



Beyond Tolerance – Intercultural Solidarity – Vivid Human Rights

Report of the study session held by
Active - sobriety, friendship and peace
in co-operation with the
European Youth Centre of the
Council of Europe

European Youth Centre Budapest

30.3.2008 – 06.04.2008



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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“What you do might seem terribly insignificant, but it is terribly significant that you do it anyway.” Gandhi

1) EXECUTIVE SUMMARY

The main aim of **Active** is peace and tolerance in the world. We consider alcohol and other drugs one of the main reasons of violence and conflicts among people and therefore members of **Active** promote drug free lifestyle by their own abstinence.

The study session “Beyond tolerance- Intercultural Solidarity and vivid Human Rights” responded to a need of ACTIVE to look into the effects of globalisation from the point of view of human rights and to analyse the effects of globalisation on the consumption and distribution of alcohol. We wanted participants to become aware of their role in globalisation and to develop their knowledge about Human Rights, intercultural dialogue and identity. The different parts of the study session were arranged according to six basic principles. It was important for the Preparatory Team to create a coherent study session, with the different units building on each other, plus to offer to the participants as well as to encourage the participants to dare and view beyond the topics and the frame of the study session. 28 participants from 13 countries joined the study session, most of them, but not all, being from Member organisations of ACTIVE.

We wanted to help the participants to understand the world around them; the world around them on different levels – local, regional and European. Thus, with the sessions on 31st March, we prepared the ground for the expert the next day that would look deeper into the topic of globalization. We also generated a process of getting to know each other - through learning about each other’s local environment and the impact of globalization on it. By exchanging, discussing, evaluating and reflecting those information (the participants prepared this unit as homework on beforehand), they understood themselves in the world a little better – something we would build on in the Identity unit.

On 1st April, the expert on globalization took the participants on a journey to look deeper into globalization – its history and present, its effects on the society and on the world as a global system. During this journey the participants applied the knowledge and material (Booklet about Globalization, see annex 2) from the previous day.

To make all those information and reflections more concrete, we offered a unit about alcohol and globalization. The alcohol industry, as a globally operating industry serves very well as

example to illustrate the economic, social, political and moral down-sides of globalization. With this unit we painted the picture coherently, addressing not only the positive aspects but also the negative challenges of globalization. We wanted to make it clear to the participants that there are no clear-cut answers in today's world anymore and that it is therefore very important to try and look at all aspects of an issue (such as globalization). The unit also served to educate the members of Active in alcohol questions – in the sense that the Preparatory Team showed that alcohol must be linked to other topics, in order to assess the issue comprehensively.

After understanding the world we live in better, after discussing its opportunities and challenges, our fears and hopes in it, we then proceeded to think about how to make a difference in the world and possibly how to make it better (2nd April). The expert presented a session on how to plan a global campaign professionally. After a professional presentation about campaign planning (objectives, target, scope, actions, resources, implementation, monitoring & evaluation), the participants got active again and brainstormed in groups and in the plenary possible campaigns. After a consensus was reached on three possible campaigns, we gave the participants more time to reflect on it and to discuss more.

Before we'd have a free afternoon, the participants got to meet a local NGO from Budapest: "Conscious Consumers". In an interactive session "Conscious Consumers" presented themselves and held a workshop about consumption and how we can make a difference by our choices to buy a product or not to buy it – a session that fitted very well to the units we had provided before. It emphasized the personal choice that can make a difference, if we are aware of our actions. "Conscious Consumers" offered yet another perspective on globalization: consumption of goods/ food and the impact on the climate/ environment of our shopping choices. Thus the picture of was getting more coherent. Being sensitized for our impact on the environment, we went to consciously enjoy the free afternoon in Budapest.

On 3rd April, after really having had a look at and deep thoughts about the world we live in, the Preparatory Team now encouraged the participants to look at themselves and explore their identity. ***For, only when we know ourselves, can we know our place in the world.*** Therefore, personal identity was discussed and experienced in simulation games. The participants had to explore for instance: "Who am I without identity?" After this step, we proceeded to examine group identities, before we went to the "World Café", where we discussed in a cosy atmosphere of candle light and coffee and tea, the depths of European, global, national and cultural identity. All these activities were concluded by the "Meeting of Civilizations", which we had during the evening programme.

4th April was dedicated to look at the bigger picture again. It is important to learn to sharpen the view for the world that one is part of. The first unit thus introduced culture as a concept and went on to make the participants experience culture through experimental learning (e.g. game BARANGA). To round this unit up, the Preparatory Team presented the Iceberg of Culture and held a presentation on cultural globalization. The second unit of this day was the so called “Making the links” session – a unit to summarize and put all the knowledge and the points we learned/ discussed into connection to each other as well as to the main topic of the seminar.

On 5th April, we wanted to provide an easier going day, after the very intense study days from before. Therefore the Preparatory Team provided two workshops, in order to educate the participants in methods they could use for Human Rights education in the local organisations. After those two workshops, we dedicated the last study unit to finalizing the planning of the campaign: “International Day against Alcohol”. We agreed on actions and a timeline, voted for a responsible co-ordinator and created a webpage for the coordination of the further planning. To conclude the seminar, we then proceeded to the evaluation part and the farewell evening.

The ground for the development of our campaign was thus set during this study session and will be taken up and followed up by the preparatory team and by the ACTIVE board. Participants learnt about new methods and tools for Human Rights Education to be used in schools and youth organisations, and developed a deeper understanding of the impact of globalisation on alcohol consumption and young people. The study session was thus successful in reaching its objectives, and participants will actively contribute to the further implementation of the campaign.

2) INTRODUCTION

Aims and objectives of the study session

Aim:

The aim of the study session was to raise awareness about ***your*** role in globalization and to provide space for meeting other youth to give you the opportunity to liberate your mind, find new ways and new perspectives about yourself and about the world you live in.

Objectives:

- (1) To explore different aspects of globalization in today's world;
- (2) To analyze the global market and the alcohol industry as a particular consequence of globalization;
- (3) To learn about alcohol as an obstacle for democratic development;
- (4) To facilitate that the participants become aware of their individual and common identity;
- (5) To unfold the concept of culture in order to get to its essence;
- (6) To provide the participants with different tools to promote Human Rights Education (Compass and All Different – All Equal Ed. Pck).

Basic principles for the design of each study part were to apply methods that stimulate ***critical thinking*** and point out the ***responsibility of*** each and ***every single person for today's world***. Purpose of every unit of the study session was to lift the fact, that there are no clear cut answers in today's complex and interdependent world. This means that it is very important to try and look at all aspects of an issue – this perspective we obtained throughout the study session.

Furthermore did we design every study part in a way that it would contribute to a positive development of the group dynamics and to an on-going process of team – building.

Profile of the participants

All participants were members of ACTIVE's national Member Organisations. We also invited and received nominations from a partner organisation in Uzbekistan. However, due to visa obstacles the participants could not come to the study session.

All participants were in the age of 17 to 27. They are all active in the area of youth in their local environment, promoting a drug and alcohol free lifestyle by their own abstinence and by activities in schools, youth centres and universities. Some of the participants came from experienced organizations like UNF Sweden or Juvente Norway. Others came from brand new organisations, like ATA Romania. Therefore the study session was a great forum for the participants to exchange best practices and know-how in youth work to contribute to a safer and more peaceful society.

Many of the participants were new to an ACTIVE study session of this scope. But the majority of them had participated in regional exchange projects under the umbrella of ACTIVE, like the Balkan project. Thus many had first experiences in intercultural learning already. The vast majority of the participants came in couples from the national Member Organizations, so that they could help each other in cases of language problems, so that they could support each other in reaching out to all the other participants and therefore in creating a good atmosphere. One member of the Preparatory Team knew the most of the participants from before (regional projects/ summer camps), so that the Preparatory Team was well prepared for the participants, their needs and characteristics.

Geographically a good balanced was achieved in the composition of the participants, with people coming from Scandinavia, the Baltic, Eastern Europe, Central Europe and the Balkan region. A look at the participants list (annex 3) might show that many participants came from the Balkans (Albania, Bosnia & Herzegovina, Bulgaria, Macedonia and Romania) due to the fact that ACTIVE's peace and democracy work is strong in that region.

One third of the participants was male, which reflects that the gender balance was not achieved properly – a problem that is mirrored in society at large, where young women seem to be more inclined in engaging in civil society matters, especially in Eastern Europe.

For this study session the number of participants can be regarded as perfect. The group was not too small – so that there were always different teams created in the many group works and

group discussions; and it was not too big either, so that all the participants could get to know one another thoroughly.

We were also happy to welcome several participants who are being educated at university level in terms of political science, democracy and society – so that they could raise the level within the participants by contributing to discussions in smaller groups. The study session was visited by a total number of 28 participants, from 13 different countries (the number of different nationalities being even higher, since some participants went to work abroad for a short period).

Programme flow/ main contents/ issues discussed

The different parts of the study session were arranged according to six basic principles. It was important for the Preparatory Team to create a coherent study session, with the different units building on each other, plus to offer to the participants as well as to encourage the participants to dare and view beyond the topics and the frame of the study session.

The first study day was meant to encourage positive group dynamics, as well as to prepare a common ground for discussions about globalization.

