



# **Rural youth in Europe - All different all equal?**

Report of the study session held by  
RURAL YOUTH EUROPE (RYEurope)  
in co-operation with the  
European Youth Centre  
of the Council of Europe

European Youth Centre Strasbourg  
18<sup>th</sup> – 25<sup>th</sup> February 2007



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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**Dear Friends,**

This Study Session brought together young people from rural areas all over Europe to experience the differences and equalities that young people share in the rural areas. During the week we were dealing with different issues related to discrimination, human rights and intercultural learning in co-operation with Council of Europe. This seminar has been a great learning experience for all of us, eye-opening for many involved parties and completely new for some participants to experience the situation of being discriminated against, challenging their own behaviour and views.

I hope that many of our members and associated organisations will take the opportunity to contribute to the mentioned topics this year (and in the future) too and I know that many of our seminar participants will – as they've worked out great projects plans resulting from the knowledge they've gained during the seminar. Rural Youth Europe will continue the work with these issues in our future activities: Rally 2007 "Future under construction – Youth at work in Europe" and Autumn Seminar "All different All equal – Food for thought" as well as in activities past year 2007.

I would like to thank everyone who made this seminar a success and an unforgettable experience – all 29 participants who were very enthusiastic and motivated through out the whole week (also in compiling this report) and especially the prep team who worked really hard for the whole week despite of the lack of sleep: Kari Anne Grimelid Årset (4H Norway), Janja Karner (Slovenian Rural Youth), Rhiannon Dafydd (Wales Young Farmers' Clubs), Rudolf Grossfeld (German Rural Youth) and Miguel Angel García López (trainer CoE) – with whom it was a great pleasure to work with. Furthermore, big thanks to Iris Bawidamann and the staff of EYC Strasbourg for all their help and co-operation. It's been an unforgettable experience, a lot of fun and a very productive session!

I hope that the brilliant project ideas participants came up with during the Study Session will be implemented and the European network of rural young people with the new friendships gained during the week will expand!



Eija Kauniskangas

*Secretary General  
Rural Youth Europe*

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**Rural youth in Europe – All different all equal?  
Rural Youth Europe – Study Session  
European Youth Centre, Strasbourg  
(18<sup>th</sup> – 25<sup>th</sup> February 2007)**

**Executive Summary**

As mentioned in the foreword Rural Youth Europe has worked in co-operation with the Council of Europe on similar issues before and aims at developing strategies of mainstreaming human rights and intercultural dialogue. Rural Youth Europe is committed to supporting the work of the Council of Europe, Directorate of Youth & Sports and in particular the Human Rights Education Programme. With this years' study session we decided to focus especially on discrimination on rural areas. The Study Session "Rural Youth in Europe – All different all equal?" was organised in the European Youth Centre in Strasbourg, 18th to 25th February 2007.

This report with its appendices is aimed to youth organisations and young people interested in the issues raised during this seminar. It is also aimed for the participants of this study session to remember the things that were done and issues that were discussed during the week, to help them to use the knowledge and experience gained within their own organisations. It should be possible to use this report as a resource or at least as an inspiration in organising activities dealing with discrimination, intercultural learning and human rights education. That is also why the appendices' section is so extensive. More over, the report is also aimed to the Council of Europe readers to get a better understanding of the activities of RYEurope.

The study session gathered together 35 participants (including the preparation team) from 14 different European countries. They were all representing youth organisations and interested in the theme of the Study Session. The topic was explored through a variety of methods and tools. The week started off by focusing on building the group into a team through several ice-breakers and trust games. A whole afternoon session was dedicated to teambuilding and getting into the theme. The participants were also introduced to Rural Youth Europe and the Council of Europe. The week continued by taking a deeper look into intercultural learning, by exploring the differences and equalities within the participants and making them to confront discrimination through different activities and theoretical input. In the halfway of the study session a day was spent with Human Rights Education. Participants had a chance to visit the European Court of Human Rights and afterwards several activities took place through small group work and brainstorming, with a theoretical input of the theme.

Before the participants were given their well-deserved free time in the city of Strasbourg, they received information about the "All Different - All Equal" -campaign and the "Youth in Action" -programme. Participants created project plans within the "Youth in Action" –programme by planning a theme and a programme for youth exchange. The last two working days concentrated on giving participants practical skills which they can use within their organisations when working with the issues raised. Different kind of project plans, (personal action plans, group plans) were made – several ideas about groups exchange, seminars and other trainings were planned and hopefully will also be implemented. Also leadership skills were put in great importance: participants had a change to evaluate themselves as leaders and also confronted different leadership styles. Introduction to SWOT analyses was also made and participants made a personal as well as organisational analyse.

The intensive working week ended with a follow-up plans and a very thorough evaluation. Participants had enjoyed the week and gained information which they can use back home together with this report.

## Introduction

### ***Overall aim of the Study Session***

Within this study session we explored where young people in rural area belong. Can this group be considered as a disadvantaged one? Are young people from rural areas being discriminated against? To what extent young people who decide to stay in villages suffer from lack of opportunities, compared to their counterparts in urban areas. On the other hand, we wanted to explore whether young people in rural areas discriminate foreigners and outsiders from their community. The seminar also encouraged young people to play an active part in society. The Study Session went hand in hand with the "All Different - All Equal" run by the Council of Europe in cooperation with the European Commission, the Youth Forum Jeunesse and other partners. The Campaign promotes diversity throughout all its activities and will stress the importance of intercultural and inter-religious dialogue as a condition for social cohesion. The seminar invited leaders and multipliers from a variety of rural youth organisations to explore whether rural young people in Europe are all different all equal.

### ***Objectives of the Study Session***

- To raise awareness among multipliers, coming from rural areas, of existing stereotypes, to challenge their preconceptions and build tolerance
- To analyze in what ways rural young people are different and/or equal and in what ways it needs special consideration
- To explore and develop strategies in rural youth work for promoting mutual respect and tolerance, as well as fighting prejudices and stereotypes
- To identify situations in which rural youth discriminates against other people and explore youth work responses to counteract these tendencies
- Identify the barriers to equal participation of all sectors in public life and political processes
- Informing and/or training of multipliers in the field of Intercultural learning and Human rights education
- To encourage member organisations to organise national/local events and activities related to this theme
- Direct exchange of experience between multipliers from rural areas (the participants) with regard to promoting international youth exchange and intercultural dialogue
- To strengthen networking between rural youth organisations, exchange of experience and good practices

### ***Profile of Participants***

Participants represented diverse range of youth organisations across Europe, covering 14 different countries (18 different youth organisations). These included Austria, Armenia, Bulgaria, Estonia, Finland, Germany, Greece, Ireland, Latvia, Norway, Slovenia, Sweden, Ukraine and the United Kingdom. They were all interested in the theme and in becoming active in the European level; they were motivated for a possible follow up and multiplication of the topics of the seminar; multipliers active at local/regional/national in a (rural) youth organisation; members of Rural Youth, Young Farmers' or 4H Clubs or other youth/minority organisation; aged 18 – 30; with good english skills.

Participants were also motivated to develop their knowledge and competence in Human Rights Education, discrimination and intercultural learning and to share their experiences with other participants.

### ***Learning outcomes of participants***

The participants took the chance to deepen their knowledge on discrimination, intercultural learning as well as human rights and Human Rights Education in general; furthermore it was important for participants to analyse how this can be used in their future work with young people.

Intercultural learning and especially Human Rights Education were the central learning experiences for the participants and the organisers' put an effort on those with the various activities and inputs in this field. Simply for the reason that only through a good intercultural knowledge and understanding barriers can be solved, as well as prejudice and discrimination avoided. During the intercultural learning simulations, participants explored how they are different but yet similar and how does it feel to be discriminated against. Those activities were followed up with fruitful discussions and participants really challenged their own opinions. It broadened their mind and made the participants aware of many different issues related to the topics. Moreover, it made them very much reflect upon their own values and life in their communities.

During the seminar participants gained a basic understanding of human rights education approaches and also got acquainted with training materials (Compass Manual, Education Pack etc.). They learned about many different ways to present / work with topics related to Human Rights with young people in youth organisations and how to get these across without being boring. Participants stated that they enjoyed very much getting an overview of all the issues raised, because until now many of them haven't thought about it much and nevertheless, they are convinced that these issues should be covered more within rural youth work.

In addition, participants learned about funding projects, and towards the end of the study session they also started to put their knowledge into practice by developing projects (many of them European cross-country group projects, but also national, regional, and local ones) which are to be realised within their youth organisations back home.

