



Final Activity Report

KA2: *Communicating Human Rights in Diversity*
Training in HRE Multipliers
19-23rd of March
Copenhagen, Denmark



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Towards a Human Rights Culture

To create a culture of human rights within the sphere of volunteering is the key motivation and the aim of the project “Communicating Human Rights in Diversity”. This involves, on the one hand, making volunteers active and responsible citizens, who value diversity and respect human rights. On the other hand, it requires building the capacity of volunteer organisations and creating multipliers of change in the field of volunteering.

In working towards a culture of human rights, the project challenges customs, practices and behaviour based on stereotypes, prejudices, and exploring new ways of engaging with the blind spots of our consciousness, with precarious spaces and vulnerable people. In this sense, the Human Rights Education approach reinforcing this project is one that acknowledges the value of personal action and personal change whilst accounting for the context in which learners are located. As stated by Amnesty International:

Through human rights education you can empower yourself and others to develop the skills and attitudes that promote equality, dignity and respect in your community, society and worldwide.

<https://www.amnesty.org/en/human-rights-education/>

The training for Human Rights Education (HRE) Multipliers that took place in Copenhagen, Denmark, in March 2015 is the first step towards a human rights culture. It brought together 23 multipliers from 18 countries across four continents. The training gave occasion to discussion and debate on representational practices and their impact on human rights and human dignity. We hope that these discussions served well to strengthen the base of the local HRE trainings that were held subsequently in the 18 countries in this project, to foster respectful engagement and positive change in the lives of the precarious.

This Activity Report has been compiled not just as a record of the activity but importantly to provide both participating and other volunteer organisations an in-depth understanding of the process and flow of HRE trainings, of the discussions and human rights issues linked to volunteers and volunteering that must be considered by any organisation or multiplier embarking on human rights education. Such education is only possible through the dedication of individual persons – and we take this opportunity to thank our hosts in Copenhagen, Dansk ICYE, for their smooth and efficient organisation, Michel Banz, Amnesty International, for the inspiring talks, the facilitators of the Multipliers training for their preparation and hard work, and above all the participants - the individual persons passing on to others the values on which human rights are based.

Rubaica Jaliwala
ICYE International Office

Aims and Objectives

The main aim of the Key Action 2 project is to make volunteers active and responsible citizens valuing diversity and human rights, and simultaneously to build capacity of volunteering related organisations, making them multipliers of change beyond their prescribed roles as youth or social workers. Over time, the lack of skills and knowledge results in a certain “blindness” for the rights of vulnerable people due to factors such as age, disability, gender, immigration or social status, etc. and often an interweaving of these factors. This project explores ways of engaging with the blind spots of our consciousness, with precarious spaces and people at risk. It gives occasion to stimulate discussions on representational practices and their influence on human rights in diversity to bring about change in the lives of the precarious.

The main aims of the project include:

1. To build capacity of volunteering organisations by creating multipliers and infusing a culture of human rights in diversity
2. To test the impact of the Human Rights in Diversity project on the socio-cultural and personal development of volunteers
3. To fill gaps in knowledge through the impact study in order to maximise volunteers' learning outcomes, strengthen cooperation among partner countries and organisations

The objectives of the Training Human Rights Education:

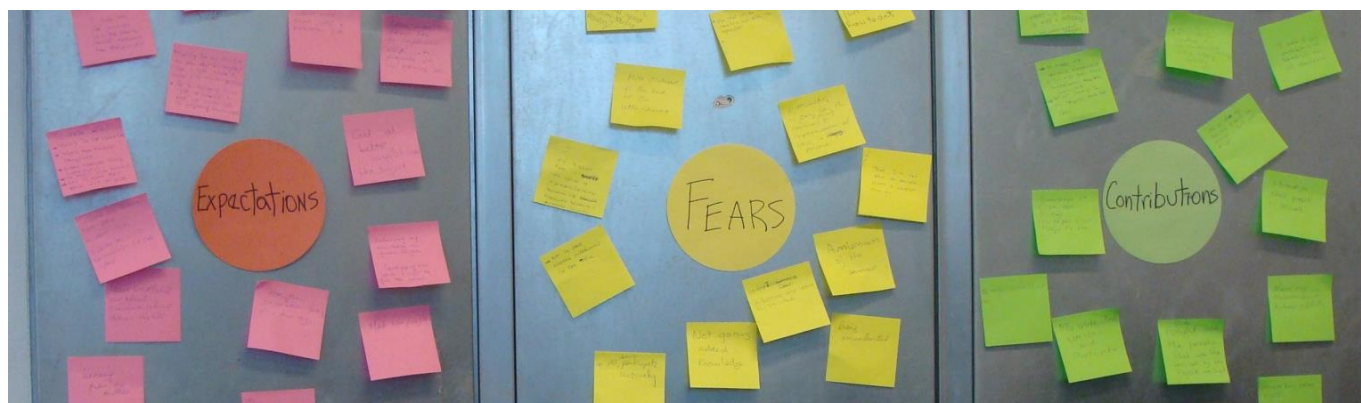
- a) To build capacity of volunteering organisations by creating multipliers and improving communication through a Human rights learner-centred approach
- b) To emphasise the link between communication, plurality and human rights
- c) To develop Human rights education (HRE) modules and methods for local HRE training activities in order to promote a culture of human rights in diversity
- d) To enhance qualitative research skills of staff and youth workers of volunteering organisations

A HRE training manual will be published for use in future trainings in the volunteering field.



Programme Overview

DATE	DAY	DESCRIPTION OF ACTIVITIES
18.03.	Day 0	Arrival of participants
19.03.	Day 1	Getting Started / Human Rights Education
10:00	11:30	-Welcome and introductions by Dansk ICYE and ICYE IO -Introduction of Dansk ICYE team, the team of facilitators, and participants -Aims and objectives of the project, of Key Action 2 and Erasmus+ priorities
11:30	12:00	<i>Coffee / tea break</i>
12:00	13:30	-Expectations / Fears / Contributions -Presentation of the Programme -Logistics -Rules -Reporting on sessions -Make groups for end-of-day feedback Communication, Human Rights and Diversity Education Introduction and background on Human Rights and human rights education by Michel Banz, Human Rights Education Advisor, Amnesty International Followed by Q&A



13:30	15:00	<i>Lunch break</i>
15:00	16:30	Communication, Human Rights and Diversity Education Session 1: Brainstorming - What is human rights and human rights education? Step 1: Discuss participants understanding of human rights, and the main human rights issues and violations in their respective countries. Step 2: What is human rights education? What is required for a human rights culture as a long-term, general goal of HRE? Introduce the idea of working locally on creating a human rights culture. Wrapping up
16:30	17:00	<i>Coffee / tea break</i>
17:00	18:30	Communication, Human Rights and Diversity Education Session 2: Identity, Culture and Cultural Diversity 1. Identity Molecules 2. Iceberg Model of Identity and Diversity and Iceberg Model of Culture 3. Overlapping layers of Diversity Summing up
18:30	19:00	<i>End of day Feedback in Groups</i>
20:00		<i>Dinner / Intercultural Night</i>

20.03.	Day 2	Human Rights Education
10:00	11:30	Communication, Human Rights and Diversity Education Session 3: Reflection on Privileges, understanding the relativity of our situation, changing perspectives <ol style="list-style-type: none"> 1. <i>Can you hit the target</i> – a short exercise about privileges 2. <i>The cards are reshuffled</i> – Reflecting on the situation of others and prerequisites for good/bad luck, understanding the relativity/conditionality of our social situation 3. <i>Summing up with a presentation of an Experienced Based Model of Discrimination</i>
11:30	12:00	<i>Coffee / tea break</i>
12:00	13:30	Communication, Human Rights and Diversity Education Session 4: Communication <ol style="list-style-type: none"> 1. <i>How tall is Alfred?</i> – On problems in communication, styles of communication. Discussion on communication challenges faced among volunteering stakeholders
13:30	14:30	<i>Lunch break</i>
14:30	16:00	Communication, Human Rights and Diversity Education Session 4: Communication and HRE <p><i>Although it was not possible to focus in-depth on Styles of communication and Attitudes to Conflict, they are being included here as a reminder of their role in the process of the training relevance to the session on communication. They are also presented in greater detail in annex 4, 5 & 6.</i></p> <p>Input on “Communication” and “Conflict Solving”</p> <ul style="list-style-type: none"> - <i>Styles of Communication</i> - Questionnaire for participants followed by an input on the 5 communication styles - <i>Attitudes to Conflict</i> - summing up the session with the attitudes to conflict model - conflict solving with regard to examples of discrimination (competition, cooperation, compromise/negotiation, avoidance, submission) - Finding examples of human rights issues in our daily work with regard to cross-cultural communication <p>“Collegial Consultation” (group work and presentation):</p> <ul style="list-style-type: none"> - The group collects and presents examples from a work situation - Group work for collegial consultation: split into 5 groups on cross-cultural communication and human rights and pick one example - Each group presents example and how they reacted – what was good or bad and what could have been done differently in reaction to the specific issue? - Discussion with whole group – name important strategies that have come up
16:00	17:00	<i>Travel to an EVS host project</i>
17:00	20:00	Visiting the EVS host project – Trampoline House A culture house, where asylum seekers, Danish citizens and anybody else can meet, share experiences, and learn from one another on equal terms. <p>Dinner at the project</p>
20:00		<i>Free Evening</i>



21.03.	Day 3	Developing HRE tools and modules
10:00	11:30	Communication, Human Rights and Diversity Education Discussion and feedback for the first 3 days: <ol style="list-style-type: none"> 1. Feedback on project visit 2. Discussing daily human rights issues – what are the main issues we talked about so far? Possible conflicts and strategies? (Summary of the sessions) 3. Going back to our first question and main objective – What do we need to create a sustained culture of human rights through HRE? (Q&A with M. Banz)
11:30	12:00	<i>Coffee / tea break</i>
12:00	13:30	Considerations when developing HRE tools for different contexts and settings. Presentation by Michel Banz – Participants will be asked to share fears, expectations and questions to discuss how to best deal with them in a constructive way. Developing HRE guidelines, tools and modules for on-the-ground training activities enabling the examination of HRE issues and initiating change in perceptions and practices
13:30	14:30	<i>Lunch break</i>
14:30	16:00	Developing HRE guidelines, tools and modules
16:00	20:00	<i>FREE TIME / Sightseeing</i>
20:00		<i>Dinner</i>



22.03.	Day 4	Developing HRE tools and modules
10:00	11:30	Developing HRE guidelines, tools and modules
11:30	12:00	<i>Coffee / tea break</i>
12:00	13:30	Developing HRE guidelines, tools and modules
13:30	15:00	<i>Lunch break</i>
15:00	16:30	Developing HRE guidelines, tools and modules
16:30	17:00	<i>Coffee / tea break</i>
17:00	18:30	HRE guidelines, tools and modules Presentations / Discussion / Adoption of HRE guidelines, tools and modules
18:30	19:00	Steam Group evaluation of the day
20:00	22:30	<i>Dinner</i>

23.03.	Day 5	Impact-HRE/ Wrapping Up
10:00	11:30	Impact Assessment Session 1: Introduction to Qualitative Research and Interviewing -Why do an impact assessment? -How can the findings we used? -Process of change -Types of Impacts to explore -Target groups -Qualitative research and methodologies -Interviewing Testing interview questions, conducting interviews, adapting/changing interview questions Selecting / adapting / finalizing interview questions for testing impact on volunteers - from ICYE-IMPACT guide Participants select and edit a set of questions for the interviews to be done in this project

11:30	12:00	Coffee / tea break
12:00	13:30	Impact Assessment Presentations and preparing final list of interview questions
13:30	15:00	Lunch break
15:00	16:30	Step-by-Step Action Plan -Project timeframe -Timeframe and goal of HRE local trainings -Timeframe and conducting interviews, sending recorded and transcribed material to the ICYE IO -Aims & Objectives of the Gauging Impact Seminar in Bogotá, Colombia
16:30	17:00	Coffee break
17:00	19:00	Final Evaluation of the Training & Closing a) Written evaluation b) Interactive evaluation c) Closing by Dansk ICYE and ICYE IO
20:00		Dinner / Farewell party
24.03.	Day 6	Departure of participants



Day 1: 19th of March - Getting started

The Human Rights Education Training began on the 19th of March with a welcome from the host organisation, Dansk ICYE, followed by a presentation of the facilitators and participants and their previous experiences with Human Rights. The aims and objectives of the Key Action 2 project “Communicating Human Rights in Diversity” and Erasmus+ were presented along with the specific objectives of the training seminar (see above, page 3).

The international training seminar on *Communication, Human Rights and Diversity Education* commenced with a presentation on Human Rights and Human Rights Education by Michel Banz, Human Rights Education Advisor at Amnesty International. He started off by talking about the right of freedom of speech and how it was being exercised in Denmark. The right states that:

3. Reflection on Privileges, Understanding the relativity of our situation, changing perspectives
4. Communication

What is Human Rights and Human Rights Education

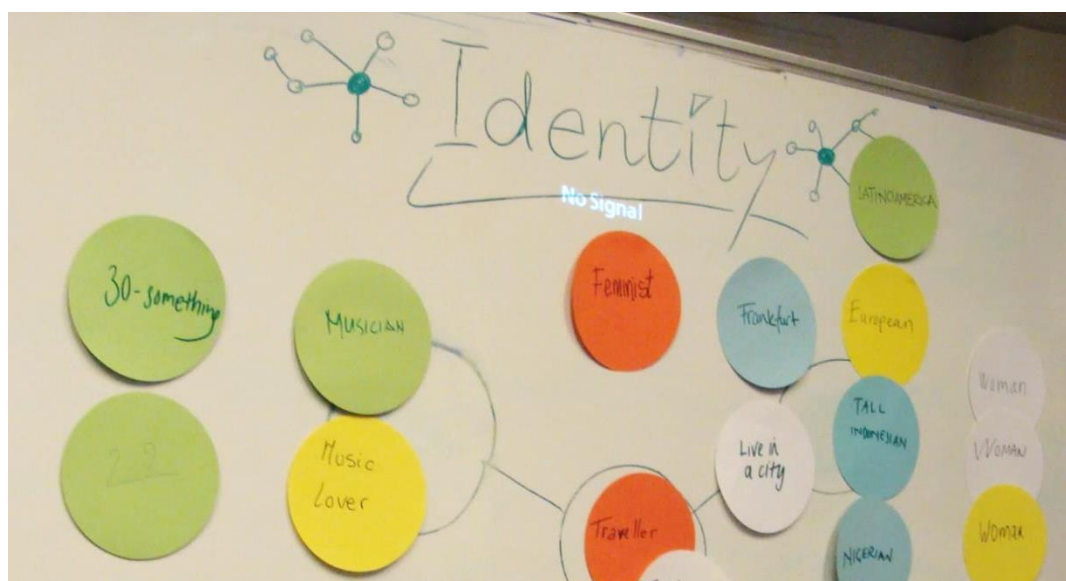
Session one began with a brainstorming of human rights in order for the participants to describe their understanding of human rights as well as the main human rights issues and violations in their respective countries, thereby bringing in the universal aspect of human rights. The participants were then introduced to the concept of *human rights education* and the idea of working locally to create a human rights culture, as a long-term goal of human rights education.

