



COUNCIL OF EUROPE    CONSEIL DE L'EUROPE



**“Responsible Citizens of Intercultural Europe” – exploring the link between  
intercultural competence and citizenship**

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

European Youth Centre Strasbourg

January 31 – February 7, 2010



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



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## I. Acknowledgements

We would like to express our gratitude:

- Firstly, to the Youth and Sport Directorate of the Council of Europe for their generous financial support which made this Study Session possible. We hope we can give back the trust in our group by transferring and multiplying the outcomes of this week in our daily realities.
- To Dariusz Grzemny, our Educational Advisor from the European Youth Centre in Strasbourg, for his restless pedagogical support, easy-going integration into the team and efficiency. We highly appreciated his rich experience and friendly contact with team members as well as with participants. Thank you, Darek, you are the right person at the right spot!
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- To the European Court of Human Rights, who opened their doors for us and made the protection of Human Rights much more “touchable” and real for the participants. The visit and the discussion with a lawyer there was definitely a highlight in the programme.
- To our guest speakers Nina Jamal and Miguel Angel Garcia Lopez, who gave us new insights into the concepts of citizenship and the possible impact of grassroots activists by the example of the Lebanese NGO IndyACT. Their contribution and openness for discussion were of great benefit and inspiration for the participants.
- To the competent and hard-working team of trainers: Anne Hitzegrad (course director), Eva Vítková, Edoardo Laurenti, Nuno Guerreiro and Pablo Castiñeiras. All of them being volunteers with heart and soul, they contributed their best to shape the programme of the Study Session and to making it a great success for everybody. Congratulations!!!
- Last, but not least, to the group of super-motivated participants for the deep discussions, their extraordinary team spirit and the wonderful atmosphere which culminated in a truly amazing farewell evening. If you want to know what “active participation” means, you should have seen this group in Strasbourg. As Rahma said, this is NOT the end...



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## **II. Executive Summary**

The Study Session “Responsible Citizens of Intercultural Europe – exploring the link between intercultural competence and citizenship” in the European Youth Centre in Strasbourg organised by the European Federation for Intercultural Learning in cooperation with the Directorate of Youth and Sport of the Council of Europe took place from the 31<sup>st</sup> January to 7<sup>th</sup> February 2010. This report presents the official conclusion of the project and marks its ending, yet the activities drafted and planned during the Study Session as well as the inspirations of participants, team members and visitors will develop and carry on in the future. As the Study Session was placed in the AFS context and all participants came from the organisation’s background, it provided the group with the opportunity to discuss and learn about identity, Europe, Human Rights, citizenship and active participation in a context closely linked to the organisation. Going through the self-learning process of a Study Session with a group of young volunteers who share the experience of being and / or accompanying exchange students, gave the team of facilitators the chance to design the sessions according to the participants needs and previous knowledge. Thus enabling the group to have discussions especially focusing on the intercultural aspects of the topics mentioned above. Next to the contributions to the learning outcomes of the entire group, the individual learning journey participants were foreseen to undertake, aimed at examining the bonds they personally feel between intercultural competence and active citizenship. The last milestone of this weeklong journey was the planning of new actions mainly within, but also outside AFS.

## **III. Introduction**

AFS organisations worldwide host almost 12 000 young people in long-term exchange programmes every year, providing these young people with the opportunity to acquire intercultural competences. Helping people to act as responsible global citizens working for peace and mutual understanding in the diverse world is a core value of the organisation. In EFIL as the European umbrella organisation, the issue of European citizenship is therefore one of the important points of the educational framework.

EFIL has a long experience in the topic and cooperated in the past on a number of thematically related projects. Building on the past experience, EFIL wants to further explore the area, reflecting on how the expertise gained throughout the years has been put into practice.

At the same time, the topic of European and global citizenship, despite many efforts within the organisation, still has not been sufficiently addressed in the educational framework of exchange schemes. The connection between young people’s intercultural and personal development and their responsibility and active participation in society is not always obvious for volunteers in AFS/EFIL. Hence the constant need for reflection and training of the key youth workers in the organisation in this field, it is also addressed by this study session.

An important note is that next to the usual 1-year programmes run by AFS, EFIL has recently put into place a new programme: 3-month, intra-European exchanges which thematically focus on European Citizenship. Through a deeper reflection on active participation, European identity and diversity, the programme aims at enhancing the citizenship education among its participants. It requires volunteers to acquire additional knowledge and skills, to better prepare and support participants. A study session building links between intercultural learning and European citizenship came at the right time, to help the AFS/EFIL network improve and equip volunteers with the

necessary skills and knowledge to efficiently face future challenges in the programmes and projects related to European Citizenship.

The study session aimed to explore the various possible approaches leading to active participation of young people as European citizens. The connection between their involvement in local communities and the Global/European citizenship was an essential part of the programme. Participants were provided with tools, which enable them to "live" and realise the projects and ideas they took home from this study session and to involve others in their actions. As key volunteers who support participants of long-term exchange programmes, they did not only focus on their own learning process but most of all thinking about the ways to translate the session outcomes into activities targeting other young people. The ultimate beneficiaries of the project should include a large number of teenagers (15-18 years) who participate in the exchange programmes abroad and are the ones who can use their intercultural competence as responsible citizens.

The key objectives of the study session reached from exploring various concepts of European Citizenship and Global Responsibility to an increase of active and responsible participation of young people in their organisations and communities. In addition reflection about personality and identity, especially focusing on its European dimension was of great importance as well. Since the group of participants and trainers all had the experiences and knowledge about AFS exchanges and intercultural encounters, the idea was to link such experiences made by thousands of AFS exchange students every year to Citizenship, mainly looking at European Citizenship.

The flow of the programme was intentionally designed to provide participants with knowledge and skills and directly involve them in future pan-European projects or trainings dealing with European topics. Following this stream of thought the topics discussed were always placed into a European frame.

- Identity
- Diversity
- Intercultural competences
- Human Rights
- Citizenship
- Active responsibility

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

#### **IV. Presentation of EFIL**

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

EFIL and its Member Organisations. EFIL is a member organisation of the European Youth Forum (YFJ), has participatory status at the Council of Europe and consultative relations with the European Commission and UNESCO.

***More information on <http://efil.afs.org/>***

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

The Council of Europe (CoE), based in Strasbourg (France) is a European political organisation, virtually covering the entire European continent, with its 47 member countries and about 800 million people. Established in 1949 by 10 countries, the Council of Europe seeks to ensure three fundamental values in its member countries, Human Rights, Democracy and the rule of law. The CoE was founded on the basis of these values declaring them the foundations of a tolerant and civilised society, thus making these values indispensable for European stability, economic growth and social cohesion. Respecting and guaranteeing these fundamental values, the CoE tries to find solutions to major problems such as terrorism, organised crime and corruption, cybercrime, bioethics and cloning, violence against children and women, and trafficking in human beings, which are shared and appreciated by all member states. Co-operation between all member states is the only way to solve the major problems facing society today. The central goals of the Council of Europe's wide range of initiatives, often stated in the form of conventions, are designed to bring member states' laws into closer harmony with one another and with the Council's standards. Of the 200 initiatives and conventions, the best known is the European Convention on Human Rights, which outlines the rights and freedoms that member states are obliged to guarantee to all individuals within their jurisdiction. On the basis of this convention the European Court of Human Rights takes its decisions.

## **VI. Profile of participants**

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

- actively involved in AFS organisations, members of EFIL
- strongly motivated to take responsibility in their community and to integrate others into their actions; aiming to support their local communities with their personal intercultural competence
- previous experience in issues of global education and European citizenship was an asset
- willing to get a deeper understanding of the concept of responsible citizenship and to integrate it in their AFS work
- in a position to multiply the competence gained in the study session when back in their own organisation
- able to count on the strong support of their organisations when implementing the outcomes of the study session
- ready to participate actively in the whole programme (e.g. ranging from preparing for participation, sharing experiences during the study session as well as reflecting on possibilities to improve their work)
- aged 18-30 (exceptions allowed)
- able to work in good English
- committed to participating in the full duration of the study session

As the deadline for applications passed, many more applications than places available had been received. This gave the interesting and challenging task to the facilitators and trainers to choose the participants using the criteria mentioned above. All of the participants present at the study session were AFS volunteers on local, regional or national level. Yet the group varied from 17 to 33 years and represented 17 different nationalities.

**Final Profile of participants (including Team)**

Total Number	35
Male	12
Female	23
Represented Countries	17
Average Age	22,8

**VII. Overview of programme and methods**

The overall educational approach was non-formal, containing both experiential and traditional learning elements. Plenary presentations by guest speakers or facilitators were used as well as the work in small groups, whose results were presented to others. Next to traditional discussions in small groups and plenary settings, silent and or written discussions were used several times. Not only formal materials, such as educational handouts and knowledge about scientific research, but also metaphors, symbols, a movie and participants' imagination were used frequently. The visit to the European Court of Human Rights, the market for taking action tools, the daily reflection groups and a lot of space for informal contacts provided the week with fairly free and open atmosphere. The free air allowed participants to easily follow the train of thought during the weeklong Study Session. After the introductory, getting to know and teambuilding sessions, the programme started with a personal reflection about intercultural experiences, diving into identity and diversity, arriving at an intermediate stop, the free afternoon. With regained strength and energy participants were ready to digest more input about Human Rights education and citizenship. The last phase of the study session was designed to compile, combine, assemble and reflect upon the topics and concepts discussed in order to transform this newly acquired knowledge into concrete actions. The final stages of the programme were meant to sum up the week and draw conclusions as well as giving an initial starting point for follow up activities and projects.

