

Promoting Interethnic Dialogue and Intercultural Learning –

Training for EVS sending and host organisations in EU, AFRICAN and ASIAN Countries



Activity Report: Training for EVS Sending and Host Organisations

10th – 15th March 2008 / Cape Town, South Africa



'Youth in Action' Programme



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Introduction, aims and objectives

This document is the activity report of a training course for EVS sending and hosting organisations run by the ICYE International Office. The training course, held in Cape Town from the 10th – 15th March 2008, is the second activity of a capacity building training project “Promoting Interethnic Dialogue and Intercultural Learning – Training for EVS sending and host organisations in EU, African and Asian countries”. The project comprises of one “training for trainers” for selected trainers (within the ICYE network) from EU, African and Asian countries, followed by two training modules at regional level: EU-Africa and EU-Asia.

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

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

This training course enhanced the skills of the participants giving them fresh inputs to reinvigorate their work with youth aimed at achieving greater understanding and respect within a globalising world. Both participants and trainers have been able to deepen their knowledge and experience in the field of intercultural learning and subsequently have a better understanding of the cultural, social and political dynamics to be considered in working with volunteers from different cultures and countries – particularly between the EU, African and Asian countries. Furthermore, the tools and methods introduced during the training will give participants the expertise to infuse intercultural learning concepts in their own work with youth, thus functioning as multipliers.

We would like to thank Deline van Boom, Chantel Davies and the staff at the Volunteer Centre Cape Town for their extraordinary efforts and hard work which resulted in a very well organised, successful and memorable seminar. Special thanks also goes to Dr Kumi Naidoo, Dr Sam Kareithi and Mr David Stephens whose informative inputs and talks added a very interesting and necessary context for our work in South Africa and beyond.

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

Andreas Schwab
International Office

Programme Overview

| Monday, March 10th 2008 | |
|--|---|
| A.M. | |
| P.M. | <i>Arrival of participants</i> - Informal get-together |
| Day 1 Tuesday, March 11th 2008 | |
| 9.00 | <ul style="list-style-type: none"> - Official opening and welcome - Presentation of participants and organisations - Keynote speech: Dr Kumi Naidoo - “Volunteerism – the Southern African Perspective” followed by questions and answers and plenary discussion - Participants' expectations - Presentation of the training project aims and activities - Presentation of programme |
| 11.30 | <i>Coffee Break</i> |
| 12.00 | <ul style="list-style-type: none"> - Presentation on: The EU Youth in Action Programme – opportunities for EU and AFRICA volunteer exchange (focus on Action 2 and Action 3.2) - The ICYE EU and AFRICA EVS project: “Youth and Social Inclusion” - the South African Experience (testimonies of volunteers) |
| 13.00 | <i>Lunch Break</i> |
| 14.00 | Intercultural Learning Session I: Identity, Culture and Cultural Diversity <ul style="list-style-type: none"> - The talking wheel - Identity molecules |
| 16.30 | Departure for the Volunteer Centre office in Claremont for welcome party |
| 20.00 | <i>Dinner at Hotel / Free time</i> |
| Day 2 Wednesday, March 12th 2008 | |
| 9.00 | Intercultural Learning Session I cont'd: Identity, Culture and Cultural Diversity <ul style="list-style-type: none"> - Lemons - Iceberg model of Cultural Diversity |
| 10.00 | Intercultural Learning Session II: Prejudices and Stereotypes, Social Exclusion <ul style="list-style-type: none"> - Starting over |
| 11.00 | <i>Coffee Break</i> |
| 11.30 | Presentation / talk: Dr Sam Kareithi |
| 13.00 | <i>Lunch Break</i> |
| 15.00 | Intercultural Learning Session III: Intercultural Communication, Conflicts and Conflict Resolution. <ul style="list-style-type: none"> - How Tall is Alfred? |

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|--------------|--|
| 17.00 | <i>Coffee Break</i> |
| 17.30 | Intercultural Learning Session III cont'd: Intercultural Communication, Conflicts and Conflict Resolution. - Power – concrete cases between volunteer and host organisation |
| 18.30 | Steam groups |
| 19.00 | <i>Dinner at Hotel / Free time</i> |
| Day 3 | Thursday, March 13th 2008 |
| 9.00 | Mid term evaluation |
| 9.20 | Training on EVS project development and implementation - The EVS Charter and role of partners in an EVS project - The EVS Project cycle - The stages of EVS project implementation |
| 10.00 | <i>Coffee Break</i> |
| 10.30 | Introduction to working groups on: - Desired profile / selection criteria of EVS volunteers - Preparation of EVS volunteers - In-service support - cultural adaptation process / shock, dealing with conflicts, crisis management - In-service learning and training opportunities for EVS volunteers |
| 12.00 | Departure for project visit to EVS host organisation: Heaven's Shelter, Mitchell's Plain |
| 13.00 | <i>Packed Lunch</i> |
| 17.00 | Working groups cont'd – Report to plenary / discussion |
| 18.30 | Departure for Signal Hill (Sunset), shopping / free time at V&A Waterfront |
| 21.00 | <i>Dinner at Hotel / Free time</i> |
| Day 4 | Friday, March 14th 2008 |
| 9.00 | What is my understanding of volunteerism? - Where do you stand? |
| 10.00 | Take a step forward – Recognise your privileges |
| 11.00 | Presentation / talk: Mr David Stephens (SA Red Cross) - “Marginalized youth in South Africa – the value of volunteerism for local development” |
| 12.45 | Departure for Robben Island / District 6 museum / Free time |
| 14.00 | <i>Packed Lunch / Lunch Break</i> |
| 17.00 | Introduction to working groups: Discuss and develop strategies for: “Reaching out to disadvantaged youths in Africa and Europe considering the EVS priorities and programme opportunities” - How do we define disadvantaged youths in Europe and Africa? |

| | |
|--------------|--|
| 18.30 | <ul style="list-style-type: none"> - Reach out capacity? - Important aspects for specific selection, preparation and support <p>Working groups cont'd. – Report to plenary / discussion</p> |
| 19.00 | Steam Groups |
| 19.30 | <i>Dinner at Hotel / Free time</i> |
| 21.00 | Farewell Party |
| Day 5 | Saturday, March 15th 2008 |
| 9.00 | Reflection of EVS host organisation visit: Heaven's Shelter, Mitchell's Plain |
| 9.30 | <p>Introduction to working groups: “Managing groups of national and international volunteers / practices of voluntary host organisations in Africa and Europe”</p> <ul style="list-style-type: none"> - Definition of best practice - Exchange of experience and best practice around preparation, support, motivation, crisis resolution, monitoring, evaluation (referring to volunteers and hosts) - Returnee volunteers: How can we all benefit? |
| 11.00 | <i>Coffee Break</i> |
| 11.30 | Working groups cont'd. |
| 12.30 | Report to plenary / discussion of working groups |
| 13.00 | <i>Lunch Break</i> |
| 14.00 | Introduction to ICYE's envisaged project under YiA Action 3.2 followed by Q&A session |
| 14.30 | Introduction to working groups on: Networking and future YiA Activities – EVS and Action 3.2 co-operation between partners in EU and African countries. |
| 15.30 | Working groups cont'd – Report to plenary / discussion and planning of follow-up activities |
| 16.00 | <p>Final evaluation</p> <p><i>As of 17:00 Departure of participants</i></p> |

Daily Reports by participants

Day 1: Tuesday 11th March 2008
Session: Morning
Activities: Official Welcome / Introduction
Participants' expectations
Key note speech: Dr Kumi Naidoo
ICYE EU / Africa EVS project

Tuesday morning saw the group congregate for the first time in the conference room at the Fountains Hotel that would provide the base for the training during the following 5 days.

