



**“Intercultural volunteer work in intergenerational context” – youth organisations supporting learning processes in families hosting long-term exchange participants**

Report of the study session held by  
European Federation for Intercultural Learning (EFIL)  
in co-operation with the  
European Youth Centre  
of the Council of Europe

European Youth Centre Strasbourg

13 – 20 February, 2011



This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.



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## I. Acknowledgements

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## **Executive Summary**

The Study Session “Intercultural volunteer work in intergenerational context” – youth organisations supporting learning processes in families hosting long-term exchange participants – in the European Youth Centre in Strasbourg organised by the European Federation for Intercultural Learning in cooperation with the Directorate of Youth and Sport of the Council of Europe took place from the 13<sup>th</sup> of February to the 20<sup>th</sup> of February 2011. This report presents the official conclusion of the project and marks its ending, yet the activities drafted and planned during the Study Session as well as the inspiration of participants, team members and visitors will develop and carry on in the future. As the Study Session was placed in the AFS context and all participants came from the organisation’s background, it provided the group with the opportunity to discuss and learn about intercultural and intergenerational learning, as well as the link between the two of them. Participants had time to share existing host family support tools and during the implementation phase even developed new tools. Going through the self-learning process of a Study Session with a group of volunteers who share the experience of being and / or accompanying exchange students and host families, gave the team of facilitators the chance to design the sessions according to the participants needs and previous knowledge enabling the group to show their full potential. Next to the content related outcomes, this group managed to develop an extraordinary group process that included everyone and avoided small group building. An effort was made by every participant to do the most for social inclusion. The strength of the team contributed to the great outcomes of the tool box and kept the motivation high for implementing them in their home countries.

## **II. Introduction**

AFS organisations worldwide place almost 12 000 young people in long-term exchange programmes in host families every year, providing these young people with the opportunity to acquire intercultural competences. In the past the focus of these exchanges has always been on the exchange student and his/her experiences, while the host family was seen as the way of providing the right environment for intercultural learning opportunities for the student. Only recently AFS started giving more attention to the host family and their intercultural experience. Therefore AFS organisations have an interest in developing material on how to support host families better, including preparation and re-orientation.

Apart from the fact of focusing more on host families as being part of the programme, the AFS network has shown an increasing interest in intergenerational learning. EFIL has offered a training for trainers in 2010 that was closely linked to this topic. Building on the past experience, EFIL wanted (and still wants) to further explore the area, reflecting on how the expertise gained throughout the years has been put into practice.

Even though intergenerational learning and host family support have been getting some attention in the recent past, there is still little awareness of the importance of these topics within the AFS network. EFIL therefore decided to focus this Study Session on host family support in the intergenerational context. All participants of the study session were active volunteers on local level.

The study session aimed at enabling participants to understand and act upon complex interactions between intergenerational and intercultural learning, in their work as counsellors of exchange host families. Participants were confronted with input and experimental learning methods on intercultural and intergenerational learning and had sharing opportunities for current tools that they use for supporting

host families before asking them to develop new tools that they want to take home. The outcomes of the tool box were taken back to the local chapters. Therefore the ultimate beneficiaries of these projects should include a much larger number including exchange students, host families and other AFS volunteers.

The key objectives of the study session included understanding and valuing the concepts and mechanisms of intercultural and intergenerational learning in our societies; exploring the complexity of different age groups how the intercultural learning process of each family member needs to be addressed differently in the context of long-term exchanges; understanding a supporting process of a host family not only as a challenge of intercultural learning but also a challenge of intergenerational dialogue between a volunteer and a family and between an exchange participant and a family; and spreading the ideas, results and follow-up of this study session within the EFIL/AFS network. A great asset to reach the objectives was the hands-on knowledge of the team: all team members had been on an exchange and been a host before. They were also volunteers with extensive experience on local level.

The flow of the programme was divided into two parts, the first one focusing on the background knowledge, personal experience and sharing. The second part was used to use the gained knowledge and experiences to develop new tools that can be used on local level to support host families better.

As no special way of multiplication was anticipated, participants were expected to develop their own ideas and actions during the last sessions especially during the Personal Action Plan session.

### **III. Presentation of EFIL**

The European Federation for Intercultural Learning (EFIL) is the umbrella organisation of 22 AFS Organisations in Europe. AFS (formerly American Field Service) is a non-profit volunteer based educational organisation offering educational exchanges for young people around the world. The Members of EFIL are voluntary, non-governmental, non-profit organisations providing intercultural learning opportunities to help people develop the knowledge, skills and understanding needed to create a more just and peaceful world, and to act as responsible global citizens. EFIL Member Organisations participate in a network of partner organisations running long-term intercultural exchanges between almost 80 countries worldwide. EFIL was established in 1971, mainly as a service organisation for AFS partners at a European level. EFIL's activities evolve around its four main working areas: networking and lobbying, training and sharing, managing pan-European projects and programmes and new partner development. All of EFIL's activities are led and implemented through a combination of volunteer and staff resources and are carried out jointly by EFIL and its Member Organisations. EFIL is a member organisation of the European Youth Forum (YFJ), and a member of NGO Liaison Committee to the Council of Europe and UNESCO. For more information see <http://efil.afs.org/>

### **IV. Presentation of the Council of Europe**

The Council of Europe (CoE), based in Strasbourg (France) is a European political organisation, virtually covering the entire European continent, with its 47 member countries and about 800 million people. Established in 1949 by 10 countries, the Council of Europe seeks to ensure three fundamental values in its member countries, Human Rights, Pluralistic Democracy and the rule of law. The CoE was founded on the basis of these values declaring them the foundations of a tolerant and civilised society, thus making these values indispensable for European stability, economic growth and social cohesion. Respecting and guaranteeing these fundamental values,

the CoE tries to find solutions to major problems such as terrorism, organised crime and corruption, cybercrime, bioethics and cloning, violence against children and women, and trafficking in human beings, which are shared and appreciated by all member states. Co-operation between all member states is the only way to solve the major problems facing society today. The central goals of the Council of Europe's wide range of initiatives, often stated in the form of conventions, are designed to bring member states' laws into closer harmony with one another and with the Council's standards. Of the 200 initiatives and conventions, the best known is the European Convention on Human Rights, which outlines the rights and freedoms that member states are obliged to guarantee to all individuals within their jurisdiction. On the basis of this convention the European Court of Human Rights takes its decisions.

## V. Profile of participants

In order to have a diverse group of participants that yet remains homogeneous enough to efficiently work together and discuss; participants were chosen according to the following criteria:

- actively involved in AFS organisations, members of EFIL;
- experience with the host family support on local or national level, host family preparation/orientations
- in a position to multiply the competence gained in the study session when back in their own organisation and able to count on organisational support in it;
- ready to participate actively in the whole programme (e.g. ranging from preparing for participation, sharing experiences during the study session as well as reflecting on possibilities to improve their work);
- average aged between 18-30 (30% of the participants were allowed to be above 30);
- able to work in English without help of another person
- committed to participating in the full duration of the study session

As the deadline for applications passed, many more applications had been received than the number of places that were available. This raised the interesting and challenging task for the facilitators and trainers to choose the participants using the criteria mentioned above. All of the participants present at the study session were AFS volunteers on local, regional or national level. Yet the group varied from 17 to 66 years and represented 18 different nationalities.

### Final Profile of participants (including Team)

Total Number	36
Male	13
Female	23
Represented Countries	18
Average Age	32
No of participants between 17-30	21
Average of this group	22
No of participants between 30-66	8
Average of this group	40



## **VI. Overview of programme and methods**

The overall educational approach was non-formal, containing both experiential and traditional learning elements. Plenary presentations were alternated with working groups. The results of the group work were presented to others. Next to traditional discussions in small groups and plenary settings, silent and/or written discussions were used several times. Not only formal materials, such as educational handouts and input from a guest speaker, but also quotes, drawings and participants' imagination were used frequently. The sharing session of hosting support tools, the daily reflection groups and a lot of space for informal contacts ensured the week had a fairly free and open atmosphere. The facilities of the venue and the time given for personal reflection allowed participants to take time to think about the programme and follow the train of thought during the weeklong Study Session. After the introductory, getting to know and teambuilding sessions, the programme started with a self-reflection about participants' roles in the organisation, one day was dedicated to intercultural another to intergenerational learning, followed by a linking session and arriving at an intermediate stop, the free afternoon. After the half day break, with regained strength and energy participants were ready to start the tool box and develop new ideas for host family support themselves. The final stages of the programme were meant to sum up the week and draw conclusions as well as giving an initial starting point for follow up activities and projects. Please see the programme in the appendix.

