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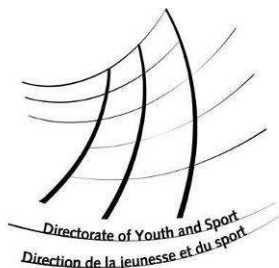


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# **“Methods and practices for facilitators dealing with intercultural and inter-religious dialogue in international youth exchanges”**

Report of the study session held by  
Youth for Exchange and Understanding  
and EEE-Youth for Understanding  
in co-operation with the  
European Youth Centre  
of the Council of Europe

European Youth Centre Strasbourg  
Strasbourg, 13<sup>th</sup>- 19<sup>th</sup> May 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.





# **“Methods and practices for facilitators dealing with intercultural and inter-religious dialogue in international youth exchanges”**

European Youth Centre Strasbourg  
Strasbourg, 13<sup>th</sup>- 19<sup>th</sup> May 2007

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## Executive Summary

Youth for Exchange and Understanding (YEU) and European Educational Exchanges – Youth for Understanding (EEE-YFU) organized the Study Session “*Methods and practices for facilitators dealing with intercultural and inter-religious dialogue in international youth exchanges*” on May 13 to 19 in the European Youth Centre in Strasbourg, France. The event brought together 27 youngsters coming from Europe, Asia and North Africa. From so many different realities and countries such as Kazakhstan to Portugal, from Latvia to Egypt, with a total of 21 countries being represented among the group.

The overall aim of the Study Session was to deepen participants’ competences in promoting intercultural and inter-religious dialogue by exploring diverse methods and practices, which can be used in the context of international youth exchanges in order to:

- Allow volunteers and young leaders to experiment with diverse methods and practices of intercultural and inter-religious dialogue in order to include them in their youth work;
- Deepen their understanding of the value of diversity in Europe and in the global context we currently live in;
- Prepare multipliers, who can encourage the elimination of all forms of discrimination, and promote equality at all levels of our societies;
- Improve the quality of our organizations’ work when dealing with intercultural and inter-religious dialogue, providing a framework of methods and practices, which can assist facilitators in the field.

Participants were mainly young volunteers from both YEU and EEE-YFU organisations. During the selection procedures we tried to guarantee that all participants were actively involved in their organisation, both in local and international level and had previous experience or interest on the theme. However, due to lack of applications we decided to be less demanding and this affected the dynamic of the Study Session.

During the preparation stage we had a preparatory meeting that allowed us to draw the redline of the programme, to set several deadlines and to divide responsibilities among the team members. This meeting turned out to be essential for the smooth development of a coherent and strong programme.

The Study session lasted 6 working days. And with pleasure we can say that the objectives were successfully reached. From constant feedback received during the reflection groups and also through the final evaluation, we could see that participants’ expectations were largely exceeded. The

participants showed that they were very happy with the possibility given to put immediately in practice during the *Participants Workshops*, some of the important attitudes, knowledge and skills for facilitation that they had become aware and developed during those days.

The study session gave also the possibility for the participants to exchange information and get more aware of activities of each organisation. Moreover, we could clear see a big interest for future cooperation and involvement of YEU and EEE-YFU members in each organisation events.

It was very interesting to see some concrete results as follow up of this Study Session, such as involvement of several participants as facilitators in the International Youth Convention “*You and Me in Europe: Participation of young people promoting the role of youth organisations*” –8 to 19 of August, 2007 – Azerbaijan.

## **Introduction**

Within YEU and EEE-YFU facilitation takes place in everyday life while working with youth from different countries and cultures. It is fundamental that our volunteers and leaders have a wide and diverse range of methods and practices when dealing with the dynamics of prejudices and stereotypes, of tolerance and intolerance, of cultures and identities, inequality and injustice. One of the main purposes of this study session was to equip facilitators with methods and practices, enabling them to encourage intercultural and inter-religious dialogue.

The overall aim of this Study Session was to deepen participants’ competences in promoting intercultural and inter-religious dialogue by exploring diverse methods and practices, which can be used in the context of international youth exchanges in order to:

- Allow volunteers and young leaders to experiment with diverse methods and practices of intercultural and inter-religious dialogue in order to include them in their youth work;
- Deepen their understanding of the value of diversity in Europe and in the global context we currently live in;
- Prepare multipliers, who can encourage the elimination of all forms of discrimination, and promote equality at all levels of our societies;
- Improve the quality of our organizations’ work when dealing with intercultural and inter-religious dialogue, providing a framework of methods and practices, which can assist facilitators in the field.

The Study Session was organized and led by an International Organizing Team, consisting of 6 people:

- Olga Stobiecka – Rozmiarek (Poland)
- Ieva Dirvonskaitė (Lithuania / Denmark)
- Bruno Antonio (Portugal)



- Hester Christine Kuijk (The Netherlands)
- Marius Ulozas (Lithuania)
- Nadine Lyamouri-Bajja (France).

We are pleased that the seminar was a success, and that all aims and expectations were not only achieved, but exceeded as well.

# May 14<sup>th</sup>, 2007

## ***Introduction***

We started the first day of the study session by showing up around 8am at breakfast, where we had yet another chance to get to know each other - especially the late-arrivals, who missed the introduction round in the evening the previous day.

The official part of the programme started at 9pm with the official opening and introduction to the team. It was preceded by a short energizer, which allowed all of us to get to know each other better and get ready for working together as one team.



After all team members introduced themselves, they started to present the organisations they come from. Olga presented Youth For Exchange and Understanding, Ieva introduced European Educational Exchanges - Youth For Understanding, and Nadine talked about the Council of Europe and its involvement in youth issues, including the work of the Directorate of Youth and Sports and its Youth Centres in Strasbourg and Budapest. All presentations were descriptive, and left us all with a clear image of the three organisations, responsible for this Study Session. Afterwards Olga introduced the program of the day, and was followed by Hester, who elaborated on the aims and objectives of the seminar.

### ***Objectives:***

#### **The overall aim of this Study Session:**

- To deepen participants' competences in promoting intercultural and inter-religious dialogue by exploring diverse methods and practices, which can be used in the context of international youth exchanges.

#### **The aim of this project was achieved by the following objectives:**

- To share experiences and good practices on intercultural and inter-religious dialogue with young people;

- To allow volunteers and young leaders to experiment with diverse methods and practices of intercultural and inter-religious dialogue in order to include them in their youth work;
- To deepen their understanding of the value of diversity in Europe and in the global context we currently live in;
- To prepare multipliers, who can encourage the elimination of all forms of discrimination, and promote equality at all levels of our societies;
- To discuss and introduce concepts, such as religion, culture, inter-religious and intercultural dialogue, identity, etc to achieve common understanding.
- To improve the quality of our organizations' work when dealing with intercultural and inter-religious dialogue, providing a framework of methods and practices, which can assist facilitators in the field.

	May 13th	May 14th	May 15th	May 16th	May 17th	May 18th	May 19th	May 20th	
08:00 / 08:45	Breakfast								
09:00 / 13:00	Arrival day - Bien Venue!!!	Introduction to: - YEU & YFU - CoE & StSe - Program Expectations	Beliefs, Practices, Values	Challenges & Issues / Experience of working on ICD + IRD with young people	Ideal Facilitator. Me as a facilitator	Last workshop preparations	Intro to "All Different - All Equal"	Departure day - Au revoir!!!	
			Religion / Culture / Identity --> what is it?		Identifying training needs		Experimenting facilitation on ICD&IRD		Self Assessment and Personal Action Plan
13:00 / 14:30		Lunch							Follow up / Group Action Plan
14:30 / 18:30		Group Building	Culture and Religion. Anthropological approach	CoE reimbursement + Strasbourg Rally	Skills development workshops	Experimenting facilitation on ICD&IRD			
			Human Rights and Religion		Free Afternoon		Identifying workshops		
18:30/ 19:00		Reflection Groups		Free Afternoon		Reflection groups			
19:00 / 20:00		Dinner							
21:00 / 24:00		Welcoming Evening	Intercultural Evening	Optional: movie: "The day I will never forget" / Social space	Dinner in town	Workshop preparations	Social Space		Farewell Party

## ***Expectations***

The next thing we were concerned with was our expectations. In order to analyse those, we were divided into four groups, which would correspond to four different sets of expectations, namely expectations towards: I, the group, the topic and the outcome. In every group there was a moderator, who would be taking care of the discussion process and stay with the sheet of paper, while other group members would move to a different table with a different moderator to talk about the specific expectations. Once all the groups visited all 4 tables, moderators were asked to present the outcomes.