For many young people participating in the study session, it was also a completely new experience to communicate with people of different English ability (e.g. some native speakers having to speak slower) which was also part of the on-going Intercultural learning process. Moreover, the learning about other organisations, cultures and about European (rural) youth in general was a very intense and challenging experience for all participants.

### ***Further Outcomes***

The aims and objectives of the Study Session were achieved and participant created several projects as an outcome of the week. Furthermore, within this Study Session RYEurope managed to strengthen the network of rural young people in Europe. Also partnership was enlarged with country where the movement doesn't have any member organisation (Greece).

### ***Methodology***

The working methods of the study session were to facilitate the exchange of information between participants and to bring people to discuss and experience different topics related to the theme. Contributions by participants and team members have given a broad picture of discrimination, Human Rights, and intercultural learning. Working methods included: plenary discussions, inputs, working groups, theatre, workshops, discussion groups and statement exercise, provision of information and referent documents and related themes – manuals, reports, information materials, and surveys.



### ***Educational approach***

The working methods of the study session facilitated exchange of information and knowledge among participants, and between team and the participants. The study session profited from the educational approaches of the Manual on Human Rights Education "Compass". In addition, the Education Pack and the T-Kit on Intercultural Learning were used. Throughout the session, a variation of exercises was used and background material was distributed. Towards the end of the study session leadership skills methodology was used to assist participants to develop their own individual or group projects.

### ***Follow up***

Seminar reports and interviews were published in newsletters and websites of many involved parties. Rural Youth Europe will follow up this Study Session with a multicultural youth exchange in July 2007 in Germany involving 120 young people: "Future under construction – Youth at work in Europe". In addition, in Autumn 2007 a seminar in Denmark will be held, where the outcomes of this study session will be used. Furthermore, many follow up projects will be taking place within or member organisations on local/regional/national/European level and will be supported by Rural Youth Europe. This concretely should lead to further development and enlargement of Rural Youth Europe's work in the fields of intercultural learning and human rights education.

### ***Daily programme***

The programme developed by the prep team aimed at exploring and exchanging the experiences of the participants in relation to the topic; explaining, discussing and partly experiencing discrimination and human rights; learning about relevant institutional programmes and activities (CoE, Human Rights Court, RYEurope, All Different - All Equal -campaign), as well as Human Rights Education in general; getting to know relevant funding programs: "Youth in Action" - programme as well as other funding sources; Furthermore, a focus was put on leadership skills development. In the end-phase of the study session project development was in the centre of the attention, as well as networking, follow-up and evaluation (for details refer to the programme on the next page). The study session also went hand in hand with the "All Different - All Equal" campaign run by CoE and European Youth Forum.

**Rural Youth Europe Spring Seminar “Rural youth in Europe – All different all equal?” 18<sup>th</sup> – 25<sup>th</sup> February 2007**

	Sunday 18 <sup>th</sup>	Monday 19 <sup>th</sup>	Tuesday 20 <sup>th</sup>	Wednesday 21 <sup>st</sup>	Thursday 22 <sup>nd</sup>	Friday 23 <sup>rd</sup>	Saturday 24 <sup>th</sup>
9:30		Welcome, introduction of the seminar, participants and team Sharing expectations Introduction of RYEurope and Council of Europe	Awareness of differences Awareness of equalities	Visit to the European Court of Human Rights	Presentation of the “All Different All Equal” – campaign Presentation of the “Youth in Action” - programme	How to overcome difficulties Benefits from differences	Follow up
Lunch 13.00-14.30							
	Arrival of participants Arrivals	Team building Getting into the theme, sharing realities Reflection groups	Intercultural learning practice and theory Reflection groups	Human Rights Reflection groups	Free afternoon	Leadership to avoid differences & Leadership to promote equalities Reflection groups	Evaluation of the week Reflection groups
Dinner 19:00	Arrivals						
Night	Welcome evening + Icebreaking	Organisation market and international buffet			Dinner out	Soccer game	Farewell party

Rural youth in Europe – All different all equal?  
Rural Youth Europe – Study Session  
European Youth Centre, Strasbourg  
18<sup>th</sup> – 25<sup>th</sup> February 2007

Day-by-Day Reports



**all different**  
**all equal**

## Monday 19<sup>th</sup> February 2007

### 1. Title of the Session:

- Welcome
- Introduction
- Getting to know each other, teambuilding
- Getting into the team, sharing realities

### 2. Objectives:

- To introduce pax and the team
- To introduce them to the seminar – aims & objectives, programme of the week
- To introduce pax to the Youth Centre (admin. announcements, etc.)
- To introduce RYEurope
- To introduce CoE
- To get to know each other (ice-breaking, team building)
- To learn more about participants' expectations, motivations and fears
- To learn about differences, difficulties and opportunities between urban and rural areas

### 3. Programme:

The programme started with getting to know each other activities, followed by the official welcome and opening of the Study Session. The aims and objectives were presented and the participants' expectations, motivation and fears discussed. The programme of the week was introduced and practical info given. Furthermore, presentation of RYEurope and CoE was made.

The afternoon concentrated on team building and getting into the theme by gathering differences, difficulties and opportunities in urban and rural areas within small working groups. The day was finalised with re-groups and later in the evening specialities were offered at the International Buffet and Organisational Market.

### 4. Educational methods used:

- Ice-breaking, getting to know each other and team building activities: name games, "Bedlinen", "Human bingo" (Appendix 18), "Bring the Bottle home", "Map of Europe"
- individual and group work (expectations, motivations, fears, sharing realities)
- presentations in plenary done by prep team members for the various introductions



### 5. Thematic discussions or inputs:

5.1. Aims and objectives of the Study Session were presented and discussed (Appendix 1)

#### AIM

To make young people identify differences and equalities between each other, rural and urban areas, to make them aware of differences and equalities between each other, rural and urban areas and to accept them. Strengthening their capacities to with the issues and to organise relevant activities within their organisation or/and Rural Youth Europe.

#### OBJECTIVES

- To raise awareness among multipliers, coming from rural areas, of existing stereotypes, to challenge their preconceptions and build tolerance
- To analyze in what ways rural young people are different and/or equal and in what ways it needs special consideration
- To explore and develop strategies in rural youth work for promoting mutual respect and tolerance, as well as fighting prejudices and stereotypes

- To identify situations in which rural youth discriminates against other people and explore youth work responses to counteract these tendencies
- Identify the barriers to equal participation of all sectors in public life and political processes
- Informing and/or training of multipliers in the field of Intercultural learning and Human rights education
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## **5.2. Introduction to Rural Youth Europe (Appendix 2)**

An introduction to the NGO Rural Youth Europe of which most participants are members through their national organisations, was given by Eija Kauniskangas.

The structure of the org. is very similar to most national Young Farmers and Rural Youth organisations, consisting of a Chairman (Delme Harries from Wales), a Vice-Chairman (Robin Swann from Northern Ireland) and four regional board members, representing the British Isles and Malta, Scandinavia, Eastern and Central Europe. The board members work on a voluntary basis, whereas Eija Kauniskangas as Secretary General is the only paid staff (the office of RYEurope is currently situated in Helsinki).

The organisation was founded in 1957 so this year is the 50<sup>th</sup> Anniversary year. RYEurope has at present around 500.000 members, coming from 25 different member organisations working/situated in 23 different European countries and regions.

### **Rural Youth Europe wants to:**

- Educate and train young people and create an awareness of the issues of the countryside
- Actively counteract rural depopulation
- Help to develop new rural youth organisations
- Take an active role in the development of environmental and agricultural issues and policies
- Network with other European NGOs
- Lobby and focus the attention of international and national bodies, as well as the general public, on the problems and needs of rural youth

### **As a member you can**

#### ❖ *take part in*

- Our STUDY SESSIONS for rural youth leaders in co-operation with the European Youth Centres of the Council of Europe in Strasbourg and Budapest. These courses cover themes like leadership training, organisational development, organising international youth activities etc.
- The annual EUROPEAN RALLY (hosted every year by a different country) as a team in the many group activities, like workshops, excursions, host family stays, intercultural and social activities
- Our TRAINING COURSES about specific themes of interest for rural youth like sustainable regional development, working with disabled people in organic farming, etc.