The following notes were made during the brainstorming on human rights and human rights education:

<u>HUMAN RIGHTS EDUCATION (HRE)</u>	<u>HR culture as long-term goal of HRE</u>
Ethics – Values - Practice	Understanding - Action
Formal / informal / non-formal	Empowerment
Knowledge contents: e.g. declaration of HR	Information
Learning about the legal framework	Respect each other
Diversity, equality	Knowledge:
Culture, norms, history	- Develop critical way of think/see
Empathy, respect	- Exchange knowledge: educate
Inclusion vs. exclusion	- Learning through experience
	- Soft skills & non-formal education

Identity, Culture and Cultural Diversity

The second session revolved around three exercises to have the participants reflect on their own cultural background and identity. The first exercise, *Identity Molecules*, is an exercise used to reflect on one's own cultural identity.



The exercise focuses on the numerous fluid forces and factors that help shape personal identity, and how these may change over time as a result of other inputs. It also aims to bring out the similarities and differences found within the group. After having written down several identity parts or group belongings, participants were divided into groups to discuss: “*How is it to my advantage to be a member of these groups?*” and “*What makes it easy or difficult to be part of these groups?*”.

Following the reflection on the participants’ identity, the *Iceberg Model of Identity, Diversity and Culture* was presented (see Annex 2). The model deals with the many different elements and ‘labels’ constituting a person, and how only a small amount of these are visible or based on physical appearance; e.g. gender, age, ethnic belonging. However, most of the elements are hidden below the surface and are thus only revealed once we get to know the ‘real’ person. This could for instance be features such as work, nationality, hobbies, education, etc. The model thus seeks to emphasize the importance of not basing one’s opinion or judgement of a person on the mere cover.

The last presentation, *Overlapping Layers of Diversity*, also deals with the many different factors and ‘layers’ that constitute an individual. The model focuses on four different layers, 1. Personality: personal characteristics and behaviour. 2. Primary layer: age, sex, ethnicity, language, etc. 3. Secondary layer: deals with geographical locational, income, habits, social class, etc. 4. Organisational layer: focuses on area of responsibility, management status, and so on. For full model, please see Annex 2.

Day 2: 20th of March

Reflection on Privileges, Understanding the Relativity of our Situation, Changing Perspectives

The second day of the training started off with the brief exercise: ‘*Can you hit the target?*’ in order to initiate a reflection on privileges and fairness. The participants sat in rows facing in the same direction. In front of the chairs, an empty box was placed and tennis balls were handed out. The participants then took turns, trying to throw the balls into the basket – the level of difficulty then varied according to distance to the box and the number of people in front of the participant, but also the skills of the participants in hitting the target. This exercise served as introduction to the session on privileges and the conditionality of our respective situations.

For the next exercise, ‘*The cards are reshuffled*’, participants were divided into pairs, and were asked to pick four pieces of paper, each with a description of a feature belonging to a character (age, country of origin, social and professional situation, etc.). One could thus end up with a new persona with features such as: Single parent, unemployed, 2 young children, and refugee. Participants were then asked to undertake a change of perspectives, and imagine a life with the new identity characteristics or categories. The aim of the exercise was to reflect on the living conditions of others, on the prerequisites for good vs. bad luck and to generate empathy.

The exercise was followed by a presentation of the *Experience based Model of Discrimination*. The model deals with the various levels of discrimination: 1. personal, 2. interpersonal: the way we interact with others, shaped by attitudes, thoughts and feelings. 3. The institutional level: established rights, traditions, habits, which lead to systematic discrimination of certain people and groups, and 4. the socio-cultural level, which refers to that which is seen by the dominant culture, community or worldview as right and good, as a benchmark for all things. Each level is constantly interacting with the others, and is shaped by power in all its forms: historical, social, economic, political or legal power. The individual is shaped by the dominant discourses in his/her surroundings and reproduces the norms and discourses in society thus continuing the circle of power and oppression. The identity categories to which each individual belongs results in a complex overlapping of discriminatory experiences (i.e. racism, gender, class), which shape the individual’s conception of self. (Annex 3).

HRE – Communication and Conflict Solving

The fourth session on the theme 'Communication, Human Rights and Human Rights Education', focused on actual communication and how it is linked to human rights education. The session started off with an exercise called "*How tall is Alfred?*" in which problems in communication and styles of communication was in focus. The participants were divided into groups, each handed two statements describing the height of two characters and were to collaborate on finding out how tall the character Alfred was within 30 minutes, by communicating only by means of written telegrams sent from one person to another. No verbal communication was allowed. The objectives of the game were then to reflect on one's own way of communicating in a team and how to share information or communicate in a more effective and systematic way.

Group summary of "How tall is Alfred?"

The 'Green Group' worked as a team but the problem of not having the possibility to share information with all the participants at the same time was frustrating. It was very important to ensure that everyone had the same pieces of information.

Ideas on solving this situation in the game:

- Sending a message to others to share the information received with other people,
- Choosing a leader - however, it could be a problem as the person chosen by others might not agree – it is more important that the person decides him-/herself.

Relation to volunteering projects:

- The volunteers get frustrated because they do not feel informed. This exercise could be done with mentors and hosts to make them aware how important it is to inform the volunteer properly.

The link between the exercise and HR:

- It could serve as a bridge between daily work and communication and give suggestions for overcoming communication problems in daily work
- It is related to conflicts rooted in daily work and issues of discrimination
-

This session was initially supposed to include the two inputs on *Styles of Communication* and *Attitudes to Conflict*, which could not take place due to time constraints. Thus although it was not possible to focus in-depth on Styles of communication and Attitudes to Conflict, they are being included here as a reminder of their relevance and role in the process of the training and the session on communication. They are presented in detail annex 4, 5 and 6.

- *Styles of Communication* - Questionnaire for participants followed by an input on the 5 communication styles (see Annex 4 and 5)
- *Attitudes to Conflict* - summing up the session with the attitudes to conflict model - conflict solving with regard to examples of discrimination (competition, cooperation, compromise/negotiation, avoidance, submission) – see Annex 6.



Collegial Consultation

The participants then found examples of human rights issues in their daily work with regard to cross-cultural communication. Five groups were created and each one focused on a specific HR issue:

1. Schools and violence: Violation of children's rights. The volunteer could not accept that the host organisation was using violence in order to punish the children. The conclusions after the collegial consultation were: a. the approach of the volunteer (understanding): respecting different cultures and working for gradual change and not instant revolution, b. the approach of the host organisation: understanding the viewpoint of the volunteer and seeking to establish common ground by meeting and enabling a sense of understanding.
2. Disability and inclusion: The project hosted a volunteer in a wheelchair but neither the campsite nor the activities were accessible for the volunteer. The conclusions after collegial consultation were as follows: a. Taking a critical look at our own practices (hidden barriers), b. learn from each other (i.e. include a volunteer with a disability in the discussion on practices to include in the trainings, hidden barriers, etc.), c. looking into what we can expect from facilitators / staff, other volunteers without disability, the programmes and trainings in terms of accessibility and exercises (space), d. learning about the difficulties volunteers with disabilities face from the volunteers themselves, e. what to do in case of manifold disability in one group.
3. Children's Rights – Ensuring Safety: The group focused on whether volunteers working with children should provide a criminal record. The conclusions after the collegial consultation were as follows: 1. Preparation by both sending and hosting organisation of volunteers working with children is needed, 2. Preparing the staff of the host organisation by presenting the background of the volunteer, and 3. Looking into specific rights for children in the given host country.
4. Domestic Violence: How to reach the women that are victims of domestic violence, and whether or not one should interfere in cases in which people (or specifically women) are being beaten in public. One of the participants presented an example, in which a father was hitting

his young daughter in the middle of the street as she wanted to marry someone a different community. When passers-by interfered, the girl protested and said that the elderly man was her father and that he had the right to hit her. The conclusions after collegial consultations were: When working with women's groups it is important to create a safe environment and culture of trust for the women before addressing the difficult topics in order to get to know the person behind the problem. Reaching women experiencing domestic violence is still, however, rather difficult. A solution to the problem could be to reach them by offering different workshops related to creative activities in order to create a safe environment before addressing the violence.

5. Contributing to Society: Debate on financial support provided by the state to the unemployed, and finding a balance between receiving too much support (discouraging) or too little (not able to break out of the situation or take care of their family, etc.). The group also dealt with questions of who deserves help from the government, what is needed to survive, and how the support provided excludes families from social life.

Visiting the EVS host project: Trampolin Huset

The second day of the HRE training ended with a visit to one of the Danish EVS host projects called *Trampolin Huset* (the Trampoline House). The project functions as a user-driven cultural house, and offers room for “asylum seekers, Danish citizens and anybody else to meet, share experiences, and learn from one another on equal terms”, see <http://trampolinehouse.dk/>. The project was established in 2010 as a reaction to the Danish asylum policies. The house offers a variety of services and activities, such as legal counselling, medical and dental service, film screenings, language courses, and yoga classes, all of which serve their two main goals:

1. *To break the isolation that most asylum seekers find themselves in – and to provide them with the agency and tools needed for them to better their social and legal situation.*
2. *To inform the Danish public about the conditions for refugees and asylum seekers in Denmark, in an attempt to motivate the public to work to make the refugee and asylum policies more just and humane.*

www.trampolinehouse.dk



According to one of the founding members and now daily creative coordinator, Morten Goll, the project also had an unofficial aim: *“for the asylum seekers to save democracy in Denmark”*. Morten Goll gave a tour around the house and presented their history, services and activities. He also brought up aspects of basic human rights and challenges faced by the asylum seekers in their daily life, interaction with volunteers, the staff at the Trampoline House, Danish citizens, etc. One of the main goals at the house was to emphasise that the people working and being there were all equal in order to ensure the empowerment of individuals. The people we met had positive relationships with each other. When speaking of the topic ‘human rights in Denmark’, Morten Goll explained that some of the main problems of having the project in a country with “good conditions for the majority” were to engage locals with issues related to the subject. People tend to forget where the positive benefits of democracy and freedom came from and take them as a matter of course, and therefore choose not to engage in human rights projects. As a result, he saw the engagement from the asylum seekers as a way to ‘save the Danish democracy’.

At the end of the visit, the participants were asked to join the Friday evening inner party at the project. The Friday Night Dinners are known for being very popular at the house and generally host between 80-100 people per dinner, as both old and new beneficiaries meet up to eat and socialize together.

Day 3: 21st of March

Summary - Communication, Human Rights and Diversity Education

The third day of the training started with an evaluation of the visit to the Trampoline House and a discussion of what to consider when sending volunteers abroad. The discussion began by way of a comment regarding the project visit, related to the position of power of the volunteers (their position of power and judgement over what is considered right / wrong when coming from a country with a welfare state). The conclusion was that volunteers need to be trained or prepared before going abroad, for instance in terms of workshops on privileges and power dynamics. It is difficult to prepare volunteers for what they might encounter, but it is a key element. The preparation should include a reflection exercise, in which it is emphasised that the experience is part of the learning (to be challenged and have an eye-opening experience). The volunteer must of course be motivated to be challenged, as this motivation is what will enable the learning. She/he should also be encouraged to include reflection activities while being abroad (both at the training as well as in everyday life) to ensure a positive outcome of the learning.

The group then split into smaller groups and did an exercise to sum up what they needed in order to become Multipliers of Human Rights. They were to answer how they would / could present human rights and how they would / could support volunteers in their reflection or work with the “Communicating Human Rights in Diversity” project. Some of the points are presented below:

- a) Training content: diversity, prejudice – stereotypes, Human rights: knowing how and when to act, theme of host project, reflection on privileges. In case the training only includes one volunteer, a suggestion could be to ask other youth workers or local groups to join.
- b) Guidelines for the training (to be adapted to country and context – theme of the project).
- c) Preparation: How much does the volunteer know about human rights? Universal declaration of Human Rights, situation in own country on human rights.
- d) After the training: Supporting the volunteers’ reflection over 8-months; fears / questions. Mentoring and /or reflection exercise at the Mid-Term Evaluation. Support the volunteers in developing their own activity at the host project.



Day 4: 22nd of March

Developing HRE Guidelines, Tools and Modules

Before the groups started working on the development of modules and a training programme for local human rights education trainings, Michel Banz, gave a presentation of what to consider when developing HRE tools for different contexts. Below is a summary of important things to keep in mind and tools to use during the HRE training. As the one-day training is about starting a process to consider the project as a whole and creating a starting point for the volunteers, i.e. you have the responsibility to reflect on your role as facilitator.

Educating on Human Rights - preparations:

There is always a fear about talking about human rights, and along the lines of "*do I know enough?*" Tools can therefore come in handy, but what is important when using tools for human rights is that they should always be adapted to the local context and the persons who you are training (i.e. taking into account cultural and individual differences). However, adapting the tools to the situation and people can seem frightening. The important thing to keep in mind is that human rights are about finding a place where people can be respected, feel safe and not feel wrong in any way. Creating this value base is the starting point, as educating on human rights is about values. Detailed knowledge and theoretical information is important in certain respects, but human rights are more about life and experience in society rather than theoretical knowledge and formal education.

Things to keep in mind when educating on human rights:

- Accept that you will make mistakes
- Reflect (continually) on your own position
- Make a commitment to challenge yourself
- Don't be afraid to improvise and adapt to the context

- You will improve with practice
- Keep trying and keep adapting
- Even in progressive environments there is still a tendency to follow usual practices and unspoken rules (i.e. sitting in a circle or on chairs as against on the floor or sitting as one pleases)

Language and HRE:

An important factor to keep in mind at the HRE training is the language used. There is often a fear about using the wrong language when teaching or talking about human rights and human rights education. It is therefore important to have an open discussion about this as individuals have very different takes on individual words and misunderstanding might damage the relationship or the dialogue. This can be avoided when you know the person and their way of expressing themselves. Another way to get around misunderstandings is to consider the intention behind the use of a particular word and understanding the context in which it was presented. It is not possible to know everything about the correct language but it is important to be able to recognise mistakes and to be able to change behaviour that offends people.

Judgements and HRE:

We put people in boxes based on their appearance and their actions. If people do one thing, then we expect them to be a certain type of person. We are thus building models and boxes around the people we meet, and these can be useful but one simultaneously needs to remember that these boxes do not reflect reality. We need to be constantly aware of this. Experience will affect your perception of people and adapt to your models but you can also make misjudgements and false models. Human Rights Education is based on challenging perceptions, ideas, conclusions and judgements. And reflecting on why it is that you come to those conclusions/judgements in the first place.

Human Rights Education and Action:

HRE can be linked to actions in terms of the tension between one's awareness of the self, the consequence of actions and the ability to take action. Part of the preparation for HRE will be to choose areas where it is possible to make a difference, e.g. at the host project. It is important to ensure that people understand the context and the risk, and that individuals involved should be free to choose, and their involvement as participation has to be voluntary. The whole purpose of any engagement needs to be considered - what is the follow up of training, what is expected and is this thought through.

HRE training and volunteers:

In the group of volunteers, some of them may have very different values and opinions, or will be faced with different values and opinions when going abroad. One of the solutions to prevent judgement could be to make a 'social contract' with the volunteers, with whom you discuss, the benefits of being inclusive of people who are different as well as of people who refuse to accept others. If you accept the attitude that others should be excluded from the process / training, etc. then the learning experience you have will not be able to move forward. This is an important attitude to mention, as it ensures that the motivation is there on the part of the volunteers and that it is a joint process. This is why the selection of volunteers is vital and sending organisations should look to work with people who are willing to try and take up one challenge at a time.

