



# 1 step in, 1000 steps forward towards intercultural learning. Exploring Intercultural Learning and the importance of having facilitators in the international youth work

Report of the study session held by  
Associazione TDM 2000 International  
in co-operation with the  
European Youth Centre of the Council of Europe

European Youth Centre Strasbourg  
21<sup>th</sup> - 28<sup>th</sup> November 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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## Acknowledgements

- Team: Gianluca Massimiliano Frongia,  
Angelica Perra, Marish  
Manucharyan, Ivana Davidovska,  
Stefan Manevski
- Reporter: Angelica Perra

**Associazione TDM 2000 International**  
Via Vittorio Emanuele, 94, a – 09045 Quartu S. E. – Italy  
tel: +393286121018  
E-mail: [tdm2000international@gmail.com](mailto:tdm2000international@gmail.com)  
website: [www.tdm2000international.org](http://www.tdm2000international.org)

# Table of Contents

Executive Summary .....	5
Introduction.....	6
Main outcomes of the study session .....	8
Final conclusions and recommendations .....	11
Appendix 1 – Daily programme.....	12
Appendix 2 – Participants’ List .....	13
Appendix 3 - List of manuals provided to the participants.....	14
Appendix 4 - List of websites used.....	16

## Executive Summary

This report represents the outcomes and main contents of the TDM 2000 study session. The report is divided in 6 chapters.

The first chapter is actually the “introduction” to the work and it gives an idea of what the study session was about (aims, objectives, participants’ profile, programme flow, topics discussed during the study session).

The main outcomes of the study session have been analysed in the second chapter. We have made a reflection on how the whole process went from the preparation to the implementation and follow up of this study session and we have reported the main issues discussed and how the participants have react to the themes and methods and methodology use. It has been made hoping that it could be of some help or indicate some direction to be taken from other youth organisations or probably also from who draw the youth policies or the actions in support of youth and intercultural dialogue. In this chapter we have described also the main results achieved by the TDM 2000 International, the learning outcomes for participants, the projects participants proposed during the study session).

The final conclusions have been taken and reported in the third chapter or the report. We have made a summary of the overall report trying to allow also to those that do not read the full work to understand what it is about and to be able to eventually go back in the work and find the parts of their interest.

In the Appendices, the interested reader can find a copy of the final programme implemented, the list of the participants with names, countries and organisations and a list of references used during the study session.

# Introduction

## Aims and objectives of the study session

The overall aim of the study session was to deepen participants' competences in promoting intercultural learning (hereinafter, ICL) by exploring non-formal education methodology in order to contribute to the elimination of all forms of discrimination.

The project has been set to achieve the following **objectives**:

- to explore the concept of ICL and to create a common understanding based on participants experiences
- to provide a safe space for participants to challenge their own views and attitudes in relation to ICL
- to explore ICL as a methodology and tool to support the participants in their youth work practices
- to develop participants' competences in using non-formal education for promoting ICL
- to provide space to plan and develop concrete follow-up actions in order to apply the acquired competences to youth work
- to encourage participants to act as multipliers by spreading the acquired experience on ICL as much as possible among youngsters.

## Profile of participants

The study session was targeted at youth workers, youth leaders and others interested in developing and deepening their competences in promoting ICL and facilitation methods. It was also addressed to people with previous experience in intercultural activities and motivated to contribute in the study session with their knowledge and experience. The reason for choosing this target is related to the fact that we believe that youth workers can be the best multipliers, and that they have the passion and position to continue discussing and acting at local level through their work with young people. We have made the selections according to the decided target and we have set the selection criteria to be able to involve the above mentioned people.

Participation was welcomed from all the Council of Europe's countries, but priority was given to the members of the TDM 2000 International network. To give the same chances to everybody we have decided to accept 2 participants from the countries where there is a member of the network, as follows:

Albania, 1 participant

Algeria, 1 participant

Armenia, 2 participant

Azerbaijan, 1 participant

Bosnia and Herzegovina, 1 participant

Cyprus, 1 participant

Georgia, 1 participant

Greece, 3 participants coming from 2 different organizations

Italy, 3 participants coming from 2 different organizations

Kosovo<sup>1</sup>, 2 participants

The former Yugoslav Republic of Macedonia, 4 participants from 2 different organizations

Malta, 1 participant

Romania, 2 participants

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<sup>1</sup> All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo.