We wanted to help the participants to understand the world around them; the world around them on different levels – local, regional and European. Thus, with the sessions on 31st March, we prepared the ground for the expert the next day that would look deeper into the topic of globalization. We also generated a process of getting to know each other - through learning about each other's local environment and the impact of globalization on it. By exchanging, discussing, evaluating and reflecting those information (the participants prepared this unit as homework on beforehand), they understood themselves in the world a little better – something we would build on in the Identity unit.

On 1st April, the expert on globalization took the participants on a journey to look deeper into globalization – its history and present, its effects on the society and on the world as a global system. During this journey the participants applied the knowledge and material (Booklet about Globalization, see annex 2) from the previous day.

To make all those information and reflections more concrete, we offered a unit about alcohol and globalization. The alcohol industry, as a globally operating industry serves very well as example to illustrate the economic, social, political and moral down-sides of globalization. With this unit we painted the picture coherently, addressing not only the positive aspects but

also the negative challenges of globalization. We wanted to make it clear to the participants that there are no clear-cut answers in today's world anymore and that it is therefore very important to try and look at all aspects of an issue (such as globalization). The unit also served to educate the members of Active in alcohol questions – in the sense that the Preparatory Team showed that alcohol must be linked to other topics, in order to assess the issue comprehensively.

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Before we'd have a free afternoon, the participants got to meet a local NGO from Budapest: "Conscious Consumers". In an interactive session "Conscious Consumers" presented themselves and held a workshop about consumption and how we can make a difference by our choices to buy a product or not to buy it – a session that fitted very well to the units we had provided before. It emphasized the personal choice that can make a difference, if we are aware of our actions. "Conscious Consumers" offered yet another perspective on globalization: consumption of goods/ food and the impact on the climate/ environment of our shopping choices. Thus the picture of was getting more coherent. Being sensitized for our impact on the environment, we went to consciously enjoy the free afternoon in Budapest. The day before, the Preparatory Team used the evening programme to introduce the participants to the Hungarian capital, Hungarian customs and culture, so that the participants from all over Europe would be well-prepared for the free afternoon.

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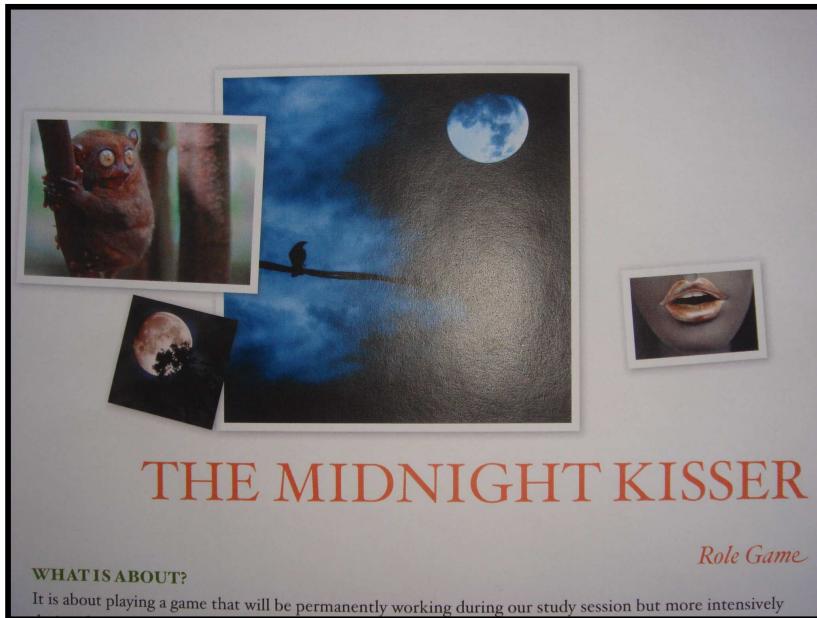
To conclude the seminar, we then proceeded to the evaluation part and the farewell evening.

3) PROGRAMME – INPUTS AND DISCUSSIONS

We laid down 6 basic principles, so called core elements besides the content of the study units, for our study session to be implemented every day, in order to ensure a smooth running of the study session, on-going feedback from the participants to the Preparatory Team and a positive and stimulative group atmosphere characterised by fun, joy, politeness and concentration and to help the participants to bond with each other:

- To have a “Chair of the day” – one Preparatory Team member is responsible for all the practical information, for the moderation of the study parts, for the energizers.
- To have reflection groups every evening right after the end of the study unit of the day – 5 groups, each lead by a Preparatory Team member, to discuss in a safe atmosphere the day, the feelings of the participants, practical problems but also content questions.

- To start the day with music and to play music during the breaks in between the study parts.
- To play the “Secret Kisser Game” throughout study session.



- To use energizers as often as possible and needed.
- To prepare evening programmes for and with the participants.

As said above, these elements were implemented every day and formed the core of the study session. They served to create a familiarity and stimulative routine, where everybody feels safe and thus more inclined to participate in the group dynamics and study parts.

30th March:

Arrival Day

Due to several travel problems – among others: change of winter to summer time – we had to cope with the fact that some participants would arrive later than expected. Therefore the welcoming and getting-to-know each other evening was shortened. We played several name games, that made us learn how each participants came to the EYC Budapest and what his/her funniest experience during the trip was; that taught us mutually about the history of our first names and that we all prefer different ways of greeting each other.

31st March:

Globalization Day (#1)

Aim:

- To explore different aspects of globalization in today's world;

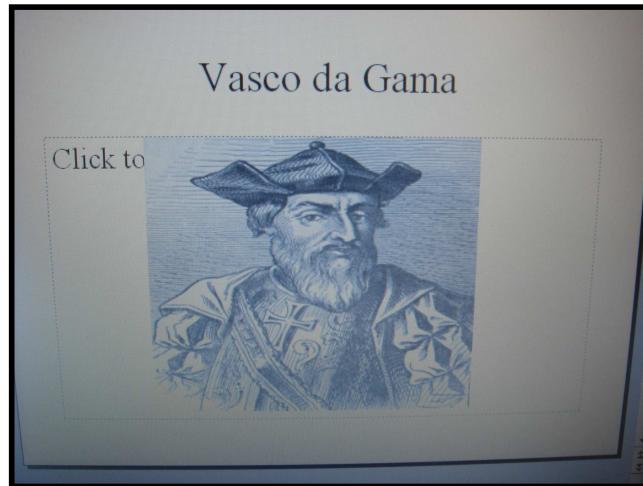
Objectives:

- To foster critical thinking
- To prepare common ground of understanding globalization
- To open space for exchange & getting to know each other's local environment
- To stimulate positive group dynamics
- To show how to approach complex issues like globalization

Educational Methods used:

- Rose – Contract – group agreements on rules for the study session
- Homework – How does globalization in your home environment show? Prepare it in a visual presentation (photo/ PPT/ drawing). Are the effects positive or negative?
- “Market of Globalization” – open forum for participants to present their homework (task: show globalization in YOUR home environment & its impact on YOUR home environment), start discussing about the meaning of globalization and its effects; realize that they are all similarly affected by globalization (“MC Donald's is everywhere”)

- Debriefing: presenting most important findings, strongest feelings, finding a common understanding of the term: globalization
- “Story of Globalization” (annex 4) – a narration accompanied by a slide show of photos, to introduce the history of globalization & its meaning today; the story, deliberately contained mistakes that the participants had to identify; to show the importance of critical hearing and thinking; give facts about globalization in an interesting and unusual way;



- Group discussion about two statements: 1) Globalization generates xenophobia. 2) Globalization brings cultures closer to each other. Each statement to be discussed by two groups (one group pro & the other group against the statement); the point: both statements say the same from a different point of view. If you do not agree that globalization generates xenophobia, then you actually agree that globalization brings cultures together; this method was meant to show that the results depend on the way you approach a question; therefore critical thinking is so important; this method also fostered a first thinking about globalization in detail.



Inputs/ Thematic Discussions:

- The participants enjoyed the homework and prepared it very well in different ways: PowerPoint presentation form, with own photos or with drawings. Many were surprised by what they discovered in their home environment. They were thankful for the task to analyze their local environment related to the impact of globalization, since all too often one does not really perceive thoroughly in the environment one has grown so used to.
- We discussed, if globalisation is destroying the traditional culture in the home environment, using the examples from the “Market of Globalization”. In Bosnia, for example, the brand Nescafe is very common now, after the war and it is destroying the traditional way of cooking coffee, which was a cultural ritual for the Bosnians, beyond the mere drinking of a cup of coffee. We also discussed which problems/ products the participants discussed the most during the “market of globalization”. It was food and drinks, language and music – which are all cultural goods. Thus, we identified the impact globalization has on culture. Furthermore we discussed the political dimension of globalization and we saw clearly that the strong and powerful countries, who rule politics, also dominate globalization.

Outcomes of Group Discussions and Evaluation:

- The new approach to group work/ group discussions, when the participants had to discuss two statements about globalization in four groups. Two statements which stated the same from only different perspectives had to be defended or attacked by each group. The debriefing in the plenary of the arguments that were used, caused attention among the participants about the importance of the way we try to approach a problem. The participants were helped to embark on a journey to understand how to approach complex matters – to encourage this journey, the Preparatory Team had produced on beforehand a booklet about globalization, compiling the most comprehensive terms.
- “The market of globalization” was an interactive method to encourage the group dynamics, the getting-to-know each other more and to make the participants understand that they are free and offered space during the study session in order to express themselves. Thus, they went on the market of globalization and introduced to

each other in either one-on-one talks or group conversations where they see globalization in their home environment and if they like/ dislike the impact of globalization on their home environment.