### *Expectations towards the topic:*

- Share experiences, practices, and examples
- Get a better understanding of Intercultural and Inter-religious dialogue (ICD & IRD)
- Break down the stereotypes about cultures and religions
- Learn managing conflicts in every situation
- Understand differences
- Acknowledge the altitude of the topic
- To get to know different cultures and religions on a more personal level (instead of reading a book, etc.)
- Emphasise on IRD and conflict resolution
- To go deeper into values and beliefs, and share them with others

### *Expectations towards myself:*

- to become tolerant
- be open minded and accept differences
- participate in the study session and be on time
- become part of the group
- gain self-confidence and knowledge
- to become a facilitator
- to gain new methods in facilitation
- to share and aggregate energy
- to believe in myself
- to learn time and energy management
- NOT to forget

### *Expectations towards the outcome:*

- establish cooperation between EEE-YFU and YEU
- get some new techniques and methods for facilitation
- break stereotypes
- multiply knowledge
- meet new people
- fulfil expectations

- to plan our steps in our youth work
- create synergy
- personal and group learning

*Expectations towards the group:*

- become one group
- achieve intercultural dialogue and learning
- be prepared, proactive and motivated
- respect each other, be honest
- encourage and support one another
- understand the values of other cultures
- challenge ourselves
- see beyond differences
- have fun together.

***After the first half of the day participants were more than happy to have a lunch break.***

## **Group building**

### **Spider web**

After lunch we had a team-building exercise, called “Spider web”. We all had to stand on one side of the web, and our task was to pass to the other side without touching the strings - but the condition was that maximum of 5 people were allowed to pass through one hole. We were given



10 minutes to discuss the strategy – and, once it was ready, we were forbidden to talk to each other till the end of the activity. Whenever somebody’s voice was heard, one participant had to go back to the start. We really enjoyed the exercise and showed our enthusiasm by clapping and cheering.

### **Outcome**

After we completed the task there was a feeling of relief and joy – a clear sign of good fun and satisfaction. We also discussed the decision process that was going on during the discussions on strategy, and discovered that the lead was taken by those, who were able to scream the loudest and who tried to convince the others act according to their views. At the same time, there were those, who retreated from the discussions, because they found them not productive and did not want to contribute to the chaotic way the final decision was made.

## **The Island**

The following activity - "The Island" (Simulation game; Education Pack, p. 92) - had to deal with two tribes, living on the same island, but not knowing each other.

The group was divided in two cultures, and each of them created their languages, habits and customs. The tribes had to go to meet each other. One tribe called themselves "welale" another was "maloon". In the beginning tribes were friendly, trying to understand each other and greeting. Both groups had special interest for balloons - for one it was sacred object, and medicine for the other - that is how the conflict situation appeared. Both groups completely misunderstood each other's intentions, and the two tribes got into a fight. Then suddenly the latter tribe realised that they did not need balloons, but only the map, which they saw inside balloons, and began negotiations. The problem was that in both tribes there was lack of order and not all people could make decisions. Only at the end of the exercise tribes started understand each other - but time run out and we could not find the great solution anymore.

## **Outcome**

It was concluded that due to lack of order, the progress was very slow, and one tribe felt offended by intervention of the other. This caused many difficulties, and nearly resulted in a fight. On the other hand, everybody learned that everyone should respect other people's values. Also, wrong assumptions about meeting different cultures were acknowledged. Participants understood how difficult it could be to meet different, hence "strange" people, and realised that in situations like this the need for your own people and your own community is stronger than ever. In these cases it might not be that easy to be open-minded and acknowledge the others as equal. At the same time participants understood that cooperation in situations like this is really necessary, since it might really help to achieve the needed goals as well as benefit all sides.

**May 15<sup>th</sup>, 2007**

## ***Values, Practices, Beliefs, and Religion***

### **Values**

We started the morning session with a discussion on values, practices, beliefs and religion. In the very beginning we shared our perceptions of those elements via brainstorming about them. This helped all of us to discover each other's points of view and specify general opinions.



Afterwards a long list of values was presented to us, and we were required to pick out those ones, which are of the utmost importance for us. After a number of steps we had to narrow our values list down to 3 most important for ourselves. In order to encourage mingling within the group, we were then asked to exchange and share our priority values with that person from the whole group, who we knew the least. It was a great experience, showing to us that even though we are all different, we are all equal as well, sharing many values, such as flexibility, respect, friendship, love, etc.

### **Identity Map**

After discussing our values, we thought deeper about them and about our personalities. According to an introduced Identity Map, which summarises everything that and who can affect a person, we drew our own identity maps. Even though we did not have to present our maps to others, it helped us to define ourselves as people as well as get to know ourselves better.

### **Religion, culture, and the ways they influence each other**

After having discussed our values and identity, we could move on to digging deeper into the topics of religion and culture, as well as many ways on how the two can influence each other.

We all had to split in 4 groups and discuss all of these topics. Here are our findings:

#### Culture:

- technology,
- food,
- religion,
- geo-position,



- political system,
- language,
- history,
- traditions,
- communication,
- Human nature, etc.

Religion:

- Beliefs,
- Faith,
- Practices,
- God and prophets,
- Holy books,
- Rules,
- Power,
- Influence,
- Discipline,
- Inner peace / relief,
- Values,
- Social inclusion / appurtenants, etc.

Religion ↔ Culture:

- Brings norms into society,
- Religious holidays are becoming cultural,
- There are different cultures, but one religion inside one country, and vice versa,
- In some countries religion has a great influence on the country's culture, while in others different aspects, such as common history, build the culture,
- Media,
- Politics,
- Pop-culture,
- Economy,
- Language,
- Stereotypes,
- Laws,
- History,
- Science and technology, etc.

***Guest speaker***

Religion is also important topic for scientist exploring different cultures that is why an expert was invited for our event to enrich our learning process. Input was given by Mr. Andrzej Szyjewski, a professor of Anthropology of Religion from Jagiellonski University in Krakow, Poland. After learning together with us, the professor gave a speech, including, but not limited to:

- perceptions of religion of Aborigine tribes in Australia, and how different points of view can influence the process of observing and judging,
- missionary activities in the West,
- different possibilities of meeting with other cultures,

- Muslim and Orthodox perspective towards the topic of Catholic missionaries' influence in tribal cultures.

This speech gave us all an opportunity to see a different approach to the Inter-religious Dialogue. Professor Andrzej Szyjewski presented the possibilities of and opportunities in meeting different cultures as well as different religions.

### ***Human rights and religion***

This session was a statement exercise (based on “Where do you stand” in Compass), where different statements were presented to us, and we were asked to choose either “I agree” or “I disagree” for an answer. All statements dealt with human rights in general as well as human rights from the perspective of religion, culture, or country. The statements included ones presented below:

- In some countries people have more rights than in others;
- Human Rights are another religion;
- It is better to violate someone else's rights than to act against religion;
- Some rights are more important than others;
- The State should decide on people's national rights rather than a universal declaration;
- Human rights and religious rights contradict each other.

### **Outcomes**

Very interesting discussions followed after everybody took the floor after each statement presented. We discovered that each one of us interpreted the statements in different ways – it must have something to do with our own culture and background. And last, but not least thing to mention is that even though we didn't intend to change opinions of the group, disagreeing from us, we could change our opinions after listening to different discussions – and we did. For us it shows that discussion is a good start for reaching understanding.

### ***Movie “The day I will never forget”***

After a long but inspiring day, some of us spent our evening watching the movie “The day I will never forget”, film by Kim Longinotto (England, 2002, 92 minutes, Color, VHS/35mm/DVD )

It was an unofficial part of the programme, presenting a very interesting example of visual anthropology (dealing with circumcision of African women).

Circumcision is a very delicate and complex subject, having strong traditions and based on beliefs, connected with sacred human nature. If anybody goes against this in countries where it is generally practiced, there is a great risk of social exclusion from the community.

Many of us found this movie a shocking, but a very interesting and important experience. It made us think about relations between culture and human rights. Normally we take our own culture as granted, without ever thinking what it is that we do and why we do what we do. However, the movie raised a lot of questions, such as “what could we do in the name of our culture?”, “do culture and human rights always go together?”, “what happens when culture and human rights collide”, etc. Many of those questions were left unanswered, but were a great starting point for further discussions.

We could recommend the movie to anyone, who is interested in the topic, especially in relations between culture and human rights.

