



Opportunities and Challenges in Youth Work

Report of the study session held by ICYE European Association
in co-operation with
the European Youth Centre Budapest
of the Council of Europe

European Youth Centre Budapest
16 – 22 February 2009



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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1 Executive summary

ICYE European Association in cooperation with the Directorate of Youth and Sport of the Council of Europe held in the European Youth Centre in Budapest a 5-day Study Session on “Opportunities and Challenges in Youth Work, Inclusion and Conflict Solving” where 21 young people from 14 countries participated.

The aim of the Study Session was to develop the competences of multipliers, to foster the integration of minorities and marginalised youth in and through volunteering. This was done by raising awareness of the challenges minorities and marginalised youth face within the process of volunteering and analysing the value of volunteering in society and the impact it has on individuals on (social) change. Terminology, and what words you use, and how are very important in communication, to be sure that all parties are discussing the same things, and that you do not exclude people with words only. The main challenges pointed out when including minorities and marginalised youth in and through volunteering were that it often took more time from the organisations, that maybe already are running on full capacity. The values were though unquestionable and could enrich the organisations and their impact on the society.

These analysis gave the ground to identify the necessary competences multipliers need in order to integrate minorities and marginalised youth. The competences the participants wanted to further develop in this study session with workshops and input were intercultural communication, mediation and facilitation skills, communicational and organisational skills and how to motivate people and stay motivated.

Furthermore, the knowledge on methods for integration and inclusion of minorities was deepened and participants shared their experiences and best practices on integrating minorities and marginalised youth in volunteering. Finally concrete strategies for actions to further foster the integration and inclusion of minorities and marginalised youth through volunteering in local/national/international contexts were developed.

2 Introduction

2.1 ICYE European Association

ICYE EA is an international non-profit youth exchange organisation promoting youth mobility, intercultural learning and international voluntary service. The EA is a regional network within the ICYE federation open to ICYE National Committees in European and Mediterranean countries. Besides this the EA is religiously and politically unaffiliated.

The aims of the ICYE European Association are:

- To fight against any kind of oppression, discrimination and prejudices in the world by furthering solidarity and intercultural understanding
- To support the exchange of young people between nations on basis of reciprocity for long and short-term.
- To be a forum where members share their needs, interests, problems and proposals.
- To co-ordinate the resources of the members for the planning, development and financing of the program of the EA.
- To run activities on issues and developments related to intercultural exchanges and other matters its members are dealing with
- To lobby for ICYE EA, its members and to promote its aims
- To represent its members towards the European bodies
- To further co-operation with European youth movements

ICYE EA's main purpose was initially "to facilitate the exchange of young people between nations as a means of international, intercultural and economical education and as a means of becoming sensitive to the social, political and economical realities of Europe and the rest of the world". It has since developed to include "using exchange as a means of non-formal education to facilitate the development of the young individual". Non-formal education is the concept upon which ICYE EA builds its work today.

ICYE EA is a proactive movement that endeavours to be a voice for its members, young people in Europe and in the Mediterranean zone. Our activities are a response to changes in society and are meant to support young people reaction to these changes in an effective and constructive manner.

ICYE EA is an organisation that is committed to developing young people's personal and professional potential through encouraging active and creative involvement in all of its programmes.

2.2 Background of the Study Session

As laid down in the mission of ICYE, we want to promote cultural understanding and fight intolerance through youth exchange, but we also want to expand the experiences we gain from this field into a broader societal action against racism, discrimination and exclusion in general.

Moreover we want to maintain and increase the quality of training and the volunteer management within the organisation. We believe that the study session format, and the possibility to include young people active in other kind of youth structures, can help us to achieve this.

During the years of 2003 and 2004 with the support of the Council of Europe we organised study sessions on Conflict Management and Training for multicultural teamwork. In the year 2007 we organised the training course on the same topic called “Developing Organisational Management to Ensure Multicultural Understanding and Promote Inclusion” with the funding of the European Youth Foundation. The outcome of these three activities was of great benefit for our organisation and participants. Due to the dynamic situation and high activist turnover in the youth work field and constant renewal of trainers, facilitators and staff we believed the good results of the previous study sessions were to be of high relevance for our members and partners at this point again.

By giving multipliers (eg. youth leaders, activists, trainers and staff) from our members and partner organisations the opportunity to develop their competences to be able to foster the integration of minorities and marginalised youth through volunteering we believed the activity would contribute and support the priorities and the programme of the Directorate of Youth and Sport of the Council of Europe, especially to encourage the equal opportunities for all, especially those at risk of exclusion, by providing exchange of knowledge and practice and by supporting the development of a sense of solidarity (which is one of the expected results from the programme priority “Social Cohesion and inclusion of young people”

Moreover, as the participants profile required active involvement and engagement in their local associations, we ensured the effects to be further multiplied at their different local, own circumstances, and the Directorate of Youth and Sport of the Council of Europe priorities and programme will be broadly reinforced.

2.3 Aim and objectives

The aim of the Study Session “Opportunities and Challenges of Youth Work” was to develop the competences of multipliers, to foster the integration of minorities and marginalised youth in and through volunteering.

The objectives of the Study Session were to:

- Raise awareness of the challenges minorities and marginalised youth face within the process of volunteering
- Further analyse the value of volunteering in society and the impact it has on individuals on (social) change
- Identify the necessary competences multipliers need in order to integrate minorities and marginalised youth.
- Deepen the knowledge on methods for integration and inclusion of minorities.
- Share experiences & best practices on integrating minorities and marginalised youth in volunteering.
- Develop skills in intercultural learning and intercultural communication particularly in relation to volunteering.
- To develop strategies and actions (action plans) to further foster the integration and inclusion of minorities and marginalised youth through volunteering in local/national/international contexts.

2.4 Methodology

A broad range of methods were used in the study session:

- Experiential learning with debriefing,
- presentations,
- inputs and
- workshops to mention some.

The concrete working methods were varied and interactive in order to ensure a balance between theory and practice. Taking into account the diversity of participants in terms of culture and working experience, the methods provided an easy communication and allowed all participants to fulfil their needs through a progressive and valuable intercultural non-formal learning experience.

2.5 Program flow

The study session was divided into the following phases:

- **Exploring** terms such as minority and majority, the value of volunteering and the profile of a multiplier fostering the inclusion of minorities.
- **Learning** about theories on intercultural learning and how to develop intercultural competences.
- **Sharing** tools and experiences, which have enabled an increased capacity to include minorities in volunteering.
- **Practicing** tools which can enable an increased capacity to include minorities as volunteers and through this, enrich youth work.
- **Adapting and developing** together further understandings and tools, which can be applied in the daily work in different cultural and social realities

2.6 Profile of participants

The participants in the Study Session were active in their national ICYE organisation and were in a position to function as multipliers and/or being able to work further on the issue in their organisation. They had a diverse experience working on volunteering and/or with minority groups and marginalised youth. A part of the participants felt that they were a minority group (or being marginalised youth) in their home country. In total the group consisted of 21 participant from 14 countries. In Annex IV – List of Participants (page 69) you can find who took part, from which organisation and country.

2.7 The team

The team was composed of trainers active in national and international level in member organisations of ICYE EA. The trainers have as well different roles in their organisations, being mentors for volunteers, board members and staff. This composition gave the team the possibility to see the opportunities and challenges of inclusion of minorities and marginalised youth in the present realities of the network and individual organisations.

Role	Name	Organisation
Course Director	Ragnhildur Einarsdóttir	ICYE European Association
Team	Agbeshie Quarshie	Dansk ICYE
	Andrea Rotondo	ICYE European Association

	Anna Huovila	Maailmanvaihto – ICYE Finland
	Pascale Hall	ICYE UK
Educational Advisor	Annette Schneider	European Youth Centre Budapest
EYCB Trainee	Petra Erkillä	European Youth Centre Budapest
Guest Speaker	Alache Ode	VSO

3 Inputs and discussion

In the following chapter you can find the main discussions during the study session. They are organised by topics, and represent the discussions and outcomes of all the individual sessions. It also gives the main objectives of each session. This chapter does not describe how the activities took place. This can be found in Annex II – Session outlines, page 43.

3.1 Minority and Majority –What are we talking about?

3.1.1 The feeling of being in a minority or majority

One of the objectives of the study session was to raise the awareness of the challenges minorities and marginalised youth face within the process of volunteering. This activity on minority and majority was a useful tool in order to put the participant deep in the discussion related to their individuality and their relation with the society as minority and/or majority.

In different situations young people find themselves feeling a belonging to different groups that could either be considered as a minority or a majority e.g. in school, with friends, in their family, neighbourhood etc. The participants went through experiential learning to reflect on how it feels to be a minority or a majority.

People mentioned feelings like, being proud, ashamed, standing out / blending in, making a stand and not having a voice and they could both be for being in a minority or majority.

When in a majority, people often felt more comfortable. That was not always the case. Often people mentioned that they felt anonymous and that they blended in with the group and were without a voice when in the majority. In contrast often they felt more proud when they were in a minority and felt like they were making a statement when belonging to a minority group.

These feelings depended on the statement and how the people reflect their identity or like how they were aware of their identity, but also on the definition that you put into the statement and how you think other people define it. Asking to define himself as a white or a black take the person in several interior discussion and question related to his or her identity, politics, the concept of race, history and also labelling. They were put in the duty to define the meaning of the word or phrase presented and find out how the concept the meaning the definition of every word is different for the people that can interpret in several ways. How the society creates differences based on this two words, black and white, and from this differences came the separation in majority and minority consequently in different opportunities related to colour. These feelings can be connected to how you define yourself and also how you feel about other people being in a minority or majority, and then project it to the opinions of the society.

The first reflections that came out were very different from considering the minority always stronger than the majority, formed by those who really have an strong opinion to consider the minority as the vulnerable part of the society that is excluded from equal opportunities.

3.1.2 Defining terminology

People can understand the same word differently. The definition can be different between contexts. Languages can have different words for the same thing, or the same word for other things. This can cause confusion when working together. To lay down the cards on the table and for participants to feel like they are talking about the same things when working together some keys terms for the study session were defined together in the group:

- Minority
- Majority
- Inclusion
- Youth
- Marginalised youth

Participants wrote down their personal understanding of the five terms and then they explained the groups understanding of the terms.

Minority and majority were defined by the *size* of the group, where majority is considered to be the group of a greater number. The group itself consists of people that share for example an idea, identity, interest, causes, and opinions. The minorities can be of a different gender, race or religion than the majority.

The difference between minorities and majorities is the *power balance*, where majority are the strongest actors in the society and can benefit the most as they often can have a clear strong voice. Minorities can be more isolated and marginalised in society.

It was mentioned that minorities are not always smaller group, for example the Latinos and Mexicans in USA that are considered a minority. Yet Latinos are the biggest group. Therefore they become the majority minority.

Inclusion is a term connected to minority and majority. It was defined as a way to allow all and everyone to participate, both minority and majority groups. One participant mentioned that it was a way to make everyone part of the majority. A factor in inclusion is *participation*, participation of both majorities and minorities equal opportunities to participate in the society, and also finding ways to increase the involvement of all partners. This could need a change in the present structure of for example decision making.

Many mentioned that *respect* was important when working on inclusion, for example to represent and listen to everyone's views and values rather than just the majorities. This means that it is important to make everyone feel comfortable expressing their opinions and

that they feel that they have equal rights and status. Inclusion is a way to make a minority a part of the main body but more importantly find ways to become independent and keep their own (cultural) identity. Inclusion of marginalised youth could lead to reducing enemies and anti-social behaviour.

Youth is a term that can be used to describe someone's *feelings*, *age* or it could be a very *practical* term.

