

# **Youth Action for Civil Society – Promoting Young Women's Active Citizenship Euro- Latin America Training Seminar**

QUITO, 12 – 17 July 2009



Education and Culture DG

**'Youth in Action' Programme**



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

# Contents

<b><u>INTRODUCTION</u></b>	<b><u>3</u></b>
<b><u>PROGRAMME OVERVIEW</u></b>	<b><u>4</u></b>
<b><u>DAILY REPORTS BY PARTICIPANTS</u></b>	<b><u>7</u></b>
<b>ANNEX 1 / PARTICIPANTS LIST</b>	<b>28</b>
<b>ANNEX 2 / FINAL EVALUATION QUESTIONNAIRE</b>	<b>29</b>

# Introduction

The main aim of the project “Youth Action for Civil Society” coordinated by the ICYE International Office in 2009 was to enhance the exchange of experience and good practice in the field of youth volunteering and sustainable partnership building between youth organisations in Europe, Africa, Asia and Latin America.

It consisted of distinct objectives and strategies to enhance: the training and transfer of know-how around long-term EVS projects between ICYE members and partners in Europe and Africa; on-the-job training and exchange of good practice between Europe, Asia and the Pacific; and training cum planning for partnership development and volunteer exchanges between youth mobility and women organisations in Europe, Latin America and the Caribbean.

The present document is an activity report on the last part of this project, the Training and Partnership Building Seminar in Quito, Ecuador. This seminar brought together youth workers and representatives of youth volunteering and women organizations in Europe, Latin American and the Caribbean to share their experience and practice, to undergo training as well as to jointly plan and develop voluntary service activities under the EVS programme aiming at promoting young women’s active citizenship.

The programme included interactive methods, inputs from experts, discussion groups, a project visit and workshops. Through the various methods used, the participants were able to share experience and explore many different aspects of the work in women centered projects particularly in Latin American countries and to define priorities and set concrete targets for future EVS projects around the theme.

We would like to thank Gina Cicerone and the staff at Fundación Vase for their extraordinary efforts and hard work which resulted in a very well organised, successful and memorable seminar. Special thanks also goes to Rubaica Jaliwala, expert trainer and Mrs Barbara Grünenfelder Elliker, keynote speaker, whose

informative inputs and talks added a very interesting and necessary context for our work.

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

	Sunday, July 12, 2009
A.M.	
P.M.	Arrival of participants Informal get-together
19:00	Dinner for participants who have already arrived
	Monday, July 13, 2009
9:00	<ul style="list-style-type: none"><li>- <b>Official opening and welcome</b></li><li>- Presentation of participants and organizations</li><li>- Participants' Expectations</li><li>- Presentation of program</li></ul>
10:30	Coffee Break <ul style="list-style-type: none"><li>- Presentation on: <b>The EU Youth in Action Programme – objectives, priorities and important features</b></li><li>- ICYE's experience with the YOUTH / YOUTH IN ACTION Programme, specifically with the project "Promoting Young Women's Active Citizenship "</li><li>- Presentation by ICYE member and partner organizations representatives from EU and LA countries (aims, activities as well as experience in working with EVS)</li></ul>
13:00	Lunch Break
15:00	<b>Gender concepts and Intercultural Learning</b> (Rubaica Jaliwala) -Identity & Perceptions Coffee Break  -Norms and Me  Reflection Groups  Dinner at Hotel Welcome Party / Intercultural Evening
16:30	
17:00	
18:30	
19:00	
20:30	
	Tuesday, July 14, 2009
9:00	<b>Gender concepts and Intercultural Learning</b> (Rubaica Jaliwala) <ul style="list-style-type: none"><li>- "Front Page" – gender issues in my country</li></ul> Coffee Break
11:00	<ul style="list-style-type: none"><li>- Questioning gender concept – theoretical input and debriefing</li></ul>
11:30	
12:00	Presentation by Latin American organizations working in the field of women empowerment / active citizenship
13:00	Lunch Break
15:00	Key Note Speech on: <b>"Gender and development: complementarity or contradiction?"</b> <b>(Barbara Grünenfelder-Elliker, Ph.D, Quito, Ecuador)</b>

16:30	<i>Coffee Break</i>
17:00	<b>Promoting women's active participation by enhancing international volunteering for and by women – Discussion groups:</b> <ul style="list-style-type: none"> <li>- How to reach out to women with fewer opportunities in the recruitment and selection process for EVS participation?</li> <li>- Preparation and support differences for young women with fewer opportunities</li> <li>- Impact of volunteering in women centered projects (on host organizations and volunteers)</li> </ul>
18:30	
19:00	
	<i>Reflection Groups</i> <i>Dinner</i>
<b>Wednesday July 15, 2009</b>	
9:00	<i>Bus ride to first host organization</i>
10:00	<b>Project visits to two EVS host organizations in Quito</b> <ul style="list-style-type: none"> <li>- presentations of visitors and hosts</li> <li>- discussion on situation of young women in Ecuador and the role of international volunteers in promoting active citizenship of young women</li> </ul>
13:30	
	<i>Lunch</i>
14:30	Excursion Quito (Centro Historico, Handicrafts Market)
18:00	<i>Return to Hotel</i>
19:30	Evaluation of Project visits / Mid-term Evaluation
20:00	Dinner

Thursday, July 16, 2009	
9:00	<b>Managing EVS projects – The EVS program cycle / Part I</b> 4 Working groups on: <ul style="list-style-type: none"> <li>- Recruitment and Selection</li> <li>- Preparation</li> <li>- In-service support, monitoring, evaluation and follow-up</li> <li>- Risk prevention and crisis management</li> </ul>
10:30	<i>Coffee break</i>
11:00	Working groups continued
12:00	Presentation of working group results in plenary
13:00	<i>Lunch</i>
15:00	<b>Managing EVS projects – The EVS program cycle / Part II</b> Fostering intercultural learning in EVS / ICYE training activities with long-term volunteers/plenary introduction
15:30	4 Working groups on contents and methodology of pre-departure, on-arrival, mid-term and final evaluation meeting
17:00	<i>Coffee Break</i>
17:30	Presentation of working groups in plenary
18:30	Reflection groups
19:00	Dinner
Friday, July 17, 2009	
9:00	<b>World Café / Working groups to work on:</b> <ul style="list-style-type: none"> <li>- Strategies to enhance cooperation between the participating volunteering and women organizations in EVS and other long-term voluntary service programs</li> <li>- Targets and timeline for increasing theme-related EVS exchanges between EU and Latin American participating organizations</li> <li>- Strategies for increasing visibility and measuring the impact of theme-related EVS programmes</li> </ul>
11:00	<i>Coffee Break</i>
11:30	Working groups continued
12:30	Presentation of working group results in plenary
13:00	<i>Lunch Break</i>
14:30	Two working groups on: <b>Networking and future YIA activities:</b> EVS and Action 3.2 (training and networking) co-operation between partners in EU and Latin American countries.
15:30	Report to Plenary / Discussion and planning of follow-up activities (30 mins.)
16: 15	Wrap-up
16:45	<b>Final evaluation</b>
19:00	<i>Farewell Dinner and Fiesta</i>