**May 16<sup>th</sup>, 2007**

***Working with Inter-cultural dialogue and Inter-religious dialogue:  
“Forum Theatre”***

After beginning the day with an energizer, “Forum Theatre”, an artistic way for finding the dialogue, was chosen to reflect potential problems, which can be experienced during youth exchanges.

The Forum Theatre „method was developed by brazilian Dr. Augusto Boal, raised in Rio de Janeiro. His work at the Arena Theatre led to his experimentation with new forms of theatre that would have an extraordinary impact on traditional practice. Forum Theatre presents a scene or a play that must necessarily show a situation of oppression that the Protagonist does not know how to fight against, and fails. The spect-actors are invited to replace this Protagonist, and act out - on stage and not from the audience - all possible solutions, ideas, strategies. The other actors improvise the reactions of their characters facing each new intervention, so as to allow a sincere analysis of the real possibilities of using those suggestions in real life. All spect-actors have the same right to intervene and play their ideas. “<sup>1</sup>

Forum Theatre is a collective rehearsal for reality and we believed was a great way to explore our topic futher.

The group was split in smaller groups, each of which decided to analyse a particular case, coming either from our experiences or being of a particular interest to us. The first group chose to examine Cultural and Religious conflicts occurring between the visitor and the host family. The name of the play was “Host Family becoming Hostile Family”. The play was constructed on a young Jewish boy going to a conservative Christian host family and experiencing a religious clash. As a result, he became depressed with the pressure of the conflict. The solutions suggested for this case were trying to communicate with his natural parents and/or trying to solve the conflict by communicating with the host family. Intervention from the public didn’t lead to a better solution of the situation; on the contrary, tension was increased among the actors in the play.

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<sup>1</sup> Augusto Boal, Rio de Janeiro 2004 [www.theatreoftheoppressed.org](http://www.theatreoftheoppressed.org)

The second group has constructed their plan focusing on the discrimination on people with special needs and/or disabilities. Their role play described a situation of an international seminar, where among other people there was a participant with special needs, who was discriminated by the rest of the group. Suggested solutions to the problem concentrated on the different ways of communication and expressing the feelings between all participants. After several interventions from the public, a resolution to the problem was found. Situation was changed, and the person with special needs got involved in the whole activity.

The third group focused on a discrimination case in Paris International Airport. It was a painful experience for the group, as this was the real case, which had happened to a Lebanese participant on his way to the Study Session. Due to his Middle-Eastern looks, the guy was questioned at the airport<sup>2</sup>. Similarly, security officials' behaviour was not the best and not acceptable. As in the first case, intervention from the public did not help. It was rather declared that our whole society still has a long way to go before learning to appreciate others, who might appear different.

Reflection groups of that day discussed whether they found this method effective and useful. Many participants agreed that it was not the best one, as they focused on the play more than on the objectives of the session. It was also mentioned that the method was weak for adopting the roles.

### ***Strasbourg City Rally***

The city rally aimed at discovering Strasbourg city and getting to know the French society. In groups of 6, with a list questions, we had to begin the rally by going to the Council of Europe and to the European Court of Human Rights. Questions about cases on violation of freedom of faith / religion or the European countries, which are not member of the Council of Europe, allowed us to visit those two



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<sup>2</sup> He was most probably suspected of something, but we do not know, since this had not been explained to him at the airport.

institutions.

In order to get to know the French society, we questioned around 5 people on the streets of Strasbourg. Questions asked:



- What religions co-exist in Strasbourg? (all replied: Catholics, Protestants, Jews and Muslims),
- Do you practice a religion? If yes, which one?
- How does the multicultural society influence the life of people, living in

France?

- Please tell us what you know about our countries. (It was surprising how much they knew and what the first things that came to their minds were!).

This city rally allowed us to communicate with French people at the Council of Europe and on the streets. The opportunity to enter the Council of Europe was very unique and rare. The participants had a great chance to discover the French society from inside and feel the way French people live. At the same time, we could see all the aspects of life in Strasbourg from within the environment and feel the spirit and atmosphere of this historical place.

After the city rally we were given free social time in order to take a tour across the city and discover interesting places, etc. We enjoyed discovering various interesting sight-seeing places, such as the Cathedral Notre Dame, the Kléber Square, etc. The day ended with a great dinner, which went smoothly and was fun, allowing all the participants to get to know each other closer and become friends.



**May 17<sup>th</sup>, 2007**

***Ideal Facilitator: Me as a Facilitator***

The morning started with dividing all participants into 4 groups. After that the facilitators asked each group to draw the image of a super-facilitator. This meant that in form of brainstorming we had to come up with knowledge, attitudes and skills of an ideal facilitator; then those elements had to be visualised in a drawing on a big flipchart. In each of the extreme parts, such as fingers or toes, also knowledge, values and skills concerning the facilitator of intercultural & inter-religious dialogue were added.



Afterwards each person drew the similar figure for himself/herself and pointed out what she / he had and what not. This was afterwards followed by a discussion in pairs. Later on, all groups gathered and showed super facilitators they had drawn also to the others.

***Identifying Training Needs***

After a short break all of us wrote down the skills we would like to learn. Then we had to choose the most important ones, which needed improvement - this was written on post-its and shared with others. Afterwards the facilitators used this information and formed 6 different workshops, where we were taught more about the skills we felt we were lacking.

Through the processes described above the skills that the participants needed to improve were very efficiently pointed out. Unfortunately, not all skills could be turned into workshops, as there were a lot of needs we had and only 6 facilitators to help us in the learning process.

## ***Skills Development Workshops***

In the afternoon we had the opportunity to select two different workshops to attend out of six. Below there is list of workshops that took place with the key questions to be answered.

### **Motivation and Group Building**

- Why is group building needed? When?
- What to keep in mind?
- How to involve and motivate participants?

### **Organizing and Managing International Events**

- Forming the Team
- Aims and objectives of the event
- Preparatory meeting
- Things to consider while actually putting the programme together:
  - Time management
  - Different methodology
- Following the “red-line”
- Evaluation

### **Dealing with the Participants**

- Different kind of participants
- Balance involvement in participants’ group work
- Participants and group dynamics
- Easing tension in participants’ group work

### **Presentation Skills**

- How to speak?
- How to move?
- How to articulate?
- How to overcome shyness?
- How to work on voice and body expressions – practical tips 😊

### **Debriefing and Evaluation**

- Why / when do you need a debriefing?
- How to debrief, what to take care of?
- Explore different ways of evaluating a session
- Practice evaluation through the workshop

### **Giving and Receiving Feedback**

- Giving feedback



- Receiving feedback
- Fruitful communication

Each participant could choose those workshops adequate to their personal needs. It was a great opportunity to develop own skills and knowledge as facilitator. Starting from *Presentation Skills* **workshop that provided participants with different** learning techniques about the structure, articulation, body language and mimics were developed.

***Motivation and Group Building*** as well as ***Organizing and Managing International Events*** workshop was focused on challenges of intercultural learning. It was quite useful and provided participants with essential knowledge about international team work, role of group building designing good project and program step by step. Besides some other issues were pointed out in activities like ***Debriefing and evaluation*** as one of the most important part of the activity, that let participants, facilitators and organizers reflect together if aims were achieved and what did the group learn. Here we focused on the process of debriefing, meaning its steps and important questions. Also we understood different moments, methods and subjects that should be in the evaluation.

The participants were encouraged to pay special attention towards this part as it ensure grow of individuals, group and organisers.

Those who still felt not enough confident in dealing with groups could attend session on ***Dealing with the Participants***, to discuss possible approaches towards the group and individuals of the group in particular cases. The group analyse different situations and possible solutions trying to find the most accurate attitudes towards different individuals: very talkative ones, always late, missing activities, silent one and shy.

In order to develop communication skills in constructive criticism the group had a chance to choose the workshop ***Giving and Receiving Feedback*** that aimed to learn how to say something negative to the person and how to listen to negative feedback and be able to receive it.

Skills development workshop was preparation for participants to run their own activities next day. It was very practical part of our program very appreciated by participants.

## ***Identifying Workshops***

After the coffee break participants shared their ideas for workshops, connected with our study session topic of Inter-religious – and inter-cultural dialogue. In the “River of Ideas” many different proposals appeared, but finally each participant selected a subject to prepare and facilitate a workshop on the day after. The entire group spent the night working on preparing this activity. We felt that afternoon workshops were very important for improving the quality of this opportunity (practicing how to facilitate a session). Participants seemed to be very challenged and excited about possibility to facilitate workshops on their own, instead of having the organising team lead those for them.