## VII. Programme – Inputs and Discussions

### 1. Welcome Evening

Objectives	Expected Outcomes
<ul style="list-style-type: none"> <li>- To welcome all the participants who have arrived already</li> <li>- To make the first step of socialisation</li> <li>- To get to know each other in a fun and relaxing way</li> </ul>	<ul style="list-style-type: none"> <li>- Participants get a first impression of the group</li> <li>- Participants meet the prep team</li> <li>- Participants feel welcome and safe in the group</li> </ul>

#### Welcoming words

Introduction of the prep team and first welcome to the European Youth Centre Strasbourg

#### Speed dating

All participants received a balloon which was to be blown up. Everyone wrote their name on it. On a signal all balloons were thrown in the air and tried to be kept up as long as the round lasted. When the facilitator said “stop” all participants had to grab one balloon, find the corresponding person, sit down with him/her and start to briefly interview each other (name, country, hobby, ...). After 2 minutes, partners had to be changed. Everyone had the chance to change partners twice.

#### The balloon game

Once again, the balloons were thrown in the air. When the facilitator said “stop” all participants had to grab a balloon, find the corresponding person and start drawing their eyes. The next rounds featured nose, mouth and hair. In the last round participants had to find one’s own balloon.



#### Welcome drink!

Some drinks were ready during the welcome evening for informal chatting, giving an open space to the participants. It turned out to become a long evening with interesting discussions about various issues including of course AFS and EFIL activities.

## DAY 1: WELCOME AND TEAMBUILDING

### 2. Official Opening – Welcome Space

Objectives	Expected Outcomes
<ul style="list-style-type: none"> <li>- To enable first interactions among the participants and encourage curiosity, self-motivation, self-responsibility and initiative.</li> <li>- To introduce the participants to the flow of the programme, linking it to the course objectives.</li> <li>- To get to know participants'</li> </ul>	<ul style="list-style-type: none"> <li>- Working guidelines</li> <li>- Participants are aware of EFIL and CoE activities</li> <li>- Overview of expectations, fears and contributions</li> </ul>

<p>expectations, fears and needs towards the study session</p> <ul style="list-style-type: none"> <li>- To trigger participants curiosity about the CoE and EFIL and provide a first glance on their structure, functioning and aims.</li> </ul>	
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The morning began with the official opening of the study session, welcoming all participants again, especially those that had arrived late. The venue was introduced in detail and rules and working guidelines were clarified by Nadine Lyamouri-Bajja, the educational advisor taking part in this study session and the preparatory team. Thereafter, the welcome space was divided into 4 different areas that featured:

1. Programme flow  
The agenda for the week was presented on a wall, together with the study session objectives. It was indicated how different programme elements are designed to support achieving those objectives.
2. Biographical Mapping portraits  
Participants were asked to build pairs. They were then told to paint each other on an A4 sheet, while doing that, they should find out more about each other and include that information on the ID-card. Finally, they were asked to stick their ID next to a big map of Europe and link it to their place of residence using a piece of string.
3. EFIL and the Council of Europe  
EFIL and the CoE were presented through a quiz, during which participants had to place themselves corresponding to what they thought was the correct answer. Questions ranged from serious content topics to more entertaining tasks such as “How many languages are spoken in the EFIL office?”
4. Expectations, fears and contributions  
At this station, participants had the possibility to express their expectations and fears using post-its. In the same way they shared what they will be able to contribute to the session.

<b>Outcomes</b>	Participants could explore EFIL, the CoE, themselves and the study session while having the opportunity of taking part in interesting and interactive methods. Afterwards, everyone had a clear idea about the programme flow and what they can expect. Simultaneously, it gave them a chance to get to know each other more and learn some more names. The chosen method gave participants the feeling that they are responsible for their learning and that they have to take initiative. As the study session is exactly about that: taking initiative, this was the first incentive to make participants aware of the functioning of a study session.
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### 3. Team Building

Objectives	Expected Outcomes
<ul style="list-style-type: none"> <li>- To create a group atmosphere</li> <li>- To make participants feel relaxed and open</li> <li>- To introduce the session topic through group building exercises</li> <li>- To encourage participants to realise</li> </ul>	<ul style="list-style-type: none"> <li>- Participants feel part of a group</li> <li>- Participants combine teambuilding with the topic of the session</li> <li>- Building a good basis for upcoming session</li> </ul>

and reflect upon the particular needs within the group that need to be permanently considered, in particular in relation to intercultural and intergenerational learning

### **The wooden circle**

The first part of teambuilding happened outside on a field. The group was introduced to the tool: a wooden circle that has long ropes attached on the sides. They received the task to transport one person of the group to the other side of the property of the Youth Centre using the wooden tool. They had to find a strategy on whom to transport and how to do it. Afterwards there was a debriefing.



### **The blindfold activity**

For the second part, participants were taken to the big plenary room again, where they each received a number from 1-30. Subsequently they were asked to close their eyes for the rest of the game. Hence, they were supposed to find the two persons with the next lower and the next higher number (eg: 9 – 10 – 11) without talking. When they found a person they had to hold hand until a circle was built. Again, there was debriefing afterwards.

### **The swamp**

For the third part of teambuilding a big grid (10x10) was drawn on the floor. Participants were asked to hold hands and stop speaking. They then had to cross the “crocodile river” from one side to the other – they only succeed once all of them have crossed and there is only one right path only known by the facilitator.

Extra roles were secretly introduced to a number of participants:

- One person could only use one leg
- One person could make a mistake once without having to go back to the beginning
- One person knows one correct field
- One person may speak

Whenever a participant walked on a wrong cell, everyone had to go back and the person that was in front goes to the back of the line in order to give another participant the possibility of leading the group. Debriefing followed.



### **Outcomes**

The rather long period of time used for teambuilding exercises paid off. The group grew together and initial fears of speaking up were mostly taken away. The group managed the first part of the team building exercise

very well. The right (light) person was chosen to be transported, everyone was taking part and leading rules were established and accepted. The blindfold game took a long time. A variety of ways of communicating without speech and eyesight were used which made it hard for the participants to understand each other. The debriefing sessions showed that group work is very important and that certain persons have certain strengths. They started with a general reflection on the activity and on working together as a team. The second part of the debriefing sessions focussed on intercultural and intergenerational aspects of team building and an agreement on what was important for everyone to feel comfortable in the group.

#### 4. Self-Reflection and Sharing

Objectives	Expected Outcomes
<ul style="list-style-type: none"> <li>- To help participants deepen their understanding of the ICL and IGL topic by self-reflection</li> <li>- To help participants relate the topic to their previous experiences in life in general</li> <li>- To help participants relate the topic to their work in AFS</li> <li>- Share experiences and emotions, get aware how different those can be for people from different cultural background</li> </ul>	<ul style="list-style-type: none"> <li>- Participants can easier relate Intercultural and Intergenerational learning to their own life</li> <li>- Sharing of opinions and emotions will be easier for future sessions</li> </ul>

#### Drawing

Each participant received a sheet of paper with the headline “Flower of Identity” and a dot in the centre. The participants were then asked to draw a flower around themselves (the dot) representing who they are regarding the following aspects:

- Intercultural learning in my life
- Intergenerational learning in my life
- AFS and me

#### Sharing

Participants were divided into groups of approximately five. They were encouraged to share their “flowers” by telling about how they see themselves and what particular life experiences they have regarding the above mentioned aspects.



#### Debriefing

All participants gathered in the plenary room and make a collage of their drawings on a wall. The product – a big flower of group identity – was discussed.

#### Outcomes

The self-reflection had very positive outcomes, especially the sharing part was used by the groups to have long and emotional discussions in a save environment. Even though not all participants liked the idea of drawing, they have been creative and used words to describe their point of view. Participants

have been made aware of how ICL and IGL are influencing their lives which was very helpful for the general understanding of the study session topic.

#### 4. International Evening

Objectives	Expected Outcomes
<ul style="list-style-type: none"> <li>- Help participants to give a presentation about their culture in different ways</li> <li>- Assist participants to use their fantasy in preparing some food typical for their country</li> </ul>	<ul style="list-style-type: none"> <li>- The group enjoys a nice evening with nice food</li> <li>- Intercultural learning experience</li> <li>- Relaxed and open group atmosphere</li> </ul>



The international evening was meant to give space and time to casually meet each other and enjoy the great variety of food that was brought from all countries. Many participants made a great effort to provide hot and cold cuisine. The atmosphere was very friendly and comforting, discussions of the day were followed-up with and everyone had a good time.

#### Outcomes

After having spent the day with teambuilding and reflection exercises the international evening was an opportunity to get together in an informal surrounding. The offered food was enjoyed to the highest extend and many talks lasted until long after midnight.