	31.1. Sunday	1.2. Monday	2.2. Tuesday	3.2. Wednesday	4.2. Thursday	5.2. Friday	6.2. Saturday	7.2. Sunday				
8 – 9	Breakfast											
9:15 - 11:00  11:30 - 13:00	Arrivals	<u>Welcome:</u>  - get to know each other - teambuilding	<u>Identity and Diversity:</u> - dimensions and personal reflection	<u>Intercultural competences:</u> - theory and application	<u>Visit to the ECHR</u>  (European Court of Human Rights)	<u>Citizenship and Responsibility:</u> - personal responsibilities - citizenship and intercultural competences	<u>Taking action</u> - local projects - creating personal action plans	Team evaluation (until lunch)				
13 - 14		Lunch							Departures			
14:30 - 16:00		<u>Intro to the study session:</u> - programme - expectations	<u>Expression of identity:</u> - stereotypes - labels - intercultural competences and Identity	Free afternoon		<u>Citizenship:</u> - concepts - dimensions - European citizenship	<u>Action</u> - tools for action - ECTP - European /EFIL activities	Project presentations				
16:30 - 18:00		Reflection on Intercultural experiences						Input on cases from ECHR		Evaluation		
18:00		Reflection groups	Reflection groups					Reflection groups		Reflection groups	Closure	
19 – 20		Dinner						Dinner in town		Dinner		
20:30		Welcome evening	Movie (optional)					Intercultural evening	Free evening	Free evening	Free evening	Farewell party

## VIII. Programme – Inputs and Discussions

### 1. Welcome Evening

Objectives	Expected Outcomes
<ul style="list-style-type: none"><li>- to welcome all the participants who have arrived already</li><li>- to make the first step of socialisation</li><li>- to get to know each other in a fun and relaxing way</li></ul>	<ul style="list-style-type: none"><li>- participants have first feeling and impressions about the group</li><li>- participants have met the trainers</li><li>- participants feel welcome and safe in the group</li></ul>

**Map under construction** on the blackboard in the dining room - whoever arrives, puts his or her country and the location of their city with their name next to it on the map. As the map is constructed some countries seem to be larger or smaller than on an “official” map of Europe. Others have moved to different locations and created new spaces for countries that did not exist so far. Countries which are not represented in the group at all happen to be deformed a lot. In this case France simply had to fill the space between Spain and Germany. Really interesting is also the space between Austria, Czech Republic, Germany and Poland.



#### **Speed-dating with cards**

All cards of a regular card game are cut into halves diagonally. They are distributed among the participants; everyone gets one half of a card. People go around and they have to shake hands and exchange cards with the other hand while saying hello to each other. At some point, the trainer stops them, they have to find the person with the 2<sup>nd</sup> half of their card, and the trainer asks a question (such as: how did you come here to Strasbourg? How do you like the weather here? What was your dream job when you were little? etc.). After having discussed and answered the question everyone starts walking again in order to shake hands and exchange cards. After only a few rounds, participants have seen almost all the faces in the group and had already an opportunity to talk to some of the group members.

#### **Random topic!**

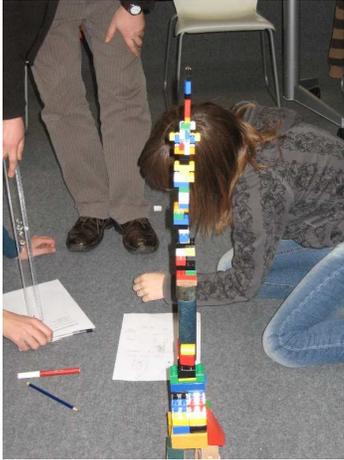
One person of the group starts with a ball in his or her hands and says the first sentence of a totally random story. He or she might choose any topic that comes to her mind. The moment the sentence is completed the ball has to be passed to another member of the group. This person's job is it to continue with the next phrase in order to build a continuous story with a ball in the hands (for example the topic can be elephants or jeans or popcorn or culture or ... whatever). Fertile imagination is the key to success and amusement of this activity.

#### **Welcome drink!**

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

## 2. Welcome & Teambuilding

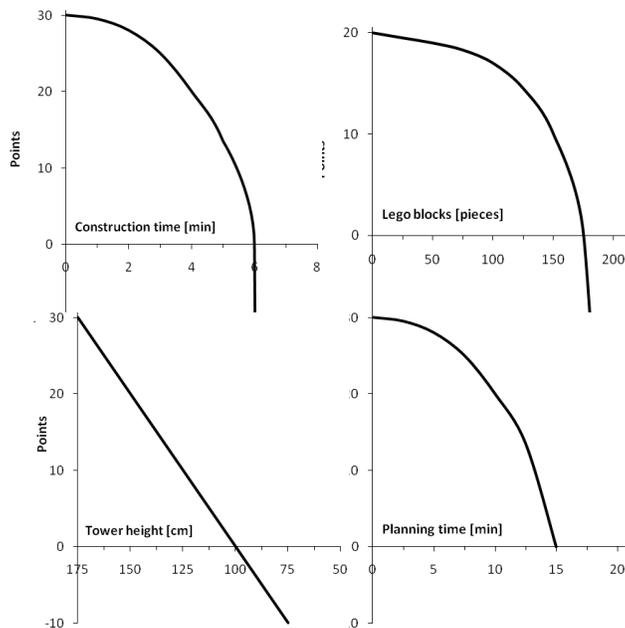
Objectives	Expected Outcomes
<ul style="list-style-type: none"> <li>- Teambuilding</li> <li>- get to know each other</li> </ul>	<ul style="list-style-type: none"> <li>- Acclimatise the participants with the other members of the group</li> <li>- Learn the names of each other</li> <li>- Official welcome and team presentation</li> <li>- Logistical and technical information</li> <li>- Agree on working guidelines</li> </ul>



The first morning of the Study session was dedicated and designed to make participants feel comfortable in the group, teambuilding and learning the names. However, the provision of technical information and short introduction of the team was also included.

The team building activity used is called “Tower Project”. The idea was that participants split up in groups of five and construct and build a modern, futuristic and innovative tower. The material for construction was a mixture of wooden, Lego and other blocks. Each group was free to decide how many and which blocks to use, it was also each group’s choice to determine a height which ought to be reached. The only requirement to be fulfilled was the stability of the tower and its solid appearance for at least 1 minute.

The group’s objective is to maximise their points, taking into account the four graphs which were provided. The time available was twenty minutes for the planning phase and six for the building phase. Points were to be deducted if the foreseen tower height and amount of blocks used varied from the actual numbers.



## Outcomes

All groups immediately started to sort and group the blocks they had been given. Some participants took leading roles in their groups, others remained rather quiet, again others simply started to merge pieces and began building. However, no one critically looked at the graphs and tried to determine the most efficient and most profitable way to use the blocks in order to get as many points as possible. All participants were focused on the discussions in their groups and the approaches on how to use the different types of blocks. If you now look at the four graphs above you will quickly recognise the way to maximise your points. Simply by taking the biggest block in your set and putting it on the ground. You will receive approximately 50 points, depending on how big your piece was and how accurately you estimated the height of this piece. Why did no one take the time to study and evaluate the graphs?

### 3. Introduction to the Study Session

Objectives	Expected Outcomes
<ul style="list-style-type: none"> <li>- To present the institutional framework of the study session (EFIL and CoE)</li> <li>- To introduce participants to the aims, objectives, methodology and the programme of the study session,</li> <li>- To reflect on own learning needs and expectations from the session</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding of own learning needs and ability to express them</li> <li>- Ability to work co-operatively in a multi-cultural groups</li> <li>- Understanding of the purpose of the session and its programme</li> <li>- Learning about EFIL and CoE</li> </ul>

Time	Monday 1/2	Tuesday 1/2	Wednesday 1/2	Thursday 1/2	Friday 1/2	Saturday 1/2
8:00 - 9:00	BREAKFAST					
9:15 - 11:00	WELCOME & GET TO KNOW	IDENTITY & DIVERSITY <i>Team identity</i>	INTERCULTURAL COMPETENCES	VISIT TO THE ECHR	RESPONSIBILITY & ACTIVE CITIZENSHIP	TAKING ACTION
11:00 - 11:30	COFFEE BREAK					
13:00 - 14:00	LUNCH					
14:30 - 16:00	INTRO TO THE STUDY SESSION	EXPRESSION OF IDENTITY	FREE AFTERNOON	CITIZENSHIP with Miguel <i>Team citizenship</i>	OPPORTUNITIES FOR ACTION	PROJECT PRESENTATIONS
16:00 - 16:30	COFFEE BREAK					
16:30 - 18:00	REFLECTION ON INTERCULTURAL EXPERIENCES	ECHR CASES <i>ECHR case groups</i>				EVALUATION
18:00 - 18:30	REFLECTION GROUPS	REFLECTION		REFLECTION GROUPS	REFLECTION GROUPS	CLOSURE
19:00 - 20:00	DINNER		DINNER IN TOWN			REFLECTION GROUPS
20:30	MOVIE (OPTIONAL)	INTERCULTURAL EVENING		FREE EVENING	FREE EVENING	FAREWELL PARTY

After a short energizer both, the Council of Europe and the European Federation for Intercultural Learning were presented by two members of the team. Following this brief presentation, which gave the participants an idea who stands behind this study

session, the trainer team explained the programme and asked participants for their expectations.

Four groups were formed and each group received one flipchart paper with a one of the following questions: Projects & initiatives, Human Rights, Citizenship, Intercultural learning & competences and other. The task was fairly simple: note down if you have any questions about the topic of your flipchart, if there is anything you want or would like to know about it and what do you expect to learn about this issue during the study session. After three minutes, participants were asked to move to the next paper in a rotating system and add their expectations to this new theme. Once all the groups returned to their initial flipchart, the trainers presented the questions and expectations to the group and created an “Exhibition of Expectations” on one wall of the workshop room.

<b>Outcomes</b>
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Exhibition of Expectations

Other

- Visit EP
- getting started with ECTP
- Motivation and Inspiration
- get to know Strasbourg
- Establish new relations
- Networking
- getting input for administering orientation for participants of the ECTP

Citizenship

- Why is there no general rule for getting citizenship?
- Responsibility
- Volunteering
- Active Citizenship
- Identity and rights of newly founded nations
- What does European Citizenship mean? And just citizenship?
- Who is a citizen and on that basis?
- Differences between countries
- Immigration rules – Refugees?
- educational plans to promote European Citizenship
- How to integrate as a new citizen

Projects & Initiatives

- ECTP
- ECTP Brussels Camp
- Promoting intercultural projects
- Developing new chapters
- Intercultural Dialogue Day
- Brainstorming for new projects
- Projects outside of AFS/EFIL
- Volunteer exchanges
- Funding
- Knowledge sharing
- national training courses on the topics of identity and citizenship
- more interaction between volunteers

## Human Rights

- What about respect of Human Rights?
- Where do Human Rights come from?
- How much do Human Rights cost?
- Connection of Human Rights and AFS?
- To be able to analyse the situation and to make “right” decisions
- Why are Human Rights linked with citizenship and intercultural learning?
- Are Human Rights the same everywhere? Should they be?
- Who is responsible for defining Human Rights?
- Do Human Rights really apply to minorities? Does the ECHR indicate a process?
- What are Human Rights?
- What do I do when my Human Rights were not respected?

### 4. Reflection on intercultural experiences

Objectives	Expected Outcomes
<ul style="list-style-type: none"> <li>- to reflect on intercultural experiences</li> <li>- to become aware that ICC are a personal competence</li> <li>- to start the content-related work of the study session with a familiar and personally relevant topic for the participants</li> </ul>	<ul style="list-style-type: none"> <li>- participants are aware that they are interculturally competent</li> <li>- participants have a starting point for the week: Their personal IC experience</li> </ul>

To insure that at this early stage of the study session groups are not purposely formed around nationality, each participant was given a small sheet of paper stating the name Maier, Mayer, Meier, Meyer, Mayor or Maior. After putting the paper aside, the goal was to find the other 4 family members without showing the name tag. In these groups of 5 one of these movies was watched.