Deline van Boom of the Volunteer Centre, Cape Town warmly welcomed participants to South Africa and the Mother City, and wished everyone a productive week in terms of both the work and training covered, and seeing and understanding a little of the beautiful and diverse city that is Cape Town.

Building on this, in his official welcome Salvatore Romagna of the ICYE International Office commented that the Rainbow Nation is an ideal setting for a project like the ICYE EU / Africa training for EVS Sending and Hosting organisations. Such a diverse and culturally rich city would provide a unique backdrop for the weeks training and provide the impetus for an intimate atmosphere with fruitful results.

Following the official welcome and introduction of participants and trainers, Dr Kumi Naidoo of 'Global Call to Action Against Poverty' and 'CIVICUS' gave the Keynote speech: "Volunteerism – the South African Perspective".

Dr Naidoo's speech highlighted that one of the many challenges that faces volunteers in today's world is the false dichotomy between 'volunteerism' and 'activism'. Many volunteers are in the unique position of holding the knowledge of what works and what does not work, and about the certain policies that are needed to instigate the necessary political and social changes. Therefore, according to Dr Naidoo, volunteers have a certain right and duty to become 'activists' and use their valuable hands on experiences to bridge the gap between grass roots work and the political arena. Volunteering according to Dr Naidoo is an act of citizenship, compassion but also an act of politics.

Taking this into consideration, Dr Naidoo argued that the goal of 'Thinking Globally, Acting Locally' should be reconsidered in today's world, a world where global challenges such as the environment, HIV/Aids and Trade, borders are becoming less defined and more blurred. In today's world, our goal as volunteers, voluntary and charity organisations and members of the human community, our focus should be on 'Thinking Globally and Locally, Acting Locally and Globally' and organisations like ICYE are doing a great job to bridge this gap.



Following the very insightful Keynote speech, Andreas Schwab of the ICYE International Office presented Dr Naidoo with a gift on behalf of the participants and thanked him for a fantastic start to the conference that raised some very interesting political dimensions.

The objectives of the training were then introduced and the envisaged results outlined. Following this there was a short presentation of the programme over the next few days.

After a short coffee break, participants were then invited to express their expectations of the seminar by recording on a piece of paper

‘What can I bring to this training?’, ‘What do I want from this training?’ and ‘What I would not like to see happening at this training?’

Due to the unique aspect of this seminar involving both EVS Sending and Hosting organisations, one of the main aspects participants thought they could bring to the training was their personal experience, views and understanding of working within the EVS programme, whether this was from a sending or hosting point of view or experience of actually being an EVS volunteer. The majority of participants also mentioned that they could bring an open mind to the seminar and a willingness to learn and take advantage of the sharing of valuable information and experiences.

In this way, participants expected to share thoughts, knowledge, ideas, Intercultural Learning methods and different cultures – more specifically those of the African partners – and to be able to use these ideas and increased knowledge and understanding effectively and practically on return to their respective countries and organisations. Another popular expectation was the opportunity to meet people, interact with them and network with the purpose of increasing exchange opportunities globally and more specifically with the African partners present at the seminar.

In the same way, participants all agreed that they didn’t want the seminar to be too trainer led with one way communication, fail to be inclusive of everyone, fail to achieve it’s aims, and become too theoretical.

Following participants’ expectations, Andreas Schwab introduced the EU YiA programme with specific attention paid to the current EVS training for EVS Sending and Hosting Organisations in EU, Africa and Asia and the possible future opportunities within Action 2 and Action 3.2 for EU and Africa volunteer exchange.

The group was then treated to a presentation and talk from the two current EVS volunteers currently volunteering in Cape Town. The talk was very informative and with the use of videos and pictures covered the expectations, experiences, highlights and challenges of their EVS placements. It was a fitting end to the morning and provided a valuable narrative of the opportunities that are available through the EVS programme in Africa.



Day 1: Tuesday 11th March 2008
Session: Afternoon
Activities: ICL I: Identity, Culture and Cultural Diversity
Welcome Party: Volunteer Centre Cape Town

After a hearty lunch, the group returned to the seminar room to begin the first of three Intercultural Learning sessions that would be taken during the following five days.

Intercultural Learning Session I focused on Identity, Culture and Cultural Diversity. There were two methods used during the session to achieve the desired outcome. These were as follows:

- **The Talking Wheel:** short specific personal / 1 on 1 interviews with participants on various topics.
- **Intended outcome:** to enable participants to find out about other's views, opinions and possible prejudices on specific topics, offering participants time to reflect on their own opinions while also highlighting that everyone has many different ideas and experiences about certain issues.
- **Identity Molecules:** a diagram with several spaces to enable the participants to write down different aspects that are important and spontaneously occur to the group, and to which they identify themselves with.
- **Intended outcome:** to highlight that one's identity is made up of several interacting aspects that are fluid and can change depending on time, space and circumstances.

The session was very productive and enjoyed the full participation of everyone involved.

The debriefing of The Talking Wheel highlighted that participants found it relatively easy to speak about personal information and views in the group and that the participants had many similar views – possibly due to all being in the same kind of organisations. However, while this was true, it also became apparent that due to the spontaneity of some answers, some of the participant's personal views were surprising for them, as they had never really thought about some of the questions and topics before. The exercise also

raised the importance of effective listening and interaction in conversations.

Identity Molecules also raised some interesting points non-more so than the fact that one's identity is created using numerous personal and group parts, and is fluid and changes on a day to day basis over time, space and circumstances. The group highlighted that even though the participants came from a broad range of cultures and backgrounds, there were many similarities within the group with regards person's identities and that these depended on specific personal and group feelings, pressures and circumstances.

After Intercultural Learning session I, the group boarded a couple of infamous Capetonian Taxi's and travelled up to the Volunteer Centre in Claremont. The participants were introduced to the staff members, given a short but informative history of the Volunteer Centre and information on their partners, the work they do and the opportunities they offer. Following this, the group were treated to food, wine and beer courtesy of the Volunteer Centre and were able to relax, enjoy each others company and get to know everyone a little better – a nice end to a very interesting and productive first day.



Day 2: Wednesday 12th March 2008
Session: Morning
Activities: ICL I cont'd.: Identity, Culture and Cultural Diversity
ICL II: Prejudices and Stereotypes, Social Exclusion

The second day kicked off bright and early with a continuation of the previous days session on Identity, Culture and Cultural Diversity. This session focused on an exercise called Lemons and incorporated the well-publicised Iceberg Model of Cultural Diversity. Below are brief descriptions of the methods.

- **Lemons:** an exercise involving familiarising oneself with a specific lemon and then having to pick it out of a group of lemons.
- **Intended outcome:** to portray that even though they are all Lemons, each Lemon has unique individualities that make it different from the others. Therefore, it is important to think of the power politics inherent in stereotyping, recognise diversity and think of the Lemon (person) as an individual and not simply as a member of a group.
- **Iceberg Model of cultural diversity:** Iceberg diagram showing more physically apparent identity markers above the water, with the majority of markers hidden and unseen under the water.
- **Intended outcome:** exercise highlighting the importance of understanding that a lot of one's identity and culture is unseen and hidden below the surface.