Youth are a group of people that can feel young in their mind, are active, are full of life and time, and they can have a fresh view on a subject and can see a progressive point of view of modern problems. This is the time between a person's childhood and adulthood when you start being e.g. an emotionally, economically and socially independent person. Countries have defined the period of youth differently, e.g. between the ages of 18-25 until 35 years old.



Marginalised youth are a group that are excluded from the activities, teams, groups or the society because of their background, wealth, class or living status. They are often labelled from society having problems becoming “normal”. They are thought to be deprived but more importantly often are disempowered and vulnerable. They are pushed aside and are neglected from the society and do not benefit from it as other youth can. Although most of the things mentioned to define marginalised youth a participant mentioned that they can be people that see their own point of view, and do not maybe take the same decisions.

It can be hard reaching a common definition of terms for a diverse group as they can depend on the context, language barriers, different understanding in different countries, background etc. The outcome of this exercise was not one joint definition of each term, but more that the participants understood that people can understand the terms differently for themselves, but the group had a shared understanding of the terms.

3.2 Value of Volunteering

What is the importance of volunteering on society and individuals? Why should we promote inclusion of minorities and marginalised youth in and through volunteering? How has it been done in the past? And how has it not been done? This part of the study session was about giving the participants the chance to explore these questions and also to give a theoretical background on the history of volunteering with particular reference to minorities by presenting the experience of VSO. Also, space was given to the participants to share their own skills and tips and to develop ideas on how to engage minorities in volunteering.

3.2.1 Challenges of minorities and marginalised youth in volunteering

To reflect on the challenges that minorities and marginalised youth can face in volunteering, and also the challenges of the organisation the participants brainstormed in groups on what they have faced in the past. This step was important for the future discussions, to make it easier to relate back to the practical problems they have faced before, and so they could collect ideas on how to tackle the challenges. Participants highlighted that the challenges did not only lie on how the organisations are working but they can also come from the possible volunteers themselves, and from the society.



Aspects that can hinder the young marginalised person can be poverty, willingness to be involved, her/his personal or professional boundaries, and lack of trust towards organisations and/or workers.

The organisations in turn can although interested in working with minorities and marginalised youth that these groups can take up a lot of time and energy and can be harder to reach with their present ways of working. They can feel that their present way of giving information about the opportunities they have do not reach these groups. It can also be that they have a wrong approach, and do not think of the needs or interests of these groups or see opportunities in cooperation with other NGO's. A vulnerable volunteer could also need support 24/7 once they are volunteering, a service that can be hard to fulfil by organisations that were already lacking time and human resources before.

It could also be that the challenges lie in the society, for example there could be a lack of awareness of the needs or challenges of including minorities or marginalised youth or even the laws where people will have to work with or around equal opportunities laws.

3.2.2 Diaspora volunteering as a strategy for engaging and mobilising Diaspora youth for development

VSO is a NGO based in the UK that was founded in 1958 and now work in over 40 countries worldwide. It works with the vision that development can be achieved through volunteering and development awareness.

Alache Ode, a Manager in the Diaspora Volunteering Programme & Partnership of VSO: The Diaspora Programme of VSO is based on the diasporas as valued "seeds" within the societies that provide new homes (places to grow), seeds that germinate new perspectives on our connected world, ideas and values for the reappraisal of the fundamentals that underpin human society" Ms Ode gave a presentation of how the experience of VSO using the Diaspora programme can be used as a case study to explore opportunities and challenges for mobilising marginalised young Diaspora people, how VSO had to understand and cross-sell Diaspora people as agents of social change and how it is important to put marginalised people at the centre of programme to enable them to become involved and how this is essential in the programme planning and implementation.

Ms Ode laid an emphasis on how important it is to know and understand the target group, in her case the Diaspora. To work with Diaspora also means studying the way the Diaspora is organised (historic, modern, voluntary, involuntary, young, old (generational), communities, economic, community and faith based organisation etc). It is also important to know how they understand the term volunteering. This meant that VSO had to find terms for the volunteering that was mutually understood. For Diaspora volunteering equals obligation so definition

rooted in cultural practices – Paroopkar, SEEDA, Retour aux sources, Jagruthi, etc. The influence of Diaspora has been categorised into the following groups:

- Financial: Financial flows – remittances
- Intellectual capital – ideas & skills
- Political capital – new political ideals
- Social capital – social networks, family connections
- Goods transfer

These strong influences have been noted by many:

- “Migrants and their aspirations are “the motors of human progress.” - UN Ex-Secretary General Kofi Annan – *Migration and development*
- “Women migrants lead way on remittances - they play a disproportionate role in determining the level of remittances sent home to developing countries. Women tend to send a larger proportion of their lesser resources home than men, and focus those funds more on social welfare.” - The UN Population Fund's "State of the World Population 2006“ - *Gender & migration*
- “Migrants contribute to the development of their countries of origin through investments and remittances but also through their skills, entrepreneurial activities and support for democratisation and human rights promotion. This positive impact of migration on development is receiving increased recognition by all actors of international development co-operation”- The Financial Times Limited 2006 - *Migration and policy change – University of Hergeisa - Somaliland*
- “Nearly one in ten tertiary educated adults born in the developing world resided in North America, Australia or Western Europe in 2001. About five per cent of the developing world’s emigrants with secondary education live in advanced nations. However, it is estimated that 30 to 50 per cent of the developing world’s population of persons trained in science and technology live in the developed world” – ISIM (Institute for the Study of International Migration) – *Migration and intellectual capital flows*

Why is there a need for a Diaspora programme? Ms Ode noted that many migrants continue being marginalised in the society with high unemployment and poverty rates, although 7-9% of the UK population are classed as Diaspora. Poverty and unemployment rates among migrant communities are higher even though education level among some migrant communities continues to rise. Migrants are not “units of labour”, and many of them face deskilling as a result of migration. In 2001, there were 10,000 Nigerian academics & 21,000 Nigerian doctors in the USA but a vast majority of them have challenges to get proper professional related opportunities.

The human cost of diaspora and development is underplayed in favour of economic benefits (pull factors) although migrants make major contributions to community development and despite improved living conditions and infrastructure, engaging in such projects disproportionately burden migrants and make them responsible for functions that states should rightfully assume.

With the Diaspora there is a flow of both intellectual and financial capital, both to their new host country, but also their home country.

Ms. Ode then continued to describe what guidelines VSO use today when preparing and implementing projects with the Diaspora community.

To increase and enhance community integration, social inclusion, self-worth, better job opportunities, integration and enriching of volunteering concept the Diaspora/minority volunteering must maximise the benefits of intellectual and skills migration and must include a blend of people centred and economic centred perspectives to migration. The programme must further be Diaspora (or minority) led and needs driven (if international must be needs driven from overseas). The Diaspora must be engaged throughout the whole process, meaning the agenda setting, criteria development, M&E (logframe), impact assessment, programme and partnership evaluation. It must include empowering activities such as capacity building and give an voice (advocacy) to the Diaspora (or minority). Finally it must be funded initially but with plans for long term sustainability.

Ms Ode mentioned two tools for analysing the opportunities, and environment surrounding the projects. The PEST analysis is an analysis of the external macro environment (big picture) in which a business or project operates. These are often factors which are beyond the control or influence of a business or project, however are important to be aware of when doing project development, business or strategy planning. The factors to think about then are the political, economic/environmental, social and technological.

The second tool is to think of the three factors that need to be present for a meaningful development, the research, the policy making and the work being made.

In conclusion, VSO have gained from working more with the Diaspora community. They have had to change many of their approaches, and had to rethink many of their facts and concepts. They are today working WITH and not FOR them.

3.2.3 The value of volunteering on society and the individual

What are the positive effects volunteering can have on society? What value can volunteering have on individuals and how can this help with inclusion and integration? What impact can volunteering have on society and on social change? The three boxes below show 'press releases' that were produced for presenting the discussions of the three questions.

The participants agreed that it sometimes was hard to promote volunteering, and to decide what to emphasise, and when adding the “extra” dimension of minorities or marginalised youth, it was noted helpful to go back to your own motivation, and why you yourself are working in this field and then it was possible to be generalised. The wording, and what concepts you use is also very important.

'Discuss the positive effects volunteering can have on society and how this can be used to promote volunteering among minorities and marginalised youth'

Evil Wins When Good People Do Nothing

Are you a good person?

What do you do for the society?

Did you know that volunteering can change the world you live in?

Are you a volunteer?!

Through volunteering we build trust and dialogue, break the barriers and promote solidarity.

A volunteer will learn about other cultures & communities, will develop skills, gain experience & put the active contribution towards building intercultural society on local & international level.

FEEL LIKE A BETTER PERSON – BE PART OF THE CHANGE.



'What value can volunteering have on individuals and how can this help with inclusion and integration?'

By volunteering you out of simple self interest gain perspective, confidence, knowledge and understanding that gives you a good base on how to work with different people within society. Volunteering gives you personal skills and emotional benefits above and beyond a paid position. Through volunteering you gain personal skills which builds confidence, such as language skills, experience of diversity and skills which help your professional and personal development.

Volunteering offers you the opportunity to develop and be part of the society.

'What impact can volunteering have on society and on social change?'

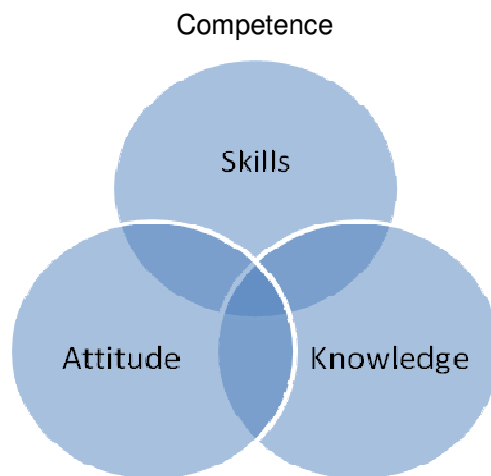


3.3 Competences for a multiplier to foster inclusion of minorities and marginalised youth in and through volunteering

After discussing the challenges and opportunities of including minorities and marginalised youth in and through volunteering the focused of the Study Session turned more into a personal level, to what competences are essential for multipliers working on this subject. The objectives of these sessions were for the participants to better understand what a competence is and to gather and list the essential competences. This session also gave the opportunity to understand at what level the group is at and what their needs are for further learning in terms of what they wanted to learn in the Study Session.



Competence is about what people can do, and not only focusing on what they know and is defined as the combination of skills, knowledge and attitude appropriate to a particular situation¹ as it is pictured in the Venn diagram below. A competence can be transferred between different situations.



¹ Proposal for a recommendation of the European Parliament of the Council on key competences for lifelong learning (http://ec.europa.eu/education/policies/2010/doc/keyrec_en.pdf)

The participants discussed what their roles were as multipliers in their organisation, and towards who they could multiply the knowledge, skills, attitude change and ideas they gained during this Study Session. The target group ranged from members of the organisation, policy makers in the organisation (eg. the board), local groups and activist, youth in schools, young women, charities and street children.

With this background discussions the participants found out many qualities needed to be the perfect multiplier in their organisation towards working on the topic of including minorities and marginalised youth in and through volunteering. They were classed according to them being skills, knowledge or attitude. They are listed in the table below.

Skills	Knowledge	Attitude
<ul style="list-style-type: none"> • Intrapersonal skills • Mediation skills • Listening skills • Intercultural skills • Organisational skills • Sharing knowledge skills and values • Motivational • Communication • Flexibility • Facilitation skills 	<ul style="list-style-type: none"> • Understanding of difference • Awareness <ul style="list-style-type: none"> ○ environment ○ challenges ○ diversity ○ context • Relevant policies • Support • Network • Services 	<ul style="list-style-type: none"> • Empathy • Open minded • Positivity • Respect of others • Commitment • Patience

Many of the competences focused on intrapersonal communication, how to enhance people's understanding on competences and understanding of group dynamics and discussions.