Russian Federation, 1 participant

Spain, 1 participant

### **Programme flow and main issues discussed**

The first day has been the day of “knowledge”; we have set activities finalised to get to know each other, to understand who the participants were, who were the team members, who is TDM 2000 International, what it does and how it works; who is the Council of Europe, how it works and what it does. We have explored the Youth Centre to understand the working space and we set some rules to favour the smooth implementation of the activities in order to achieve the objectives set. After analysing the objectives and the programme of the study session we have explored the expectations of the participants towards the study session itself. To keep on getting to know each other and to help the participants in getting a common group spirit we have organised some group building activities.

At night we have organised an intercultural learning evening to facilitate the building of the group spirit and the ice breaking in an informal moment.

The second day has been dedicated to the topic of intercultural learning. We started from an introduction to explore step by step the connection between culture and identity arriving to the presentation of the Intercultural Learning Model in order to understand its role when working with youth and we have closed the day by the NGOs fair focusing on what each organisation does to facilitate ICL in youth work.

On the third day we have therefore introduced the non formal learning as a methodology to facilitate ICL when working with youngsters. We started from the definition of learning and we have analysed the differences and similarities between formal and non-formal education and learning and how they can work together in support of the personal development of young people. In the afternoon we have made the mid term evaluation to check if the activities we were implementing were leading to achievement of the prefixed goals.

The day after we have visited a local NGO called CLAPEST. The aim of the visit was to understand how a really active and well known France organisation works in favour of the intercultural understanding and learning. Participants have had the opportunity to ask for many questions and to see some of the tools that CLAPEST has developed and with which it works every day.

From the afternoon we have started the last part of the programme, aimed to provide to the participants tools and knowledge on how to run workshop to facilitate intercultural learning in youth work. First we have seen which the needed skills are, we have delivered and shared some contents and suggested some workshops and then the participants in small groups have selected the workshops that they wanted to implement. The last part of the day has been dedicated to the preparation of the workshops.

On the fifth day participants supported by the staff members have kept on working for the preparation of the workshops and the rest of the day has been dedicated to their implementation.

In the last day of the programme we have presented some resources like guides, websites and other tools that could be useful while working in intercultural learning with youth. We have discussed about some follow-up ideas and set up an action plan for the group to keep on working together for the preparation and implementation of new projects in this field. After presenting the follow-up ideas we have closed the programme with the final evaluation.

The programme included also a daily activity called reflection groups aimed at analysing the learning outcomes of the day and to see if there was anything to be changed in the programme or in the general implementation of the study session

## **Main outcomes of the study session**

### **Recommendations or statements on issues that require particular attention and which could be addressed in the context of the European youth work**

The participants have developed further understanding of intercultural learning and of the role of the facilitator in intercultural learning. It has been very motivating to see that despite their young age they were all really motivated to understand how they could use intercultural learning as a tool to work with young people and to transmit them concepts linked to inclusion, understanding, respect, dialogue. It shows a strong and diffuse need to feel part of the same world, of belonging from the same roots and what is more important a will to build something together. In our daily work we promote active citizenship, we try to stimulate young people to take action and be the change for our societies and during this study session we have realised how strong this desire is and.

We have discussed and stressed the role of young people as vehicles of this idea of mutual understanding in our societies, and we have agreed the important commitment we all have to take to facilitate it.

### **Main results for the organiser of the study session**

As coordinator of the activity and organisers we are quite satisfied about the achieved results in term of learning from the participants. We (together with the team) agreed on the fact that we have reached the goals that were foreseen for this study session. Participants developed further understanding of intercultural learning and of the role of the facilitator in such field. They also developed competences in running sessions on intercultural learning and they have developed a further understanding on the links between intercultural understanding and dialogue among different cultures and how intercultural learning is important to spread these concepts among youth.

They have also developed ideas for future projects to be realised at local and international level. The curiosity about the network, how it works and what it can bring has taken participants not from TDM 2000 International network to apply to become part of it and with them we are actually cooperating nowadays.