### DAY 2: INTERCULTURAL LEARNING

#### 5. What is Intercultural Learning?

Objectives	Expected Outcomes
<ul style="list-style-type: none"> <li>- Participants are encouraged to think about Intercultural learning (ICL)</li> <li>- Participants are given space and time to share their opinion on the matter</li> <li>- Major definitions and concepts of ICL are presented to the group</li> <li>- To get participants to reflect about dilemmas related to culture and intercultural learning</li> <li>- Explore personal involvement</li> </ul>	<ul style="list-style-type: none"> <li>- Participants discover new dimensions of Intercultural Learning (ICL)</li> <li>- Participants feel well equipped to proceed on to further analysis</li> <li>- Being aware of ICL values in AFS hosting</li> <li>- Be more self-critical</li> </ul>

### **First part: Silent discussion**

The first part of this session focussed on discussing several matters linked to intercultural learning. The method used was a silent discussion – flipcharts were put on tables and participants were given half an hour to discuss on paper. The topics addressed were:

- Why do I need learning?
- When do you feel that you are learning?
- What is culture?
- What is my culture?
- What is intercultural learning?
- What does intercultural and multicultural mean?

Afterwards there was a debriefing.

### **Second part: Provocative statements**

Participants were given provocative statements and asked to either agree or disagree with them. A line in the middle of the plenary room was used to symbolise agreement and disagreement. Discussion arose when they were asked to share their opinions. Statements were for example:

- AFS is a culture by itself
- ICL is about accepting everyone's traditions
- Human rights are more important than religion
- ICL happens automatically when people from different countries come together
- Different generations have different cultures
- Culture depends on income level
- Minorities vs. majorities
- "All equal" approach

### **Third part: Introduction of ICL models**

Participants were introduced to the Cultural Iceberg model and asked to share their ideas on what the top and the bottom of the iceberg represents (visible and invisible). Later on, the lower part of the iceberg was further divided into "behaviour" and "symbolic". Participants have been told that there is an iceberg for each culture – and that there is the possibility of clashing when they meet. Participants are then asked to come up with a metaphor to the water between the icebergs, they came up with:

- Intercultural learning
- Society
- Space between nations
- Space between people
- The water in the mother's womb before the baby is born

Participants were then introduced to the Bennett's Model of Intercultural Sensitivity. Discussions arose and everyone could share their experiences regarding the process. Discussions went on for longer and started digging deeper into the topic of ICL.

To show a different way of attempting intercultural learning by defining what exactly culture means the box and the string model were introduced. The principle idea is that each culture can be put into a certain box (old way of seeing culture, as something holistic that gives a frame to all people that belong to this culture). The



string model allows different parts of different cultures to connect – linking their specific interaction. Discussions started on how strong certain strings are and how many strings a person can handle and maintain.

For debriefing the group was divided into 5 subgroups that share their points of view on the following questions and more:

- Do models work?
- Why do they work?
- Do we use them?
- Should we use them?
- Does it help in our AFS work?

**Outcomes**

During this session the group gained a lot of knowledge about theoretical attempts of ICL. Different participants agreed with different models which initiated rich discussions. Especially during the second part (provocative statements) the group had highly divided and diverse opinions on the matters. A hot discussion broke out when participants were asked to agree or disagree on whether Human rights are more important than religion. It was especially interesting to see that participants defended their AFS view having a hard time to look at certain aspects with an outsider view. The discussion continued during lunch.

The time given for debriefing was used intensely. Afterwards, participants were ready to start thinking about the connection between ICL and Intergenerational Learning (IGL), linking it to AFS work and host-family support. Participants also became aware of certain hazards that come with the meeting and interacting of different cultures.

**6. Intercultural Learning in AFS**

Objectives	Expected Outcomes
<ul style="list-style-type: none"> <li>- To identify and experience different ways of communication</li> <li>- To reflect on the strategies used inside the small groups, while dealing with different ways to communicate, and develop awareness about the difference between what we transmit and what we get</li> <li>- To reflect on issues related with inclusion and diversity and how each one of us personally deals with them</li> <li>- To use this simulation as a starting point for meta-reflection about the role of simulations in education and it's specific elements management</li> <li>- Participants reflect about where and how ICL happens in AFS</li> </ul>	<ul style="list-style-type: none"> <li>- Participants are aware how cultural differences can affect working together</li> <li>- Create illustrations of words</li> </ul>



### First part: Interplanetary Conference

Firstly, the group is divided into 4 different groups (planets). Each species has different abilities and weaknesses, all of them will meet at an interplanetary conference. The different groups are:

- Montza: They do not need to see, but are amazing listeners and express their ideas very clearly through voice.
- Lanivia: They do not use their hands; they express their ideas through voice as well.
- Xokirea: They do not need to speak, they express themselves through body language and hand gestures.
- Zhaboria: They do not need to hear; they work with their hands and have great body and facial expressions.

The prep team members acted as ambassadors of the different planets, placing themselves in different corners of the plenary room. When all participants found their ambassador, he/she explained the special skills of their species (using the communication channels that are available). Once everyone knows his origin and his abilities, working groups are set up with one person from each planet.

The working groups were given one word each, which they were asked to present on a flipchart using three different drawings to illustrate. These words were:

- Empathy
- Tolerance
- Harmony
- Respect
- Self-criticism
- Behaviour
- Honesty



After this task was finished, their flipcharts were exchanged with other groups and they had to guess what word the previous group tried to illustrate.

After a short de-rolling carried out by the facilitators/ambassadors, the groups met to compare the results and see if they interpreted the drawings correctly.

The debriefing afterwards mainly focussed on the differences between planet representatives and how the group dealt with them. Another important aspect were feelings of participants in this specific role.

### Second part: Talk and Walk

Participants were instructed to pair up and discuss about ICL in host families while they were allowed to go for a walk outside or chose a quiet place to discuss the issue. Questions that were to be discussed were: How is ICL in Hosting communicated to the outside? What possibilities of ICL do host families have? How much theory and how much practical ICL aspects do we need in AFS? After half an hour they returned and share their discussions with other pairs.

**Outcomes**

The first part put the participant in a difficult and exciting situation which was hard to deal with in the beginning. The debriefing discussion showed that it was especially difficult to include the blind and deaf representatives. The persons that could talk and see played the main roles. However, great efforts were made to include all species into the process of solving the task. Most groups were wrong in interpreting the exact term; however they were all very close. The role-play raised awareness of the difficulties that come with different cultures and abilities. During debriefing the first discussion on started trying to separate ICL from IGL. At this point participants were looking forward to gaining more knowledge about what IGL actually means and how IGL and ICL can be separated.

The second part was very much appreciated by many participants as it gave them a great privacy to talk to a single person about a concrete topic. This session was changed due to the needs of participants. Participants clearly asked to work and discuss in smaller groups in order to fully concentrate and “dig deep” on certain issues rather than discuss in big groups without being able to concentrate on interesting upcoming points. During this session participants had a certain privacy where they could talk to their partner about chosen aspects concerning host families and intercultural learning opportunities for them.

As all participant came from different countries and hence, AFS backgrounds, everyone was able to contribute and gained insight into another AFS organisation.

**7. Market “Hosting Support”**

Objectives	Expected Outcomes
<ul style="list-style-type: none"> <li>- Everyone shares his/her experiences in Hosting Support with the group.</li> <li>- There should be the chance to see good practice examples of different countries.</li> <li>- Participants get the chance to share their problems or weaknesses in Hosting Support</li> </ul>	<ul style="list-style-type: none"> <li>- Participants have an overview of how different Hosting Support can be in the different regions and countries.</li> <li>- Participants get ideas and inspiration to develop tools later on and implement new ideas and improve their Hosting Support back home.</li> <li>- Participants take notes about what is interesting for them</li> </ul>



As homework, participants had been asked before the seminar, to collect and bring informational material about hosting support in their country. After dinner, everyone was asked to produce a poster about host-family support in their organisation that gives others information and some impressions in a nice and detailed way. These posters were then exposed in a kind of market,

together with the material participants had brought from their home countries. These materials included flyers, photobooks, brochures and other merchandise products.

Participants were then given time to spend the evening informing themselves with the help of others.



### Outcomes

An amazing amount of material was brought to Strasbourg; some participants took an extra piece of luggage to carry all their products. The market was one of the most-liked parts of the study session. Less experienced organisations could benefit from what the more experienced offered, expertise was shared in a very open way. After the session participants decided that more time was needed to soak up all the useful information – the prep team quickly decided to give the market another spot in the programme. On Friday evening, five countries, that were chosen by participants, were given time to give short presentations about hosting support in their organisation. This expansion of the actual session was highly appreciated by all participants and lots of notes, brochures and ideas were taken home from this extra session.

## **DAY 3: INTERGENERATIONAL LEARNING**

### **8. What is Intergenerational Learning?**

Objectives	Expected outcomes
<ul style="list-style-type: none"><li>- Share personal experiences in IGL</li><li>- Receive informative input from the external speaker that will help in upcoming sessions on IGL</li><li>- To exchange ideas about young and elderly people</li><li>- Use of imagination by thinking about oneself as another generation</li></ul>	<ul style="list-style-type: none"><li>- Participants find their position in families and societies</li><li>- Gained knowledge about different generations</li><li>- Knowledge about the AGE platform Europe</li><li>- “IGL-tree”</li><li>- Understanding about IGL is broadened</li></ul>

#### **First part: External speaker – AGE platform Europe**



The presentation of Rachel Buchanan, the Policy Officer of the AGE Platform Europe covered many fields of her organisation. She talked about active aging and volunteering, the vision of promoting people of all ages and about creating links between generations. She gave examples of how intergenerational interaction happens:

- Work place: mentoring younger employees – helping elderly employees out with new ideas and IT skills
- Child care and elderly residence right next to each other – a positive contact for both sides
- History projects in schools – older people are invited to talk about history that they had been part of.