Similarly to the previous days exercise, the participants found the different methods very informative and helpful. After becoming very attached to their respective Lemons – some participants giving their new yellow coloured friends names – the majority of participants portrayed that the exercise was a very interesting and novel way of approaching the issue of diversity, stereotyping and prejudices. Although the majority of participants had already heard of and worked with the Iceberg Model of Cultural Diversity, they continued to recognise its usefulness in highlighting the more apparent markers of one's identity, the ease of creating stereotypes according to these markers, and the importance of going beyond these and deepening one's knowledge

and understanding of others, their identities and individual special features.

Following this, the morning session moved on to the second of the three Intercultural Learning (ICL) sessions. ICL II focused on Prejudices and Stereotypes, and Social Exclusion. To do this, an exercise called Starting Over was used.

- **Starting Over:** an exercise where 8 people out of a group of 20 (random selected identities) have to be chosen to start a new life on a deserted island. No contact for the next 50 yrs on the island is possible.
- **Intended Outcome:** exercise increasing awareness for personal images and prejudices and helping to clarify to what extent our stance/attitude/approach and prejudices influence our decisions. It also helps us become aware of the criteria we use to assess/judge other people and highlights how dominant societal categorisations and rating/valuation of other people get entangled in our own images.

The outcome of this exercise was very interesting, both groups finding it very difficult to come to a consensus on who should be placed on the island and why? In the end, and under pressure of time, one group resorted to a 'democratic' vote by show of hands to decide who the specific 8 persons were. The other group failed to come to a consensus and interestingly spent most of their allotted group time discussing/arguing about which method to use to nominate people, and not about who should actually be nominated.

What was apparent through the plenary discussion and debriefing was that everyone had different ways of working and differing views and personal constructs of the specific identities of the 20 people. It was also interesting to see to what extent these personal views influenced the decisions that were made in nominating the eight people. The reason for the exercise was widely acknowledged amongst the group however the participants still found it interesting to think about the criteria we use to assess / judge people and the kind of societal pressures and 'categorisations' that become entangled in our decisions and perceptions.

The morning session finished with a talk from by Dr Sam Kereithi, development economist and consultant in both the economic development sector and the corporate world. The very interesting and insightful talk focused on how organisations like ICYE, which receive and prepare volunteers, can build capacity amongst leaders and volunteers and help to fit them into a culturally dynamic work environment in order to give their best value during their placements.



Day 2: Wednesday 12th March 2008
Session: Afternoon
Activities: ICL III: Intercultural Communication, Conflicts and Conflict Resolution.

After another filling lunch courtesy of Fountains Hotel, the afternoon's programme began with the third and final Intercultural Learning Session: Intercultural Communication, Conflicts and Conflict Resolution. The first of the methods used within this session was called 'How tall is Alfred?' an exercise designed to highlight the importance of clear and productive communication.

- **How tall is Alfred?** an exercise involving 6 players attempting to calculate the height of Alfred using only the information given to them. Players are not allowed to speak to each other and are only able to communicate through the sending of written messages.
- **Intended Outcome:** to portray that there are many different ways of communicating and that these differ immensely in terms of effectiveness and productivity. It allows reflection on individual ways of communicating and a raised awareness on the effectiveness of sharing information.

After much frustration and hilarity, unfortunately no group managed to work out the height of Alfred in the allotted 30 minutes. However, everyone recognised and understood the overall aim of the method and, through discussion, found it interesting working out the most productive means of communicating the information and arriving at the answer. It was apparent to the participants that there are a number of ways to communicate information and the effectiveness of these different ways depends on certain variables such as actors, situations and information.

It was very interesting when the discussion moved on from the exercise and participants began to discuss different ways and effectiveness of communicating information in every day lives and work, whether this was from person to person or organisation to organisation over phone or email.

To finish the day, the participants were divided into three groups and asked to take part in a 'steam group' session – a session designed to allow participants the opportunity to express their views on the first two days of the seminar in terms of the programme, trainers, Intercultural Learning Sessions, accommodation and anything else they found important to mention.



Day 3: Thursday 13th March 2008
Session: Morning
Activities: Mid-term evaluation Working groups on EVS selection, preparation and support.

Thursday morning kicked off with a short mid-term evaluation where participants were asked to write down on separate post it notes comments on the programme, Intercultural Learning Sessions and accommodation. This evaluation was intended to complement the steam groups that took place on Wednesday afternoon, and give participants the chance to highlight any views, ideas, issues or concerns they may have had in front of the wider group.

Following this, Andreas Schwab conducted a short presentation and training on EVS project development and implementation. In this presentation, Andreas gave an introduction to the EVS Charter and role of partners in an EVS project, the EVS project cycle, and the stages of EVS project implementation. This brief introduction intended to raise awareness of the EVS programme and project cycle among participants who had hardly any or no experience of EVS, and refresh the memories of those who had worked within the programme previously.

After a short coffee break and as a continuation of this introductory presentation, the participants were divided into two separate working groups and given the task of discussing the following:

- Desired profile / selection criteria of EVS volunteers
- Preparation of EVS volunteers
- In-service support - cultural adaptation process / shock, dealing with conflicts, crisis management
- In-service learning and training opportunities for EVS volunteers

The results of the working groups have been summarised below:

Group 1

1. What is the desired profile / selection criteria of EVS volunteers? What should it be?

- Responsible

- Knowledge about tasks
- Have own objectives / clear expectations – reasonable and realistic
- Highly motivated and committed
- Open minded
- Enthusiastic and wanting to make a difference
- Flexible and adaptable
- Communicative and sociable
- Ready for practical / physical work
- Skills and experience in Volunteering

Formal selection criteria.

- Age
- Ideology
- Disadvantaged in terms of education, financial status etc.

2. What kind of preparation do you provide? What should be provided? Intercultural dimension?

- Induction and introduction to organizational culture
- Intercultural communication (linked to project and country)
- Intercultural Learning: Power, stereotypes, discrimination, Global structures / education for development, Global --- Local
- What does it mean to be a volunteer?
- Personal expectations
- Personal Interview – selection, preparation or recall interview
- Two separate days (few outgoing volunteers)
- Preparation camps (many outgoing volunteers)
- Practical / specific information
- Facilitation of contact between volunteer and Host organization

3. How do you organise / carry out In-service support? How should it be done?

- Giving volunteers background and orientation on culture, community, project etc.
- Clarifying myths / deconstruction of stereotypes
- Language assistance
- Personal support (all 3 levels: sending, co-ordinating and hosting)
- Crisis Management (in a coordinated and respectful way)
- Regular contact / visits (at the initial stage)

4. Learning Plan and Training Cycle

- Non Formal learning: i.e. daily practice
- Formal Learning: i.e. staff training
- Informal Learning: i.e. Intercultural Learning

How / what can you measure?

- Personal growth process
- Cultural sensitivity / intercultural competence
- Hard and soft skills
- Problem solving abilities
- Language
- New perspectives on life, values etc.
- Awareness of responsibility

5. EU / Africa specialities

- How can we ensure that volunteers return?
- Differing perceptions of working cultures and time
- "Helping" issue (North / South issue)

Building trust in the South

- Institutionalisation of feedback / evaluation
- Mentoring (quality standard) / contact person

In EVS, a certain structure is required. How can host projects be integrated in this structure?