- Surprising was also for the participants that the influence of globalization is very similar in the different regions of Europe they come from.
- Their findings are best illustrated by the surprised statement of a participant: “Mc Donald’s is everywhere!” It shows that globalisation has the same, often even the identical face and at least a very similar face in the communities of the participants from all over Europe; shops and supermarkets for example are very often German, French or American and thus provide the same food, with only few changes and differences from country to country;
- The participants did not identify the mistakes that were deliberately put into the “story of globalization”. Sometimes the mistakes were very obvious, like while saying “hot sun” showing a picture of a moon and still the participants “bought” everything. This was an important exercise for them, both to learn about globalization and to start becoming aware of the attitude one has, when listening to a presentation. All too often we simply believe what is told, because we trust in the expertise of the one who is presenting. Related to ***critical thinking*** this unit was important.
- The participants noticed the importance of critical hearing and thinking; some were even a bit embarrassed by the absence of their critical attitude and the nonsense they allowed to be said by this; we highlighted that just because someone is the speaker does not mean that he/ she is an expert in the topic; and even then he/ she can make mistakes or try to abuse the attention of the audience;
- The participants were really struck by importance of the awareness of their own perception;
- The discussions were very intense and took longer time than expected, which the participants enjoyed. In this unit it was important to start thinking about globalization more deeply and to exercise democratic attitudes/ habits – like reasoning, listening to other views, finding compromises and accepting different opinions without feeling aversion to the one having a different ***opinion***. Many agreed that globalization generates xenophobia, a fear of the unknown that all of a sudden also reaches into remote rural areas. It was made clear that we have to deal responsively with this challenge of globalization. But we also found out that globalization brings cultures

closer, which is good. All our actions also affect the people who live far away and that is the reason why we need to be aware of them, too.

- The paradox of globalization got a lot of attention, too: in local communities, especially in rural areas globalization tends to generate xenophobia; but in society, especially in urban society it generates a meeting and mixing of cultures;
- The participants were thankful for that lesson and will be highly aware of that once they return home.

Resources used:

- Brysk, Alison (2002): Globalization and Human Rights
- Brysk, Alison/ Shafir, Gershon (2004): People out of place

www.globalpolicy.org

www.ifg.org

www.crisisgroup.org

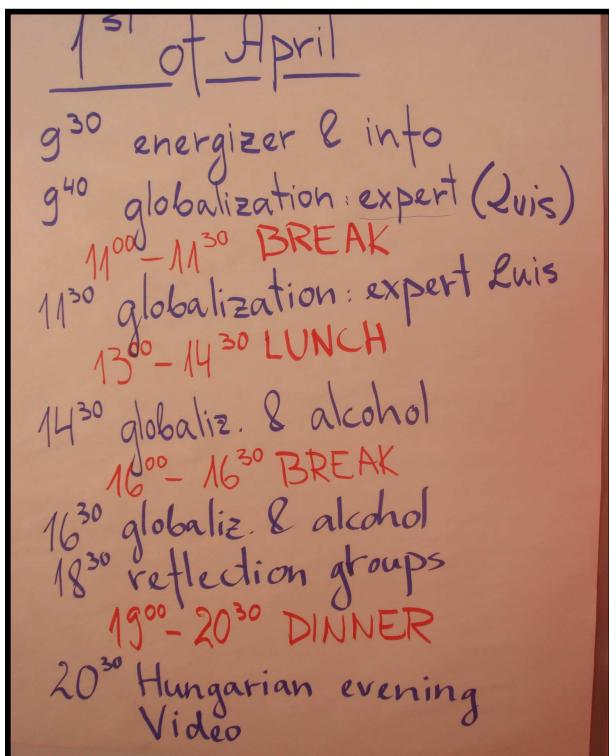
www.worldbank.org

- Hardt, Michael/ Negri, Antonio (2002): Globalisierung und Demokratie
- Habermas, Juergen (1998): Jenseits des Nationalstaates? Bemerkungen zu Folgeproblemen der wirtschaftlichen Globalisierung

Please, see also the CD-Rom.

1st April:

Globalization Day (#2)



Aim:

- To explore different aspects of globalization in today's world;
- To analyze the global market and the alcohol industry as a particular consequence of globalization;
- To learn about alcohol as an obstacle for democratic development and Human Rights

Objectives:

- Foster critical thinking
- Explore globalization deeper - its history and present, its effects on the society and on the world as a global system
- To make all those information and reflections more concrete and practically understandable
- To illustrate the economic, social, political and moral down-sides of globalization

- To lift understanding for the reality that does not offer clear cut answers and demands from us to look at all aspects of an issue
- To educate the members of Active in alcohol questions and show that the alcohol issue must be linked to other topics
- Promote an alcohol control policy tool from the Active Member Organization UNF from Sweden to the other Member Organizations & to empower them to implement it in their local environment

Educational Methods used:

- Homework – each participant brought two photos, one from 70 years ago and one from **NOW**, both showing a group of friends in their local environment; the pictures were laid out on the floor, so that everybody could see them; then we had to guess, which photos would belong together and find all couples for the photos; after that, we discussed our impressions in the plenary;



- Presentation of “the sense of globalization”; an interactive presentation, where the participants acted in roles of rich states, small companies, tourists who needed visa etc.; to understand the main actors of globalization, to understand the meaning and significance of the term globalization and the historical process in the 20th century;
- Interactive presentation – “The Future”; is another world possible? In monologues, interrupted by group discussions, the expert pointed to the responsibility of each and every person;

- Short movies of commercials - to show that we are considered “consumers” rather than citizens (e.g. Apple Commercial for 1st Macintosh) <http://www.youtube.com/watch?v=OYecfV3ubP8>) followed by a discussion about the meaning of such clips;
- PowerPoint presentation “Global Hangover”
- DVD “Grave Digger. Cheap Drink in Obunga Slum” On the distilling and drinking of “chang’aa” in slum area and a rural village in Kisumu
- Presentation: Age Limit Test (see annex 5)
- Group discussion about “beer buying” campaigns; what works, what is legal in your country?
- Group work & group presentations – “Design a commercial campaign for an alcoholic beverage”; the participants had to put themselves into the mind of the alcohol industry (after they had heard about and seen the way the alcohol industry proceeds) and prepare a campaign; they could invent a beverage, had to think of a target group, a slogan etc. and had to present their drawings/ graphic illustrations to the whole seminar group; the debriefing was undertaken through the discussion of the moral attitude of the alcohol industry, a discussion which linked to Human Rights and democracy issues;

Inputs/ Thematic Discussions:

- We learned that globalization 70 years ago and globalization today are not that different – only the pictures today are colourful; in our part of the world, Europe, we can clearly see many positive aspects of globalization. The photos depicted them and the discussions brought them about, too. Going beyond the first impression, we all have many things in common, we all are similar and today – we discussed this intensely – we are even equal, in many ways. A discussion about visa – rights followed. People from the Balkan countries do not feel that they are equal and the other participants from the privileged EU countries strongly agreed with them on this issue. Very often visa procedures feel offending to the people who are subject to them. We discussed the Human Rights dimension of visa, but also looked at the reasons for why there are visa.
- This discussion was taken up by the expert to make the bigger point of one characteristic of globalization: globalization is very good for **money** and it is very good for **goods**. But it is not good for the **people**. Money and goods can travel freely.

People cannot. Thus, we discussed: What is the sense of globalization? Is globalization a process for the Multinational (MNC) and Transnational (TNC) companies? Or is it for the people and their rights? We generated that the MNCs are so rich and so big that they are often more powerful than national governments. And this is a clear threat for Human Rights protection – since this has to be enforced by national governments.

- The expert also gave account of the actors that we can support – since globalization has still many positive aspects, too: local governments, independent media, “anti”-globalization organisations. We discussed the extremist rhetoric and violent actions that many “anti-globalization” organizations apply. The participants pointed out that they only can imagine supporting clear abstaining from violence, since Active, like their own conviction is a peace and Human Rights organisation. Together we concluded that another world is possible, because **WE** are the ones who have the power, in the end. Without us, there is no MNC. That is why we have to start empowering each other, so that people see their impact.
- PowerPoint presentation “Global Hangover” - showing clearly the Alcohol industry as example for an MNC, its wealth and power, and its harmful actions; Diageo’s (one of the biggest alcohol MNC) annual revenue is **16 000 000 000 €!** Compared to the GDP of Malawi, a country where more than 76% of the population live on less than 2\$ a day: 6 000 000 000\$. The participants were shocked even more when they got to see these numbers: **605 000 000 000€** is the total revenue of the alcohol industry in 2006. Norway, one of the richest countries in the world had a GDP of 172 000 000 000€ (2003). These numbers made the prior discussions during the expert unit about the financial and political power of MNCs vivid and thoroughly understandable. In the presentation the participants learned about the alcohol industry’s marketing strategies which all too often disregard and harm Human Rights.



