
7. You are a disabled young man who can only move around in a wheelchair.
8. You are a 24-year old refugee from Afghanistan.
9. You are an unemployed single mother.
10. You are a soldier in the army, doing compulsory military service.
11. You are an HIV positive, middle-aged prostitute.
12. You are the president of a party-political youth organisation, whose "mother" party is now in power.
13. You are the daughter of the American ambassador to the country where you are now living.
14. You are a retired worker from a factory that makes shoes.
15. You are the girlfriend of a young artist who is addicted to heroin.
16. You are a homeless young man, 27 years old.
17. You are the 19-year-old son of a farmer in a remote village in the mountains.
18. A graduate student who has been unemployed for four years.
19. A 50-year old who is being made redundant.
20. A transvestite working in a beauty salon.
21. You are the son of a Chinese immigrant who runs a successful fast food business.
22. You are an Arab Muslim girl living with your parents who are devoutly religious people.
23. You are a disabled young man who can only move in a wheelchair.
24. You are a 22-year-old lesbian.

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

Annex 9: Four Fields - Four Perspectives

| Key words:	Aims and Objectives:
• Discrimination • Prejudices	• Recognise that in different situations related to discrimination a person can take up completely different positions • Develop a sensitive way of dealing with your own prejudices • Address power, structural violence, responsibility and civil courage
Recommended for:	**Description of the Exercise**
• On-Arrival Training	Working alone and with partners, the participants reflect on biographical situations in which they themselves played different roles related to prejudices and discrimination. Together with all participants and based on the central questions of the debriefing, the themes of empathy, responsibility and civil courage are discussed in-depth. This biographical exercise offers a good opportunity to share experiences with others. The sharing of the most diverse experiences illustrates the universality of prejudices and discrimination at many levels. It becomes clear that these experiences are not comparable. By looking at oneself and on one's own injuries/ violations and vulnerabilities, it will be possible to upon other with empathy. In addition, the question about possible violations of power when discriminating others highlights aspects of structural violence.
Technical Aspects:	
1. Time frame: 60 – 90 minutes **2. Materials:** Working sheet **3. Number of participants:** max. 20 **4. Space:** A big room and quiet corners or talks in pairs	
	Methodology
Source:	1. All participants receive the working sheet and 20 minutes to fill in the four fields. The trainer emphasises that the answers will only be discussed with one person and will not be collected at any point. 2. After the individual work, pairs are formed. Each pair shares the experiences written on their working sheet. They have 40 minutes time for this. 3. Thereafter all come together in the big room and exchange experiences on the basis of the debriefing questions.
Managing Diversity. Moderationshandbuch für Multiplikatorinnen und Multiplikatoren aus Unternehmen und Non-Profit Organisationen (2006). Eine Welt der Vielfalt Berlin e.V. www.ewdv-berlin.de	

Debriefing Questions
1. How was this exercise for you? // 2. How did you feel in the different situation? (Participants should not describe the situations but talk about their feelings and emotions) // 3. Were you able to understand the behaviour of the other participant in the four situations? // 4. Where does the responsibility lie in each of these situations? // 5. When did you feel you could have intervened and when did you feel powerless to intervene? // 6. What role did the social positions/social status of the persons affected play? Were there power gaps/power imbalances?

Tips for facilitators
This exercise works with biographical experiences which under circumstances can be very intensive. It requires a certain level of trust in the group and should never be carried out at the start of the training. It is important to point out at the start that during the sharing in pairs no judgements or assessment of the experiences narrated should be made. To give due consideration to the emotional dimension of the exercise, the debriefing can begin with the open question: "How was this exercise for you?" In the debriefing the trainers muss protect participants from attacks and affronts. The exercise is not about finding out what the right behaviour is but to become sensitive to the different approaches to discrimination and the different ways in which it takes place. Plan sufficient time for this exercise, particularly for the sharing of experiences.

Annex 10: Experience Based Model of Discrimination

An Experience-based Model of Discrimination

Social & Global Context

BEHAVIOUR

Assumptions
Prejudices
Stereotypes
Norms
Values
...

+

POWER

Situational Power &
Social Positioning

Power to define (normative power/monopoly on interpretation)

Historical, (current) economic, political, legal & social power

can lead to discrimination

at an interpersonal level

at a socio–cultural level

at an institutional level

Adapted from „Methodenbox: Demokratie-Lernen und Anti-Bias-Arbeit", Anti-Bias Werkstatt, 2007, by the author of this dissertation.

The Experience Based Model of Discrimination (see diagram above) is of important in order to clarify the workings of power mechanisms and the multidimensionality of discrimination in society. It theorises behaviour as prescribed by norms which shape our assumptions, construct our stereotypes, prejudices and values. Accordingly, behaviour influenced by power structures prevalent in society, i.e. normative power and situational power, can lead to discrimination at an interpersonal, institutional and/or a socio-cultural level.

The various levels of discrimination – personal, interpersonal, institutional and social-cultural are illustrated here: The interpersonal level relates to the ways in which we behave and interact with 'others' which is shaped by personal attitudes, thoughts and feelings. The institutional level refers to established rights, traditions, habits and procedures which lead to systematic discrimination of certain people and groups of people. The socio-cultural level refers to that which is seen by the dominant culture/ community/world view as right, good and beautiful, as a benchmark for all things.

These three levels of discriminations are constantly interacting with and influencing each other. The cycle of discrimination reveals that each level of discrimination is constantly interacting and influencing the other levels, shaped by power in all its forms - historical, social, economic, legal or political power. An individual can therefore be said to shaped by dominant norms and discourses (in which power is inherent) that are performed onto his/her self and that s/he in turn perform. The individual thus reproduces these norms, discourses and hegemonic structures in society. A vicious circle of power and oppression ensues. Being a victim of one of these modes does not rule out the possibility of being enmeshed in another structure of domination as perpetrator and/or profiteer. Experiences of discrimination also shape the individual's concept of self: perception of the self, self-confidence, self esteem. These are some points that can be elaborated through the model.

Levels of Discrimination
Interpersonal - Between people
This level comprises direct discriminatory practices in interaction and communication between "other" people or groups, in which the individual's situative power and social positioning consciously or unconsciously sets in and results in acts of discrimination. It corresponds to the manner in which we behave opposite people who are perceived as "different", shaped by our personal attitude, thoughts and feelings. Example: When visiting a hardware store, a male salesperson is approached by the customer instead of a female salesperson as he judged to have a higher competence in this field.

At an institutional level
It refers to established rights, traditions, customs and practices through which particular groups and people are constructed as different and are systematically disadvantaged. This level comprises all laws and structures constructed and/or recognised by social, political and economic power. These laws and structures are not open to change and it takes very long to change them. Nevertheless, those who profit from such situations continuously contribute, whether consciously or unconsciously, to the reproduction of unequal structures. It applies to established rights, traditions, customs and practices that systematically lead to discrimination of particular groups of people.
Examples:
1) The law of asylum forbids refugees to move around freely (they are obligated to remain at the refugee residence).
2) Slum dwellers are not offered a voice when it comes to demolition of their dwellings.
3) Homosexuality is a criminalised by law.

At a socio-cultural level
It refers to all that which is seen as right, good and beautiful by the dominant culture and ideology and is applied as a benchmark to assess, judge and discriminate people or groups who could be constructed as "others" on the basis of particular features and aspects. This level comprises *unwritten* laws, norms, values and ideals as also discourses of any kind, which are effective in a particular context, recognised by the dominant majority and conscious or unconsciously reproduced. Socio-cultural discrimination manifests itself on the basis of ideological power. It deals with that which is seen by the dominating society/culture or world outlook as right, good and beautiful, as a benchmark for all things.
Examples:
1) The media produces (e.g. in advertisements) visuals of women who comply with a specific ideal of beauty and are responsible for the household and children.
2) Statements such as "Men should be hard and should not cry".