Group 2

1. What is the desired profile / selection criteria of EVS volunteers? What should it be?

- Characteristics / qualities that will benefit others (i.e. sympathy, empathy, motivation, maturity)
- Psychologically stable
- Positive (negative personality could be opportunity for growth)
- Flexible, open minded, adventurous spirit
- Previous local volunteering record (example of South Africa)
- Language skills (example of Mozambique)
- Health status, police record, team spirit / co-operation (only in certain countries)
- Ability to "hand over" / induct next volunteers

2. What kind of preparation do you provide? What should be provided? Intercultural dimension?

Sending Organisations:

- Role play, games
- 1/1 presentations
- Cultural understanding, expectations
- Not a tourist
- Info on Western <-> African culture (geography, logistics, national profile etc.)
- Returnee sessions / groups
- Preparation camp (example of Finland)
- Context of social projects

Host Organisations:

- Realistic task description (possibly use a template)
- Photos and testimonies of other volunteers
- Information about living conditions (be specific)
- Area specific language training
- Videos / visual presentation

3. How do you organise / carry out In-service support? How should it be done?

Sending Organisations:

- Volunteers understand and acknowledge their own Identity / Culture / Country / Rights + Responsibilities
- Programme + finance (realities)
- Country + cultural Information
- Ongoing communication with host.

Host Organisations:

- Varies (camp -> 2 weeks)
- Safety + Security + Logistics
- Target group / social dynamics of placement
- Structure of communication within host organisation / project (example of Italy)
- Clarify cultural differences – mentor to be appropriately skilled
- Open communication with sending org. i.e. Volunteer motivation + attitude (example of Uganda)

Day 3: Thursday 13th March 2008
Session: Afternoon
Activities: EVS project visit: Heaven's Shelter, Mitchell's Plain. Signal Hill sunset tour.

At 12.00 pm, the group once again boarded two of the famous Capetonian taxi's and headed out to Mitchell's Plain – a residential area on the Cape Flats – to visit Heaven's Shelter, a centre for Abused women and children and an example of an EVS project in Cape Town.

The visit was very interesting and the group were privileged to have a guided tour from the owner and founder who gave an oral history of the shelter and spoke of her passions, motivations and goals with regard to the setting up of the shelter and the help she, her family and volunteers have subsequently given to victims of emotional, physical and or sexual abuse.

Included in the project visit was a tour of the nearby building which housed the Volunteer Centre Cape Town: Mitchell's Plain Satellite Office. This building incorporated the Beaconvale Education Centre, a day care centre and nursery for children and a restbite home for the elderly and infirm. The group found it very rewarding to see the separate projects, be given information about the work they do, meet some of the service users, and be given an opportunity to see some of the organisations that the Volunteer Centre work with and that the EVS programme is connected with in Cape Town.

Following the project visit, the participants were treated to a hearty packed lunch which they had at a very windswept yet beautiful 'Lookout Point' – an observation deck in Khayelitsha where you have breathtaking views across the Cape Flats, Cape Town and you can see both the Indian and Atlantic Oceans.

On return to the hotel, the participants continued with the working groups that had begun in the morning, and after a further 1 hour discussion, reported each group's findings to plenary (findings indicated above: working groups – Thursday morning session).

At 18.30 participants boarded their trusty carriages once more and were driven up to Signal Hill, part of the Lion's Rump attached to

the Lion's Head, Kloof Nek and Table Mountain. The group were then basked in the glow from a breathtaking sunset over the Atlantic Ocean which bathed Lion's Head, Sea Point and Green Point in a deep and rich shade of orange / red. This was a poignant close of the programme for the day and served as a powerful reminder to the group that they were incredibly fortunate to have had the opportunity to attend a seminar in a city with one of the most beautiful backdrops in the world.



Day 4: Friday 14th March 2008
Session: Morning
Activities: Understandings of Volunteerism
Talk / presentation: Mr David Stephens (SA Red Cross)

Friday morning began with an exercise on volunteerism, the different meanings of the word and specific understandings of the concept taking into consideration specific individual cultural contexts. A brief outline of the method is given below.

- **Where do you stand?** – an exercise where specific statements regarding volunteerism are read out and participants – while considering volunteerism in their own country – have to either agree or disagree with these statements by standing next to Yes or No signs.
- **Intended outcome** – the positioning of each of the participants once a statement has been read highlights that views and realities of volunteerism are very different according to certain countries, situations, circumstances and people.

Following this, an exercise was conducted with the participants called 'Take a step forward'. This exercise highlights that when working in a multicultural surrounding and situation it is important to be aware of certain individual privileges and the effect they have on opportunities and positioning within any given society. In addition, specific circumstances regarding these privileges need to be considered and understood within the necessary context.

- **Recognise your privileges / take a step forward:** exercise where everyone is given a certain identity – teacher, refugee, illegal immigrant etc. Certain scenarios are given and each participant can take a step forward if his/her identity has certain privileges relating to the scenarios.
- **Intended outcome:** the final positioning of the participants highlights the various privileges or lack of them that certain people have as a result of money, influence and power, and generally irrespective of the countries they live in.

After a well deserved coffee break with some delicious snacks and treats, the group was introduced to Mr David Stephens of the South African Red Cross who gave a presentation on "Marginalized youth in South Africa – the value of volunteerism for local development". Mr Stephens discussed the importance of organisations like the Red Cross and ICYE looking towards local volunteers to combat the marginalizing of youths in certain countries and individual communities. In this way he argued, youths can see the opportunities that others similar to them have been given through volunteering, and a possible way out of the often drug and violence filled vicious self-perpetuating circles that marginalized youths regularly find themselves in.

The participants found the talk by Mr Stephens very interesting indeed and useful in highlighting and conceptualising some of the issues and challenges that face South African society as a whole and in terms of volunteerism.



Day 4: Friday 14th March 2008
Session: Afternoon
Activities: Departure for Robben Island / District Six Museum / Free Time.
 Working Groups: “Reaching out to disadvantaged youths in EU and Africa.”

The plan for this afternoon was a trip to Robben Island, the small Island just off the coast of Cape Town famous for the imprisonment of many protestors and political dissidents during the apartheid era – most notably the former South African President Nelson Mandela. However, Mother Nature was not on our side and due to strong winds, all boats and tours to the Island had been cancelled for the day.

Although a bit disappointing, there was little need to worry for a bit of quick thinking from our organiser and saviour Chantel Daniels took the participants to the District Six Museum – a museum giving oral history’s and information of the forced removal of the inner city ‘coloured’ and ‘African’ population of Cape Town to the Cape Flats. It was a very interesting and sometimes emotional excursion that gave the participants further detailed information of Cape Town’s turbulent and unique past and served to place some of the countries issues within a broader political and social framework.

Following the arrival back at the hotel and with the morning’s talk and afternoon’s excursion still fresh in their minds and thoughts, the participants were divided into four groups and given the task to discuss and develop strategies on “Reaching out to disadvantaged youths in EU and Africa”, considering EVS priorities and programme opportunities. The results from each working group are summarised below.

Group 1

How do we define disadvantaged youth in Europe and Africa?