The participants chose 6 topics to further work on which are bold in the table above and are mediation, organisational, motivational, communication skills as well as skills in intercultural encounters. These skills the participants felt were essential to plan and implement projects in their local realities with involvement of minorities and marginalised youth. The sessions were planned by facilitators, but also by participants with the guidance of the facilitators of the study session. The outline of the sessions and workshops can be found in Annex II. The discussion around the intercultural competences and communication will be further discussed in this report.

3.3.1 Intercultural competences and communication

Why is an intercultural competence important? How can you develop it? These were the questions that were the basis of the following session and discussions.

Intercultural competence is important for people working in the youth field to increase inclusion in their organisations and/or projects. It is important to understand yourself, how you react in situations, and to increase awareness and acceptance of differences as well as to understand where prejudice comes from.

It is also important to understand the process of meaning making (DIE: description, interpretation, evaluation). It is important also in this context to understand the difference between describing and interpreting. If you ask someone to describe a bowl it is possible that you would get adjectives such as pretty, useful, which are not describing the bowl, but evaluating it. These evaluations are made with your “cultural glasses” on and could be different from different people. This is important also when communicating with people.

It is important to understand that encounters happen with people, that is individuals but not between cultures and that this has an impact on programme planning.

Communication is more than words.

Intercultural competences can be divided to four stages²:

- Unconscious incompetence
- Conscious incompetence
- Conscious competence
- Unconscious competence

Milton J Bennet³ has presented a model on intercultural sensitivity describing the ability to make distinctions among cultures. Cultural sensitivity on the other hand is the ability to make cultural distinctions, of one cultural at the time. The sensitivity can be described on a scale from being ethnocentric (seeing everything from your own perspective) to ethnorelative stages where you consider other people’s opinions and feelings, and see that other people can be right.

The ethnocentric stages are denial of differences, defence against difference and minimisation of differences while the ethnorelative stages are called acceptance, adaptation and integration. People can change their attitudes through different encounters with others and themselves.

Denial of differences is the inability to see cultural differences. A person in this stage makes stereotypes and naive observations (not necessarily negative). He/she has superficial

² S. Ting-Toomey 1999, Communication Across Cultures

³ Milton J. Bennet, 2008

statements of tolerance and a tendency to dehumanize outsiders. This often happens in circumstances of isolation and/or separation. Raising interest and facilitate easy encounters with for example films, presentations, food etc. can be a good idea to trigger a change in people and for them to increase their intercultural sensitivity.

The next stage, defence against difference, is when people recognise that there is a cultural difference, but with negative evaluation. You often use a "us" and "them" terminology and you often get negative stereotyping. For people on this stage to go further it is a good idea to develop cooperation skills and skills in dealing with difference, develop tolerance and patience.

Minimization of difference is the recognition and acceptance of superficial cultural differences. The phrase "human beings are essentially the same" (like us) can be a usual thought of people in this stage and they turn differences into familiar categories and use their own "cultural glasses". To go further from this stage it is important to understand your own culture and seeing the differences.

Acceptance of difference is the first stage in the ethnorelative stages. It is the recognition and appreciation of cultural differences and that cultural differences are seen as feasible alternative solutions. To go further from this stage you need to deepen your cultural self-awareness, reach for cognitive flexibility and contextual knowledge.

A person in the stage of "adaptation to difference" shows empathy and pluralism. She/he has the ability to change perspectives (emotionally, in behaviour) and the knowledge and behaviour linked by conscious intention. He/she understand and is understood across cultural boundaries. To go further she/he should work with strong emotional issues such as culture shock and identity development.

Integration of difference is considered the last stage. It is about the internalisation of bicultural or multicultural frames of reference (conscious) and the ability to use multiple cultural frames of reference. It is also to accepting an identity not based on only one culture. It is how to construct a multicultural, flexible identity.

In volunteering, these points are important to make to make everyone feel comfortable, to understand and be understood correctly and also to get the tasks done. It is important to know and understand that how you plan a project or invite people to take part in it can be exclusive for some people. For example, how you interpret eye contact between people can be very different, is it a sign of being confident, or a (lack of) respect to authority. A very practical example of this is from VSO where making eye contact was one of the positive competences when choosing volunteers, and there were examples of applicants not being chosen because of this one fact.

For participants to reflect themselves on these issues the participants were told that they were now having a test and given very quickly the instructions how to fill it in, of which some

were important and some not. The form itself was very confusing, being written from the right to the left, and with very confusing questions such as “what is your favourite disease”, and confusing options on some multiple answer questions.

Feelings expressed in the debriefing were that participants enjoyed it, it was, fun but also very stressing, confusing and challenging. Many said that they would have liked more time, and standing in front of the challenge, some did not even start it when seeing how “complicated” it was. Others did not answer some questions they did not understand or did not feel that the options related to them. A real life example could be when being asked to tick if they are male or female, this excludes transgender people.

We need to be aware of the context, and that language and how you present questions matters. One participant told about when she had to fill in a visa form in Russian to re-enter a country. She had to depend on other people to help her, and trust them that they were telling her the truth.

How can this relate to the reality back home when working on including minorities and marginalised youth? It is important to work with not just one method as you need to be aware of and adapt to other people’s needs or preferences. It is also important to ask yourself, as others will do, why you are asking some questions, and how. A question can have massive effect, both positive and negative. How is the environment the questions are asked, is it written or not, how formal or informal is it, familiar or unfamiliar? You can often get more information out of a dialogue than a written form. It is important to have knowledge about the people and groups you are working with, but also think about how you can give them the power. Some questions are very familiar to some, such as date of birth, but for some this information is not relevant, and they do not know if. What you take for granted, and how you interpret questions can be different, for example about if you are smoking. Is the question about smoking cigarettes, or something else? These things are very linked to social norms. They are very cultural within a certain group (eg. age, sex etc.) and changes with time. What is normal was maybe not normal 50 years ago, and will not be normal after 50 years and we need to understand that there are some certain norms.

3.4 Best practices

A lot of good work is done all over Europe in the field of inclusion of minorities and marginalised youth. To use the knowledge and experience within the group of participants a space was given in the study session to share best practises, in short things that have proven to work for participants. The following subchapter describes these presentations which were built on the questions found in the Appendix on page 62.

3.4.1 Relations across sex and sexual education – Vasiliki Papaioannou

1. **What was the activity or project you would like to share?** A School Project titled: “Relations across sex and sexual education’ which takes place in our school (a state school) this academic year and 16 year-old students participate on a voluntary basis.
2. **What was the aim of it?** The project is based on the following principles:
 - Nobody can abuse or manipulate another person as a means for his/her personal satisfaction
 - Verbal, physical, emotional and sexual abuse (bullying) as well as spiritual pressure work against (human) values such as freedom and self-esteem. They should be recognised and dealt with as soon as possible.
 - Sexuality as part of a personal relationship can offer people more than casual sex (and one-night-stands) so it is worth seeking it.
 - Both sexes have equal rights as far as sex is concerned
 - Dealing with sexually transmitted diseases and introducing prevention strategies
 - a. **How come you/your organisation did it?** This is a project approved for state schools by the local directorate of secondary education and the Greek ministry of education.
 - b. **What was the need /expression of interest?** Almost all students from 2nd grade of lyceum wanted to participate but we had to have a ballot as only 20 students should be selected.
 - c. **Where did the need come from?** Both coordinators/teachers are young, very close to their students and are willing to offer as much knowledge as possible to teenagers who are through adolescence: a rather difficult and sensitive path of their lives
3. **What happened?** We have completed five sessions so far; five more to go.
4. **Who was involved?** Two teachers from the school: an English language teacher (me) and a maths teacher are currently involved on a voluntary basis
 - a. **For example people, organisations, volunteers, community groups, municipality etc.)** Two teachers appointed by the Greek ministry of education who are cooperating with the local office for the education of health.
 - b. Who in the organisation was involved?
 - i. **staff in office:** (two female teachers on a voluntary basis)
 - ii. **volunteers:** (twenty students, 10 male, 10 female)
 - iii. others...(a doctor from the local office for the education of health, a local counselling service and non-governmental organisations

recognised by the Greek state such as www.mentoras.org when information for example is needed about bullying)

- c. **Why did they participate?** to help the educators out because the theme is sensitive and the educators are teachers with a different area of expertise.
- d. **How were they invited to join?** Pure, educative interest
- e. **When were they involved** – early November 2008
- f. **Where they part of a minority?** Not really. But there is an Albanian student in the group who has lived in Greece for a few years now.

5. What were the changes and difficulties you encountered so far:

- Students speaking all together/being hungry as sessions take place in the late afternoon
- Hours of gathering are not very convenient/handy
- The group was eventually very big - we eventually had to split it into two in order for all the students to get the chance to speak.

I will be able to know some more of the challenges after collecting the evaluation questionnaires from the participating students.

6. Why was this a success:

- a. **What made it so fantastic and special:** the interesting theme
- b. **What were the most important factors:** Two coordinators working well together, all motivated students
- c. **Who benefited from the project?** all of us for different reasons

If you want to, you can bring material, photo's or anything else that could help you tell your story in the Study Session.

Also if you want to try out an activity that has worked in your organisation please tell us and we will give you the time for it during this session:

I would like to introduce an activity that we did in the class about how to raise (students') self-esteem. Depending on how many people the activity will be introduced to, (it usually works better in small numbers) it will take approximately 20 mins to half an hour. Please let me know about how many people will be there so that I bring the right amount on photocopies.

3.4.2 Girls in the City- Tolulope Agbebi

Young Women Christian Association (YWCA), Antwerpen was established in 1919 as a member of the global network of women's organisation. It is called Interculture Vrouwen Centrum Antwerpen (IVCA) in Antwerp, Belgium and the interpretation in English Intercultural Women Centre Antwerp. The reason for adapting the name is due to the fact that organisation is multi religion and multi cultural.

Programmes offered include language lessons, assistance in adjusting to Belgian Life, training and facilitating social gatherings.

Girls in the City is a project that is basically for migrant girls who are between the ages of 18 and 30 and there are different activities organised for them which include Intercultural Cooking Evening, Training Courses, Theatre, excursions, Movie Shows, Fitness, Parties etc

Aim

- a. To integrate young women migrants into the society through interaction with other girls from different culture and most specifically with natives. To empower them with job opportunities and also intercultural exchange.
- b. The reason for this interest is because the girls are most times indoors and shy or are not bold or don't have reasons to socialise because of their status and they have nothing happening for them. They hardly have friends who are natives that they can relate with and influence their lives in a positive way. They feel left out of the society; for example they don't have anybody to show them round the city, where to get not too expensive clothing's and items etc
- c. The need for the project stemmed from the fact that the girls need to be informed about their immediate environment, they need a social life and need to be get involved in their community.

What happened?

A proposal was made and it was sent to the diversity department of the city of Antwerp, they found it worthwhile and they gave a grant for a year for the project. After approval publicity was made to Organisations that deal with women, Migrants such as the Red Cross, Payoke – Anti Trafficking Organisation, Integration and Cultural Organisations who deal with the target group. In the cause of the publications some girls were interested, came for the activities and settled down to what they can learn from the project.