The role of the Council of Europe and its support measures to the youth work has generated a high interest in the participants. We have been explaining how they can work together with the Council of Europe and its functioning system. We have explained how the support measures can be useful especially for the young people not belonging to the European Union because they cannot access to the majority of the support programmes.

We have organised activities to allow the participants to present their organisations and to promote the activities they realise, we gave the opportunity to develop new project ideas and to create cooperation and networking. The ideas are about projects that could be realised especially within the TDM 2000 International network. This will increase the number of activities of the network and will involve a higher number of youth contributing to their personal development and favoring their active participation in the development of their local communities. Also the activity encouraged new organisations to join the network of TDM 2000 International. All these achievements contribute to the goals of the association. It has been important for us because it was the first activity of TDM 2000 International giving the possibility to enlarge the network and to develop participants' understanding of what TDM 2000 International is.

## **Main learning points for participants**

The participants have learnt about different approaches to touch the issue of intercultural learning, different methods to use with the young people to attract their interest, they have learnt from each others' best practices, they have been stimulated to create new methods to be used within the education to cultural understanding of the young people.

New methods were developed by the participants during the preparation of their sessions.

The participants have developed a better awareness on the meaning of intercultural learning and on how they can use intercultural learning as an educative tool to work with youngsters. They will make courses and activities in their own realities to spread what they have learnt acting as multipliers and disseminating the values promoted by the youth sector of the Council of Europe. New partnerships have been created by favoring a networking effect that will contribute to plan new projects in the field of youth development and intercultural understanding and learning. We have been monitoring their work after the study session and we supported those who asked for it to apply for new projects and encouraged all of them to implement what they have learnt. Some of them took part to other training courses and projects organised by our network or other partners. Some of the projects they have submitted have also been approved.

Also participants of the study session had the chance to be closely introduced to what the Council of Europe and the Directorate of Youth and Sport exactly do and how they can support their future work.

Apart from this, participants have improved their capacity to work in a group and especially in an international group. They have acquired or improved their capacity of listening to other's ideas and opinion, how to present the output of a group work to a public or how to present their own ideas in a way that others can easily understand, in one sentence they have practiced and improved their communication skills. There have been also some situations when, due to the strong energy and enthusiasm that they were putting in participating in the discussions and brainstorming, the team had to intervene to moderate the discussions and to stress the necessity to respect others' voices and right to express their opinion. They have therefore reflected, during the reflection groups, about the importance of understanding also the different approach to the discussions that people can have, and it could be due to the cultural background in general (to the way they were brought up, the people they have met during their life, the education they have received, the society in which they have grown up...) all these elements have been re-analysed and gave us the opportunity to link them to the topics of the study session.

## **Description of projects developed during the session and follow-up**

The study session has brought to the development of a few project ideas, some of them have been already applied and implemented.

We had one project about European Voluntary Service and environment. The project is thought to be applied under the funds of the Youth in Action programme. It was lasting one year and the volunteers were coming from 4 different countries. The main themes were ecology, green energy, recycling. The volunteer was supposed to be of support to some technicians, being able in this way to learn and to give his/her contribution. The EVS was supposed to end with the organisation of a youth exchange where the results of the EVS project would have been presented to the intercultural group as a starting point to share different practices to protect environment in the different countries participating to the exchange.

Another group has been working on a project on minority rights. It is planned to be organised in Kosovo because of the situation of the Balkans and of the groups of ethnic minorities living in that area. The project is thought as a training course to be applied under the Youth in Action programme. It is supposed to last 7 days and to involved 30 participants from 15 countries. Starting

from the concepts of “minority” it touches the issues in general to focus deeper in the complicated issue of the ethnic minorities. The participants are supposed to come from European countries and Balkans. The project has been concluded in the follow –up but not applied for technical reasons. It will be applied for the next deadline.