Source: Jaliwala, Rubaica (2012): Political Education in Plural Societies: Using the Anti-bias Approach to Challenge Oppression in Bombay and Berlin. Kassel University. Adapted from „Methodenbox: Demokratie-Lernen und Anti-Bias-Arbeit", Anti-Bias Werkstatt, 2007.

Annex 11: Aspects of Discrimination

Differentiation	**on the basis of ascribed features or characteristics**
Valuation	**through a "majority"**
Unequal treatment	**in similar situations**
Equal treatment	**despite differing prerequisites / conditions**
Impermissible / illegal grounds	**unjustified, not objective, improper**

Source: Managing Diversity. Moderationshandbuch für Multiplikatorinnen und Multiplikatoren aus Unternehmen und Non-Profit Organisationen (2006). Eine Welt der Vielfalt Berlin e.V. www.ewdv-berlin.de

Annex 12: Forum Theatre

Key words:	Aims and Objectives:
• Conflict resolution • Civic courage • Intervention	• To raise awareness how conflicts can arise • To share different ways of dealing with conflicts, to see that there is not necessarily one solution • To learn how to deal with difficult situations • To strengthen and encourage participants to take responsibility for their way of acting
Recommended for:	**Description of the Exercise**
• On-Arrival Training • Mid-Term Evaluation	It is a technique from "Theatre of the Oppressed" developed by Augusto Boal. To observe, understand and try out alternative ways of behaving which could save a situation and avoid or resolve conflict. It presents a scene or a play that must necessarily show a situation of oppression that the Protagonist does not know how to fight against, and fails. The *spectators* are invited to replace this Protagonist, and act out - on stage and not from the audience - all possible solutions, ideas, strategies. The other actors improvise the reactions of their characters facing each new intervention, so as to allow a sincere analysis of the real possibilities of using those suggestions in real life. All *spectators* have the same right to intervene and play their ideas. FORUM-THEATRE is a collective rehearsal for reality. (*Augusto Boal, Rio de Janeiro 2004*) **In Forum Theatre the public is not passive as in traditional theatre. That is why the people in the audience are sometimes called "spectators"…).**
Technical aspects	**Procedure/Instructions**
1. Time frame: 3-5 hours **2. Number of Participants:** Group 1 – if 8 participants Group 2 – if 10 participants	**Ask participants to:** 1. Think of one, simple, strong and concrete problematic situation that they would like to address. 2. You can address any HR issue that you as a team and the joker agree on where there is a conflict between the positive and negative effects the site/issue has for the local community or potential conflicts related to human rights BUT focus on just one issue in one play. 3. Develop a scenario in which one of the actors is the "victim" (protagonist), meaning s/he suffers from the situation you thought of. You introduce another character (antagonist) who symbolizes the situation or institution which causes his/her suffering. Rehearse the play with your actors. 4. The group prepare a short play of a couple minutes in which there is a clear conflicting process coming to an escalation. No solution to the problem should be developed or enacted.
Debriefing Questions	

-What happened?
-Which kind of behaviour seemed most successful to you? Why?
-Have you experienced situations like this in real life?
-Do you know people like X or Y?
-Which strategies do you think were most effective?
-What have been the learning points in this session?
-What is one word that sums up what you have experienced today?
-What would you do in this situation?

Debriefing
Ask what could be done in that situation, rather than what would probably happen. Remember, a particular action may be difficult for a character to take, but still possible. Ideally, this discussion will help the spectators connect the dramatic situation to their personal life. Spectators tend to want to analyse the situation, advise and criticise the characters, as if the problem is not relevant to them. In the closing discussion, the public may need to be reminded to practice what they preach or be provoked to see how the scenario relates to their personal lives.

Process of the play

Role of the joker:
You need a "joker" to actually perform the play, i.e. an animator or story-teller to introduce the story and warm up the audience through games, songs or energizers to get them ready to participate and create a good mood before the play.
 	
Performance
 Stage 1
 1. The Joker explains to the audience what is going to happen and what the different stages of the play will be.
       "First we play, then you play, then we discuss."
2. The performance starts. The scene shows quickly what the problem is and necessarily ends baldly without a solution.
       A protagonist and an antagonist in a situation, which ends badly.
3. At this point you interrupt the show and the Joker addresses the audience.
4. The Joker first asks the audience to describe what happened to be sure that the intended message was received and then asks them to make suggestions for change.
 • What have they seen? Who is suffering most?
 • Who is causing the suffering? Who should have done what, when?
 • Where could X or Y have done something differently?
 	
Stage 2
1. The Joker encourages the audience to say "stop" as the scene is played out
    again and to replace one of the characters themselves to suggest another
    behaviour. This can be at the very first stage/behaviour observed by the
    member of audience who believes that this is where conflict
     transformation could occur.
2. In this case the actor hands over a piece of his clothing (e.g. a scarf, or belt..) to the spect*ator* and the
     plot is replayed according to the same plot, integrating the changes brought by the spectator.
3. The audience is consulted again to discuss what changed and to make more suggestions. **The audience can also bring another character into the scene – perhaps a friend or parent**. However there are no magical solutions. Forum Theatre allows people to **test behaviour which they would necessarily use in real life**. **Instead of coming out with what they would do personally, they can suggest strategies for the character** in the play and at the same time experience ways of transforming conflicts for themselves.

Source: Adapted from ACT, LEARN and TEACH: Theatre, HIV and AIDS. Toolkit for Youth in Africa. UNESCO-CCIVS project, September 2006. http://ccivs.org/commonFiles/library/downloadFile.php?gubun=publications&fileName=act_learn_and_teach-2(0).pdf

Annex 13: Magic Carpet

Key words:	Aims and Objectives:
• Team building • Conflict resolution	• To resolve conflicts • To understand the challenges of working in groups, particularly large groups • To understand that there are many approaches and techniques to conflict resolution
Recommended for:	**Description**
• On-Arrival Training • Mid-Term Evaluation	***Challenge*** To turn the Magic Carpet over, without touching the ground surrounding the Carpet. ***Presentation*** Your group is on a Magic Carpet, high above the fields of the surrounding countryside. You suddenly realize that you are doing the wrong direction, because the carpet you are riding on is in fact, up side down! Since you are no longer touching the ground, you must turn the carpet over, without stepping off it. ***Variations*** ⇒In order to limit the risk in this activity, request that all participants must maintain contact with the Magic Carpet all times. This eliminates the option of carrying participants on shoulders and other balance related concerns. One variation which greatly increases the difficulty. And time required to accomplish
Technical Aspects:	the activity, is to only allow participants to touch the Magic Carpet with their feet. For this technique, participants will typically scuff the carpet to turn it over. Make sure to use a tough material if you choose this method. Thin plastic sheets have been known to tear during this variation.
1. Materials: A single piece of tarp or plastic cloth. **2. Number of participants:** 8-12 participants	⇒For large groups, provide three Magic Carpet sizes, and place these near each other before participants climb on board. If you mention that the whole group is one team, they may decide to combine resources, and transfer to another Magic Carpet while turning over their own empty Magic Carpet. Once the group has accomplished this task by combing resources, encourage them to repeat the activity, this time without sharing space with other members of the group. ⇒Using a plastic cloth or tarp that is a different colour on each side makes it easy for a group to see when they have accomplished their goal. ⇒Consider using a series of decreasing size Magic Carpets to increase the difficulty level. If you happen to be using the inexpensive plastic table coverings available at many stores, you can even cut off a portion of the Magic Carpet after each successful inversion. ⇒Another Variation using a single Magic Carpet is to begin the activity with a single person, and gradually add additional team members each time the carpet is flipped over. ⇒A substantially different solution is possible if the facilitator mentions that each participants feet must be touching the Magic Carpet, but yet allow other parts of the body to touch the ground surrounding the carpet. This method works well for very small carpet sizes. ⇒Another variation involves using different shapes for the Magic Carpet. In general, rectangles are easier to flip than squares. Triangles are easier to flip than circles. Perhaps alphabet shaped Magic Carpets could be used. Each new geometry is likely to produce a slightly different solution technique. ⇒Finally, rather than calling this activity Magic Carpet, you can call it Surfing the Web, and make up your own metaphors regarding the flip side of data and anti-data in the computer world.