#### ❖ *contribute to*

- Our E-NEWSLETTERS, the PUBLICATION of RURAL YOUTH INFO, our HOMEPAGE, reporting about Rural Youth Europe and its member organisations' activities, as well as current topics and events in European youth work

#### ❖ *attend*

- Various training courses and seminars organised by the Council of Europe, the European Youth Forum and other international NGOs.



- Various exchange programmes as we actively co-operate with organisations like IFYE and IAEA furthermore, with MIJARC and CEJA.

### 5.3. Introduction to Council of Europe (Appendix 3)

Council of Europe with its member states, policies and constitution was introduced by Miguel Angel Garcia Lopez. CoE deals with democratic ideals and standards, European cultural identity, co-operation on relevant issues for societies and the universality of human rights. More detailed information can be found from the Appendix.

### 5.4. International Buffet and Organisation Market



In the evening the International Buffet together with the Organisation Market took place. Each organisation presented their organisation and the specialities from their country and big variety from different types of meat, salad to bakeries, cakes chocolate and different types of beers and alcohol was presented. Participants had the chance to taste and ask questions about food and eating in different countries and to get to know the other organisations better.

## 6. Recommendations and outcomes of group discussion

### 6.1. Expectations – motivations – fears of participants regarding the Study Session

Participants' expectations were gathered prior the Study Session and they were placed on the wall of the plenary room and discussed.

“What do you expect to learn or gain from your participation in this seminar?”

“Why do you want to participate in this seminar?”

- I want to participate in this seminar because I want to learn new things. Also I want to get to know new people and change ideas with others.
- I'm very interested in the theme, and I'm also interested to know what the situation is in different countries.
- I expect primarily widespread, direct information on how the youth of Europe looks at its conditions and possibilities. I hope this European level common thinking results in common conclusions, decisions and deeds.
- The purpose of my participation in this seminar is to develop my knowledge in human rights education as well as human relations and to share my experience with other participants.
- I expect to gain a lot of valuable knowledge concerning the fight against prejudices and stereotypes, which will be of the utmost importance in my future life as a teacher.
- I want to come back to Austria with some more information concerning the importance of the rural society. I want to obtain plenty of convincing arguments with which I can win discussions with adversaries of rural organisations and societies.
- Working in my organisation I meet different people from different nationalities and different races and I know that some of them have contradictions between each other and it is mastery to patch it up. I expect to get knowledge.
- It's quite important to exchange experiences with different countries and find new ideas how to involve the youth to work along with the community.
- I want to get new ideas and perspectives.
- I expect it will help me improve my ability for cooperation, my attitude, skills and knowledge of youth policy in rural area on local and international level. I expect to broaden my knowledge in the field of Human Rights Education, cooperate and exchange views with young people from relevant organisations from other countries.

- It is important for me to discuss discrimination of rural youth in Latvia and other countries. I want to exchange experience with other leaders of rural youth organisations, and seek new ways to make rural youth feel more confident.
- I want to visit Strasbourg, and learn more about it. I expect to learn more about European cultures from participants, and to get a solution for problems in our local region.
- I would like to learn more about the differences between young people in rural and urban areas, because this is an important question in my organisation.
- Since I became a member of council earlier this year it has made me think about bigger issues and take more of an interest in the politics of Youth movements. I also hope to gain knowledge about how others live in different countries as well as in the UK.
- I would like to gain a greater knowledge of the views and workings of the rural youth throughout Europe and hope what I learn I can then use in my years ahead in the Young Farmers movement to help and encourage both urban and rural youth into Young Farmers.
- I'd like to learn about the multicultural understanding activities in Rural Youth Europe members.
- I hope to gain greater understanding of the work going on in other countries and in particular the challenges they face with young people today.
- I expect to learn people's varying opinions from all over Europe, the good points and hardships they face living in a rural area.
- I expect to gain a good understanding of business and industries in Europe.
- I expect to learn how different people from different countries live and be able to take that back home.
- I'm interested in human rights and I hope I'll get information on how to encourage and motivate young people to take a more active part in social life.
- I want to participate in the seminar to challenge stereotypes I may have.
- I expect to open my mind as to both differences and similarities in different countries rural life. I want ideas as to how our organisation can contribute to rural life further.
- I hope to get to know young people from other countries and the situation of immigrants in the rural regions. Furthermore I hope to learn different ways of youth work for integration and building tolerance towards immigrants. And I want to find ways how to make the people in my surrounding attentive for the topic of immigration.
- I hope to learn something about other countries and cultures, especially about life in rural areas and how people from other European states think about that. What are the problems for them? Why are a lot of people prejudiced against agriculture and rural areas?

Participants were divided into small groups and asked to draw a picture about their motivations to come to the seminar. Motivations were discussed in smaller groups:

- To meet new people, make new friends
- To learn more about other rural youth organisations in Europe
- Someone thought I am the right person to be sent to this seminar and finally motivated me
- To discuss a problem that concerns us all
- To gain new experiences
- To get more knowledge
- To take back home what I've learned here and use them in my org. + rural area
- Develop contacts and Networks all across Europe.
- Interest in the theme
- A good chance to improve my English and talk with other people about different topics

Participants were asked to consider their fears and write them on flash shaped post-its which were then placed on the wall. The fears included:

- Not having enough time to learn all things which we expect and to get to know everyone very well
- Misunderstanding because of the language differences
- Too formal discussions
- Hard long nights
- Hard programme/ not enough free time
- Getting lost in Strasbourg/France/not finding EYC

- missing the flight home/getting lost on the way home
- Not remembering people's names
- Getting homesick
- Falling asleep in the seminar
- Would be afraid of the different food cultures in case of not being able to consume
- What is expected of me
- I don't have any friends
- Standing up and talking on my own
- Asked to do something and not being able to do it

## 6.2. Bringing the Bottle Home

This exercise focuses on team building. Participants are divided into groups of 5. Four of the group are blindfolded and reach out with one arm to the middle to hold the hands (forming the shape of a cross, holding hands in the middle). In the centre of the cross, where the hands meet, the facilitator attaches a string with the empty (plastic) bottle on the other end. The bottle has to dangle approximately 5 cm above the ground. The group's task is to 'bring the bottle home' from the start to a designated finish (a bucket or box), guided by the non-blindfolded participant, the coach. The coach can only guide the blindfolded participants from a distance. The bottle should not touch the ground, nor the legs of the participants, nor the obstacles between the different. However before the start sign is given, the facilitator quickly puts some obstacles between the start and finish (e.g. chairs, tables, sheets of paper that the participants are not allowed to touch, etc).

Participants felt that it was challenging to work without seeing and having to trust the others. Nevertheless, they felt safe working blind folded and could trust each other. This exercise was good for all the participants to work collectively and challenged them.

## 6.3. Map of Europe

Participants are divided into groups to their origin. Participants coming alone from one country are put together in groups. Each participant will have their own photo and each group gets a large sheet of paper. The participants are asked to draw an outline of the country they come from and the town and to stick their photo next to it. All work at the same time so that at the end a large map of Europe is created. The map was placed on the wall of the plenary room for the whole week for everyone to view.

## 6.4. Getting into the theme – sharing realities

Participants were divided into three groups and were asked to discuss in three different work stations about the difficulties, opportunities and differences in urban and rural areas. Afterwards all material was collected to plenary room and presented. Everybody had six points to mark the two most important difficulties, opportunities and difference in or between urban and rural areas, results are marked in the table underneath.