Those Involved

- a. The City of Antwerp gave a grant like I mentioned earlier, volunteers who are Belgians are involved to give their support in every way they can, Migrants – the target group, experts who leads discussions on specific topics during the training courses and some other women organisations.
- b (i). The coordinator of the organisation, the coordinator of the project , volunteers and interns, girls from different nationality. We also co-operate with women organisations such as the Federation of World Women group, the Refugee Group, Anti Trafficking group, the state, women who are part of IVCA, etc.
- (ii). Volunteers who are Belgians, and those who have the interest of the project at heart and are willing to give their support.
- (iii). There are also experts who come in during the training courses to lead discussions on specific topics such as Intercultural Communication, Human Rights in regards to women, Self Esteem and Body Image in a very basic, informal and relaxed way.

c. The coordinator of the organisation participates when the need arises. She sometimes comes in to share her experience with the girls of how she first came to IVCA as a migrant and how she rose to the position of a coordinator. She gives them hope and confidence in themselves. The project coordinator alongside the volunteers facilitate the activities, some staff also come in to share their roles in the organisation and to give their support in any way they can.

d. The staff are informed formally in a meeting about what role/part they have to play during the activities, some volunteers already have a schedule of activity that they have to follow, some volunteers are contacted when extra hands are needed and experts are sought for and asked if they could be on the programme. The girls are basically reached through the use of the telephone as many of them don't have access to the internet.

e. (i). They were involved at different times that there is a need for them. For example we had a training course in Intercultural communication and the Coordinator was invited to give an opening remark about IVCA and why it is important to be a member .

(ii). All the above mentioned people have a continuous involvement in the activities and are contacted when they are needed.

f. The participants I will say are minorities because they are new in the system, they have to start from the scratch by learning the language, the culture and also trying to integrate. If they fulfil all these requirements they can't study or get a job. These limitations seemingly makes them minorities and for this reason the formation of *Girls in the City* to help boost their image and their confidence and to help them through the period of their integration.

Changes and difficulties

At the beginning, the girls – participants were a bit laid back, not very free because of their back ground and what they are experiencing. As time goes on, they started loosing up because they were given the chance to express themselves without being judged and they are free to be themselves. They girls choose the type of cuisine they want for the intercultural cooking evening; for example we had Angola, Nepalese, Nigerian, and Spanish cuisines and this makes them proud of who they are regardless of their situation. Some of the challenges are language barrier which is due to the fact that the project language is in English while some don't speak English but only French or Dutch. Another difficulty is that we are trying to provide solution to is timing: it is not some times convenient for them.

The Success

a. The project is until the end of July 2009 and there has been a lot of success. The girls are really interested in the activities because it helps them to socialise, integrate quickly, learn

about themselves and showcase their culture and to also discuss their problems in a relaxed manner.

The training courses are mostly interactive and have to do with women and this also gives them freedom of expression and the games also help them to fully participate in the activities.

b. The most important factors were that the group was able to bring out their individuality, they were able to showcase their culture and being able to integrate and also gain a lot of experience. They are also armed with a lot of information about their environment and their personality.

c. The girls who are the target group benefit from the project in several ways: in their daily life, intercultural and social life. The facilitators and coordinators have also gained in several ways, they learnt the different methods to use in dealing with the girls despite the different cultural background and also learnt ways to handle personal issues of the group.

3.4.3 Emily Wood – Sharing our policies and perspective

Best Practice.... Sharing our policies and perspectives

Gaining an awareness of the differences and similarities of how we approach working relationships with young people

POSSIBLE PLAN...

- Introduce three Kids Company policies on Boundaries and touch
Restraint
Substance misuse
- Focus groups sharing our views and experiences of this in our work places
- Group feedback

BOUNDARIES

•DO NOT

Engage in inappropriate contact, sexual exchange or jokes

Engage in inappropriate relationships

Accept, or give, inappropriate gifts

•DO

Respond appropriately to **children's initiation** of contact

A simple hug is okay if it feels right.

No touching of sexual parts even in young children (e.g. during toilet cleaning)

Encourage and model appropriate boundaries in young people

Record larger gifts in a log book

Are all these are relative and up to interpretation.

What is **appropriate**? For who?

SUBSTANCE MISUSE

•DO NOT

On any account encourage the use of, or share with young people, illegal substances

Ignore the use of harmful / illegal substances by young people.

Fail to engage young people in conversation about the effects of substance misuse

•DO

Highlight Kids Company rules about substance abuse, its illegality and the likely consequence of it.

Talk with young people about the effects of substance misuse and if appropriate identify ways of addressing substance misuse

Give young people any resources held by Kids Company on substance misuse

How different in different institutions?

Should we share our experiences?

RESTRAIN

•DO NOT

Use it freely

Use it without warning the young person

Use it on your own if this can be avoided

Use it if you feel out of control

•DO

Avoid using it unless absolutely necessary

Talk to the child first, in a private space if possible.

If all else fails, warn the child that you will have to exercise restraint. Give clear instructions to get another member of staffs attention so that they can be a witness and help you if necessary.

Talk to the young person gently as you are restraining them.

Use minimum force to achieve results.

Continue talking gently to the young person once you have managed to restrain them.

Record the incident on an incident form.

ACTIVITY

•3 Focus groups

•Question....

Do we need such guidelines
What are our organisational policies?
Do we agree with them?
How similar/ different are our approaches

- Group feedback

3.4.4 Seminar „Tolerance the harmony of differences“ – Sanja Stojanovska

What was the aim of it?

The seminar was aimed to reach two purposes: to increase the tolerance of the participants and to develop tools to multiply the effect of the seminar in their environment. It was focused on practical work with different social groups.

ACTIVE - sobriety, friendship and peace is a European organisation which ideal is a peaceful and democratic society, based on respect and exercising of human rights.

ACTIVE helps member organisations to involve young people in creating and shaping the society, to encourage their active participation and to contribute to peaceful relationship between people.

Our OBJECTIVES are: to realize the power of stereotypes and prejudice in real life, to develop understanding and empathy, to comprehend relation between stereotypes and cultural discourse, to support international conception on human race, to carry out a project pointing out the daily prejudices that nobody is questioning, to involve local communities, to influence local citizens and make them think of that, to involve groups who experienced discrimination to share it with us, to learn to “speak up” for rights of others.

What happened?

We used METHODS such: practical work with different social groups from– Roma centre, school, women’s centre; group work, group discussion for better understanding of different perspectives, brainstorming for coming up with new ideas, creativity by preparing a research and a campaign, research – questionnaires, discussions, games, theatre for better expression and understanding, street action / campaign – presenting results, flash mobs, experts on opinion building, on human rights, on reality of stereotypes and prejudice, psychologist, social worker, policeman.

We want our participants to work in a more practical way, so they visited some social institutions: a school, a women’s centre and a Roma centre to share their experience, feelings and expectations. The participants will make a research there via questionnaires,

brainstorming, role plays. Two groups – in the women's and Roma centre will gain facts and information about their situation and discuss it.

Who was involved?

Our participants come from different youth organisations from Europe. The target group is youth between 15 and 30 years old, active in youth organisations. They are members of ACTIVE's national organisations.

We invited experts, who helped us to understand the experience of met ? social groups and an expert on opinion building for presenting materials made in groups. We invited the pupils, women (from the centre) and gipsies to our evening party to show them our approach and to discuss with them and learn from them on a non-formal basis. The preparation team consisting of five members is responsible for adapting and implementing the programme, as well as finding experts.

Who in the organisation was involved?

One volunteer from the ACTIVE office was responsible for the organising of the seminar, together with 4 other members from different countries and organisations, were all part of the preparation team for the seminar.

Why did they participate?

The participants that applied were part of the big group of people, members of national organisations, part of ACTIVE, that were interested in this topic.

How were they invited to join?

ACTIVE arranges seminars and study sessions several times a year since 1990. We have a good experience with arranging such seminars – from the preparation till evaluation. The practise is to invite people by sending invitations by e-mail, as well as open calls for participants on the ACTIVE page.

When were they involved ?

The participants were involved for the whole seminar, 7 days they were working on this topics, using different methods. The experts and people from the centers with excluded groups were involved only for specific days, 1 or 2 days in the week.

What were the changes and difficulties you encountered?

We faced some problems with arranging the meetings with the centers, but those were very minor ones, comparing the problems that came after that. The bigger problems happened on the meetings, where we didn't have very warm welcome, plus the people we talked with,

didn't give us much information, especially not the type of information we needed to hear. But it was still very good and helpful experience.

Why was this a success

This was very special because beside discussing about minorities and excluded groups, we had visits in their centers, had a chance to see the places where they live, learn and work, and saw their conditions, had a chance to meet them, to talk to them etc. This was very helpful so we can compare the way how they are treated there, to way it is happening in our countries, as well as to see what can we do in order to help them feel more included and part of this society.

Who benefited

I have to say that every participant and prep team member benefited from this project, because it was something new for all of us, something more different and interesting. But on the other side, I think that also people in the centers gained a lot, by the fact that a group of young people went in their town and visited their center, just so they can see and meet them.

- **FLASH MOB**

A flash mob is a large group of people who assemble suddenly in a public place, perform an unusual action for a brief time, then quickly disperse. The term flash mob is generally applied only to gatherings organized via social media or viral emails, rather than those organized by public relations firms or for a publicity stunt.

Some helpful and interesting links:

<http://www.youtube.com/watch?v=w6O7T2khSX0>

<http://www.youtube.com/watch?v=Htqg-GaB0Vk>

<http://www.youtube.com/watch?v=jwMj3PJDxuo>

<http://www.youtube.com/watch?v=nhV3PrZKJOg&feature=related>

http://www.youtube.com/watch?v=IVms_sahfak

3.4.5 Street Children Campaign – Julia Clarke

I did a small presentation on our HIV/AIDS campaign, the basis of our campaign was taken from our members who work with the children on the street. They informed us the main problem is that street children are excluded from support for HIV/AIDS, so our campaign focused on street children, the excluded ones who face of HIV/AIDS. We developed a flyer to distribute and it had a picture of a boy with his face covered with a white mask. We then took this campaign message to the 2008 AIDS conference in Mexico where we lobbied policy makers and researchers to include street children in their policies. For further information:

<http://www.streetchildren.org.uk/themes/?cid=36>

The second idea project I described was the Street Children's World Cup this is being run by one of our members Amos Trust. It is going to take place in 2010 in Durban before the real world cup. It will involve street children from 8 different countries. The event will take place over two weeks and will focus on playing football and developing a campaign where the young people can fully participate in lobbying government officials on issues which affect them. The overall aim of the campaign will focus on getting ombudsmen (a person in the government who only looks out for the rights of children) in every government in the world. For further information www.amostrust.org

3.4.6 PeaceSearchers – Fanny Lingqvist and Ruth Norley

Peace Conference December 2008.

Aim (a – c)

The PeaceSearchers conference in December 2008 was our starting point towards creating a network of youth organisations working towards peace building. The aim of the project was to investigate the youth perspective on peace and questions concerning this.

The reason why was our believe that in order to create sustainable peace in the world, we need young people to influence and participate in the peace-building process. We also believe that it is important to have youth organisations working with peace issues in different ways, but that we should become better at making the most of this. We think that by cooperating through PeaceSearchers, our voice can become stronger, which would mean that more people will listen to young people's perspectives and ideas about peace and security.

The need of a Peace conference comes from the absence of young people's ideas and perspectives on building work and debates. We saw a need for young people influencing and participating more in the peace process

3. What happened?

The conference was held for two days. The activity, included several workshops, guest speakers, games and discussions, were all very successful. It led to a starting point of the PeaceSearches project.

4. Who was involved?

- Planning

Members in the board and the staff in the office had meetings, made the roster etc.

- Preparations

Staff in the office, the whole board, members, volunteers (had to answer preparation sheet)

- Activity

Volunteers (incoming & outgoing), local groups, staff in office and in the board, guests speakers, one other organisation (Young Muslims).

c. Why did they participate?

Firstly because of the interest of questions concerning peace and the will to participate in a discussion about how to build it but also because of experiences and knowledge's in peace work.