- Azulejos
- Box of Chocolates
- Graffiti

All three movies portray an exchange student during his stay abroad, experiencing differences, facing difficulties and dropping one or the other clanger. After personally evaluating the meaning of one of these movies, the small groups start to discuss the events shown and the connection to intercultural learning. Soon the focus moves from the movie to the personal experiences of participants. Taking into account both, the situations portrayed in the film and their own experiences, the group is asked to come up with a key message „what is the benefit of intercultural learning?”

The finalising step of this activity was to share the key messages about intercultural learning as presented in the film with the entire group. Nevertheless all of the groups added their personal experience to the message and did not only base their statement upon the video material.

<b>Outcomes</b>	- „Intercultural Dialogue enables us to understand each other better and to find common grounds on issues such as human rights, development and peace.”
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- “Intercultural learning is important because it enables relationships to form and it provides us with knowledge of what is outside our comfort zone. It enables you to ask questions and look for answers, about the deeper meaning of people’s actions. It can enlighten you, and this is an important benefit for the interdependent society.”

- Statements on “intercultural eyes”, one group chose to present their understanding of benefits of intercultural learning using visual means. One person was moving around in the room and the others, one after the other came up to her and stuck an eye-shaped post-it on her. Every time she was perceived through new eyes, a new perspective, the perspective was also expressed using a different language and different words to describe the participant roaming around in the room. The message sent by this visual demonstration is clear and simple: Intercultural learning provides us with the possibility to look at things, actions and people from different points of view.

### 5. Identity and Diversity

Objectives	Expected Outcomes
<ul style="list-style-type: none"> <li>- Clarify concepts of Identity - Diversity</li> <li>- Explain why/how different Identities exist</li> <li>- Explore individual and collective Identities</li> <li>- Explore concept of European Identity</li> <li>- Explore challenges in having a European Identity</li> </ul>	<ul style="list-style-type: none"> <li>- Increased familiarity with concepts of Identity / Diversity, individual / collective</li> <li>- Better understanding of link between National /European identity</li> <li>- Ability to explore European Identity concept and implementation deeper</li> </ul>

Next to the objectives stated above the link to the previous and following session was also significant, the guiding thread was to be kept clearly visible. The session started with a short mind challenging energizer after which the group directly went into the topic. The introduction to the topic of identity was provided by the facilitator using a presentation to establish a link between the theoretical approach of identities and personal experiences of participants. In theory the identity was to be seen as the individual and personal comprehension of oneself, assuming that the discrete, separate identity is continuous, coherent and positive. Through these concrete and separate identities the diversity of humankind is explained in the same breath. In order to determine the origin of identity the presented understanding was based on cultural values, principles and guidelines as well as Maslow’s hierarchy of needs. Another way to understand and visualise identity is the concept of identity as a territory in which we are comfortable. An area protected by boundaries to keep myself in and others out. However also realising that getting an outside perspective on your own boundaries can help you to understand those and your identity better. Through these and other learning process the protecting and limiting walls and boundaries may shift and allow a process of the identity. In order to make the participants contribute as well, they were asked to split up into 3 groups and each one of them would take three post-its and write down characteristics which are important for them. After having shared these attributes of personality, all participants returned to the plenary room. A gigantic triangle separated in there rows, personal, relational and global was waiting for them. They were now asked to place their three post-its in the categories where they feel they belong, followed by a short presentation of the triangle by the facilitator.

After a short coffee break the idea of collective identities and the concept of “membership” were introduced, defining the individual identity through affiliation with

certain groups and collectives. Every time you expose yourself to a new group, you add, collect something new and it influences your identity. One example of such a membership identity is the national identity, based on language, origin, territory, memory (history) and/ or rules. The national identity might not be one you are free to choose, but it remains incontrovertible that it has an impact on your identity.



**Outcomes**

The conclusions and results from this session derive from the final discussion which centred on National identities, European identity and AFS. The discussion took the starting point at the national identities, their differences and similarities. Due to the AFS background of all participants and the internationally experienced facilitators everybody had first hand knowledge and experiences with at least two national identities, making it a lot easier to widen the scope and start thinking about “European Identity”. The participants of the discussion diverted into many different directions, for some European meant to be a citizen of the European Union and therefore being part of the group which has a European Identity, for others the European identity was the mixture of the respective national identities, for again others European Identity meant to share similar views and attitudes towards cultural values and perspectives of the represented communities (a similar way of thinking, similar mindset) and many, many more opinions. Regardless of which understanding and opinion someone had about “European Identity”, everybody agreed that the progress of a European Identity goes hand in hand with the experience of an AFS programme. Whether national identities mix, they remain rather separate and the people look for shared values and ways of thinking, whether it is seen as a collective identity of nations, peoples or individuals; in any case the experience of an AFS programme will be beneficial for the individual to find his or her place in the developing progress of a European Identity as well as for the progress itself. It seemed as if participants unconsciously agreed that there is some kind of “balance” between diversity and identity in Europe. The synergy of diversity without losing the individual identities is as important as promoting and establishing common standards, norms and values without losing the richness of diversity. Finally concluding that the uniqueness of Europe and its identity is essentially based on the balance of individual cultures and the joint socio-political, economic and value based endeavour.

**6. Expressions of Identity**

Objectives	Expected Outcomes
<ul style="list-style-type: none"> <li>- To reflect on collective identities and the way the express to determine personal opinions and behaviours</li> <li>- To develop an understanding of diversity and empathy</li> <li>- Analyse stereotypes and prejudices</li> <li>- To learn about how discrimination based on belonging to different groups affects people</li> <li>- To link the issue of identity with the Human Rights framework</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding of the notion of collective identities, discrimination</li> <li>- Ability to link discrimination with the human rights framework</li> <li>- Ability to open up and talk about sensitive issues</li> <li>- Developing empathy towards groups that are discriminated</li> <li>- Awareness of own stereotypes and prejudices</li> </ul>

The first activity, "Fragments of my identity" including a debriefing, focused on exploring the issue of collective identities and the groups, qualities, characteristics we identify with. The activity also tried to explore how these identities express what assumptions we make about people representing different groups.

Each participant was provided with a sheet showing 5 fragments of a pie, they were asked to write their name in the middle and choose 5 groups they feel they belong to; they identify themselves with and underline the one which is most important to them. As a first step of debriefing participants formed pairs and explained their groups of identification to each other.

The main method to debrief this activity was rather silent and slow. The facilitator asked the participants to form a circle with chairs and take a seat, explaining in the meantime that he is going to read out categories and if participants feel that the category mentioned relates to one of their fragments they should stand up. If the category mentioned relates to their underlined fragment participants were asked to remain standing longer. Once all people in the circle had sat down again the next category was named. After having repeated this procedure with religion, origin, gender, sexual orientation, profession, age, social status, hobby, family, friends, school, university, sports, non-profit activities, AFS, political interest/ orientation, neighbourhood, home, language, minorities, music and other fine arts and food habits the facilitator asked whether anyone had a fragment which for him or her did not fit under any of the categories mentioned above.

The second activity of this session was called the "Bag of Destiny".

Woman, Man, Gay, Lesbian, Heterosexual, Child, Roma, Russian, Muslim, Buddhist, Chinese, Unemployed, Homeless, Asylum Seeker, Delinquent, HIV Positive, Drug Addict, Alcohol Addict, Wheel Chair Driver, Black, White or Migrant

Participants received one of these destinies each and were asked to lie down, close their eyes and relax. Giving them time to imagine how their lives would change with this destiny suddenly being added or changed, a new identity overnight so to speak. In order to not lose track of their thoughts participants were provided with a work sheet. After having filled in the sheet participants met in triplets, one after the other they explained to the other two in which ways their life has changed with the new attribute, without mentioning the attribute itself. The questions of the work sheet was designed to support these conversations, it portrayed questions as "will your attitudes and behaviour change?", "do you think your place in society will be a more or less mighty one?", "is there anything you need to expect from others which you didn't need to expect before?", etc.



**Outcomes**

The final conclusions of this activity were discussed in a plenary setting, especially focusing on empathy, reflection on difficulties, uncomfortable feelings and agree and disagreeing that some destinies were more difficult than others. Not only did participants realise that some of these attributes are further away from their personality than others, but they also noticed that you fall in to stereotypes and prejudices easily.



However, noticing that identifying a group due to a typical behaviour or appearance is different from pre-judging all members of certain group on the basis of certain stereotypes or other sources of information. The session's idea to link discrimination to Human Rights became clear at the end of the discussion. Despite all the cultural, social, economic and political differences of the different groups in society, Human Rights are equal for every human, regardless to which groups he or she belongs to or doesn't. This last discussion round of the session also unveiled that most participants were really aware how quickly they jump from categorising to pre-judging people.

**7. Intercultural Competences**

Objectives	Expected Outcomes
<ul style="list-style-type: none"> <li>- get a deeper understanding of cultural differences</li> <li>- get an overview on models of intercultural learning</li> <li>- understand how culture and individuals interact</li> <li>- become aware of intercultural competences</li> </ul>	<ul style="list-style-type: none"> <li>- Participants can abstract cultural differences, see what is behind it</li> <li>- Participants have a first idea of models on ICL, are attracted to read more about this</li> <li>- Participants have a better understanding of interaction between culture and individuals</li> <li>- Participants are aware of their intercultural competences and feel more confident to use them</li> </ul>

**Dimensions of cultural differences (Hofstede)**

- Power Distance
- Masculinity – Femininity
- Risk avoidance – Openness to risks
- Long term orientation – Short term orientation
- Individualism – Collectivism

Exploring the 5 dimensions introduced by Greet Hofstede. One group was responsible for one dimension and therefore provided with an explanation of this dimension, about 12 post-its with example statements and a scale in order to place the examples according to the dimension. Once all groups had placed their examples

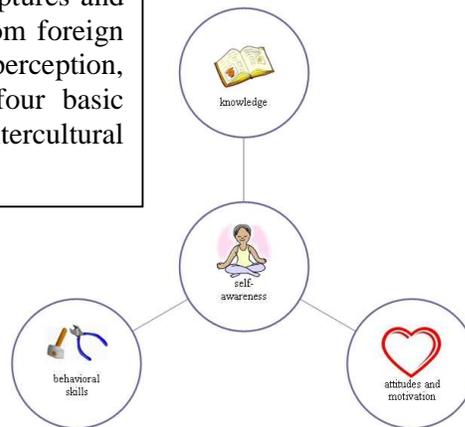
on the chart, the dimensions and the placement of examples were presented and explained to the whole group.