Communication:

If you are in a discussion with two opposing views or opinions that do not work to include the group as a whole, try instead to move away from the discussion and find basic questions to challenge their ideas and have them reflect on their judgement. For instance, asking them how they would feel or what their attitude to the subject would be, if they were excluded from the group, training or experience due to a physical attribute. Thereby challenging their viewpoints with basic questions. If, however, you

experience that some of the volunteers are still not willing to engage or accept the inclusion of others, there could be a point where a project/cooperation could be ended. This would not be excluding people as it is about having rules of inclusion (they need to accept others to be included). Education can be seen in many different ways. In some circumstances, education is seen as compulsory, the teacher plans what is taught and how, and so there is not always a choice to undertake education. Human Rights education needs to be voluntary; individuals need to be in a place where they are open to learning.

Another way to work on the attitude of the acceptance or inclusion could be 'Norm Critique': a technique that looks at the 'normal group' rather than the excluded group. By using norm critique as a technique, you look at the "normal group" as the one having a problem (with its attitude of inclusion), rather than the "excluded group" or the minority. For instance, if we are talking about LGBT rights and LGBT groups and talk about including them in society, you are creating a power dynamic with the minority group being offered to be included and "allowed in" by the "normal group", even though the attitude of the "Normal group" is what excluded the minority in the first place. *Words such as "tolerance" define the normal and also helps create or enhance power relations.*

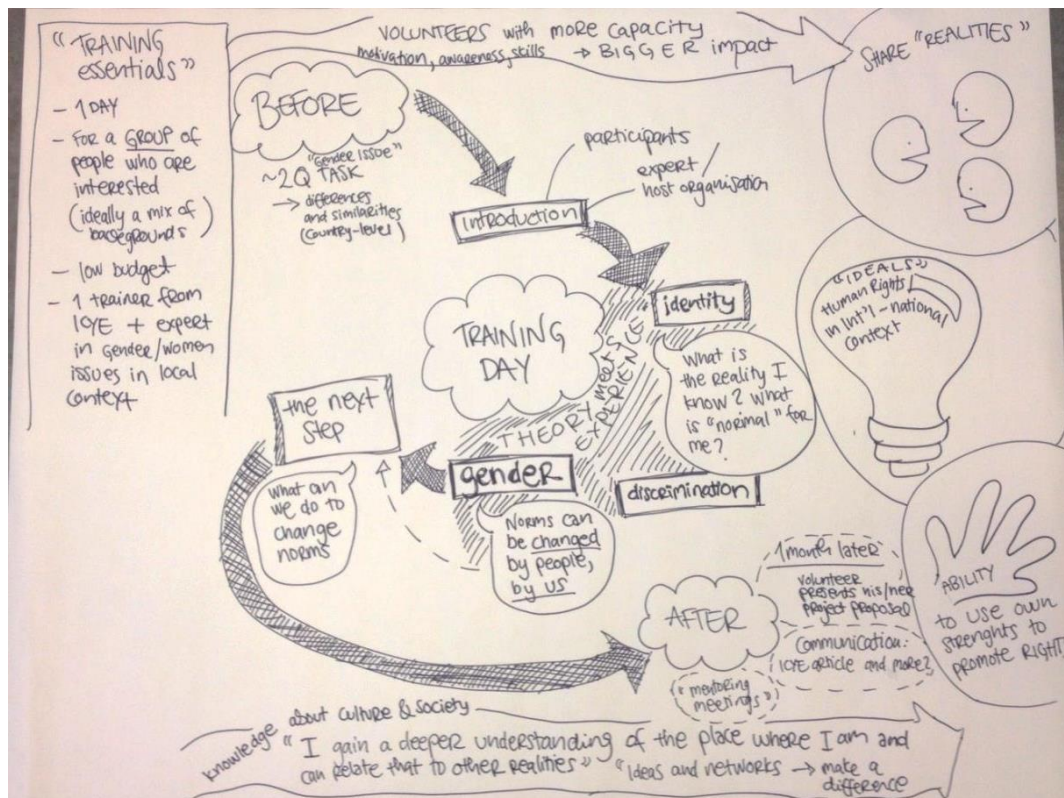
Human Rights Education: Training Activities

The presentation led to the next step of the programme, in which participants planned how to conduct and what to include in the HRE training activities for the volunteers involved in the Key Action 2 EVS project as well as for other EVS and ICYE volunteers.

The following topics emerged as important to include in the trainings:

- | | |
|---|---|
| 1. Why (context, motivation, relevance today), | 7. Target groups (volunteers, hosting organisations, staff – how are they involved?), |
| 2. Who are the multipliers (motivation, role), | 8. Impact on local community, |
| 3. Aims and objectives (overall aim, concrete results, what will participants gain), the project phases (planning, monitoring, support and continued questioning / reflection over the eight months), | 9. Methods used in the training, |
| 4. Role of partners / host projects, | 10. Duration of training, |
| 5. Funding and external supports, | 11. Theme (overall project theme and theme relevant to host organisation), |
| 6. Benefits for beneficiaries, | 12. Practical considerations, |
| | 13. Evaluation and follow up. |

Thereafter, each group created a timetable and discussed specific aspects and details of the HRE training in relation to one of the human rights issues dealt with by the host organisations (the photo above illustrates one of the timetables and notes on what to include in training on HRE and gender issues). The points from the presentations have been joined below. A joined version of the timetable and the 5 thematic draft programmes can be found in Annex 7.



<u>Aims and objectives of the training:</u>	<u>Planning:</u>
<ul style="list-style-type: none"> • For participants to become more self-aware and more self-critical • For participants to gain confidence to talk about/communicate human rights • For Erasmus+ volunteer to be able to engage more with their host project • For volunteers to be able to empathise and interact/communicate more with the beneficiaries of the project 	<ul style="list-style-type: none"> • Make sure host organisation understands the project theme and ask them to participate/be involved in the training • Consider how to include people with different language levels • Logistics - find space for training / arrange accommodation, food and transport for participants • Invite other participants (e.g. volunteers, returned volunteers, co-workers, project staff) • Research - find movie/documentary clips, information on the host project and relevant issues (if the host project is not directly involved in the training).

Day 4: 22nd of March

Impact Assessment

Once the timetables for the HRE trainings had been presented and discussed within the larger group, the final topic of the seminar was taken up: *Impact Assessment with the aim of investigating the*

impact of the human rights in diversity training and project on the volunteers. The topic was divided into four sessions:

1. Introduction to qualitative research and interviewing
2. Selecting, adapting, finalizing interview questions for testing impact of the HRE project on volunteers from the ICYE IMPACT guide
3. Testing interview questions, conducting interview, adapting / changing interview questions
4. Presentation and preparing final list of interview questions

Introduction to Qualitative Research and Interviewing

The first session gave an introduction to impact assessment by answering questions such as: why do we need impact assessment, how can the findings be used, types of impacts to explore, and qualitative research and methodologies. The following descriptions stem from the presentation on '*Impact Assessment Modules*'. The full presentation can be found in Annex 8:

Why do an impact assessment?

- To discover new information, for this project from the perspective of the EVS volunteers
- It will provide concrete data to demonstrate the impact of long-term international volunteering to people outside of ICYE (potentially to be used for public relations, marketing, lobbying)
- To help building constructive partnerships with host projects, international volunteers and National Committees

How the findings can be used

- To provide information for marketing purposes: Gain recognition, long-term influence, policy, etc. as well as more volunteers and more projects.
- To improve practices, e.g. volunteer/host project matching, volunteer management.
- To help to prioritize discussions (helps us to find out what is most important to our program, e.g. motivation of volunteer vs. skills)

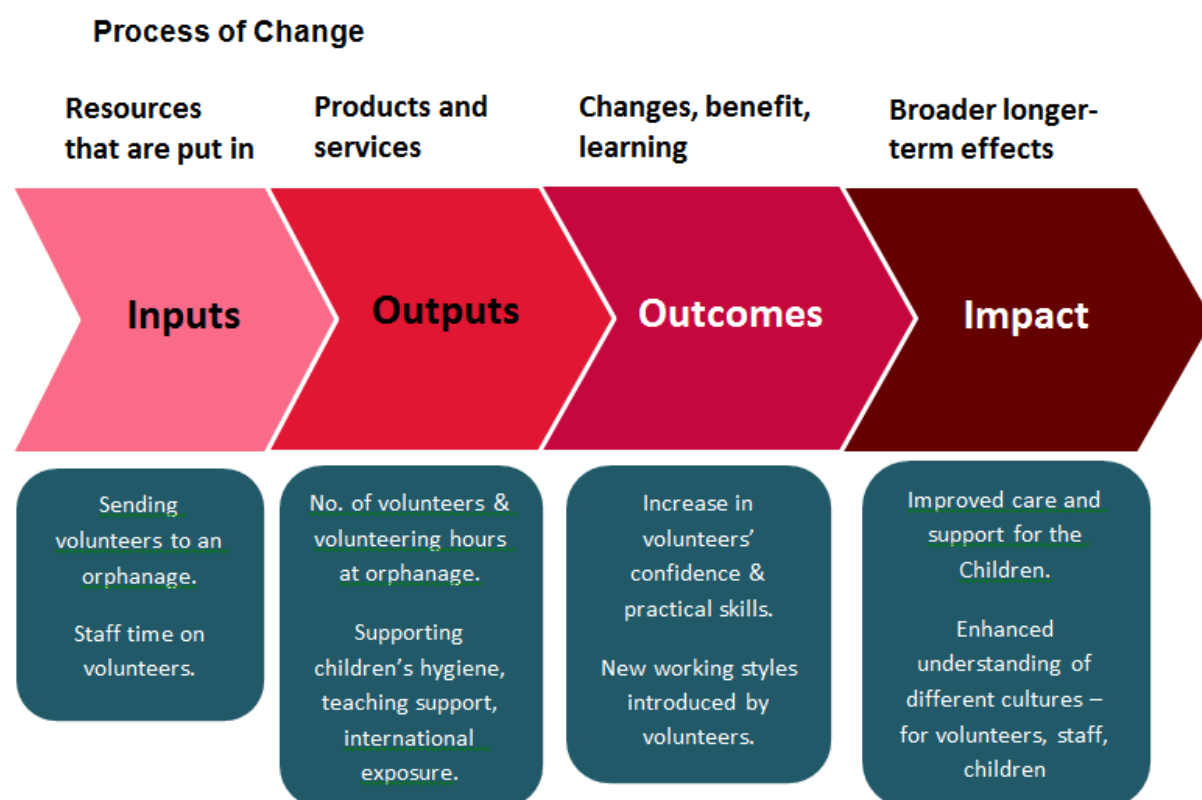
Theory of Change

Input: for example funding for a community garden, hours spent by a volunteer in a project, hours spent by staff to train and support the volunteer, etc.

Output: can be counted immediately, for example, the amount of fruit which is produced thanks to the community garden, the improved hygiene of children in an orphanage, etc.

Outcomes: increase in the confidence and practical skills of volunteers, introduction of new practices in the host organisation – introduced by the volunteer, etc.

Impact: longer-term effects, for example improved community cohesion, improved care and support for the children in an orphanage, better understanding of cultural diversity for volunteers, staff of host organisation and beneficiaries, etc.). The longer term impact depends on the longitude of the impact assessment study.



Types of impact to explore

Impacts arise in different contexts and affects different groups of people. The different types of impact are interwoven and interdependent, and often hard to discern. It may therefore not always be easy to differentiate one type of impact from another. In this project, we will focus on investigating Human / Personal Impact, Social Impact and Cultural Impact of the volunteering experience and the human rights in diversity project on the volunteer.

- **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.

Methodology: Qualitative Research

For the impact assessment in the 'Communicating Human Rights in Diversity' project, we focus on qualitative research and the one-to-one interview method. Qualitative methods enable research with a small group of people such as one-to-one interviews or focus groups, and can be used to provide information on vies, attitudes or experiences. The results often present a more in-depth understanding about the impact. Qualitative methods answer questions like: Why? What? How?

Interviews

The interview is a qualitative research method based on a dialogue among two persons, the interviewer and interviewee (the volunteer) to draw on their perceptions, feelings, beliefs, attitudes, experiences and reactions towards a product, service or concept.

- Interviews are a far more personal form of research than questionnaires.
- Unlike with mail surveys, the interviewer has the opportunity to probe, to clarify or ask follow up questions.
- Interviews are generally easier for respondents, especially if what is sought is opinions or impressions.
- Interviews are time consuming and they are resource intensive.

An interview guide, describing what to keep in mind before, during and after the interview, and advices on how to transcribe the recordings can be found in Annex 9.

Day 5: 23rd of March Selecting, Adapting and Finalising Interview Questions

In the second session, participants selected and edited a set of questions from the ICYE-IMPACT practical guide, the main questionnaire for volunteers. The questions were selected specifically for this project and participants were asked to add further questions if necessary. Each group subsequently presented the changes to the questions, their suggestions for alternate questions and as relevant changes in the order of the questions. The questions were divided into three parts:

- a. Human/Personal Impact: knowledge, skills and well-being of people – impact on the volunteer or on others because of the volunteer's presence
- b. Social Impact: the interpersonal relationships that develop between people because of the voluntary service
- c. Cultural Impact: change in perceptions of identity, awareness of one's self and other – individual, group, national cultures.

Following the above exercise all participants together agreed upon the final list of interview questions for the HRE impact study, which can be found in Annex 10.

Step-by-Step Action Plan

After finalising the questions for the impact assessment, a '*Step-by-Step Action Plan*' was presented. The plan included information on the when to conduct the local HRE trainings, the interviews with the volunteers according to the overall timeframe of the project and the aims and objectives of the final seminar.

Project dates: 1st March 2015 – 31st July 2016 – 17 months

EVS for 14 volunteers: 15th April 2015 – 15th December 2015 – 8 months

Local HRE trainings - April 2015: HRE Multipliers train EVS volunteers and/or host organisations using modules and interactive multidisciplinary methods based on a non-formal pedagogical HRE approach.

Two actions before the EVS ends:

- a) **September 2015:** All 14 volunteers in this project will write articles for the October 2015 ICYE newsletter on their learning experiences on human rights and diversity in their host communities.

- b) **December 2015:** HRE multipliers will conduct interviews to test socio-cultural and personal impact of the volunteering experience on volunteers.

There will be 2 interview sets comprising: 1) The 14 EVS volunteers of this project, and 2) Other ICYE or EVS volunteers participating in local HRE trainings and having volunteered in a project for at least 5 to 6 months.

The audio recordings of the interviews as well as the transcriptions should be sent to the ICYE IO latest by the mid-December 2015.