Important Points

- The size of Magic Carpet and the size of the group greatly effects the difficulty in accomplishing this initiative. Minimize risk by requiring all participants to be in contact with the carpet at all times.
- Typical solutions for this activity involve crowding a majority of the group towards one edge or corner and having a few group members attempt to twist or fold the Magic Carpet over.
- From a mathematical viewpoint, the fundamental problem with Magic Carpet is that many of techniques available to turn the carpet over result in reducing the area of the carpet to approximately half the original area. An optimum solution then is one that would allow the carpet to be turned over, and yet maximize the total area of the carpet throughout the activity.
- Oddly enough, carpet is not a good choice for the Magic Carpet initiative. It is difficult to fold and is generally too thick to twist easily. Plastic sheets are better choice and take up much less space in the equipment storage container.

Debriefing Methods

Both Sides Now- this debriefing method uses the Magic Carpet as a tool for conflict resolution. Using a light coloured plastic material, allow participants to write their feelings or expressions or supporting evidence for their side of the conflict. Participants with opposing views are then asked to write their comments on the other side of the material. The activity proceeds just as Magic Carpet does, but with participants reading these comments out loud during the struggle during the struggle to turn the material over.

Turning Over a New Leaf – another therapeutic technique, which uses this metaphor for audiences with dependencies.

The struggle to overcome adversity and turn over a new leaf can be assisted by other group members and occasionally some outside support – all of which can be processed during the activity.

Other Activities using similar skills

Midnight Sun – The Challenge – for the group to create shadows using their bodies that completely shade the surface of the object or space in front of them.
Cave In – The Challenge – for the participants, playing roles as either themselves or imaginary personalities, to take part in a simulated cave-in, where only one member of the group is guaranteed survival. The group must collectively decide which member of the group is the best choice to leave and seek rescue assistance, knowing that the fate of the remaining group members, under the magic carpet, is uncertain.
Blackout – The Challenge – for the group to completely cover up the Magic Carpet using their bodies.
Danger Zone – The Challenge – with participants standing within the limited space available, have everyone assume a position that they could sleep in for the entire night.

Debriefing Questions

- What is your role with regard to the solution?
- Have you been active or passive in your contribution to the final solution?
- Who has done the most work?

Source: http://www.teamworkandteamplay.com/

Annex 14: Power Flower

Key words:	Aims and Objectives:
• Forms of oppression • Privileges • Power	• Heighten participants' awareness of different forms of oppression • Provide an opportunity for individuals to reflect on where they are targeted by oppression and where they are in a non-tar-get position • Gain insight into other people's experien-ce and perceptions of oppression • Challenge ourselves to be more aware of the ways in which we might unintentio-nally oppress others • Encourage ourselves to be more assertive.
Recommended for:	**Description**
• On-Arrival Training	With a slightly difference focus from the preceding exercise, Power Flower seeks to create an awareness of different types of oppression prevailing in society, and to clarify that, depending on the particular situation, a person could the target of oppression in one case and the oppressors in another. Gaining insight into people's experiences, feelings and perceptions of oppression is a way of gaining empathy and questioning ourselves and our motives when we are in positions of power and discriminate against others.
Technical Aspects:	**Instructions:**
1. Time frame: 60 min. **2. Materials:** A Power flower worksheet for each participant, crayons or coloured pencils/pens **3. Number of participants:** 12 to 20 (4 to 6 in each working group)	• Ask participants to divide into small groups. • Give each participant a "power flower" worksheet and a crayon or coloured pencil. • Ask participants to colour in the petals of the flower according to whether they are the target or non-target of each form of oppression. (See the "power flower" below for information on who the targets and non-targets of each form of oppression might be). Instruct them to colour the inside petal if they are in a non-tar-get position for a particular form of op-pression and to colour the outside petal if they are the target of a particular form of oppression. See below an example of how one workshop participant shaded in the power flower. • Allow participants between 10 to 15 minu-tes for this part of the activity. (You may want to change some of the categories shown on the "power flower" in order to match the activity more closely with the goals of your workshop. You may also wish to change the way in which you define the target and non-target groups for some of the forms of oppression, in order to better reflect the experience of the participants of your workshop. For example, you may wish to change the cut-off point for the non-target group for "education" to high school if the majority of the participants at your workshop come from communities in which a high school certification is likely to be the highest form of education level reached by people.)

Debriefing Questions

1) How was the exercise?
2) Which classification was difficult, which not? Why?
3) For which belongings/petals were you particularly uncertain? Why?
4) How was the exchange in the working groups?
5) How did it feel to be part of a target or non-target group?
6) Do your feelings match the classification of the power flower into "privileged" and non-privileged or target and non-target group?
7) Do you feel exactly so (not) privileged (not) targeted as the power flower demonstrates?

Other aspects

• On the significance of belonging, are there situations, contexts and group in which relations shift, in which a privilege leads to discrimination or vice versa?
• In every context, does the same category have the same meaning? (sense of belonging depends on the context)
• Do the belongings all have the same amount of importance; are you always aware of these? (differing subjective mea-ning of belonging)
• Do societal belongings all have the same weight? (different social meaning of belonging)
 Here it is necessary to pinpoint that the im-portance given to differentiation categories, whether subjective or socially, depends on the extent to which this category possesses dominant attributes of society as a whole and is linked to institutional consequences. Some forms of discrimination have a long, violent history of oppression, due to which their ef-fectiveness is strengthened (e.g. racism, co-lonialism: the historical roots of today's north-south relations should be seen in connection with the system of slavery and material ex-ploitation.

On the characteristics of belonging:
⇒ Is the belonging to the categories in the flower petals your own voluntary decision or were these belongings assigned to your from "outside"? What consequences does this have?
⇒ Is it possible to change belongings of the flower petals?
⇒ Could privileged/non-privileged belonging draw other belongings towards them?

On behaviour in and with power relations:
• Now assess the number of areas in which you are targeted and the number in which you are relatively privileged. What are the implications of being predominantly in the target or non-target groups and which forms of oppression are the strongest in your society.
• Conclude the activity by pointing out that we can use our own positions in a target or privileged group to understand the thoughts, feelings and behaviours of others. You could follow this with a whole discussion on how to challenge oppres-sion, or how different forms of oppression are reinforced in classrooms, (other parts of the education system, and other institutions in society) and what can be done to change this.
• How and when can we also have power in marginalised positions?
• How do you deal with your power or powerlessness and what can we do with this analysis?
• How can you use your power positively? How can you use it to change power relationships?
It is important to point out that power isn't just negative or vicious, but also productive and comprises opportunities and resources. The positive connotation of the term power in different languages can be referred to (in French 'Pouvoir', German 'Macht', etc.) Power can be used constructively, for example, by way of empowerment and power sharing.

Source:

Shifting Paradigms. Using an anti-bias strategy to challenge oppression and assist trans-formation in the South African context. Early Learning Resource Unit, 1997.