After the talk, she invited the participants to divide up into groups and come up with a definition of Intergenerational learning.

Following, a discussion about the different outcomes arose and the question that stood out most was whether IGL has to be age-based.

#### **Second part: Intergenerational learning and me**

The second part of the IGL session focused on self-reflection. The focus was not set on AFS but on the personal, daily life of everyone. In order to help develop participant's thoughts four tasks were given:

1. Similarly to a classical family tree, we would like you to draw your own tree, including all « roles » you have in life in relation to other people (you can be a

- brother/sister, parent, grand-parent etc...). The tree does not necessarily need to focus only on your roles in family, but any other roles you might have.
2. Try to think of your learning in life so far. WHO did you learn from?
  3. From the learning experiences and people you mentioned above, which ones would you consider as intergenerational learning? WHY?
  4. Where did this learning happen?

After 30 minutes of individual reflection group discussion of five people each were launched.

**Outcomes** The first part (talk by external speaker) was followed by all participants. Rachel talked about the different approaches to intergenerational learning coming from an organisation that represents the elderly in comparison to AFS representing mostly young volunteers. Participants followed the arguments and examples that Rachel gave, but lacked some visual presentation method. This is why not all relevant information was taken in by participants. During the group work to find definitions for IGL participants have been creative. The presentation given lead to various discussions with the main outcome that Intergenerational Learning is very difficult to define, especially because the criteria were unclear.

The group definitions were:

1. IGL is a way that people of all ages can learn together and from each other intentionally (a planned activity) and/or unintentionally (informal interacting and communication).
  - AFS is both intentionally and unintentionally
2. IGL is an exchange of experience and knowledge between generations. When someone dies it is similar to a library burning.
3. IGL is sharing, interacting, communicating, benefiting, understanding between people from different ages. It helps to bring closer and use strengths of each other.
4. IGL is interaction between persons with different backgrounds, experiences and knowledge due to their circumstances and times in life.
5. IGL is sharing and communicating between generations. The flow needs to go both ways. IGL is not only about the flow between grandparents and grandchildren.

The second part which focussed on IGL in everyone's daily life was more helpful to understand the topic. Participants could recall personal experiences to try to grasp IGL and how it can positively influence people. Very different and individual kinds of family trees were produced and presented reaching from easy mind-maps to more complex examples.

## 9. Intergenerational Learning and AFS

Objectives	Expected outcomes
<ul style="list-style-type: none"> <li>- Find out and discuss where IGL happens in AFS</li> <li>- Participants chose situations for a role play</li> </ul>	<ul style="list-style-type: none"> <li>- Have 5 different role plays performed by participants that show IGL in AFS</li> <li>- Participants are aware of how IGL affects working with host-families and exchange students</li> </ul>

Participants were divided in five groups and received the task to find and prepare a situation that can be played as a role-play. The situation has to contain the topic intergenerational learning in AFS hosting. After a preparation time of half an hour, all small groups performed in front of the whole group. After each play (which took about 5 minutes each) a short debriefing happened:

- What happened? (audience asked)
- What did they intend to express with the situation? (group asked)
- Why is this an example of IGL? (audience asked)



The conflicts groups illustrated focussed on:

- The conflict with host siblings
- Technical problems
- The connection of intergenerational and intercultural communication difficulties
- The conflict between teenagers and adults
- Contact person problems
- The different understanding what “hosting an exchange student” means and what actions and efforts it involves

#### **Outcomes**

This session turned out to be very effective in illustrating what IGL means for the volunteer work in an exchange organisation. It became clear that participants had a hard time to clearly separate between ICL and IGL issues. Discussions after each role play tried to distinguish between these issues. Hands-on examples from exchange students and host families were exchanged.

The role plays involved the participants and required imagination and creativity. All groups came up with role-plays that nicely showed an example of intergenerational learning in a host-family. It became obvious that it was difficult to separate IGL from ICL in the situation of a youth exchange. The little time used paid off very well and the role plays provided an excellent basis for the tool box session that started the next day. Some of the aspects that come out of the role plays were the following challenges and opportunities:

#### **Challenges:**

- New technologies and their use
- Different roles of family members
- Extremely caring mother
- Role of teenagers in the society/family (adult vs. child)
- Different expectations of different family members
- Hierarchy in families are not the same in every country
- Contact person is of the generation of the parents
- Different expectations
- Reversed behavior like excessive parties of parents

#### **Opportunities:**

- Learning from exchange student about new technologies
- Learning about language if there are no own children in a family

## 10. Linking ICL and IGL

Objectives	Expected outcomes
<ul style="list-style-type: none"> <li>- Create a general understanding of how ICL and IGL have similar effects on AFS exchanges</li> <li>- Challenge participants to think in a broader way</li> </ul>	<ul style="list-style-type: none"> <li>- Participants understand how ICL and IGL are linked</li> <li>- This knowledge can be used to enhance the hosting experience in their countries</li> </ul>

This session was led by one of the facilitators giving an argumentation about how ICL and IGL correspond and where similarities and differences exist. It was not a speech – questioning and different opinions were very welcome and wished for.

**Outcomes** The beginning question was: Why does ICL usually receive more attention than IGL? And where is the concrete difference? Do they overlap? Instead of starting over by defining the two concepts some proposals were made on how to categorise them:

- ICL is related to groups
- ICL also seems to have an authority, a legitimate value just because it exists, hard to question
- IGL is related more to individuals
- They need a different legitimacy
- IGL seems to be age connected and to wisdom: Ghandi, Darwin, Popes, ...

The question it raised is: Can ICL and IGL still be separated in such a way nowadays? Given the examples of Bill Gates or the founder of Facebook, age authority is under question.

Just as well, cultures have definitions of what generational means: Different role models and authorities of elderly persons in different cultures exist – often connected to a certain respect.

Taking the topic back to the Iceberg model it could be said that the underwater-hidden part which contains the concept of roles in society (including age roles) and that this part differs in cultures. Could we – according to this – say:

- Generational/Age characteristics are also cultural characteristics
- Meeting cultures means also meeting age related values
- Both offer opportunities for thinking and learning

This rational explains why participants in this study session – when asked to come up with IGL examples – often came up with ideas that had ICL influences as well.

## **DAY 4: HOSTING SUPPORT AND FREE AFTERNOON**

### 11. Host-families and IGL – possible hosting support

Objectives	Expected outcomes
<ul style="list-style-type: none"> <li>- Explore which impact IGL has on a hosting experience</li> <li>- Identify critical parameters</li> </ul>	<ul style="list-style-type: none"> <li>- Participants realize that they enter new “territory”</li> <li>- Participants are motivated to explore the topic further</li> </ul>

For this session the group was split into five subgroups. Each group got the task to meet, discuss and find the perfect hosting situation. They were asked how they would like to be supported while hosting an exchange student and what tools could help to support host families better. All groups came up with results that were presented in the plenary (see outcomes).

After all groups had presented, the facilitators gave a conclusive talk about the past sessions and days explaining the rationale behind the chosen topics.

## Outcomes

**The 5 working groups came up with different outcomes that are listed here. Each group identified needs and wishes that host families have. Please see the compilation of the groups here.**

### Vision

- Learning opportunities for the whole family
- Good student support
- Perfect preparation and extra support in first month
- Support for the rest of the year
- Make the family feel competent and appreciated
- Include the whole family in AFS activities (age specific)
- Mutually appreciated school-AFS relations

### Needs

- Give age specific information (siblings, grandparents, ...)
- Meet former host-families and share experiences
- Workshop on typical problems
- 24/7 care (experienced contact person)
- Contact family available to host for a short time
- Transparent and easy communication
- No disturbance from natural family
- Cultural education (general/country specific)
- Chance/offer to stay involved after the exchange
- Inclusion/care after the event
- More volunteers to support host families and students
- Motivated and interested volunteers
- Tools to prepare host families
- Better inter-volunteer and inter-chapter communication
- Information about the country where the exchange student comes from
- Contact person available
- Psychologist available
- Local chapter to overcome limits
- Finding a strategy for host-family finding
- Manuals for (re)orientations
- Faith and trust in AFS programme
- Get contact families for host-families
- Monthly contact with contact person

### Activities that host families would like to have/need

- Training for volunteers on communication and crisis management
- Study session on school support