- Lack of formal education
- Low financial resources
- Mental / physical / health challenges
- Unemployed
- Age (example of youth discrimination)
- Gender

- Lack of access to resources
- Personally identify as being part of a socially isolated group. (Sexuality, religion, ethnicity, legal status, disability)

Specific Selection:

- Use other forms of communication and advertisements – more accessible for more people
- Actively look for ‘disadvantaged’ youths (use returnees, visit organisations, presentations, share knowledge and experience)
- Consider / reassess expectations on all levels (volunteer, host, sending)
- Choose ‘appropriate’ projects
- Use contacts / host organizations for potential volunteers
- Use organizations / people that already exist for help / advice in recruiting

Preparation:

- Raising awareness on all levels
- Complimentary host / sending preparation – organisation in own country
- Previous voluntary experience back home
- More time between selection and departure

Support:

- Extended orientation / preparation
- Shared knowledge of volunteer / hosts needs and expectations
- Raise awareness
- Use / apply for available funds
- Increase need for support
- Use of local resources

Group 2

How do we define disadvantaged youth in Europe and Africa?

Europe:

- School drop outs / leavers
- Minorities (e.g. Gypsies)
- Disabilities
- Geographical Isolation
- Youth at risk (social)
- Child headed house hold
- Children / youth (street)

- Unemployed
- Immigrants (young)

Africa:

- Disabilities
- Minorities
- Geographical isolation
- Youth at risk (social)
- Child headed house hold
- Children / youth (street)
- Formal young conscripts (example of Mozambique)
- Refugees

Specific Selection:

- General procedure of previous volunteering in one's own country / organization for a time
- Matching

Preparation:

- Gradual program
- Meet volunteer from host country in pre-departure
- More intensive on logistical and cultural aspects

Support (host support):

- Reinforced mentorship nearby / peer / team
- More sensitisations of hosting project (different support)
- "Financial training" and other volunteers
- Balance support vs Independence
- Clarity about amount of support
- Adaptation process can be slower
- Keep in continuous contact with sending organisation

Group 3

How do we define disadvantaged youth in Europe and Africa?

Europe:

- 2nd generation Immigrants
- Early school leavers
- Unemployed youth
- Youth from disadvantaged families
- Ethnic minorities
- Refugees

Europe & Africa

- Physical disabilities

Africa

- Young woman
- Mothers
- Orphans
- Young people – rural areas

Reach-out capacity:

- To liase with EVS host organizations / NGO's that work with disadvantaged youth
- Involving young people of disadvantaged backgrounds with few opportunities (e.g. camps, seminars, local opportunities)

Support:

- Intense orientation on arrival
- On-going close communication and cooperation
- All actors involved
- Keep record / score card of progress / monitoring
- Orientation material in cooperation with the hosting organisations
- Reinforced psychological and emotional preparation
- National profiles should include specific elements

Group 4

How do we define disadvantaged youth in Europe and Africa?

- Geographical isolation
- Youth at risk (example of Africa)
- Economic difficulties
- Migrant youth

Reach-out capacity:

- Networks of specialized organisations (build up contacts / relations)
- Local authorities
- Churches / schools

Specific Selection:

- Leadership / suggested by key people / references
- "technical skills"
- Willingness and motivation to learn

Following a report of the working groups in plenary, the participants were invited to take part in the second of two steam groups to follow up the results and issues raised from the first steam group and discuss and evaluate the previous two days activities.

After a filling and rewarding evening meal at the hotel, everyone donned on their glad rags and attended a farewell party in one of the suites. There was fine South African and European wine, beer and snacks, great company and even better conversation. It was a fantastic night with everyone relaxed and enjoying spending time with one another. The group and the International Office presented our fantastic hosts Deline and Chantel with separate gifts to thank them for their outstanding work and effort that had led to a fruitful and very successful conference. The party continued into the small wee hours at a traditional African bar on Long Street called Mama Africa's where participants danced the night away while listening to some traditional African music.



Day 5: Saturday 15th March 2008
Session: Morning
Activities: Reflection of EVS host project visits.
 Working groups:
 “Managing groups of national and international volunteers”.

The final day began with a requested feedback session of the project visit to Heaven’s Shelter in Mitchell’s Plain. Deline van Boom gave a short history of the relationship between the visited projects and the Volunteer Centre and the work they do together. This gave the visit a much-appreciated additional context, and with some clarification on the reasons behind the visit, participants expressed their gratitude for the organisation of the excursion and the opportunity it had given them.

Following this, the participants were divided into three working groups on “managing groups of national and international volunteers / practices of host placements in Africa and Europe.” The results of the working groups are summarised below.

Group 1

Identification of Host Projects:

- Non-profit NGO’s aspect
- Willing to host
- Experience in hosting
- Structured system (professional set up in terms of logistics, support, mentorship, infrastructures and accessibility)
- Legal registration status
- Stability
- Aims and objectives of the NGO’s that need to be taken into consideration (complement ICYE / EVS aims and principles)

Preparation of the Host Project:

- Cultural information on the background of the incoming volunteer
- Provide information on cultural adaptation / cultural diversity / intercultural learning
- Regular communication in all aspects of project cycle (sending the volunteer profile before arrival, ensure initial communication between volunteer and host project)

- Information on the content of pre departure and on arrival seminars
- Practical information on ICYE support / expectations / programmes

Support of the Host Project:

- Involvement in all processes
- Develop an relationship of trust and cooperation between the host organisation and the sending organisation
- Financial support
- Training for the mentors in the host organization

Evaluation of the Host Project:

- An independent evaluation
- Evaluation camps for the host
- Individual talk with host project representative
- Meeting with all host organisations together

Group 2

Identification of Host Projects:

- NGO’s – Non Profit Organisations
- Willing to host – they identify with the sending National Committee
- Long-term host organisations with the proper preparation.
- The necessary structures within the organisation to allow the volunteer and the sending organisation to fulfil the goals of the placement
- ‘Appropriate’ motivations to host
- Safety and security of the volunteer
- Geographical locations – host families and placements
- Can they contribute to Intercultural Learning?

Preparation of the Host Project:

- Give the organisations training / orientation (before volunteer arrival)
- Raise awareness and understandings of volunteerism, Intercultural learning, culture shock, support etc.
- Mentoring for contact persons within the project.
- Invite host organisations to the orientation camps.
- Train the host project team that will work with the volunteer staff
- Ensure contact between the volunteer and project before their arrival.

Support of the Host Project:

- Visitation to the host project
- Continual training for mentors, organisation & team
- Conflict management, mediation and resolution
- Ensure productive communication at all levels (sending NC, host project and mentor)
- Providing an external mentor
- Giving monetary support in some cases

Evaluation of the Host Project:

- Evaluation form for host project, family and volunteer
- Final visit – get feedback from the project
- Have a final meeting between the project, volunteer and sending organisation or National Committee – ensuring evaluation of the whole process

Returnees: How can we support them?

- Returnee seminars & camps
- Involve them in ICYE activities eg. camps, contact persons (mentors)
- Continual contact with the returnees (if they are adjusting)
- Having a returnee network (mailing lists)

Group 3

Identification of Host Projects:

- Coordinating organisation have role in identifying host project
- Criteria / aims and objectives / mission statement
- Meaningful volunteers / tasks / rolls of the volunteers
- Experience in managing volunteers
- Residential host families / Host placements

Preparation of the Host Project:

- One visit per year (One day)
- 3 Day training for Host Organisations
- Induction preparation of community organizations
- Understanding terms between 3 parties
- End of arrival of host organizations
- Information handbook about organisations
- Handbook for organisations (example of Italy / CWY)

Matching. How is it done?