All the incoming ones are on projects around in Sweden, working for peace in one or another way – usually through social ecological projects so they have experiences and thoughts from the actual projects but also being from home. The local groups brought there particular questions, which are peace related issues ranging from the environment and fair trade to human rights projects in Latin America. The guest speakers were mainly invited for the session they held, but also for there point of view, methods and perspectives.

d. How were they invited to join?

All IKU members where invited through our monthly members letter and on the website. Other organisations and speakers were invited separately. We also put up posters in schools and at universities.

e. When were they involved –

From the beginning

i. When did they get involved

All participants got involved from the beginning of the conference – which started of with a brainstorm workshop which everyone participated in.

ii. When did they stop being involved

Most of the participants continued to be involved during the whole conference. The network was a starting point and contributions are still to be made.

f. Where they part of a minority?

5. What were the changes and difficulties you encountered

The changes was that many seemed to gain a bigger interest and want to know more. Difficulties encountered was to get the local groups involved, to share there projects etc. One possible reason is the geography. The local groups are spread out all over Sweden. Another possible reason, the time to get everything in and also to finance all local groups to come at the same time. (Plan of action=we are planning a local group meeting for the spring)

Other problems – practical ones

6. Why was this a success

a. What made it so fantastic and special

The fusion of people with different backgrounds, experiences, thoughts and knowledge and of course the will!

b. What were the most important factors

The will to discuss and make a change for the participants

The diversity of activities (guests speakers, workshops, lectures and fun in the evenings) It was intense, but with a good balance!

The diversity of perspectives, experiences and backgrounds

The inclusion of all participants – the vital thing is to make everyone feel and know that they are important and their participation is making and is contributing to the project. For example, the conference was a starting point for “working groups”, i.e one in the kitchen and one “reporting group” – which were writing down everything that happened and all thoughts that came up during the activity

Most of them were members that have been in the organisation for a while such as ex volunteers, but some were also totally new members to IKU

c. Who benefited from the project?

Hopefully all, IKU, the other organisation and the participants

4 Main outcomes

The aim of the study session was to build up the competences of participants in the topic of inclusion of youth and marginalised youth, and this was achieved, they both gained some competences, but also got aware of what competences they already have, and which ones they would like to build up in the future.

Through the evaluation forms and feedback from the participants it is clear that they feel more aware of the opportunities when including minorities and marginalised youth in and through volunteering, but felt also that it was good to discuss the challenges as well. This they did throughout the week but felt they gained a lot from the “sharing best practises” session.

Personal action plans of participants on how to continue with what they had learnt in the Study Session could be a useful tool for them to act on their ideas.

For ICYE EA this study session built up the competences on the team to continue working on the topic of inclusion.

The participants felt that the following was their main learning points:

Regarding intercultural learning and developing intercultural competences they felt that they gained a lot by being presented to the theory of Bennett. Many felt that their attitude towards intercultural learning had changed towards realising that eg. that it is important in communication to have some knowledge of IC, to understand how yourself and others behave. Also they mentioned that they realised that other people learn in different ways and have different understanding of working and about their own limits when working with others. As some mentioned they can use this in further communication and cooperation with others in the future.

By exploring the necessary competences needed for multipliers promoting volunteering to minorities and marginalised youth they felt that it was a learning point to become aware of what competences they already have and what competences to further work on. They also felt that the workshops contributed to this development.

Concerning the value of volunteering the participants felt that they gained more knowledge about different kinds of volunteering and the practical aspect of volunteering amongst minorities and marginalised youth. They revisited why they volunteered, and what the values were for them and what it could be for others. Some mentioned that they could use to keep up their motivation working on promoting volunteering and that it will be easier to present the option of volunteering to other youth.

From Alache Ode, the guest speaker, they felt that they gained more knowledge of what Diaspora is and how other organisations (in this case VSO) work with engaging minorities in volunteering.

The participants mentioned that they experienced how it can feel to be a part of a minority or majority and that they got a better understanding on what challenges minorities might face and that when talking about minorities you are not only talking about the sizes of the groups but also power relations.

Through participating and self reflection the study session some participants mentioned they learnt new creative ways to build up the group dynamics. Some also mentioned that they saw that some elements such as reflection groups can be used in their work.

Many participants mentioned that they saw that the language can have a big impact on group work or when promoting volunteering, how it is easier to explain things when speaking rather than when writing something down on a paper, and when you do that you need to be aware that people see, learn and understand in different ways.

The participants mentioned that they have a better understanding of other participant's organisations, VSO, ICYE EA and the Council of Europe.

In general participants felt that the Study Session met their expectations. Some felt they needed more practical information or more focus on strategies on how to include minorities, and they liked the sharing of ideas and experiences.

The participants felt that the programme was quite intensive but had a good flow and was dynamic and had space for good discussions. They felt the team was flexible to their needs if and when changes or adaptations needed to be made.

Participants felt in general that the aim and objectives of the Study Session were achieved. Some participants mentioned that they would have liked to go more into depth in some discussions, such as the challenges minorities might face when volunteering and how to integrate minorities. The participants were very happy with the sharing of best practises which they found very useful and motivating for their future work. Some mentioned that they would have wanted to be introduced to new methods of work.

Some participants mentioned in their evaluation forms that they had developed their intercultural competences, not only in the session for example where the model of M. Bennet was introduced but also working and living together in the group.

The activity gave the participants a platform to share their own experience with colleagues, and in turn given those ideas on how to make new projects, methods, or approaches or how to transfer them to their local context.

As stated above one of the results was that the competences of participants were developed to be able to foster the integration of minorities and marginalised youth through volunteering.

This we believe supports especially the priority of Social cohesion and Inclusion and especially encourages the equal opportunities for all, especially for those at risk of exclusion, by providing exchange of knowledge and practice and by supporting the development of a sense of solidarity. This also supports the objective of making the youth workers, both the participants, and their colleagues more aware of the topic of the study session, and with sharing their experience between them they got ideas on how to transfer and/or develop responses to the challenges in their local context.

5 Follow up activities

A follow up training course will be applied for by ICYE EA. The aims and objectives were designed by the team behind the study session, using the outcome of the study session.

A clear outcome of the activity was that participants felt they had gained competences and ideas on how to work with minorities and marginalised youth, and how, where and why to include a broader target group in their organisation. This was one of the main aims of ICYE EA.

ICYE EA is a network of ICYE organisations in Europe. Many of the participants were representing an ICYE organisation from their home country. In international meetings, like this study session, the network is reinforced by giving the ACTIVE members the chance to meet colleagues in other countries, both working on issues regarding the topic of the study session, and also on other things happening in their organisations. With meeting colleagues in person, our experience tells us, the cooperation between the organisations increases, and becomes more stable.

Having participants not only from the network of ICYE EA, gave an added value to the participants, being able to network amongst themselves, for some future bilateral projects and gave ideas for new projects with the support of each other.

A follow up activity for this one was applied for on the 1st of April 2009 to the European Youth Foundation, and held in January 2010

The aim of the activity will be to develop best practices of organisations with the aim to foster the inclusion of minorities and marginalised youth in and through volunteering.

The objectives of the activity will be;

- To explore relevant concepts such as inclusion, discrimination and minority/majority and how it can be related to social position in society.
- To identify the local realities on how we deal with the “differences” in our organisations when working with minorities.
- To identify the motivation behind including minorities and marginalised youth.
- To enable the multipliers (eg. youth leaders, activists, trainers and staff) to valorise the capacities of participants facing exclusion in order for them to be able to disclose their potential, make decisions for their own life and fully integrate into the activities of our members.
- To share best practises of inclusion of minorities.
- To developing a tool box for social inclusion of young people in our organisations.

- To build competencies needed to tackle challenges when working with minorities and marginalised youth, especially how to prevent and transform conflicts.

The outputs will be:

The organisations have a well developed toolbox for inclusion of young people.

- The participants feel comfortable in dealing with inclusion initiatives, activities and projects.
- Participants facing exclusion feel encouraged and empowered and are able to make new and conscious life choices after the projects they participate in.

ICYE EA will continue working on developing the competences of people active in the member organisations in the topic of inclusion of minorities and marginalised youth. Also, due to the dynamic situation and high activist turnover in the youth work field and constant renewal of trainers, facilitators and staff it is important to continue working on this topic to keep it up-to-date.

Annex I – Program

	Monday 16 th	Tuesday 17 th	Wednesday 18 th	Thursday 19 th	Friday 20 th	Saturday 21 st	Sunday 22 nd	
		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast		
9.30-11.00	A R R I V A L S	Introduction & Presentation. CoE & ICYE Programme Expectations Group building	The value of volunteering in society and the impact it has on individuals on (social) change (with guest speaker)	Intercultural learning and intercultural communication in relation to volunteering	Best practises Sharing of experiences & best practices on integrating minorities and marginalised youth in volunteering	Plan of Action to foster the integration and inclusion of minorities	D E P A R T U R E S	
11.00-11.30		Break	Break	Break	Break	Break		
11.30-13.00		Cont.	Cont.	Cont. 12:30 Reflection groups and midterm evaluation	Cont.	Cont.		
13.00-14.30		Lunch	Lunch	Lunch	Lunch	Lunch		
14.30-16.00		Minority, Majority, what are we talking about?	Competences for multipliers Identification of the necessary competences multipliers need in order to integrate minorities and marginalised youth	Free afternoon	Competence workshop	Evaluation		
16.00-16.30		Break	Break		Break	Break		
16.30-18.00		Cont.	Cont.	Cont.	Cont.			
18.00-18.30		Reflection groups	Reflection groups		Reflection groups			
19.00-20.00		Dinner	Dinner	Dinner	Dinner Out !	Dinner		Dinner
		Welcome evening	Movie night / Birthday Party	Organisational Market		Movie night		Farewell party

Annex II – Session outlines

1. Title + Date+ time	Welcome Evening Monday, 20:00-21:00
2. Objectives	<ul style="list-style-type: none"> - Introduction to participants and team. - Informal platform for participants to get to know each other.
3. Methodology and methods (proposed and used)	Name games, group building activity
4. Programme	<p>20:00 – 20:40 – Name game. Names and gesture First the team presents themselves. A short introduction to the Study Session.</p> <p>Participants stand in a circle and present themselves by name and country.</p> <p>The participants stand in a circle sit on chairs in a circle. One participant tells a statement of himself. If someone agrees with the statement they show it by sitting down on the floor.(on his lap) The participant then has to find something else that is unique for him/her and has to continue until no one is sitting on her/his lap. Then the turn goes to the next person and this continues around the circle.</p>
5. Materials needed	
6. Further reading	
7. Appendices	

1. Title + Date+ time	Introduction and Presentation Tuesday, 9:30-13:00
2. Objectives	<ul style="list-style-type: none"> - Formal opening of the SS - introduction to the programme and the team/EYCB/ICYE/participants - hopes and expectations/fears of the participants - Introduce the study session (background, why we have it, etc.) - Establishing a working agreement - Group building - Practicalities
3. Methodology and methods (proposed and used)	Presentations, Group building activities, name games.
4. Programme	<p>9:30 – 9:45 Formal opening of the Study Session Antje Rothmund, the Executive Director of EYCB opens the Study Session.</p> <p>9:45 – 10:05 Introduction to the study session <i>Introduction to Council of Europe and EYCB (10 min)</i></p>

Introduction of ICYE EA and the background of the SS (10 min)

Powerpoint presentation

- Aim and objectives of ICYE EA
- Aim and objective of SS (on a flip chart to be hung on the wall during the whole study session)
- How this is connected

10:05 – 10:25 – Name game/Energizer

First person in the group tells his/her name and some statement about themselves. The one next to the participants repeats the name and statement and tells his name and statement. So it goes the whole circle.