## **May 18<sup>th</sup>, 2007**

### ***Getting into Action***

#### **Last Workshop Preparations**

Today started with a quick breakfast. Many of us felt tired from last night’s preparation for our own sessions. After some chit chat after breakfast final preparations started for us - future facilitators.

#### **Experimenting Facilitation**

In total there were 6 teams working on their sessions, giving their best to perform well and act as experienced professionals. Whole “designing-of-a-workshop” process was not easy at all. It started with topic, which then needed aims and objectives. When basics were established, teams continued with designing their sessions by both using already known methods, but also trying to invent or adapt some new practices, as we were unable to find appropriate methods for every case. Also, we were introduced to Compass, Domino and other books that can be useful resources for facilitators. The whole session design was prepared very carefully in order to reach the aim and guide participants to an appropriate conclusion.



Workshops... Without any doubt it was hardest part of all the study session, also a part where we practiced everything we observed and adopted previously while were just participants. Workshops offered:

- Prejudices and Stereotypes
- How to Make Minorities Involved in Youth Exchanges
- Intercultural Differences and Similarities in Mediterranean Cultures
- Cultural and National Clashes and Exchanges.

At 11.00 first sessions started. Everybody was anxious to see the results – facilitators to evaluate and future facilitators to pass the “test”. Sessions went really fine and we all tried to give our best, although we were tired from the preparations the day before. The best part of every session was a reflection and evaluation on how successful the facilitators were. It was good to hear the comments and notices from the organisers of the Study Session. Discussions went on after the sessions were officially finished, even during lunch, which showed that every participant got involved and tried to give their best. And we all agree that this was the aim – to get active and find ourselves acting as facilitators. Funny thing happened – every participant, no matter how tired, gained some strange energy from the sessions.

At the end of the day at the general briefing it was obvious that we were all highly motivated to continue our future work as facilitators. Future facilitators were asking many questions about facilitation and the whole process happening in the background. It was interesting to listen to various experiences and to demystify the role of a facilitator.

After dinner, everybody decided to relax and enjoy the free time in downtown.

**May 19th, 2007**

## ***Evaluation***

### **All Different – All Equal**

The final day of our Study Session began with Nadine introducing “All Different – All Equal” campaign to all of us. She pointed out the similarities and differences of the same campaign now and back in 1995.



### **SWOT Analysis**

After a quick coffee break, we analysed ourselves as facilitators with the help of SWOT (strengths, weaknesses, opportunities, threats) analysis. In order to analyse our strengths, we asked ourselves what we were good at, and how we were better than others? Our weaknesses were analysed by questions, such as what we were not good at, and what we could do better. Participants also reflected on own opportunities for being facilitators, such as knowledge, experience, access to information, possibility to lead workshops, personal characteristics, involvement in youth organisations, etc. Finally, participants thought on potential threats: what obstacles could they face as facilitators?

The strengths and weaknesses were analysed in pairs, and then every topic was analysed in groups of four. Afterwards, we had to make a personal action plan, summarising how we would use our new skills in the future. “When would we use them, how, where and who was going to help us?” - all these things were written for ourselves. We will receive a copy of our letters to ourselves in two months to see, which goals we have accomplished and which we have not.

### **Action in Practice**

We have learned a lot during this week. The session on Action in Practice was designed in order to help us understand where and how we could use and implement the skills we have gained. Marius told us about the “Youth in Action” programme, the SALTO web page, Youth knowledge and Youth training. He briefly summarized what we could do, and we were encouraged to explore more about those things ourselves. YEU team members talked about opportunities in YEU. They also explained how our skills as volunteers and facilitators could be used, and encouraged us to take advantage of different programmes,

mentioned by Marius earlier on. EEE-YFU were also presented by Hester and Ieva, who explained how one could volunteer for YFU, even if there was no YFU organization in one or another country.

### **The Journey / Gallery**

After a nice and relaxing coffee break we all met in a very cosy looking Austrian room, where Ieva and Marius lead us on a journey through the last week, which has been full of learning and strong experiences for most of us. The journey was continued by looking at all flip charts and other materials used during this week. Team members lead us up to the fourth floor, where evaluation round began with Bruno's evaluation game. All of us stood in a circle and had to move close to the centre of it if we agreed with the experience or statement, mentioned by Bruno. Every statement was discussed and people's opinions were analysed.

### **Final Evaluation Round**

As with many seminars, this one also included a written evaluation form. We were given half an hour to fill ours in, but were not rushed – if needed, we could return them to team members only late in the evening.



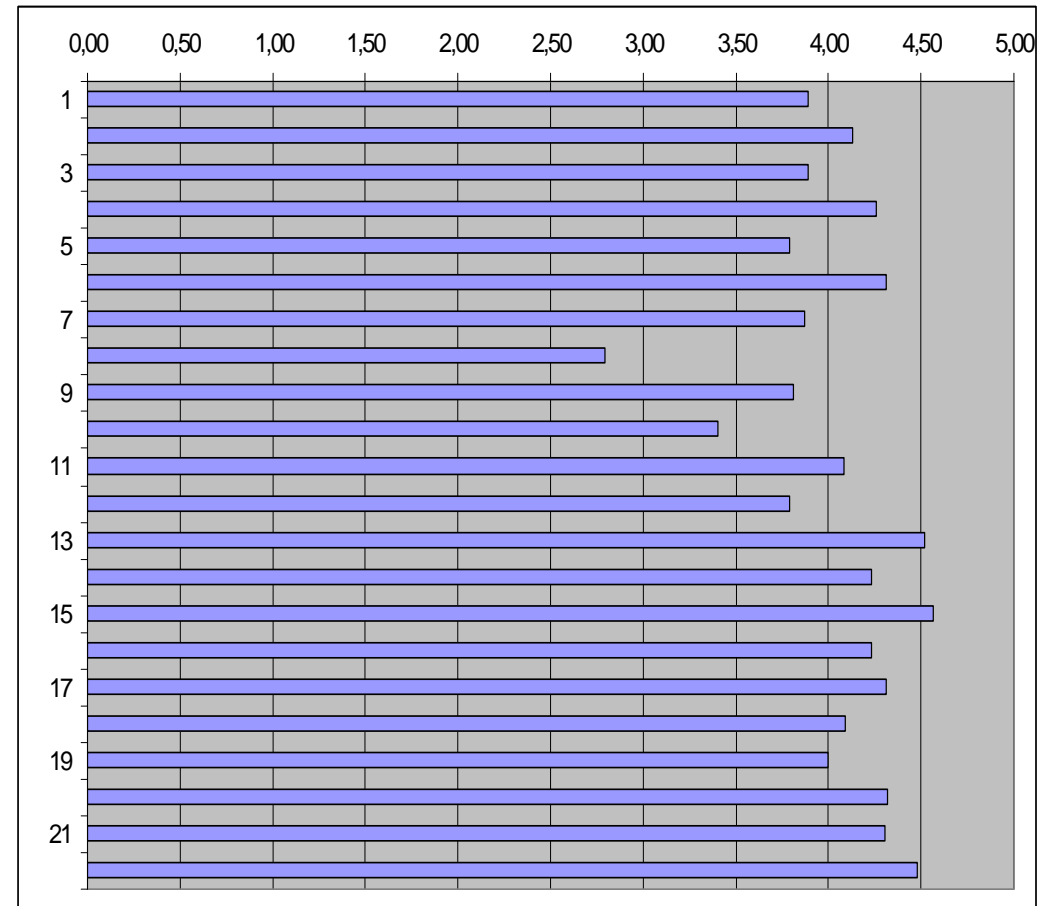
Afterwards Ieva gave a few paper flowers to each one of us. We were asked to write words, describing our experiences, on those flowers, fold their leaves and let them float in the water. Then, to our great surprise, flowers' leaves re-opened and revealed what we had written. This was the beginning of emotional goodbye words, resumed in a time frame of 15 seconds for each participant. Many nice words were said, and it was clear that they moved each and every one of us. On some it was more obvious than on others. We are all different, but still equal. Olga ended the whole session by sitting in the pool reading a poem about the qualities of the chameleon and the meaning of life.

The farewell party marked the end our experience here - hopefully we will meet again. With our backpacks and our colourful skin... somewhere in the world!

Below in analyze of evaluation you can find some comments of participants regarding all event.