Using the same scales again, participants were asked to personally contribute to each dimension. The first step was to place a dot on the scales of the five dimensions evaluating them personally and getting a picture of the group. The second step was to contribute with personal cultural examples, which made the picture of cultural differences and similarities in these 5 dimensions clearer.

Switching from cultural differences to intercultural competences, what are intercultural competences? The definition used in the session was:

“Intercultural competence is the ability of successful communication with people of other cultures. A person who is interculturally competent captures and understands, in interaction with people from foreign cultures, their specific concepts in perception, thinking, acting and feeling. A set of four basic components represent the key features of intercultural competence.”

- Self-Awareness
- Knowledge
- Behavioural Skills
- Attitudes and Motivation



During a brainstorming period, in which participants worked in pairs, they were asked to collect intercultural competences, those they think they already possess and those which they would like to develop and put them in one of the categories mentioned above. In order to collect the intercultural competences and bring them together every participant was asked to choose three main competences from his collection and note them down on separate post-its. The visual outcome of the four categories was presented by the trainer.



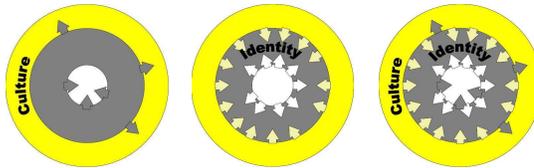
**Outcomes**

Many intercultural competences overlap with more than one of these areas. Looking at the example of language, you can see that there is of course a knowledge component. This enables you to understand and follow conversations in a different country and culture. However, there is also a component to it that would rather fit into the category of behavioural skills, e.g. how to say something in an appropriate way, in a given culture or specific event. In respect to language you might even see a connection to attitudes and motivation if you take into account the willingness to make an effort to speak a foreign language, to learn

more words enabling your to express yourself more adequately and not just stay a limited vocabulary and not to care about the nuances you could express in your mother tongue. For an exchange student in Germany it would also mean to actively use German, even though most communication would also be possible in English.

The differences might be ineffectual, but they can also be significant. Not all of these rules, associations, differences and understandings can be learnt from a book or taught in a class room. There is no knowledge to be taught, it is rather a different set of attitudes which need to be acquired.

**Culture, identity and intercultural communication**



This presentation by one of the trainers portrayed culture as a set of instructions for individuals of a defined community and culture to communicate with one another. Exploring the field of intercultural communication on a

theoretical level was based on this understanding or definition of culture. Interaction of the individual with and within its culture, results in the development of his or her identity. However this development happens on both sides. The individuals of a culture shape and constantly change the cultural sphere, cultures evolve. Yet cultures do not meet, the humans meet. This led to the conclusion that the individuals' identities are the key to successful intercultural communication. The identity however, remains highly influenced by the cultures in which the individual was born, grew up, lived in or interacted with in any other way.

*"I have long believed, as have many before me, that peaceful relations between nations requires understanding and mutual respect between individuals"*

US President Dwight D. Eisenhower

**8. Visit to the European Court of Human Rights and Court Cases**

Objectives	Expected Outcomes
<ul style="list-style-type: none"> <li>- to learn about the Council of Europe's institutional framework</li> <li>- to learn about the system of promotion and protection of human rights in the Council of Europe member states</li> <li>- to get a first insight on citizenship issues and violation of citizenship rights: = introduction to the 2nd half of the study session which focuses on citizenship and personal responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- being aware of the main facts related to the structure, role, mission and work of the Council of Europe and the European Court of Human Rights</li> <li>- knowing more about the Convention and Human Rights' protection in the Council of Europe member states</li> <li>- being "on the page" for the 2nd half of the study session</li> </ul>

As a preparatory task for the study session all participants had been asked to research one case of the European court of Human Rights (ECHR) related to their country and dealing with a violation of articles 5, 8, 9, 10, 11, 12 and/or14 of the Convention of Human Rights. These articles deal with: right to liberty and security; right to private life; freedom of thought; freedom of expression; freedom of assembly and association; freedom of marriage and right to non-discrimination. The online database of the ECHR allows to search by various criteria among those are country and article violated.

To work on the cases and discuss them, participants split up in groups of three. Each group member had the chance to present his or her case to the other two and discuss with them. After having explained the context and the involvement of the case, the relevant articles from the convention were looked up. Trying to understand the Court's decision and forming an opinion on the decision was not always easy. However, this was the first step towards the ECHR, understanding with which kind of cases it deals, where its power comes from and who is eligible to launch an appeal to the court.

After all the cases had been discussed in the small groups, participants were asked to form two big groups. Both groups were going to work with this statement from Berthold Brecht's *Talks of Refugees*.

*"The passport is the noblest part of a human being. It doesn't even come into existence as easily as a human being. A human being can come into existence anywhere, in an irresponsible way and without any reason. Never would a passport.*

*That is also why a passport is acknowledged if it is good, whereas a human being can be as good as it wants, but will never be acknowledged."*



Trying to combine this statement with the concept of the ECHR might seem difficult at first sight, however the link was to be drawn between citizenship and Human Rights. Where and how are these two connected? The discussion about the quote above and the cases led to deep and interesting arguments about "good" and "bad" passports, are passports different? Why are they different? Should they be different? The fact that your passport guarantees you access to

certain courts, provides you with the possibility to claim your rights in case they were violated. Do you need a passport to claim your Human Rights?

Bearing in mind these and many questions more, participants and trainers visited the European Court of Human Rights. Visiting the Court was definitely a highlight. The lawyer was open to discuss with the group and state her personal opinion and experience rather than sticking to what she had prepared. Questions and topics, which had come up before in the discussion and sessions about Human Rights and identity and diversity, were discussed further. The representative of the ECHR was able to give interesting and valuable input. It seemed that the preparatory work on cases and the discussion about the value of having a European Court of Human Rights, provided participants with a good start for the visit and they were eager to learn and understand what this institution is all about and how it operates.



### Outcomes

The visit to the European Court of Human Rights proved to be a valuable asset in order to bring participants closer to the topic of Human Rights. As this session did not intend to have hands on outcomes produced by participants, the results have to be found elsewhere. Not only did the visit to the ECHR mark the middle of the study session, this session also

provided participants with an opportunity to discover for themselves what Human Rights are and how to picture them in the European and global world.

## 9. Citizenship

Objectives	Expected Outcomes
<ul style="list-style-type: none"> <li>- To know more about the concept of citizenship</li> <li>- To explore the individual and collective understanding of citizenship</li> <li>- To assess different levels of citizenship, especially at European level</li> </ul>	<ul style="list-style-type: none"> <li>- To find common points about the issue through individual experiences</li> <li>- To clarify what implicates to be a citizen nowadays</li> </ul>

This session was facilitated by an external guest speaker. “Do you feel you are a European citizen?” Everything began with this question and the session should evolve all around it. Those who feel European were asked to stand up. Yet both standing and people still seated were asked to give statements why they feel European or why they don’t. Answers and views ranged from “I do not feel European at all, I am from outside Europe!” to “I live and grew up in a European environment and have friends all over the continent! Realising that despite all the difference, there is a common set of European ideals, which I share!”

As in the session preparing the visit to the ECHR the “passport” was to be essential for the next activity. In the previous session participants discussed the value, idea, rights and differences of passports. This time they were asked to form small groups and to design their own “group passport” representing their ideas of passport, taking into account a real passport and the way they would imagine a passport that represents their understanding of citizenship, since the passport is the document which declares you a citizen. Directions were kept to a minimum, giving the groups free space to develop their ideas. It was only asked to choose and draw a symbol for the front page.

After all groups had finalised their passport, they were shared in a short plenary session.



The second part of this session was built around a powerpoint presentation delivered by the guest speaker. The aim of this presentation was to make participants aware of the different understandings of citizenship throughout the course of history. Beginning as early as the Greek and Roman times in which citizenship endowed its owner with more rights and powers than other members of society, continuing with the French philosopher Jean-Jacques Rousseau who shaped the idea of the social contract. The social contract was his idea of individuals taking responsibilities. Finally arriving at one of today’s interpretations of citizenship, based on the political, social, cultural and economic dimensions and merging this concept with participants’ ideas of European Citizenship. This was the starting point of a long and intense discussion about the differences of European Union and European Citizenship, especially trying to fill the four dimensions with both terms or concepts and comparing them. At the end of this discussion everyone agreed and/or disagreed at the same time, yet

everybody had his or her understandings of European Citizenship. This general more or less consensus on European Citizenship provided the platform for the last discussion of this session. Five groups formed, dealing with the issues of Globalisation, Interculturality, Technology & Communication, Environment and European Integration.

### Outcomes

The different parts of this session produced independent and yet connected results. While trying to agree on an innovative format of a passport the participants realised how different their perceptions of passports are. Not only the perception, but also the value and importance everyone designates to a passport. Opinions varied a lot; from “origin and nationality matters a lot” up to “the passport should not state such information”. Some groups found a compromise in saying there is some basic information, e.g. name, date of birth, picture, etc. and all the other information shown in the passport is to be chosen by the holder. He or she might choose to include a travelling record, a medical record, educational record, voluntary and professional history or not. This compromise originates in the freedom of choice. Everybody should have the right to portray his identity in the way he or she would like to show it. Most participants more or less agreed that a passport of today does not necessarily represent one’s identity. Yet through a freer and more flexible system it could turn into a document truly representing the person behind the passport.

The second part of the session focusing on citizenship and its European dimension challenged participants in a different way. In comparison to the first part which dealt with the value of a passport and its connection to citizenship, since it is the document which guarantees the rights all citizens are endowed with, this part focused on defining citizenship and European citizenship. Not only defining, but also trying to look how participants personally perceive citizenship, if it is not connected to their passport. This is one of the joint points with the first part; those things which were to be added to the passport optionally came up again.

After splitting up into different workgroups participants worked on a variety of issues: Globalisation, Interculturality, Technology and Communication, European Integration and Environmental issues. The task was to identify the challenges and discuss how to address these challenges as an active citizen, where are potential ways of action, are there limitations to for an ordinary citizen?

The groups dealing with interculturality and European integration were quick to agree on the problems and challenges arising from multinational, cultural and language communities such as Europe. However, it was difficult for the participants of these groups to agree on an ideal path. An intense discussion about who is responsible for integration and intercultural encounters, the immigrant or the state, nation, region, society he migrated too, arose.