### Workstation 1. Difficulties

Rural	Urban
Transport ★	Pollution – noise & air
Schools / education	Crime ★
Entertainment	Anti social behaviour
Lack of facilities	Costly / expensive housing ★
No cultural life	Unemployment
Housing	Heavy traffic ★
Leisure time	Lack of community spirit
Technology	Social exclusion
Lack of choice i.e. instrument teaching, languages, location of government departments	Homelessness
Weather	Drug / alcohol abuse
Medical care ★	High living costs
Lack of higher wage jobs	Lack of nature



Long distances –e.g. to access facilities	More stress ★
Worse working conditions ★	Rely on public transport
Lack of 24 hour shopping facilities	Communication problems(language)
Communication problems, (internet, distances)	No clean environment
Social isolation	Lack of open spaces
Expensive housing ★	Xenophobia (afraid of people)
Unemployment	Commuting to work
High living costs	

### **Workstation 2. Opportunities**

<b>Rural</b>	<b>Urban</b>
Clearer air	More choice of education
Freedom for young children ★	Better transportation
Silence ★	Cultural life ★
Community spirit ★	University ★
Crime reduction	Shops ★
Home Opportunities	Medical care
More wild life ★	Council Tax - more spent in urban areas
Easy pace of life	Entertainment – cinema, theatre
Healthy living ★	Learning about different cultures
Cheat on people from urban areas selling horse paddocks	More open minded
Leisure sports	Higher wages
Scenery	Career ★
Rural youth organisation	Career for women easier
Socialising / making friends	Job opportunities for women
Farmer	
Self sufficient – growing own produce	
Wildlife	
Organisation skills ★	
Less traffic	
Hazards	
Horse riding	
Independency ★	
You can express yourself	

### **Workstation 3. Differences**

<b>Urban</b>	<b>Rural</b>
Transport ★	nature ★
job opportunities ★	owned property
social support	Greater privacy ★
Higher density population	Greater road distance
More expensive	Pets
Education opportunities	Relaxing
More leisure facilities	Closer community ★
isolation	Isolation
Open minded	More traditions ★
Good road surfaces	Bad road surfaces
Access to hospitals and doctors	Lack of access to hospitals and slowness of getting doctor in an emergency
More crime	Less crime in rural areas
Immigration / Illegal immigration	Gypsies
Structure of population	Structure of population

Less generations live together	Multi generation dwelling
More multi culture	Preservation of traditions
	Customs

## 7. Evaluation, conclusion and follow-up

At the end of the day the participants met in small reflection groups, with one of the pre team member to exchange and give opinions about the day. Participants commented that the day had been interesting, they were happy that time had been spent to team building and getting to know each other.

## 8. Resources used

- Info folder of RYEurope
- “ Bringing the bottle home “ [http://www.salto-youth.net/find-a-tool/323.html?=&pagerCurrentOffset=7&topic\\_id%5B%5D=5&type\\_id%5B%5D=2](http://www.salto-youth.net/find-a-tool/323.html?=&pagerCurrentOffset=7&topic_id%5B%5D=5&type_id%5B%5D=2)
- “ We draw Europe (and more) ” [http://www.salto-youth.net/find-a-tool/481.html?=&pagerCurrentOffset=0&topic\\_id%5B%5D=15&type\\_id%5B%5D=11](http://www.salto-youth.net/find-a-tool/481.html?=&pagerCurrentOffset=0&topic_id%5B%5D=15&type_id%5B%5D=11)
- [www.ruralityoutheurope.com](http://www.ruralityoutheurope.com)
- [www.coe.fi](http://www.coe.fi)



## Tuesday 20<sup>th</sup> February 2007

### 1. Title of the Session:

- Awareness of differences and equalities
- Intercultural learning: practice and theory

### 2. Aim and objectives:

- To provide the participants with theoretical and practical experience on intercultural learning and to improve their skills
- To address the differences and equalities participants have between each other: to show that we are all different but yet hold things in common
- To address the issues of inequality of life chances, power, discrimination and exclusion; solidarity, competition, injustice; majority-minority relations
- To make participants experience injustice and discrimination
- To reveal the participants' tolerance and solidarity.
- To reflect about exclusion, minority-majority relations, social handicaps and competition.
- To be aware of, and appreciate, different cultures
- Learning to accept and compromise with other cultures to create a better world
- To reflect on our priorities in life

### 3. Programme:

08.30–09.00: Breakfast
09.30-10.00: Energizers
10.00-10.30: Introduction of the day's program; awareness of differences and equalities
11.00-13.00: "Limit 20"
13.00-14.30: Lunch
14.30-15.45: Intercultural learning: "Cocktail of life"
15.45-16.15: Coffee break
16.15-17.30: Input on intercultural learning
17.30-18.00: Regroup
19.00: Dinner

### 4. Educational methods used:

- group work: ICL exercises and simulations "Me too", "Limit 20" from Education Pack
- individual work: ICL activity "Cocktail of life"
- presentations in plenary by prep team members

### 5. Thematic discussions or inputs:

#### 5.1. "Me too" (Appendix 4)

After the energiser participants were divided in two groups to learn about the differences and equalities we have with an exercise called "Me too". Participants formed a circle in which everyone sitting on a chair. Each person thinks of some personal fact or characteristic that they believe is unique to them and not shared with anybody else in the group. He/she calls out his/her unique feature, example "I've brown eyes." If nobody shares this characteristic the next person calls out their unique characteristic. If someone shares that characteristic she/he/they must jump up, shout "Me too" and sit on the callers lap. The "caller" must again try to come with a characteristic which is unique to he/she. When she/he manages, the next person will be the caller. In the second round the "caller" must think of something which would be shared with the rest of the group, example "I like music". Everyone sharing it stand up and moves to another chair while shouting "Me too". The person in the middle also tries to find a chair so someone else will be left in the middle to be the next caller.

#### 5.2 "Limit 20" (Appendix 4)

The second exercise was called "Limit 20" - a game for three teams where they must compete against each other to get as much points how is as possible. The object of the excised is to have over 20 points, if not the team with less than 20 will be disqualified from contouring. However, the

rules of the game have been fixed to show how discrimination can be brought into a game and to show the different way that people feel about being discriminated against or how people react when giving out the desecration.

During the game people show the real competition to try to win. But as the game goes on from round to round the result on the score sheet don't show the true reflection of the game. One team seems to be able to win with little or no effort at all while the second team seem to be getting enough points to be justified while the third team regardless of what they do just can't seem to be able to either win or get points to justify to effort or the skill that they are putting into each round.

### 5.3. "Cocktail of Life"

After lunch the first task was an exercise called "Cocktail of Life". The exercise was played by displaying four pictures on the floor under each category A, B, C or D. We had to choose what picture we would prefer to be in our society. Once we had decided another row of pictures were displayed on the floor, one in each of the four columns. We then had to reassess what column we would like to live in. This procedure continued for another 8 times until each column had 10 pictures in it. Each column has pictures that were easily accepted as being in a good society (for example Happy children learning at school), as well as pictures that we would find difficult to accept in our society ( For example Children carrying guns). We had to select one column that we would be willing to live in as our society even though there were issues that we were not completely happy about. Once we had all selected a column we then each explained our column selection.

### 5.4 Input on Intercultural Learning (Appendix 6)

Afterwards a power point presentation on the topic intercultural learning was given by Miquel. He introduced the topic by giving various definitions of the term "culture" which was very interesting as this term can be applied to so many different concepts. Does culture refer to everything that is human made or is it the total way of life of a people? We particularly liked a modern definition which says, "Culture is all what you are not obliged to do".

As far as intercultural learning is concerned, there are three major competences involved: empathy; tolerance of ambiguity and distance to social roles. Miguel also introduced the concept of the iceberg to represent a culture. It was particularly interesting to hear that it is mostly under water that the different icebergs clash.



## 6. Recommendations and outcomes of group discussions:

The exercise "Me too" showed participants that it was rarely easy to find things that are in common and differentiate us from others. The things that were different within this group could be shared with other people in other group. This exercise pointed out the fact that we're all different but yet equal.

After "Limit 20" a debriefing was made. This powerful exercise really made participants to see and experience discrimination. Participants felt that it was very interesting to see that how people reacted to each result and that how the exercise actually reflects on real life. It took some time for the participants to appreciate the experience and benefit the exercise "Limit 20" offered, especially for those that had experienced the worst discrimination. However after group discussions and debriefs all participants learnt from the experience, learnt about themselves, about their reactions to discrimination, power etc.

Everyone appreciated the group discussions held at vital times during the day, for example after "Limit 20". All acknowledged that group discussions were important and that they were an opportunity for issues to be clarified and views exchanged and discussed. We discovered that language was sometimes a barrier, and that some participants continued to be less confident to voice their opinions in larger groups as English was not their first language.

All thought the “Cocktail of Life” was very interesting and challenging. We had to priorities and accept different cultures in order to create an environment we as individuals would be willing to be part of. We all had to personally consider the consequences of our decisions on our world; and to accept that every society has a good and bad aspect. This exercise helped us to explore our tolerance and solidarity, and taught us that acceptance is a necessity. Activity initiated discussions on the environment, our choice, knowledge and experience, science, medication, poverty and wealth, religion, consequences of new technology and reaction to developments throughout the world.

The theoretical input of ICL was appreciated: it gave some theoretical background to the activity. Intercultural competence is very important in our daily life today and it was really good to get some insight into the concept of intercultural learning.

### **7. Evaluation, conclusions and follow-up:**

Participants were encouraged and had opportunity to personally reflect on and challenge their own actions, personality, choice, expectations, trust in others, reactions to situations (e.g. discrimination), knowledge and participation throughout the day. This supported personal development and understanding of one self.

