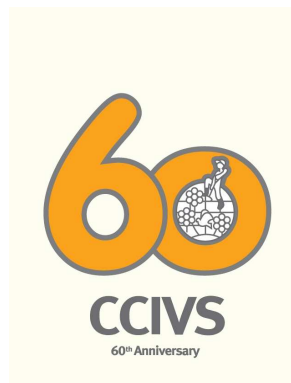


**Approaches to intercultural
learning in a globalised world**

**Lviv, Ukraine,
15 - 19 November 2007**



Coordinating Committee for International Voluntary Service

“Approaches to intercultural learning in a globalised world”

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Friday 16th November 2007

Welcome

Nigel Watt, a member of the EC opened the seminar and welcomed all the participants on behalf of CCIVS, Simona Costanzo Sow, Director of CCIVS, introduced herself and also welcomed everyone. She explained the background of the seminar, and that there were two main aims: first, to get to know new people and potential new partners and enable people to discuss cooperation and possible future joint projects; second, and the main theme of the seminar, to discuss intercultural learning (the concept, methods etc) within international voluntary service projects, especially in the contexts of Western and Eastern Europe.

Introduction

The members of the prep-team and organisers did a quick round of introductions.

Nigel Watt is the former director of CCIVS and a current member of the Executive Committee.

Rubaica Jaliwala is a trainer, focusing on intercultural learning. She works mainly for ICYE, and also for CCIVS.

Simona Costanzo Sow has been the director of CCIVS since 2000 and holds a German Ph D in Geography.

Oksana Yuryk is international secretary of the host organisation Ukrainian Association for Youth Cooperation Alternative-V.

Maja Jacobsson has been doing an EVS project in the secretariat of CCIVS since February 2007.

The participants briefly introduced themselves, with their name, country, organisation and their role in the organisation.

Expectations

The participants were asked to write down the expectations they had for the seminar. The following expectations were mentioned, most of them by several participants:

- Meet new friends
- Meet different organisations and get to know old/new partners
- Develop cooperation and future projects
- Get to know more about (the diversity of) eastern European culture
- See Lviv and Ukraine
- Learn about cultural diversity and intercultural learning
- Learn more about CCIVS
- Learn more about the Youth in Action programmes
- Get new ideas
- Learn about different ways of working
- Rubaica then described the programme (see agenda in annex 1).

Partner interview

Rubaica then asked the participants to find a partner who did not come from their organisation or country, to do a short interview. They then introduced their partners to the rest of the group. It showed that it was a very diverse group, with people with different backgrounds and types of experience of international voluntary service.



For the question on **what kind of intercultural learning** methods they use in their organisation the answers were diverse:

- Preparations exercises for volunteers or leaders
- Trips, presentations etc. to get to know the host country
- Post-camp events, where volunteers can exchange experiences
- Workshops in a Youth Centre
- Sport as an instrument for intercultural understanding between migrants and Italian youth
- Interactive methods
- Helping volunteers to feel comfortable in their country
- Volunteers sharing their earlier experiences
- Hosting volunteers in families
- Group discussions
- Comparing different cultures
- Workcamps and other projects were in themselves intercultural

Introduction to CCIVS

Historical background

Nigel gave a brief background about the history of the international voluntary service. Pierre Ceresole was one of the first organisers of international voluntary service, and in 1920 he organised a workcamp in a village in France to which he brought an international team. Following this initiative, Service Civil International (SCI) was created. After the Second World War, numerous international voluntary service organisations were created. A lot of projects were focused on post-war reconstruction. As there were many new organisations and there was a need to coordinate the movement, the Coordinating Committee for International Voluntary Service (CCIVS) was created in 1948 with the help and under the aegis of UNESCO. During the Cold War CCIVS played a role in the divide between the West and the East. The organisations from these different contexts were of quite a different nature, but came to interact through joint projects and meetings. Later on, CCIVS played more the role of developing projects between the North and the South. As other networks developed, such as the Alliance, the role of CCIVS slightly changed, and today other networks are more involved in the technical aspects of the cooperation between IVS organisations, whereas CCIVS focuses more on a conceptual level.