- DVD “Grave Digger. Cheap Drink in Obunga Slum” On the distilling and drinking of “chang’aa” in slum area and a rural village in Kisumu – to give a visual example of all that and see the effects of alcohol in a village in Uganda. The participants got a lot of information and input during this unit. They cherished this but needed some time to reflect and deal with all that.
- The discussions about the age limit test/ beer buying campaign was very lively since the participants felt they really want to do something to at least curb the activities of the alcohol industry in their local environment; we discussed the procedures, legality and practicalities of age limit test;
- Group work – “Design your alcohol commercial” to encourage the process of dealing with the gained information in small groups, by peers. The participants could understand the thinking of the alcohol industry better and said that they will be more aware of the industry’s strategies to reach out to them;

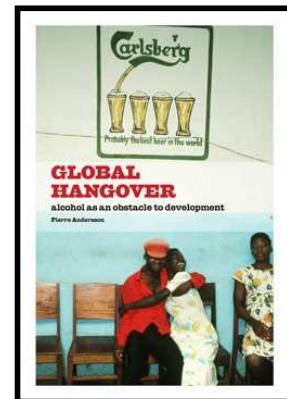
Outcomes of Group Discussions and Evaluation:

- The participants enjoyed the interactive methods of the expert; the expert made an impression by his free presentation and his presentation of the depths of globalization;
- We discussed the Human Rights dimension of visa, but also looked at the reasons for why there are visa. Often visa regulations feel unfair to the people that are affected – especially in seminar groups with young people, where some can travel freely and others cannot, but all feel equal – this was the case in our study session, too, and therefore the issue came up; Some participants feel they were treated like criminals; they feel that they do not have the same access to and protection of Human Rights because of the visa problem;
- We, at the same time, also highlighted that visa is a tool for national states to protect the integrity of their population;
- But the participants felt that all young people in Europe should be allowed to travel and meet each other without obstacles.
- Discussing the actors of globalization that we can support, the participants pointed out that they only can imagine supporting those who clearly proclaim abstaining from violence, since Active, like their own conviction is a peace and Human Rights organisation.

- Together we concluded that another world is possible, because **WE** are the ones who have the power, in the end. Without us, there is no MNC. That is why we have to start empowering each other, so that people see their impact. The participants are motivated to do so in their home environment and are looking forward to the methods they will learn throughout the study session;
- That is why we started thinking about a “beer buying campaign” – in the frame of the unit on age limit tests – and how to promote the results most effectively, so that change in our local environments would be achieved; it is more effective to send the results to the media and even invite the police to actions of age limit tests, than to try and negotiate with the seller to take care of a better implementation of the law;

Resources used:

- DVD “Grave Digger. Cheap Drink in Obunga Slum” On the distilling and drinking of “chang’aa” in slum area and a rural village in Kisumu; produced by Nyanza Youth Coalition and Maweni Farm for the Swedish IOGT-NTO movement with funding from Sida.
- Anderson, Peter/ Baumberg, Ben (2006): Alcohol in Europe. A public health perspective. A report for the European Commission
- Andersson, Pierre (2007): Världens Baksmälla. Om alkoholen som utvecklingshinder



www.iogt.org

www.eurocare.org

www.globalgapa.org

www.youtube.com

- Levitt, Theodore (1983): The globalization of Markets

Please, see also CD-Rom.

2nd April:

How YOU can make a difference Day

Aim:

- Foster an even more coherent picture of the elements globalization
- Raise awareness of what **You** can do locally
- Planning a global campaign

Objectives:

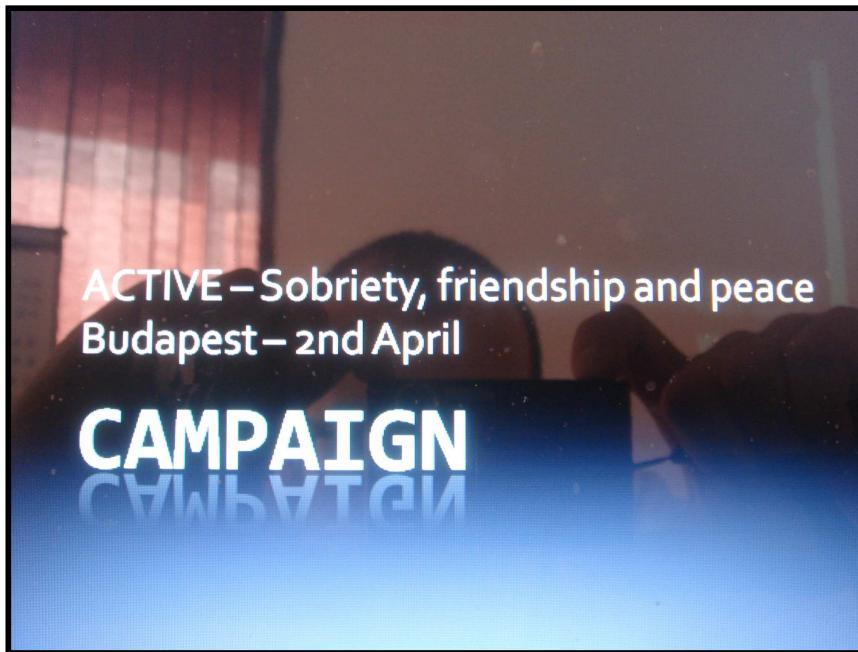
- Meet a local organization from Budapest
- exchange information with a local NGO
- learn from the expert know-how of a local, environment NGO
- broaden the participant's view for versatile issues of globalization
- Raise awareness of what **YOU** can do to make a difference
- Discuss different ways to make a difference
- Brainstorm ideas for a global campaign

Educational Methods used:

- PowerPoint Presentation – Campaign Planning;
- Interactive part – asking about details from the presentation, discussing general problems, challenges and motivations
- Group work – planning your idea for a campaign; a global campaign for all the Member Organisations of ACTIVE
- Presentation of the group work results – one representative introduces the campaign idea to the plenary; selection of the three best ideas
- Interactive presentation by representative of “Conscious Consumers” from Budapest – expert introduces an issue (consumption, climate change and our impact, consumption and environment – what choices do we make); participants discuss in 2 – 3 persons teams and present their results after some time (using the flip chart and post-its); the expert evaluates and conclusions are drawn together in the plenary;

Inputs/ Thematic Discussions:

- The expert outlined the complexity and demand of a global campaign; we discussed general ideas of scope, timeline, available resources and possible messages; this brainstorming served well to show the complexity and to prepare the participants for the group work



- The three best and most favoured suggestions resulting from the group works: a) “sober week” – a week with information actions in public, actions to recruit new members and a final drug-free party in the end of the week; slogan: “alcohol is no ordinary commodity”; b) a consumption free day – one day of prevention work in school and university classes, to promote the idea of a whole day without alcohol and other drugs; slogan: “dare to abstain, dare your real freedom”; c) International Day Against Alcohol – a day with actions in all Member countries to show the disastrous effects of alcohol on economy, public health, democracy and human rights; public information actions, press releases of mystery shopping results and fun activities without alcohol and other drugs will be implemented on a specific date, which will become an annual date in the calendar of the Member Organisations;
- All Member Organisations are requested to act in concert and to inform each other about their actions; the participants clearly favoured public actions, no internal campaign inside ACTIVE; they all held high the promotion of sobriety to a wider public and are eager to aim on media coverage of the final campaign

- The representative of “conscious consumers” approached his unit by defining what consumption is – the participants generated a map of the term that consisted of: goods (for pleasure & for necessary means), food, natural resources and services; a discussion in groups about “What do you consume?” followed; it showed that many participants consume relatively a lot, spending all their pocket money on goods like clothes and entertainment products; we proceeded to a discussion about whether or not they knew who the producer of the product was; consumption itself cannot be regarded as bad, but we all have to be aware of the effects of our consumption, especially in times of rapid globalization; the participants admitted that they rarely consider the producer, it never mattered to them before; only a few vegetarians have added this perspective to their lifestyle;
- The expert from “Conscious Consumers” took this up and presented interesting thoughts and facts about the impact of the consumption of certain products on society and the environment; the discussion showed that many participants consider their way of consuming normal; it is a part of their lifestyle to pursue pleasure;

Outcomes of Group Discussions and Evaluation:

- The participants really want to make sure that the campaign can be implemented in their Member Organisations. The wild brainstorming of very many different, sometimes very funny and sometimes very unrealistic ideas showed that they really got into this study unit;
- The first outcomes were unrealistic and far from possibly being implemented but the participants worked on that with verve and enthusiasm and generated three potentially good ideas. They have to be conceptualized in another study unit.
- The good atmosphere during the voting on the best suggestions showed that they were aware of some unrealistic ideas, but the participants enjoyed dreaming.
- We generated the problem that the different Member Organizations have very different resources and therefore very different conditions to work on a campaign.
- The participants were happy to learn that shopping choices are a statement and that they can make a difference, if used consciously.
- Some participants felt insulted and challenged by the normative approach and the superior attitude of the representative of “Conscious Consumers”. They felt that he treated them like stupid kids. He surely challenged them in their world view and thus it was shocking for some of the participants to hear that they contribute to the

- exploitation of the environment by their own shopping choices; Together we found out, that it can be better for the environment and the society to buy from a local producer rather than from a MNC;
- For the majority of the participants this was a valuable sessions to understand the impact of their own choices: Nestlé coffee might be worse than Fair Trade coffee; to realize the impact of the meat industry (especially cattle production) on climate change; to analyze our Western lifestyle critically (that the PCs are often kept running, that we waste water and that we leave the light burning etc.); some of the participants took this perspective for the first time and were accordingly shocked;
 - Many of them decided or are willing to improve their choices, while some live a conscious lifestyle already; whereas others (few) don't see a need in change. Consuming is a lifestyle question for them.
 - It was favoured to get to know about more aspects of globalization. Some items should be made clearer in another study unit, however.
 - The participants also favoured the methods of small group works and the interactive style of the study unit;