10:25 – 11:00 - Introduction to the Programme of the week

After the time frame (breakfast, lunch, dinner, when we start, time for reflection groups) has been established we shortly introduce each session and its aim.

The schedule is hung up on the wall and stays there during the SS.

Technicalities

- Reimbursements
- International coffee breaks
- Presentation of organisations
- Information about the start of each morning with pictures from the previous day.

11:00 – 11:30 Break

In the break participants can arrange the schedule for international coffee breaks.

11:00 – 11:20 Hopes and Fears

Each participant gets two post-it notes where they write down their expectations and fears. In groups of 3-4 they discuss their hopes and expectations and present them shortly to the rest of the group.

11:20-12:20 – Mission Impossible

The group get 10 tasks to work on during 50 minutes and present afterwards. The group was asked to finish the following tasks:

- Task 1 Find out how many steps there are between the 4th floor and the ground floor.
- Task 2: Find out who is the youngest and the oldest persons in the group and if anyone has a birthday during the study session.
- Task 3: Get the menu of the week of the EYCB.
- Task 4: Get a photo with everybody in the group in front of the Parliament Building.
- Task 5: Make a small Hungarian phrase book for all participants with at least 10 essential words/phrases.
- Task 6: Learn the names of every participant in the group
- Task 7: Get 21 participants to sit on 4 chairs.
- Task 8: Make a catchy slogan for the study session
- Task 9: What is the most common letter that the participants names start with

	<ul style="list-style-type: none"> • Task 10: Count the groups volunteer experience in years <p>12:20 -13:00 Working agreement After mission impossible a working agreement is made by brainstorming how the group should work the best during the week.</p>
5. Materials needed	<ul style="list-style-type: none"> • Flip chart paper • Pens • Post it notes • Computer and projector
6. Further reading	If any further reading can be helpful, indicate the references or attach the reading
7. Appendices	<ul style="list-style-type: none"> • Error! Reference source not found. page Error! Bookmark not defined. (??) • Error! Reference source not found. page 61 • Mission Impossible page 62.

1. Title + Date+ time	<p align="center">Minority and Majority –What are we talking about? Tuesday 14:30 – 18:00</p>
2. Objectives	<ul style="list-style-type: none"> - To create a shared understanding on the terms minority, majority and marginalised youth. - To develop a personal understanding to what being in a ‘minority’ means. - To share the challenges faced in the inclusion of minority youth at a local context and reality.
3. Methodology and methods (proposed and used)	<p>Experiential Learning with Debriefing Interactive definitions on relevant terminology. Small Group work on challenges in a local context.</p>
4. Programme	<p>14:30 – Energiser to lead into the next activity “Hlaupa í skarðið/Running to the gap”. Participants stand in a circle and hold hands. One participant is standing outside the circle and chooses one person by tapping his/her shoulder. The two participants then race in different directions to be first to complete the circle.</p> <p>14:35 - Experiential Learning Participants will be read out a series of statements by the facilitator. After each statement is read, they have to decide for themselves whether it applies to them or not. Consequently they have to choose an area of the room in which to stand. There are 3 possibilities – ‘YES’, ‘NO’ or ‘?’. After each statement is read, the facilitator should leave some time for participants to stand in one of the 3 areas and to be able to observe each other as they stand there. Then the next statement is read out. During the activity, participants are asked to remain absolutely silent and not to speak at all. They will not be given the opportunity to explain why they are standing where they are standing and if they are not sure where to stand, they can always go to the area marked ‘?’. They should also be told that after the exercise, participants will not have to give any explanations and will also not be allowed to ask each other or</p>

comment on why people chose to stand in certain areas. There will be about 20 – 30 statements and once it's finished, there should be a quick 'shake out' or something before breaking the group into small groups for debriefing.

In small groups, the following questions should be addressed:

1. How did it feel to be part of the majority?
2. How did it feel to be part of the minority?
3. What did you notice about other people when they were part of the majority or minority?
4. Which statements were easy to respond to? Why?
5. Which statements were hard to respond to? Why?
6. What does this exercise tell us about society?

Each group should be given about 30 minutes to discuss these questions and write them down. All participants will then return to a bigger plenary for a final debriefing.

15:25 – Debriefing in plenary based on the following topics:

1. How the activity was and how they feel now
2. Their answers from the smaller group discussions (go through each one)
3. Parallels in society – minority/majority relations, power relations in society, challenges to inclusion of minorities.

16:00 – Coffee Break

16:30 – Defining terminology:

In the previous exercise there may have already been some discussion surrounding different meanings of these terms:

Minority, Majority, Marginalised Youth, Youth, Inclusion, etc.

These terms and any others they may have come up until now should be written on separate flip chart papers and hung around the wall. Participants are then given 10 minutes to contribute to each flip chart by writing down ideas for how to define them on post it notes. This should be done individually. Afterwards, each flipchart should be distributed to a different small group and the small group should use the post it notes to create a basic/general definition of the term. The definitions should then be presented to the plenary and inclusions can also be made at that time. What is important to note is that the definitions are only there in order to build a shared understanding. They are not to act as an 'official definition' and these words may be used differently in different circumstances and by different people. In any case it allows the participants to gain a deeper understanding on how other people see and use these words.

17:00 – Challenges of minorities and marginalised youth in volunteering

In the same small groups that have just been created, participants are given 45 minutes to discuss with the challenges they face at a local level concerning the inclusion of minority and marginalised youth into volunteering. The conclusions of the discussions should be presented in 2 minutes. Either visually, as a speech, by distributing an article, through theatre, etc. What is important is that the results of the discussions are shared amongst the rest of the

	group and recorded for the report. 18:00 – Reflection groups.
5. Materials needed	Paper to stick on the wall 'Yes', 'No' and '?'.
6. Further reading	
7. Appendices	Statements, page 63.

<p>1. Title + Date+ time</p> <p>2. Objectives</p> <p>3. Methodology and methods (proposed and used)</p>	<p>Analyse the value of volunteering on society and the impact it has on individuals and social change Wednesday, 9:30 – 13:00</p> <ul style="list-style-type: none"> To give a theoretical background on the history of volunteering with particular reference to minorities To share skills and tips and develop ideas on how to engage minorities in volunteering Participants to share skills and practices To reflect on the importance that volunteering has on society and on individuals To identify ways in to promote volunteering among minorities and Marginalised Youth (MY) Theoretical background Question and answer with guest speaker Group work to create discussion Presentations
<p>4. Programme</p>	<p><u>9:30 – 11:00: Guest Speaker</u></p> <p><u>Part 1: 30 mins</u></p> <p>This session is for Alache's input Guest Speaker (Alache) gives a background of her work. Alache to talk about the history of volunteering and issues around engaging minorities and MY in and through volunteering. Alache to give examples from her work in relation to promoting volunteering among minorities and MY.</p> <p>Open session: 1 hour Question and answer with Alache.</p> <p>11:00 – 11:30 BREAK</p> <p><u>11:30 - 13:00</u></p> <p><u>Part 2: 1.5 hours (11:30 – 12:45)</u></p> <p>Split group into 3 groups (groups of 7) Give each group a question to discuss. The group will discuss the question and prepare their discussion for the rest of the group.</p> <p>The presentations will be in the form of a press release to be</p>

	<p>published</p> <p>The presentations will draw on the key points only</p> <p>5 mins for each presentation</p> <p><u>Questions to discuss and present:</u></p> <p>Group 1 'Discuss the effects volunteering can have on</p> <p>Group 2 'What value can volunteering have on individuals and how can this help with inclusion and integration?'</p> <p>Group 3 'What impact can volunteering have on society and on social change?'</p> <p><u>Presentations: 15 mins (12:45 – 13.00)</u></p> <p>Each group takes 5 mins to present their press release</p>
5. Materials needed	<p>Flip Charts (for presentations and feedback)</p> <p>Flip chart paper with questions written for discussion & presentations (part 1):</p> <ol style="list-style-type: none"> 1. 'What value can volunteering have on individuals and how can this help with inclusion and integration?' 2. 'What value can volunteering have on individuals and how can this help with inclusion and integration?' 3. 'What impact can volunteering have on society and on social change?'
6. Further reading	<p>www.independentsector.org</p> <p>'A new Civic Europe, a study of the extent and role of volunteering' Gaskin, K. and Smith J.D, Volunteer Centre UK, London 1995</p>
7. Appendices	

1. Title + Date+ time	Necessary Competences that multipliers need Wednesday, 14:30 – 18:00
2. Objectives	<p>To understand what a competence is.</p> <p>To gather and list the essential competences.</p> <p>To get a common ground.</p> <p>To have an understanding what the level the group is at, what their needs are for further learning in terms of what they want to learn in the SS and what they need to learn back home.</p>
3. Methodology and methods (proposed and used)	Both theoretical and practical work, small group work on the competences and other relevant issues.
4. Programme	<p>Part One (Introduction, 30min)</p> <ul style="list-style-type: none"> • Energizer to kick start the next activity for the afternoon • Introduction into the session by saying something or introducing the theme for discussion for the afternoon,

	<ul style="list-style-type: none"> • The term “competence” is presented • Describe the aims and reasons for this session (Objectives or the why?) I shall say something about the main objectives of the necessary competences for a multiplier • The term “multiplier is defined together with the group through brainstorming. <p>Part Two (Group work, .1 hour)</p> <ul style="list-style-type: none"> • 15 min • At this stage, the participants will be divided into small groups of about 4 to 5 participants in each group for a further discussion into the following areas. But then in a plenary session before the separation of the groups, a picture of a human being will be displayed with the various parts that might serve as guide to facilitate an effective group discussion. <p>The head shall be shown for the participants to come out with the basic knowledge needed around that part of the body by a multiplier. Secondly, the hands will be displayed to enable the participants list the skills needed in that part and last but not the least, portions around the heart will be shown for easy identification of the values and attitudes needed.</p> <p>45 min (discussions and getting ready for presentation)</p> <ul style="list-style-type: none"> • the necessary competences of a multiplier, over here, the groups shall be tasked to come out with some of the necessary or essential competences that a multiplier shall need. (group) <p>Before coffee break the groups hang up their group work for others to see during the coffee break.</p> <p>Coffee Break (16:00 - 16.30)</p> <p>Part Three (1.5 hour)</p> <p>The whole group works together to list the essential competences of a multiplier.</p> <p>They are then asked to think what competences they have and what competences they would like to work on further.</p> <p>They discuss this with their neighbour for 5-10 minutes.</p> <p>The pairs share to the whole group what they talked about.</p> <p>Through this it is decided what workshops will be held on the Friday afternoon.</p>
<p>5. Materials needed</p>	<p>Papers and pens, Markers and flip charts, Handouts with the questions</p>
<p>6. Further reading</p>	<p>Maybe, they should read something about the necessary competences that multipliers need in order to deal with or handle the minorities or the marginalised groups.</p>
<p>7. Appendices</p>	
<p>1. Title + Date+ time</p>	<p>Intercultural learning Thursday 9:30 – 13:00</p>

2. Objectives	To understand why intercultural competence is important and to find ways to develop intercultural competence.
3. Methodology and methods (proposed and used)	Experiential Learning with Debriefing Lecture on theory with discussion Group work in order to find own strengths and weaknesses
4. Programme	<p>9.30-11.00 A short (15 min.) energiser to take us to the theme:</p> <ol style="list-style-type: none"> 1. Participants asked to make two rows facing each other, one person from each row making a pair. Then participants in both rows are asked to walk towards each other stopping at a comfortable talking distance. 2. A short discussion on the exercise: how did you feel if your pair kept on coming closer – how did you feel when your pair took steps backwards? 3. Physical distance is very culturally dependent... <p>Why is ICC important? (30 min.)</p> <ul style="list-style-type: none"> • to understand and to be understood correctly, to avoid conflicts, awkward moments, misunderstandings etc. (ex. Employer working overtime, boss comes in and encourages him to finish for the day by saying “get out of here”. Tone of voice not understood correctly, but words yes: employer thought he’d been let go) • The process of meaning making: description, interpretation and evaluation: very rarely we only describe things, but we interpret and evaluate – and we give meanings according to our own cultural background. • Communication is much more than words: gestures, tones of voices, glance (look or stare), physical distance -> all culturally relative • How to understand “you’re welcome anytime” “make yourself at home” “I’ll call you” “I’ll think about it” “that’s ok” – one needs to read more to words than just the actual words to be able to understand what is said • VOLUNTEERING: to involve volunteers and make them feel comfortable, get the work done efficiently and right • LEMONS-game <p>Developing intercultural competence: (45 min)</p> <ul style="list-style-type: none"> • starting point is to understand own cultural background • It is easy to change eating habits, clothes, language etc. changing (or realizing!) values is much more difficult • Present: Culture onion&iceberg (shortly) <p>Milton J. Bennet’s model on developing intercultural sensitivity (30 min.)</p> <p>Discussion on the model</p> <ol style="list-style-type: none"> 1. participants are divided into smaller groups where they together discuss their own position in the “line of intercultural sensitivity” in different situations.