CCIVS today

Simona described the role of CCIVS today as a forum for discussion and reflection about volunteering and related themes or global issues.. CCIVS also tries to work for greater recognition of voluntary service and non-formal education. What differs from other networks is that CCIVS brings together all the networks and many other organisations and provides a

“neutral space”. Regionalisation is also important, to develop the potential in all parts of the world. She presented all activities, campaigns etc (see annex, PowerPoint: CCIVS general presentation). She underscored how voluntary service should always aim at a balance between “give and take”, between local needs and benefit to the volunteers.

Intercultural Learning session 1: Identity and cultural diversity

Two circle game

Rubaica asked the participants to go into two groups and get into two circles facing each other. Then either the people in the inner or the outer circle had one minute to talk about a specific topic or question.

- Tell your name. What does it mean? Do you like it? Why, why not?
- Talk about your positive characteristics. What do you like about yourself?
- What are the qualities in other people that you don't like?
- How many languages do you speak? And how much of each do you understand?
- Try to remember and tell the other about the first encounter with someone from another culture or country.
- Talk to your partner about a prejudice you learned or picked up when you were young.
- Talk to your partner about an ethnic group (that is not your own) that you admire.
- What do you understand by intercultural learning?
- What do you find exiting or interesting about work in a multi-cultural setting?

The feedback was that it was very interesting –they wanted more questions, that they got a better image of some of the people. Some of the questions difficult, e.g. the first memory of an intercultural learning experience. The question about prejudice or admiration for specific group was difficult since it depends on people's varied experiences. The participants were asked how they experienced the exchange. Some found it a pity not being able to say more or to respond to the other person. Finally to the question of why did this exercise, the response was that it was important to listen carefully sometimes and just let another person speak: this way people can really say what they think. The answers gave an overview of many different aspects of culture, identity or intercultural learning.

Rubaica summarised the aims of the exercise: to help us learn to listen; give an idea of what we will be dealing with during the seminar; illustrate differences and similarities in the diverse group; highlight prejudices and stereotypes.

Identity molecules

The identity of a person is made of many components and elements. You can think of many different groups you belong to or the molecules that you are made of. What is it here and now that stands out in your identity?

For the exercise on identity molecules (for instructions, see annex 2), each participant got a chart of a molecule, where they could put down the four main components of their present identity. After they had defined these, they had to choose and put the three most important ones on separate pieces of paper. The group then divided into groups of four to discuss their three main characteristics and the following questions:

How is it important to be part of this group?

What makes it easy and difficult to be a member of this group (advantages and disadvantages)?

Whilst the small groups discussed the question, the papers showing the different characteristics/atoms were put up on a flipchart according to themes. The entire group gathered in a circle. Rubaica then explained how the different characteristics were going to be

read out and that each participant should reflect upon whether this characteristic was a part of their identity and in that case they should stand up. They also had to think how important each trait was, that is; they stood up for a very short time if it was something of minor importance and longer if they thought it more important. The participants did not have the right to talk during the exercise. Rubaica read out loud the different papers, containing words like sociologist, non-smoker, Russian, youth worker. For some of the papers and characteristics most people stood up, but for other words only a couple of people responded. In the debriefing the following ideas were mentioned:

You felt very different if only a few people or many stood up. Some said that when you were surrounded by a number of people you felt encouraged by being in a group with something in common. It could also be that when you were one of the few and you realised that a particular characteristic was something unique and indeed important for you.

As you stood up, you sometimes changed the original idea.

It was interesting not only to think what is part of your identity, but also to what extent this is true, by having to decide how long you wanted to continue standing.

You cannot stay standing for one or two hours, since it is a question of respect for others being able to express with what they identify.

When you saw others standing up longer, you sometimes changed your idea.

Sometimes you were surprised by who stood up at the same time and realised with whom you had things in common.

In conclusion, the exercise and discussion illustrated how complex and diverse everyone's identity is, and how important it is not to draw hasty conclusions about other people. Each person's identity is composed of a large number of characteristics, and it is crucial to remember this and not base your idea of someone else merely on preconceptions and stereotypes.