3rd April:

Identity Day – Know your Self to know your place in the world

Aim:

- To facilitate that the participants become aware of their individual and common identity;
- Practice attitudes and behaviours essential for a democratic culture

Objectives:

- Show the differences between the terms character, identity, personality & to penetrate to their meaning
- Reflect upon aspects of your *Self* more thoroughly and more deeply
- Offer space and encourage discussions to understand national, European and Global identity
- Sensitise for problems connected to the concept of national and cultural identity
- Discuss and debate on different aspects of identity
- Raise awareness about issues of identity in a globalised world

Educational Methods used:

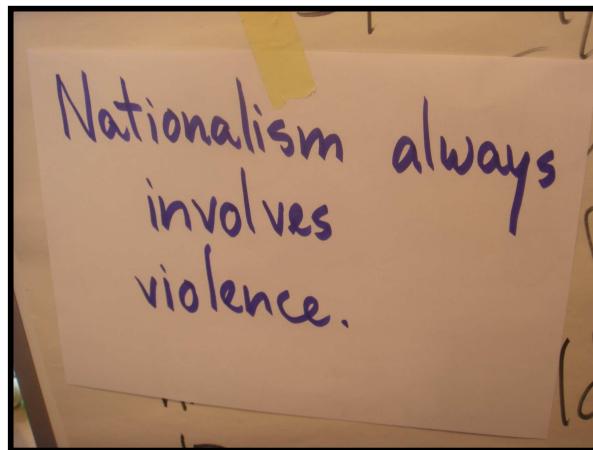
- Mind –mapping: personality, identity, character – a method to assess the meaning of the terms, their differences and to ensure a basic understanding of the terms, by the means of visualization and group work;



- Story of Kingdom – Who am I without my Identity? Finding out about the core elements of the individual identity, through a process of “throwing away” elements of the identity that first had been put to paper; the participants reflect for themselves what their identity consists of, then, step-by-step they are asked to get rid of element after element that means “not that much” to them; in the end they even have to give up the last, the most valuable element of their identity;
- World Café – in a nice, relaxed and safe atmosphere of candle light, tea and coffee and even a waitress serving, different topics are discussed on different tables of the World Café; one host is responsible for the discussions on the table, while the participants change the tables after some time to discuss all topics;
- Take a stand – a method that trains to state your opinion in public;

Inputs/ Thematic Discussions:

- In our everyday language the terms “character”, “personality”, and “identity” are often used synonymous and interchangeable; however, they are not and thus it is important to draw distinctions between them in order to foster a clear understanding; the participants assessed the differences and meanings themselves; in this process the visual presentation of their understanding was important, so that the basic understanding could be secured;
- Breaking down identity to the core question: “Who am I?” really enabled the participants to explore their Self and to get to know their Self better; this was one of the core sessions of the seminar.
- In the World Café the participants could relax and apply their knowledge, they had gained throughout the study session so far; the topics of the discussions were global identity, European identity, another discussion topic was national culture, were the participants were guided back to a topic from the first study day – xenophobia generated by globalization; we discussed the dangers of nationalism and the differences of nationalism and patriotism;
- It got again a bit more controversial and emotional during the exercise Taking a Stand;



Expressing their opinions on statements like “Nationalism always involves violence” Created a challenge for the participants not to take disagreement personal; not to identify an opinion with the personality of the other;

- To listen to each other’s statements patiently, to try and understand what the other person is saying, to engage in an open debate, disagreeing and still being friends afterwards this is democratic attitude – and this attitude, although it might have been

difficult for some participants at first – was practiced intensely during “Taking a Stand” and thus democratic culture was fostered;

Outcomes of Group Discussions and Evaluation:

- For the participants it was a very difficult, a very demanding and in many cases a very emotional task to “give up” one element after the other and to finally even give away the last, the most valuable element of their identity (very often family, or heart issues like football/ music); some of the participants felt that they were betraying their family;
- They were amazed by this exercise since it made them realize how important certain elements of their identity are. We only rarely reflect on our identity that deeply. And the participants really seized the chance to do so and to get to know themselves better.
- For many it was also a beautiful experience to be able to show emotions in a group, without being judged or even excluded.
- This unit showed that the individual elements (family, friends, personal hobby, a dream etc.) are more, much more difficult to give away than the collective elements (nationality, job, cultural tradition etc.) which is interesting to understand since all too often people define themselves over national symbols and assign deep meaning to them.
- where we discussed a lot about Visa regulations; some participants from Scandinavia were surprised to learn that there was a war in the Balkan region in the 1990s; also the European Union and its advantages was discussed a lot;
- The participants enjoyed this part a lot, due to its almost informal frame and thanks to the fact that they were very free to discuss and exchange views in a very nice environment. To foster mutual understanding and to minimize the negative effect of globalization to actually make cultures clash, instead of mix, such dialogues as provided here, are essential. We constantly have to engage in a process of talking with each other to share our realities. This is what we generated – illustrated best by the fact that some Scandinavians did not even know, that some of their new friends from the Balkan grew up in war.
- It was a very lively exercise. Some statements of the participants during the discussions had to be deterred by the facilitator since they clearly violated the spirit of Human Rights. But the participants appreciated to experience this, too. It is important

to see someone step over the limits and to be stopped in doing so. Since this promotes values and good examples in a realistic way.

Resources used:

- Wodak, R/ Reisigh, M./ Liebhart, K. (1999): The Discourse of Construction of National Identity
- Cinnirella, M (1997): Towards a European Identity?
- Lehning, Percy B. (1999): European Citizenship. Towards a European Idnetity?

www.coe.int/compass

Please, see also CD-Rom.

4th of April:

You and Your Culture and Your place in the world – seeing the interconnections

Aim:

- To introduce the concept of culture in order to get to its essence
- Unfold and lift the connections between the topics globalization, identity, culture, human rights

Objectives:

- Simulate the encounter of different cultures
- Promote understanding cultural globalization
- Offer space for discussing different global issues
- Penetrate to the links between the different topics

Educational Methods:

- Presentation: From European Identity to global citizenship – a PowerPoint presentation about the concept of European identity, as a version of collective identity surpassing the “Who am I?” by the “Who are We?”; and introducing the concept of global citizenship by David Burrows; in order to educate, inform and foremost to draw

the link to the identity day and look beyond it; in that way we came from a global view on the globalized world and its issues to the individual level of “Who am I?” and finally, back to the global issues again;

- Baranga – a card game on different tables; the participants rotate from table to table, not being allowed to talk; on each table there are different rules of the card game, so that the one who won on one table, will be losing on another; some might never win at all; a simulation to experience the different rules that cultures contain and that we cannot see on the first glance but that we have to respect nonetheless;
- Presentation: What is Culture? A PowerPoint presentation about culture and the way our perception can “Betray” us; therefore we have to dare and look deeper and closer and more attentively; especially in terms of cultural encountering, since what we perceive about a culture is only the top of the iceberg and there is so much more hidden, which we have to penetrate to; this has implications concerning Intercultural learning as well as demands a developed intercultural competence, which the presentation vividly outlined;
- Presentation: The Iceberg of culture – “The real voyage of discovery is not in seeing new lands, but in seeing by new eyes.” (Marcel Proust) – connected to the previous presentation this concept was unfolded and the implications were introduced to the participants;
- Group discussions – How do you understand the Iceberg of culture? Where do you find cultural globalization?
- Presentation: The Big Picture. Human Rights, Solidarity, Identity in the age of globalization – a PowerPoint presentation about the chances and challenges of globalization and their implications for Human Rights
- Facts about the world, broken down to a village of 100 inhabitants (annex 6)
- Discussions – discussions in small groups of four people; topics: How can Human Rights be secured for refugees? How can the gap between the HAVEs and the HAVE NOTs be minimized? Is solidarity important? Why? What do you think about the Internet as example of positive and negative globalization?
- Presentation: Ethical Globalization and the discussion: How can globalization become a positive force for all human beings?
- Individual work: Drawing your vision of a globalized world in 50/ 100 years;
- Poem – about the need for boundless humanity in the face of national borders and related inequalities (annex 7)

Inputs/ Thematic Discussions:

- The PowerPoint presentation “From European Identity to global citizenship” drew the link to the day before and its emphasise on the question: “Who am I?” That was the individual, personal perspective. It is important to know one’s Self in order to know one’s place in the world. But being in the world, especially in a globalized world means to be able to transcendent the individual perspective and to be able to ask: “Who are we?” In particular in Europe, where the interdependency is so high, due to a common cultural and religious history, to a shared geographical reality and a similar history the question “who are we?” is very virulent. The fact that we are living close together therefore has to be considered in identity building. Thus we attempted to understand the “European identity” and proceeded then to a global identity concept: Globalization demands from the people to be able to understand diversity, to be able to acquire different perspectives, to be concerned about global issues, to sincerely respect human variety and to be able to critically judge;
- During the Baranga simulation, the participants were the main actors, who were supervised and guided through the debriefing; therefore view outcomes to read more;
- Coming to terms with culture we provided the truth that we see what we want to see, that we find what we expect to find, by providing visual material; It is important to be aware of that, in reference to culture – which the iceberg model (annex 6) illustrates so well: for, only few things (rules, customs, traditions, values, expectations etc.) are visible; a lot is “invisible” for the new visitor and has to be experienced in a longer process. Here obviously lies the danger of misunderstandings because of different cultural backgrounds and the inability to openly perceive the unknown culture. Thus prejudices and eventually even conflicts arise – a danger that is triggered even stronger through globalization. Therefore intercultural competence has to be built. This unit was essential to raise awareness and sensitize the participants for these issues;
- Analyzing the big picture in the course made us look at five chances and five challenges of globalization; through this analysis could we approach the implications globalization has on Human Rights, Identity and Solidarity and we could summarize the main points of the seminar; The five chances are: Redefining citizenship; plurality; increasing mobility & faster communication; better technology; the opening of borders; The five challenges are: Reduction of state sovereignty; Homogenisation;