The power flower
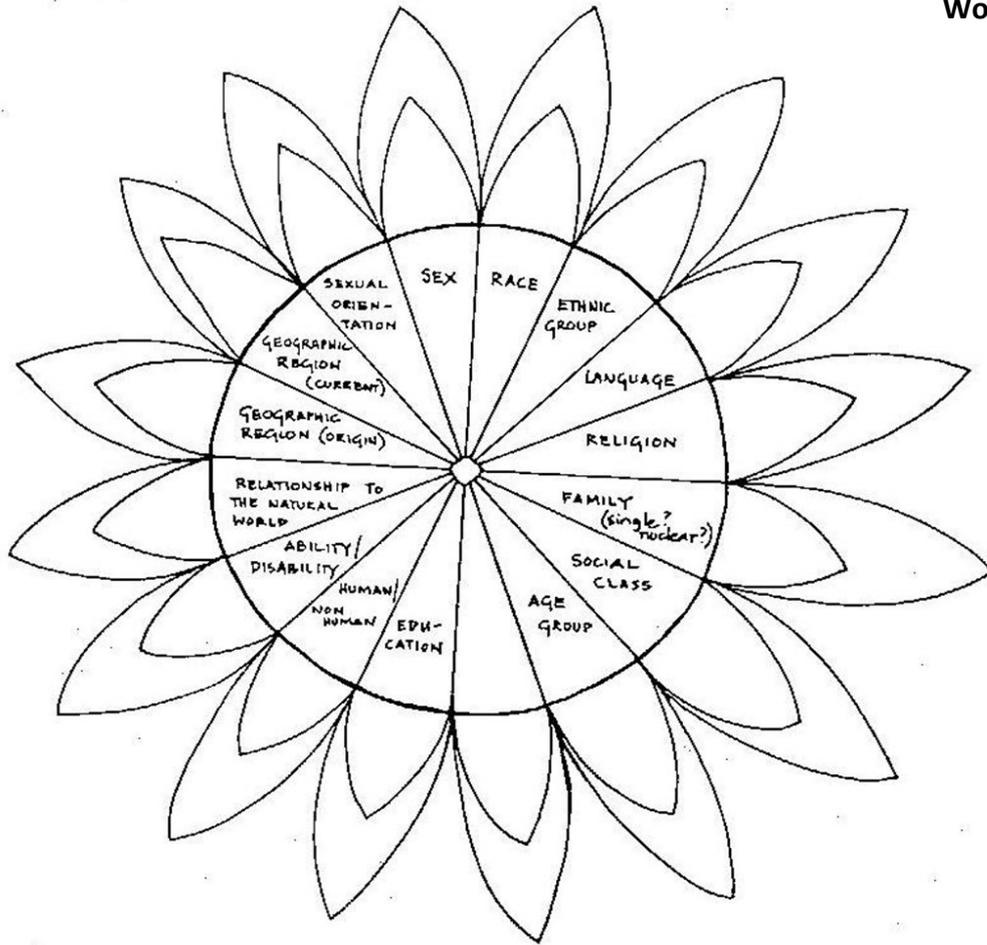
Example of a completed power flower

Annex 15: Lemons

Key words:	Aims and Objectives:
• Generalisations • Stereotyping • Prejudices • Social Inclusion	1. To value individual differences and special features. 2. To talk about stereotyping, and differences and equality of opportunities 3. Introduction to the theme diversity, stereotyping, prejudices 4. Sensitising for heterogeneity within (supposed homogeneous) groups 5. To learn more about the power politics that is inherent to stereotyping
Recommended for:	**Description of the Exercise**
• Pre-departure Meeting • On-Arrival Training	1. Give each group member a lemon. 2. Ask everyone to look closely at their fruit, examine it for distinctive marks and feel the skin. 3. Encourage each person to personalise his or her lemon by giving it a name. 4. Allow five minutes to do this and then collect all the lemons into the carrier bag. 5. Shake the bag to mix the fruits. 6. Spread all the lemons out on the floor in front of the group. 7. In turn, ask each young person to come forward and collect his or her lemon. 8. If there is an argument over whose it is, try to adjudicate, but if they still can't agree, place the lemon to one side as unidentified. If this happens, you should be left with two at the end to reunite, but will find that most people (amazingly!) can successfully claim their fruit.
Technical Aspects	**Presentation**
• **Time frame:** 1 hour • **Number of participants:** 5 to 20 (for a large group divide participants into groups of 5 to 6 and conduct the entire activity in group) • **Material required:** One lemon per participant	Everyone presents their lemon, taking into account the following questions: 1. How sure are they that they claimed the right fruit? How can they tell? 2. Was it easy or difficult to find your lemon? 3. How was it possible for you to find your own lemon? 4. What specific characteristics did you notice?
	Debriefing Questions
	Examine the stereotypes: 1. Are all lemons the same colour? Are they all the same shape? Facilitate a discussion. Reflect this into the stereotypes that exist between people of different cultures, races and gender. What does this mean to the group? Encourage them to look at the parallels between this exercise and differentiating between people. 2. Your evaluation of this process and the issues that emerge will help you develop further sessions around differences and equality of opportunities. 3. Did you notice anything through this exercise? Did something surprise you? 4. What theme becomes apparent here? 5. What does this/the lemons have to do with you daily or work life? 6. Did you ever have a first impression of a person or group of people and after getting to know the person/group better you felt the person is a fake or less than you had expected? Or have you ever had the impression that you misjudged someone?

Tips for facilitators

Often this is enough for the participants to understand by themselves that this is a process from generalisations and categorisations from getting to know someone to the recognition of each individual being unique.
The discussion should focus on the fact that we often use "presumed" generalisations about specific groups of people in daily life and that this is hardly useful when dealing with characteristics, stance/attitudes or behaviour of individuals in specific situations.
One can refer also very well to the subject of culture. Emphasise here that this exercise is symbolically meant to show that not all people who are associated to a particular "culture" (understood as national culture) are the same. Each person has diverse memberships/affiliations/belongings and identities that influence their behaviour and relations.
 	
If you have the time, another aspect of the debriefing is the theme of awareness:
    1. How do we possibly have such a clear image of lemons in our heads when the lemons we come across in everyday life proves to have clearly different and contradictory characteristics?
    2. What process of awareness or perception can be identified here?
    3. Do we need categories or generalisations? When do they help us?
    4. What dangers/problems are hidden behind generalisations?
 	
The discussion could highlight aspects and mechanisms such as selective perception, selective processing/working with information and black-white thinking, and could be deepened based on the needs of the group.
Emphasise how quickly it is possible to construct individual characteristics of a homogenous group. But also make it clear what different consequences this, on the basis of difference and institutionalising of characteristics, can have for exclusion and discrimination.

Source
Salto Youth Resource Centre. https://www.salto-youth.net/

Annex 16: Pigeon Hole

Key words:	Aims and Objectives:
• Identity • Cultural diversity	Fight stereotypes and avoid generalization

Recommended for:	Description of the Exercise
• Pre-departure Training • On-Arrival Training	• The trainer sets the groups. If the number of participants is too big (20 and more), they are divided into two groups. • The trainer prepares shorts statements (from newspaper slogans) which are very often serve the purpose of generalizations. • The trainer reads the statements one by one and gives everyone an opportunity to everyone to express his or her opinion.

Technical aspects	Slogans
1. Time frame: 15 minutes	• Teenagers like to get drunk. • Immigrants take our jobs. • Immigrants do not want to integrate themselves into the society.
2. Number of participant: 5+	**Debriefing Questions**
3. Material required: Newspaper slogans	• What do we have to be careful about? • Can this topic be generalized? • Can you think about other stereotypes?