A small group also worked on the development of a project on human right education, namely a training course to be applied under the Youth in Action programme it was thought (and it has been realized) in Bosnia and Herzegovina. During 7 days it has involved 34 people from 10 countries. The main objective was to transfer competences and knowledge on how to use human rights education to work with youngsters to the participants. It has been based on the COMPASS manual. As a starting point we have addressed the topic of human rights starting from the history to the current situation, to the tools that are in use to protect the rights. The participants had also the opportunity to work on their own workshop.

They have planned also a project on children’s rights, another training course to be applied in the frame of the Youth in Action programme. Participants to be involved 30 from 15 countries, to be implemented in Albania. It was based on the manual Compassito and it aimed at transferring competences and knowledge about children’s rights and methods to work with children about this topic. The project has been planned to last 7 days and has applied and implemented.

Also we have thought an idea for a project on intercultural dialogue, to be implemented in Armenia and applied by the TDM 2000 International network. It is a youth exchange under the Youth in Action programme and involves 30 participants from 6 different countries. It is connected with handicraft and arts. The participants at the end will be showing in a kind of fair the products, reproducing elements of their culture, that they would have produced during the exchange. It has been applied and approved.

Another group has developed a training course about voluntarism, to foster the participation of youngsters in the European Voluntary Service and in volunteering in general and to improve the capacity of the youth associations to implement EVS projects of a better quality. Though under the Youth in Action programme has been planned to be organized in Cyprus. Target group youth workers or ex EVS volunteers interested in working in this field. It has been planned to last 7 days.

Other 2 projects have been planned during the study session. The first one is a youth exchange to be applied under the youth in action programme, to be implemented in Georgia. It is based on the use of sport as a tool to promote intercultural dialogue and favouring understanding among cultures.

The second project is also about intercultural dialogue but it uses food as a means to address the topic. The main aim is the same and also the actions will be dealing with theoretical inputs and working groups and moments of sharing. The final activity will be to organise a big show with different dishes from the participating countries, open to the local population.

During the study session we have developed another study session and we have applied for it. The theme was dealing with intercultural dialogue and volunteering. As we have mentioned we have supported the project ideas proposed by the participants and we have applied or we have helped them in filling the application forms to receive funds and support from the European institutions.

Another follow – up of the study session is that new members, from Armenia, Azerbaijan, Romania, Albania and Algeria requested to join the network.

## Final conclusions and recommendations

Concluding this report we can say that we are satisfied for the results achieved within our study session. The main issues discussed during the study session have been: identity, values, cultures, process of intercultural learning, stereotypes and prejudices, facilitation of intercultural learning, development of concrete projects ideas, delivering of resources and youth work opportunities, local realities in relation to the intercultural learning. Participants learnt a lot both concerning the themes of the study session, and both concerning new skills for working in an intercultural environment. They also learnt more on how to access to the European funds for youth NGOs and also how they can empower the members of their organizations by suggesting them to participate to the big variety of trainings that are offered by the Council of Europe or by the Salto support centers.

The session methods have been based on learning by experience. The educational activities have included various types of learning activities and formats to provide the youth workers with considerable flexibility in adapting the youth work activities to their specific needs. In particular we have used: power point presentations, small working groups discussions, drawings, role plays, practicing facilitation, field visits, reflection groups, consultations, open space. All these methods and tools have been shared with them, we have asked them to organise their own sessions, to simulate the work in a youth organisation but also to let them feel in concrete what they had learnt during the week and let them start to get into the feeling of being on the other side of the scene.

It was also a good experience for the team members. It was the first time that this group was working together. Made of 5 people plus the educational advisor it has made a good job, the results were good and the overall evaluations were good. The different methods applied during the sessions gave the possibility to the participants to experiment different way of working and also to “choose” the one they preferred.

In general the mood was good among the participants and the team, and in between the team itself. Since from the preparation phase the group worked a lot, especially because, for the organiser it was the first study session and because of the fact that we have chosen an administrative arrangement.

The participants have learnt about different approaches to touch the issue of intercultural learning, different methods to use with the young people to attract their interest, they have learnt from each others' best practices, they have been stimulated to create new methods to be used within the education to cultural understanding of the young people.

In general participants were happy and satisfied about the activities and the methodology used. They have preferred the interactive activities to the frontal lessons even if they have appreciated the theoretical contributions given by the team and by the educational advisor.