Taskforce Meeting Bogotá: 19th – 20th April 2016

Gauging Impact Conference Bogota: 21th – 25th April 2016

The Conference comprises:

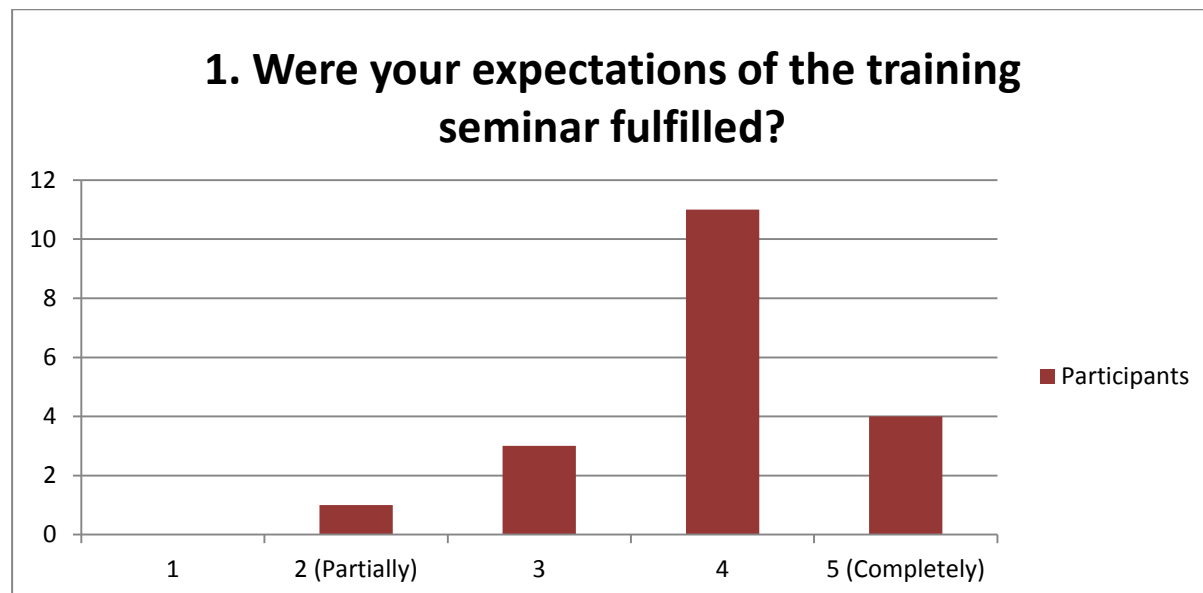
1. Presentations and feedback from multipliers on the training, the HRE modules and methods used in local trainings, and the impact study and its findings
2. The report of the study will be discussed on the basis of:
 - a) How, when and where partners should use findings in their visibility, promotion and marketing work?
 - b) How volunteers' learning outcomes can be maximised and further supported?
 - c) How the findings can be used for future projects, to attract donors and lobby for volunteering laws, etc.
3. The project's final evaluation will include perspectives of the volunteers and volunteer organisations and the different project phases.



Final Evaluation of Training

The training seminar came to close with an interactive feedback round, in which participants were asked to give feedback on the conference itself as well as the Human Rights Education training, and tools and methods provided. For the entire results of the evaluation, please see *Annex 11*.

The comments from the feedback round are listed below:



1. Great work of the facilitators' team! Thanks!
2. Follow-up activities are really necessary to me so hopefully not only focused groups, but also facilitators, keep track on what's going on and remind everyone.
3. Next time it will be good if we have a good report on weather. All in all, I had a wonderful and fruitful time. Thank you all for giving me this opportunity!
4. Hopefully we can use the results for our better programme.
5. Make sure that every group has a computer and record more things using this, so we retain it better. All in all = great stuff, I enjoyed it very much, and looking forward to get started ☺
6. Thank you! Everyone did a really good job. Some of the plenary sessions could have been done in small groups, perhaps to give more people a chance to express their thoughts. The theory could have been slightly shorter to make more space for developing the training, but overall impression – very happy.

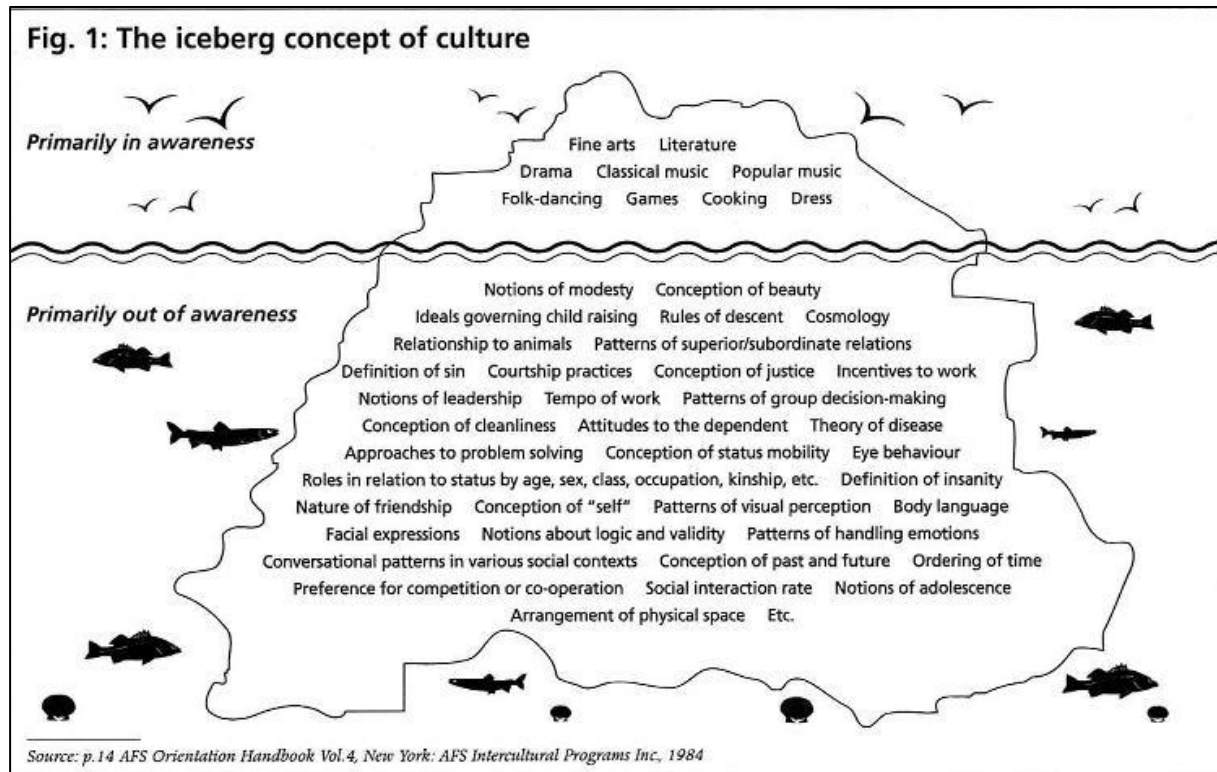
Annex 1: Participation List

<i>List of participants, expert staff and support staff</i>			
Project title:		KA2: “Communicating Human Rights in Diversity” Training for HR Multipliers	
Venue:		Copenhagen, Denmark	
N°	Promoter	Family name, first name	Country of residence
1.	Grenzenlos	Jiménez Morales, Marta	Austria
2	ICYE Colombia	Ordoñez, Liliana Labrador	Colombia
3	Amnesty International	Banz, Michel	Denmark
4	Dansk ICYE	Engsig, Uffe	Denmark
5	Dansk ICYE	Lange, Charlotte	Denmark
6	Trampolin Huset	Schmitt, Nora	Denmark
7	VASE	Hidalgo, Kruskaya	Ecuador
8	Maailmanvaihto	Rajala, Hanna-Maria	Finland
9	Jeunesse et Reconstruction	Delehedde, Diane	France
10	ICJA	Isenmann, Alexander	Germany
11	ICYE IO	Romagna, Salvatore	Germany
12	ICYE IO	Jaliwala, Rubaica	Germany
13	ICYE IO	Hansen, Camilla Roesgaard	Germany
14	ICYE Honduras	Baires, David	Honduras
15	AUS	Björnsdóttir, Kristín	Iceland
16	ICDE	Mariswamy, Shashikala	India
17	Dejavato	Raharjo, Sigit	Indonesia
18	ICYE Kenya	Nyaribo, Kerubo Josephine	Kenya
19	ICYE Mozambique	Changa, Horacio Ernesto	Mozambique
20	ICYE Nigeria	Ayoola, Fabunmi Motunrayo	Nigeria
21	SPW	Jedra, Sylwia	Poland
22	PeaceWorks	Hagberg, Rebecca	Sweden
23	ICYE UK	Udal, Cat	UK
24	VPV	Hoang, Duc Trung	Vietnam

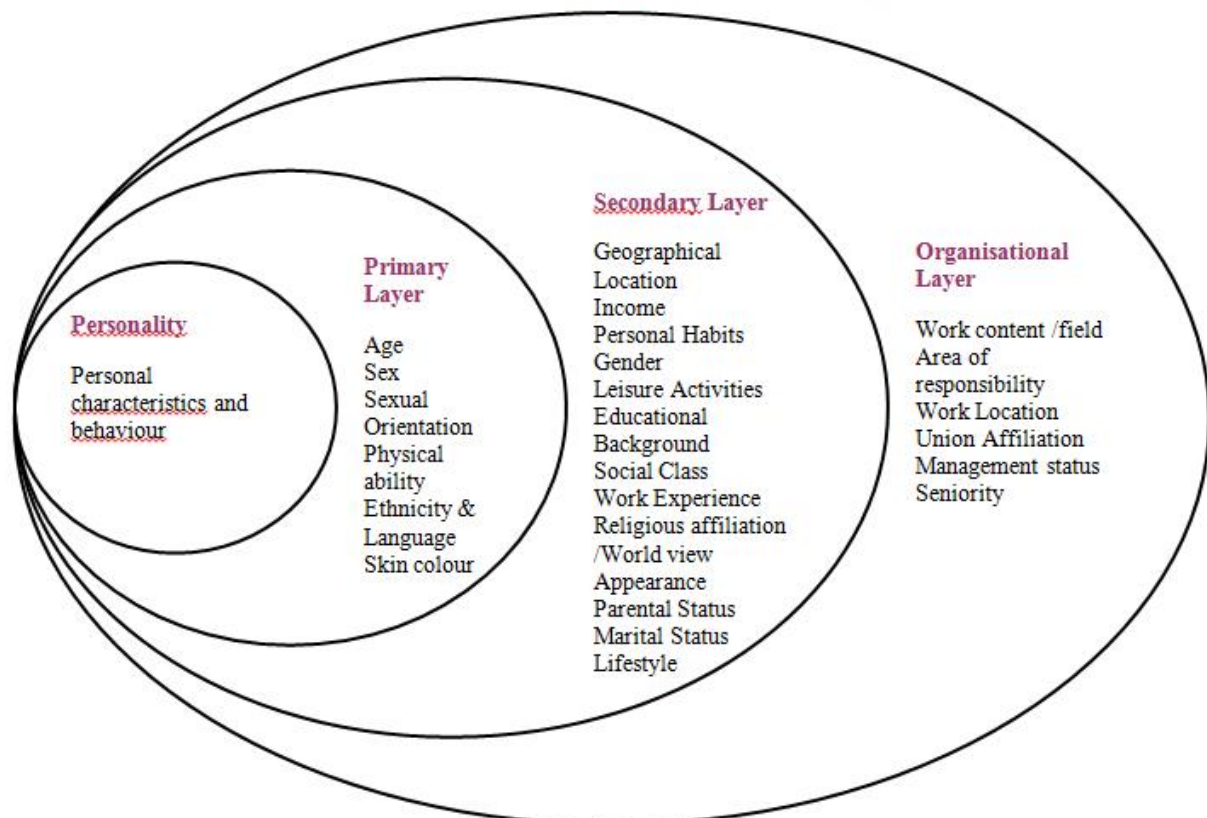
Annex 2: Identity and Culture - models

The Iceberg Model of Culture

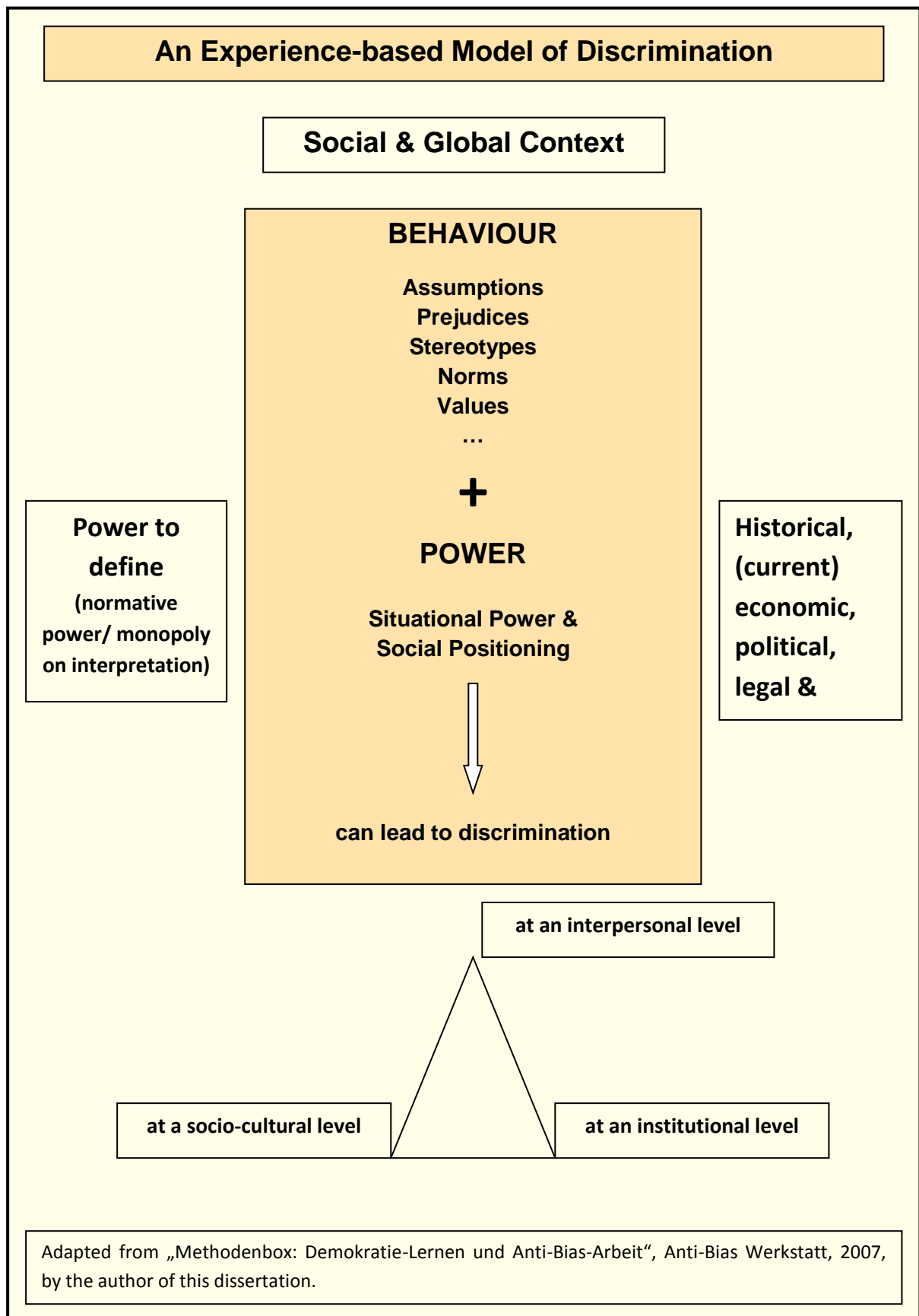
Fig. 1: The iceberg concept of culture



Overlapping Layers of Identity



Annex 3: The Experience Based Model of Discrimination



Annex 4: Styles of Communication – Questionnaire

Look at the following statements – if they are usually true for you tick the appropriate white box:

Question	A	P	T	R
I find it easy to meet new people and make new friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am cautious and thoughtful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get bored easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a practical, "hands on" kind of person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to try things out for myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends consider me to be a good listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have clear ideas about the best way to do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy being the centre of attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a bit of a daydreamer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I keep a list of things to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to experiment to find the best way to do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I prefer to think things out logically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to concentrate on one thing at a time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People sometimes think of me as shy and quiet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am a bit of a perfectionist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am enthusiastic about life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would rather "get on with the job" than keep talking about it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often notice things that other people miss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I act first then think about the consequences later	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to have everything in its "proper place"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ask lots of questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to think things through before getting involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I enjoy trying out new things				
I like the challenge of having a problem to solve				
	Activist style	Pragmatist Style	Theorist style	Reflector style
Total number of 'ticks'				

The higher scores on the learning styles format questionnaire suggest this is an area of preference. All of us use all of the styles to a greater or lesser extent, using your profile you can better identify learning methodologies suited to your preferences.