## Daily Reports by Participants

**Day 1:** Monday, July 13<sup>th</sup>, 2009  
**Session:** Morning and afternoon  
**Activities:** Official opening and welcome  
Expectations and introduct.

**Welcome:** The seminar was opened with a warm welcome by Gina Cicerone from VASE Ecuador and also by Andreas Schwab on behalf of the ICYE International Office. The speakers mentioned that: "the City of Quito is also widely known as "the light of the Americas" due to having been one of the first cities that had been liberated from the Spanish Conquerors in 1809 and continued as follows: "We hope that his light will now shine on all of us, as we are gathering here 200 years later to:

- Learn from each other's experiences
- Share our opinions and concerns regarding the theme
- Develop ideas and strategies for EU – LATIN America Voluntary Service programmes which are meaningful in bringing an added value to women centered projects
- To strengthen the partnership and improve the communication between our organisations particularly in the field of EVS cooperation
- Last but not least – to strengthen the bonds of friendship between us.

The concept of promoting young women's active citizenship by fostering the engagement of international volunteers in women centered projects is relatively new for us. The idea was born during a training course which the ICYE IO was able to organize also with the support of the EUROPEAN UNION PROGRAMME YOUTH in ACTION in 2008 in Cape Town, South Africa. When discussing areas in which volunteers could

be of benefit, women empowerment and active citizenship was chosen to be a priority by the participants. We then proposed it for the Latin American region knowing that we could count on a number of organizations specialized in running women empowerment programmes and which already were in contact with the ICYE offices in some of the countries. A first pilot project was then implemented in spring 2009, exchanging 17 volunteers between Europe, Africa, Asia and Latin American countries for three months, which gave a good insight into the opportunities and challenges of such projects. I am very glad to see one of the participants of this project also in this meeting, now working with her sending organisation VASE in Ecuador. Thus we can build on former volunteers' experiences when discussing the impact of such projects on volunteers and hosting communities."

After this introduction all participants presented themselves.

### **Introduction activity and Ice breaker.**

Participants wrote down in groups of 3 on paper strips their answers to the following questions:

What do I bring to this seminar? What do I expect from this seminar? What don't I want to see happening in this seminar?

The team then grouped the different expectations according to the different programme parts and highlighted that:

-participants were expecting to get to know each other and the work of the present organisations particularly of the women organisations

- hoped for a constructive and result oriented process which would lead to concrete projects to be implemented in the follow-up phase related to the theme

- another frequently mentioned expectation was to get to know the European Voluntary Service programme's aims and guidelines as well as



- Getting to know Quito and the Ecuatorian culture

After a coffee break, Andreas Schwab of the ICYE International Office presented the aims and objectives of the project "Youth Action for Civil Society" and introduced participants to the European Union's "Youth in Action" programme, focusing particularly on the aims and objectives of Action 2 - the European Voluntary Service programme. He mentioned that ICYE had worked with this programme since it was started in 1996 and gave an overview on the EVS projects coordinated by the ICYE International Office since the new programme phase started in 2007.

After this, the representatives of ICYE Committees from EU and Latin American Countries presented their organisations.



**Day 1:** Monday, July 13<sup>th</sup>, 2009  
**Session:** afternoon  
**Activities:** Workshop on gender concepts and intercultural learning (part 1)

Rubaica Jaliwala, trainer and expert for intercultural learning then introduced the workshop on "Gender concepts and Intercultural Learning" and gave an overview on the next series of activities, which aimed at questioning common gender concepts and fostering a positive awareness of other cultures and cultural diversity.

The first activity was then carried out as follows:

**Identity Molecules:** The group had to choose 4 groups (identities) they felt they belonged to due to their own personal history and situation. The different identities such as "women", "daughter", "volunteer", "trainer", "Bolivian", "European"; "indigenous" were collected and read out loud. Participants were asked to get up when they felt they were part of or could relate to a certain group.

The following plenary discussion turned first around the advantages of being part of those groups and also what made it difficult and/or easy to belong to them. Participants expressed that it was more difficult to stand up alone, noticing that the other group members were not sharing a certain identity with them. On the other hand it felt good to be part of a bigger group.

In the next step the diversity of cultural identities in the group were noticed and the "Iceberg Model of Cultural Diversity" was introduced, proving that there are many different layers of culture, of which only a small percentage is visible -at the surface- to stay with the image of an iceberg.

Within this context the group collected characteristics which are more visible such as skin color, sex, clothing and also collected which were the other 85% which are not visible at first



sight or at the first encounter (i.e. values, sexual orientation, profession, etc)

ethnic groups from the mountainous regions to the sea.

### *Coffee-Break*

The following activity was introduced with key questions and gathered experiences of the participants around the question "What does it mean to be a woman?"

In the following discussion one of the participants had the perception that most of the participants are more or less satisfied with their situation. She was surprised about this because she thinks that even in a country like Sweden there is still a lot of work to do. Her statement caused a long discussion. The problem was that some participants understood the questions differently and answered them subjectively (related to their own position/experiences).

Others mentioned that even though women have the same rights often they are manipulated or asked to stand/step back for their own good (reality versus theory?). The participant from Costa Rica felt that at least in Costa Rica women have the same possibilities as men. The participant from Honduras agreed with that but she added that there still exist too many stereotypes about what the role of a woman in society should be and both men and women have those. If women decide to act according to these stereotypes and if they really want it, it is their own decision and should be accepted as well.