	<p>2. Discussion on situations where one has behaved in certain way</p> <p>3. How to develop own intercultural sensitivity?</p> <p>In small groups: (15 min.) Which phase are you in? Have you been in some other phase at any point? How can you develop yourself?</p> <p>COFFEE BREAK 11.00-11.30</p> <p>11.30-12.30 The exam. (15 min.)</p> <ol style="list-style-type: none"> 1. Participants are all given a A4 “test” when they arrive from the break. The paper is upside down on their table and one is not allowed to see the test before the exam begins. Instructions are given and the “exam” starts. 2. The “test” is made writing from right to left and there are some difficult questions (like date of birth with a different calendar and such) 3. Discussion on the feelings of time limits and not being able to fulfil a simple form.
5. Materials needed	PowerPoint, copying machine (I will bring the “tests” (taka)), paper.
6. Further reading	An A4 with further reading will be given to participants.
7. Appendices	

1. Title + Date+ time	Best Practices Friday, 9:30- 13:00
2. Objectives	<ul style="list-style-type: none"> • To share best practices (and worst) – things that work • (tips for practise) • To use and develop the knowledge within the group – sharing
3. Methodology and methods (proposed and used)	<ul style="list-style-type: none"> • Preparation with questionnaire • Presentations from participants. Open discussions.
4. Programme	<p>9:30 – 9:45 Energizer to start the day -dividing the group</p> <p>9:45 13:00 Introduction to the session: To explain the aim of the session and that the group has been divided in two equally sized groups to give enough time for sharing and discussing.</p>
5. Materials needed	.
6. Further reading	
7. Appendices	Preparation for best practice sharing, page 64

1. Title + Date+ time	Competence Workshops Friday, 16:30 – 18:00
2. Objectives	<ul style="list-style-type: none"> • To explain the definition of „facilitation“ and „facilitator“ • To practice skills to facilitate a group discussion • To inform the participants about where to look for further information
3. Methodology and methods (proposed and used)	<ul style="list-style-type: none"> • Experimental learning with debriefing
4. Programme	<ol style="list-style-type: none"> 1. Ask for expectations (5 min) 2. Tell about the aim of the activity (2 min) 3. Defining „facilitation and facilitator (10 min). <ol style="list-style-type: none"> a. Facilitation: b. Facilitator 4. The activity <ol style="list-style-type: none"> a. Explain the activity <ol style="list-style-type: none"> i. The activity is to run through an activity where one participant is the facilitator and the other take a role as participants. Think back to their own experience and if they have ever encountered someone with similar traits. How did that person behave? ii. Everyone get 5 minutes to get into their role iii. Running the activity iv. Shake of their roles v. Debriefing 1. How did it feel being the facilitator 2. What challenges came up 3. What can you do to overcome these challenges? 4. Do you have any practical experience facilitating a group discussion? 5. Did you have similar challenges? 6. How can you overcome the challenges? 7. Where can/do you use facilitation in your „work“
5. Materials needed	Compass. A manual on Human Rights Education with young people. „Where do you stand“ p. 254-256. A list of the roles for participants and statements.
6. Further reading	Compass. A manual on Human Rights Education with young people. p. 48-62. Council of Europe Publishing. T-kit No. 6. Training Essentials. pp. 16-21 and pp. 104- 107. Partnership of Council of Europe and European Commission. Education Pack. Second Edition. pp 56-59. Council of Europe.
7. Appendices	Facilitation – Where Do You Stand Page 66
1. Title + Date+ time	Motivation Workshops Friday, 14:30 – 16:00
2. Objectives	
3. Methodology and methods (proposed	

<i>and used)</i>	
4. Programme	<p>It was explained that there are several areas of motivation and so we started with expectations from the workshop.</p> <p>Exercise in section 4.1 in Take about 10 minutes to introduce the focus of this activity. Ask participants to look at the images on the flipchart and to draw something similar on a sheet of paper, leaving space around the edge for them to make notes. Next, ask participants to think of a time when they were really demotivated at work. Ham it up a bit to make your point: tell them to think about a time when they were really fed up, downhearted, could hardly get out of bed in the morning, and were a micro-second from telling the boss where to stick their job. Give them a minute to recall past situations. Tell them that it doesn't have to be in their current job, but they should also include past experiences. Now ask them to write down around the rain cloud they have drawn the underlying cause behind these negative experiences. Allow 3 or 4 minutes for them to recall and capture these incidents. Now inform them that you want them to look at the other side of the coin and think of a time when they felt really motivated: they were 'firing on all cylinders' 'giving 110%' and felt really stimulated to give of their best at work. Show Flipchart 4.1 Demotivated/motivated? 4– 3 Again, give them some time to recall what were the underlying causes of these positive experiences and then ask them to write these down around the sunburst they have drawn. When they have finished, ask if there are any common factors on their lists. Ask for examples and write these up on a fresh sheet of flipchart paper under the headings 'Motivators' and 'Dissatisfiers'. Stop when you have noted down the common factors under both headings on the chart.</p> <p>We also went through the questionnaire explained in the section 4.3 with modified questions so that it suited better for the context of the participants. We discussed the thoughts and experiences these tasks brought to participants minds.</p>
5. Materials needed	.
6. Further reading	http://www.fenman.co.uk/cat/product_info/mip04.pdf
7. Appendices	

1. Title + Date+ time	Communication Workshops Friday, 16:30 – 18:00
2. Objectives	<ul style="list-style-type: none"> • To discuss and come out with everybody's understanding to the term Communication. • To get five major communication skills that are needed by a multiplier in order to integrate minority or MY.

3. Methodology and methods (proposed and used)	<ul style="list-style-type: none"> • Experimental learning with debriefing and round table discussion.
4. Programme	<p>Part One</p> <p>The workshop started with the question What is communication in general? What is cross cultural communication? And finally what is intercultural communication?</p> <p>Where participants were given about 5 minutes each to define the above mentioned terms.</p> <p>After this, participants were further divided into groups of two to break down or to come out with a common definition for the various definitions gotten from all participants.</p> <p>After this, the entire group discussed all the definitions that were brought out by each group.</p> <p>Second Part</p> <p>The major question was What are some of the necessary communication skills that a multiplier needs?</p> <p>Participants were again given about 5 minutes to list some communication skill that they thought were necessary for a multiplier to have in or through the integration of minorities and or MY.</p> <p>At this point, all the stick notes were with different communication skills were pasted on a flip chat for further discussion and selection of the five most important skills that a multiplier needs for integration.</p> <p>Discussion of all the communication skills listed by the participants in order to select the 5 major communication skills started and finally the participants came out with the following skills that they would work with in future.</p> <ul style="list-style-type: none"> • Listening • Speaking • Flexibility • Open-mindedness • Clarity • Understanding
5. Materials needed	Notes, paper and markers.
6. Further reading	
7. Appendices	

1. Title + Date+ time	Mediation Workshop Friday, 16:30 – 18:00
2. Objectives	<ul style="list-style-type: none"> • To explain when a conflict becomes a conflict & to outline the process of mediation in a conflict situation • To identify the skills needed to mediate • To practice mediation skills in a conflict • To inform the participants of some mediation tools
3. Methodology and	<ul style="list-style-type: none"> • Experimental learning with debriefing

<p>methods (proposed and used)</p>	<ul style="list-style-type: none"> • Tools for mediating
<p>4. Programme</p>	<p>Tell participants about the aim of the activity (2 min)</p> <ol style="list-style-type: none"> 1. Defining terms; conflict, mediation and explain the process of mediation <p>Brainstorm skills needed to mediate (10 mins)</p> <p>Participants and trainer came out with the following essential skills needed to mediate:</p> <ul style="list-style-type: none"> -Active Listening -Advising and Evaluating -Analysing and Interpreting -Reassuring and Supporting -Questioning and Probing -Understanding and Paraphrasing <ol style="list-style-type: none"> 2. Ice Breaker – The Orange Game (10 mins) <ol style="list-style-type: none"> a. Explain the activity <ol style="list-style-type: none"> i. Split the group into two groups (A&B). Group A goes outside and are told that their aim is to get the orange because they need it to make orange juice. Group B are told that they need the orange because they need the rind to make an orange cake. Group A & B come together in the same room and are told to sit in a line opposite each other. The orange is put on the floor between both groups and they are told that they have 3 minutes to get what they need. <ol style="list-style-type: none"> i. Debriefing <ol style="list-style-type: none"> 1. How did you feel? 2. Did you get what you wanted? 3. How did you achieve this? 4. What challenges came up? 5. What can you do to overcome these challenges? 6. What skills did you use to mediate and get what you needed? 7. What does this activity demonstrate? 3. Main activity – scenario to be acted out and then debrief (30 mins) <ol style="list-style-type: none"> a) Explain the activity - by giving each group the relevant piece of paper with their scenario written up (2 mins) <p>Scenario:1 female volunteer is living and working in a local community. She is living in a flat alone and working in a local orphanage. The orphanage was set up by a local person 5 years ago. The staff member who set it up is very proud of how it is being run and things are going well. The volunteer is happy with her work and she is very dedicated. The orphanage are also very happy with the volunteer. Another female volunteer arrives and is also volunteering at the same orphanage. Both volunteers get on well</p>

	<p>and start going out in the evenings to the local bars and discos. In the community women who go out at night are seen as prostitutes. Rumours start spreading in the community that the 2 volunteers are prostitutes and the orphanage have heard the rumours. The staff are concerned about the reputation of their orphanage. They decide to tell both volunteers that they must leave and can no longer volunteer at the Orphanage. The volunteers are very confused and do not understand why they have been told to leave as no explanation was given to them. The 2 girls call their sending organisation and tell them what has happened. They are very upset and confused.</p> <p>Split the group into:</p> <ul style="list-style-type: none"> -2 female volunteers -1 mediator (the sending organisation) -Staff at the orphanage (the remaining participants) <p>Each group playing their specific roles are given a piece of paper with the scenario written down with slightly different information. The volunteers are told that they must leave and are not given any more information. The mediator is told that they receive a phone call from the 2 volunteers who are very upset and confused as they have been told to leave their project and they do not know why. The orphanage are told that the volunteers are going out a lot and that they are probably prostitutes.</p> <p>The group are then put together in their roles and the mediator is asked to mediate.</p> <p>4. Debrief (30 mins)</p> <p>Participants are now out of role.</p> <ol style="list-style-type: none"> 1. How did you feel in your roles? 2. What did you find difficult? 3. What did you find easy? 4. What did you notice about yourself? 5. What skills did you use? 6. What does this tell us about mediating and conflict? 7. How can you apply what you have learnt and experienced during this activity to your work place? <p>Once the debrief questions have been discussed show the participants a flip chart which explains the 'mapping' tool used to mediate conflict.</p> <p>One participant made the following comment after the workshop: 'I learnt that mediating a conflict is not static but a process that takes time'</p>
<p>5. Materials needed</p>	<p>T-kit No. 6. Training Essentials. Partnership of Council of Europe and European Commission. Pg 90 - 94</p> <p>'Mapping' tool pg 91 (T-kit No. 6. Training Essentials. Partnership of Council of Europe and European Commission)</p>
<p>6. Further reading</p>	<p>T-kit No. 6. Training Essentials. Partnership of Council of Europe and European Commission.</p>
<p>7. Appendices</p>	