The groups discussing about Technology/ Communication and Globalisation focused on the challenges, problems, opportunities and risks offered by a global network. They looked at issues such as the right and the possibility to access this network. In terms of globalisation they focused on economic and political topics, such as fair trade, aid to developing countries and financial exploitation of less industrialised countries and regions.

In terms of communication and especially the digital world, websites, e-mail, instant messaging and all forms of news and interactive communication via the internet. The group’s unfortunate conclusion was that there is little action a citizen can take personally, demanding such access is only possible to a certain extend.

The environment group pursued the concept of categorising the challenges we face today and whether they should be addressed on global, European, national or local level. Concluding, in one way or the other every citizen can do his or her share to face these challenges. The concrete challenges discussed in the group ranged from climate change, nuclear waste and water pollution to ways how all citizens can contribute to the reasonable usage of energy, water, recyclables and other forms of garbage. The main result of the discussion was that there is such a wide variety of actions to be taken in order to protect the environment in which we live, reaching from general education about the complexity of the ecosystem for all people(s), raising their awareness to carefully use all resources and equipment to limitations and regulations forcing all industrial production to contribute to less CO2 emissions, more energy efficiency, etc. However, keeping in mind that tackling these problems can not only be achieved by investing money, it also has to be based on innovative approaches to modifying production, consumption or ways of recycling.

### 10. Responsibility and Active Citizenship

Objectives	Expected outcomes
<ul style="list-style-type: none"> <li>- Explore links between global education, citizenship and responsibility</li> <li>- Explore current awareness of the concept</li> <li>- Areas of responsibility</li> <li>- Get to know IndyAct</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to relate ICL experience to citizenship and responsibility</li> <li>- Awareness of process in developing such responsibilities</li> <li>- Better information on encouraging examples/ inspiration</li> <li>- Awareness of journey to active responsibility</li> </ul>

Combining the discussions and concepts presented during the first days of the study session started with this part of the programme. Participants were provided with space and time to discuss about their perceptions of personal and social responsibilities. In addition the session also aimed at getting participants' minds ready for the next modules, designed to provide them with time to collect ideas and prepare future active participation. Most inspiring and motivating was the input from the guest speaker who was in charge of the second part of this session.

However the first part of this transition session was an activity taking place in small groups of six people facilitated by the educational advisor. Each group was provided with a set of twelve controversial statements on separate sheets of paper. As each member of the group received 2 statements, they were asked to silently place them on the flipchart on their table, dividing them into the categories "YES" and "NO". Remaining in a discussion with out words group members could flip statements if they did not agree with their placements. During the verbal discussion afterwards participants argued on various levels, some groups tried to reach consensus over the topic represented by the statement, others focused on the particular wording of the statements, and again others had to explain certain statements to some group members in order to clarify misunderstandings and miscommunications. Most groups could have agreed on some of the phrases if they would have been changed slightly. These are the twelve phrases the participants discussed and argued about:

- 1 - Animal rights are nonsense.
- 2 - Wearing a headscarf is against women's human rights.
- 3 - Citizens who pay taxes are more entitled to social benefits than migrants.
- 4 - Minorities have the responsibility to integrate in the society where they live.
- 5 - Roma people will never integrate into European society.

- 6 - Body scanning is justified to protect people from the threat of terrorism.
- 7 - What we do to our citizens in our country, should not be the business of international community.
- 8 - Gay people should have the right to marry and adopt children.
- 9 - Terminally ill patients should have the right to euthanasia.
- 10 - It is the responsibility of the schools to teach us to be active citizens.
- 11 - Patriotism should be taught at school.
- 12 - Low-budget flying should be banned in order to protect the environment.



After a short debriefing of the activity the guest speaker, Nina Jamal, took the floor and brought inspirational activism into the room. She introduced the group to IndyAct and its concepts and ideals, a NGO supporting independent activists who share the values of the organisation and strive to achieve their individual dreams. The activity build into her presentation showed what in her opinion is essential to active participation, dreams. Since all great things

started with great dreams, participants were asked, "if they had the power and the means to make a dream (or more) come true, whether it was something in the world, their country, or direct environment; what would it be?"

The slides that came after the dream exercise were about two passionate campaigners who had dreams like the participant's, demonstrating the actions taken to "make their dreams come true".

**Outcomes**

During the first activity participants realised how difficult it is to agree on the rights and responsibilities connected to the topics discussed in previous sessions, especially in a multicultural environment. Looking at the statements from this activity only number 10 was approved by all groups. Questions 1, 2, 5 and 7 were rejected by all groups and the remaining questions didn't reach a consensus. Question 4. dealing with integration was heavily discussed in most groups. Two groups looked at the sentence without placing it in a context, saying yes minorities have to make an effort to integrate in to society. One group concluded that the statement is wrong since it ignores the obligation of society to integrate members of minorities. The other two groups could not decide on this statement since it is both YES and NO in their opinion, depending on the context it is used in.

	G1	G2	G3	G4	G5
1	N	N	N	N	N
2	N	N	N	N	N
3	N	N	N	X	X
4	Y	Y	X	X	N
5	N	N	N	N	N
6	N	N	N	N	X
7	N	N	N	N	N
8	Y	Y	X	Y	Y
9	Y	X	Y	Y	Y
10	Y	Y	Y	Y	Y
11	N	X	Y	N	N
12	N	N	N	N	Y

The part of the session led by the guest speaker on one hand informed about IndyAct and a few particular activists and their actions supported by the organisation and on the other hand it was inspiring for participants. Participants were inspired by the examples portrayed in the presentation and by the dream exercise. The combination of these elements brought new motivation and spirit to the group and the individual participants, also giving them confidence to pursue their own dreams. This cloud of dreams represents at least one dream per participant.

### Dreams:

- Really learn from your mistakes
- World peace, help poor countries
- A world without Terrorism, no fear of bombs
- Make people use more bio fuel
- Achieving the Millennium Development Goals 2015
- A real climate agreement
- Sustainable development and social equality for my children and their children
- Equality between societies
- Stop discrimination based on nationality
- fight criminality originating from inequality
- Give drinkable water to everyone
- good education for everyone
- gain knowledge and skills in order to use it
- League of secret poets that will save the world
- Go and help in Haiti
- Equal access to education for children in poorer families and countries
- No animal cruelty
- Preserve and protect diversity of any kind
- Stop the USA from playing the World Police
- A safe place for everyone
- Stop human trafficking
- Do something about the ongoing war in Israel/ Palestine
- Friendly community
- Israelis and Palestinians to live in peace
- The use of more environmentally friendly cars, smaller electric cars
- Open world for everyone, free travels
- Give everyone the opportunity to work
- Equal opportunities



### **11. Opportunities for Action**

Objectives	Expected outcomes
<ul style="list-style-type: none"><li>- to explore possible practical tools for action</li><li>- to present and discuss the ECTP</li><li>- to present and promote projects on European level (both EFIL and non-EFIL)</li></ul>	<ul style="list-style-type: none"><li>- participants are aware of different methods/tools/activities that they can use in the multiplication period in their organisations</li><li>- participants are ready for the planning of the multiplication process</li><li>- participants have a good knowledge of the ECTP, its advantages and constraints</li></ul>

The part informing about ECTP was designed as a quiz, though its questions had to be found first. For those who knew the European Youth Centre in Strasbourg, the five questions were put on small sheets of paper and hidden in on the ground floor inside the dining room. It took a crowd of 30 participants roughly 15 minutes to find the 5

questions. Since there were a few participants who had already been involved with ECTP, it was a sharing of information within the group. Questions like: What does ECTP stand for? What is the idea behind ECTP? How many participants did this programme have in its first edition in 2009?

After presenting the “correct” answers the group started a discussion about the assets, advantages, challenges and threats of ECTP, soon turning into a discussion about the programme’s future, its feasibility, content and framework.

The creative second half of the session was designed as an Action Fair or Market. There were three Areas of Action; ECTP, other AFS Actions and Other Actions each represented by a huge piece of paper, leaving lots of room for inspiring examples and creative ideas. The fair was divided into two phases; the first one was to be silent, while the second was going to be more communicative. During the first phase participants were asked to fill the papers with past examples, using a green marker, and with projects they would like to do/ try, using a blue marker.

After having collected all the ideas and examples the second phase of the fair began, during which participants were allowed to exchange, discuss and ask each other questions about the projects described on the papers. In order to mark interesting activities and connect related topics participants were provided with red markers. Soon red crosses, circles, exclamations marks and other comments appeared all over the papers. Little groups formed and they began to discuss what the possibilities are, whom to ask for advice or they started looking on the paper if there were any examples which might help them. In order to give everybody enough time to examine all the ideas and carefully choose the one he or she would like to work on. The final groups were only to be formed the next morning, just before starting to work on the specific projects. In order to provide the participants with additional assistance and resources, the facilitators organised four resource corners. Each resource corner had its own topic, European Youth Foundation, EFIL, Handbooks or Youth in Action and resource person. This person would introduce the topic, explain the function or structure and describe the potential support which can be acquired from it.



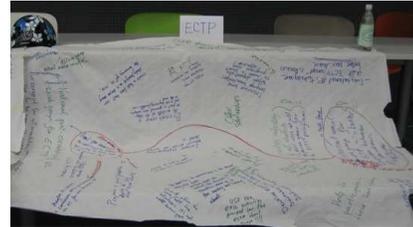
### Outcomes

The most important outcome of this session was the preparation of the “Taking Action” session which was going to follow on Saturday morning. The brainstorming and collecting of ideas was essential for the next session’s success. The general information and introduction of ECTP got many of the participants interested and they are looking forward to get opportunities to actively take part in this programme, both on national and European level. The resource corners provided a useful set of background information where to get any

means of support. Ranging from financial support from EFIL, EYF and YiA, to content and training support in the shape of handbooks or personal skill development. You can not provide an overview of everything that is available in the fields of Intercultural Learning, Citizenship and Human Rights education in a few minutes, but you can show people the doors where they might want to knock if they are looking for support.

## ECTP

The suggestions, ideas and projects are as diverse as the handwritings on the paper.



- Every national AFS taking care that ECTP concept is know by participants before they leave
- Offer scholarships
- Encourage some language knowledge before departure to make a shot programme more efficient
- Make ECTP more known on national level
- Create a task force that can study/ analyse in a deeper way the meaning of EC
- Inform more people about ECTP/ promoting ECTP
- More explanation about ECTP on local level
- Develop ECTP to be more suitable in different school systems
- National post-orientation
- Work group for ECTP
- Concept for all orientations, developing a clear line for the programme
- Involve more volunteers, inform them about ECTP
- Promote the ECTP at EFIL activities
- Communicate with schools, integrate EC content also in formal education
- Help participants in their host countries
- International work group for ECTP
- Country information day
- Make a project during the ECTP stay
- Create a common AFS introduction/ presentation on EC

## Other AFS Actions

The paper containing the most red marks, names and comments was about AFS Actions in general. The ideas and examples reach from grassroots actions to international projects.