Francisco (Mexico) added that in most cases there is equality but in general women have to sacrifice more than men to reach the same.

Finally Gina (Ecuador) reminded that after the last question all the participants stood close to each other, so basically they see themselves in a similar position in the society.

After this the group split up in 3 reflection groups, which were moderated by a trainer and gave participants the opportunity to voice their opinion about the programme of the day and to make suggestions for the coming days.

After dinner the group met again for an Ecuatorian welcome party, which started with a wonderful presentation of a dance group which showed the huge cultural variety of Ecuatorian



**Day 2:** Tuesday, July 14<sup>th</sup>, 2009  
**Session:** Morning  
**Activities:** Workshop on gender concepts and intercultural learning (part 2)

After the introduction of some of the present organisations, the workshop continued as follows:

Gender concepts and intercultural learning (part 2)

**"Front Page" – Gender issues in my country.**

The group was divided into 4 sub groups with the instruction of creating a newspaper front page with headings about the most relevant gender issues in each country. Pictures or graphs could also be added.

The sub groups had one hour to carry out this task, after which they met back in plenary. At this moment all the front pages were exposed to the whole group who had time to look at all of them.



**Norms in my environment (Barometer)**

Socio-metric scale

The participants were asked to position themselves on a scale from 0 to 100% in respect to the environment in which they live.

1. How much is distinguished between men and women?
2. To what extent is heterosexuality the norm?
3. When should you marry? (at what age?)
4. How many children should you have? (number)
5. How much of the domestic work are you expected to do?
6. To what extent do others determine what you should wear?
7. To what extent do women participate in politics?
8. How much is being done for the equality of women?

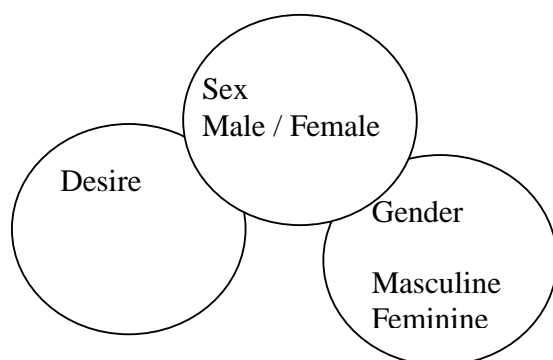
A turn of discussion was opened afterwards from which we can highlight the following remarks:

The question that caused more discussion within the group was number 6. The majority of people place themselves near 100% because they can feel the pressure of society in the way they dress.

However, fashion is not a big issue in Uruguay, which is a difference with other Latin American countries. For example, in Mexico and Dominican Republic, what you wear is imposed by the circumstances while in Honduras nowadays more groups have appeared with different preferences towards fashion. In the case of Bolivia with President Morales coming to power there are better conditions for men and women and the country is going back to their traditions in clothing and other aspects as food. In Brazil appearance can lead people to associate you with a certain class. In Colombia it is difficult to make a general statement as there are different ethnic groups and realities which influence the way they dress.

In European countries social pressure can also be felt although in different ways. In the opinion of the Austrian participant the expectations from men to women and vice versa become the same. In Iceland the way of dressing is according to age and it is somehow fixed until you reach secondary education.

### **“Questioning Gender Concept – Theoretical Input and Debriefing”**



then turned around the question: if there are certain patterns and categories - where do other people who do not consider themselves pertaining to any of these belong to?

The objective of this input was to question the assumptions that we already have about gender in order to develop other points of view. It was defined that sex is a biological dimension and gender is constructive in society. But one of the questions in the group is if women or men are born or created. Concluding that we are educated with stigmas about these two terms, leaving out of the pattern anyone who doesn't follow these norms and is not how things should be.

Rubaika explained that Judith Butler had discovered that an error from the early days of feminist movements was that women thought that they had to fight for universal women rights without taking in consideration the circumstances in which women live in different cultures/countries and ignoring the fact that this influences their priorities and strategies.

Another aspect discussed was how women say that they are different from men but at the same time asking for equality. So, Judith Butler thinks that if society is always changing why sexuality can't also change.

This input was followed by a plenary discussion during which from a general European point of view participants agreed that the cause of the struggle is the access to equal rights in society rather than the equality in gender, which would mean to disregard differences between different gender identities.

The participant from Sweden considers categories are necessary, only by naming the different categories their underlying concepts can be questioned and discussed. The discussion

**Key note speech by Barbara Grünenfelder-Elliker on "Gender and development: complementarity or contradiction?" / (Report submitted by speaker)**



1. The concepts of Gender and Development were introduced in a historical perspective and participants had the opportunity to reflect on how rural "subjects" were seen as self-contained isolates, represented to the outside world by male representatives. In the 1950s - 1970s this came with an existential view of women as universally subordinated to men, rather than the latter being an effect of colonization and post-colonial male hegemony imposed on structural and labor relations for women entering the work force at the lowest salary level.
2. A critique of the concepts of "integration," "feminization of technology," and providing "appropriate technology" to women (Warren and Bourque, 1989) raised interest among participants who had been introduced to the concept of gender as a cultural construct in a dynamic session prior to mine. It was therefore an easy transition for the group to evaluate Joan Scott's paradigm (1996) that gendered differences are based on "relationships among categories" of people rather than referring to mere categorical "bins" for individual classification. Using gender as a processual concept rather than a categorical one led to an active

discussion of historical processes of change, from Inka gendered divisions of power among the imperial élite to political male dominance under the Spanish/European colonial domination (Grünenfelder-Elliker 2009).