- Choice 01 / 02 / 03 – choose from these three
- Preparation of paperwork for 3 – 5 months

Support of Host Project:

- Mail and phone
- Monthly visits
- Weekly reports in some cases - depending on distance
- Mid term evaluation
- Monitoring visits used to expand relations and get new placements

Host Project Support Role:

- Volunteers have an induction – possibly involving previous volunteers
- Preparation and support of host families
- Money matters (very important)
- Meetings – could be informal / planned
- Training of staff
- Clear mentoring and supervisory structure

Problem Solving and Crisis Management:

- Good communication, co-ordination and cooperation among all 4 parties
- Co-ordination has to clarify rolls

Evaluation of Host Project:

- Assessments (How are they done?)
- Evaluation forms received by host organizations
- Evaluation forms before / during / after placement - available on-line (AVSO)
- Impact assessment
- Host evaluation forms?
- Exception (Italy / Finland / Volunteer Centre)

The morning session concluded with the presentation and discussion of the working groups in plenary.



Day 5: Saturday 15th March 2008
Session: Afternoon
Activities: Introduction to ICYE's envisaged Action 3.2 project. Working groups: Networking and future YiA Activities. Final Evaluation. Departures.

The final session of the seminar began with a short introductory presentation from Andreas Schwab on ICYE's envisaged project under Action 3.2. Sending Committees and ICYE partners were then invited to sign expressions of interest in joining this proposed project.

Following this, the participants were divided into two working groups to discuss possible networking opportunities and future YiA Activities. The results of one group are summarised below.

Networking and future YiA activities:

Possible future EVS project themes:

- Woman Organisations
- Youth and the Environment
- Disability
- Health Education
- Elderly People

Duration / Date:

3 Months EVS / 1st June 2008

- Income Generating / woman centre organisations
- Second / third generation of migrant woman
- Gender violence
- Women's health
- Woman trafficking
- Lesbian / gay woman project
- Single mothers / young mothers under 18 years old
- Woman and education

Interested Countries:

- Kenya
- Ghana
- Mozambique
- Belgium
- Italy
- Finland?
- Austria / Youth Centre
- UK Freshwinds

After a short presentation of the working groups and a discussion of the results, representatives of the ICYE International Office highlighted the fact that any ICYE organisation can now apply for bilateral and trilateral EVS project funds and encouraged participants to utilise the contacts they had made during the week's seminar and investigate the possibility of future exchanges between the EU and Africa.

Alas, the time had then come for the final evaluation of the week's seminar by the participants, organisers and trainers. In addition to the detailed final evaluation forms the participants were asked to complete, everyone was asked to participate in a final round where each person had a chance to say a few words on their reflections, feelings and views of the previous five days.

The general feeling amongst the participants was that the seminar had been very enjoyable, informative and successful. Host organisation representatives mentioned that it had been very beneficial for them to learn more about EVS and the YiA programme, and meet ICYE representatives that they may work with in the future. In similar fashion, many ICYE representatives mentioned the positive contribution the host organisations had brought to the seminar. Many of the participants specifically mentioned the Intercultural Learning Sessions and methods and looked forward to taking the ideas and experiences home and utilising them within their own organisational and volunteer setting. There was an overwhelming feeling of gratitude toward the Volunteer Centre and ICYE International Office for organising such a great seminar in such a fantastic place. Finally, each participant recognised and brought attention to the participants and members of the group, highlighting the valuable contributions from everyone, enthusiasm and a friendly group spirit which created a positive, intimate and warm working and social atmosphere and enabled everyone to have a very fulfilling week that will stay in the thoughts and memories of each person for a long time to come.

ANNEX 2 / FINAL EVALUATION QUESTIONNAIRE CAPE TOWN, SOUTH AFRICA, 11-15 MARCH 2008

1. Please identify the 5 most important learning points for you at this training?

- Some new and better training / activity methods
- Intercultural learning
- Talking and reflecting upon prejudices
- ID Marginalised youth
- Reminders – volunteerism in international context
- Getting familiar and understanding of EVS norms, processes
- Opportunity to involve the under privileged in the programme
- Good interaction
- Solving conflicts within hosting organisations, host projects and volunteers
- Sharing experiences with volunteers within the different cultural surroundings
- Managing international volunteers
- Established contacts with African organisations
- Information about the work of African organisation
- Motivated trainers, important and interesting topics
- Criteria of selection volunteers
- Personal identity
- Relationship with NGO, Government, Community
- Evaluation and support volunteer in host project
- Two different sides of South Africa
- Possibility to meet face to face sending, hosting and coordinating projects

2. Has the training dealt with some of your difficulties or weaknesses in conducting trainings or intercultural learning sessions? How?

- Yes, stereotyping
- Used methods were giving some new perspectives that will/may help in the future and can be used back home
- Awareness of different cultures, habits, values, multicultural work and its challenges
- Difficulties with the language but helped by Italian participants
- Being useful in work with volunteers
- Differences between Africa and Europe
- Has improved my knowledge is some topics, issues
- Good training methods shared, new ideas to take away to add to training schedules
- Facilitating examples were useful as good practices

3. Please rate the following: (1= excellent, 2= very good, 3= good, 4= average, 5= bad, 6= very bad)

Relevance of training content and input

| | | | | | |
|-----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1,8 | | | | | |

1,3,2,1,2,1,3,2,2,2,1,1,2,2,2,2,3 □ 34

Methods and facilitation of intercultural learning session I

| | | | | | |
|-----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1,8 | | | | | |

1,3,1,2,1,1,2,1,2,0,2,1,2,2,2,3,3,2 □ 31

Methods and facilitation of intercultural learning session II

| | | | | | |
|-----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1,8 | | | | | |

1,2,2,2,1,2,0,1,0,0,2,1,2,2,2,3,3,3 □ 29

Methods and facilitation of intercultural learning session III

| | | | | | |
|---|------|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | 2,03 | | | | |

1,3,2,3,1,2,0,2,0,0,31/2,1,1,2,2,2,3,3 □ 30,5

Talk by Dr. Kumi Naidoo (CIVICUS)

| | | | | | |
|-----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1,6 | | | | | |

1,3,1,1,2,1,2,1,1,3,2,2,1,1,3,2,1,2 □ 29

Talk by Dr. Samuel Kareithi (Cornerstone College)

| | | | | | |
|-----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1,7 | | | | | |

1,3,1,1,2,2,0,2,0,1,3,2,1,2,2,2,1,2 □ 28

Talk by Mr. David Stephens (SA Red Cross)

| | | | | | |
|-----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1,5 | | | | | |

1,2,2,1,1,1,0,2,1,1,1,1,1,2,3,3,1,3 □ 27

Session on Volunteerism

| | | | | | |
|---|-----|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | 2,2 | | | | |

3,2,2,2,1,2,2,3,2,2,3,1,1,0,3,4,2,3 □ 38

Session (working groups) on the stages of EVS project implementation

| | | | | | |
|---|-----|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | 2,5 | | | | |

2,2,2,3,2,5,3,4,0,2,3,2,2,0,2,3,2,2 □ 41

Session (working groups) on developing strategies for “Reaching out to disadvantaged youth in Africa and Europe”

| | | | | | |
|---|-----|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | 2,1 | | | | |