Annex 5: The Five Styles of Communication

Learning to identify the different communication styles - and recognising which one we use most often in our daily interactions with friends, family and colleagues - is essential if we want to develop effective, assertive communication skills. But how can we tell the difference between the styles, and is there a time and place for each one in certain situations?

Being assertive means respecting yourself and other people. It is the ability to clearly express your thoughts and feelings through open, honest and direct communication. Becoming more assertive does not mean that you will always get what you want - but, it can help you achieve a compromise. And even if you don't get the outcome you want, you will have the satisfaction of knowing that you handled the situation well, and that there are no ill feelings between you and the other person or people involved in the discussion. Communicating assertively is not a skill reserved for the very few – anyone can do it - but, it does take time and practice if it is not how you are used to communicating. Fortunately, it is a technique you can practice and master at home in your own time – either by yourself or with a friend you can trust to give you honest feedback. Remember to also think about how the person you are talking to may react and how best you might cope with this.

Before deciding that you would like to communicate assertively, you need to have an understanding of what your usual style of communication is. There are five communication styles, and while many of us may use different styles in different situations, most will fall back on one particular style, which we use as our 'default' style.

The Five Communication Styles:

- | | |
|-----------------------|-----------------|
| 1. Assertive | 4. Submissive |
| 2. Aggressive | 5. Manipulative |
| 3. Passive-aggressive | |

Different sorts of behaviour and language are characteristic of each:

The Assertive Style

Assertive communication is born of high self-esteem. It is the healthiest and most effective style of communication - the sweet spot between being too aggressive and too passive. When we are assertive, we have the confidence to communicate without resorting to games or manipulation. We know our limits and don't allow ourselves to be pushed beyond them just because someone else wants or needs something from us. Surprisingly, however, this is the style most people use least.

<p>Behavioural Characteristics</p> <ul style="list-style-type: none"> o Achieving goals without hurting others o Protective of own rights and respectful of others' rights o Socially and emotionally expressive o Making your own choices and taking responsibility for them o Asking directly for needs to be met, while accepting the possibility of rejection o Accepting compliments 	<p>Non-Verbal Behaviour</p> <ul style="list-style-type: none"> o Voice – medium pitch and speed and volume o Posture – open posture, symmetrical balance, tall, relaxed, no fidgeting o Gestures – even, rounded, expansive o Facial expression – good eye contact o Spatial position – in control, respectful of others
<p>Language</p> <ul style="list-style-type: none"> o "Please would you turn the volume down? I am really struggling to concentrate on my studies." o "I am so sorry, but I won't be able to help you with your project this afternoon, as I have a dentist appointment." 	<p>People on the Receiving end Feel</p> <ul style="list-style-type: none"> o They can take the person at their word o They know where they stand with the person o The person can cope with justified criticism and accept compliments o The person can look after themselves o Respect for the person

The Aggressive Style

This style is about winning – often at someone else's expense. An aggressive person behaves as if their needs are the most important, as though they have more rights, and have more to contribute than other people. It is an ineffective communication style as the content of the message may get lost because people are too busy reacting to the way it's delivered.

<p>Behavioural Characteristics</p> <ul style="list-style-type: none"> ○ Frightening, threatening, loud, hostile ○ Willing to achieve goals at expense of others ○ Out to "win" ○ Demanding, abrasive ○ Belligerent ○ Explosive, unpredictable ○ Intimidating ○ Bullying 	<p>Non-Verbal Behaviour</p> <ul style="list-style-type: none"> ○ Voice – volume is loud ○ Posture – 'bigger than' others ○ Gestures - big, fast, sharp/jerky ○ Facial expression – scowl, frown, glare ○ Spatial position - Invade others' personal space, try to stand 'over' others
<p>Language</p> <ul style="list-style-type: none"> ○ "You are crazy!" ○ "Do it my way!" ○ "You make me sick!" ○ "That is just about enough out of you!" ○ Sarcasm, name-calling, threatening, blaming, insulting. 	<p>People on the Receiving end Feel</p> <ul style="list-style-type: none"> ○ Defensive, aggressive (withdraw or fight back) ○ Uncooperative ○ Resentful/Vengeful ○ Humiliated/degraded ○ Afraid / Hurt ○ A loss of respect for the aggressive person ○ Mistakes / problems are not reported to an aggressive person in case they "blow up". Others are afraid of being railroaded, exploited or humiliated.

The Passive-Aggressive Style

This is a style in which people appear passive on the surface, but are actually acting out their anger in indirect or behind-the-scenes ways. People who behave in this manner usually feel powerless and resentful, and express their feelings by subtly undermining the object (real or imagined) of their resentments – even if this ends up sabotaging themselves.

<p>Behavioural Characteristics</p> <ul style="list-style-type: none"> ○ Indirectly aggressive ○ Sarcastic ○ Devious - unreliable ○ Complaining ○ Patronising ○ Gossips ○ Two-faced - Pleasant to people to their faces, but poisonous behind their backs (rumours, sabotage etc.) Actions to actively harm the other party 	<p>Non-Verbal Behaviour</p> <ul style="list-style-type: none"> ○ Voice – Often speaks with a sugary sweet voice. ○ Posture – often asymmetrical – e.g. Standing with hand on hip, and hip thrust out (when being sarcastic or patronising) ○ Gestures – Can be jerky, quick ○ Facial expression – Often looks sweet and innocent ○ Spatial position – often too close, even touching other as pretends to be warm and friendly
<p>Language</p> <ul style="list-style-type: none"> ○ "Why don't you go ahead and do it; my ideas aren't very good anyway" but maybe with a sting of irony or even, sarcasm "You always know better in any case." ○ "Oh don't you worry about me, I can sort myself out – like I usually have to." 	<p>People on the Receiving end Feel</p> <ul style="list-style-type: none"> ○ Confused ○ Angry ○ Hurt ○ Resentful

The Submissive Style

This style is about pleasing other people and avoiding conflict. A submissive person behaves as if other people's needs are more important, and other people have more rights and more to contribute.

Behavioural Characteristics <ul style="list-style-type: none">○ Apologetic (feel as if you are imposing when you ask for what you want)○ Avoiding any confrontation○ Finding difficulty in taking responsibility or decisions○ Yielding to someone else's preferences (and discounting own rights and needs)○ Opting out○ Feeling like a victim○ Refusing compliments○ Inexpressive (of feelings and desires)	Non-Verbal Behaviour <ul style="list-style-type: none">○ Voice – Volume is soft○ Posture – make themselves as small as possible, head down○ Gestures – twist and fidget○ Facial expression – no eye contact○ Spatial position – make themselves smaller/lower than others○ Submissive behaviour is marked by a martyr-like attitude (victim mentality) and a refusal to try out initiatives, which might improve things.
Language <ul style="list-style-type: none">○ "Oh, it's nothing, really."○ "Oh, that's all right; I didn't want it anymore."○ "You choose; anything is fine."	People on the Receiving end Feel <ul style="list-style-type: none">○ Exasperated○ Frustrated○ Guilty○ You don't know what you○ Others resent the low energy surrounding the submissive person and eventually give up trying to help them because their efforts are subtly or overtly rejected.

The Manipulative Style

This style is scheming, calculating and shrewd. Manipulative communicators are skilled at influencing or controlling others to their own advantage. Their spoken words hide an underlying message, of which the other person may be totally unaware.

Behavioural Characteristics <ul style="list-style-type: none">○ Cunning○ Controlling of others in an insidious way – for example, by sulking○ Asking indirectly for needs to be met○ Making others feel obliged or sorry for them.	Non-Verbal Behaviour <ul style="list-style-type: none">○ Voice – patronising, envious, ingratiating,○ Facial expression – Can put on the 'hang dog' expression
Language <ul style="list-style-type: none">○ "You are so lucky to have those chocolates, I wish I had some. I can't afford such expensive chocolates."○ "I didn't have time to buy anything, so I had to wear this dress. I just hope I don't look too awful in it." ('Fishing' for a compliment).	People on the Receiving end Feel <ul style="list-style-type: none">○ Guilty○ Frustrated○ Angry, irritated or annoyed○ Resentful○ Others feel they never know where they stand with a manipulative person and are annoyed with constantly having to figure out what is going on.

The Benefits of Understanding the Different Styles of Communication:

A good understanding of the five basic styles of communication will help you learn how to react most effectively when confronted with a difficult person. It will also help you recognise when you are not being assertive or not behaving in the most effective way. Remember, you always have a choice as to which communication style you use. Being assertive is usually the most effective, but other styles are,

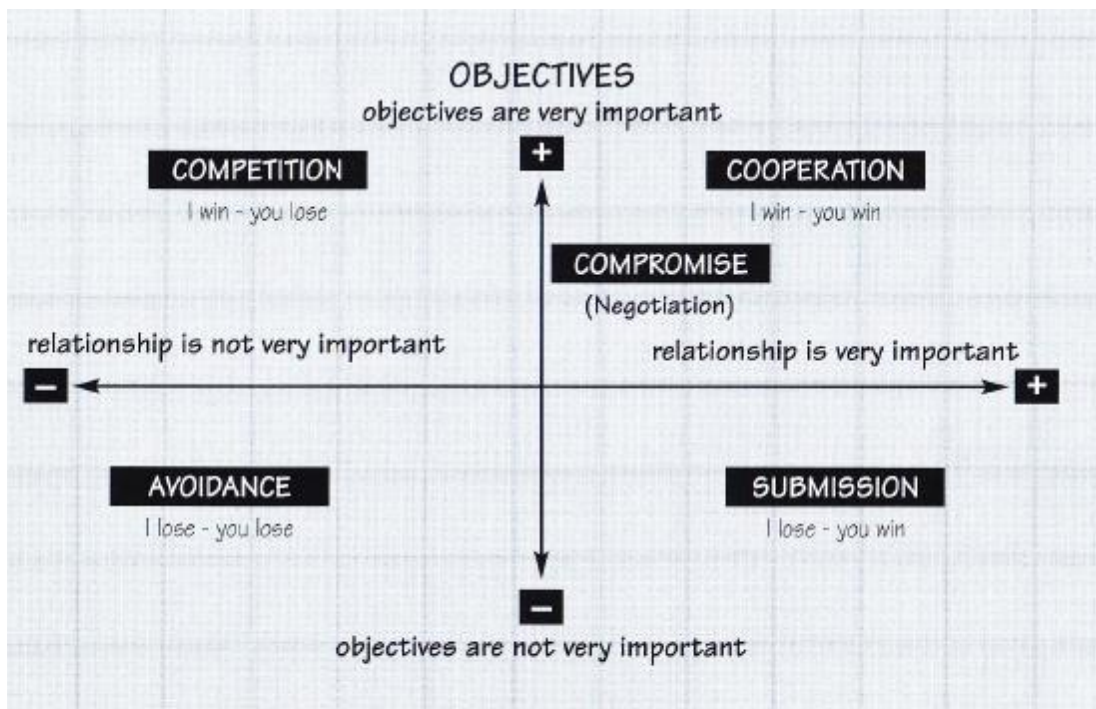
of course, necessary in certain situations – such as being submissive when under physical threat (a mugging, hijacking etc.).

Good communication skills require a high level of self-awareness. Once you understand your own communication style, it is much easier to identify any shortcomings or areas which can be improved on, if you want to start communicating in a more assertive manner.

If you're serious about strengthening your relationships, reducing stress from conflict and decreasing unnecessary anxiety in your life, practice being more assertive. It will help you diffuse anger, reduce guilt and build better relationships both personally and professionally.

Remember the first rule of effective communication: The success of the communication is the responsibility of the communicator.

Annex 6: Attitudes to Conflict Model



The 'Attitudes to Conflict' model focuses on how to solve conflicts that are related to discrimination of any sort. The model presents five different attitudes to conflict:

1. Competition (I win/you lose): asserting own objectives over those of others,
2. Submission (I lose/you win): not asserting own objectives in order to avoid confrontation and discomfort,
3. Avoidance (I lose/you lose): both parties avoid asserting their objectives and seek to avoid confrontation as they believe the conflict cannot be resolved,
4. Cooperation (I win/you win): negotiating without giving in, as achieving own objectives is very important as well as maintaining the relationship between the parties,
5. Negotiation: both parties try to win on the most important points without achieving outright victory – and without using tactics to win on more points than the other, as that would then be the 'competition' attitude.

The main lesson here is to understand, that "... *the more important the objectives and the relationship [between the parties], the more important it is to learn to cooperate*", (CCIVS: Attitudes to Conflict, page 9).

Annex 7: HRE Training - Timetables

Timetables were made for each of the five HRE themes:

1. Children and Education
2. Disadvantages
3. Displaced
4. Gender – Women's Rights
5. Health

Aims and objectives of the training:

- for participants to become more self-aware and more self-critical
- for participants to gain confidence to talk about/communicate human rights
- for Erasmus + volunteer to be able to engage more with their host project
- for volunteers to be able to empathise and interact/communicate more with the beneficiaries of the project

Planning:

- make sure host organisation understands the project theme and ask them to participate/be involved in the training
- consider how to include people with different language levels
- logistics - find space for training / arrange accommodation, food and transport for participants
- Invite other participants (could be volunteers, returned volunteers, co-workers, project staff etc.)
- Research - find movie/documentary clips, information on host project and relevant issues (if the host projects are not directly involved in the training).

Monitoring and follow up / timeline

mid-April - 1 day training

mid-June - meeting with volunteer, host organisation and ICYE

this is a follow up from the training - how have they been able to relate the training to the work at the project. Think about how to develop this further over the next few months. Also to discuss whether the volunteer will have a personal project at the host organisation and how this is linked to communicating Human Rights. Remind volunteers they need to write an article for IO newsletter

Mid-August - mid-term EVS training (conversation - either at the training or by phone) -

Mid-October - meeting to follow up from June meeting and also to discuss article written in October

December - conduct impact assessment interview and have evaluation meeting for the EVS project.

Guidelines and Essentials of Human Rights Education

- Why? - context, motivation, relevance today
- Who are the multipliers? motivations, roles
- Aims and Objectives - overall aim, concrete results, what will participants gain
- Planning, monitoring, support and continued questioning / reflection over the 8 months
- Partners / host projects - role
- Funding and external support
- Benefits for beneficiaries
- Target groups - volunteers, host organisations, staff ? how are they involved
- Impact on local community
- Methods used in the training
- Duration of training
- Theme - overall project theme and theme relevant for host organisation
- Practical considerations
- Evaluation and follow up

HRE-Training Programme: Children and Education:

Time	Topic	Modules & Methods
9:00 – 09:45	Welcome and introduction of participants Expectation / Fears / Contribution Programme presentation Social Pact	Presentation of the people in the training, defining the positions and roles in the organization and project, tasks....
9:45 – 10:00	Presentation of the Hosting Projects (and coordinator organization “Grenzenlos”)	Power points, video...
	Presentation of the context by somebody from the Hosting project, English teacher if needed (Dejavato)	
10:00 – 10:30	Presentation of ERASMUS +/ KA2 Presentation of the aims and Aims & objectives of training and overall project, as well as expected results of “ Communication Human Rights in Diversity ” the training. (agree among us about the program)	Power point for both cases
10:30 – 11:00	ICYE presents the motivation of running this project. Motivation of the Host Project Motivation of the volunteer (little information about relationship between Hosting Organization and ICYE)	Informal talking
BREAK		
11:30 – 13:00	Presentation by resource person on HR situation in the host country and possibly on children Rights.	Discussion
LUNCH		
14.30 – 15:00	Exercises and discussions/reflection on values and attitudes and HR -what are my values, where do they come from, how do I react in different situations, why do I react in this way. ICYE in charge.	Exercise with pictures and associations when looking at the pictures (Michel-Amnesty International) How many pictures? Depending on the group size. Max 10 pictures. Think how many times you face with HR in your daily life or in particular situations, do you think about it? (5 min reflection and then presentation)
15:00 – 15:15	What do we know of Children and Human Rights	What comes to our mind when think about Children and Human Rights.
15:15 – 16:00	Children Rights in Education -How do children learn? -How are children raised/educated/traditional roles in different countries? -How do you react when rules are broken?	
BREAK		

16:30 – 18:00	Agreements, plan of activities and roles Agreements on activities in the frame of the project and roles, who does what...e.g.: volunteers observe, take notes, documents, children and their Rights in schools... For example: <ul style="list-style-type: none"> • Find out if specific training can be offered to volunteers and project staff • Mid-term (4month) • Regular feedback meetings ICYE, volunteers, HO. • Impact, assessment and interview. 	
18:00 – 18:30	Evaluation and Follow up check list.	