3. The fact emerged that a mere "inclusion" of women in the development process is not enough, when such a strategy does not take into account gender equity at the salarial and managerial level - as often happens with off shore production site, "maquilas," etc. A practical example from the project list of a European development agency in Ecuador demonstrated how "gender" was interpreted to mean "women" in the 1990s, with the end result of a triple work day for rural women whose husbands were the ones lacking work, due to soil degradation and lack of irrigation for their small holdings. In the face of massive male emigration to the United States (and later to Europe), the development agency introduced intensification of FEMALE craft production, rather than income generating activities of men in search of work. The argument was that "gender had to be incorporated into programming," and that therefore "we had to do something with women" (Grünenfelder-Elliker, 1998).
4. This example from development practice was followed by a reflection on the universal phenomenon of the so-called "sexual division of labor," where attention needs to be paid to the corresponding value system: A division of labor along gender lines DOES NOT imply inequality as long as equal value is attributed to the gendered tasks and functions. This led to a discussion of household patterns and family and marriage forms and the concept that monogamy, for one, does not guarantee gender equity when combined with patriarchal structures, and that polygamy not necessarily leads to the subordination of women, when post-marital residence patterns are matrilineal.
5. The afternoon closed with a "collage" of cross cultural gender roles, in particular



those who transcend the binary notions of masculine vs. feminine polar oppositions to include the acceptance, especially on part of Native Americans, of women and men who reject the roles performed by the majority to take up specialized economic or ritual tasks which are either of the "other" sex or exclusive to a particular (third or fourth) gender, and which often carry great prestige as well as social and political weight.

6. As a consequence, the crucial crossroads between gender, ethnicity, and social class was linked in historical analysis with processes of European expansion, conquest, colonization and the post-colonial process of globalizing relations of production, commerce, and financial systems, and the ensuing hegemony of occidental binary codes of gendered behavior and subordination.

## Bibliography

### Grünenfelder-Elliker, Barbara

1998 *To sew or to sow? European gender images and development in rural Ecuador*. Ann Arbor, Mich: UMI Dissertation Services.

2008 "Women in the Inka Empire - Gender and Ethnohistory." Defense Contract Management Agency Series for Professional development, Atlanta GA: March 2008.

### Scott, Joan Wallach

1996 "Gender: A Useful Category of historical Analysis," in Joan Scott, ed. *Feminism and History*. Oxford, UK: University of Oxford Press: 152-180.

### Warren, Kay B. y Susan C. Bourque

1991 "Women, Technology, and International Development Ideologies: Analyzing Feminist Voices," in Micaela di Leonardo, ed. *Gender at the Crossroads of Knowledge: Feminist Anthropology in the Postmodern Era*. Berkeley: University of California Press: 278-311

## Comments in plenary / report by participants

Following the very interesting expert input, the Mexican participant asked about the roles women had during the time of the "conquista" by the Spanish Emperors. Even though it was a woman, Malintzin, who made it possible for the Spaniards to win the struggle against the Aztecs she did not get an important role in Spanish society and history. Whereas women in some indigenous societies were considered superior to men or at least held higher political positions.

It was clarified that many conquerors used to marry local princesses with the intention to eradicate the political power amongst women. They normally assumed their supremacy by divine mandate and did not identify women's power because of their patriarchal culture. So, in their understanding women should always be subordinate to men.

To what extent do new European trends ask Inca societies to return to their old values system? Andine society has gone through a transformation and it is now difficult to go back, as it is a late awakening.

The Italian participant asked whether catholic religion was at the root of masculine supremacy in European society. In principle, this is based on the existence of private property. If one of the two sexes loses their rights, then we are close to sexism. However, there are other factors to explain masculine supremacy, such as Romanization (there was less equality between men and women in the Roman Empire than in the Gaelic, Celtic or Germanic civilisations); another factor could be industrialisation or the establishment of Estate-Nation.

The Mexican participant provided an example to illustrate the previous comment. The present economic crisis has created a situation in Mexico where now it is common to see men staying at home and taking care of children, while women go to work.

**Discussion groups on: "Promoting women's active participation by enhancing international volunteering for and by women"**

The group then was divided into 4 groups which had the task to discuss the following questions:

- A. What are the priorities for women empowerment?
- B. How does international volunteering assist in achieving these priorities?
- C. What are the opportunities and the challenges in integrating international volunteers in women-centred projects?

After the group work all participants gathered in plenary and the results of the three working groups were presented as follows:

**Group 1**

- A) Priorities for women empowerment
  - 1. To promote the ability to have a self-critical insight as man or woman within a patriarchal society.
  - 2. To raise awareness that gender issues do not only involve women, but society as a whole.
  - 3. To find useful tools to make the last two points true.
  - 4. To make a strong demand that rights become a fact.
- B How does international volunteering assist in achieving these priorities?
  - Bringing in a different perspective and points of view (i.e. European in Latin America and vice versa)
  - Availability to work in pro of organisational goals
- C. Opportunities and challenges in integrating international volunteers in women organisations:
  - Learning from each other
  - Not to impose any vision or option as the best, the most advanced or most adequate.

**Group 2**

- A. Priorities for women empowerment
  - 1. Education
  - 2. Self-esteem
  - 3. To acknowledge women's potential
  - 4. Economic independence (employment – micro enterprises)
  - 5. Design and implementation of public policies

**Group 3**

- A. Priorities for women empowerment
  - 1. Information
  - 2. Education
  - 3. Empowerment of society
  - 4. Awareness of their opportunities
  - 5. Awareness of their values
  - 6. Political empowerment
  - 7. financial mechanisms
- B How does international volunteering assist in achieving these priorities?
  - Through visibility we inform, educate and empower society
- C. Opportunities:
  - Leave frustration behind in order to create progress
  - EU Funding available for covering expenses of European volunteers as well as for sending Latin American volunteers to European countries