2,3,3,1,1,2,0,3,1,2,2,1,3,3,2,3,2,2 □ 36

Session (working groups) on managing groups of national and international volunteers/practices of host placements in Africa and Europe

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | 2 | | | | |

3,3,2,2,1,0,0,3,0,2,3,1,2,2,2,4,3,3 □ 30

Session (working groups) on “Returnee Volunteers: How can we all benefit?”

| | | | | | |
|---|---|-----|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | | 3,6 | | | |

3,4,4,4,0,6,0,3,0,0,0,1,0,0,0,4,5,2 □ 36

Session (working groups) on Networking and Future YIA Activities

| | | | | | |
|---|-----|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | 2,7 | | | | |

3,2,3,0,1,4,0,2,0,0,2,1,3,0,3,4,5,3 □ 36

Food

| | | | | | |
|---|-----|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | 2,2 | | | | |

1,3,1,3,1,3,0,1,1,1,2,4,3,2,3,4,3,3 □ 39

Accommodation

| | | | | | |
|-----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1,3 | | | | | |

1,1,1,2,1,1,0,1,0,1,3,1,1,1,2,3,1,1 □ 22

Free Time

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|-----|---|---|---|---|
| | 2,7 | | | | |

6,3,1,3,1,3,0,3,0,5,2,3,1,3,5,5,2, □ 46

Group dynamics

| 1 | 2 | 3 | 4 | 5 | 6 |
|-----|---|---|---|---|---|
| 1,7 | | | | | |

2,2,1,2,1,2,0,1,1,1,1,2,1,2,2,2,3,3 □ 29

Trainers

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|-----|---|---|---|---|
| | 2,2 | | | | |

2,3,3,3,2,2,0,2,1,2,3,1,1,2,2,3,4,2, □ 38

4. Please make suggestions for improvement of future Training Courses?

- Free time: (*allocate realistically / more organized free time / in one block in the afternoon, not in between*)
- Use a case studies from various countries to support work group
- Daily temperature check + evolution
- More time:
 - *Future training courses should be extended for more interaction between participants / trainers*
 - *More time off getting to know each other non formal context local volunteers*
 - *Would be good to have a bit more time for discussions and also a bit more time to spare experiences*
 - *No time enough for some topics/tasks, and therefore the outcome was not always the best possible*
 - *More space to share the different reality of hosting projects*
 - *More time for presentation of working groups in plenary*
- Punctuality:

(It was frustrating to wait people for the programme / Pushing on punctuality / Making sure everybody sticks to the rules agreed on)

 - Before the end of a working session, it should be asked if somebody was not satisfied or to add something that was important
 - More care about the programme
 - Not only steam groups but also evaluation in the whole group to share opinions
 - Accommodation (*Lower class accommodation would have been enough*)

5. Is there anything else you would like to add?

- Information on site visit (task etc) to be made available prior to visit
 - We had many free time activities which was excellent ! However the programme was quite tight due to the important, relevant and interesting topics.
 - Group was dynamic and able to work together without having anyone out. Trainers excellent also out of programme. Hosts friendly and caring
 - Fruitful experience
 - Many challenges but all positive
 - Course give energy to be back and improve things + remind why I am doing what I am doing
- Many thanks!

Annex 3/ LIST OF METHODS USED

The Talking Wheel

Aims:

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

Additionally, other aims of this exercise include:

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

Resources:

- List of questions to talk about.

Step by Step:

1. Introduce the exercise to the participants as one about finding out about each other and different values.
2. Ask the participants to form two circles, an inner circle and an outer circle. It could either be two mixed circles or participants from Europe in one circle and participants from Asia / Africa / Latin America in the other.
3. Explain to the participants that they will receive questions or statements on which they have to talk to their partner for one minute. When the one-minute is over, the other partner will start to talk on the same subject for one minute. One circle talks at the same time. If the inner circle starts talking first, then with the next question, it will be the outer circle that will begin. After every question, the outer circle will move one step to the right, thereby changing partners. The game comes to an end when all 10 questions have been answered or when the first two partners stand before each other again, i.e. the round is complete.
4. The participants should be told that they are not speak, question, interrupt when their partner is talking. They will have their turn immediately after. The participants should also be told that they can decide not to answer a particular question.

Questions:

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

11. Describe a situation in which you witnessed discrimination. How did you react?
12. Should children learn in their home language? How many languages should children learn?
13. Name one achievement that you are proud of?
14. Name two things that you do for fun?
15. Most of us in this room are “temporarily able-bodied”. How does this statement make you feel? What do you feel about the use of labels like ‘spastic’, ‘handicapped’ and ‘retarded’?
16. It’s your son’s 5th birthday. I come to the party and give him a female doll dressed up in a frilly dress as a present. What is your reaction?
17. Imagine that your 24-year-old daughter is having a serious relationship with someone from a poor or relatively uneducated background. What is your reaction?
18. What qualities do you bring to a multicultural classroom that facilitates learning?
19. How many languages do you speak and how much do you understand?
20. Men should also get maternity/parental leave.
21. A man who dresses as a woman because he feels like a woman should be accepted in a woman’s group.
22. Whether a migrant receives a resident permit should depend on his/her language competency.
23. Describe a lovely experience you had last week.

Reflection and Evaluation:

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

Debriefing questions:

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

Identity Molecules

Aims:

Personal identity is created from several interacting identities, forces and social factors. These are fluid and what people identify themselves with can change depending on time, space and circumstances. Therefore it is important to recognize this fluidity of identity and realise that it changes on a day-to-day basis and most definitely over a longer period of time. Identity Molecules aims to also bring out the number of similarities and differences that exist within a group and also people in general (irrespective of where they come from), and allow them to understand that everyone is unique and creates their identity through their experience, feelings, situation and many more variables.

Resources:

- Molecule sheets
- A4 coloured paper, cut into 3

Step by Step:

1.

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

2.

- Divide into pairs
- Discuss your two molecules with your partner on the basis of two questions:
 - 1) How is it to my advantage to be a member of these two groups?
 - 2) What makes it easier or difficult to be part of these groups?
- Meanwhile, trainer collects the coloured sheet with participants' molecules and sticks them on the wall.

3.

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

Reflection and Evaluation:

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

Debriefing questions:

1. How was it?
2. Was it easy/difficult to write/find your identity molecules?
3. Would you choose the same molecules tomorrow or in a month?
4. How did the partner discussions go? Was it easy/difficult to answer the two questions? (Painful, interesting?)
5. How did you feel when you stood alone or almost alone?
6. How did it feel to be part of a bigger group?
7. Did you realise/learn something new or surprising about yourself?
8. Did anyone notice interesting group behaviour, for example when a gender category is called out, only women stand. What does that mean?

Can belonging to certain groups be problematic or painful? Which ones? Why?

Lemons

Aims:

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

In considering this, Lemons also aims to:

- Sensitising for heterogeneity within (supposedly homogeneous) groups
- To achieve critical positioning as regards culturalisation of groups
- To value individual special features
- Allow the participants to learn more about the power politics that is inherent to stereotyping.

This can be used as an icebreaker that introduces the idea of individual differences. It can be used at the start of a session around stereotyping, differences and equality of opportunities.