- Activities for host-families
- Siblings camp
- Guidelines, training for volunteers
- Local volunteer exchange
- Orientation about practical/legal issues
- Welcome event
- Orientation camp for whole family (age specific activities)
- Re-orientation
- Thank you party
- Sending information to family, work books
- Home interview with all family members
- Pre-orientation (meet contact person, IGL, ICL)
- Host-family meeting after one month to share experiences
- Informal events
- Christmas event
- Mid-stay orientation around February
- End-of-stay orientation
- Post-departure meeting
- Keep in touch with host families, invite them to events, offer them to become a contact person to new families

### **A possible timeline**

1. Informational support, personal meeting
2. Finding the right student
3. Being invited to AFS events, social events, throughout the year
4. Official preparation meeting (AFS representative)
5. Written information about arrival, VISA
6. Picking up student
7. First personal contact with the contact person in the first week
8. Keeping in touch, being updated
9. End of stay orientation, sharing with other families
10. Follow-up orientation, feedback, sharing experiences, thank you letter, invitation to become a volunteer, being updated

During the closing discussion, the opinion emerged that IGL is a concept which is almost impossible to put into a definition as it interlinks with other concepts such as ICL. Another approach linked IGL to different factors such as age, education, abilities, etc. Participants realised that IGL is a big aspect in AFS which is hardly ever addressed. To focus more on IGL in AFS and therefore in an ICL context, the next session (tool box) was designed so that participants could work on concrete ideas on how to improve especially the host family's situation.

### **DAY 5: TOOL BOX**

#### **12. Tool Box group work**

Objectives	Expected outcomes
- To create concrete project to enhance hosting in AFS organisations	- Participants know the basics of project management - All groups have a personal action



<ul style="list-style-type: none"> <li>- To make participants familiar with the NAOMMIE and SMART models</li> <li>- Link the study session to local work</li> </ul>	<ul style="list-style-type: none"> <li>plan</li> <li>- Powerpoint presentations or flipcharts about the projects</li> <li>- Develop different concrete aspects that can be integrated into local AFS work</li> </ul>
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The session was initiated by some practical input by the facilitators. The “NAOMMIE Planning Model” was introduced. The framework required participants to identify:

## Needs

Why are you contemplating doing this activity? What are the needs of the young people attending the project? What are the needs of the project as a whole? Will the “fulfilment” of this project really change something or maybe just to create others or move the problem.

## Aims

What is the ‘dream’ that your project pursuits? What is your project for?

## Objectives

What exactly are you going to do to in order to achieve your aim?

Make your objectives SMART:

- **Specific** - Objectives should be written in a concise form that clearly states when, how, and where the situation will be changed.
- **Measurable** - The achievements or process of the objectives can be measured.
- **Achievable** - The objective has to be present to motivate people but they have to be affordable so as to avoid frustration.
- **Realistic** - The objective has to focus on the needs and priorities.
- **Timed** - The objectives have to include a time framework in which it will be achieved.

## Methodology

How exactly will you achieve your objectives?

## Methods (plan of activities)

What, when, where and through what will you implement your project?

It’s a detailed plan of everything that will happen in your project implementation phase, having a practical approach to the activities that will extract results from the project.

It can result on a calendar, often the most ‘visible’ part of the project to the public at large.

## Implementation

The implementation is putting the activity into action.

## Evaluation

Evaluation is important during and after the activity.

After the input was given, participants were invited to propose ideas of concrete projects they wanted to work on. Participants could then join these groups. One full

day and one morning were given for group work. Assistance was provided by the facilitators whenever necessary. Consequently all groups gave short presentations about their projects. Please find the power point presentation in the attachment.

## Outcomes

### **Group 1: Short Exchange for Host Siblings**

This project aims to give host siblings the possibility of having a special one-week exchange to reflect on their hosting experience and gain knowledge about another culture. It is meant to be a one-way exchange that should happen from age 13-20. Participants are to be placed in host-families. Accompanying the exchange there will be ICL and IGL workshops, sightseeing and other activities with the host-family in the partner country.

### **Group 2: Motivate host-families**

The aim of this project is to find host-families that apply for the right reasons with adequate motivation and expectations. Therefore it is necessary to provide suitable and honest information about the hosting experience. There must be a special focus on the benefits of the hosting programme. In addition the group is planning to create a handbook with useful information on hosting with AFS which includes a self-reflection quiz. This quiz is meant to survey whether a family feels ready to host.

### **Group 3: Host-family follow-up**

This group focused on significantly increasing motivation of former host-families to spread a positive message about their hosting experience with AFS. This aim should be reached by an improved follow-up procedure which includes ex-host-families in various AFS activities and events and involves them in the process of host-family motivation. The group worked out a detailed calendar to implement the goal.

### **Group 4 & 5: Contact person training**

Two groups focused on the very important matter of providing quality contact persons to students and host-families. This should be achieved by raising awareness of the importance of competent contact persons and a developed training and handbook. The training mainly focuses on the role of the contact person and the AFS support structure, ICL, and problem solving through enhanced communication. The handbook includes the same topics and gives more detailed examples of behaviour in crisis situation plus important contact information.

### **Group 6: Appreciation**

The focus of this project is on making the host-family feel appreciated and competent. This is to be accomplished by giving them a good preparation and extra support in the first month. During the year, the whole family should be involved in different AFS activities. Regular contact with the contact person has to be assured. On the AFS side this requires very good inter-volunteer communication and office support.

## DAY 6: TOOL BOX PRESENTATIONS, PERSONAL ACTION PLANS AND EVALUATION

### 13. Personal Action Plan

Objectives	Expected outcomes
<ul style="list-style-type: none"><li>- Get participants thinking about what is possible in their local situation</li><li>- Give participants a feeling of achievement and conclusion</li></ul>	<ul style="list-style-type: none"><li>- Answer specific and concrete questions about personal actions in the future of participants</li><li>- Create a letter that will be sent to participants 2 months after the event</li></ul>

This part of the study session gave participants the opportunity to privately think about what they can and want to achieve in their AFS organisation and how they want to improve host-family support in the future. They were given enough time to find a quiet spot to answer the given questions.

When they finished, the papers were put in envelopes and collected by the facilitators. Nobody will look at their answers until they themselves receive the letter.

#### Outcomes

All participants took part in this session and answered the questions seriously. All letters have been collected and will be sent out soon.

### 13. Daily Reflection groups

Objectives	Expected outcomes
<ul style="list-style-type: none"><li>- Share the feelings about the day</li><li>- Feedback and evaluate the day</li><li>- Reflect about the learning on the day in the group and individually</li></ul>	<ul style="list-style-type: none"><li>- Getting the participants feelings, concerns and feedback about the sessions to reflect and evaluate about during each team meeting at the end of the day</li></ul>

Each reflection group met at the same place every day and was composed of the same people. The idea of the reflection group is to provide a space where participants can share freely and talk about anything related to the day. Yet the picture presented by the participants was evaluated during the team meeting,



in order to meet the participants' needs and adapt the programme. The reflection groups usually took place just before dinner end marked the end of the programme for the day (except for evening activities).

Every day the reflection groups followed a similar process, beginning with an open round of sharing about the day. Everybody who wishes could say a few words about how he or she feels and had the chance to point at something they liked or disliked. To make the participants feel comfortable and talk freely several different methods and “activities” were used, e.g. puppets in a tree, five fingers of a hand, etc. Every facilitator was free to choose his or her own methods.

#### 14. Free time activities

To organise free time activities in a way that all participants can enjoy them is not easy. The prep team decided to have several committees, including a linking, a social, a paparazzi, a shopping and an energizer committee.

The linking committee had the task of communicating with the other big group (Voices of Young Refugees of Europe - VYRE) that was staying in the Youth Centre at the time and organise a common lunch with them and to plan the joint farewell party.

The social committee was responsible for all kinds of evening activities; the preparation of the Austrian Room for the International Evening and Music Night was done very well by them.

**The mutual lunch** with the other group was a great success. The rule made by the linking committee was: Nobody sits next to someone they know. EFIL’s group arrived first and every second chair was left free for the other group to show up.



On Thursday the whole group went downtown. The weather was playing along and everyone enjoyed a **free afternoon** in Strasbourg’s city centre and – especially – some Tarte Flambée in a local restaurant.



Following the first day of tool box work everybody was exhausted and what better treatment can there be than dancing? The **Music Night** gave all participants the opportunity to present a typical piece of music and teach a dance to the group. It must have been 20 different ones as the activity lasted until midnight and beyond. From typical Hungarian dance to a more advanced Thai choreography – everyone had a good laugh

and a lot of fun.

The rest of the free time was used individually – pool and table tennis were very popular, but also the sauna was used by a group of participants.

Marking the end of the Study Session “Intercultural volunteer work in intergenerational context” in Strasbourg the **Farewell Party** took place on Saturday evening. The linking committee organised a common party with the VYRE group including two great DJs!