### **8. Resources used:**

- Education Pack (“Me too”, “Limit 20”)





## Wednesday 21<sup>st</sup> February 2007

### 1. Title of the Session:

- Human Rights Education

### 2. Aim and objectives:

- To increase awareness and understanding on human rights issues
- To make participants aware what kind of discrimination exists
- Introduction to European Court of Human Rights
- To make people more open-minded
- To find examples from reality

### 3. Programme:

08.30–09.00: Breakfast
09.30: Morning energizer
10.00: Visit European Court of Human Rights
12.00: Human rights activity 'Human Rights in Our Region'
13.00: Lunch
14.30: Human rights PowerPoint presentation
15.00: Human rights activity 'Act it Out'
16.40: Martin Luther King Jr 'I have a dream' speech
17.00: Feedback in plenary room
17.30: Reflection groups
19.00: Dinner

### 4. Educational methods used:

- visit to the European Court of Human Rights
- group work: HRE exercises "Human rights in our region" and "Act it out" from Compass
- Presentations in plenary made by the groups and members of the prep team

### 5. Thematic Discussions or inputs:

#### 5.1 Visit to the European Court of Human Rights

During the visit participants received information what the Court of Human Rights is, how it functions and examples of case studies. The Court was presented by a member of the staff. The Council of Europe was founded in 1950 after World War 2. It was pointed out the Council of Europe is different to the European Union, as the two bodies are often confused with each other. The main aim of the European Union is the cooperation in economic affairs and the Council of Europe protects human rights. There are 14 main protocols that complaints to the Council must fall under. There are 46 countries that are classed as member states of the Court of Human Rights.

All cases brought forward to the Court of Human Rights must have first been heard in the country of the person lodging the complaint and all means of reaching a solution exhausted. However for some countries cases are allowed to be heard without having been first fully processed by a country, an example of which was given as Italy.

An example of a case that would not be accepted in the Court of Human Rights was given as a complaint against a next door neighbour. Also if a complaint is out of the hands of the country it is not accepted in the Court. It was pointed out that a lot of complaints that are received are repetitive and have been raised before; therefore these can be dismissed if they are not felt to be important. It was pointed out that all people within these member states, even children have the right to lodge a complaint.

The first decision to look into a complaint is done by a lawyer who is placed in charge of certain applications and if there is any doubt with a request it can be referred to the relevant country's government to ask if they have any comments and if all the criteria for this complaint has been

covered and there is still an element of doubt, a government can give its observation to that complaint. The second decision is done through the previous judgment that has been given and a reason must be given to justify the outcome. This complaint is then sent to the Council of Europe Ministers who are in charge of monitoring this. They meet every second month. If a judgment is not executed you can ask that it is taken to the Council Ministers and ask that it be upheld. If a process is not upheld and put in front of Council Ministers it becomes a very expensive process.

On an appeal being upheld in some cases compensation is given i.e. in cases of torture, however mainly a member state can decide on how the judgments are implemented.

## 5.1 Human Rights activities

### Human rights in our region

Participants were divided into smaller groups according to the regions they came from. Groups discussed and listed human rights issues from the own region/country, which were then presented in the plenary.

Afterwards a presentation of human rights was given by Miguel (Appendix 7). He pointed out that human rights are universal, indivisible, interdependent and inalienable.

### Human Rights Activity 'Act it Out' – mime performance (Appendix 8)

Participants were again divided into smaller groups. They had 10 min to brainstorm all their ideas about human rights and then to identify two or three key ideas that they would like to bring out most strongly in the mime performance. After each performance there was time for feedback and discussion.

### "I have a dream" (Appendix 9)

The plenary session ended with a powerful part of the famous speech of Martin Luther King Jr, made in 1963.

## 6. Recommendations and outcomes of group discussions:

### Human rights in our region

The key points for discussion included:

- Human rights in:
  - Our country
  - Young People in rural areas
  - Our organisation

The group representing Young Farmers Clubs from England, Wales, Scotland, Northern Ireland and Republic of Ireland find many issues very similar. They included:

Human rights issues in our country

- Right to life & death
- Right of abortion
- Equal Rights

Human rights issues affecting young people in rural areas

- Affordable housing
- Public transport
- Lack of facilities i.e. shops / post offices
- Local employment

Human rights issues in our organisation (National Federation of Young Farmers Clubs)

- Funding & grants
- Stereotypical view of 'Young Farmers'
- Health & Safety
- Legislation

Groups from other regions also had a number of human rights issues that were similar to those that were found. Though different issues included:

- Minority & integration
- Education (cost of higher education)
- Standard of rural education is lower than in towns/cities
- Discrimination of rural people in high schools
- Lack of opportunities

When all groups presented their findings it was interesting to note that many of the issues were similar to other participants' countries. This was mostly seen with rural issues affecting young people, with all groups stating housing and facilities being a major concern.

### **Human Rights Activity 'Act it Out' – mime performance**

Group was split up into five groups to prepare a mime theatre with the topic "human rights". The subject was of global importance which made it difficult to choose a specific topic. The offered topics were innumerable and various in their contents: different situations in different aspects all concerning human rights being defended or not. At the beginning it was hard to come to the final conclusion in the case of choosing the aspect. After a longer enthusiastic discussion we started to prepare the mime by finding an appropriate situation close to reality. The aspects which were brought up were the difficulty of finding a job as a person from the European Union or out of the EU while both are having the same education, qualification, etc., thus it was about national discrimination, furthermore discrimination towards disabled people and the privilege for European citizens in leading to different working conditions. Some other subjects were raised which were presented, for example freedom, slavery, violence within the family, freedom of travelling, the right of privacy, the right of marriage – also between people of the same sex, the respect towards other religions, i.e. no religious discrimination, as well as the right to be educated equally, the respect towards our environment, peace and equally the right to vote.



It was really amazing to watch and to play these mimes which were prepared in such a short time. We could see so many parallel situations of real life, so we really had to think over it and discuss the subjects within the subsequent reflection rounds. To put yourself in the role and express all your emotions without any words just by gestures and manners as well as by expression of your face and eyes that was something astonishing and exciting, especially when you try and put yourself into reality during the play and perform it as if it were real life.

By means of these situations from real life, you have to show correctly and exactly what you want to express - usually by saying - how you want to embody your complaint and appeal towards injustice existing all over the world and how to defend and fight for human rights.

### **7. Evaluation, conclusions and follow-up:**

Overall the sessions as a whole made everybody realize that we all share similar issues and concerns for young people in rural areas even though at country level the issues vary little. Therefore it was found that as a group we all share similar issues affecting our lives, and in fact, even though we represent 14 different countries we have very many similarities. Furthermore, it was also noticed that we often take Human Rights as granted and really don't think about them.

### **8. Resources used:**

- Universal Declaration of Human Rights
- "I have a dream" speech by Martin Luther King
- Compass
- [www. http://www.echr.coe.int/echr/](http://www.echr.coe.int/echr/) - European Court of Human Rights



## Thursday 22<sup>nd</sup> February 2007

### 1. Title of the Session:

- Presentation of the “All Different - All Equal” -campaign
- Presentation of the “Youth in Action” -programme

### 2. Aim and objectives:

- To introduce the “All Different - All Equal” -campaign
- To introduce relevant funding programme, which participant can address with projects related to the topic of the seminar
- To introduce concrete tips for applying from “Youth in Action” -programme

### 3. Programme:

08.30–09.00: Breakfast
09.30-10.00: Energizers
10.00-10.30: Presentation of the “All Different - All Equal” -campaign
11.00-13.00: Presentation of the “Youth in Action” - programme
13.00-14.30: Lunch
Free afternoon
19.00: Dinner

### 4. Educational methods used:

- Presentations made by the experts and the groups
- Group work

### 5. Thematic Discussions or inputs:

#### 5.1. Introduction of the “All Different - All Equal” -campaign

Presentation about the campaign (Appendix 10) was given by Iris Bawidamann from CoE. Ten years ago the Council of Europe ran a European Youth Campaign entitled “All Different – All Equal” in order to reinforce the fight against racism, anti-Semitism, Xenophobia and Intolerance. Nevertheless the struggle – 10 years afterwards – still goes on. For this reason, from June 2006 to September 2007, the Council of Europe runs a new Campaign for Diversity, Human Rights and Participation, based upon the same slogan and using the same successful logo. The campaign focuses on Diversity, Human Rights and Participation. The aim is to “Encourage and enable young people to participate in building peaceful societies, based on diversity and inclusion”

The campaign is being organised in partnership with the European Commission, the Youth Forum Jeunesse and other partners. National Campaign Committees (NCC’s) has been set up in order to coordinate and initiate activities at national, regional and local level. Their task is organising the national campaign programme in co-operation with the Council of Europe. Furthermore, seminars and events are organised in European level. All participants were encouraged to be in touch with their NCC in order to get more information how to contribute to the Campaign.