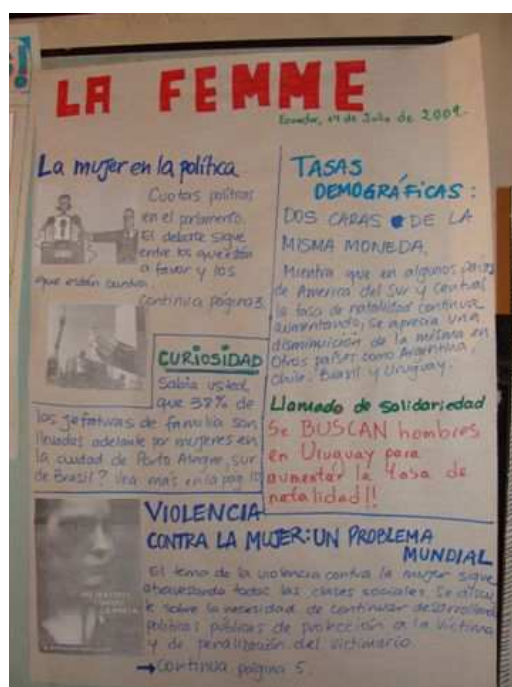
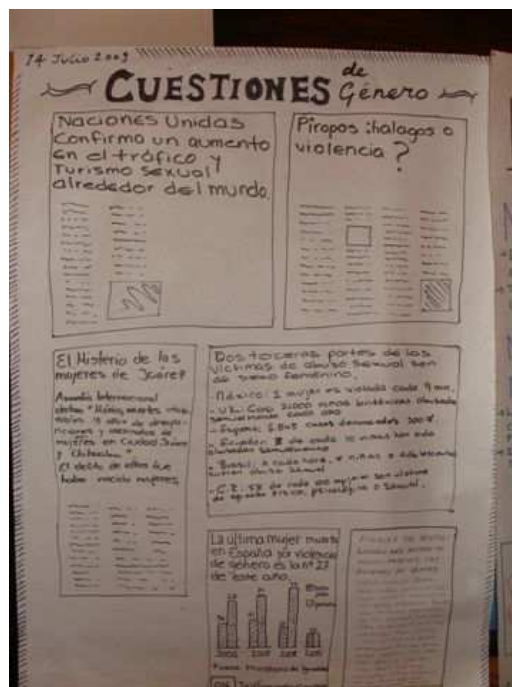
**Group 4**

- A Priorities for women empowerment
  - 1. To cover needs
  - 2. Integral education and self-esteem
  - 3. Self-sufficiency
  - 4. Civic participation
  - 5. Social Security
- B. How does international volunteering assist in achieving these priorities?
  - To share ideas and knowledge
  - To be aware of the social and cultural context
  - To prepare volunteers



### C. Opportunities and challenges in integrating international volunteers in women organisations:

- Opportunities: to learn, to experience and to grow.
- Challenges: Give continuity, be able to adapt to a given context



**Day 3:** Wednesday July 15<sup>th</sup>, 2009  
**Session:** Visit to EVS host organisation  
Fundacion Casa de Refugio  
Matilde  
**Activities:** Visit to project, presentation,  
questions and answers, reflection



### VISIT TO FUNDACIÓN CASA DE REFUGIO MATILDE

In Ecuador at the time being there are three houses in Cuenca, Guayaquil and Chillogallo which combat domestic violence and provide shelter to women.

The group visited the project Fundación Casa de Refugio Matilde which is a nongovernmental organization and a nonprofit organization created in 1990 in Chillogallo Ecuador.

The main objective of the organization is to eradicate the violence against women. They provide psychological attention, training on the subject of violence against women and provide a small financial support to families.

In the organization work: social workers, psychologists for women, one psychologist for children, a lawyer and other assistants.

They receive national and international volunteers for short time (3 months) and their main activities are related to children.

The organization has the capacity for hosting 10 women with 3-4 children, or in total about 35-40 women with their children. The women and the children receive food and lodge for free. Each one of them arrives to the organization on their own will and stay until they complete the process of empowerment. The house is open 24 hours, 365 days a year.

The organization does not advertise and the women come through the experience and recommendation of other women who have been there.

Casa Matilde applies for national and international funds year by year. They also sell used clothes and objects that are given by the community and run a catering service.

The methodology is based on the empowerment of the women. During the first month they

receive the most psychological support as possible as it is the hardest moment for them.

During the process they receive legal aid in order to insure their security. While staying in Casa Matilde the women have to do house work, clean, cook etc. every one of them can continue their jobs and outside activities as long as they are not in danger. At the end of the process the women can decide to go back to their partners or start a new independent life. Once the women are out they are contacted and invited to participate in workshops with other organizations for continuing the strengthening of empowerment so they do not go back to the circle of violence.



## REFLECTION ABOUT THE VISIT TO FUNDACIÓN CASA DE REFUGIO MATILDE

Participant's opinions:

- They could see the reality of another place in Ecuador.
- Some organizations that pursue the same objectives identified themselves and mentioned that they feel part of the struggle of Casa de Refugio
- Some organizations could compare the methodology and actions that allowed them to find some similarities and differences.
- The participants could see the theory that they had been working on the days before in action.
- They realized the importance of visiting projects that are going to host EVS volunteers so as to be able to get to know the context and prepare the volunteers in a better way.
- The importance of financial resources in Ecuador was mentioned and compared to the situation in other countries.
- Participants realized the importance of long term volunteers because they can support better the organizations and have the possibility to get to know the women and the children better – which means a better psychological support.
- Participants had noticed that the volunteers working with the children seemed to be very happy and satisfied with that work.



## Mid-term Evaluation

Following the project visit and this evaluation, the group met once again in plenary to carry out the mid-term evaluation of the seminar, using the method "weather forecast":

1. Relevance of the theme: the majority of participants was in the sunny section and mentioned that the themes and discussions so far had been really important for them.
2. Variation and methodology: the majority was between good and ok, and two replied more or less. Opinions: it would be better to do more work in the morning and have then more time to share with the other participants. Another participant commented that the ICYE presentations should focus more on the differences between individual NCs rather than repeating the similarities-so more time could be saved for interesting discussions
3. Work versus free time: the majority replied more or less, or bad. The majority felt that the programme was dense and that there had not been enough breaks so far. This however would change with the free time for



sightseeing planned for the third day in the afternoon/evening.

4. Group integration: all participants were happy and felt the group had integrated well and there was a positive group spirit. A suggestion was made to offer some more group activities in the evenings.
5. How would you assess the results of the seminar so far in comparison to your expectations? Everyone was satisfied.

### Visit to Market and City of Quito

After lunch there was a group visit to get to know the city of Quito, Ecuador, that turned out very nice. The participants then had 2 hours time to explore the City themselves in small groups and then met again in the old city for a dinner in a traditional restaurant.



**Day 4:** Thursday July 16<sup>th</sup>, 2009  
**Session:** Morning Managing EVS projects –  
The EVS program cycle - P. I

**Activities:** Working groups on:  
Recruitment and Selection;  
Preparation; In-service support, monitoring,  
evaluation and follow-up; Risk prevention  
and crisis management

**The programme started with an energizer** which was followed by 5 minute presentations of the partner organisations and ICYE Committees in Brazil, Peru(partner); Uruguay (partner); Sweden, Spain(partner), Iceland and UK.