## Main outcomes and final conclusions

The main results of the Study Session go along the lines of the aims and objectives. The participants got to explore the diversity of different age groups and ways to address it in the context of long-term exchanges. They were able to identify the support needed by host families in the intercultural and intergenerational learning process varying from country to country and contribute to the development of concrete ways to improve the support. The main conclusions of this year's study session include a personal, a group and an organisational level, as well as concrete outcomes.

On a **personal** level, participants were able to learn a lot about intercultural and intergenerational learning and the link between these two topics. They learned that ICL and IGL are intermingled and that it is difficult to separate them completely in an AFS context. Due to various self-reflections on different topics and following group discussions this study session offered a lot of opportunities to allow participants to reflect on their volunteer activities and their perception towards ICL and IGL. The tool box and putting the newly gained knowledge into concrete actions was especially enjoyed by participants. The role play activity also helped participants to distinguish between ICL and IGL and was a good preparation for the tool box. Furthermore, participants were able to gain personal skills and knowledge on ICL theories and practical approaches, on IGL and the link to AFS, on host family support and the different approaches within different countries.

On a **group** level this group made a truly amazing effort to include everyone and succeeded throughout the study session without forming subgroups. This was an amazing accomplishment and was acknowledged as a positive surprise by the prep team. The group managed to teach each other and share the knowledge that each individual brought to the study session. This became very clear when the group decided to dedicate a free evening to the continuation of the market so that everyone could benefit from the existing hosting support in other countries. The variety of countries, age, gender, level of experience, etc. represented in the group contributed to fruitful discussions and constructive group work that everyone benefitted from.

On an **organisational** level, AFS and EFIL will not only gain highly motivated volunteers from various national AFS organisations. The possibility for sharing and exchanging knowledge and ideas benefits the overall network. The knowledge and expertise linked to ICL and IGL gained during the study session will have a positive effect on the quality of AFS exchange programmes, especially for the host families. The outcomes of the toolbox are all relevant for national AFS organisations. Especially for young organisations the outcomes will strengthen the organisation itself and its ties with the network. All participants created personal action plans which include activities that they want to implement after their return to their home countries. The beneficiaries of these activities will be the national/local AFS organisation.

During the toolbox session, participants were asked to develop **concrete outcomes** that focus on improving host family support. Six groups were formed based on the interest of participants, covering the following topics:

1. Short Exchange for Host Siblings
2. Motivating host-families
3. Host-family follow-up
4. Contact person training

- a. Handbook for contact person
  - b. Training for contact person
5. Appreciation of host-families

All topics were presented as power point or flipchart presentations and are available in the annex. The tools still need further planning and implementation. Partly concepts were developed that have to be adapted to the different organisational realities. The study session provided individuals with new ideas and gave time and space to the development of these tools. The weeks, months and years to come will show how much drive participants have to initiate and work on these tools.

**Participants evaluation** (see annex) shows that the majority was satisfied with the design and the outcomes of the study session. Outstanding aspects of the evaluation were the very positive evaluation of the teambuilding activities, the international evening, the free afternoon and the tool box (the most essential session of the whole study session). The external speaker was marked as negative and irrelevant. Participants were frustrated with the little information that they were able to pick out of the session of the external speaker due to the lack of visualisation.

The overall aim of the study session was to enable participants to understand value and act upon interactions between intergenerational and intercultural learning, in their work as counsellors of exchange host families. The main aim was met by the study session. Participants understood the links between ICL and IGL and are more aware of the link between them. They will take their new competences back to their local chapter work to implement the outcomes of the toolbox and integrate other elements of the study session into the activities of the local chapters. The objectives were mostly met as the evaluation of the participants' shows. There are two objectives that were only partly met: To explore the diversity of different age groups and ways to address it in the context of long-term exchanges; and to reflect on the role of youth organisations in promoting intergenerational dialogue and successful intercultural learning between young people and other age groups, especially within families; Participants did not comment on why they felt that these objectives had not been fully met, but the preparatory team figured from general comments that partly time was missing to go deeper into discussion and the link to other youth organisations was missing.

## Appendices

### 1. List of participants and team members

First Name	Last Name	Country	Gender
Aljosa	Preradovic	Bosnia and Herzegovina	M
Monika	Janovská	Czech Republic	F
Andreas Wagner	Tholl	Denmark	M
Thomas	Jürgenschellert	Belgium	M
Terhi	Luoma	Finland	F
Suvi	Heikkinen	Finland	F
Martine	Haas-Belorgey	France	F
Timour	Mahieddin	France	M
Justus	Niemzok	Germany	M
Jochen	Ehrenreich	Germany	M
Viktória	Bedő	Hungary	F
Dragana	Kladarin	Italy	F
Rossella	Lupo	Italy	F
Ieva	Vadone	Latvia	F
Svein	Flaaten	Norway	M
Martine	Tonnessen	Norway	F
Elsa	Parracho	Portugal	F
João	Almeida Peres	Portugal	M
Pavel	Redkin	Russian Federation	M
Anna	Kopysova	Russian Federation	F
Marija	Kolundžija	Serbia	F
Milena	Miladinović	Serbia	F
Thanakon	Tiwawong	Slovakia	M
Tana	Debeljak	Slovenia	F
Tinka	Vatl	Slovenia	F
Lisa	Palo	Sweden	F
Ulrika	Dahlbeck Bredolo	Sweden	F
Nicole	Blaser	Switzerland	F
Davide	Miggiano	Switzerland	M
<b>Preparatory Team</b>			
Inga	Menke	Belgium	F
Annika	Menke	Germany	M
Britt-Eva	Jakobsen	Norway	F
Edoardo	Laurenti	Italy	M
Karlina	Viksna	Latvia	F

## 2. Programme of the Study Session

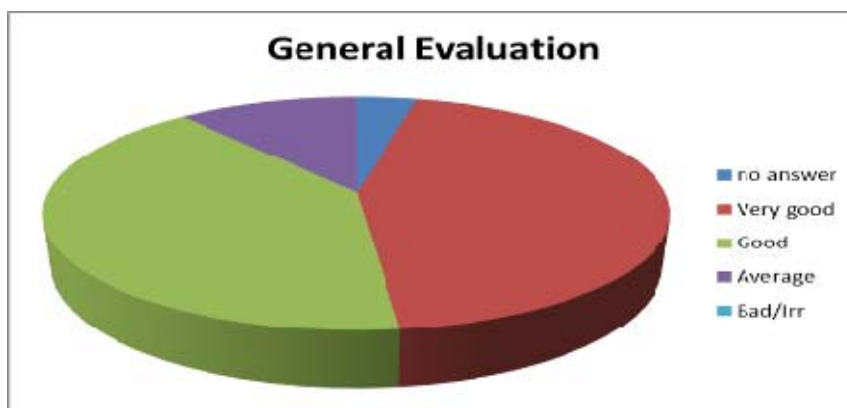
Programme Overview								
time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8-9		breakfast	breakfast	breakfast	breakfast	breakfast	breakfast	breakfast
9-10:30	arrival	Official opening of the study session	What is Intercultural learning	What is Intergenerational Learning	Host-families and Intergenerational Learning and possible support	Review of the week	Tool box (group work)	departure
11-12:30		Teambuilding				Tool box (group work)	Presentations	
12:30-14		lunch	lunch	lunch	lunch	lunch	lunch	
14-15:30		Teambuilding	Intercultural Learning in AFS	Intergenerational Learning and AFS	free afternoon	Tool box (group work)	Action plan	
16-17:30		Self-Reflection and Sharing		Linking Intercultural and Intergenerational Learning			Evaluation	
17:30-18		Reflection group				Reflection groups		
18-20		dinner	dinner	dinner	dinner	dinner out	dinner	
20+	Welcome evening	International evening	Sharing	group activity		Music night	Farwell party	



### 3. Summary of participants' evaluation

General evaluation of the seminar:

no answer	Very good	Good	Average	Bad/Irr
1	12	11	3	0

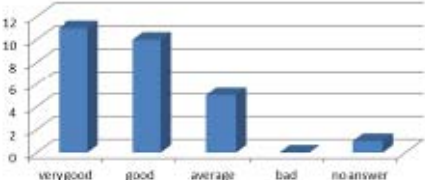
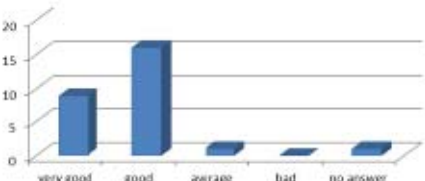
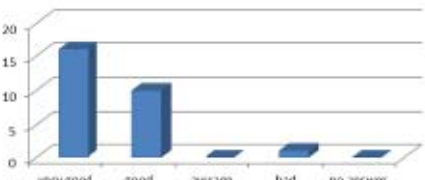
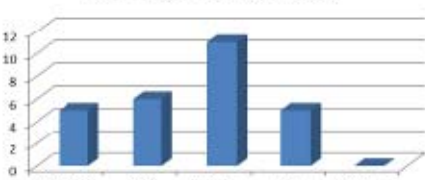
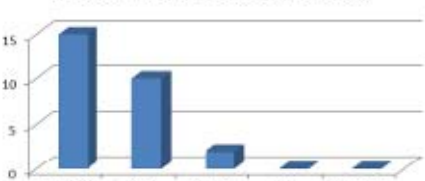
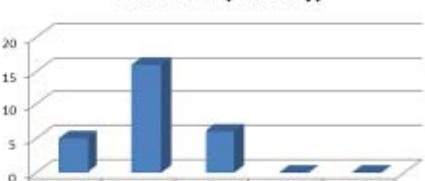