Essentials:

- External support: look for NGO's/experts related with the local context and HR (children)
 - Theme of the project: children and HR e.g.: to be a child, education, nutrition, health, shelter....
- Clarified roles of everyone involved in the project.
- Methods:
 - Role games for small groups
 - Video clips
 - Pictures
 - Brainstorming on HR
- Duration (1-1,5 day+ possibly other refreshment trainings over 8 months)
 - Practical issues: Venue, transport, food, materials/equipment, support staff if needed

HRE-Training Programme: Disadvantaged

Time	Topic	Modules & Methods	
Day 1 9:00 – 09:10	Welcome and introduction of participants	Presentation of the people in the training, defining the positions and roles in the organization and project, tasks....	
9:10 – 9:30	Presentation of the Hosting Projects (and coordinator organisation “Grenzenlos”) Aims & objectives of the project	Power points, video...	
	Presentation of the context by host project		
9:30 – 10:15	Presentation of ERASMUS +/ KA2 Presentation of the aims and expected results of the whole project - “Communication Human Rights in Diversity” and the training.	Power point for both cases	
10:15 – 10:45	ICYE presents motivation behind the project Motivation of the Host Project Motivation of the volunteer	Informal talking (Provide some information about relationship between Host Organisation and ICYE)	
10:45 – 11:30	Expectation / Fears / Contribution Programme presentation Icebreaker – getting to know one another Social Pact	Group, post-it's on the wall	Volunteers reflect & express, Facilitators adapt
11:30 -12:00	Coffee break		
12:00 – 13:00	Brainstorming on Human Rights	Individual - Full group	Liberation of the mind and exchange of knowledge
13:00 – 13:30	Presentation of Human Rights	Individual → Full group Walk and read → Discussion, Media clip to explain	Concrete knowledge about HR, creating a platform and establishing tools
13:30 – 14:30	Lunch-Break		

14:30 – 15:15	Taboo game	Description, One word, Mime 2 groups, post-it's, timer	Energizer, Making facts fun and turning the abstract into concrete examples
15:15 – 15:45	Awareness of HR from a national perspective	full group, discussion based	Creating common ground and personal reflection
15:45 – 16:05	"1-5 power game"	full group, post it's Discussion	Awareness of roles and power positions generally
16:05 – 16:15	Clarity of roles between volunteers, staff and beneficiaries	2 groups → Full group discussion	Awareness of roles within the project
16:15 – 16:45	Coffee break		
16:45 – 17:45	"The cards are reshuffled"	Individual → 2 groups → Full groups, Identity papers, pen and paper.	Reflection on privilege, identity and empathy
17:45 – 18:00	Use of media clip in national perspective	Full group, projector and speakers.	Linking HR to national perspective and context of project.
18:00 – 18:15	End of Day Feedback		
Day 2 09:00 – 10:00	Involvement of beneficiaries / Expert on HR (fx. Student)	Full group + beneficiaries, presentation followed by Q&A	Gaining knowledge and putting a face on the project, reflecting on volunteers, staff and beneficiaries relations
10.00 – 10:45	Reflection on project and HR	2-3 groups, Flip charts, Case study "What would you do?" Volunteer presentation	Applying tools and ideas, moving from theory to action

10:45 – 11:30	Working out ways of monitoring and reflecting during the 8 months	Full group discussion	Follow up and creating results
11:30 – 12:30	Revisit Fears and expectations Evaluation	Individual → full group, discussion based	Volunteers reflect and express, facilitators receive feedback

Relevance, context and motivation:

- Preventing and resolving conflicts
- Creating a debate about hierarchy

Monitoring & reflecting over the 8 months

- Ask volunteers for suggestions
- Regular meetings with supervisor from organisation (?)
- Diary/Blog (-> regular observation)

Practical considerations:

- How many participants / what if there is only 1 volunteer?
- Recommended number of participants: 3-10
- Who are the participants? (Volunteers, staff, age, culture)
- When? During orientation week, after some time
- Where? Office / Host project
- Agree with staff of project on date of workshop

HRE-Training Programme: Displaced

Time	Topic	Modules & Methods
09:00 - 10:00	Welcome & introduction to the training Introduction of participants Expectation / Fears / Contribution Programme presentation Icebreaker – getting to know one another Social Pact Discussion on experience in Human Rights	Aims and objectives of the training Logistics - programme Ask participants to talk to the one another - find out name/where they are from/your project(?)/what's your experience with human rights Discussion about experience with Human Rights including having access to benefits/having human rights denied
10:00 – 10:20	Presentation of the Hosting Projects (and coordinator organization “Grenzenlos”) Aims & objectives of training and overall project Presentation of the context by host project	Power points, video...
10:20 – 11:00	Presentation of ERASMUS +/ KA2 Presentation of the aims and expected results of the whole project “Communication Human Rights in Diversity” the training. (agree among us about the program)	Power point for both cases
11:00 - 11:30	Coffee break	
11:30 – 12:00	ICYE presents motivation behind the project Motivation of the Host Project Motivation of the volunteer	Informal talking (Provide some information about relationship between Host Organisation and ICYE)
12:00 - 12:45	Self-reflection - Considering Identity	Identity modules - select 5 modules / discuss in pairs about benefits and challenges / exploring importance of each identity module (this will only be included if you have enough participants and time)
12:45 - 13:30	Discussion about Human Rights Articles	Have all 30 Human Rights Articles on separate papers. 1. each participant selects the 5 that are most important to them and then discuss as a group why (for one or few participants) 2. as a group think about the ones that are most important and between them come to a consensus to the most important 5 (this can also be an exercise in communication) Which did you decide to take those articles? Was it difficult to come to a decision?

		How did you deal with different opinions? Points to consider: The articles are supposed to universal / they are interdependent
13:30 - 14:30	Lunch	
14:30 - 15:30	Considering Prejudice	Photo gallery - 1. have photos and key words (some relevant and some not) prepared ask participants to match them based on first impressions. (for 1 or few participants) 2. have photos and ask participants to come up with words to match the photos and then match them (exercise done by Michel Banz) (for more participants)
15:30 - 16:15	Privileges	Take a step forward (in tool kit)
16:15 - 16:45	Coffee Break	
16:45 - 17:15	Context of project	Introduction of the why the project exists, what is its history/structure, how does it fit into the context of the country
17:15 - 18:15	Film relevant to project theme	Film / film clips and discussion Find a film or documentary that addresses human rights issues related to the theme of the host project. Discuss the clip and also how it relates to the other sessions of the day.
18:15 - 18:45	Evaluation / Follow up / Closing	Explaining follow up meetings, writing the article and the interview questions and answers evaluation questionnaire for one day training/blob tree
End of training		

HRE-Training Programme: Gender: Women's Rights

Time	Topic	Modules & Methods
Day 1 09:00 -10:00	Welcome Introductions Aims & objectives of training and overall project Expectation / Fears / Contribution Programme presentation Social Pact	Team, experts, host organisation & participants: Icebreaker – getting to know one another
10:00 – 10:20	Presentation of the Hosting Projects (and coordinator organization “Grenzenlos”) and context....	Power points, video...
	Presentation of the context by somebody from the Hosting project, English teacher if needed (Dejavato)	
10:20 – 11:00	Presentation of ERASMUS +/ KA2 Presentation of the aims and expected results of the whole project “Communication Human Rights in Diversity” the training. (agree among us about the program)	Power point for both cases
11:00 -11:30	Coffee break	
11:30 – 12:00	ICYE presents the motivation of running this project. Motivation of the Host Project Motivation of the volunteer	Informal talking (Provide some information on the relationship between the Host Organisation and ICYE)
12:00 – 13:00	Sharing and discussing Human Rights Based on the questions / preparation of participants and multipliers prior to their arrival in their host country (see below)	Sharing – why is it important: <ul style="list-style-type: none"> - Similar issues / problems everywhere - Historical processes - Laws vs attitudes - Structural discrimination Questions: <ol style="list-style-type: none"> 1. What fields of work are women predominantly employed in? What fields of work are men predominantly employed in? (reproduction rights, labour rights, political rights) 2. How is homosexuality perceived in your country? What laws exist to safeguard the rights of gays and lesbians and/or what laws violate their rights? (right to marry, adopt a child, inherit property, etc.) – discuss laws vs attitudes
13:00 – 14:00	Lunch-Break	
14:00 - 15:30	Identity	Identity Molecules Input : 1) Iceberg Model of Identity/Diversity 2) Dimensions of Diversity

15:30 – 17:00	Gender	Session in big group: What is a woman? (30 mins) 1. Exercise: How do we become men or women? (45 mins) Input: Clarification of the terms gender and sex (10 mins)
17:00 - 17:00	Coffee break	
17:00 – 18:30	Gender Norms	1. Exercise: Norms & Me (40 mins) 2. <i>Method: Norms in my Environment (40 mins)</i> <i>Input: what are norms and gender norms? (10 mins) – youtube videos</i>
18:30 – 18:45	End of day feedback	
Day 2 09:00 – 10:30	Reflection on privileges, equality of opportunity	Take a Stand Forward / The cards are reshuffled Input: Model of Discrimination
10:30 – 11:15	Experiencing gender discrimination	Exercise: Experiencing Discrimination (45 min)
11:15 – 12:00	Next Steps: Developing strategies of intervention / action	Brainstorming in groups
12:00 – 13:00	Evaluation and follow-up (volunteer's own project, ongoing reflection – see below)	Interactive / feedback round
Training end		

BEFORE: Preparation of volunteers and multipliers:

Share and compare – why is that important:

- Similar issues / problems everywhere, historical processes, laws vs attitudes, structural discrimination

Questions:

1. What fields of work are women predominantly employed in? What fields of work are men predominantly employed in? (reproduction rights, labour rights, political rights)
2. How is homosexuality perceived in your country? What laws exist to safeguard the rights of gays and lesbians and/or what laws violate their rights? (right to marry, adopt a child, inherit property, etc.) – discuss laws vs attitudes

AFTER Training (additional for gender training): Ongoing reflection

May – meeting volunteer and host org, volunteer to present her own project proposal for the 8 months

June – films / exhibition on gender – followed by discussion

July – mid-term evaluation / combine with mid-term and final camp. EVS volunteer prepares and assists the multiplier in running the gender training for the other volunteers.

August – meeting with volunteer - reflect, volunteer's own project, ICYE article

September – Article for ICYE Newsletter

October – meeting with volunteer

November - meeting with volunteer and host organisation

HRE-Training Programme: Health

Time:	Topic	Modules & Method
Day 1 09:00 - 10:00	Welcome & introduction to the training Introduction of participants Aims & objectives of training and overall project Expectation / Fears / Contribution Programme presentation Social Pact Discussion on experience in Human Rights	Aims and objectives of the training Icebreaker – getting to know one another Logistics - programme Discussion about experience with HR including having access to benefits/having human rights denied
10:00 – 10:20	Presentation of the Hosting Projects (and coordinator organization “Grenzenlos”) Presentation of the context by host project	Power points, video...
10:20 – 11:00	Presentation of ERASMUS +/ KA2 Presentation of the aims and expected results of the whole project Communication Human Rights in Diversity ” the training. (agree among us about the program)	Power point for both cases
11:00 - 11:30	Coffee break	
11:30 – 12:00	ICYE presents motivation behind the project Motivation of the Host Project Motivation of the volunteer	(Provide some information about relationship between Host Organisation and ICYE)
12:00-13:00	Identity Molecules	1 person or group
13:00 – 14:00	LUNCH	
14:00 – 15:30	The Cards are reshuffled	1 person or group
15:30 – 17:30	“Pictures” (Mickel): activity in group HR Declaration and National Instruments: Human rights cultural values from the project, host organisation and country compared to the volunteer’s sending country (a coffee break to be planned where possible in the above 2 hour session)	Handout + articles Film clips / Youtube Learning from each other
17:30 – 18:00	Feedback session – Day 1	
Day 2 09:00 – 10:30	Conflict Management: Discussing different scenarios before they arise	Conflict resolution tools
10:30 – 11:30	Case study	
11:30 – 12:30	Evaluation and follow-up - ongoing reflection	

Annex 8: Impact Assessment Modules

Types of impact to explore

Impacts arise in different contexts and affects different groups of people. Defined below are five dominant categories of impact:

- **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.
- **Economic Impact:** benefits or cost with financial value centred on the work of the volunteers. This impact is more common at an organisational level.
- **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.
- The different types of impact are interwoven and interdependent, and often hard to discern. It may therefore not always be easy to differentiate one type of impact from another.

In this project, we will focus on investigating Human / Personal Impact, Social Impact and Cultural Impact of the volunteering experience and the human rights in diversity project on the volunteer.

How to do it - methodologies

Quantitative Methods answer questions like: How many? When? Where? How often?

- Provides numerical data that can be statistically analysed
- Research is possible with a large number of people
- Results are generally broad

Qualitative Methods answer questions like: Why? What? How?

- Could be a one-to-one interview or a focus group
- Provide information on views, attitudes or experiences
- Results can give a more in-depth understanding about impact although
- Qualitative methods allow research with a small group of people

Annex 9: Interview Guidelines

Starting the interview

1. Choose a setting with the least distraction.
2. Explain the purpose of the interview and the study in this human rights project .
3. Address terms of confidentiality
4. Explain the format of the interview.
5. Indicate how long the interview usually takes.
6. Provide contact information of the interviewer.
7. Allow interviewee to clarify any doubts about the interview.
8. Gain the interviewees consent to recording the interview.
9. Interviews should be recorded on an audio device and transcribed.

During the interview

1. Ask the questions in the order that you planned.
2. Allow the volunteer enough time and space to think about each question and elaborate on topic (do not rush him/her for an answer).
3. If the volunteer starts talking about something you hadn't planned to ask, let him explain first. If it is not relevant to this volunteer and to the assessment of impact at all, you can let him know that you can discuss this later / at the end of the interview. However, it maybe something that you didn't expect but is relevant to assessing the personal / human, social and/or cultural impact on the volunteer. So don't stop him/her until you are sure that it is a tangent.
4. Follow your instinct. A volunteer may make a remark that is not directly linked to your question. Follow-up on it if you have the feeling that it may get you interesting information.
5. Sometimes a single question can give you the answers to all your questions. If you've heard the answer already, do not state the question even if you hadn't directly asked it before.
6. At the end of the interview, ask if the volunteer would like to add anything, has any questions.
7. Thank the volunteer for taking the time to do the interview and inform him/her that it will remain anonymous and that you would be happy to send him/her a report of the findings of the study.