## Evaluation

Quantitative evaluation of the programme elements	Average
Welcome evening	3,89
Introductory session	4,13
Expectations Session	3,89
Group Building, Spider web and Island Simulation game	4,26
Intercultural evening	3,76
Beliefs, Practices, Values	4,31
Religion, Culture and Identity	3,87
Guest Speaker	2,79
Human Rights and Religion	3,81
Movie "The day I will never forget"	3,4
Experiencing working on ICD & IRD	4,08
Strasbourg Rally	3,79
Dinner and night in town	4,52
Identifying training needs	4,23
Skills development workshops	4,57
Experimenting Facilitation	4,23
Participants' workshops	4,31
All Different – All Equal - Introduction	4,09
Self / group assessment - Personal Action plan	4
Follow up	4,32
Evaluation	4,3
Study Session Overall	4,48



Comments on quantitative results:

In order to get proper feedback about the event participants filled in evaluation forms and results of this small survey are presented below. First of it is important to mention that the group appreciated intensive group building. Majority of participants were active during sessions and were open for sharing and giving inputs. "I felt comfortable and secure in the group so it helped to express my self more freely. The exchange between participants was very interesting and valuable" (p.8)

However not everybody was profiled for this activity and came for the event without motivation to use this experience in further youth work.

First part of the study session was focused on getting into the topic of intercultural and inter religious dialogue while the second part was more practical. Participants could gain knowledge and reflect on their own attitudes and skills as facilitators. The possibility they got to design and lead own workshop in international team was very appreciated and it was one of the most important learning achievements.

"It was useful, I identified and recognized what a facilitator should have. Before this I didn't have idea who is a facilitator."(p.2)

"I understand that one session will not make me a facilitator and I have to keep on learning practicing."(p.6)

"I hoped to learn how to become a better facilitator and team worker and fulfilled both of these goals"(p.16)

" Now I feel like I know much more about IRD&ICD and much more about facilitation, I just have to practice it"(p.21)

The Study Session in general was perceived by Participants as very good event. Overall note is 4.48 what shows that people left the event in a very good mood satisfied with what had happened between 13<sup>th</sup> -19<sup>th</sup> of May 2007.

Participants admitted that there was logical sequencing visible in the program.

"Yes this event gave me the clarification and the knowledge that I was looking for! I understand it! So it was logical and clear!"(p.20)

"At first I was a bit confused, but managed to participate actively. Later on everything went well and was able to see the point in every activity."(p.19)

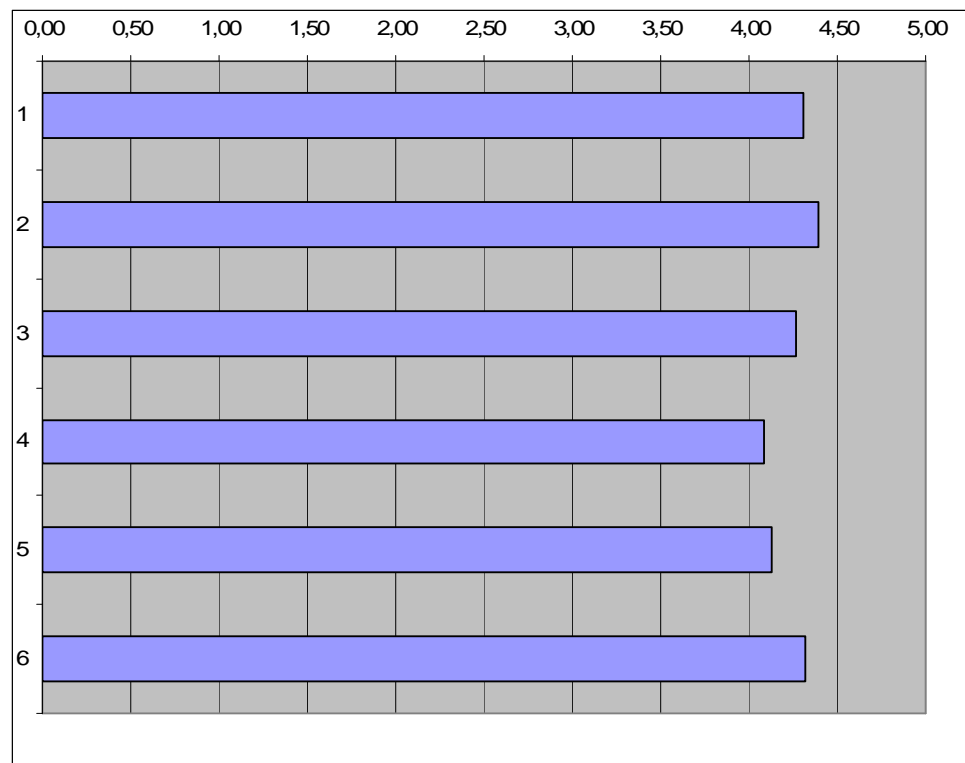


The most appreciated sessions were: Skills development workshops; Participants' workshops; Beliefs, Practices, Values; Follow up; Evaluation; Group Building.

The most criticized sessions were: lecture of guest speaker and film session that actually was attended only by 5 participants.

Third day (15 of Mai) turned out the most demanding. Several big topics were tackled during that day such as: Beliefs, Practices, Values/ Religion, Culture and Identity/ Religion in Anthropological point of view/ Human Rights and Religion. Participants felt very pushed in reflections. This intensive day demanded a lot of concentration. It is important to balance better the challenge for the group and not to plan days packed. With such huge topic trainees should give more time and space. In the future it should be underlined that guest speaker should know reality of youth field. However our expert had interesting topic, the way it was delivered was too academically and theoretical. The team of facilitators did all the best to ensure diversity of methods and to meet needs of different learning styles.

Study Session Objectives	Average
<ul style="list-style-type: none"> <li>To share experiences and good practices on intercultural and inter-religious dialogue with young people;</li> </ul>	4,3
<ul style="list-style-type: none"> <li>To allow volunteers and young leaders to experiment with diverse methods and practices of intercultural and inter-religious dialogue in order to include them in their youth work;</li> </ul>	4,39
<ul style="list-style-type: none"> <li>To deepen their understanding of the value of diversity in Europe and in the global context we currently live in;</li> </ul>	4,26
<ul style="list-style-type: none"> <li>To prepare multipliers, who can encourage the elimination of all forms of discrimination, and promote equality at all levels of our societies;</li> </ul>	4,09
<ul style="list-style-type: none"> <li>To discuss and introduce concepts, such as religion, culture, inter-religious and intercultural dialogue, identity, etc to achieve common understanding.</li> </ul>	4,13
<ul style="list-style-type: none"> <li>To improve the quality of our organizations' work when dealing with intercultural and inter-religious dialogue, providing a framework of methods and practices, which can assist facilitators in the field.</li> </ul>	4,32



The group claimed that objectives were not fully reached but on a very satisfying level 4.00 - 4.40. "I learned a lot, acquired some new ways of thinking...many positive outcomes, expectations fulfilled..."(p.19) Basically participants shared the opinion that Study Sessions allowed them to experiment diverse method in ICD and IRD and they will use them in their farther work. The event was an opportunity to gather youth coming from different cultural and religious background which was much appreciated by some of participants "I always wanted to discuss and see how other religions see mine" (p.17)

Participants strongly believed this Study Session was important learning process for themselves. They were motivated to go back home and act as multipliers to improve work of their organizations.

"It is like an accelerating car. However now acceleration should continue due to me. So I could start in Strasbourg but now it depends on me how I will accelerate in my life"(p.18)

"I learned a lot about myself, others, what culture and religion means for them and also how to forward the information I learned to the others when I'm back home"(p.16)

***Taking in consideration all comments given by participants and facilitators team following recommendations can be pointed out:***

1. Advanced Planning Visit – all teams should take part in a preparatory meeting, to ensure that the red line of the program is designed by all teams. In that case APV was previewed too late. 5 people couldn't find 1 date to meet. But due to our use of internet the impact of absence of two team members was decreased.
2. It is recognized that the topic of Intercultural and inter-religious dialogue is very interesting for young people. Many participants wanted to explore this topic more deeply and were interested in getting to know more details about different religions. It might be a good idea make workshops about religions that participants were representing.
3. Group was very exited about possibility to practice facilitation skills. It seems there is a need for youth activists from YEU and EEE YFU to have space to practice work with a group of peers. This study session was source to get feedback and self reflect where am I on a path as youth leader, youth activist.