Source
Time4diversity. Handbook for intercultural Learning. https://www.salto-youth.net/downloads/toolbox_tool_download-file-1606/ Handbook_Official_Version.pdf

Annex 17: The Cards are Reshuffled

Key words:	Aims and Objectives:
• Power • Privileges	• 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
Recommended for:	**Description of the Exercise**
• On-Arrival Training	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. 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.
Technical aspects	**Procedure**

1. Time frame:
  60 - 90 minutes
 	
2. Material required:
  Role cards, worksheets
 	
3. Number of participants: 10 - 25
 	
4. Space:
  Enough room for small groups to meet.
	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. Ones perception of the life situation of others could be affected by stereotypes. It is the task of the moderator to question possible stereotyping.
Source
Managing Diversity. Moderationshandbuch für Multiplikatorinnen und Multiplikatoren aus Unternehmen und Non-Profit Organisationen (2006). Eine Welt der Vielfalt Berlin e.V. www.ewdv-berlin.de

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 cards are reshuffled – Worksheet

Imagine that you wake up in the morning and are someone completely different from yourself. What would your life be like? Take a few minutes feel your new identity. Think about how your views on a number of questions would change. Answer the questions below in as much detail as you can from the perspective of your new identity.

1. What advantages and disadvantages do you have in your new identity?

2. What power or influence would you have in society?

3. What can you offer society as this new person, what you couldn't have offered before?

4. What do you need or expect from others, what did not need or expect before?

5. With your new identity, you probably live in a new neighbourhood. Does living in the new neighbourhood mean more or less problems for you?

6. Do you think that you could be happy in your new life?

Annex 18: My Self Care Plan

The Self Care Plan leads to identifying the **needs of participants for their mental, physical, and spiritual self**. It helps the participants to identify important people in their **support systems** and **goals they wish to accomplish** (during their volunteering period, in general, etc.).

Source: Socialworktech.com
http://socialworktech.com/2011/05/25/making-a-self-care-plan/

Annex 19: Cartoon Method

| Key words:	Aims and Objectives:
• Perception and interpretation	• To obtain a moment of reflection regarding what volunteers have perceive since the arrival to the country
Recommended for:	**Description of the Exercise**
• On-arrival training • Mid-term evaluation	-Spread out the cartoons (put them on the floor, make groups by topics, etc.) and divide participants into groups of 3 or 4 volunteers on the basis of the cartoons of the group.
Technical Aspects	-Give the group 20 minutes to elaborate on an essay, presentation, performance, song, play depending on what they found and perceived in the cartoons.
1. Materials: Cartoons (as many as possible, from each different topic chose), Flip chart, markers, paper, pen, etc.	-Each group then presents interpretation of the cartoon. The groups also have to choose a couple of cartoons from those given to their group and explain what the cartoons are about, how they interpret the cartoon and how they experience or know about this cartoons/situations in their daily life.
Source	-After some months living in the country, it is impossible not to be able to perceive what is happening in the country on a daily basis. There are too many situations or topics of the reality of a country, and cartoons are normally a good way to understand what is happening. It is therefore very important to find specific topics about each country (e.g. in Colombia, the trainers chose: politics, relations with USA and Trump, elections, football, education, protests, relation with Venezuela, poverty, corruption, etc.) Since each country has its own realities and trainers need to look for cartoons based on those. Not all cartoons are easy or understandable for international volunteers and so it is advisable to be aware of this when choosing cartoons.
Method developed by ICYE Colombia for their volunteer trainings. www.icyecolombia.org	
	Debriefing Questions
	-What issue is this cartoon about? -What is the cartoonist's opinion on this issue? -What other opinion can you imagine another person having on this issue? -Did you find this cartoon persuasive? Why or why not? -What other techniques could the cartoonist have used to make this cartoon more persuasive?

Annex 20: Final Evaluation

13 participants filled in final evaluation questionnaire giving final feedback about the training in Bali. The data has been collected and presented in the final report *"Skills and Competences for a Global World".*


Were your expectations of the training fufilled?

How would you rate the working methods used?

How would you rate the preparation and work of the taskforce?
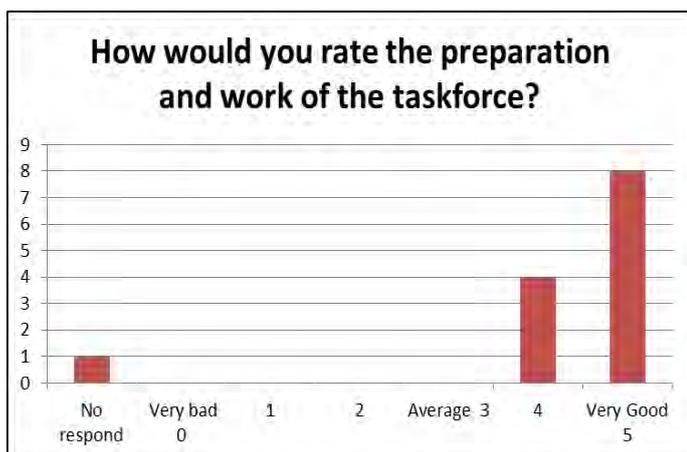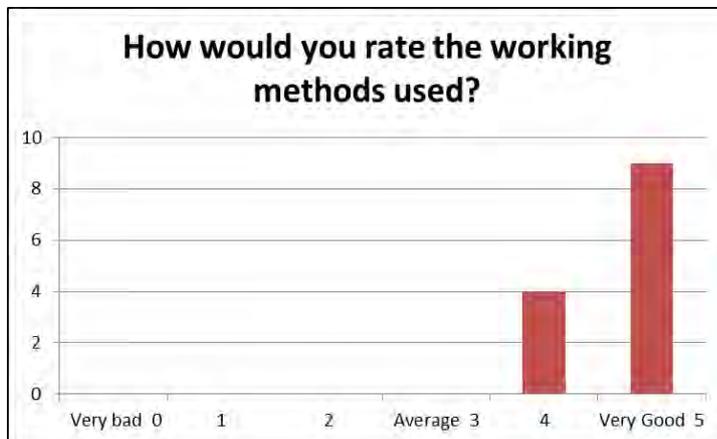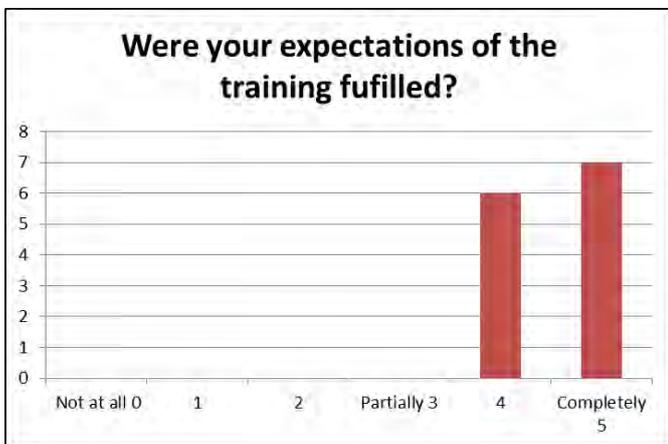
Suggestion/comments:

⇒ Very organized
⇒ Very well-prepared, clear information for participants.
⇒ I would suggest to make sure that all TF members who are support people for sessions are familiar with the methods in the session, so they can support.
⇒ Very competent and well prepared: GOOD JOB!
⇒ The task force was very well prepared and clearly knew what they were doing.
⇒ Note: The 2 participants who wrote "no" were members of the taskforce

Satisfaction about administrative and logical assistance?
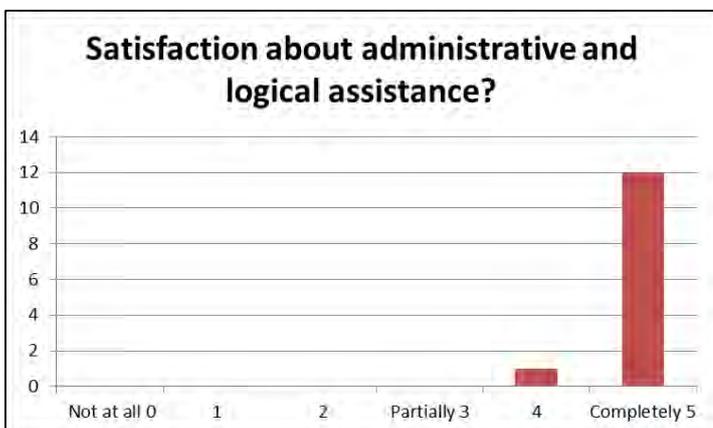
Suggestions/ comments:

⇒ Amazing job, everything worked smoothly, from arrival throughout every single day.
⇒ Dejavato did a wonderful job locally and Rubaica in the overall coordination.