Iceberg model of (individual) Cultural Diversity

Maja continued the reflection for a further step, and asked the participants what they can tell about the identity of a person they see walking by on the street? What strikes you the first time you see someone? What characteristics do you notice? People mentioned sex (or gender), clothing, physical ability, physical expressions, physical appearance as aspects of identity that you can see at first sight. Eventually, there were comments from people who said that for them they could often tell the socio-economic or cultural background of people, especially if the person came from the same neighbourhood or environment. But can you completely decide who someone is just from the association of what you see?

Maja introduced the Iceberg Model of culture, which could be applied to the cultural diversity of individuals or to their identity. The basic idea is that the sum of culture and identity is much larger than what is visible, like an iceberg, with a visible tip and the larger part invisible under water. A lot of characteristics are not visible – educational level, hobbies, political attachments, social class, profession, nationality. At the same time, it was said that you often have a feeling of some of these characteristics based on your impression when you see a person. The question of family status and religion might be two examples of more tricky aspects to put either on the tip of the iceberg or “under water”, as in these cases there can be visible symbols showing these aspects. Also, the sex and gender were discussed: some would say that the aspects of gender identity are something highly personal and invisible, whilst others would say it was linked to a person's sex in a purely physical sense.

Often in trainings related to international voluntary service, the Iceberg Model of culture is used. It shows that one should look beyond the surface for a deeper and prejudice-free understanding of another culture and/or country. Thus, Iceberg Model of Cultural Diversity is at an individual level, a reflection about oneself and our perception of the "other" and the

Iceberg Model of culture aims at an understanding of a culture in its entirety.

Tennis ball game. Rubaica took a tennis ball and asked the participants to throw it at each other. In the first round you should make sure everyone only gets the ball once (and only once), and then remember who you got it from, and who you threw it to. The ball then started to go around two or three rounds, before Rubaica put in one, then two and finally three extra balls. At the end the balls were flying around in a mess of balls, participants and laughter.

Diagram of cultural diversity in my life

Oksana introduced the exercise, and the participants were asked to pair up with someone with whom they had not talked to a lot or worked with before. Then they were asked to take about 20 minutes individually to think about how they had come to work in an intercultural environment and with international voluntary service today. Were there any early intercultural experiences that influenced them? Did they experience any events, meetings etc. that opened their eyes for the cultural diversity of the world? The participants received a paper and were provided material to illustrate this development, and eventually shared and discussed the paper and their experiences within the pairs. This exercise is a creative way of reflecting on diversity in one's own life - a self-reflection on our own past experiences - from childhood onwards - and how these have influenced and directed our path and opinions.

Definitions of cultural diversity

To sum up the day, there was a short discussion exercise on what cultural diversity means. The participants were divided into three diverse groups and had a discussion to find out the group's definition of cultural diversity.

Group 1: Cultural diversity is influenced and exchanged culture that is different, similar and constructive in the same time.

Group 2: Culture diversity is: many customs, traditions, cultures existing in different regions in the world; the ability of a person to adapt other cultures; a wider view of world; an opportunity to contribute and learn more; a chance to taste cultures through national drinks☺

Group 3: Cultural diversity means different frameworks of countries including art, history, norms etc. existing besides the culture of reference. If this is seen as enrichment; it is really about living together.

Simona then made a brief presentation of the CCIVS approach to cultural diversity (for more background on this see annex, PowerPoint: Presentation CCIVS approach on cultural diversity).



***“Respect for cultural diversity and intercultural dialogue is one of the surest guarantees for development and peace”
(UNESCO 2006)***

Evaluation session

To finish the first day of the seminar, there was a round of evaluation and reflection. Here follow some of the comments:

Dynamic, interesting	Always good to reflect upon the own identity
I feel I am not wasting my time	Many ideas for methods
Need to digest the impression and thoughts	Full of energy, though I would fall asleep right a way
Really interesting, though I am very, very tired	Good day, mixture of games and theory
Helpful things	Progress in my English skills
A really long day	Great experience
Recognised some of the methods and aspects	The preteam could have participated more in the different activities

Saturday 17th November 2007

Human knot. One participant was asked to leave the room, and the rest of the group put their hands together in a circle, and then the group turned and mixed around to make a knot. When the participant came back into the room, she had the task of undoing the human knot.