- Effective and active fundraising
- More camps in hosting countries
- Co-operative camps in the Nordic countries
- preparing host families better
- Cooperate with kindergartens and older people – make them meet exchange students
- Finding new means of funding
- More local seminars based on international examples
- Sending more exchange students
- Not only teaching the language – something about Europe as well
- Human Rights workshop

- More learning possibilities for AFS volunteers
- Volunteers could exchange with other organisations to share and learn
- Share the experience that I got here with in my AFS
- Workshop weekend; stress management, conflict resolution, first aid...for everyone
- Intercultural workshops
- Making AFS Tunisia archaeology programme more known on an international level
- More short term volunteer exchanges
- EFIL task force on intercultural competences
- Task force on Italian cultural identity
- Fund raising for more scholarships
- Including volunteers that have no AFS experience
- get active in EFIL
- Autumn days – brainstorm about volunteer and host family development
- Volunteer internships
- Improve ICL workshop in AFS Germany
- Promote the diversity of programmes
- National volunteer camp in my chapter
- Passing on what I have heard/ learnt from volunteers in my chapter
- Raise awareness for other minorities within AFS e.g. homosexuals
- Family motivation
- Improve my chapter
- A study session on intercultural competences and citizenship; national level
- Branding AFS
- Promote new chapters, help find scholarships
- AFS promotions through short movies
- Develop and implement workshops focusing on GENDER issues
- volunteer exchanges between chapters and/ or countries

### Other Actions

As this paper shows, participants have not only plans related to AFS, but also many other ideas and hopes how to actively engage in society and become a responsible citizen.



- EVS
- Combine intercultural education with environmental education
- Set up courses and workshops at school on stress/ exams/ presentations
- Create a network between AFS and other organisations/ associations
- Be in international medical service
- Volunteer in other NGOs
- Promote Human Rights education
- Campaign for Animal Rights
- Attend seminars dealing with these topics, bur organised by other organisations
- Connect to other organisations
- Bring together different NGOs
- Start to work with migrants and minority groups
- Work with IndyAct
- Be a boy scout
- Offer people opportunities to learn more about different cultures
- European Citizenship education

## 12. Taking Action

Objectives	Expected outcomes
<ul style="list-style-type: none"> <li>- to get familiar with the concept of personal action planning and project management</li> <li>- to create individually or in teams projects of implementation/multiplication of the gained knowledge in the home organisations of the participants</li> </ul>	<ul style="list-style-type: none"> <li>- participants know the basics of project management (short input from the trainers)</li> <li>- participants have each an individual or team personal action plan</li> <li>- participants have planned their small project that they will implement in the upcoming weeks in their organisation</li> </ul>



### Project planning basics

The fundamental idea of the action plans developed during this session is that they fulfil the criteria lined out by the SMART concept.

Setting SMART objectives provides the necessary support and aids the achievement of set goal. Before exploring SMART objectives and applying them, it is important to understand that there is a world of difference between *goals* and *objectives*.

- **Goals** relate to our aspirations, purpose and vision. For example, I have a goal of becoming financially independent.
- **Objectives** are the battle plan, the stepping stones on the path towards the achievement of my goal.

A goal may have one or many objectives that would need to be fulfilled to achieve the goal.

The most well known method for setting objectives is the **S.M.A.R.T.** way. The SMART approach is well understood amongst managers, but is poorly practiced. S.M.A.R.T refers to the acronym that describes the key characteristics of meaningful objectives, which are:

**S**pecific (concrete, detailed, well defined)

**M**easureable (numbers, quantity, comparison)

**A**chievable (considering resources)

**R**ealistic (not impossible)

**T**ime-Bound (a defined time line)

### Specific

Specific means that the objective is concrete, detailed, focused and well defined. The objective is straightforward, emphasises action and the required outcome is clearly defined.

Diagnostic Questions

- WHAT are you going to do?
- WHY is this important for me to do?
- WHO is going to do what? Who else need to be involved?
- WHEN do you want this to be completed?
- HOW are you going to do this?

### Measurable

Are you able to track the results of our actions, especially as you progress towards achieving the objective? Most importantly, measurement helps us to know when we have achieved our objective.

#### Diagnostic Questions

- How will you know that the change has occurred?
- Can these measurements be obtained?

### Achievable

Make sure that you are able to reach your objectives that they not exceed your time and financial resources. You should also consider whether you have the skills, the knowledge and the logistic infrastructure to realise your plans.

#### Diagnostic Questions

- Can we get it done in the proposed timeframe?
- Do you understand the limitations and constraints?
- Can we do this with the resources we have?

### Realistic

Keep in mind to have an overall goal and objectives that are potentially to be reached and are not impossible.

#### Diagnostic Questions

- Is it possible to achieve your objective?
- Is this possible?

### Time-Bound

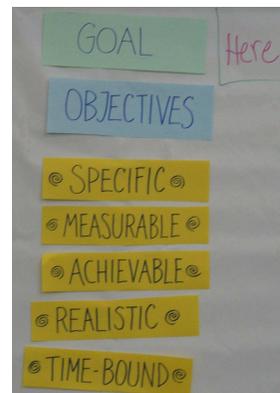
Time-bound means setting deadlines for the achievement of the objective. Deadlines create the all important sense of urgency. If you don't set a deadline, you will reduce the motivation and urgency required to execute the tasks. Deadlines create the necessity of action.

#### Diagnostic Questions

- When will this objective be accomplished?
- Is there a stated deadline?

### **Personal or Team Action Plan (PAP or TAP)**

The personal/team action plan template is a format which allows you to structure the planning process of an activity, programme or any other event. It provides you with guiding questions about vision, goal, aims and objectives, keeping in mind to think SMART according to the concept introduced at the beginning of the session. Next to these general questions the template focuses also on more practical issues, such as means of communication, potential obstacles and where can I find support to overcome these difficulties.



## Working on the PAP or TAP



A few groups were formed, every group formed around a certain issue, topic or project. The action plan regarding this project was then developed within the group. Afterwards each project group presented their idea and the steps to be taken in near future. Ideally these PAPs and TAPs are not only vague ideas, but are realised in the months and years to come.

### Outcomes

#### - Nordic AFS Affair

The idea of this chapter exchange programme was to foster the good relations between the Scandinavian AFS organisations. Despite all the great ideas and the enthusiasm, the ambitions had to be lowered due to resistance from many sides and difficulties in the organisational structure. If the project is going to find some support in the respective countries, it will most likely take place on a bilateral level between Denmark and Finland.

#### - Volunteer exchange Tunisia - Italy

1. Looking for scholarships for Tunisian students (it almost failed, since no one, neither associations, nor companies responded)
2. Create a group of volunteers (Italian and Tunisian) which could help developing the Tunisian AFS network. The key volunteers in this group were supposed to be experienced volunteers from AFS Italy. At the current stage the project is waiting to be supported by both AFS Italy and AFS Tunisia. If both organisations support the idea, the details and exact framework can be determined.

#### - Lobby for and advertise youth exchanges in (south) eastern Europe

Primary focus was to be on young students between the age of 14 and 15 in eastern and south eastern European countries. Promoting youth exchanges through information evenings, weekends, seminars and camps was planned to be as central to the campaign as the visits to schools and other educational facilities.

#### - ECTP - Volunteer Workforce

The idea of ECTP volunteer workforce was to establish a network of European volunteers who believe that the European Citizenship Trimester Programme can be more than just a trimester exchange. Gathering these people and establishing an exchange of ideas and practices of these volunteers who most likely will also be involved on several stages of ECTP in their country, in order to improve the programme and its coherence.

#### - ECTP midstay camp in Slovenia

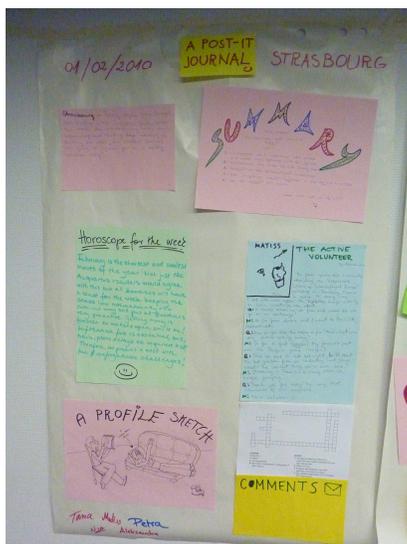
Since Slovenia was already hosting ECTP students in 2009 the two volunteers from Slovenia were looking into setting up a midstay camp with the aim to represent the ideas of European Citizenship and "second culture" to the exchange students before their departure. In order to give the participants of the programme some time in the hosting country to process the ideas and to develop

some ideas what all this has been about. So far they don't know the exact number of students coming to Slovenia, but as soon as they do, they will be able to start planning the activity. It would be a problem if Slovenia only hosts two students (as last year), because in this case there would no be much sense in organising a camp. In this case they are planning to cooperate with Croatia again and maybe they are able to make some kind of orientation weekend together.

- Turkey – Croatia – Bosnia & Herzegovina – Germany Exchange  
Establishing links between two new and two experienced AFS organisations was an idea brought up by two German volunteers who currently do a voluntary service in Croatia and Turkey. The general framework of the project should focus on networking, establishing partnerships, democracy and active citizenship. Next to funding through the YiA Programme the group is looking for additional resources since YiA will not cover all the project expenses.
- Volunteer exchange Latvia – Italy
- Workshop on Gender Equality

### 13. Daily Reflection groups

Objectives	Expected outcomes
<ul style="list-style-type: none"> <li>- Share the feelings about the day</li> <li>- Feedback and evaluate the day</li> <li>- Reflect about the learning on the day in the group and individually</li> <li>- Assess the learning process of the participants during the entire Study Session (only on Saturday).</li> </ul>	<ul style="list-style-type: none"> <li>- Getting the participants feelings, concerns and feedback about the sessions to reflect and evaluate about during each team meeting at the end of the day</li> <li>- Learning diary of each day for participants</li> </ul>



Each reflection group met at the same place every day and was composed of the same people. The idea of the reflection group is to provide a space where participants can share freely and talk about anything related to the day. Yet the picture presented by the participants was evaluated during the team meeting, in order to meet the participants' needs and adapt the programme. The reflection groups usually took place just before dinner end marked the end of the workshop-like programme for the day. Every day the reflection groups followed a similar process, beginning with an open round of sharing about the day. Everybody who wishes could say a few words about how he or she feels and having the chance to point at something they liked or disliked. To make the participants feel comfortable

and talk freely several different methods and “activities” were used, e.g. puppets in a tree, five fingers of a hand, etc. Every facilitator was free to choose his or her own methods. After this first part of sharing in about the emotions in the group, reflection turned to the individual learning diary. The diary provided a certain framework asking questions such as: are there still questions buzzing in my head?, today I learnt...,

today it happened that..., etc. On Saturday participants were asked to bring the pages of their learning diary in order to look back at them and design their learning passport.