### **Working Groups: EVS Programme Cycle.**

The groups split up in working groups to discuss the first part of the EVS programme cycle: recruitment and selection of EVS volunteers. The results of the groups were then presented in plenary and gathered as follows:

### **Part I Recruitment and Selection**

*Desired Volunteer Profile, General Profile and Specificities for EVS in Latin America and Europe*

Some statements made during the discussion in the groups were:

- When discussing the priority for young people with less opportunities, some participants mentioned that particularly participants from rural areas should be recruited and selected as they have less opportunities. This opinion was not shared by other participants who introduced the term “geographically disadvantaged areas” as they felt that this was more appropriate particularly in the UK.
- With regards to the recruitment, it was mentioned that publicity is very expensive in some countries, so the networks and channels of the sending organisations should be used for

constantly promoting the EVS programme to young people from disadvantaged background

- Spain: There should be a mix of volunteers with different profiles – the concept of sending “young people with less opportunities” should be handled more flexible in order to make the programme work with all types of volunteer profiles.
- United Kingdom: Demands clarification about how volunteers are selected during the first selection camp in Bolivia.
- The participant from Austria considered it very important to clarify from the beginning the necessary commitment of the participants with their projects / host organisations and make it clear for them that in EVS a change of host organisation is not foreseen.
- The participant from Mexico stated the importance of a good preparation of volunteers regarding health and security measures to be taken in certain countries and regions – so that they already can take this into consideration when deciding to apply for a certain placement.
- The participant from Costa Rica mentioned that in their case they give priority to candidates who have less opportunities and in their case these are very often participants coming from rural communities in Costa Rica.

The groups then presented the outcome of their work and agreed on the following desired volunteer profile:

#### *1) Desired volunteer profile*

General profile:

- mature
- pro-active
- open-minded
- positive attitude
- motivation to learn and exchange culture experiences
- Flexible
- Committed to the concept of the program and engaged with the project’s theme

## *2) Specific profile for EVS:*

### *Latin America*

- Someone linked to an organization that works with the committee i.e. a local host organisation. Because the person will come back to share knowledge and commit to the program.
- The opportunity to go abroad on the EVS programme can be used as a recognition of someone who has volunteered and worked with the sending organisation.
- Someone with fewer opportunities, especially suffering from economic obstacles – Someone who has the motivation but cannot afford to go abroad on any paid programme.

### *Europe*

- Someone with less opportunities to pay for a stay abroad (economic obstacles)
- Volunteers from disadvantaged areas / i.e. someone who lives in the outskirts and has less opportunities to go outside their village.
- Immigrants of second and third generation, because they have less opportunities to integrate and access to this kind of opportunities. Cooperation with other organizations working with this target group.
- We recommend to try to get a gender balance between men and women, given that it is often more difficult to find men.

## *2. Practice in recruiting volunteers*

### *Channels*

- An announcement in the culture sector of the biggest newspapers.
- Other media channels, like TV, radio, youtube, facebook.
- Word to word “de boca a boca”. Ex-volunteers, bring a friend
- Web-site, monthly news letter
- Italy: Every second month an orientation meeting. Also in Bolivia and in Sweden.
- School visits
- Sweden: Peace tour, direct meetings with young people
- Events

### *What information?*

- The message of the program should be very clear already in the first meeting with the potential volunteer.
- The expectations of the volunteer should be checked during the first meeting
- Focus on the educational aspect, a way to learn.
- The necessity to be involved in the local community.
- To make the difference clear between us and other organization and profit companies (mostly in Europe).
- What it means to be a volunteer in the EVS and ICYE program.
- Give a holistic view of the organization. Their engagement doesn't have to end after the months abroad.

### *Selection of EVS in Latin America*

- Considering active volunteers, partner communities and the projects that we have worked with. ( experienced projects)

### *Selection process*

The selection is based on the criteria in the above mentioned “desired profile”.

### *Practice of selecting volunteers in different Latin American countries:*

- Bolivia: First an orientation camp for a weekend and then an interview.
- Honduras and Brazil: The first suitable candidate gets the place. (ICYE process)
- In Brazil they start with an interview with a psychologist.

Participants mentioned that they felt that there is a certain contradiction between the “desired profile” and the fact that participants with “fewer opportunities” should be priorities. A sending organisation should keep both aspects in mind - the desired profile which is often the guarantee for a successful placement – however when there are two volunteers who fit the desired profile, the volunteer who faces more economic, social or cultural obstacles should be the one who is selected.



## Managing EVS Projects – The EVS Program cycle part II

- *In-service support, monitoring, evaluation and follow up*

The working group results were presented to the plenary as follows:

- Change of host organisation is only possible in exceptional situations, however the volunteer has to be involved and a contractual amendment has to be requested to the EC – therefore the host and host-coordinating organisation have to work together closely and monitor the situation of the volunteer at all times.
- It was suggested to see whether the ICYE Evaluation system also could be applied to EVS volunteers in ICYE.
- With regards to the follow-up we agreed that we cannot oblige a volunteer to work with the sending organization after the time abroad, however we can encourage her/him from the beginning so that after the return from EVS this is a logical step.

### *Risk prevention and crisis management*

- The participant from Uruguay mentioned that there should be more emphasis on health issues in the preparation process, as they faced problems with volunteers that refuse to go to the doctor or take medicine because they don't trust the local doctors which is not justified.
- Another participant suggested to have a list of professionals who could b of appropriate support in different types of crisis and emergency situations and to have a crisis response manual for the concrete situation and country.
- Each volunteer is unique, so when a problem occurs it's better to go backwards and analyze the facts that provoked the concrete situation. It's not recommended to base your criteria in past experiences.

- Also in Honduras many volunteers don't trust in Latin America's Medicine and that is an issue the Sending Country should include in Preparation Training.
- Honduras includes security issues in the On-Arrival Meeting and also gives the volunteers a guide on measures to take in cases of natural disasters.
- As much good as it is to give information about security issues/potential risks in the host country, it would be better to send such information to the sending organisation so this can be used already in the pre-departure orientation. This can also be done with the list of doctors or hospitals they could go to.
- A thorough explanation on how the EVS insurance works as well as the support the volunteers can get is important
- The most important is to make sure that the volunteer trusts the mentor and knows the mentor is reliable particularly in any crisis situation
- Host Countries should send to the Sending Countries more specific information on risk prevention
- Volunteers who do not follow the advice of the host organisation to go to a doctor or undergo treatment should be asked to sign a confirmation that they assume the responsibility should this have any irreversible consequences.