#### 5.2. Introduction to “Youth in Action” –programme



Presentation of the programme (Appendix 11) was given by Delme Harries from Connect Cymru Grant Committee, British Council. Youth in Action is a European wide programme providing important opportunities for young people to acquire skills and competences. Therefore it is a key instrument for non-formal and informal learning in a European dimension. There are five actions within the programme:

ACTION 1 - Youth for Europe

- Youth exchanges
- Youth Initiatives
- Youth Democracy projects

#### ACTION 2 - European Voluntary Service (EVS)

- Individual
- Groups

#### ACTION 3 - Youth in the World

- With Partner Countries
- Exchanges of young people, youth workers and organisation links
- Neighbouring countries
- Others

#### ACTION 4 - Youth Support Systems

- Training
- Innovation and quality
- Information
- Partnerships
- Adding value

#### ACTION 5 - European co-operation

- Structured dialogue between policymakers and organisations
- Seminars on key issues
- Development of networks
- Relationships with international bodies (Council of Europe; United Nations etc)

Broad Age – range is from 13 to 30, main focus from 15 to 28 years.

After the presentation participants were divided into smaller groups to work with Action 1 – Group Exchange.

### **6. Recommendations and outcomes of group discussions:**

Following the Youth in Action presentation participants were divided into smaller groups. They had to create an idea for a group exchange with three days programme. The outcomes were presented with different styles: musical, opera, soap opera and Shakespeare and the exchange themes varied from winter sports in Lapland to drug awareness.

### **7. Evaluation, conclusions and follow-up:**

Participants appreciated the information about the Campaign and the Youth in Action-programme. The outcomes of the workshop were very enjoyable and innovative, and future group exchanges were being planned.

### **8. Resources used:**

- <http://alldifferent-allegal.info>
- [http://ec.europa.eu/youth/yia/index\\_en.html](http://ec.europa.eu/youth/yia/index_en.html) (Youth in Action)

## Friday 23<sup>rd</sup> February 2007

### 1. Title of the Session:

- How to overcome difficulties & to benefit from differences
- Leadership skills

### 2. Aim and objectives:

- To enable participants to think clearer about the strengths, weaknesses, opportunities & threats in their own organisations
- To challenge participants views and opinions on leadership and to get them to share their thoughts and opinions.
- To gain a better insight into leadership styles in different situations.

### 3. Programme:

9.30-9.45	Energizer and Introduction of timetable of the day sketch of horse race
9.50-10.10	Recap of the seminar
10.15-10.20	Introduction into the SWOT-analysis system
10.20-10.35	Personal work on SWOT
10.25-10.55	Sharing about the results of the SWOT
10.55-11.30	Coffee break
11.30-12.05	Leadership questionnaire
12.10-12.45	Questions
12.45-14.00	Lunch
14.00-15.15	Case studies leadership to avoid differences
15.40-16.45	Leadership to promote equalities
16.45-17.20	Reflection groups
18.00	Dinner
19.00	French football match

### 4. Educational methods used:

- group work
- individual work
- Presentations in plenary by the prep team members

### 5. Thematic Discussions or inputs:

A recap of the week was made with a PowerPoint presentation (Appendix 12), leading participants through the seminar highlighting all the subjects covered during the week and supporting the findings with pictures over the past five days.

#### SWOT-analyse

Participants were introduced to SWOT analysis, which is a strategic planning tool used to evaluate the **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats.

- **Strengths:** attributes of the organisation that are helpful to achieving the objective.
- **Weaknesses:** attributes of the organisation that are harmful to achieving the objective.
- **Opportunities:** *external* conditions that are helpful to achieving the objective.
- **Threats:** *external* conditions that are harmful to achieving the objective.

Participants made personal analysis as well analyse of their organisations.

#### Leadership Questionnaire (Appendix 14)

This personal questionnaire gave participants results relating to their activity and leadership style, helping everybody to realize their own strengths and weaknesses. There was 35 items on the questionnaire which describe aspects of leadership behaviour. Respond to each item was given according to the way you would most likely act if you were the leader of a work group.

Circle whether you would most likely behave in the described way:

A - Always; F - frequently; O - occasionally; S - seldom; or N - never.

For example:

- |  |             |
|--|-------------|
| 1. I would like act as the spokesperson of the group.    | (A F O S N) |
| 3. I would allow members complete freedom in their work. | (A F O S N) |
| 8. I would tolerate postponement and uncertainty.        | (A F O S N) |
| 24. I would allow the group a high degree of initiative. | (A F O S N) |

Everyone carried out this assignment and the results were for individuals own purposes

#### Where do you stand? (Appendix 14)

Statements related to the issues raised during the week were read out on by one and participants were asked to show their opinion by moving to the other side of the room if they agree and if not, to the opposite side of the room.

The statements were:

1. Men are better leaders than women.
2. I would move out from my village if I got better opportunities to improve my lifestyle.
3. I had equal opportunity for education.
4. The free time opportunities are not as good in rural areas than in urban areas.
5. It is easy for new person to be accepted in my community.
6. I do not like eccentric people.
7. I can not influence the situations we face in our community.
8. People do not take me seriously because of my age.

After showing their opinion few comments were discussed from both sides of the room and anyone who wished to change their opinion was free to move to opposite side.

#### Leadership workshop

Participants were divided into smaller groups according to their organisations. Each group got one situation (Case study) showing different kind of discrimination where leadership skills are needed. Each group had to discuss the situation and come up with the strategies that could resolve these issues. This was presented and discussed with the group to see how realistic there strategies can be. The strategies are outlined after each case study below.

##### **Case study 1**

You are the team of a Rural Youth Organisation, which is based in a village in the countryside. You were informed that two days ago a young homosexual man from the village was attacked and now he is in the hospital with serious injuries.

The results from the police investigation showed that 2 members from the Rural Youth Organisation were among the perpetrators of this criminal act.

You have called a meeting with all people responsible within the organisation in order to decide how you will react as an organisation and to prepare a concrete plan of action.

##### Group 1

- Membership frozen until the case is heard
- Case can destroy the image of the organization
- Will be expelled from the organization if guilty
- Support of the injured man, financially and morally
- Campaign on human rights

##### Group 2

- Arise attention in the organization on the case
- Statement in the news that the organization do not condone
- Send flowers to the hospital
- Offer support to the victim
- Ask the members for the reason try to correct the errors of his ways

## Case study 2

You are leaders of a 4H camp, which is taking place in the countryside. Among your participants there are 3, which are from an ethnic minority background.

On the second day of the camp the 3 children from the ethnic minority background come and tell you that the others do not want to play with them and are making jokes about them. All of them were feeling isolated and even verbally harassed and therefore they want to get in contact with their parents and to leave the camp as soon as possible. You organise a team meeting in order to decide how you will react to this situation.



### Group 1

- Team meeting
- Calm the children down
- Find the problem
- Making the others face what they were doing wrong
- Team building games
- If the children want to call home, one of the leaders call first to the parents, to get their support
- If nothing helps, the children can probably change to another group.

### Group 2

- Talk to the children to make sure they are ok and to help put them at ease.
- All participants to be mixed into groups so they are not just small friendship groups.
- Get the children to write down their fears and get the group leaders to read a few out.
- Team building games - involve games about being different but equal
- Sit down in small groups and discuss each others life styles.
- Group discussion the next day to see how everyone felt about the day before.

## Case Study 3

You are a leader of a local rural youth club. It has been noticed that there is an age gap between your members. You have a lot of older members and younger members. The older members are considering leaving the organisation because they are too old and the younger members are too inexperienced to run the club. You as leaders have to decide what do about it.