## Appendix 1 – Daily programme

Time/Date	Day 0/21 <sup>st</sup>	Day 1/22 <sup>nd</sup>	Day 2/23 <sup>rd</sup>	Day 3/24 <sup>th</sup>	Day 4/25 <sup>th</sup>	Day 5/26 <sup>th</sup>	Day 6/27 <sup>th</sup>	Day 7/28 <sup>th</sup>	
08:30-09:15	A R R I V A L S	Breakfast							D E P A R T U R E S
09:30-11:00 (session I)		Getting to know each other	Culture and Identity	Concepts of learning and non-formal education (part I)	Visit to the local NGO: CLAPEST	Workshop Preparation (continuation)	Resource Block	Follow up ideas	
11:00-11:30 (coffee break)		Introduction to: TDM and Council of Europe  Ground rules and understanding the working space	Intercultural learning (ICL)	Concepts of learning and non-formal education (part II)		Practicing facilitation on ICL (I group)	Group Action Plan		
11:30-13:00 (session II)					Lunch				
13:00-14:30		Objectives, Expectations and programme	Facilitating ICL in youth work	Mid-term Evaluation	Skills for workshop development	Practicing facilitation on ICL (II, III and IV groups)	Presentation of the follow up ideas		
14:30-16:00 (session III)		Intercultural Group Building	Role in youth work	Travel reimbursement  Free afternoon	Identifying workshops				
16:00-16:30 (coffee break)					Workshop Preparation		Final EVALUATION		
16:30-18:00 (session IV)		<b>Reflection group</b>		<b>Reflection group</b>					
18:00		Dinner			Dinner out	Dinner			
19:00-20:00		Welcome evening	ICL Evening	NGO Fair	Free evening	HR Movie Festival	Networking	Farewell party	

## Appendix 2 – Participants’ List

Name	Surname	Organisations	Country
Tatevik	Mkrtchyan	Civic Forum	Armenia
Gurgen	Kanetsyan	Civic Forum	Armenia
Hakim	Alasgarov	“BRIDGE TO THE FUTURE” Youth Public Union	Azerbaijan
Predrag	Zvijerac	Asociation Builders of Peace-Asocijacija Graditelji Mira	Bosnia and Herzegovina
Eleni	Anastasiou	Youth Center of Kyperounda	Cyprus
Alexander	Khasia	Association ATINATI	Georgia
Anastasia	Kyriakiduo	YOUTH INFORMATION CENTRE OF STAVROUPOLI	Greece
Effrosyni	Papantoniou	Evropaiki Ekfrasi	Greece
Parthena	Simopoulou	Evropaiki Ekfrasi	Greece
Federico	Gaviano	TDM 2000	Italy
Antonino	Morselino	Informagiovani	Italy
Martina	Pichiri	TDM 2000	Italy
Melihate	Limani	Ligo Lex Legis NGO	Kosovo
Dukagjin	Leka	Ligo Lex Legis NGO	Kosovo
Marija	Jovanovska	Center for Intercultural Dialogue	“The former Yugoslav Republic of Macedonia”
Fisnik	Jakupi	CID - Center for Intercultural Dialogue	“The former Yugoslav Republic of Macedonia”
Milos	Ristovski	CID - Center for Intercultural Dialogue	“The former Yugoslav Republic of Macedonia”
Matej	Manevski	CID - Center for Intercultural Dialogue	“The former Yugoslav Republic of Macedonia”
Therese	Borg Micallef	TDM2000 Malta	Malta
Victor-Andrei	Dimitriu	Act-Plus	Romania
Andreaa Diana	Jicman	Act-Plus	Romania
Eleonora		UFA Falcon	Russian Federation
Rubén	López	En Construcción	Spain

## Appendix 3 - List of manuals provided to the participants

### Cartoon Books against intolerance

Starting point for working with young people on responses to intolerance. Guide and book.  
Published by the Human Rights Information Centre, Council of Europe.