**Day 4:** Thursday July 16<sup>th</sup>, 2009  
**Session:** Afternoon  
Managing EVS projects –  
The EVS program cycle –P.2  
**Activities:** Fostering intercultural  
learning in EVS / ICYE  
training activities with long-  
term volunteers

### **Contents and Methodology of pre-departure, on-arrival, mid-term and final evaluation meeting**

Rubaika Jaliwala introduced the "Practical Guide for ICYE/EVS Trainings in EU & Partner Countries" and explained the tasks of the following working groups which was to review the Guide and to make suggestions for improvement regarding the model programmes of the volunteer meetings included.

The following suggestions were made in plenary:

#### **1. Pre-Departure Meeting**

- Less days of meeting for groups of less than 5 people.
- Change the title in Day3 "Volunteerism and your concept of Volunteering" for "What is to be a volunteer? Where do you stand?" and after this introduce the projects (if the information is given) to the volunteers "one to one"
- Include Topics about history, geography, traditions, national reality of their own country.
- Include Risk prevention topics.

MIGUEL: It could be a challenge to have the information of the projects for the pre-departure meeting

RASJIDAH: For ICYE program it has never worked to give complete information about the projects.

GINA: In Ecuador the volunteers write their experiences in the projects before leaving and send this information to the in-coming volunteers.

#### **2. On-Arrival Meeting**

- Less days of meeting for groups of less than 10 people.

- Reflect on Eurocentrism
- Give administrative / technical info (contract, pocket money)
- Include Risk Prevention topics
- Explain the EVS Projects
- They should also explain what is done with the money the Committee receives.
- There are usually practical activities (showing the volunteer the city or local community surrounding, explaining how to use the bus, etc) and it should be made clear to the volunteers that these activities are also part of the orientation.

#### **3. Mid-Term Meeting**

- Integration of the ICYE and EVS program
- Have an expert to talk about certain topics.
- Integrate more dynamics, energizers.
- Explain what is the meeting objective, why is it important for them to be there.
- Include workshops about power and privilege, development and volunteerism.
- The Forum Theater should be replaced with similar activity (fish bowl or role plays).
- Replace the excursion with presentations of volunteer's projects.
- Youth Pass for ICYE program.
- Include mentors in the meeting
- Personal interviews should not be obligatory.

#### **4. Final Evaluation Meeting**

- Explain what is the meeting's objective, why is it important for vols. to be there.
- Motivate the volunteers to continue their engagement.
- Include future perspectives / individual reflection
- Reminder of the Youth pass
- Ask the volunteers to write recommendations for the in-coming volunteers.
- Incoming and outgoing volunteers should spend a session together at least when participating in the ICYE Program.



- objective of promoting and fostering young women's active citizenship.
- Critically reflect on concrete activities which could be carried out as follow up to this seminar.
  - Establish strategies to enhance EVS cooperation between voluntary service and women organizations and set concrete and realistic goals
  - Analyze the impact of the proposed activities with regards to their visibility and sustainability
  - Contribute with ideas to include gender issues in volunteer meetings and training

In order to achieve the above mentioned objectives the method "World Cafe" was introduced by Rubaica Jaliwala:



- a. Four tables would discuss different themes, the discussion would be led by a facilitator.
- b. Each one of the participants chooses a table/theme for a 15 minute session.
- c. Upon a signal participants rotate to another table until all participants have attended each and every table.
- d. In the end each facilitator presents the conclusions for their table.

**Day 5:** Friday July 17<sup>th</sup>, 2009  
**Session:** Morning  
**Activities:** World Café / working groups on projects and strategies

The day started with an energizer and an introduction to the programme of the last day. The objectives of the first session were presented as follows:

- Brainstorm and develop ideas on programs that involve women with the

After 1 hour, the results of the 4 tables were presented to the plenary:

*Table 1: "Ideas to include gender issues in volunteer meetings and trainings"*

Pre-departure:

- It was seen imperative to sensibilise volunteers regarding themes of sex and gender; reflect on what it means to be a man or a woman and making them aware about the diverse sexual orientations. This should be done

through interactive methods in a respectful way.

- It is important to combine gender preparation with intercultural learning. All of this with the goal that upon arrival to their host situations volunteers are already prepared for different cultural contexts and regarding the work with women of different backgrounds.

#### Upon arrival:

- Present a specific outline of the country, taking in consideration that they already understand the theory of what gender is.
- Examples of possible activities for On - arrival or Pre - departure: Elaborate a social/community map consisting in dividing the volunteers in different community dimensions (politics, economy, culture) which should be more for teaching purposes instead of conceptual purposes. Volunteers post their vision of gender in relation to the country. The idea is that this map will be rotated between committees, organizations and/or the community and that volunteers can share their experiences and vision.
- Raise awareness regarding the role of women in society and the challenges volunteers may be exposed to upon arrival.
- Propose an activity for the volunteer to begin in pre-departure that can be evaluated upon return.
- Make a role play about gender roles and sex in different societies/comunities
- Show photographs of women/men in everyday life, without text and encourage the volunteer to interpret them connected to the theoretical frame.
- Separate the group of volunteers in two working groups, one must define sex and the other must define gender, form

a debate, make conclusions and provide a theoretical input.

- Focused training on intercultural sexuality of youth, differences in codes of conduct, etc. stereotypes,

#### NOTES:

\* It is necessary to train facilitators so they are as neutral and objective as possible and knowledgeable about sexual diversity and gender in general.

\* A training toolbox should be developed including methods on how to work on gender issues with groups of volunteers to be used as support material for facilitators.

\*If ICYE office staff is involved in trainings they should be trained on gender issues.



Table 2: "Development of themerelated EU-LA EVS projects "

- Take into consideration that the language barrier is often an obstacle so the duration of any EVS exchange in this field should be at least 9 months.
- Staff and volunteers of women centered projects should be encouraged to go on EVS – however often will not be able to leave their projects for such a long time.
- Concrete EVS project proposals were developed between the partners in Belgium and Brasil and Bolivia, as well as between Austria and Uruguay and Honduras. Timeline: the next deadlines

for submitting projects to the Youth in Action programme are September and February.