After the interview

1. Verify if the tape recorder, if used, worked throughout the interview.
2. Make any notes on your written notes.
3. Write down any observations made during the interview (observations about the mood, physical reactions, etc. of the interviewees are valid scientific data.

Transcribing the interview

You generally receive qualitative data when conducting interviews.

- a. The recordings could be transcribed manually – this requires a minimum of five hours of transcribing for one hour of recordings.
- b. The process could be sped up with the assistance of the following programmes:
 - InqScribe (freeware) – www.inqscribe.com
 - F4 (freeware) – www.audiotranskription.de
 - atlast.ti (additional benefit: transcribes and analyses data) - www.atlasti.com
 - NVIVO (additional benefit: if you import the transcript in word, it assists with the analysis) – www.qsrinternational.com

Annex 10: Final List of Impact Interview Questions

Part A - Human / Personal Impact (knowledge, skills and wellbeing of people - impact on the volunteer or on others because of the volunteer's presence)

1. Why did you want to participate in the programme?

Guidance question¹: What was your main expectation of volunteering abroad?

2. What do you think you have achieved during your stay in host country?

Tips: personal or professional examples, both specific and general examples are fine

3. What kind of problems did you experience during your stay in your host country? Have you been able to resolve these? How?

Tips: feeling alone, homesick, problems at work, language barrier

4. Did you find out something about yourself that you did not expect?

5. Did your awareness of human rights increase, and your perception and understanding of human rights change? How?

6. Please describe your best experience during your volunteering time?

Tip: Encourage volunteer to talk but be aware of time

Part B - Social Impact (the interpersonal relationships that develop between people because of the voluntary service)

7. Did your social network change during your stay abroad? In what way?

Tips: Explain that by social network you mean friends, colleagues, host family, other people you interacted with.

Guidance questions: A) Did you make new friends? B) Was it easy or difficult to meet new people and make friends? In what way.

8. How do you feel that you contributed to the work of your host project?

Guidance questions: A) Do you feel your contribution was recognised? Please explain how. B) Do you think that you have learnt anything/something, and how?

9. Which skills did you gain through your volunteering?

Guidance questions: A) What about relationships, learning, contributions in relation to human rights?

B) What have you learnt and what have you gained through your volunteering, e.g. language?

10. What is your perception of the situation of the beneficiaries / people in your host project?

11. Have your plans for the future changed during your time in your host country?

¹ **Guidance questions** – other questions or questions asked differently – to be asked if the volunteer does not understand the question or you get a very brief reply. **Tips** are examples of the kind of replies we would like from volunteers.

PART C - Cultural Impact (change in perceptions of identity, awareness of one's self and others - individual, group, national cultures)

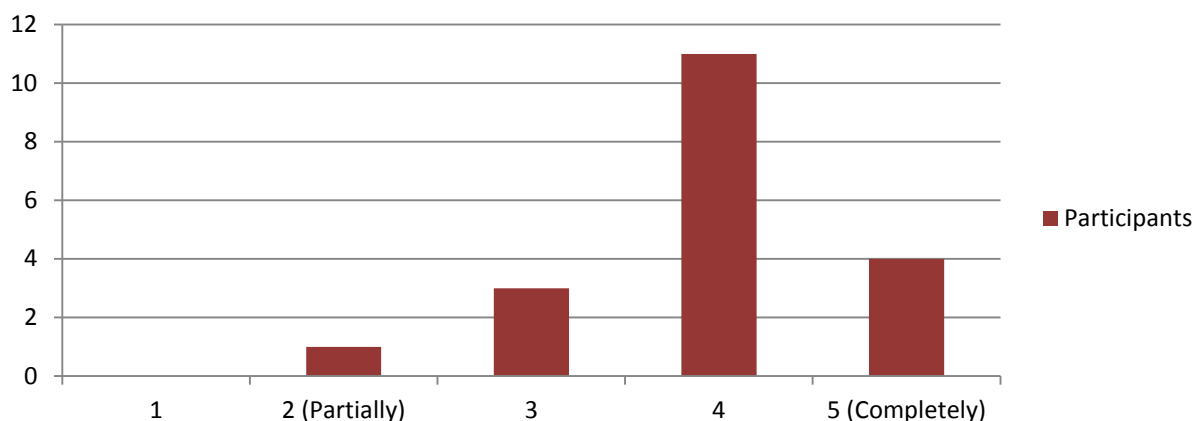
12. **How did your time in your host country make you reflect on your culture / cultural background and behaviour?** *Tips:* perception of time, social relations, food
13. **Have the interactions with beneficiaries, staff, community, etc. changed the way you look at and react in relation to human rights?**
Tips: Name a memorable experience or situation that made an impression on you, e.g. relating to gender roles, disadvantaged groups, social class, etc.
14. **Has your presence (as someone from a different culture or background) at the project influenced beneficiaries, staff and community members' views on human rights?**
15. **Has your perception of human rights changed? How and why?**

At the end of the interview

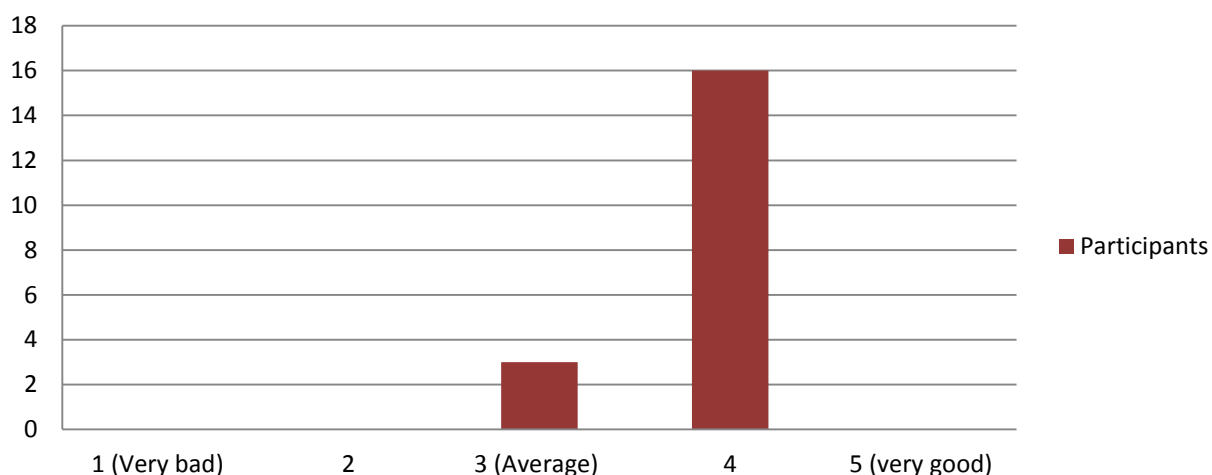
1. **Would you like to add something? Do you have any questions?**
2. **Thank you for your time. The report of the study will be uploaded on the ICYE Federation website and also emailed to you.**

Annex 11: Feedback from the Training Seminar

1. Were your expectations of the training seminar fulfilled?



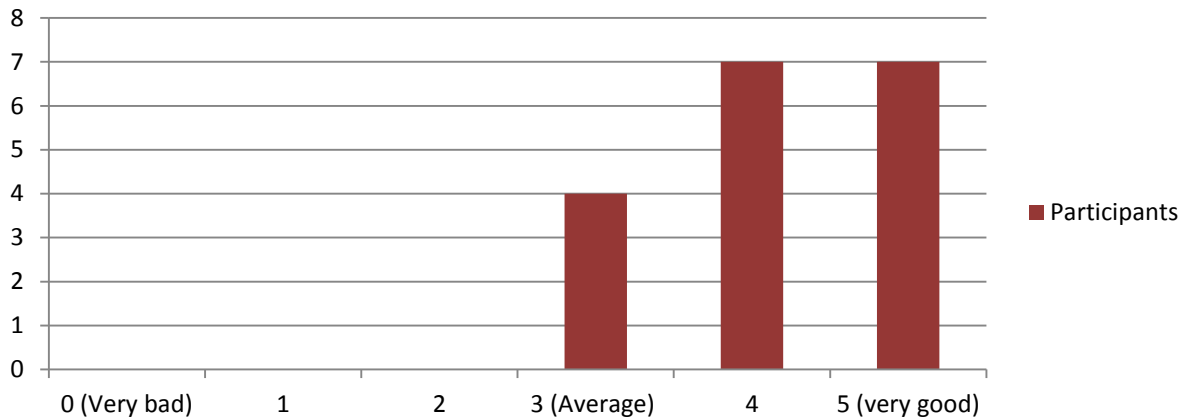
2. How would you rate the working methods used?



Suggestions / Comments:

1. The atmosphere is so convenient
2. Should be more small focused group discussion from the beginning (disabled project group, gender group) so it can keep progressing during the training.
3. A little bit abstract sometimes and it might be hard to see the point or how to re-use them within the training.
4. "How tall is Alfred" was a bit confusing and couldn't really use it for the 1 day preparation / training.
5. The transition between theoretical and practical tools and sessions were very good
6. "How tall is Alfred" did not quite come through.

3. How would you rate the role and work of the facilitators?

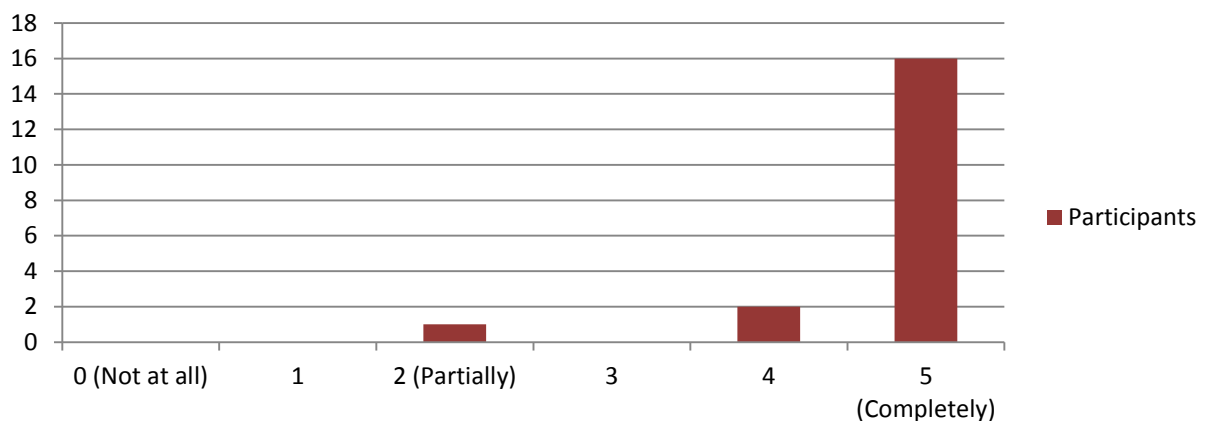


Not answered: 1

Suggestions / Comments:

1. They seemed really prepared
2. They explain + elaborate in a clear way, very interesting to understand.
3. The different facilitators performed well, but it might be a good idea to inform the participants of who will be doing what, when and why?
4. Facilitator myself, the work load could have been divided better.

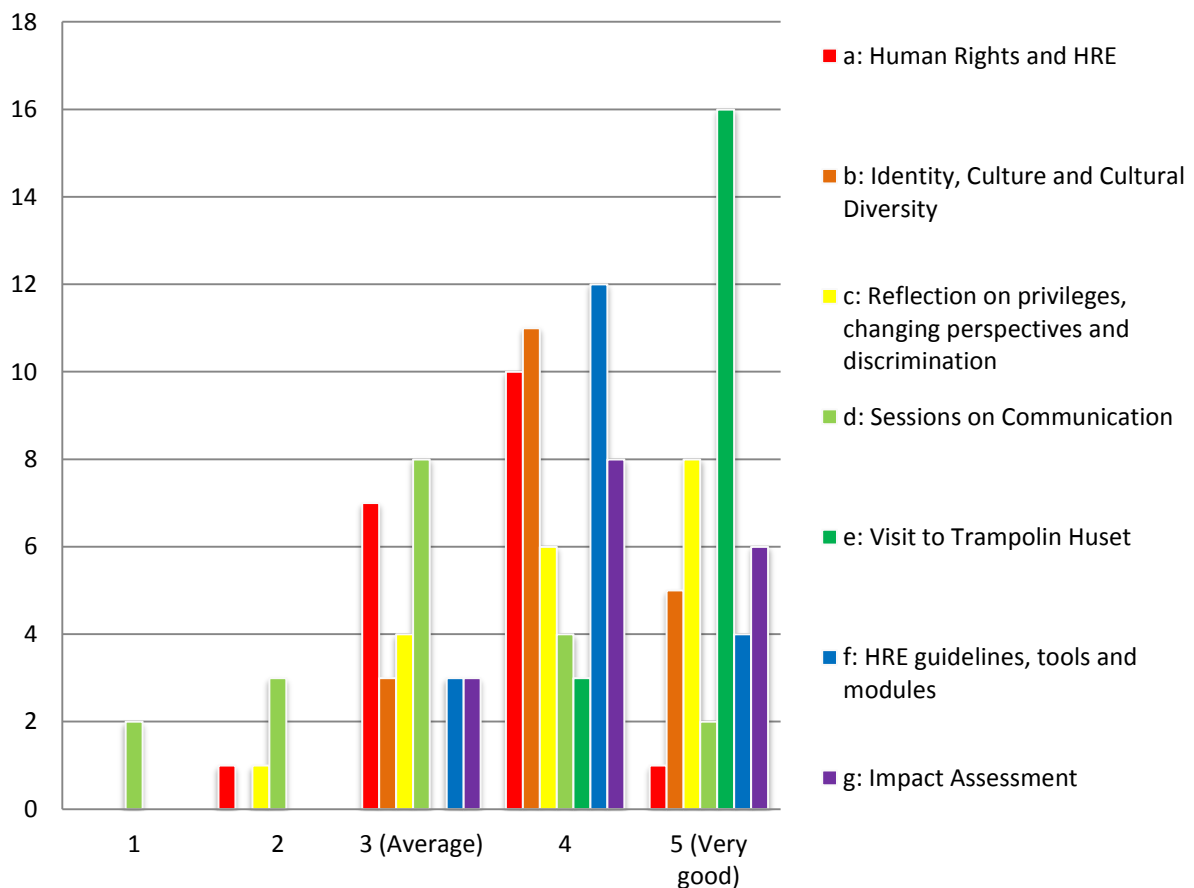
4. Were you satisfied with the administrative and logistical assistance provided?