Resources:

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

Step by Step:

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

Reflection and Evaluation:

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

Debriefing questions:

1. Are all lemons the same colour? Are they all the same shape?
2. Why are the descriptions so different when each time they are only about a collection of lemons?
3. Did you notice anything through this exercise? Did something surprise you?
4. What theme becomes apparent here?
5. What does this/the lemons have to do with you daily or work life?
6. Did you ever have a first impression of a person or group of people and after getting to know the person/group better you felt the person is a fake or less than you had expected?
7. Or have you ever had the impression that you misjudged someone? Reflect this into the stereotypes that exist between people of different cultures, races and genders.

NB. Your evaluation of this process and the issues that emerge will help you develop further sessions around differences and equality of opportunities.

The Iceberg Model of Cultural Diversity

Aims:

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

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

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

Resources:

- Flip chart paper and pens to draw iceberg model

Step by Step:

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

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

Reflection and Evaluation:

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

Starting Over

Aims:

We all have images of people in our heads, which we use daily to classify / arrange people – as if arranging socks in a drawer. These are based on our own experiences, but more so on supposed societal “knowledge” about “others” liberally distributed through various means (media – newspaper, television, radio – school books, family, science... etc.). It is impossible to deconstruct / remove all images and prejudices but it is important to be aware of ones own images, prejudices, and presumptions and to understand how they operate in our day-to-day lives and quick decision-making.

Therefore, the aims of this exercise include:

- Increase awareness for personal images and prejudices
- Clarify to what extent our stance/attitude/approach and prejudices influence our decisions
- To become aware of the criteria we use to assess/judge other people
- To highlight how dominant societal categorisations and rating/valuation of other people get entangled/enter in our own images

Resources:

- Pens
- ‘Starting Over’ worksheet for each participant

Preparation:

- Prepare the worksheet, ‘Starting Over’.
- Make sure that the descriptions are understandable and that a large variety of people are on it.
- Prepare a flipchart with this list of persons. There should be enough space to mark which persons from which groups are selected.

Step by Step:

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

It is your job to select 8 persons from the 20 given below who will then travel to this island.

- Firstly, you will decide alone.
 - Subsequently, in small groups each person will present and argue for his/her choice of candidates. In the end, the entire group should agree on a list of 8 people.
2. Individual work (5 to 10 mins.):
 - Each person sits alone; they go through the list and individually decide which 8 persons they would take along and mark these 8 persons on the list.
 - Explain that they have 5 mins. For the same and ask if they don't understand anything.
 3. Group work (20 – 30 mins.):
 - Divide participants into 2 groups using coloured paper/sweets etc.
 - In their groups, they should present their own individual choices and should discuss their choices of persons who they would put on the Island.
 - The group has to come to a common decision as to the 8 people who will travel to the island.
 - The group has 20 mins. To come to a decision.
 - Check after approximately 20 mins. If they have made their decision or require more time and how much time.

Reflection and Evaluation:

Reflection of this exercise should focus on discussion of the specific points, which display that people have numerous characteristics and experiences, which cannot be described in a short period of time. Concrete questions should be asked as to whether anything could be different in order to make

possible a new awareness and way of observing. Thus, it will be clear that the images in ones head are based on attributes, prejudices and other personal experiences which are generalised.

It should also be specified that prejudices alone do not present any form of discrimination but in most cases, it orients / directs our behaviour, which could lead to discrimination. Encourage participants to talk about their own day-to-day situations in which images about other groups and persons may lead to discrimination or may or may not be correct.

Debriefing questions: In plenary (30 – 40 mins)

1. How did the exercise go?
2. How do you feel?
3. Was it easy or difficult to choose individual people?
4. How did the discussion in the small group go?
5. How did you approach the issue and proceed? On what did you base your decision?

NB. It is important to sum up the criteria by each group and present it to them so as to present them with a parallel between socially dominant selection criteria and their own selection criteria. Participants often select people based on societal and/or economic uses, according to performance, generative/reproduction/gender, cultural status etc. Thus, according to the criteria through which Indian or other societies make their choices.

6. How did you reach a common decision in your group?
7. Did you reach a common decision? Which one?

Each group then presents its selection on a flipchart and a list of people cancelled out. At one glance this will clearly show that both groups left out certain people and others selected by both groups.

8. Why was X selected in both cases and not Y?
9. Which people did you agree easily? By which people did you need a long discussion in your group?
10. How did you manage to come to a decision based on the very little information you had on each person? The description I gave doesn't really let you much about the person.
11. What images do you have of these people in your head?
12. Where do these images come from? Are these individual or societal images preset in the exercise?
13. What purposes do prejudices serve? Can they be useful? When? When could they be problematic?
14. Do you see a connection to your daily life? Are there situations in your everyday life where you or others take decisions with very little information?
15. What was the purpose of this exercise?

Starting Over

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

It is your job to select 8 persons from the 20 given below who will then travel to this island.

1. A retired professor
2. A female Afghan lawyer
3. A Siemens manager with a physical disability
4. A pregnant teacher
5. An unemployed engineer
6. An Iraq war veteran
7. A healer, who is a homosexual
8. A female taxi driver who studied sociology
9. A politician
10. A former porn star
11. A Quran teacher
12. A cleaning lady
13. An atom scientist, a member of a conservative party
14. A young tailor
15. A chinese street vendor
16. A divorced psychotherapist
17. A 40-year old volunteer
18. A blind female refugee
19. A female student, HIV positive
20. An Afro-German musician

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

“How tall is Alfred?”

Aims:

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

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

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

Resources:

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

Step by Step:

1. Six players (P1, P2, P3, P4, P5, P6) sit in a circle with their backs to each other. They must not talk with each other.
2. Each player is given 2 sentences with information regarding how tall Alfred is.
3. Players can only communicate by sending messages to each other. As many messages can be sent as the players wish.
4. The rules of sending messages:

Format: P1 (sender of message) → P4 (addressee of message)
The text of the message

The message, like a telegram, is addressed to one person only.
Another message cannot be sent on the same piece of paper.

To forward it, the message has to be written again according to the rules above.

5. The messages (telegrams) are taken from the writer of the message to the addressee by the messenger(s). The messenger must not talk either. His task is to register the messages.
6. The exercise is over after 30 minutes, or when everybody has made his or her suggestions about how tall Alfred is? The tender is won if everybody has answered the question and all six people have the right answer.

“How tall is Alfred?” Information:

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

Besim is 6 cm taller than Igor
Igor is 16 cm shorter than Sonia
Sonia is 5 cm taller than Frank
Frank is 1.77cm tall

Reflection and Evaluation:

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

Questions for debriefing:

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

Take a Step Forward

Aims:

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

Additional aims of this exercise are:

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

Resources:

- Role cards
- Scenario questions

Step by Step:

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

Role Cards:

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

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

Questions during the exercise:

Can you / would you:

1. take a vacation in your home country?

2. receive fair treatment from the police during their investigation of a robbery?
3. receive a bank loan to renovate your rented apartment?
4. plan a family?
5. visit a dentist for treatment?
6. feel safe in the streets after dark?
7. expect to receive sympathy and support from your family? Jahre im Voraus planen?
8. get a life insurance?
9. become a member of the tennis club in your locality?
10. vote in the local elections?
11. approach/request your landlord for help if your neighbour is creating a racket every night?
12. register your children in a school?
13. travel freely in the EU-Countries?
14. move freely through the streets without some making passes at you or without being harassed?
15. invite friends over for dinner at home?

Reflection and Evaluation:

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

Debriefing questions:

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