1. Title + Date+ time	Managing Expectations Friday, 14:30 – 18:00
2. Objectives	To find ways to work with your expectations, so that you would not set too high expectations on yourself and then get disappointed.
3. Methodology and methods (proposed and used)	Presentation of a working tool Group work + discussion Visualisation of personality with a imagery journey
4. Programme	16.30 – 18.00 16.30 Expectations of the group, objectives of the workshop Presenting SMART (Objectives need to be: Specific, Measurable, Achievable, Realistic, Timed). 16.45 Group work: in 2 groups choose a project and use SMART in order to clarify your objectives. 17.15 Presentations of the groups Evaluation in general: what ways are there to evaluate an outcome? Can the outcomes be positive even if you didn't reach all your objectives? Long-term, short-term objectives... 17.40 Imagery journey with Eva and debriefing
5. Materials needed	Flip chart, music
6. Further reading	Project management T-kit
7. Appendices	

1. Title + Date+ time	Plan of Action Saturday, 9:30 – 13:00
2. Objectives	<ul style="list-style-type: none"> • For follow up • Transfer learning • Link to the challenges and how participants can respond in their own reality • What does this mean for ICYE? –follow up of ICYE • Support resources needed for action
3. Methodology and methods (proposed and used)	
4. Programme	9:30 Energizer 9:45 Personal reflection on learning during the week 11-11:30 Coffee break 11:30 – 13:00. Plan of action In the whole group participants were asked to write down a project or change they wanted to make to follow up on the study session

	<p>when coming home. The participants shared their ideas and that way divided themselves to groups with similar ideas. The groups then discussed their ideas and started to plan them, thinking of</p> <ul style="list-style-type: none"> • The aim and objective of the action • The need for it • The target group • Who needs to be involved in the action • What the role of the participant would be • What the time frame would be • How to promote the action • What and how support will be if needed. <p>After the group work the paper were hung on a wall so that everyone could share their ideas.</p>
5. Materials needed	Handouts
6. Further reading	
7. Appendices	Plan of Action Form, page 67.

1. Title + Date+ time	Evaluation Saturday, 14:30 – 17:00
2. Objectives	<ul style="list-style-type: none"> • To evaluate the individual learning of participants and to get feedback. • Prepare the group for a separation.
3. Methodology and methods (proposed and used)	<ul style="list-style-type: none"> • Reflection with pictures • Personal written evaluation • Creative reflection and evaluation in groups
4. Programme	<p>14:30 Reflection of the week with a picture show The group reflected on what had happened and what they had learnt during the week by a narrated picture show showing all stages of the week.</p> <p>14:50-16:20: Personal evaluation Participants were asked to fill out a personal evaluation form.</p> <p>15:30 – 16:00 Creative sum up of the Study Session The participants were asked to go back to their reflection groups and to prepare a presentation from the question „How was the study session“ through drama with one of the following topics (chosen randomly):</p> <ul style="list-style-type: none"> • Romantic Comedy • Circus • Hip Hop • Soap Opera • Ballet <p>16:00 – 16:10 Certificates Participants are given certificates for their participation in the SS.</p> <p>16:10-16:20: Circle of hugs</p>

	A participant starts walking the circle giving each participant a hug. The one after follows and so on. Closing of the SS.
5. Materials needed	Computer and projector. Evaluation form.
6. Further reading	
7. Appendices	Evaluation form

1. Title + Date+ time	Reflection groups At the end of every day 18:00 – 18:30
2. Objectives	To follow the feelings/atmosphere of the group every day To have feedback from participants To give them to absorb and discuss any questions that might have come up. Space to discuss in smaller groups To reflect of the learning of every day
3. Methodology and methods (proposed and used)	Reflection in smaller groups.
4. Programme	<p>On the first day of the Study Session 4 groups of 4-5 people. The groups were kept the same the whole week and facilitated by the same people.</p> <p>The following questions were used as a guideline giving every participant the chance to answer the questions: How are you feeling today?</p> <ul style="list-style-type: none"> • Thumb: Good • Index finger: Note or mention • Middle finger: Bad • Ring finger: Too much (highlight of the day). • Little finger: Too little <p>What have you learnt today, what was your aha moment?</p> <p>After each day the participants were asked to fill in their personal action sheets that had been printed out in book format where they were asked to reflect on a)what they had learnt today and b) how they can apply what they had learnt today to their organisation or people they work with.</p> <p>On the Thursday the following questions were added for mid term evaluation:</p> <ul style="list-style-type: none"> • How far has this study session met your expectations <p>What can you do to fulfil the expectations? The timetable as actually used in the session.</p>
5. Materials needed	
6. Further reading	
7. Appendices	Action Sheet page 68

Annex III - Appendices

Mission Impossible

Your mission involves completing the following tasks...

TASK ONE

Find out how many steps there are between the 4th floor and the ground floor.

TASK TWO

Find out who is the youngest and the oldest persons in the group and if anyone has a birthday during the study session.

TASK THREE

Get the menu of the week of the EYCB.

TASK FOUR

Get a photo with everybody in the group in front of the Parliament Building.

TASK FIVE

Make a small Hungarian phrase book for all participants with at least 10 essential words/phrases.

TASK SIX

Learn the names of every participant in the group

TASK SEVEN

Get 21 participants to sit on 4 chairs.

TASK EIGHT

Make a catchy slogan for the study session

TASK NINE

What is the most common letter that the participants names start with

TASK TEN

Count the groups volunteer experience in years

You have 50 minutes to complete the mission. Your time starts now...

GOOD LUCK

Statements

(in no particular order):

I am an activist.

I am a volunteer.

I like chocolate.

I wear glasses.

I have more than one nationality.

I have more than 2 parents.

I am young.

I am beautiful.

I play sport.

I am white.

I am smart.

I like red.

I am heterosexual.

I speak English.

I am adopted.

I am European.

I am a traveller.

I am a woman.

I am an only child.

I live in a different country to where I was born.

I am funny.

I live with my family.

I like the city better than the countryside.

I play a musical instrument.

Preparation for best practice sharing

Dear participants,

A part of the Study Session “Opportunities and Challenges in Youth Work” will be to exchange experiences and best practises concerning Inclusion of minorities and marginalised youth. We would ask you to answer the 7 questions here below, maybe you can answer them all, or maybe you need to consult your organisation about some points. Please answer the questions and send them to admin@icyeeuorpe.org before Thursday 12th of February.

We would like you to think back to your work with your organisation (or some other time in the past) when you have been involved in an activity or project where the organisations managed to work inclusive (for example the recruitment of volunteers, a short term project, seminar, work camp or other activities)

1. What was the activity or project you would like to share?
2. What was the aim of it?
 - a. How come did you/your organisation do it?
 - b. What was the need / express of interest?
 - c. Where did the need come from
3. What happened?
4. Who was involved?
 - a. For example people, organistations, volunteers, community groups, municipality etc.)
 - b. Who in the organistaion was involved?
 - i. staff in office
 - ii. volunteers
 - iii. others...
 - c. Why did they participate?
 - d. How were they invited to join?
 - e. When were they involved –
 - i. when did they get involved
 - ii. when did they stop being involved
 - f. Where they part of a minority?
5. What were the changes and difficulties you encountered
6. Why was this a success
 - a. What made it so fantastic and special

- b. What were the most important factors
- c. Who benefited from the project?

If you want to you can bring material, photo's or anything else that could help you tell your story in the Study Session.

Also if you want to try out an activity that has worked in your organisation please tell us and we will give you the time for it during this session.

Facilitation – Where Do You Stand

The roles:

You do not like to talk in a group discussions and feel uncomfortable when put on the spot.

You like to comment a lot in group discussions but often the comments are not relevant or related to the topic.

You are always very critical about the activities that are run, (why it is being held, how it is relevant) and you like to express this in the group

You often are not attentive to discussions around you.

You agree with what everyone says in the discussion

You have a dominant personality. You like to express your opinions in a group of people and often you end up taking over the discussion

The statements:

Minority groups would be included if they made more effort

Including minority groups makes all things more complicated

The government should respond to the need of everyone

My organisation would benefit if it would be more inclusive for minorities

Plan of Action Form

How am I going to foster the integration of minorities and marginalized youth in and through volunteering? It could for example be a new project or a change in current practices?

Aim and objective

What are the needs?

Local?

National?

Inter-national?

Target group

Who do I want to involve in the process (organisations, municipalities etc.)

What would my role be?

What will the timeframe be? When would it start?

How am I going to promote the project/change?

Will I need any support? Where and how would I get it?

Action Sheet

Action Sheet

What have you learnt from today?

How can you apply what you have learnt to your organisation or the people you work with?

Annex IV – List of Participants

Last name	First name	Country	Organisation
Simonyan	Arsen	Armenia	Stepanavan Youth Center
Agbebi	Tolulope	Belgium	Young Women Christian Association, Antwerp
Kvartunaite	Evelina	Denmark	SDU International Club
Kaldoja	Anne-Liis	Estonia	Pirita Leisure Centre / Estonian National Youth Council
Lapina	Valerija	Finland	LOGRUS ry - International Society For Youth Initiatives' Support
Malmi	Topi	Finland	PADC (Projeto Amigos da Comunidade)
Tholen	Kathrin-Beatrice	Germany	emyb (european mediterranean youth bridge)
Papaioannou	Vasiliki	Greece	10TH LYKEIO OF LARISSA
Tzanavaras	Giorgos	Greece	Elix - Conservation Volunteers Greece
Mortensen	Sesselja	Iceland	AUS - ICYE Iceland
Edlund	Karin	Moldova	ADVIT/ ICYE Moldova
Popova	Elena	Russian Federation	« Mir Tesen» (It is a small world)
Korchagina	Anna	Russian Federation	DiGe vu Samara
Lingqvist	Fanny	Sweden	IKU – Internationelt Kultur Utbyte
Norley	Ruth	Sweden	IKU – Internationelt Kultur Utbyte
Stojanovska	Sanja	“the former Yugoslav Republic of Macedonia”	REACT
Pejovski	Dimitar	“the former Yugoslav Republic of Macedonia”	Youth Initiatives
Boukraa	Nadia	Tunisia	Club UNESCO
Clarke	Julia	United Kingdom	Consortium for Street Children
Taylor	Allan	United Kingdom	ICYE-UK
Wood	Emily	United Kingdom	ICYE-UK

TEAM

Last name	First name	Country	Organisation
Rotondo	Andrea	Belgium	ICYE European Association
Quarshie	Agbeshie	Denmark	Dansk ICYE
Huovila	Anna	Finland	Maailmanvaihto: ICYE Finland
Einarsdóttir	Ragnhildur	Iceland	ICYE European Association
Hall	Pascale	United Kingdom	ICYE United Kingdom