**5. Rating the individual sessions of the training**

Theoretical and Methodological Background and Approach

Non-Formal Education and Experimental Learning
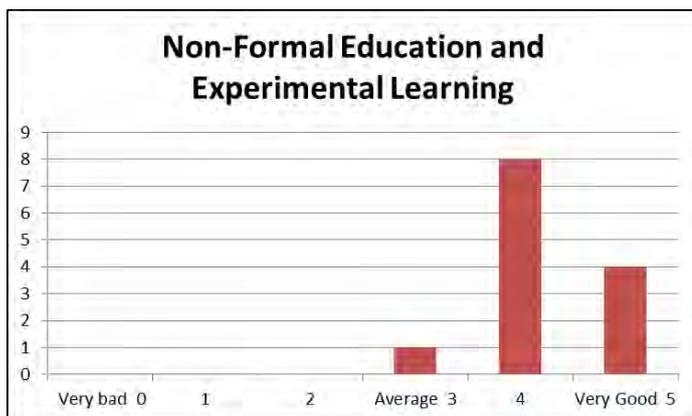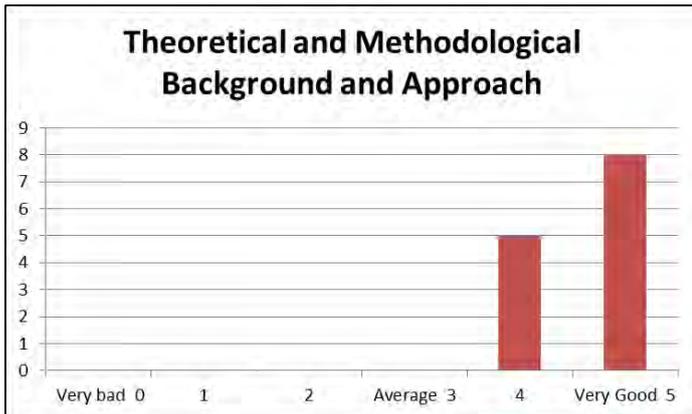
Suggestions/ comments:

⇒ Time management could have been better in order to finish the sessions properly.
⇒ There should have been some more time to discuss.
⇒ The concepts were clearly defined.

Identity, Culture and Diversity

Perception & Interpretation Stereotypes & Prejudices

Privileges and Power
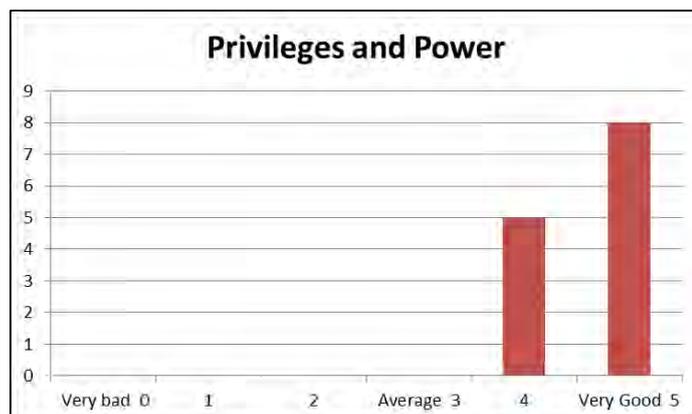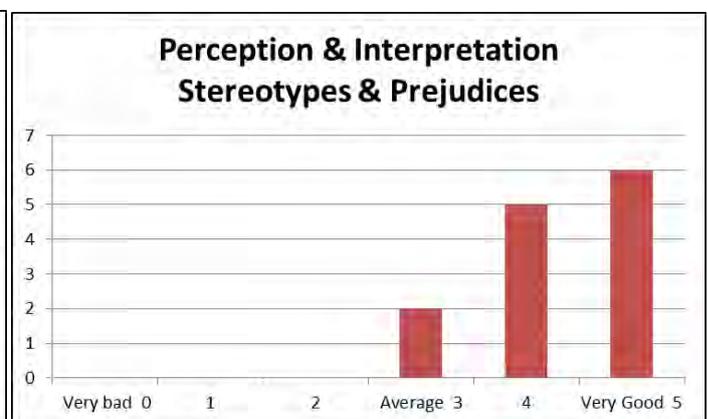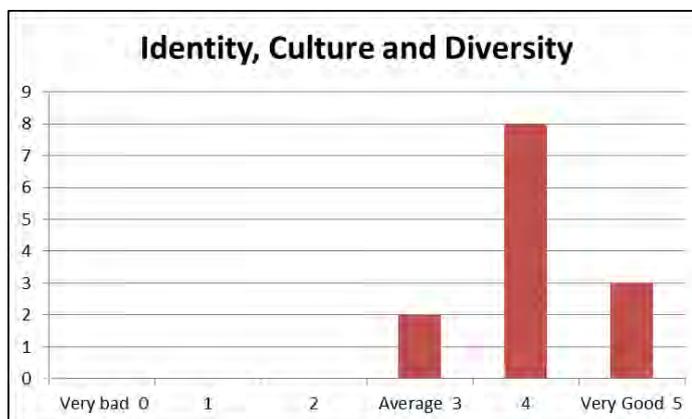
Suggestions/ comments:

⇒ Great facilitating and method
⇒ Really important sessions!
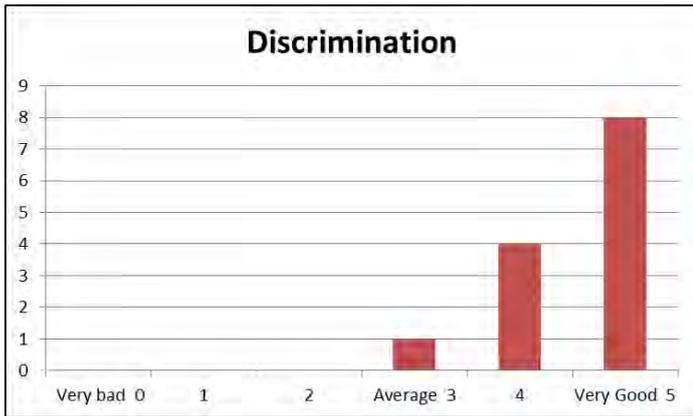
Discrimination

Suggestions/ comments:

⇒ Discrimination exercise really was taking responsibility in discrimination around me.