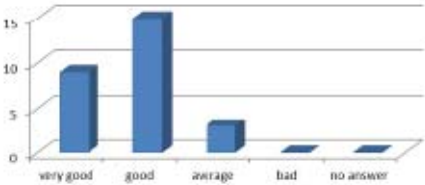
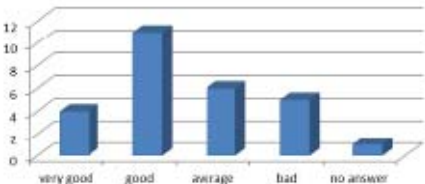
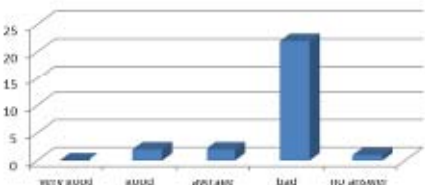
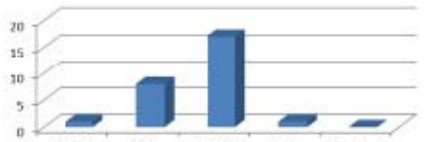
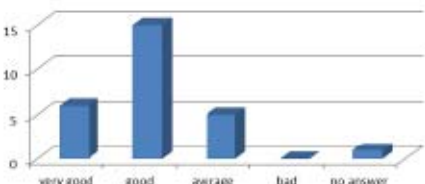
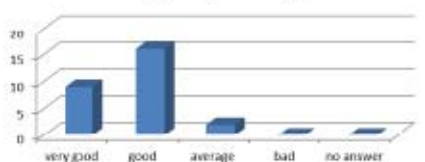
#### Course objectives

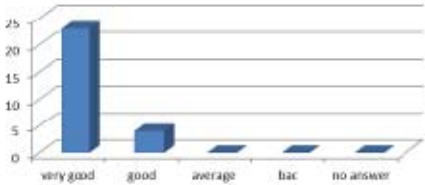
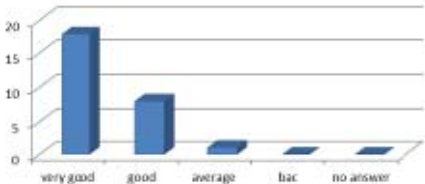
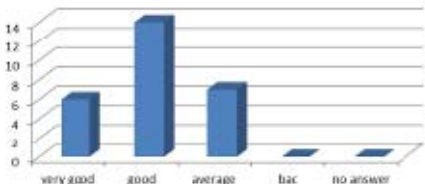
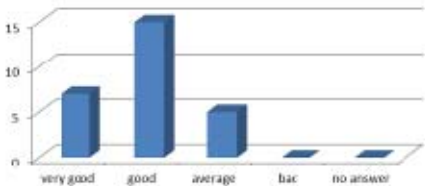
	bad			good			no answer
	1	2	3	4	5	6	
To understand and value the concepts and mechanisms of intercultural and intergenerational learning in our societies;	0	1	8	7	9	1	1
To explore the diversity of different age groups and ways to address it in the context of long-term exchanges;	2	1	9	9	5	1	0
To identify the support needed by host families in the intercultural and intergenerational learning process that they will/are/have been experiencing;	1	2	3	4	9	8	0
To understand the various dimensions, challenges and actors involved in the supporting process of a host family;	0	2	2	4	12	7	0
To reflect on the role of youth organisations in promoting intergenerational dialogue and successful intercultural learning between young people and other age groups, especially within families;	1	5	6	7	5	3	0
To reflect on concrete ways for participants to improve their support to host families at local level;	1	1	3	6	10	6	0
To spread the ideas, results and follow-up of this study session within the EFIL/AFS network, for the benefit of further volunteers, participants of long-term exchanges and the local communities they operate in.	0	2	5	3	8	7	2

## Session evaluations

All statements that are listed here have been mentioned by participants. If statements are underlined there where some participants that mentioned the same thing. If the statements is underlined and bold the majority of the participants mentioned this aspect.

<p><b>Welcome Evening (Sunday)</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>very good</td> <td>12</td> </tr> <tr> <td>good</td> <td>11</td> </tr> <tr> <td>average</td> <td>6</td> </tr> <tr> <td>bad</td> <td>1</td> </tr> <tr> <td>no answer</td> <td>2</td> </tr> </tbody> </table>	Category	Count	very good	12	good	11	average	6	bad	1	no answer	2	<ul style="list-style-type: none"> <li>·Interesting name games</li> <li>·It was a real icebreaker</li> </ul>
Category	Count												
very good	12												
good	11												
average	6												
bad	1												
no answer	2												
<p><b>Welcome Space (Monday)</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>very good</td> <td>10</td> </tr> <tr> <td>good</td> <td>18</td> </tr> <tr> <td>average</td> <td>2</td> </tr> <tr> <td>bad</td> <td>1</td> </tr> <tr> <td>no answer</td> <td>2</td> </tr> </tbody> </table>	Category	Count	very good	10	good	18	average	2	bad	1	no answer	2	<ul style="list-style-type: none"> <li>·Step by step people were getting closer and more open-minded</li> <li>·Speed-dating was helpful to share personal things</li> </ul>
Category	Count												
very good	10												
good	18												
average	2												
bad	1												
no answer	2												
<p><b>Teambuilding (Monday)</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>very good</td> <td>18</td> </tr> <tr> <td>good</td> <td>12</td> </tr> <tr> <td>average</td> <td>1</td> </tr> <tr> <td>bad</td> <td>2</td> </tr> <tr> <td>no answer</td> <td>2</td> </tr> </tbody> </table>	Category	Count	very good	18	good	12	average	1	bad	2	no answer	2	<ul style="list-style-type: none"> <li>·Exercises were helpful</li> <li>·Very important</li> <li>·<b><u>It could have been shorter,</u></b> we could have gotten to know each other in working groups as well</li> <li>·I understood the importance of it during the week</li> </ul>
Category	Count												
very good	18												
good	12												
average	1												
bad	2												
no answer	2												
<p><b>Self-reflection (Monday)</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>very good</td> <td>6</td> </tr> <tr> <td>good</td> <td>7</td> </tr> <tr> <td>average</td> <td>12</td> </tr> <tr> <td>bad</td> <td>6</td> </tr> <tr> <td>no answer</td> <td>1</td> </tr> </tbody> </table>	Category	Count	very good	6	good	7	average	12	bad	6	no answer	1	<ul style="list-style-type: none"> <li>·<u>Bad explanation</u></li> <li>·You should have reminded us on the last day</li> <li>·I did not find it useful</li> <li>·Not very inspiring</li> <li>·Very important</li> </ul>
Category	Count												
very good	6												
good	7												
average	12												
bad	6												
no answer	1												
<p><b>International Evening (Monday)</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>very good</td> <td>16</td> </tr> <tr> <td>good</td> <td>11</td> </tr> <tr> <td>average</td> <td>3</td> </tr> <tr> <td>bad</td> <td>1</td> </tr> <tr> <td>no answer</td> <td>1</td> </tr> </tbody> </table>	Category	Count	very good	16	good	11	average	3	bad	1	no answer	1	<ul style="list-style-type: none"> <li>·<u>Great group</u> wanting to share everything</li> <li>·I would prefer if every country had it's market</li> <li>·More time for that: generates great ideas</li> </ul>
Category	Count												
very good	16												
good	11												
average	3												
bad	1												
no answer	1												
<p><b>What is ICL (Tuesday)</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>very good</td> <td>6</td> </tr> <tr> <td>good</td> <td>18</td> </tr> <tr> <td>average</td> <td>8</td> </tr> <tr> <td>bad</td> <td>1</td> </tr> <tr> <td>no answer</td> <td>1</td> </tr> </tbody> </table>	Category	Count	very good	6	good	18	average	8	bad	1	no answer	1	<ul style="list-style-type: none"> <li>·<b><u>More follow-up discussion needed</u></b></li> <li>·Liked the silent discussion</li> <li>·It cleared many things for me in the topic</li> <li>·Boring and not useful</li> <li>·Use thicker markers!</li> </ul>
Category	Count												
very good	6												
good	18												
average	8												
bad	1												
no answer	1												