Intercultural learning session 2 – A reflection on stereotypes

The morning session was initiated with a group reflection on stereotypes. The aim was to reflect upon and to discuss their ideas and the stereotypes of people from the two regions, Eastern Europe and Western Europe. In diverse groups of four, the participants were asked to discuss not only what their stereotypes about the other region were, but more specifically what their stereotypes were about the different sexes. In other words, they would try to think of the stereotypical image they have, e.g. about Western European men and Western European women. Simona underscored the importance of letting everyone openly speak their mind, and that the examples of stereotypes need not necessarily reflect their personal view but be an example of a stereotype that exists in their own country or region. Stereotypes are a delicate issue, and perhaps particularly when they concern people that are present.

The groups then discussed the list of the stereotypes that had been mentioned. Here are some examples of characteristics or aspects mentioned.

Western European women: bad mothers, open-minded, have sexual freedom, feminists, long legs, more independent, more casual, career-oriented, without complexes,

Eastern European women: want husbands from the west, prostitutes, strong, Russian ballet, good mothers, peasants, high heels, family-oriented, wear make-up, strong sense of social responsibility,

Western European men: want Slavonic wife as a housekeeper, rich, drug-users, strict (German), very romantic (French), macho (French and Spanish), more romantic?, more faithful, more relaxed, more stylish/sporty, business skills, pay less attention to women.

Eastern European men: drink too much/vodka, male chauvinists, smokers, mafia/criminals,

lazy, authorities, hot-tempered, more traditional, ensure income, macho/masculinity.

In the more general discussion that followed, participants raised issues such as:

You can get the impression that all Western Europe is the same.

It is difficult to say that people belong to a category, maybe because there is often a grain of truth in it?

It is difficult to make precise stereotypes of each nationality (easier to generalise). For some, they did not agree (for instance, in one group they specified nationality for some of the ideas about Western European men).

Finally it was discussed whether stereotyping is good or bad.

It tends to be bad.

At the same time it makes life easier. For instance, when you work with certain groups or nationalities of volunteers, you gain experience that might be useful and facilitate future cooperation and projects, and this experience could help you to avoid problems.

When stereotypes become truth, they turn into prejudices.

The better you know the reality, you tend to do less stereotyping; the longer you are away you are from the reality, the easier it is to generalise.

Try to take a step back from the stereotypes, and get to know someone more as a person.

Information session on Youth in Action and Weltwärts

Simona asked the participants about their experience of the earlier European Union youth programme, and the new Youth in Action programme (2007 – 2013). Many of the participants had heard of the programmes, and a few had been involved as partners or applicants.



The participants were given an info kit on Youth in Action, which can also be found at the following links together with the complete programme Guide:

http://eacea.ec.europa.eu/youth/documents/info_kit_EN.pdf (brief info kit on Youth in Action)

http://ec.europa.eu/youth/yia/yia_programme_guide_en.pdf (Youth in Action programme guide in English)

http://eacea.ec.europa.eu/youth/programme/index_en.htm#guide (further links to the programme guide translated to almost 20 languages)

For certain budget lines you have to be active in a European Union country (plus Iceland, Liechtenstein, Norway), but other “Actions” are open to non-EU countries. There is a division between “direct beneficiaries”, and “indirect beneficiaries”, - basically, the neighbouring countries – which are divided into three regions: (1) Mediterranean and South-East Europe; (2) Eastern Europe and Caucasus. (3) “Other Partner Countries in the world”.

Action 2: European Voluntary Service (EVS)

Extended age limit: 18 – 30

Duration: 2 – 12 months (longer time preferred)

For disadvantaged youth 2 weeks can be enough

East European organisations can be involved as partners

The National Agencies sometimes interpret the guidelines in different ways, e.g. in Germany you have to have particular reasons to be able to send a volunteer older than 25.