- lack of transparency & responsibility; the technological gap; as well as migration and refugees;
- In the discussion we mainly focused on the point “better technology/ technological gap” and discussed the internet; the internet is a very good example to understand the complexity of globalization, that it is very positive and at the same time, very negative, that we are all somehow neighbours and that it therefore matters how my actions affect “far away” regions in the world; in this discussion we took up items from the unit with “Conscious Consumers” again, revised the alcohol industry’s actions and lifted the fact that we make a difference, although we don’t feel it right away in form of feedback;



- The presentation “Ethical Globalisation” served as summary part, with a strong normative approach; the link to solidarity, after having revised and systematized many aspects of globalization, became clear. Globalization is good for money and goods. It is also good for people from the EU and from the rich Western world. However, in a globalized – and that means highly interdependent world, this cannot be enough. Therefore the presentation ended with the question: How can globalization become a positive force for the entire world’s people? This question was meant to start a process of reflection in which the participants would find their own answers; to support this process the participants engaged in the exercise to draw their vision of a future world; it was an individual task that each could find a personal approach to;

- To conclude the unit, a poem was read in German and English – about a woman who units many different cultures and cultural backgrounds in her, who depicts this and in the end decides not to label herself according to one background but to call herself Human.

Outcomes of Group Discussions and Evaluations:

- The evaluation of the presentation on European and Global identity was positive. Nevertheless, the speaker could have been better in her rhetoric and in her way of presenting the content; the connections to the topics from the days before did not become totally clear to all participants and had to be outlined in later session again;
- Many found it an interesting and enriching unit, since one does not think about European identity in everyday life. It was important for the participants to clearly see what demands globalization and a global identity bring about. They are thankful for having been sensitized on this issue and stated that they would enjoy an elaboration in another seminar.
- The excursion into culture was essential for the course of the study session, in order to provide understanding for the connections between globalization, identity and Human Rights.
- Especially the simulation game Baranga found appreciation: it was a very intense experience for most of the participants, when they had to face new rules, unknown, strange ways of playing a formerly mastered card game; Many felt helpless at first, because the problems could not be solved, due to the absence of communication; Many also felt tensions at first, because “the others” did not understand. Some even felt excluded and discriminated when all of a sudden their rules were not valid any longer.
- During the debriefing the participants came to realize: It felt like that for *all*. Therefore, nobody was discriminated. But all felt helpless in their attempt to try and learn the new rules. This amazed and surprised the participants because intercultural learning – as we found out – is exactly like this. One has to try and adapt to new rules when entering another culture and there is always more to it than the visible part. That might cause confusion and even irritation. In this moment it is crucial to understand what is happening, and not to feel discriminated. For when we want to feel that, it will actually happen. But when we keep the mind open, we will be able to understand the new culture in a matter of time. It is important to take a perspective that enables one to

see the bigger picture. From this perspective cultural learning will work and it will be a marvellous experience.

- Discussing the chances and challenges of globalization, we found that the reduction of state sovereignty – as a challenge of globalization – has implications for Human Rights protection. States are currently to enforce Human Rights protection but if they lose power to MNC it becomes problematic to ensure that people obtain the protection. We found that the benefit of plurality – as one chance of globalization – weighs more than a possible threat of homogenisation. It surely is the case that globalization is dominated by the wealthy countries and companies who – like the alcohol industry – promote a Western way of living, which shapes the faces of the countries clearly. Nevertheless, the world is so colourful and the “Western way of life” itself contains so many different influences, from so many different cultures, that plurality will always be a great chance of globalization.
- We have been discussing the internet a lot. The internet stands a symbol for the technological development that speeds up globalization. It symbolizes that the globalized world truly has become a village, where everybody can know everybody and where actions affect all. The internet is thus a great instrument to communicate with people from different cultures, to experience in a remote Estonian village the magic of Carnival in Rio, for instance. It is a great tool to raise awareness for global issues and seek support in the fight against evil. However, we have to be aware that also evil can utilize the internet to spread its message – as Islamite terrorists, or Neo-Nazis do. We identified the internet as a clear example of globalization – showing positive aspects that still demand caution and responsibility in the use, because of its negative aspects. Once again we found: There are no clear cut answers anymore and it makes life complicated but also an adventure that we have to engage in the constant quest to think critically and look at all aspects of an issue.

Resources used:

- Education Pack “all different – all equal”

www.doe.in.gov (iceberg of culture)

- Brysk, Alison (2002): Globalization and Human Rights
- Brysk, Alison/ Shafir, Gershon (2004): People out of place

www.globalpolicy.org

www.crisisgroup.org

- Hardt, Michael/ Negri, Antonio (2002): Globalisierung und Demokratie
- Habermas, Juergen (1998): Jenseits des Nationalstaates? Bemerkungen zu Folgeproblemen der wirtschaftlichen Globalisierung

www.coe.int/compass

Please, see also the CD-Rom.

5th of April:

Human Rights Education Day

Aim:

- To provide the participants with different tools to promote Human Rights Education (Compass and All Different – All Equal Ed. Pack)
- Finalizing the Follow – up activity

Objectives:

- To hold different Workshops on Human Rights Education
- To choose one activity for the Global Campaign & prepare its implementation
- To evaluate with the participants the study session
- To celebrate a farewell evening

Educational Methods:

- Theatre of the Oppresses – a form of image theatre
- The scramble for Wealth and Power (see Compass. A Manual on Human Rights Education with Young People, p.231)
- Group discussions and voting procedures on the different elements of the campaign

Inputs/ Thematic Discussions:

- “In life some people are fighting for their dreams and some are fighting for wealth and power.” The simulation game deals with themes of poverty, human security and globalization; after having played the simulation, we discussed issues as the injustice resulting from unequal distribution of wealth and power, about globalization and the moral effects when fighting for wealth or power;
- To work on the global campaign, a moderator revised the results we achieved so far and presented the three different activity suggestions; after group discussions we agreed on the International Day Against Alcohol to be the global campaign for ACTIVE’s Member Organizations; then we proceeded to elect an coordinator, to discuss slogans and the timeline; the moderator had to work hard to keep the process concrete and connected to the final result since the participants started dreaming and planning unrealistic actions again; the idea was: all Member Organizations – coordinated by the headquarter in Sweden – commemorate the first Saturday in September as International Day Against Alcohol;

Outcomes of Group Discussions and Evaluation:

- In the aftermath of the “Scramble for power and wealth” simulation, we deeply discussed how one participant, who had socks and therefore did not manage to take coins, even used his mouth to grab at least one coin; many other participants were shocked by the sight of this; we found that it was a very good example of what people are capable of doing, when it comes to the mere survival; it showed that people who live in poverty do not have any Human Rights protection, since they have to pick what they can get – even if it means to “eat” money from the floor; we also discussed how the wealthy treated this poor and “disgusting one” – they treated him like a pariah; evaluating this, the participants were shocked about themselves;

- During the simulation they were just focused on how different this “disgusting one” was to them; the condemned him for his lack of dignity; but sharing this, the depths of the struggle for wealth – in many cases just a struggle for mere survival - became evident: there is no dignity in surviving; and surviving is a reflex of all life on earth, thus humans do not care for pride or rights, when they are faced with their physical death;
- It is the responsibility of the ones who HAVE, not to allow, never to let it happen that someone has to pick a coin with his mouth from the floor; this is the true meaning of solidarity – as the participants found – that those who HAVE ensure a minimum degree of dignity, Human Dignity, to those who have less
- It is in this human *solidarity*, where *Human Rights protection* lies.
- The International Day against Alcohol will be the global campaign of ACTIVE Member Organisations. It will be commemorated the first Saturday of September 2008, by all Member Organizations, under the slogan: “Alcohol is no ordinary commodity” which can also be translated into the national language; an ACTIVE member from REACT Macedonia was elected coordinator of the process and the final meeting of all responsible people in the Member Organisations will be the ACTIVE summer camp and congress in August 2008;

Resources used:

- Compass. A Manual on Human Rights Education with Young People

6th of April:

Departure Day

Thank you all for a great week

4) MAIN OUTCOMES OF THE STUDY SESSION

Recommendations that require particular attention and that could be discussed in the context of the European Youth Week

- All youth activities, all youth events in the facilities of the Council of Europe, as well as of the European Union should be alcohol free activities.