- It is necessary to identify accredited organisations in EU countries which can submit the respective applications to the EACEA.
- The role of the ICYE International Office should be to support such applications and coordinate the partnerfinding.
- Particularly in EU countries we saw the need to find more host organisations which work with/empower young women, so that reciprocal exchanges can be implemented between likeminded organisations in Europe and in Latin America.

*Table 3: "Strategies to strengthen the cooperation between exchange organizations and organizations that work in areas related to women and gender program from EVS and long term",.*

The following recommendations were made at this table:

- Invite women organizations to participate in activities with international volunteers – establish cooperation i.e. for workshops on gender issues on volunteer meetings.
- Amplify the perspective of gender that doesn't include women but also other types of organizations.
- Include more and more new organizations so as to diversify the possibilities for finding suitable host organisations in the field
- Offer the opportunity to staff and volunteers of women organisations to participate in the EVS program
- Create cross-sectoral information channels i.e. reports, magazines of youth volunteering associations should include articles about women and gender issues.

- Keep in mind the language barriers when it comes to choosing the project for the volunteer and assigning chores.
- Organize an open day for women organizations.
- Give the opportunity to international volunteers to participate in public events or training carried out by women organizations.

*Table 4: "Strategies to increase the visibility and mediation of impact with subjects related to EVS program".*

- Means of communication are very important and should be used to raise awareness about the EVS program.
- Committees commit to carrying out a yearly publication dedicated to the EVS program.
- Yearly reports should include testimonials of volunteers
- Make sure that in each organization website there is an EVS section (also in women organizations' websites.
- Use facebook and youtube to upload EVS videos and include the name of the program.
- When there are national events about the subject be sure to promote the program. Introduce the logo, etc.
- To measure the impact of all projects – by evaluating the experience and taking into consideration the opinions of users and beneficiaries.
- To involve former EVS volunteers / returnees in promoting the programme to new EVS host organisations.
- Make use of volunteers testimonials and encourage and support them to shoot video clips about their experiences.
- Information about DG EAC and Youth in Action logos to be sent to all partners so that they can use it also for their own publications.





**Day 5:** Friday June 17<sup>th</sup>, 2009  
**Session:** Afternoon  
**Activities:** Networking on future YIA project activities

The final session of the seminar began with a short introductory presentation from Andreas Schwab on ICYE's envisaged Youth in Action projects under Actions 2 and 3.2.

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

*Brainstorming on themes proposed for future EU and Latin America EVS projects:*

- Migrants
- Environmental Awareness / Climate change
- Working with orphans and street children
- Working with Disabled People
- Working with the Elderly
- Gender discrimination/ issues
- Young women active citizenship
- Arts
- Therapeutic arts
- Human rights
- HIV / AIDS
- Sports in the community

*Other activities proposed / Tools/trainings*

- A guide for volunteers on EVS aims and guidelines, focussing on gender issues
- Trainings for trainers to compare standardize and streamline the pre departure and on arrival training as well as mid term and final evaluation and including methods on gender issues
- Training on volunteer management for women organization project supervisors and mentors
- Standardized guide for host organizations including tools such as





guidelines for the programming of the voluntaries' activities as well as monitoring and evaluation.

- Training seminar on new concepts of volunteering in a post colonial age, ( reflection on Eurocentrism, reciprocal exchange and paternalistic westernized concepts... - the positioning of ICYE in all this
- Training on good practice in ensuring Equality and Diversity within our programmes (ensuring that ICYE is open to all) / Inclusion of minority groups

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 Latin America.

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 and "questioning gender concepts" 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 Fundacion Vase 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 positive results.



## ANNEX 2 / FINAL EVALUATION QUESTIONNAIRE QUITO, ECUADOR, 12th JULY – 18th JULY 2009

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

- Exchange of experiences about the reality for women in Latin America
- Intercultural learning and how to deal with cultural differences
- Gender issues in Latin America and Europe
- Review and improve the preparation and evaluation trainings for the volunteers
- Methods to deal with volunteers that do not fulfil their work in the projects
- More knowledge about EVS and the Youth in Action
- To meet colleagues in real life and not just in the virtual world
- Good interaction – learning from others
- Good practice about other organisations
- How to work with the theme gender together with the volunteers
- The different selection processes

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

- Yes, most of the subjects were new to me.
- Used methods were giving some new perspectives that will/may help in the future and can be used back home.
- I got more info about the parts that I was not so familiar with – how the things work etc.
- Yes, how to deal with gender issues with the volunteers.
- How to explain to the volunteers how the money for EVS is spent.
- Yes, it is important and useful to listen to the different experiences from other countries.
- Has improved my knowledge in some topics, issues
- Good training methods shared, new ideas to take away to add to training schedules

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

Questions	1	2	3	4	5	6	Average
Relevance of training content and input	5	14	2	1			1,95
Methods and Facilitation	6	11	5				1,95
Session on the EU Youth in Action programme – objectives...	9	7	4	2			1,95
Session on Gender Concepts and Intercultural Learning	6	9	2	3			1,9
Session on Current Gender Situations in Latin America	5	12	2	1	2		2,23
Project visits/Excursions	15	6	1				1,36
Session (working groups) on Managing EVS Projects	5	15	2				1,86
Session (working groups) on Elaborating a Follow-Up Action Plan	6	8	6	1	1		2,23
Session (working groups) on Networking and Future YIA Activities	3	8	8	2		1	2,59
Food	8	6	5	3			2,14
Accommodation	21	1					1,05
Free time	5	5	4	4	2		2,41
Group dynamics	8	7	3	4			2,14

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

- More time for networking work
- I wish we could have finished with more concrete proposals and future projects
- The project visit and excursion could be separated on different days
- Try not to saturate the days with too many activities or heavy topics
- The language; it was maybe difficult and frustrating for the persons who aren't bilingual
- A handout about the basic concepts on the theme gender had been good to have during the discussions

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

- Great support from VASE's team
- Host projects should be more involved
- No, just thanks to the excellent team
- Before I came I didn't know that the seminar would be in Spanish most of the time

Many thanks!