### Group 1

3 Solutions:

1. Training courses
  - Leadership training
  - Involving them in meetings & Committee
  - Team building seminars
2. Recruiting new members
  - To bring experience & skills to our organization
  - To fill the age gap
3. Encourage older members
  - To motivate the older members and keep them interested
  - Not allow them to “take their experience into their coffins with them”

### Group 2

- Seminar to solve the problem, where older members can share their experiences
- 3 day seminar
- Invite 3 people from clubs,
- 3 different age groups, 15-19, 20-24 & 25 -30
- Presentations, strategy, activity day

### Leadership styles - workshops

In the afternoon we continued the Leadership discussion with some practical examples of the 3 different types of leadership styles that had been identified by the Leadership Questionnaire which was undertaken by the participants in the morning. The 3 areas as earlier mentioned were

- Authoritarian
- Laissez Faire
- Shared Leadership

The prep team divided us in to groups of 5 and 6 people and assigned a leader to each group. Before commencement of the task prep members met the leaders and asked that they follow a certain course of action when leading the team but not to make people aware of this.

The task set was the same for each group “Design an action plan for an All Equal, All Different campaign suitable for Rural Youth Europe”.

There was then a debriefing session between members of the prep team and the various groups. Members were asked what their views were of the leaders of each group. There was varying opinions with the way some of the groups were run.

- Feeling leaders contributed absolutely nothing
- Feeling the leaders were too controlling and bossy
- Feeling the leader showed good listening abilities
- Feeling the leader included everyone in the process

These 4 groupings demonstrated to people the different leadership styles.

An outline of the meanings behind what the leadership styles are in plain English was as follows

#### Authoritarian

- Bossy
- Dominate the discussions
- Interrupts you

#### Laissez Faire Leader

- Sits back and allows discussion to develop between team members
- May seem to some members in group to be too laid back

#### Shared Leadership

- Democratic Process
- Actively involved in leading the discussion
- Most efficient leadership that usually has the best outcomes
- Accepts all ideas and after discussion decisions are accepted

This concluded this discussion and talk on “Leadership – to promote all equalities”.

### **6. Recommendations and outcomes of group discussions**

The exercise “Where do you stand” showed the differences between the opinions of participants. Especially the statements concerning the sex and age of person raised discussion; many participants thought that men are better leaders than women and that you are not taken seriously if you are young.

Leadership workshops showed participants different kind of leaders in action. For some it was really difficult to take the role which was far away from their normal leadership skills and some got frustrated with the leaders in the group who just lay back without taking part.

## **7. Evaluation, conclusions and follow-up:**

All the activities challenged the participants as leaders. They felt they've gained new tools to themselves and to their organisations. The day as a whole was seen very good.

## **8. Resources used:**

- Education Pack
- <http://en.wikipedia.org/wiki/SWOT>
- Leadership Questionnaire:  
<http://www.exsel.mtu.edu/UN1000/Activities/Leadership%20Activities.pdf>
- Leadership Exercise:  
<http://eric.ed.gov/ERICWebPortal/recordDetail?accno=ED360661>

## Saturday 24<sup>th</sup> February 2007

### 1. Title of the Session:

- Follow-up
- Networking
- Evaluation

### 2. Aim and objectives:

- To ensure a continuation of the topic of discrimination within RYEurope and its member organisations
- To motivate youth leaders to build up a network and organise cross-country projects
- To create a concrete action plan and time plan for the project
- To reflect upon participants own future work and the personal learning experience of seminar
- To give participants information about possible funding for their projects
- To give participants information about the training resources existing
- To gather feedback from the seminar

### 3. Programme:

08.30–09.00: Breakfast
09.30-10.00: Energizers
10.00-10.30: Introduction of the day's program; Follow up - personal action plan, Letter to myself
11.00-13.00: Follow – up: Contract of mutual support, funding opportunities, training resources, future contact as a group
13.00-14.30: Lunch
14.30-15.45: Evaluation
15.45-16.15: Coffee break
16.15-17.30: Evaluation
17.30-18.00: Regroup
19.00: Dinner

### 4. Educational methods used:

- Individual work: individual letters, questionnaires, personal action plan
- Group work
- Presentations in plenary (done by facilitators for the various introductions)

### 5. Thematic Discussions or inputs:

#### 5.1. Rural Youth Europe follow-up to this Study Session

RYEurope will follow-up this Study session with articles on the website and Newsletter and within the next activities:

- European Rally “Future under construction - Youth at work in Europe“, 21st-28th July 2007, Germany; hosted by Westfälisch-Lippische Landjugend. This event will look at the future of Europe along with the many different cultures within Europe.
- Autumn Seminar “All Different All Equal – food for thought!“, 13th – 20th October 2007, Denmark; hosted by Danish 4H and Young Farmers. The seminar will focus on different aspects related to food: human rights, producing and consuming food, intercultural learning etc.
- Future activities past 2007 (seminars and Rally) will also follow up this Study Session

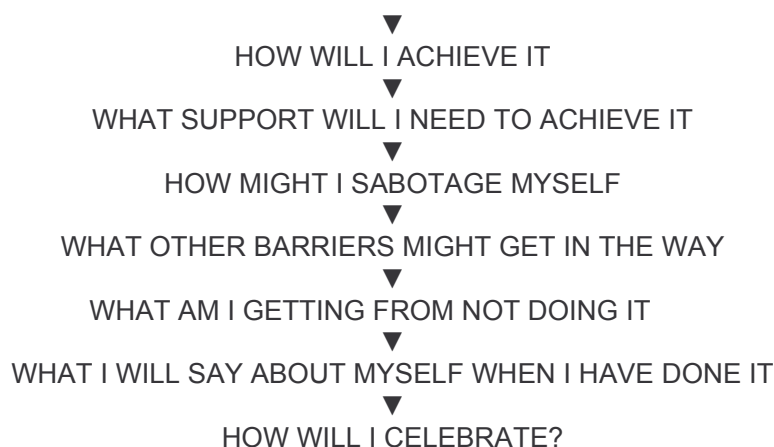
More information can be obtained from the following website [www.ruralityoutheurope.com](http://www.ruralityoutheurope.com).

#### 5.2. Personal Action Plan

Participants were encouraged to use all the information and contacts gained during the week and create a personal action plan of a project they'll implement within their own organisation. To help the planning there was some questions:

WHAT IS MY GOAL





Action plans are going to be copied and later they will be sent to us together with letter to myself. Also our ideas and suggestions will be used for activities in future.

Participants came up with several different project proposals, for example exchange programs within Youth in Action, implementing knowledge in club level, show opportunities to members of our organization, motivate people to take action outside local group and use learned methods gained.

### 5.3. Contract of Mutual Support (Appendix 15)

After creating the personal action plans a Contract of Mutual Support was handed out to each participant. The contract gives support from other participants of the seminar on implementing the personal project plan created. Everyone filled in the form, then finding a partner from another country to complete it together.

Project	Who?
Rural youth program training	European Expression (Greece), Armenian Rural Youth, Latvian Young Farmers Clubs
All different all equal	National Federation of Young Farmers Clubs (England), Scottish Association of Young Farmers' Clubs, German Rural Youth, Latvian Young Farmers Clubs
Intercultural youth exchange	Finnish 4H Federation, Austrian Rural Youth, German Rural Youth
Youth exchange training program	Macra na Feirme (Ireland), Wales Young Farmers Clubs, National Federation of Young Farmers Clubs (England)
Joint seminar	Association of Young Farmers in Ukraine, Agrarian Youth Union of Bulgaria
Exchange program for young farmers	Finnish 4H Federation, Latvian Young Farmers Clubs
Support in youth exchange	Slovenian Rural Youth, Latvian 4H, AGRYA (Hungary)
Support in report, stay in contact	Scottish Association of Young Farmers' Clubs, Young Farmers' clubs of Ulster, Macra na Feirme (Ireland)
Exchange of group leaders	4H Norway, Latvian 4H, AGRYA (Hungary)
Exchange program, mailing list	Estonian 4H, Wales Young Farmers Clubs

### 5.4. Letter to myself

Each of the participants were invited to write a letter to themselves detailing their hopes and aspirations following the completion of the study session. Within this letter they were asked to outline their thought process to allow them to complete their projects when they return home to their own organisation. Each participant was also asked to include a reflection on their interpretation of the study session and how it will influence their lives in the future. They could also

write a letter to the Chairman of their or/club requesting support in completing their projects in their individual countries. This letter will remain at the office of Rural Youth Europe a period of five months after which time it will be posted to each of the participants. The idea behind this letter is that participants can review their letter and examine where they are in relation to completing their projects as outlined at the seminar.

### **5.5. Group follow up**

The participants of the seminar decided to keep in touch with each other via internet. One of the participants is creating a website where everyone can share ideas, photos and keep up the cooperation.