4. Intercultural dialogue and Inter- religious dialogue - both parts of Study Session can be future themes for farther cooperation between organizers and founders CoE/YEU/EEE YFU.
5. Ways of monitoring of follow up should be prepared in advance to be able to follow participants achievements afterwards. In this case this part was missing.
6. The expert should be chosen carefully, to ensure the person invited knows what is NFE and to clarify what is expected from the guest speaker.
7. There was no balance in number of participants from both partner organizations due to lack of applicants – this need to be reflected upon as the call for applicants was spread on time. But in some cases this process could be monitored more by organizers more carefully.
8. A profile of participants should be fulfilled. Its for future reflection how to find profiled participants for particular event as study session is an investment in human resources thus it is suggested that for the future event we should choose better profiled candidates.

## CONCLUSIONS

We can conclude that this Study Session was truly beneficial for both organisations as we manage to implement an activity that empowered our members in core fields for the present and future work of both organisations.

We would also like to recommend continuation of the work done on intercultural and interreligious dialogue. We can easily see that the current challenges in our society demand our persistent work, in order to create a more tolerant and open society to all, independent of their beliefs and/or culture. A society that sees the added value of the diversity and that is not based in ignorance and fears.

Taking in consideration the aims and objectives of this event together with the evaluation of participants and of the organizers we can see that there is a clear need among young people from all over the Continent to exchange their views about Cultures, Religion and Beliefs. This kind of approaches enables young people from different realities and contexts to come together and work intensively, exploring this complex subjects and really contribute for better understanding of what the intercultural dialogue, and inter-religious dialogue is; because people experience it, they really live it.

The opportunity given to YEU and EEE- YFU to run study session in cooperation with Council of Europe raised awareness among networks members of discussing the topic and taught us about the challenges in dialogue between humans coming from different background and context.

Man need to learn many skills especially communication and have knowledge to build the dialogue with "others". But besides this factors Man need to work on own attitudes towards your self, your own culture and others in order to be able to lead peaceful dialogue. Its not easy task to learn or develop attitudes, as it is based on our behaviors coming from core values of family, society. These social values were developed through history of culture and religion.

Therefore we need constantly underline during our activities role of empathy, flexibility, and open mind ness at the same time keeping own beliefs and values. While ensuring such an attitude we ensure intercultural dialogue and inter-religious dialogue that can bring us for further development, it help also to avoid the clash of cultures.

In name of organizing team coming from two international youth networks we would like to thank everybody who contributed to this event and put so much effort to make it happen. We are looking for further cooperation.

## ANNEX

### Letter to participants

*Religion is a candle inside of colourful lightlamp. Every person looks through the prism of different colour, but the candle is always there.*

**Muhammad Naguib**

International Youth Exchanges are bringing people together.

It says nothing new, eh?

International Youth Exchanges help in discovering similarities and differences among participants from different countries, however, this is only rhetoric. People are provoked to think about their own identity by such an intercultural experience. Usually many questions appear in the head during and after international youth exchanges, but usually there is one, which is basic: "Who am I?" Answers for this question refer to gender, nationality, ethnic origin, age, sexuality, place of birth, family roots but also to religion.

How often during the exchanges do the participants express specific needs that are related with their own believes? Some ask to have time for praying during the day, some want to go to the church on the special day, some ask for a diet because of the fast. No matter where, when and who the participants are, diversity of religions is always visible, i.e. through the symbols that some believers wear. There are many links among Religion, Traditions, Customs and they all lead to Culture.

As Religion is a very important aspect of intercultural dialogue, the facilitators and trainers from Youth for Exchange and Understanding (YEU) and European Educational Exchanges – Youth for Understanding (EEE-YFU) came up with an idea to reflect on the religious aspects of intercultural dialogue especially in relation to facilitation during the youth events.

Religion is a fascinating topic for workshops and discussions, so if you are interested to share your point of view and learn about the other's opinion, please feel invited for the Study Session:

“Methods and practices for Facilitators dealing with intercultural and inter-religious dialogue in international youth exchanges”

May 14 – 19, 2007 (excluding arrivals and departures)

European Youth Center Strasbourg, France

organised by Youth for Exchange and Understanding and European Educational Exchanges - Youth for Understanding

Please read carefully the call for Participants, and apply according to the procedures, which are enclosed.

See You in Strasbourg

Organising Team

Bruno, Ieva, Hester, Marius, and Olga

from YEU and EEE - YFU

# **Methods and practices for Facilitators dealing with intercultural and inter-religious dialogue in international youth exchanges**

## **Study Session**

Arrivals: 13 May, 2007  
Study Session: 14-19 May, 2007  
Departures: 20 May, 2007  
European Youth Center Strasbourg, France

**Description of the project**

**Call for participants**



## **PART I: Description of the Project**

Today, intercultural learning and the ability to understand each other are needed more than ever. A growing integration and globalization has given us many opportunities to meet with sets of different values and worldviews both within our own country borders and internationally. Unfortunately, these opportunities are not always recognized, and might result not in a better understanding of each other, but in a deep intercultural conflict. Therefore, Youth for Exchange and Understanding (YEU) and European Educational Exchanges – Youth for Understanding (EEE-YFU) is offering a study session to introduce steps towards intercultural and inter-religious dialogue. This study session takes place on May 14-19, 2007 in the European Youth Centre (EYC) Strasbourg, France. It will allow young Europeans from partner organizations focus on a topic of “Methods and practices for facilitators dealing with intercultural and inter-religious dialogue in international youth exchanges”.

### *Youth for Exchange and Understanding*

Today YEU has approximately 5,000 members in more than 25 National Branches spread all over Europe and Mediterranean Region, as well as individual members from other countries of different continents. YEU promotes Pan European, Mediterranean and Asian co-operation and integration among young people, from all sorts of backgrounds. These young people work together in organising international events to which members and volunteers from all over Europe, Mediterranean Region and Asia are invited. This tends to promote the idea that young people must become more mobile. YEU wants to get broad and open-minded young citizens, people, who regard the World as their home and have overcome the traditional national ways of thinking, together. YEU thinks that European and Global integration is a question of attitude rather than of form. YEU wants to support youngsters to become active citizens. YEU thinks that cultural, historical and other differences within the continents can enable youngsters to work more effectively and creatively together. YEU's approach is based on the belief that action speaks louder than words. Therefore, YEU offers a pragmatic approach to the World.

### *Youth for Understanding*

Youth for Understanding (YFU) is an international non-profit youth organization for educational exchanges of young people among more than 50 countries worldwide. The mission of YFU is to promote respect for cultural diversity, friendship among nations and opportunities for personal development through international home-stay exchange programs. The exchange experience has long been recognized as extremely beneficial for the participant's maturity, self-confidence, communication skills, awareness of their own potential and capacity to grasp opportunities. Its educational mission aims at promoting values of cooperation, solidarity, and tolerance, and encouraging youth to have a positive attitude towards new challenges. European Educational Exchanges - Youth for Understanding (EEE-YFU) is the umbrella organization for the national YFU organizations based in Europe,

facilitating intra-European educational activities and assisting with planning training measures for staff and volunteers.

### *Aims of the project*

Within YEU and YFU, facilitation takes place in everyday life while working with youth from different countries and cultures. One of the main purposes of this study session is to equip facilitators with methods and practices, enabling them to encourage intercultural and inter-religious dialogue. It is fundamental that our volunteers and leaders have a wide and diverse range of methods and practices when dealing with the dynamics of prejudices and stereotypes, of tolerance and intolerance, of cultures and identities, inequality and injustice, so that they are able to deal positively with conflicts that may arise in different situations, where cultural and religious diversity is present. It is important to critically assess the role, which intercultural learning through youth exchanges and beyond them, can and should play in the context of the construction of a culture of peace. Finally, it is also necessary to explore diverse methods and practices of developing this cultural and religious dialogue within our projects and to improve our quality work when dealing with those matters of concern. After leaving the course, the participants will also be able to act as multipliers and spread the knowledge gained within their home organisation and society.

### *Objectives*

#### **The overall aim of this Study Session is:**

- To deepen participants' competences in promoting intercultural and inter-religious dialogue by exploring diverse methods and practices, which can be used in the context of international youth exchanges.

#### **The aim will be achieved by the following objectives:**

- To allow volunteers and young leaders to experiment with diverse methods and practices of intercultural and inter-religious dialogue in order to include them in their youth work;
- To deepen their understanding of the value of diversity in Europe and in the global context we currently live in;
- To prepare multipliers, who can encourage the elimination of all forms of discrimination, and promote equality at all levels of our societies;
- To improve the quality of our organizations' work when dealing with intercultural and inter-religious dialogue, providing a framework of methods and practices, which can assist facilitators in the field.