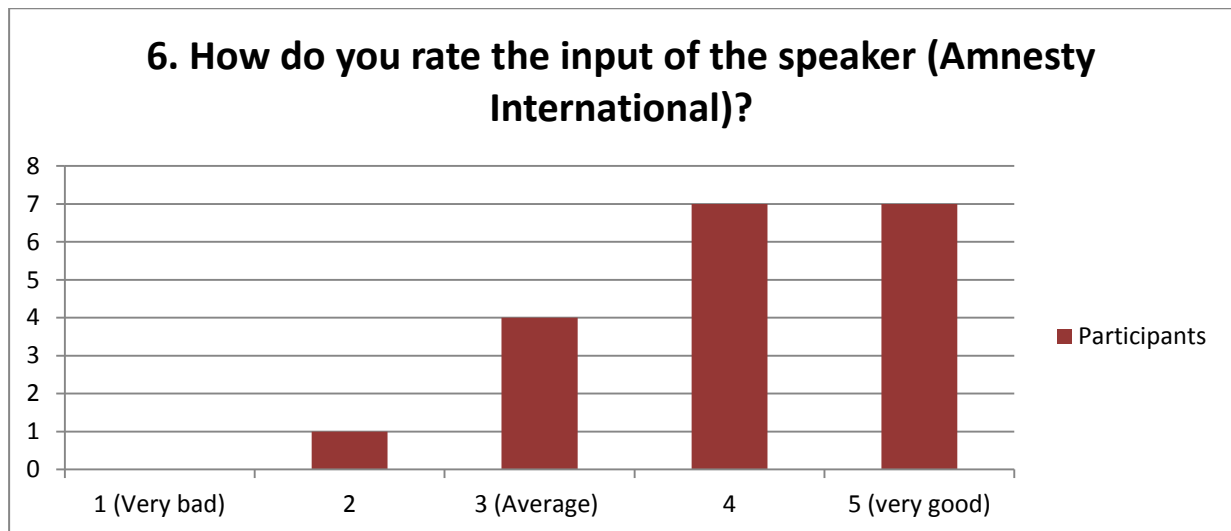
Suggestions / Comments:

1. Perfect.
2. No problems there mate.
3. The schedule could have been a bit tighter sometimes (too much time for some activities). We could have started 9-9.30, skipped the coffee and have an earlier lunch.
4. The distance from the hotel to the meeting room was a bit far, and we have to walk all the time!

5. Please rate the individual sessions of the training

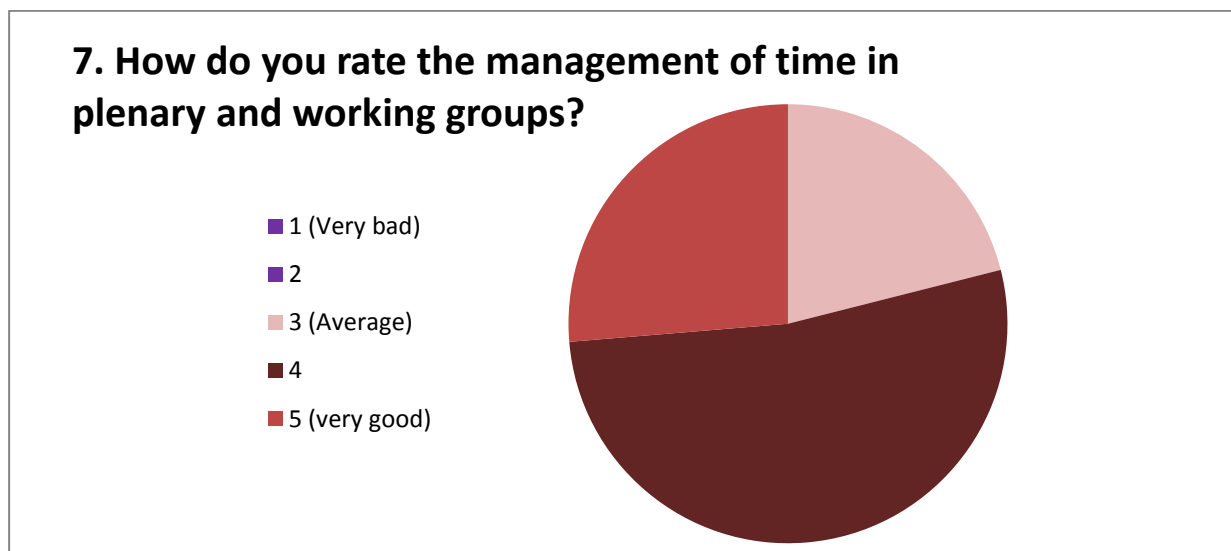


- a. Human Rights and Human Rights Education** (Brainstorming)
 - b. Identity, Culture and Cultural Diversity** (Identity Molecules, Iceberg Model, Overlapping layers of diversity)
 - c. Reflection on Privileges, Changing Perspectives and Discrimination** (The cards are reshuffled, model of discrimination)
 - d. Sessions on Communication** (How tall is Alfred? Styles of communication, conflict solving, collegial consultation)
 - e. Visit to the Trampoline House**
 - f. HRE Guidelines, Tools and Modules** (developing, discussing and adoption)
 - g. Impact Assessment** (introduction, conducting interviews, preparing final interview questions) -
- Not answered: 2**



Suggestions / Comments:

1. To me, it's somehow quite ambiguous. Therefore, it is better for me to have more specific information.
2. Clear ideas, easy to understand, made me think and reflect about the topic.
3. Give more knowledge about human rights.
4. It was good to have a person with different experiences and skills, but it would be nice if he had used more tools of some kind, power-point, flip-chart sessions, etc.
5. Could have been more detailed, more working with media, slides, handouts, etc.
6. He was clear and had some good points.
7. I hoped he would have made the subject, HR, a bit smaller and easier to apply in practice. I also wished that the tools could have been clearer.
8. I wish he had given us more concrete examples of his daily work experiences.
9. I expected a written out paper that we could refer to in the future.

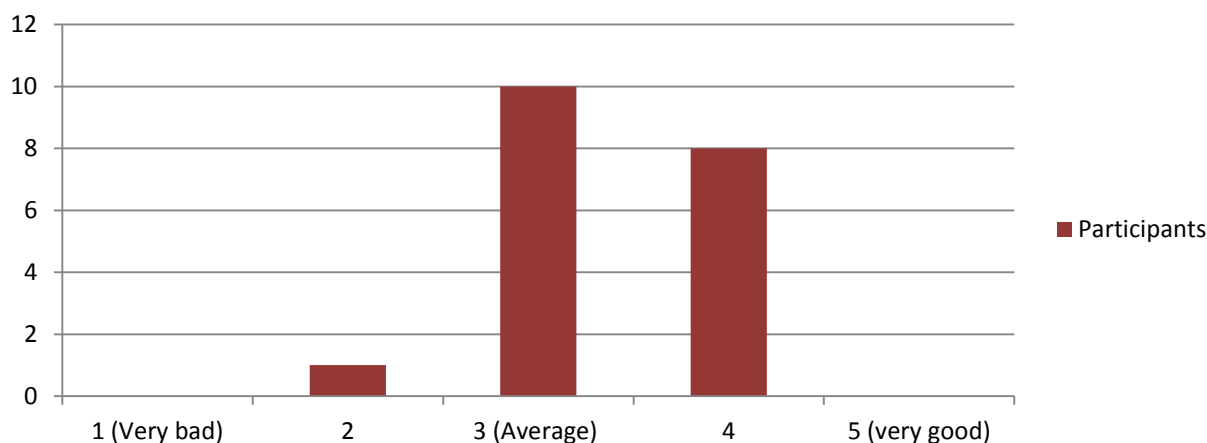


Suggestions / Comments:

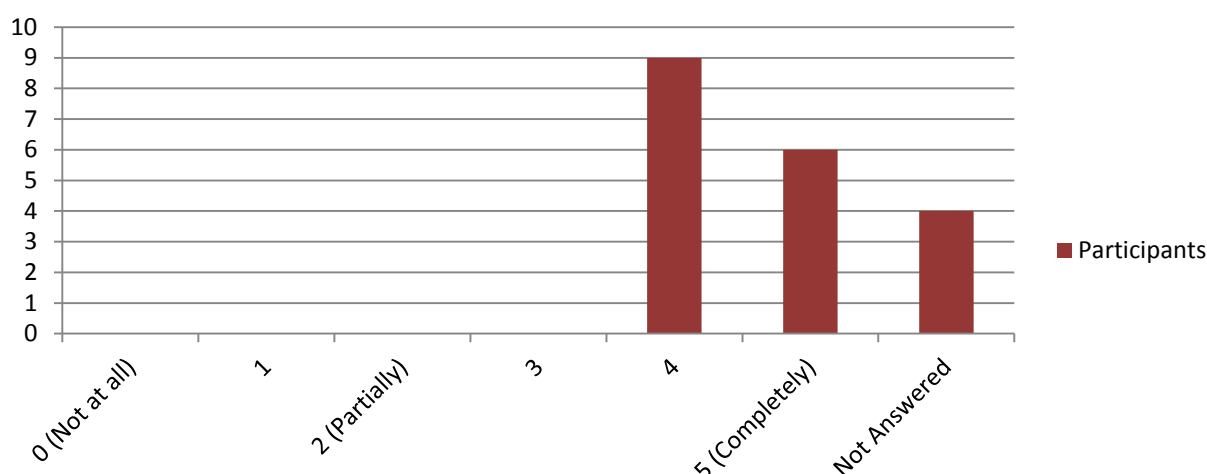
1. Short at the beginning but enough after first reflection group meeting (1st day).
2. Over-all good, sometimes a bit too much time.
3. But it was well rearranged; some people did not really contribute that much.
4. There were a couple of times that were rushed but we could have just finished the conversation as we had the time.
5. Some group activities might have been done better in bigger groups or altogether.

6. I think it's better complete the exercises and move the breaks a bit rather than divide the exercise and move summaries / discussions for later.
7. The mixing between individual, small groups and plenary was very good, it was great to be with more or less every participant for at least one session.

8. How do you rate your own overall contribution?

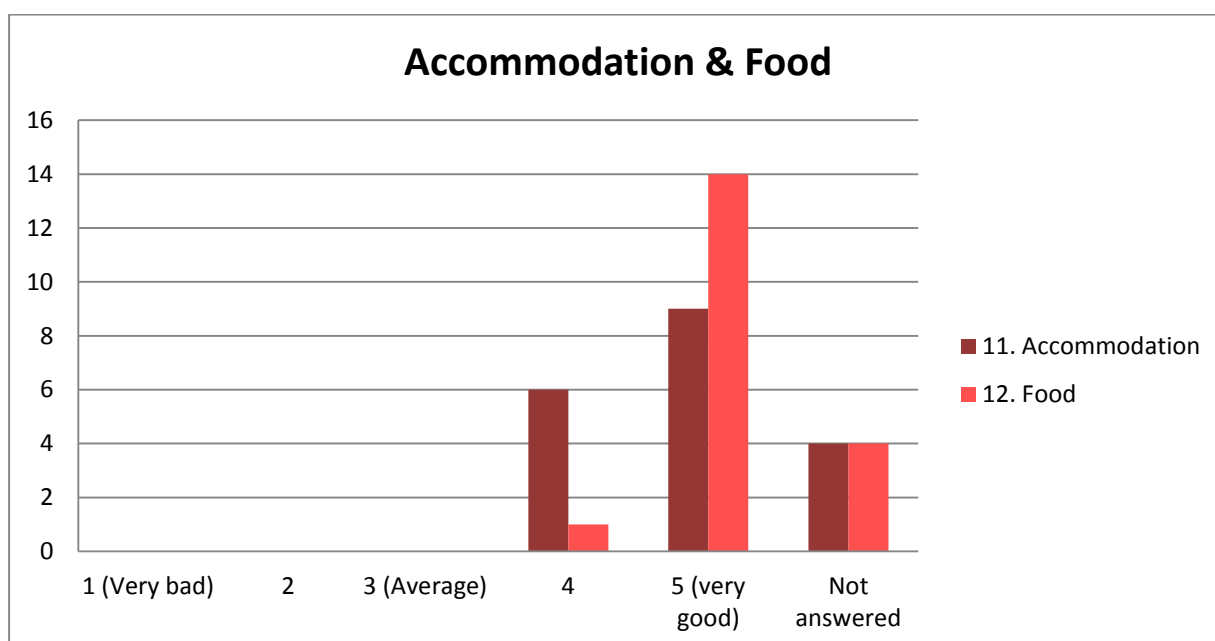
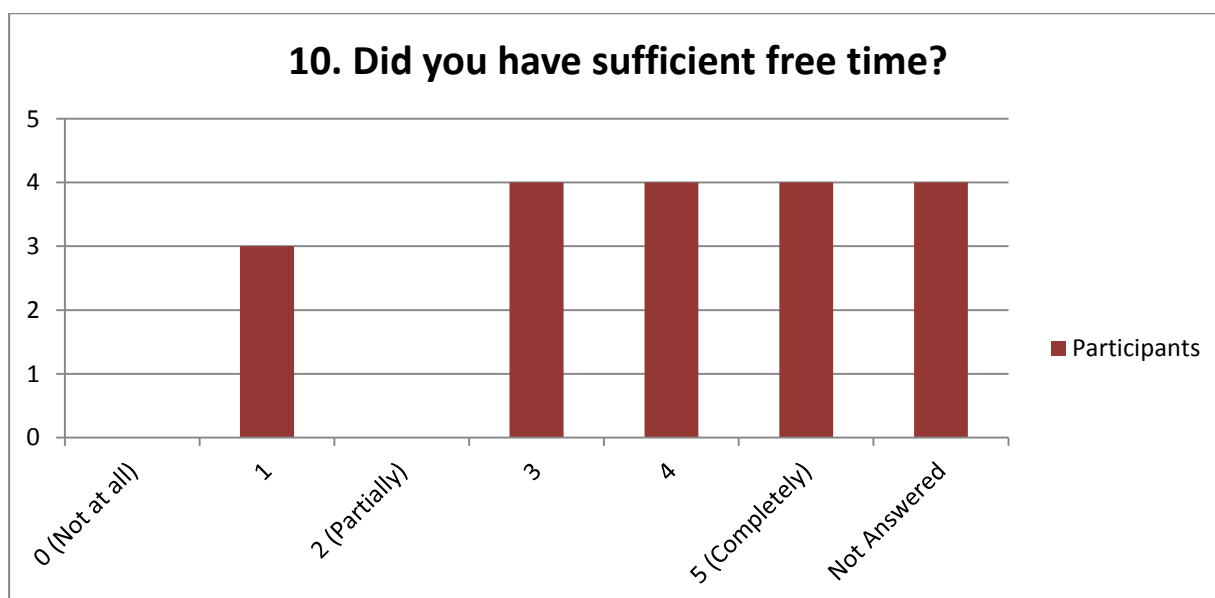


9. Do you think the training was useful for the HRE workshops and interviews you will lead in your country?



Suggestions / Comments:

1. Give broad knowledge + methods for the training in our organisation.
2. As I had quite a lot of fears and lack of tools/methods before the training, the different activities have been extremely useful in general to the theme of HR.
3. I prefer to exchange more ideas with groups on Facebook.
4. I got to know what I should do and how but have no confidence I have enough knowledge. Hopefully after thinking the content over on the way home it be clearer.
5. Absolutely.
6. Still have concerns but came with no idea and now seems possible.



Other comments / suggestions:

7. Great work of the facilitators' team! Thanks!
8. Follow-up activities are really necessary to me so hopefully not only focused groups but also facilitators keep track on what's going on and remind everyone.
9. Next time it will be good if we have a good report on weather. And please don't make us walk too much next time. All in all, I had a wonderful and fruitful time. Maybe the walk was good for me, but not too much next time please! Thank you all for giving me this opportunity!
10. Thanks to ICYE for conducting this great training. Hopefully we can use the results for our better programme.
11. Make sure that every group has a computer and record more things using this, so we retain it better. All in all = great stuff, I enjoyed it very much, and looking forward to get started ☺
12. Thank you! Everyone did a really good job. Some of the plenary sessions could have been done in small groups, perhaps to give more people a chance to express their thoughts. The theory could have been slightly shorter to make more space for developing the training, but overall impression – very happy.
13. Thank you Dansk ICYE.

CONTACT

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