Each reflection group was responsible for the “Session Times” for one day. The idea behind the “Session Times” was to create a memory of the group containing essential contents, jokes, sentences, methods and anything else. Format, appearance, content, actually everything was left to participants. The only requirement was to produce something. It turned out that most groups invested quite some time and came up with interesting conclusions, news and reflections about the day.



#### 14. Free time activities



How do you plan leisure activities for the free time that everybody enjoys? The answer the team of trainers found for this question was both simple and successful. “If you have an idea what to do or you want to organise something, put up a flipchart in the workshop room and see who will join you.” All evening activities including the intercultural evening and the farewell party were to be planned, organised and carried out by participants. Groups for the intercultural evening and the farewell party formed quickly, as well

as the daily sauna session and regular games of Pool, tabletop Football and Table Tennis. Not only did something happen every night, but everyone was actively involved. Two versions of “Mafia” and “Parliament” were also played frequently during evening hours. Last but not least there was a **Free Afternoon** which was spent in downtown Strasbourg ending with an all you can eat Tarte Flambée dinner.

The **Intercultural Evening** turned out to be a flight from Serbia, to Tunisia, to Italy, to Belgium, to.... Each stop gave the representatives of the country a chance to present their country using the internet, the cultural typical beverages and foods they had brought from home and any other material, visual or audio. Between the different stops and intercultural experiences the lovely flight attendants of flight “EFIL 2010” entertained and energised the passengers. In Finland passengers were asked to participate in a quiz with random facts about Finland. In Russia passengers could enjoy and participate in traditional Folklore. The Italian participants discovered a entertaining video on Youtube how Italians and Europeans queue, drive, park, order coffee, eat, act in politics, etc very differently. After an incredible marathon of



flights and intercultural stops the passengers decided to move the remaining dances, drinks and other presentations to the farewell party. The 4 hour lasting flight had demanded its tribute; passengers could not eat and drink, sit or stand, listen or talk, lie or dance anymore.

Marking the end of the Study Session “Responsible Citizens in Intercultural Europe” in Strasbourg the **Farewell Party** took place on Saturday evening. All participants had to bring their entrance ticket (filled in evaluation form) and the farewells could begin.

## **IX. Main outcomes and final conclusions**

The main results of the Study Session go along the lines of the aims and objectives. The participants developed a better understanding of various concepts of identity, interculturality, citizenship, Europe, Human Rights, responsibility and active citizenship. Additionally the participants developed skills needed to handle concepts with disputable interpretations, especially valuing the diversity of discussion based on fundamentally different points of view, understandings and perceptions. The main conclusions for the individuals and the group do also evidently derive from these discussions. The diversity of the group unveiled that the perceptions of the concepts discussed vary due to different cultural realities and social contexts. The geographical and cultural distribution of the group also benefited the discussion, allowing participants to glance at the perception of such concepts in different cultural backgrounds. Moreover, participants saw a need to start the discussion at an even more basic level of learning to find a common starting point.

Human Rights Education and intercultural youth work in a multicultural environment are two of the priorities of the Directorate of Youth and Sport, which were both successfully addressed during the Study Session and the group was able to get new insights into. The visit to the European Court of Human Rights and the activities dealing with its conventions concept and origin, essentially contributed to developing new ideas about Human Rights in the minds of participants.

Not only was the Study Session a project organised by and for intercultural youth workers taking place in a multicultural environment, but it also provided participants with the time and space to develop their own intercultural projects. The weeks, months and years to come will show how much drive participants have to initiate and work on the projects mentioned in the outcomes of section IX. 12. and/or others.

Participants’ learning progress and their personal development has also been brought forward. Not only through the knowledge presented by experts and facilitators and discussions with fellow participants, but also through the reflection about their personal identity. Identifying with different intercultural competences and concepts of citizenship with various dimensions fostered their personal growth and confidence in these topics. Connecting the individuals’ responsibility to citizenship and vice versa, provided participants with a new layer of understanding how they can, using their intercultural skills and competences to contribute to their society and community. Improving the confidence in their potential to achieve and successfully manage the projects described in outcomes of section IX. 12.

For EFIL and AFS valuable outcomes of this study session are not only highly motivated volunteers from various national AFS organisations. The possibility to exchange and communicate with other European AFS volunteers benefits the overall network. The knowledge and expertise gained by young volunteers involved in this Study Session will aid the organisation to develop better field work for future

exchange participants and multilateral projects. The projects mentioned in section IX. 12. are all relevant for EFIL and national AFS organisations to strengthen the network and to improve the quality of daily volunteer work with long-term exchanges. The Quality assurance through a European network of volunteers, obviously not solely created by this study session, yet highly endorsed by it. The special network reinforcement effect related to the participation of newly developing exchange organisations in Serbia, Slovenia and Croatia was not anticipated in the aims and objectives. However, the support of these young AFS organisations might prove to be among the most valuable achievements of this Study Session. All team and group members have exchanged email addresses and most of them are also present on Facebook, where the group took the initiative to set up a Facebook group. These means of communication will be used to assist each other wherever possible and were also used to acquire and collect the information to produce this report.

## X. Appendices

### 1. List of participants and team members

First Name	Last Name	Organisation	Gender
Felix	Petsovits	AFS AUT	M
Robin	Broeders	AFS BFL	M
Marieke	De Smet	AFS BFL	F
Adrian	Lehne	AFS CRO	M
Ema	Sare	AFSCRO	F
Charlotte	Klinting	AFS DEN	F
Alexander	Müller	EFIL	M
Daniel	Jara Fernández	AFSESP	M
Eerika	Heikkilä	AFS FIN	F
Lotta	Metsärinne	AFS FIN	F
Inga	List	AFS GER	F
Miriam	Berner	AFS GER	F
Ulrike	La Gro	AFS GER	F
Zsofia	Hutvagner	AFS HUN	F
Petra	Tisoczki	AFS HUN	F
Marlene	Sagripanti	AFS ITA	F
Francesco	Beghelli	AFS ITA	M
Erica	Aiazzi	AFS ITA	F
Davide	Lupi	AFS ITA	M
Matiss	Lacis	AFS LAT	M
Inese	Avota	AFS LAT	F
Alexandra	Ruivo Cordeiro	AFS POR	F
Nídia	Palma	AFS POR	F
Alexey	Vladykin	AFS RUS	M
Elena	Shutova	AFS RUS	F
Tijana	Delic	AFS SER	F
Aleksandra	Tomovic	AFS SER	F
Tana	Debeljak	AFS SLO	F
Tinka	Valtl	AFS SLO	F
Rahma	Halila	AFS TUN	F
<b>Preparatory Team</b>			
Anne	Hitzegrad	AFS GER	F
Nuno	Guerreiro	AFS POR	M
Eva	Vítková	AFS CZE	F
Edoardo	Laurenti	AFS ITA	M
Pablo	Castiñeiras	YMCA Spain	M

## 2. Summary of participants' evaluation

In the afternoon of the last day of the Study Session participants were asked to evaluate the last six and half days, visually, orally and in written form. The provided framework in order to compile the individual emotions, feelings and happenings was the "Learning Passport", a double-sided and folded paper providing space for personal reflection about learning.

Each reflection group prepared and performed a sketch portraying the greatest achievement of the week each based on a different theme.

During the next step of the evaluation four flipcharts were created and filled:

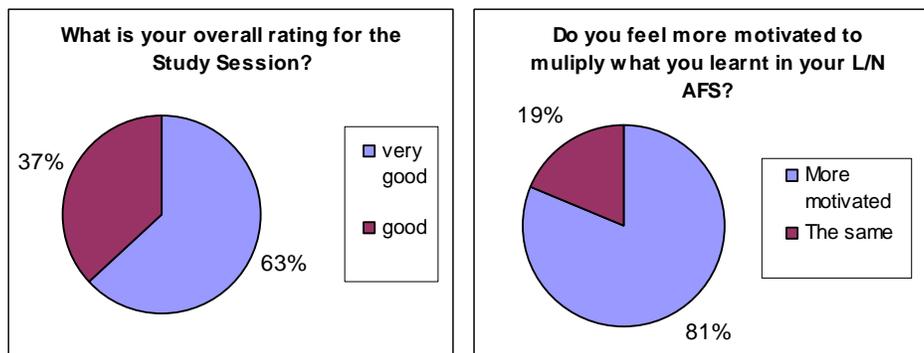
1. One thing I liked
  - The group
  - The team; every member mentioned individually
  - The venue
  - The programme
  - Sauna
  - Free afternoon in Strasbourg
  - everything
  - Nina was great
2. One thing I disliked
  - The little interaction of trainers and participants outside of sessions
  - Sometimes to little time for discussions
3. One thing I wouldn't do the same way (if repeated the Study Session)
  - The session about Citizenship (Nr. 9) and the involvement of the guest speaker
  - Maybe more flexibility in respect to time
4. One thing I was missing (to add to the programme if repeated the Study Session)
  - More and deeper theoretical inputs and discussions
  - More time for intercultural competences related to participants experiences

Before receiving the written evaluation forms, which also were the admission "tickets" to the farewell party, the final step of the group evaluation was the "thermometer", using a scale from -20° to + 20°.

1. Where your expectations for this Study Session fulfilled?
  - 0° - +20°
  - Didn't have any expectations
  - Wanted to be surprised
  - Didn't know how the Study Session would be
2. And what about your fears? Did they disappear?
  - 5° - +20
  - I arrived late – would feel strange – did not happen
  - Get ill - happened
  - Difficult to integrate – did not happen
  - Not get school homework done – happened

3. What do you think about the facilitation methodology used by the team in this Study Session?
  - 0°- +15°
  - No PPP!!!, several voices
  - Mixture good
  - Seating – exchange; more moving
  - More flexibility with timing
  
4. Did you feel integrated and part of the group?
  - 20°
  - Isn't a group hug enough? (literally)
  - It took some time for more reserved group members to make their voices heard
  
5. How do you rate the team of facilitators of the Study Session?
  - 15°
  - In general good
  - The trainers could have mixed more with the group

These are the quantity and quality results of the written evaluation forms:

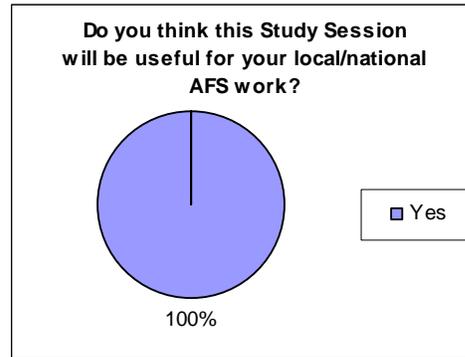


#### Comments and suggestions

- I feel really motivated to take action in my country with AFS
- the Study Session strengthened my ideas about Europe and the preventive good of AFS
- We want more!
- Thank you!
- I had a great week!
- I enjoyed my time in Strasbourg a lot, as well as being with the trainers and my fellow participants
- The group was really good and we had lots of mutual inputs, but I think the theoretical topics should be deeper (maybe also with experts) in order to have better discussion, it becomes more challenging
- We should have more study session like this one, with different topics.
- This seminar is so far the best planned I have been to.
- I had a great week, Thank you very much! It has been a while since I leant new things about these topics and it felt good to discuss them with others.