This study session is devised to explore the skills, knowledge and attitudes necessary for effective facilitation of intercultural exchanges promoting intercultural and inter-religious dialogue. Participants will learn new methods and practices as well as learn from others' experiences and analyse different processes involved in our work.

Through using new methods, trying new creative approaches and establishing connections with each other, our participants' ability to carry out successful cultural diversity and inter-religious cooperation projects will be improved.

### *Approaches and content*

The Study Session will combine peer education tools with some theoretical inputs by experts in order to improve:

- 1) Participants' knowledge on the intercultural and inter-religious dialogue process,
- 2) Their personal skills of facilitating the group.

Working methods will range from lectures to working groups, role-plays, case studies and practical training sessions like experiential learning simulations. In general, we will use a very participatory method, where active involvement from and knowledge - sharing between the participants is of utmost importance. The multicultural composition of the participants will also provide a good basis for identifying cultural differences and thus enhance the intercultural learning process.

The team will ensure the group dynamics and will act as facilitators trying to take the group to the stretching zone and maybe even to the crisis zone to allow them to also go deeply into the intercultural learning process.

### *Follow-up*

Participants have the opportunity to continue their discussions via an e-group in which they will be able to share project ideas and concerns for follow-up events. Finally, participants are encouraged to establish personal relations and continue cooperation between EEE-YFU and YEU member organizations after the event. Participants will be able to work out concrete proposals in which ways these tools could be used in our YFU and YEU work.

## PART II: Call for participants

**DEAR YEU & EEE – YFU members and volunteers,**

We would like to invite you to participate in this Study Session. This is going to be a unique experience, as this event is organised by two organisations. Volunteers, active in their national organisations are encouraged to apply for participation in the Study Session.

We are looking for **Participants, who:**

- Are actively involved in their national organisation;
- have an interest and/or prior knowledge of the topic;
- are willing to contribute to the intercultural & inter religious dialogue;
- are in a position to take on responsibilities for multi-cultural or intercultural activities after the course;
- have experience and/or interest in developing international youth activities;
- are between 18 and 30 years old;
- are able to work in English;
- are committed to attend for the full duration of the seminar and
- are supported by their youth organisation.

### *Preparation of participants*

Participants will bring together their personal experience and their organization's approaches. During the seminar they will gain more insights through lectures, discussions and workshops. To work most efficiently during the seminars, all participants are requested to undertake some preparation work. Some background information will be provided with the information pack that the participants will receive. Each participant will be requested to do some homework that can later be shared with other participants.

### **Application procedure and technical information**

- In order to apply candidates must complete the enclosed application form,
- The completed form should be e-mailed to the national organisation before 25<sup>th</sup> March 2007,
- National organisations will then nominate candidates by signing the form and sending it to YEU ([ho@yeu-international.org](mailto:ho@yeu-international.org)) or EEE-YFU ([studysession@eee-yfu.org](mailto:studysession@eee-yfu.org))<sup>3</sup> by 27<sup>th</sup> March 2007. Please note that each national organisation may nominate up to 2 candidates to the study session.
- Participants will be selected on the basis of their applications and ensuring a balance in terms of gender, geographical region, organizational participation and cultural background. Candidates will be informed by 31<sup>st</sup> of March 2007,

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<sup>3</sup> Depending on whether you are a YEU or YFU volunteer.

as to whether they have been selected or not. Selected candidates will receive seminar information packs directly.

### *Travel expenses and cost for visas*

Travel expenses and visa costs are reimbursed (upon presentation of the relevant receipts) according to the rules of the procedure of the Youth and Sports Directorate of the Council of Europe. Only participants who attend more than 80% of the seminar will be reimbursed. All participants will be reimbursed at the end on the Study Session<sup>4</sup>.

### **Accommodation**

Board and lodging are provided and paid for by the organisers.

### *Enrolment fee*

An enrolment fee of **45 Euro per participant for the Study Session** is payable by each participant or nominating organisation<sup>5</sup>. This amount will be deducted from the amount to be reimbursed for travel.

*For further information please contact:*

**YEU**  
PO BOX 953  
8001-011 Faro  
Portugal  
Phone: +351 289 813061  
Fax: +351 289 813074  
E-mail: [ho@yeu-international.org](mailto:ho@yeu-international.org)

**EEE-YFU**  
Chaussée de Wavre 214d  
Brussels B-1050  
Belgium  
Phone: +32 (0)2 647 86 06  
Fax: +32 (0) 2 62 69 501  
E-mail: [studysession@eee-yfu.org](mailto:studysession@eee-yfu.org)

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<sup>4</sup> If the participant pays for his/hers ticket himself/herself, he/she will be reimbursed in cash (Euro). If the nominating organisation is the one that paid for the ticket, the money will be transferred to the bank account of the nominating organisation.

<sup>5</sup> Depending on your agreement with you national organization.

# Application Form

for the

## “Methods and practices for Facilitators dealing with intercultural and inter-religious dialogue in international youth exchanges”

### *YEU and EEE-YFU Study Session*

May 14 – 19, 2007

(May 13-20, 2007 including travel days)

Strasbourg, France

Dear applicant,

Please complete the application form and answer the questions below:

*Part one: personal and technical details*

*Part two: explores your motivation to participate in the Study Session (May 2007).*

Please feel free to use additional space if required.

### **Procedure**

- To apply you must complete both parts of the application form;
- By applying you commit yourself to participate in the seminar for the full duration, prepare the seminar prior and report on the seminar afterwards;
- The completed form should be e-mailed to the national organisation before 25<sup>th</sup> March 2007,
- National organisations will then nominate candidates by filling in the form below, and sending it to YEU ([ho@yeu-international.org](mailto:ho@yeu-international.org)) or EEE-YFU ([studysession@eee-yfu.org](mailto:studysession@eee-yfu.org))<sup>6</sup> by 27 of March 2007,
- Final list will be announced by YEU and EEE – YFU on 31<sup>st</sup> of March.

Please, if possible, also include a picture of you in the e-mail together with the application form (it will be used for the “Participants’ file” for the Study Session). You will be informed on 31<sup>st</sup> of March whether you have been selected or not. If selected, you will receive study session information package directly.

Last name: \_\_\_\_\_

First name: \_\_\_\_\_

Signature: \_\_\_\_\_

Gender (please indicate):  Female  Male

Date of Birth: \_\_\_\_\_

<sup>6</sup> Depending on whether you are a YFU or YEU volunteer.

(picture)

Home country: \_\_\_\_\_

Nationality: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone number: \_\_\_\_\_

Fax number: \_\_\_\_\_

Email address: \_\_\_\_\_

Occupation: \_\_\_\_\_

Nominating organization: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Contact Person: \_\_\_\_\_

**Please indicate if you need a VISA for France and if so, please provide information:**

YES       NO

Your passport number: \_\_\_\_\_

Date and place of issue: \_\_\_\_\_

Date of expiration: \_\_\_\_\_

***Personal motivation***

1. Please give a short resume of your responsibilities within your organisation.
  - How have you been involved within it?
  - Which areas of work are you most interested in?

*Please write in here and use as many lines as you want to!*

2. Inter-religious dialogue and facilitation - why does this topic interest you?

3. Have you participated in any International Seminars? If so, please indicate which and when and briefly describe the content.

4. What is your personal motivation for applying?

5. What does Inter-religious dialogue mean for you? What is the difference between intercultural and inter religious dialogue?

6. How do you think you could integrate methods learned in your volunteer work?

7. How do you think participation in the Study Session could help you to act as a multiplier?

8. What do you expect from this Study Session?

9. How did you obtain this application form?

**Confirmation - Nominating Organisation**

*for the*

**Methods and practices for Facilitators dealing with intercultural  
and  
inter-religious dialogue  
in international youth exchanges**

**Study Session**

May 14 -19, 2007

European Youth Centre (EYC) Strasbourg, France



**Note to nominating organisations:**

- By submitting the nomination you agree to support the person who you nominate in the preparations for the seminar and to give him/her chances to use the knowledge gained in the future activities of your organization.
- You are allowed to nominate a maximum of two people for the Study Session. If you nominate more than one person, please indicate who is your first priority.
- All the participants will have their travel reimbursed at the end of the study session<sup>7</sup>. The participation fee will be deducted from this amount. Travel must be arranged in the most economical way (ground travel required for distances less than 1000km, etc).

We hereby nominate: \_\_\_\_\_ to the Study Session as our \_\_\_\_\_ priority.