<p><b>Interplanetary Conference (Tuesday)</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>very good</td> <td>10</td> </tr> <tr> <td>good</td> <td>15</td> </tr> <tr> <td>average</td> <td>4</td> </tr> <tr> <td>bad</td> <td>1</td> </tr> <tr> <td>no answer</td> <td>1</td> </tr> </tbody> </table>	Category	Count	very good	10	good	15	average	4	bad	1	no answer	1	<ul style="list-style-type: none"> <li>· <u>Liked the game</u>, should have been placed on Monday as an intro though, not after the ICL input</li> <li>· Not really necessary</li> <li>· Very good exercise to learn more about yourself and community</li> <li>· <b><u>Too long</u></b></li> </ul>
Category	Count												
very good	10												
good	15												
average	4												
bad	1												
no answer	1												
<p><b>Talk and Walk (Tuesday)</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>very good</td> <td>5</td> </tr> <tr> <td>good</td> <td>12</td> </tr> <tr> <td>average</td> <td>7</td> </tr> <tr> <td>bad</td> <td>6</td> </tr> <tr> <td>no answer</td> <td>2</td> </tr> </tbody> </table>	Category	Count	very good	5	good	12	average	7	bad	6	no answer	2	<ul style="list-style-type: none"> <li>· It was good</li> <li>· Irrelevant</li> <li>· Pleasant to be outside and talk to one person only</li> <li>· <u>The topic wasn't concrete enough</u></li> <li>· I needed that</li> </ul>
Category	Count												
very good	5												
good	12												
average	7												
bad	6												
no answer	2												
<p><b>External speaker (Wednesday)</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>very good</td> <td>1</td> </tr> <tr> <td>good</td> <td>3</td> </tr> <tr> <td>average</td> <td>3</td> </tr> <tr> <td>bad</td> <td>24</td> </tr> <tr> <td>no answer</td> <td>1</td> </tr> </tbody> </table>	Category	Count	very good	1	good	3	average	3	bad	24	no answer	1	<ul style="list-style-type: none"> <li>· <b><u>She was awful</u></b></li> <li>· Not relevant</li> <li>· Topic was really interesting</li> </ul>
Category	Count												
very good	1												
good	3												
average	3												
bad	24												
no answer	1												
<p><b>Self-reflection on IGL &amp; group work (Wednesday)</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>very good</td> <td>2</td> </tr> <tr> <td>good</td> <td>10</td> </tr> <tr> <td>average</td> <td>19</td> </tr> <tr> <td>bad</td> <td>2</td> </tr> <tr> <td>no answer</td> <td>1</td> </tr> </tbody> </table>	Category	Count	very good	2	good	10	average	19	bad	2	no answer	1	<ul style="list-style-type: none"> <li>· Why did we never focus on AFS?</li> <li>· Such a broad subject, hard to narrow down, too many people insisted on too many definitions</li> <li>· I could do that for longer time</li> <li>· It took too much time</li> <li>· Self-reflection very good, group work not so good</li> </ul>
Category	Count												
very good	2												
good	10												
average	19												
bad	2												
no answer	1												
<p><b>Role-plays on IGL (Wednesday)</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>very good</td> <td>7</td> </tr> <tr> <td>good</td> <td>16</td> </tr> <tr> <td>average</td> <td>6</td> </tr> <tr> <td>bad</td> <td>1</td> </tr> <tr> <td>no answer</td> <td>2</td> </tr> </tbody> </table>	Category	Count	very good	7	good	16	average	6	bad	1	no answer	2	<ul style="list-style-type: none"> <li>· Should not have been on IGL, but hosting</li> <li>· Discussions afterwards were too long</li> <li>· Definition still not clear</li> <li>· <b><u>The instructions haven't been clear enough</u></b></li> </ul>
Category	Count												
very good	7												
good	16												
average	6												
bad	1												
no answer	2												
<p><b>Vision and possible host-family support (Thursday)</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>very good</td> <td>10</td> </tr> <tr> <td>good</td> <td>18</td> </tr> <tr> <td>average</td> <td>3</td> </tr> <tr> <td>bad</td> <td>1</td> </tr> <tr> <td>no answer</td> <td>1</td> </tr> </tbody> </table>	Category	Count	very good	10	good	18	average	3	bad	1	no answer	1	<ul style="list-style-type: none"> <li>· This part could have been done in country based groups, but the way we did it was ok, too</li> <li>· I would have loved to work more on this</li> <li>· A bit boring, Edo's and Annika's speeches a bit defensive</li> </ul>
Category	Count												
very good	10												
good	18												
average	3												
bad	1												
no answer	1												

<p><b>Free afternoon ( Thursday)</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>very good</td> <td>25</td> </tr> <tr> <td>good</td> <td>5</td> </tr> <tr> <td>average</td> <td>1</td> </tr> <tr> <td>bad</td> <td>1</td> </tr> <tr> <td>no answer</td> <td>1</td> </tr> </tbody> </table>	Category	Count	very good	25	good	5	average	1	bad	1	no answer	1	<p>·I enjoyed walking round the city</p>
Category	Count												
very good	25												
good	5												
average	1												
bad	1												
no answer	1												
<p><b>Tool Box (Friday &amp; Saturday)</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>very good</td> <td>20</td> </tr> <tr> <td>good</td> <td>10</td> </tr> <tr> <td>average</td> <td>2</td> </tr> <tr> <td>bad</td> <td>1</td> </tr> <tr> <td>no answer</td> <td>1</td> </tr> </tbody> </table>	Category	Count	very good	20	good	10	average	2	bad	1	no answer	1	<p>·<u>Lots of work</u> but fun  ·We had good understanding and no disagreements  ·<b><u>Too little time</u></b>  ·Useful  ·Most useful part  ·Sometimes the group wasn't consistent but overall I'm satisfied with the outcome  ·Hated NAOMMIE</p>
Category	Count												
very good	20												
good	10												
average	2												
bad	1												
no answer	1												
<p><b>Tool Box presentations (Saturday)</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>very good</td> <td>7</td> </tr> <tr> <td>good</td> <td>14</td> </tr> <tr> <td>average</td> <td>8</td> </tr> <tr> <td>bad</td> <td>1</td> </tr> <tr> <td>no answer</td> <td>1</td> </tr> </tbody> </table>	Category	Count	very good	7	good	14	average	8	bad	1	no answer	1	<p>·Every group prepared a good presentation  ·Not enough time to prepare it  ·Most presentations were not very specific</p>
Category	Count												
very good	7												
good	14												
average	8												
bad	1												
no answer	1												
<p><b>Personal action plan (Saturday)</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>very good</td> <td>8</td> </tr> <tr> <td>good</td> <td>16</td> </tr> <tr> <td>average</td> <td>6</td> </tr> <tr> <td>bad</td> <td>1</td> </tr> <tr> <td>no answer</td> <td>1</td> </tr> </tbody> </table>	Category	Count	very good	8	good	16	average	6	bad	1	no answer	1	<p>·I didn't feel the need to put everything down again  ·useful</p>
Category	Count												
very good	8												
good	16												
average	6												
bad	1												
no answer	1												

Changes that should be taken into account for similar events:

- It must be longer
- More time for the toolbox – only one day for theory
- We need more concrete ideas on how to improve hosting support
- Choose the speaker more appropriately
- Provide more time for sharing
- Give another free afternoon
- Real projects
- The topic of the session was addressed very little, a more detailed program would be useful
- More focus on the marketplace – more sharing time
- The topics addressed were too broad, we need very realistic topics
- I somewhat felt like we were running in circles on the ICL and IGL topics and didn't really use the outcome for the toolbox
- I felt as if we were introducing a topic for the first 4 days and did very little useful things
- Less theory – more practice

- The topic could easily have been hosting support in a higher degree
- The title on our certificate is completely new to me
- More concrete content parts
- More experienced countries could have mentored less experienced ones during some activities

Comments on the EYC and its facilities (accommodation, catering, ambience):

- More healthy food would be appreciated
- Drinking enough water is a challenge here
- Clean
- Friendly staff
- Everything was great
- Great food
- Bad food and long way to nearest supermarket
- I missed fruits

Comments about the facilitators:

- A lot of times there were bad instructions before a task
- I felt like not all team-members knew what was going on at all times
- You are really great and made a good job
- I learnt most when you gave your opinion
- Sometimes I had the feeling that things were going slow and without energy
- Their contributions for the success of the session was huge
- I think everyone did their best and brought a lot of input
- You were all great, well prepared, friendly and polite
- Sometimes it felt like you hadn't talked about certain activities among yourselves, the person in charge knew what to do but it was hard to ask someone else
- Good mixture within the team
- Although you also get tired, during groupwork you should be capable of hiding it

### 3. List of references

- **European Approaches to Inter-Generational Lifelong Learning**  
<http://www.eagle-project.eu/welcome-to-eagle>
- **The NAOMMIE Planning Model**  
Jason Wood, August 2000