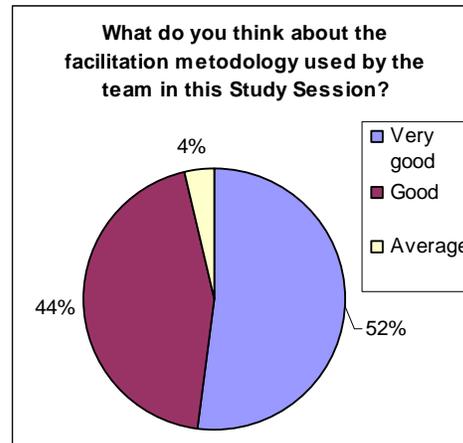
Do you think this Study Session will be useful for your local/ national AFS work?

- I am thinking about realising 4 projects with people I met here
- With increasing numbers and more importance of the ECTP it is necessary to have more info on the programme and the topics related
- I am very inspired
- Some new ideas
- If we are able to increase peoples interest and awareness of European Citizenship and ECTP then yes
- I feel more confident to provide other volunteers with information
- Especially our project about ECTP
- These sessions are a source of crucial insights for our new organisation
- I just realised what a “weapon” AFS is, meaning that if we cooperate together and send our message to the others, there can be magical things happening
- ECTP progress on national orientation level
- All the activities and models



What do you think about the facilitation methodology used by the team?

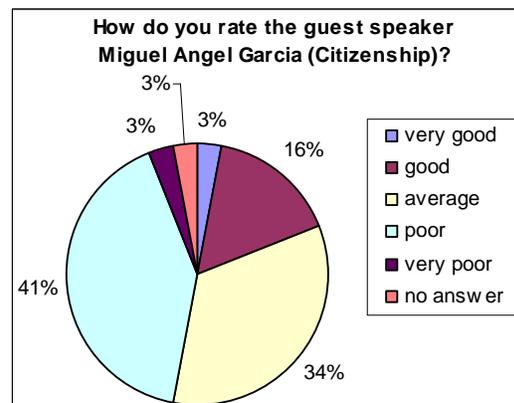
- The methods were inspiring
- Truly non-formal education, good that we did more than just discuss
- More flexibility, more discussion
- Good mix of methods
- I liked the mix of presentations and group work and other exercises
- I liked the exercise of having and living another identity
- Maybe more time for discussion would have been helpful at some points
- Lots of activities, not too many presentations



Guest Speakers

Miguel Garcia:

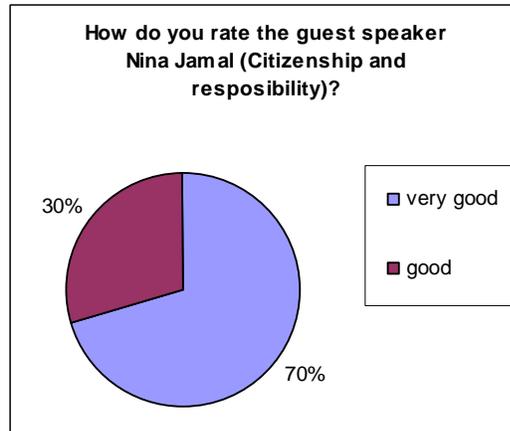
- Not much room for disagreeing
- Hard to follow
- Interaction with him was difficult, we had difficulties understanding his arguments and points and he had his difficulty understanding us



- Too many definitions, no conclusion
- I felt that he had much more to offer than the things he put in his presentation.
- It was kind of difficult and hard, maybe more explanations could have helped
- A little bit confusing
- Provocative

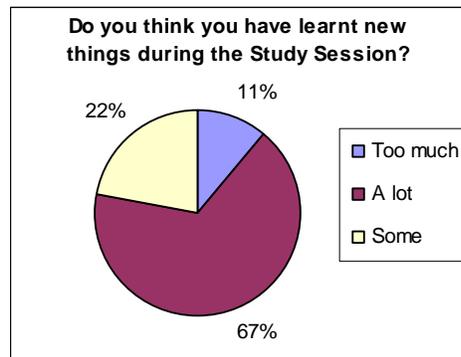
Nina Jamal:

- Very inspiring
- This was just amazing
- Live your dream was a message I needed
- Great, amazing
- Good to get outside AFS impressions as well
- Really enthusiastic
- It was really interesting, like some kind of “brake” into the AFS vision, different point of view
- It was really easy to follow her and it was really good
- Great input regarding possibilities to take action

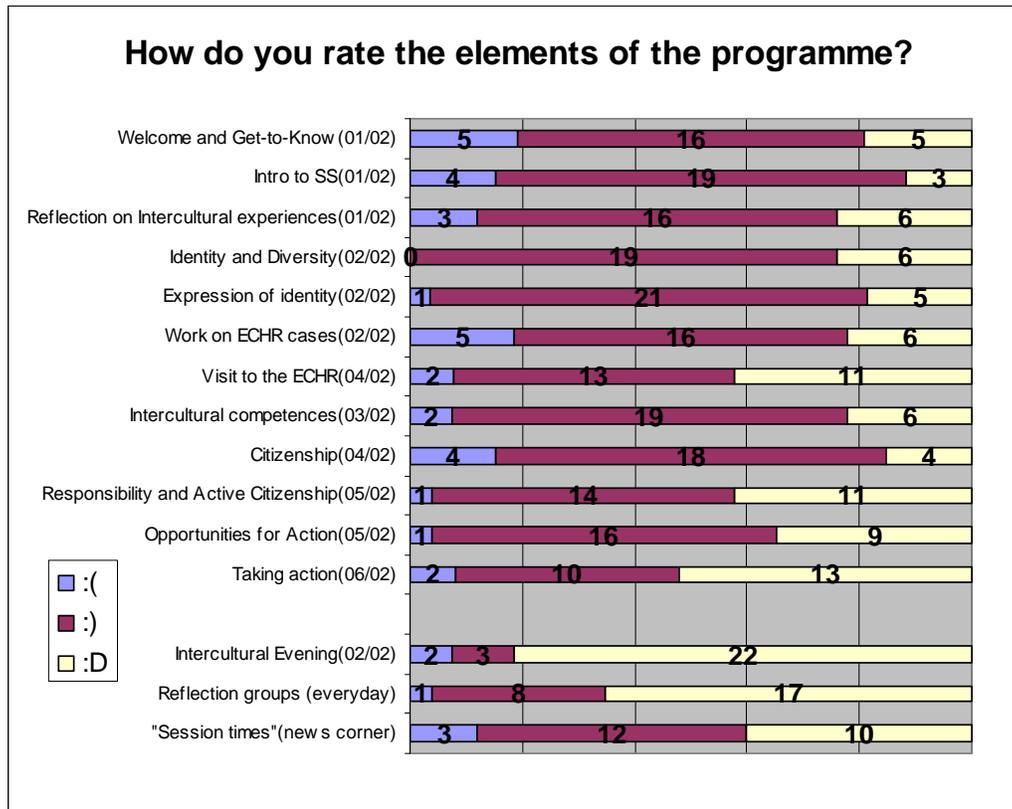


Do you think you have learnt new things?

- It could have been more for me, but this was enough.
- I have learnt a lot about citizenship and my own learning journey
- Not so much knowledge, more personal skills
- I have learnt a lot of things
- I made some new interesting connections and conclusions
- Since the study session was so intense and I got so many new impressions I need time to manage and handle this information.
- About Council of Europe, citizenship, indyACT,...
- I got some new ideas and thoughts about European, Citizenship, Human Rights and the ECHR



## The sessions



- Teambuilding is so important, thank you for taking so much time for it
- The intercultural evening was too long
- About citizenship, was confusing
- Responsibility and Active citizenship was the best one
- Reflection groups were useful
- Expressions of identity, made me think about my own concepts of identity
- I had really good discussion during most of the sessions and group works
- The ECHR cases could have been used more intensively
- I did not like the reflection on intercultural competences, why did we work with those movies? Why not with our own?
- The second half of the study session was really productive and interesting

### 3. List of references

- **Snapshots – When Cultures Interact**  
[http://efil.afs.org/efi\\_en/view/9547](http://efil.afs.org/efi_en/view/9547)
- **Intercultural Learning T-Kit 4.**  
[http://book.coe.int/EN/ficheouvrage.php?PAGEID=36&lang=EN&produit\\_alias\\_id=1708](http://book.coe.int/EN/ficheouvrage.php?PAGEID=36&lang=EN&produit_alias_id=1708)
- **Paper "AFS Achieving Educational Results"**  
<http://74.52.0.194/downloads/files/Educational-Results-Report-Final.pdf>
- **Talks of refugees**  
Berthold Brecht
- **Presentation Culture, “Identity” and Intercultural Communication**  
<http://www.europas.es/eupro/content/view/66/113/lang.en/>
- **On Becoming Global Souls: Building Intercultural Competence** - Janet M. Bennett, Ph.D.  
[http://cercell.arizona.edu/icc\\_material/Bennett\\_handout.doc](http://cercell.arizona.edu/icc_material/Bennett_handout.doc)
- **Combating Discrimination: A Training Manuel**  
[http://www.migpolgroup.com/public/docs/10.CombatingDiscriminationTrainingManual\\_EN\\_09.05.pdf](http://www.migpolgroup.com/public/docs/10.CombatingDiscriminationTrainingManual_EN_09.05.pdf)
- **Under construction – Citizenship, Youth and Europe**  
[http://book.coe.int/EN/ficheouvrage.php?PAGEID=36&lang=EN&produit\\_alias\\_id=1696](http://book.coe.int/EN/ficheouvrage.php?PAGEID=36&lang=EN&produit_alias_id=1696)