### **5.6. Funding Opportunities**

The second part of the morning was used to discuss Funding opportunity which. Information was handed out to the group about different Funding Opportunities that are available in Europe. (Appendix 16)

There is two ideas about funding which was shared with the group:

I Money is not the problem

II Think of activities that doesn't involve money

It was explained that if you have good ideas and if you are a well motivated group being able to find the funding will become easier.

### **Seven Myths about Funding**

Myth 1: We automatically think that Sponsors will automatically give us the money

Reality: Fundraising is an active process. You should be pro-active in communication with a sponsor.

Myth 2: More I ask, more I get

Reality: Usually sponsors look to your experience in the filed. Less experienced you are less trust you get in case of big budget. Solid sponsor is looking for realistic budget, but not for big or small one.

Myth 3: After you get the funding from one sponsor, I will get even more in the future

Reality: It is very risky to become dependent on only one sponsor. Everything is constantly changing – the goals and need of sponsors as well. They also don't like when organisation is dependent only on one of them.

Myth 4: If I describe reality in a better and nice way, it increase my chance of getting funding

Reality: Sometimes it works, but only for single cases

Myth 5: I should make my goals in a way that they are completely according the needs and interests of sponsor.

Reality: Yes and no. It should be both: you will never get money if your project doesn't correspondent the interests of funding institution, but if you forget your own mission- you forget yourself, you loose you're spinal. Clever sponsors don't respect attitude like that.

Myth 6: A failure to get funding is a big tragedy

Reality: Funding – is a competition game. Only 10-70% of applications are supported. If you get the answer no – it doesn't mean that you are a bad loser – it means you have lost the competition this time. Take it as an experience which you can learn from and try again in the future.

As summer time can be a good time to hold activities, now is the time to start moving forward and putting a plan into action for finding funding.

A general recommendation was made to the group to look through the information that the Charities and Organisations had to offer. From this information you will be able to gather ideas and

help you when applying for funding. There will be examples of Funding that has been previously applied for.

### 5.7. Training materials

Different training materials were presented to participants: Domino, Compass, Training Kits and Education Pack. A list of International Youth Work websites were given out to the group. It was explained what the Europe Youth Sector Website had to offer. On the website there is many links which cover many subjects. Information on Youth work can be downloaded of the website which can be used within your organisation. It is also available in many different languages. Also [www.salto-youth.net](http://www.salto-youth.net) is a resource centre and covers many different fields in Youth Work. More information and ideas is also available on this website.

## 6. Recommendations and outcomes of group discussions:

### 6.1. Looking back on the expectations and fears

The participants reviewed their individual expectations and fears as outlined at the beginning of the week (see daily report for the 19th February). If the expectations were fulfilled they put a smiley face beside it. If the fears did not come true they removed it from the wall. All expectations were fulfilled and a lot of fears did not come true. The fear not overcome for some participants was the language barrier, which was not considered to be a big problem.

### 6.2. “Smiley face”

Participants were asked to stand in a circle around a big smiley face as members of the prep team asked questions about the elements and activities of the seminar one by one. The participants were asked to move closer to the smiley face if they liked that session or move back if they did not. The object of this was to find out the thoughts of the participants on different parts of the seminar. The outcome of this activity was that most people liked the games and activities but the trip to the Court of Human Rights was not as well liked and that in general the seminar was a good success.

### 6.3. “Five Fingers”

Participants were divided into smaller groups where they shared their personal thoughts and feelings on the study session. Each participant draw their hand to the flipchart and wrote

- on there thumb what they liked about the seminar
- on there pointing finger what they would like to point out
- on there middle finger what they did not like about the seminar
- on there ring finger about there relationships with others
- on there small finger a small comment

Some of the outcomes of “Five Fingers”:

#### What they liked

- Icebreakers
- Meeting new friends
- Learning about all different cultures
- The night out in Strasbourg
- The social events

#### Things they pointed out

- Participants were really good
- They’ve learned new things

#### Things they did not like

- The speaker at the court of human rights was not very good
- The food in the centre was not nice

#### About relationships with others

- Everyone got on well
- Good cultural learning



- They will stay in contact

#### Something small

- They enjoyed the seminar

#### **6.4. Evaluation Questionnaire** (Appendix 17)

Participants were asked to feedback on their own personal views, thoughts and experiences.

#### **6.5. Positive backs – personal feedback**

Each participant were given A4 sheet of paper which was put on the back of the person. People were walking around in the room writing personal feedback to others – giving positive comments about the person in question.

#### **7. Evaluation, conclusions and follow-up:**

Within the regroup participants were asked to draw a suitcase and pack in things they're bringing back home to themselves and to their organisation:

- New experience
- Team building
- Ice breakers
- New contacts and friendships
- Languages skills
- Photos and videos



Furthermore, in each regroup final evaluation and sharing of opinions and feelings was made. All the participants and the preparation team felt that the week was a success; everyone had learned something new and gained lots of new information and methods to take back home. Participants thanked the prep team for their help and for organising a successful seminar. The prep team members thanked participants for making the week an enjoyable experience. The general consensus from both the participants and group leaders therefore was that the seminar was a great success.

#### **8. Resources used:**

- Domino, [eycb.coe.int/domino/default.htm](http://eycb.coe.int/domino/default.htm)
- Education Pack, [eycb.coe.int/edupack/](http://eycb.coe.int/edupack/)
- Compass, [www.eycb.coe.int/compass/](http://www.eycb.coe.int/compass/)
- Training Kits, [www.training-youth.net/INTEGRATION/TY/Publications/T\\_Kits.html](http://www.training-youth.net/INTEGRATION/TY/Publications/T_Kits.html)
- [www.ruralyoutheuropa.com](http://www.ruralyoutheuropa.com)
- [www.salto-youth.net](http://www.salto-youth.net)

## List of Participants

Mr Sumner	Herbert	National Federation of Young Farmers Clubs	UK
Ms Rhodes	Hayley	National Federation of Young Farmers Clubs	UK
Ms Huxley	Rebecca	Wales Young Farmers' Clubs	UK
Mr Worthington	Gareth	Wales Young Farmers' Clubs	UK
Mr. Dyachuk	Oleg	Association of Young Farmers in Ukraine	Ukraine
Mr. Cankov	Stefan	Agrarian Youth Union of Bulgaria	Bulgaria
Ms Wilson	Fiona	Scottish Association of Young Farmers' Clubs	UK
Ms Boyd	William	Scottish Association of Young Farmers' Clubs	UK
Ms Demirtshyan	Lilit	Armenian Rural Youth	Armenia
Ms Toomingas	Kadri	Eesti 4H	Estonia
Ms Løken	Tone Marit	4H Norge	Norway
Ms Klobasa	Nataša	Slovenian Rural Youth	Slovenia
Ms Medne	Randa	Latvia 4H	Latvia
Mr. Vorkalis	Toms	Latvia 4H	Latvia
Ms Aho	Johanna	Finnish 4H	Finland
Ms Tarkiainen	Katri	Finnish 4H	Finland
Ms Steinmetz	Karin	Austrian Rural Youth	Austria
Ms Fasching	Hannelore	Austrian Rural Youth	Austria
Mr. Mičuls	Peteris	Latvian YFC	Latvia
Mr. Līcis	Reinis	Latvian YFC	Latvia
Mr. Elliot	James	Young Farmers' clubs of Ulster	UK
Ms Jakab	Katalin	AGRYA Hungary	Hungary
Mr. Baba	Miklós	AGRYA Hungary	Hungary
Mr. Mulcahy	David	Macra na Feirme	Ireland
Mr. Kollmeyer	Sebastian	Bund der Deutschen Landjugend	Germany
Ms Pollman	Nicole	Bund der Deutschen Landjugend	Germany
Ms Sountousko	Sofia	NGO "European Expression"/Youth	Greece
Mr. Fenton	Brian	Macra na Feirme	Ireland
Preparation team:			
Ms Kauniskangas Grimelid	Eija	Rural Youth Europe	Finland
Mrs Årset	Kari Anne	4H Norge	Norway
Ms Karner	Janja	Slovenian Rural Youth	Slovenia
Ms Dafydd	Rhiannon	Wales Young Farmers' Clubs	UK
Mr. Grossfeld	Rudolf Miguel	Bund der Deutschen Landjugend	Germany
Mr. García López	Angel	External trainer Connect Cymru Grant Committee, British Council	Spain
Mr. Harries	Delme		UK