Main results for the organiser of the study session

- ACTIVE seeks to promote the high virtues of Human Rights, Democracy and Solidarity (see annex 8). Alcohol and other drugs is a huge obstacle in society because they cause violence, illiteracy and passivity, which are all hostile for a democratic culture. In these terms ACTIVE has spread the message, raised awareness and connected the issue of alcohol to other global issues.
- The study session has resulted in more active young Europeans who are dedicated to making the world a better place to live in – as the campaign “International Day against Alcohol” illustrates.
- ACTIVE has educated youth in critical thinking and in democratic attitudes, sensitized them for the challenges of intercultural meetings – which are inevitable in a globalized world – and provided a study week of fun where the participants could feel that more than hear all that theoretically. Therefore ACTIVE’s work results in the building of a vivid democratic culture, based on tolerance and interaction. This also means that the democratic culture inside the umbrella organization will improve simply because more people have been activated to take part and contribute.
- The organiser has also reached the aim of establishing co operations between its Member Organisations – co operations beyond borders.
- Only a youth that knows its rights and duties in society, that is aware of the challenges of a globalized and interconnected world, that is able to and willing to participate and that is included in modern societies, only this youth will be able to shape the future in Europe. ACTIVE has contributed to the education of this youth.

- ACTIVE, as European umbrella NGO, has succeeded in promoting an idea of a peaceful Europe, based on similar values and wishes.

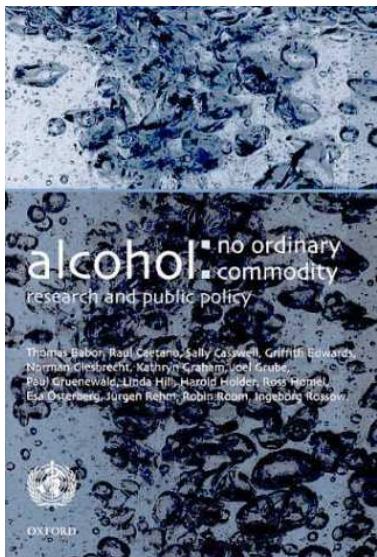
Main learning points for the participants

- Intercultural learning: the participants spent an intense week in study units and free time activities together; they shared with each other their experiences from the war on the Balkans, from trips to different countries and from their home environment – and thus many became friends. Each and every participant had to look beyond the horizon of his/her own life, every day. Each and every participant had to face and to deal with a huge degree of pluralism, every day, for a whole week, in the study parts and in the free time activities. This is the most enriching experience. They learned that they can manage. They understood that the “unknown” might be scary at first, but contains beauty that is worth to be discovered. In this way, they learned about tolerance without speaking about it.
- The participants also realized that they are able to communicate, to have fun and to deeply discuss with people from different backgrounds, with people who have different mother tongues. In this way, their world view is enriched, confidence is built and their identity becomes more versatile.
- Facts about globalization: Globalization is reality – and the participants gained tools to deal with this reality. Thus, they are able to understand the world around them better, which enables them to be active in this world. Through the example of globalization, the participants experienced the complexity of today’s world. They realized the important lesson that there are no easy solutions, no clear cut answers – a lesson that is important to be able to understand when a (political) leader is trying to manipulate with populist measures; a lesson that is like a vaccination against Nazism and extremism.
- Concept of identity – national, European, global: The participants undertook a journey to the core of their Selves. Knowing Who I am is a crucial condition for being happy and satisfied and for finding one’s place in society. It is of course an ongoing process, but the participants gained deep insight, so that this process can be vital.

- Human Rights Education tools: For the involvement in their local organizations, the participants enjoyed to learn about these tools. It will improve their activities in their local organizations.
- Democratic attitudes: in all the discussion, debates and talks, the participants practiced to listen carefully, to reason and to react on opinions in a pragmatic way – something not every political culture in (especially Eastern Europe) is based on. The lesson, that someone who disagrees with my opinion does not become my enemy, but will be my friend if we treat each other respectfully is for a democratic culture essential. It was great for the participants to experience this lesson.
- Critical thinking: is one of the most important abilities in this complex world we live. It is not always easy, which the participants repeatedly experienced. But it gives autonomy of the mind and is therefore so important. That is what the participants learned.

Description of the projects developed during the session

- International Day Against Alcohol



The International Day against Alcohol is a campaign designed for all 31 Member Organizations of ACTIVE to participate. The slogan is “Alcohol is no ordinary commodity”. Each Member Organization will print out flyers and information sheets with the English slogan and a version in the mother tongue. The material will be produced by the experts in the ACTIVE office.

On the day – first Saturday in September – the Member organization will promote the slogan in public by dealing out information. The way they do it, has been left up to them, due to the differing capacities in the different Member Organizations. However, many planned – like NOM Slovakia – to have Age Limit Tests on beforehand, so that the results would be published in public actions, with a clear message to political decision makers, parents, teachers and sellers: Alcohol is no ordinary commodity!

Each Member Organization will have a press release in the local media and ACTIVE will promote the global campaign – after the results have been collected – on European level in its platforms (eurocare/ APYN/ YJF).

The idea is to commemorate this day annually. 2008 will be the start.

5) FOLLOW-UP ACTIVITIES

Beer Buying Campaign Sala, Slovakia

www.nom.sk

<http://www.youtube.com/watch?v=nPgMjk3Laz4>

Inspired by the study session in Budapest, and what we learned there about Age Limit Tests (annex 6) the ACTIVE Member Organization NOM Slovakia had its first Age Limits in June 2008.



NOM members gathered in the morning to run the Age Limit Tests in random shops of Sala, a town in Southern Slovakia. The movie of this activity is available on www.youtube.com (see link above). In the afternoon they gathered for a small campaign on the shopping street of Sala – to present the results of the Age Limit Test to the public. Underage youth is not allowed to purchase alcohol in Slovakia. Yet, the 15/ 16-year old boys and girls got a lot of alcohol during a three hour shopping tour. NOM expressed the strong need for better enforcement of legislation. They had even a dance performance and dealt out information sheets to people. In the end of the activity, the NOM members poured out all the alcohol they had purchased.

A second event of that kind has been implemented on the International Day against Alcohol in Slovakia's capital Bratislava. Due to the fact that the school year just started in Slovakia, the results have not been uploaded on the webpage (see link above), yet.

Festival against Drugs, Lviv, Ukraine

27th of September – 3rd of October 2008: One week of music concerts and many different activities – against alcohol and other drugs.

The member of the Preparatory Team, Martin Winnfors, went to this follow – up activity of the study session to play a concert there with his band and to host workshops on globalization and the alcohol industry. The event has been planned by the “Youth temperance movement Better Without” from Ukraine and by the Swedish UNF.

Other activities during the Festival against Drugs were connected to street culture: break dance, airbrushing, skateboarding.

There were also workshops on ad-busting – a method to use popular commercial/ advertisements but to change them graphically to alter the message (see beside).



ACTIVE summer camp – workshops on globalization

<http://www.summertcamp08.com/>

The ACTIVE summer camp and congress 2008 was the biggest ACTIVE event ever. More than 1000 sober people from all over Europe gathered in Sweden to spend one week of policy discussions, workshops, scouting experiences and music concerts.

Part of this huge happening was workshops on globalization, the alcohol industry and human rights questions. The participant from the study session in Budapest, Gabriella Franzén, was the host of these workshops. The aim was to multiply the knowledge from Budapest and educate more of ACTIVEs members in these terms. Gabriella used the presentations from Budapest, plus made use of activities from Compass.

6) FINAL CONCLUSIONS AND RECOMMENDATIONS

- We want to thank for the great cooperation with the Council of Europe and the EYCB. The help we received especially in the process of visa applications was great and we are very thankful for this.
- We appreciated the whole process, from the first application till the moment of saying “good bye” and “see you soon, hopefully” in the Youth Centre in Budapest.
- All youth activities, all youth events in the facilities of the Council of Europe, as well as of the European Union should be alcohol free activities.

7) ANALYSIS OF THE SESSION

Summary of Participants' evaluations

The participants really enjoyed the study session. Some of the more experienced ones stated that it was the best ACTIVE event they have been to. Others were not that enthusiastic: three participants missed the supply of concrete facts in parts of the study session.

All the others were thankful for the space given to them, to be mostly active themselves in the group works. It was often stated that the alternation between short presentations/ lectures with group works, practical tasks was a great mixture which ensured that the participants' attention and motivation was always given. The participants really enjoyed that they could often work in smaller teams, since they felt more comfortable in sharing their views.

Everybody evaluated the accommodation and food as very good. And the people were happy that they got to see Budapest – a beautiful town. The work of the interpreters was appreciated a lot because thanks to them, some participants whose English was not that good could really participate. Also this contributed to a group were every participant was integrated and felt welcome. All the participants were happy with the expert. He was very well prepared and had nice sessions – with interactive parts that involved the participants at all stages. The participants favoured this. Also, they appreciated the work of the Preparatory Team a lot. As stated the Preparatory Team ensured a great atmosphere, always appeared to be well prepared and was professional in the running of the study session. They liked a lot, that all the Team members were equally active in moderating, presenting and answering questions during the different study units. Furthermore did they enjoy the prepared evening programmes – although some stated that they would have wished for a longer evening programme than “only” ninety minutes. Others again liked that it took that time and that they also were offered free time to socialize and mingle on their own terms.