Taking action, small steps for change
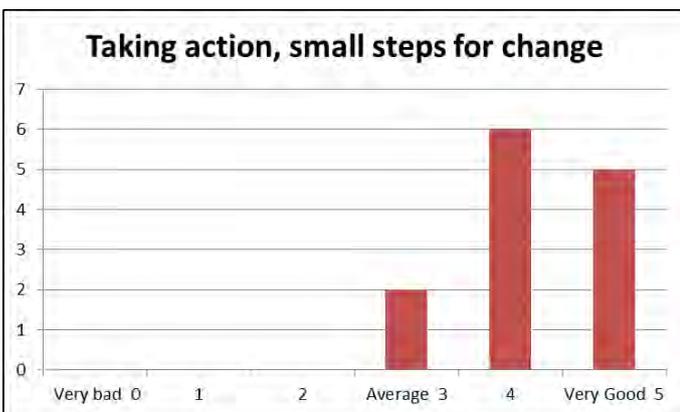
Suggestion/ comments:

⇒ Great method

**Ideal Learning Process for any Training**
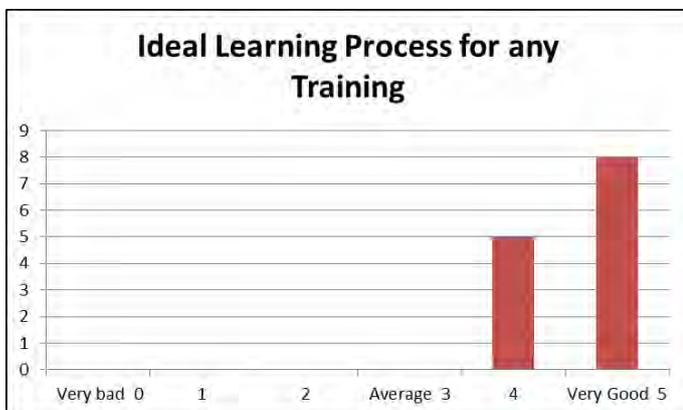
Suggestions/ comments:

⇒ Great way to dessiminate the past sessions and good input to be able to create trainings.
⇒ Very useful for me in planning future trainings.

Skill-based volunteering
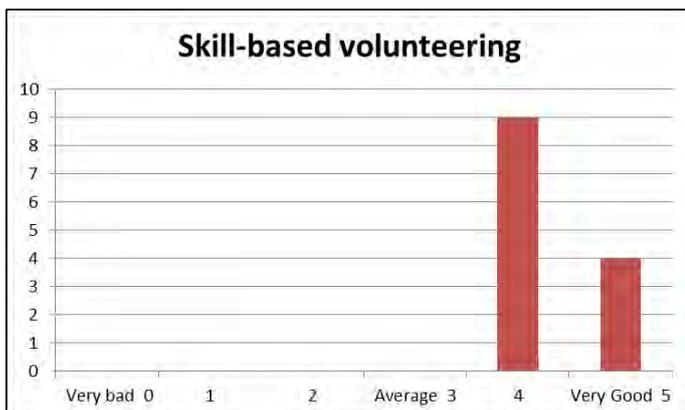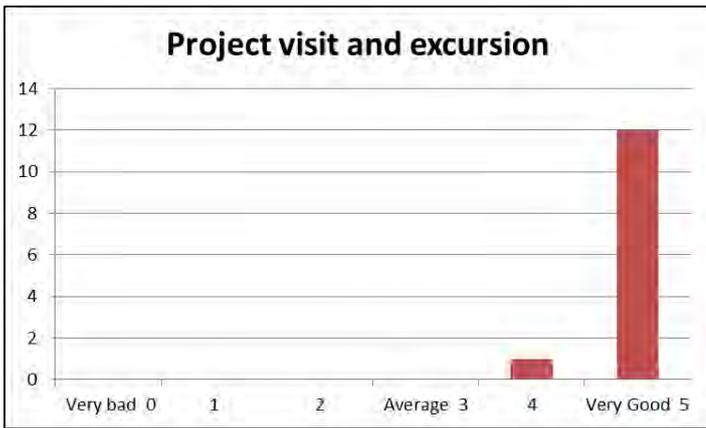
Suggestions/ comments:

⇒ Great organization, great project, good time management, great temple + view.
⇒ Nice place.
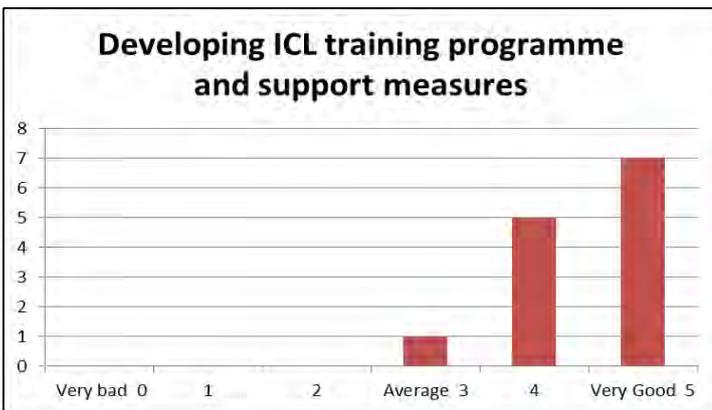
Suggestions/ comments:

⇒ The non-European group was rather big, we should have split up in smaller groups.
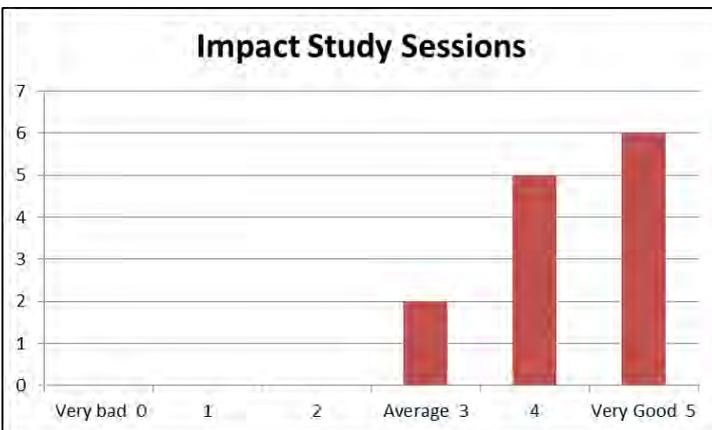
Suggestions/ comments:

⇒ It was great.

Was the training useful for the ICL training?
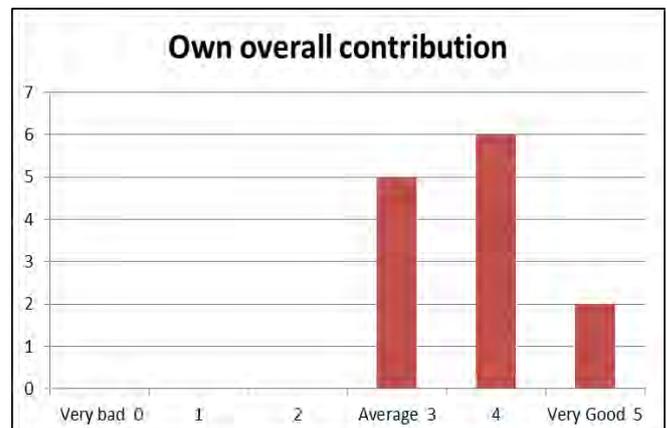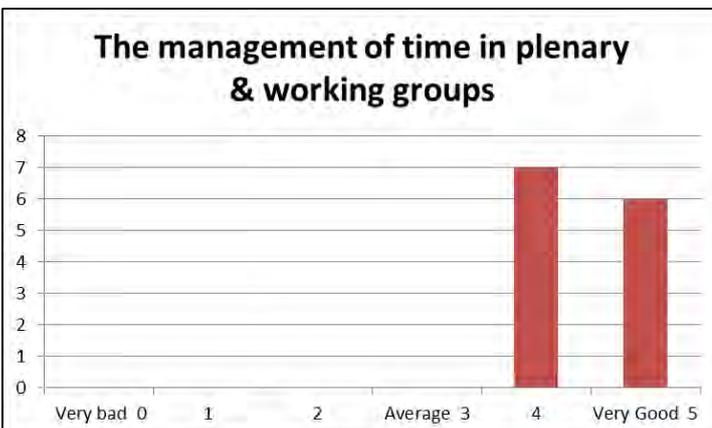
**Suggestions/comments:**

⇒ Very useful! This will actually improve my way of working and preparing trainings and supporting volunteers.