### COMPASS

A manual on human rights education with young people  
Published by Council of Europe

### Domino

A manual to use peer group education as a means to fight racism, xenophobia, anti-semitism and intolerance  
Published by Council of Europe

### All different all equal - Education pack

Ideas, resources, methods and activities for informal intercultural education with young people and adults  
Published by Council of Europe

### All different all equal - European Passport against intolerance

Published by Council of Europe

T-Kit n°1 - Organizational management

T-Kit n°2 - Methodology in language learning

T-Kit n°3 - Project Management

T-Kit n°4 - Intercultural learning

T-Kit n°5 - International voluntary service

T-Kit n°6 - Training essentials

T-Kit n°7 - Under construction... Citizenship, Youth and Europe

T-Kit n°8 - Social inclusion

T-Kit n°9 - Funding and financial management

T-Kit n°10 - Educational Evaluation in Youth Work

All published by Council of Europe

### A little cooperation Exercise

From Salto Youth net toolbox

### Cases and challenges for the youth workers – intercultural learning

Handout

### All different all equal - COMPANION

A campaign guide about education and learning for change in Diversity, Human Rights and Participation  
Published by the Council of Europe

### A developmental model of intercultural sensitivity

Milton J Bennet

### PEERing In PEERing Out: Peer Education Approach in Cultural Diversity Projects

Cultural Diversity Resource Centre – Salto Youth

### Racism and Xenophobia in the EU Member States trends, developments and good practice

Annual Report 2003/2004

European Monitoring Centre on Racism and Xenophobia

### Methods and Techniques used in Intercultural Youth Projects

2004, Life Foundation, Romania

Discovering diversity  
Teachers' Pack  
Mark Taylor

Youth Pass for all – A companion to the Youth Pass guide  
Salto Youth Net

Youth in Action User guide, 2010

## Appendix 4 - List of websites used

<http://www.salto-youth.net>

The website of SALTO, the system that provides support in advanced learning and offers training opportunities to the youth organizations

<http://www.salto-youth.net/rc/euromed/>

the same websites but it focus on Mediterranean Countries

[http://eacea.ec.europa.eu/index\\_en.php](http://eacea.ec.europa.eu/index_en.php)

The website of the Education, Audiovisual and Culture Executive Agency (EACEA) which is responsible for the management of certain parts of the EU's programmes in the fields of education, culture and audiovisual

[http://eacea.ec.europa.eu/lfp/index\\_en.php](http://eacea.ec.europa.eu/lfp/index_en.php)

The centralized website of the Life Long Learning Programme. It supports learning opportunities from childhood to old age in every single life situation. From here it is possible to access to all the subactions

[http://eacea.ec.europa.eu/youth/index\\_en.php](http://eacea.ec.europa.eu/youth/index_en.php)

The centralized website of the Youth in Action Programme. It is the Programme that the European Union has set up for young people. It aims to inspire a sense of active European citizenship, solidarity and tolerance among young Europeans and to involve them in shaping the Union's future

<http://www.volonteuropa.de/>

European network for volunteering and active citizenship

<http://alphadesigner.com/project-mapping-stereotypes.html>

Website that addresses the topic of stereotypes in a fun way. It is possible to use it to start the discussion

<http://www.un.org/en/rights/index.shtml>

United Nations website – Human rights section

<http://www.interculturaldialogue.eu/web/index.php>

It is a webpage resulted from a EU-sponsored project "Sharing Diversity. National approaches to intercultural dialogue in Europe". It explores the concept of intercultural dialogue.

<http://www.culturalpolicies.net/web/cultural-diversity.php>

A compendium on cultural policies and trends in Europe that addresses various themes among which cultural diversity

<http://www.intercultural-europe.org/site/taxonomy/bydate/intercultural-practice-exchange>

It is a page of the platform Intercultural Europe that provides best practice on intercultural exchanges

<http://www.eyf.coe.int/fej/>

European Youth Foundation – funding opportunities for youth organizations

<http://www.coe.int/>

The website of the Council of Europe, from here it is possible to access to all the areas of interest

<http://www.euromedalex.org/>

Anna Lindh Euro – Mediterranean Foundation for the Dialogue between Cultures

<http://www.euromedp.org/>

Euromed Youth Platform, to exchange good practices in the frame of the Mediterranean youth cooperation