Action 3.1: Cooperation with neighbouring countries of the EU

Open for partner countries, but application has to be made by an EU partner

Youth exchanges (cf. 1.1)

Training and networking projects (cf. 4.3)

Action 1.3: Youth Democracy Projects

Underused: Western European organisations are encouraged to apply

Action 4.3: Training and networking activities

This seminar at Lviv is an action 4.3 activity

The activities can take place in partner countries

Action 4.1: Support for bodies active at European level

You have to be an international organisation present in a number of countries. This budget line is meant to help European networks to sustain their administrative costs. They have to have a legal existence for several years before applying.

Open for partner countries. Could be a way to support a future (regional) network or structure, e.g. a way to get a first staff member

Action 5.1: Meetings of young people and those responsible for youth policy

Open for partner countries

→ Even if you cannot make the applications yourselves, remember that you can have your own ideas and discuss them with the partners. You don't only have to *only* send partners.



One of the participants, Dorothee Bach from IJGD, was invited to introduce a new German programme that is about to be initiated. *Weltwärts* aims to support long-term volunteering set up by the Ministry of Development and Economic Development.

There are three main characteristics or goals of *Weltwärts*:

An educational programme for German youth to learn a lot about other countries in the “South”, themselves and globalisation

A project for local development, where the volunteer should contribute

To strengthen social and democratic structures (in Germany and elsewhere)

The programme is for young people from 18-29 old with German nationality or residence permit. Volunteers must have: a certain educational level; speak the language of the country, have a strong commitment, even to keep active after the project ends.

The host organisation should be active in a “developing” country, according to the definitions of OECD. The organisation should work on different types of development projects, (environment, health, education etc.). The volunteer gets board, lodging and pocket money from the host organisation. The sending organisation is responsible for the project; e.g. for writing the applications etc.

The projects should last from 6 to 24 months. In Dorothee’s view twelve months might be the optimal duration, since she thinks it is a balance between having enough time to get into the project and at the same time avoiding the project becoming a professional one. It is also important that the work of the volunteer should not replace local workers.

The sending organisation must ensure 25 days of training (twelve days in the sending country, five days in the project countries, and five days after the project, three flexible days). The sending and the hosting organisations have to finance 25% of the projects. The volunteers have the right to get some extra funding (150 euros/month), from foundations, private persons etc. This also aims to heighten the awareness of the topics and the project. The volunteer receives 100 euros/month in pocket money, in all the countries. IJGD has decided to give 230 euros/month to the hosting organisation (but this depends on each sending organisation), and in exchange the hosting organisation has to provide board, lodging and a mentor.

Criticisms of the programme:

Problematic that it is somehow based on the idea that “only German people can do the work in a really good way”

Problematic if the volunteers do not find the funds, and the organisations have to find this money (since they cannot say that the volunteer does not have the right to go)

Difficult to deal with so many numbers of volunteers - a challenge to assure quality.

There might be new organisations that start working with these voluntary projects that do not

necessarily know the difference between volunteerism and internship.

Dorothee is still optimistic that constructive projects can be developed and positive that the government recognises this kind of work. Generally, the Eastern European participants seemed interested in getting to know more about the programme, and to possibly see whether there are any opportunities to develop eventual Weltwärts projects.

Intercultural learning session 3: Communication

The session on communication consisted mainly of an exercise called “How tall is Alfred?” (for details see annex 3). In groups of six, the participants sat down in a circle of chairs, with the backs facing each other, so they could not see each other. Each participant got a number from P1 to P6. Talking was prohibited. The participants could only communicate by sending messages via the postman (one of the trainers). To send a message the participants had to write from whom to whom (e.g. P4 to P2), and then the message. The same paper could not be used twice, nor sent to several of the participants. The task was to figure out how tall Alfred is, from 12 different clues distributed to the six participants. The group had half an hour to try to find out the answer and agree on a common answer.



Neither of the groups succeeded in finding a common or right solution. The participants now had the right to speak and had to try to find and agree on an answer to complete the task. There were attempts to find a strategy – despite the communication restraints – but it had not worked. One attempt was to say that all the clues should be sent to the same person, and in one group one participant asked the rest to send all clues to him. Generally, there was a lot of communication and general exchange of clues between the participants. There was a first debriefing in the groups, where the group counted how many messages they had each received and discussed what had happened.