Did you have sufficient free time?

Accommodation

Food
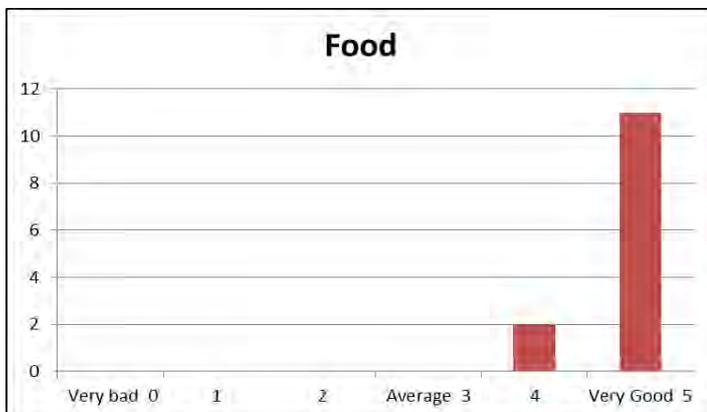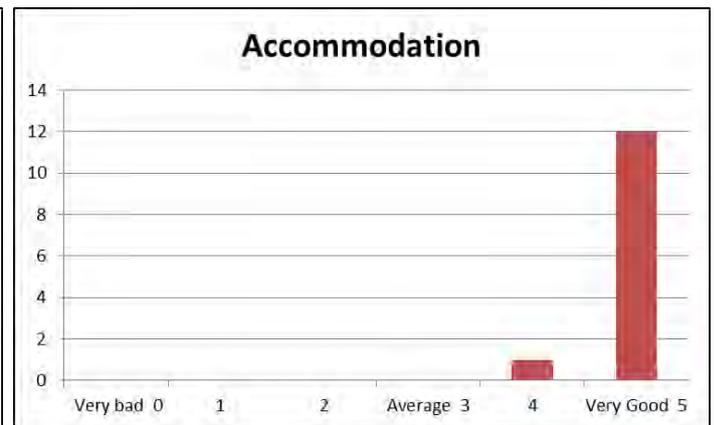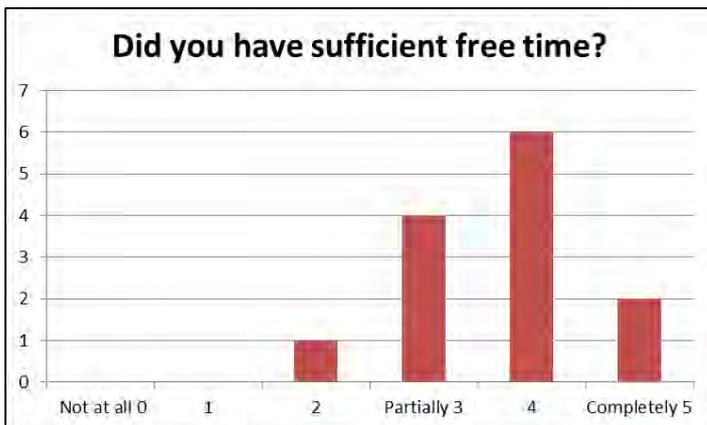
Other comments / suggestions:

⇒ Training has been very successful and will provide many takeaways that can be applicable immediately. Thank you so much for putting so much time, care and attention into that.
⇒ Everything well organized.
⇒ It was great working in the task force. Thank you.

List of Additional Resource Material

- *Practical Guide for ICYE/EVS Trainings in EU and Partner Countries*. http://www.icye.org/images/stories/Publicationspdf/practicalguideicl.pdf

- *Toolkit: Human Rights Education in Volunteering*. http://www.icye.org/wp-content/uploads/2016/08/Human-Rights-Education-Toolkit.pdf

- *Non-Formal Learning Handbook for Volunteers and Volunteering Organisations*. http://www.icye.org/wp-content/uploads/2017/06/NFE-Handbook-May-2017.pdf

- *Final Activity Report. Youth Work Can Unite: Merging Parallel Realities in Europe*. http://www.icye.org/wp-content/uploads/2017/04/Final-Activity-Report-Graz-Austria-February-2017.pdf

- *Time4diversity. Handbook for Intercultural Learning*. https://www.salto-youth.net/downloads/toolbox_tool_download-file-1606/Handbook_Official_Version.pdf

- *Manual on How to Support Civil Courage in Youth Projects*. https://www.grenzenlos-trainings.at/wp-content/uploads/2017/07/Grenzenlos-Manual-Civil- Courage-print.pdf

- *Compasito – A Manual on Human Rights Education with Young People*. http://www.eycb.coe.int/compasito/

- *Extending the Practice of Gender through intercultural learning.* http://ccivs.org/tools.php?search_tag=ccivs&search_string=&pageNo=2

- *Fun with 21s. A source book for workshop facilitators. 21 sets of 21 ways to approach participatory events*. http://portals.wi.wur.nl/files/docs/ppme/Chambers_21s_workshops.pdf

- *ID Booklet- Ideas for Inclusion and Diversity*. https://www.salto-youth.net/downloads/4-17-1050/IDbooklet.pdf

- *The sky is the Limit – An interactive Guide for Youth Projects on Interfaith Dialogue*. https://www.salto-youth.net/downloads/4-17-2578/Salto_InterfaithDoc_10_for%20web.pdf

- *EVS Learning Notebook*: https://www.salto-youth.net/tools/toolbox/tool/evs-learning-notebook.1665/

- *Mandala of Learners*: https://www.salto-youth.net/downloads/4-17-2632/YP-unfolded_method_17.pdf

- *Self-Care Plan*: http://www.socialworktech.com/2011/05/25/making-a-self-care-plan

- *Seven Stages of Grief*: http://www.socialworktech.com/2012/11/13/the-seven-stages-of-grief/

- *How are my social skills?* https://my.extension.illinois.edu/documents/257081302080208/lp_careadult_socialskills.pdf

List of Participants

Project title:		*Skills and Competences for a Global World*	
Venue:		*Bali, Indonesia*	

Number	Promoter	Family name, first name	Country od residence
1.	ICYE Honduras	Bueso Clark, Rodolfo	Honduras
2.	ICDE - INDIA	Douglas, Sheela	India
3.	ICYE Brasil	Fahlke, Annekatrin	Brazil
4.	ICYE Colombia	Hermida Benitez, Jorge Iván	Colombia
5.	ICYE International Office	Jaliwala, Rubaica	Germany
6.	ICYE Finland	Kontiokari, Roosa Maria	Finland
7.	ICYE - UK	Graham, Cleo	United Kingdom
8.	ICYE Kenya	Nyaribo, Kerubo	Kenya
9.	Grenzenlos	Paredes Alcantara, Sara Anahi	Austria
10.	KERIC	Polák, Marek	Slovakia
11.	Dejavato Foundation	Purwantoro, Ketut	Indonesia
12.	FIYE	Sempach, Grzegorz	Poland
13.	Dejavato Foundation	Augustin, Ni Wayan Reastini	Indonesia
14.	Dejavato Foundation	Christanti, Amelia	Indonesia

Contact

This publication has been produced by the ICYE International Office within the framework of the project **Skills and Competences for a Global World**, co-funded by the Erasmus+ Programme of the European Union, Key Action 2 Capacity building in the field of Youth.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the view of the authors, 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