Study units which received the best reviews were the first session to introduce globalization, the expert session on globalization, the identity session – finding out “Who I am”; the card game Baranga as simulation of cultural encounters and the workshops on Human Rights education. Other sessions got also very good feedback, but were also criticised by several participants: The representative of “Conscious Consumers” was perceived as arrogant and judgemental, but many participants liked that he offered another aspect to globalization and that they learned what they can do even when shopping groceries. The session on the alcohol industry, which consisted of a long and demanding presentation, was well received for that fact that it provided clear facts and many things the participants had never heard of before. Several, however, evaluated this unit as too “boring” since the way of presenting was not that entertaining. In the session about “Making the Links” between all the topics some of the participants felt tired and found it difficult to follow. On the other hand, many liked the approach to really take time and analyze and put into perspective what we had actually discussed all week long.

It is to say that the participants worked really hard and disciplined during the entire week. There were no problems with punctuality at all. The spirit of the participants was great! It was a demanding week for them, full of knowledge. Many of them felt sorry that the week was over so fast. But also many felt really inspired for their work in their organizations and couldn't wait till the ACTIVE summer camp in August to meet their new friends from all over Europe again.

Team evaluation

All in all the Preparatory Team cooperated very well together. Already in January at an exchange project of ACTIVE in Slovakia the Team members met to discuss the granted applications, basic rules for working together and some expectations of the study session. In this way, the Preparatory Meeting in Budapest in the end of January was well prepared.

The Preparatory Meeting in the EYCB was very intense and not easy and smooth at all points. It took rather long and a lot of effort to find compromises on the aim of the study session and on the objectives. Diplomacy and intellectual wit were not the strength of the Course Director – and therefore the Team lacked in this process a leader at times. Neither Course Director nor Educational Advisor was prepared to leave the floor to another Team member. The tensions however could be solved sufficiently and thus the Preparatory Meeting became a success, with all the planning and most of the work done already in the end of January.

We agreed on a strict timeline to submit our content contributions to the rest of the Team. Not every Team member was able to make the deadlines. But we all came prepared to the study session.

All in all the cooperation within the Team was good during the study session. An atmosphere of trust and warmth, however, could never be created. The Course Director lacked leadership skills and reacted moody in stressful situations. It had negative impact in certain moments that both Course Director and Educational Advisors “teamed up” – as they are both youth trainers, share the same background in this, know the same people etc. It is a common phenomenon that people “rely on their own kind”. But we want to express here, that especially the Educational Advisor should know better. The Team met several times per – in the morning before the study would start to brief each other; if necessary during lunch break, in order to update each other, to help each other in preparing the next unit; and in the end of the study day, to evaluate the outputs of the reflections group and to discuss the next day; although we

had to state some critical items here, too, we managed to support each other in the crucial moments.

The Course Director did a good job in terms of the details that had to be taken care of, in terms of the cooperation with the EYCB and also in preparing her own sessions.

The Educational Advisor, despite not being objective and neutral all the time, played a big role for the study session. It was him who arranged the expert. It was him who shot and edited the movie (please, see CD-Rom). It was him who helped the Educational Advisor and another Team member in the preparations of their sessions. It was him who provided good ideas for energizers.

The fact that the participants enjoyed the study session so much, that they appreciated the work of the Team and that they were amazed by our professionalism, states the most about the Preparatory Team.

In our evaluation we should also mention, that the expert did really well. We had slight problems in arranging a meeting with a local NGO. The one we had long planned to meet, cancelled two days before. Thus, the Hungarian speaking Team member had a lot of work to find another solution. The expert helped in this, by providing another study unit (planning a global campaign). And we as a Team managed well to fix this problem without any trouble. It is further important to us to mention that the interpreters did a wonderful job. They even joined the participants during group works to translate. Some participants even perceived the interpreters as part of the group. And last but not least, we were impressed by the work of the staff of the EYCB. For the duration of our stay, we felt very comfortable. It was great to cooperate. And we are looking forward to the next ACTIVE seminar at the EYCB!

8) APPENDICES

- Final programme, as executed (annex 1)
- List of participants, names, organisations and countries (annex 2)
- List of references (books, WebPages, articles) (annex 3)

**ACTIVE study session “Beyond Tolerance – Intercultural Solidarity –
Vivid Human Rights”**

30th of March – 6th of April 2008 (Annex 1)

30th of March

21:00-22:00 Get-to-know each other games

31st of March

9:00-10:50 Group dynamics

10:50-11:20 BREAK

11:20-13:00 Welcome session

- Welcome from the EYCB

- Who is ACTIVE?

- What is CoE?

- What are the aims and objectives of the study session?

- Program

- Participants' expectations

- Group agreements (ROSE-contract)

14:30-16:00 Globalization

- intro

- market of globalization

- debriefing

16:00-16:30 BREAK

16:30-18:30

- story of globalization

- exercise with theses

18:30-19:00 reflection groups

20:30 Pantomime game

1st of April

9:30-11:00 expert on globalization

11:00-11:30 BREAK

11:30-13:00 expert on globalization

14:30-16:00 globalization and alcohol

- presentation

- discussions

16:00-16:30 BREAK

16:30-18:30 discussions continue

18:30-19:00 reflection groups

20:30 Hungarian evening

2nd of April

9:30-11:00 planning campaign

11:00-11:30 BREAK

11:30-13:00 Representative from NGO “Conscious consumers”

- What do we consume?

- Why do we consume?

- Ethical consuming

13:00-14:30 LUNCH

14:30-20:00 Free afternoon in town
19:00 DINNER OUT

3rd of April

9:00-10:50 identity (personal, group)
- who am I? (through objects)
- Dominoes
- Mind-mapping: identity, personality, character
10:50-11:20 BREAK
11:20-13:00 identity (personal, group)
- who am I without identity? (story of Kingdom)
14:30-16:00 identity (global, European, national, cultural)
- world café
16:00-16:30 BREAK
16:30-18:30 identity (global, European)
- take a stand
18:30-19:00 Reflection groups
20:30 Meeting of civilizations

4th of April

9:30-11:00 Culture
- presentation: From European identity to global citizenship
- pictures of culture + discussion
- card-game: Baranga
11:00-11:30 BREAK
11:30-13:00 Culture
- presentation about culture (iceberg etc)
- cultural globalization
14:30-16:00 Links
- discussions on different global issues
16:00-16:30 BREAK
16:30-18:30 Links
18:30-19:00 reflection groups

5th April

9:30-11:00 Workshops
- image theatre (Theatre of the oppressed)
- simulation from Compass: "Struggle for wealth and power"
11:00-11:20 BREAK
11:20-13:00 workshops continue
14:30-16:00 Follow-up
- actions we can do at home: International day against alcohol
16:00-16:30 BREAK
16:30-18:30 Evaluation

6th April

Departures

ACTIVE STUDY SESSION
30 March-6 April

LIST OF PARTICIPANTS (Annex2)

Birbilaj	Aurora	Albania	Free Youths of Albania
Ismolli	Ardit	Albania	Free Youths of Albania
Savic	Zorana	Bosnia and Herzegovina	Link
Sofic	Aida	Bosnia and Herzegovina	Link
Rashkova	Yoana	Bulgaria	Active Youth Bulgaria
Rangelova	Svetoslava	Bulgaria	Active Youth Bulgaria
Tüür	Kristiina	Estonia	Juvente Estonia
Jaksi	Piia	Estonia	Juvente Estonia
Kintscher	Nadine	Germany	NSF
Kozemjakina	Irina	Latvia	JAF
Rusinovs	Igors	Latvia	JAF
Nokeikaite	Valda	Lithuania	Lithuanian Temperance Society Baltu Ainiai
Karciauskaite	Agne	Lithuania	Lithuanian Temperance Society Baltu Ainiai
Stamenova	Aleksanadra	Macedonia	REACT
Radomirovik	Aleksandar	Macedonia	REACT
Gavrilov	Igor	Moldova	Informational Resource Center World Window
Hansen	Thor -Rune	Norway	Juvente Norway
Lie	Johanne	Norway	Juvente Norway
Sergiu	Pauliuc	Romania	ATA
Schipor	Viorica	Romania	ATA
Gevorg	Galstyan	Russia	Youth Center
Kvartnikova	Alyona	Russia	Drugs counteraction Committee. Administration of Jugorsk
Svarba	Rastislav	Slovakia	NOM
Jansson	Rebecca	Sweden	UNF
Öhrman	Anna	Sweden	UNF

Franzén	Gabriella	Sweden	UNF
Shtybel	Ulyana	Ukraine	
Kreydenko	Volodymyr	Ukraine	Betterwithout
Kulichikhina	Natalya	Uzbekistan	Alfa & Omega

Organising team

Metz	Ena	Estonia	
Winnfors	Martin	Sweden	
Duennbier	Maik	Sweden	
Korosiova	Ildiko	Slovakia	

Council of Europe

Marin	Diego	Spain	External trainer
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Experts

Bermejo Recio	Luis	Spain	
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Volunteers

Navratilova	Hana	Czech Republic	
Prevoteau	Pauline	France	

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- Levitt, Theodore (1983): The globalization of Markets
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- DVD “Grave Digger. Cheap Drink in Obunga Slum” On the distilling and drinking of “chang’aa” in slum area and a rural village in Kisumu; produced by Nyanza Youth Coalition and Maweni Farm for the Swedish IOGT-NTO movement with funding from Sida.

www.coe.int/compass

- Compass. A Manual on Human Rights Education with Young People
- Education Pack “all different – all equal”

www.doe.in.gov (iceberg of culture)

www.iogt.org

www.eurocare.org

www.globalgapa.org

www.youtube.com

www.globalpolicy.org

www.ifg.org

www.crisisgroup.org

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