Name of organization:

Address of organization:

Name and position of person responsible for the nomination:

Please forward this application **before 27<sup>th</sup> March 2007** to YEU via e-mail: [ho@yeu-international.org](mailto:ho@yeu-international.org) or to EEE-YFU via e-mail: [studysession@eee-yfu.org](mailto:studysession@eee-yfu.org)<sup>8</sup>.

*Thank you very much!!!*

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<sup>7</sup> If the participant pays for his/hers ticket himself/herself, he/she will be reimbursed in cash (Euro). If the nominating organization is the one that paid for the ticket, the money will be transferred to the bank account of the nominating organization.

<sup>8</sup> Depending of whether you belong to YFU or YEU network.

# EVALUATION

## Questionnaire of the Study Session

### ***“Methods and Practices for Facilitators, dealing with Intercultural and Inter-religious Dialogue in International Youth Exchanges”***

**2007 05 14 – 19**

**European Youth Centre Strasbourg**

**!! PLEASE WRITE LEGIBLY AND RETURN THIS FORM TO THE IOT !!**

Please evaluate how useful the different programme elements have been for your learning and participation in the course: 5 = *essential/very good*, 4 = *very useful/good*, 3 = *useful/ok*, 2 = *not so useful/not satisfactory*, 1 = *useless/very bad*, X = *did not attend*. You can also write comments about the quality of the specific programme elements or suggest things that should be taken into consideration for future international seminars.

#### **Daily program**

##### **Sunday, May 13:**

Welcome evening	1	2	3	4	5	X
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*Please use the space after each point stated for comments!*

##### **Monday, May 14:**

#### **Introductory session**

Introduction to the Team	1	2	3	4	5	X
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Intro to YEU, EEE-YFU and CoE	1	2	3	4	5	X
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Introduction to the Programme	1	2	3	4	5	X
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Aims and Objectives session	1	2	3	4	5	X
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Participants' expectations Statements from application forms	1	2	3	4	5	X
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Participants expectations Towards Myself, Group, Topic, Outcome	1	2	3	4	5	X
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#### **Group Building**

Spider Web exercise	1	2	3	4	5	X
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The Island simulation game	1	2	3	4	5	X
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Intercultural evening	1	2	3	4	5	X
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**Tuesday, May 15:**

**Beliefs, Practices, Values**

Silent discussion (Beliefs, Practices, Values, Religion)	1	2	3	4	5	X
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Choosing your values exercise	1	2	3	4	5	X
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**Religion, Culture and Identity**

Brainstorming exercise	1	2	3	4	5	X
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Our identity map	1	2	3	4	5	X
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Culture, Religion, and the way they influence each other	1	2	3	4	5	X
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**Guest Speaker**

Culture and Religion from an Anthropological point of view	1	2	3	4	5	X
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**Human Rights and Religion**

Statement exercise	1	2	3	4	5	X
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Movie "The day I will never forget" <i>Optional</i>	1	2	3	4	5	X
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**Wednesday, May 16:**

**Experiencing working on ICD & IRD**

Theatre of the Oppressed	1	2	3	4	5	X
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Brainstorm on ICD & IRD definitions	1	2	3	4	5	X
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Strasbourg Rally	1	2	3	4	5	X
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Dinner and night in town	1	2	3	4	5	X
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**Thursday, May 17:**

**Identifying training needs**

Ideal facilitator	1	2	3	4	5	X
Me as a facilitator	1	2	3	4	5	X
What skills do I still need?	1	2	3	4	5	X
Skills development workshops	1	2	3	4	5	X
1. (I attended ..... workshop)						
2. (I attended .....workshop)						

**Identifying workshops**

The River exercise	1	2	3	4	5	X
Preparing for participants' workshops	1	2	3	4	5	X

**Friday, May 18:**

**Getting into practice**

Consultation / last preparations	1	2	3	4	5	X
Participants' workshops	1	2	3	4	5	X
1. (I attended ..... workshop)						
2. (I attended .....workshop)						
3. (I attended .....workshop)						
General debriefing	1	2	3	4	5	X
Social space	1	2	3	4	5	X
(I attended .....)						

**Saturday, December 19:**

**All Different – All Equal**

Introduction	1	2	3	4	5	X
<b>Self / group assessment</b>						
Personal Action plan	1	2	3	4	5	X
Follow up	1	2	3	4	5	X

Group Action Plan	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>X</i>
<b>Evaluation</b>						
The Journey	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>X</i>
The Target / Hot Spot	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>X</i>
Evaluation form	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>X</i>
The Flower Garden	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>X</i>
Feeling Exchange	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>X</i>
Group Picture	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>X</i>

### **General aspects of the study session**

How did you like the study session overall? *1 2 3 4 5*  
Please explain:

Was the logic of the course clear and transparent for you? Why or why not?

How do you evaluate the adequacy of the learning approach / process of the course?

What did you like most about the study session? Why?

What did you dislike most about the study session? Why?

Please evaluate how the course has met your needs and expectations, if at all.

How do you evaluate the selection and adequacy of the topics of the course?

What was an important intercultural learning experience for you during the course?

What was an important inter-religious learning experience for you during the course?

What do you think (realistically) will the impact of the Study Session be?

**The Group (fellow participants)**

How did you feel in the group? *1 2 3 4 5*  
Please explain:

How satisfied were you with the interaction *1 2 3 4 5*  
between participants from different organizations  
and with different (religious) backgrounds? Please  
explain:

In which ways has the group been a 'source of learning' for you, if at all?

Did the group allow for and developed intercultural learning processes? Why? Why not?

**Preparation Materials**

How satisfied were you with the information *1 2 3 4 5*  
received prior to the session?  
Please explain:

Do you feel that you prepared enough *1 2 3 4 5*  
prior to attending the session?  
Please explain:

How confident did you feel about the *1 2 3 4 5*

topic before the Study Session?

Please explain:

How confident do you feel about the topic now?

1 2 3 4 5

Please explain:

### **Working Methods**

How did you like the following working methods?

Group work (workshops)

1 2 3 4 5

Reflection groups

1 2 3 4 5

Report writing

1 2 3 4 5

Plenary discussions

1 2 3 4 5

Lecture

1 2 3 4 5

Presentations (of YEU, EEE-YFU, CoE)

1 2 3 4 5

Interactive (physical) exercises

1 2 3 4 5

Are there any methods that we did not use that you think would work better? Please comment on this.

### **The Organising Team**

How was the team in general?

1 2 3 4 5

Please explain:

Were members of the team readily available?            1       2       3       4       5  
Please explain:

How well was the team organized?                        1       2       3       4       5  
Please explain:

**Housing**

*Please give your opinion on:*

Sleeping conditions    1       2       3       4       5

The kitchen and the food                                        1       2       3       4       5

Technical resources available                                1       2       3       4       5  
(computer, video, etc)

**Extra Comments**

Would you like to share any other concerns, comments or ideas with us? What do you think should be done in order to improve future activities?

Name (optional): .....

THANK YOU!!!

**PLEASE RETURN THIS QUESTIONNAIRE TO THE TEAM!!!**



**List of participants of the Study Session “Methods and Practices for Facilitators, dealing with Intercultural and Inter-religious Dialogue in International Youth Exchanges”**

1. Mihails Cernakovs-Neimarks (YEU Latvia)
2. Paspallis Charalambos (YEU Cyprus)
3. Vaso Florian (YEU Albania)
4. Oana Frentiu (YEU Romania)
5. Ionescu Grigore (YEU Romania)
6. Olga Konaskina (YEU Latvia)
7. Nenad Kovacic (YEU Bosnia and Hercegovina)
8. Ana Cristina Brito Leal (YEU Portugal)
9. Aleksandar Mazni (YEU Macedonia)
10. Olfa Moula (YEU Tunisia)
11. Gizem Morris (YEU Turkey)
12. Lena Morozova (YFU France)
13. Hassan Mousa (YEU Egypt)
14. Jakub Pilch (YFU Poland)
15. Malgorzata Radwanska (YFU Poland)
16. Gular Rustamova (YEU Azerbaijan)
17. Saikaly Roger (YEU Lebanon)
18. Lucile Sallier (YFU France)
19. Andreas Sepp (YFU Estonia)
20. Astri Menne Sjoner (YFU Norway)
21. Marija Stambolieva (EEE-YFU)

22. Haitham al Tafkaji (YEU Palestine)
23. Sema Isil Tanriverdi (YEU Turkey)
24. Mara Cristiana Traistaru (YEU Romania)
25. Daria Ushakova (YEU Russia)
26. Stanislav Zaitsev (YFU Kazakhstan)
27. Anastazja Zydor (YEU Poland)