In the general debriefing, a number of issues were raised. It was questioned whether the group had done right in presuming that there was no need to ask the “chosen clue collector” before s/he was appointed to the role. It was said that there are often different ways to approach the same task. Also, from different angles, it was discussed how the lack of (or unclear or not open enough) communication, can lead to misunderstandings, problems and conflicts. The participants could also relate these insights to their everyday work with voluntary service.

Introduction to group work: Planning a concrete project or training

The aim of the group work session was to try to become more concrete, and to create together ideas for future projects. Rubaica went through some of the important aspects and processes to take into consideration when defining a good project plan: aim, method, division of roles etc. (see annex 4). Participants were asked to plan at least three projects, of which at least one would be a training project and at least one a projects of another nature. The participants had to discuss and organise themselves to find who would be interested to work on the same proposal. The rest of the afternoon and part of the following morning was provided to finish their group work.

Reflection groups

To sum up the day, the three trainers went to the working groups to do a short reflection group session, to evaluate the day had been and see how the preteam could improve.

Sunday 18th November

Group work

In the morning, the groups continued to work on their proposals. Then each group had 20 minutes to present their projects.

Proposal no.1: Weltwärts (cf. Saturdays' session)

Objectives:

- to promote voluntary service

- to promote and expand cooperation between East and West Europe

Preparation would take place in Germany, it is important to have preparation upon arrival.

In the preparation phase, the sending organisation would first of all be responsible for sending in the grant application, to be in charge of recruiting and selecting the volunteers and doing a thorough preparation of the volunteers. Simultaneously the host organisation would be in charge of searching for volunteer placements and matching the volunteer to the placement.

During the project, the division of responsibilities between the sending and the hosting organisations would be the following:

Sending organisation

- giving the financial support

- staying in contact with the volunteer

- ensuring the quality of the project (monitoring)

Host organisation

- direct support to the volunteer and the project

- crisis intervention

- on-arrival training

During the entire project the sending and the hosting organisations should keep each other informed. There would be a mid-term training after six months in the project, and the follow-up would be organised by the sending organisation upon return.

Alternative-V already has a few ideas for what types of hosting projects could be relevant:

- Centre for the German minority

- Centre for mentally retarded young people

- Orphanage and boarding school for the orphanage

Simona also gave examples of how CCIVS could possibly be involved in such projects. For

instance, if one of the campaigns of CCIVS would be relevant to the projects, then a group of volunteers going to projects could follow the specific issue (e.g. campaign on Education for Sustainable Development). This could contribute to a group feeling with other volunteers doing similar things and add an extra dimension to the project, and also contribute to the diffusion of CCIVS ideas and campaigns, as well as allowing for volunteers and organisations to give feedback to CCIVS.

Proposal no. 2: Involving immigrants in society

Problem: Lack of cooperation between immigrants and local society.

Aim: To improve the cooperation and to prevent cultural misunderstandings.

Target group: Immigrants and local people, aged from 16-26.

Working methods: - Trainings (also for people who will work with the project)

- Seminars
- Discussions (for a wider public)
- Performances (music, parties etc.)
- Awareness raising events (for a wider public)

Location: Armenia, Italy, Russia and Ukraine simultaneously. Meetings between the organisers.

Duration: 12 months

Evaluation: Pre-, mid-term and post project evaluation with questionnaires which would be compares with each other

Follow-up: Promotion of brochures, CD's etc.

Funding: The ministry responsible for immigration etc. and local sources

A short discussion followed on how the cooperation would work and whether the project was realistic. A first step could be to run a training and then come back to evaluate it. It is important to plan the project together, rather than separately in each country.

A staff exchange or a visit, so as to know how the other organisations work would facilitate future cooperation. Apply for Youth in Action grants and do a training, to get to know each other and concretely plan the next steps as a pilot project. It would be a challenge to make the participants feel that similar projects are taking part at the same time in the other countries.

The European Youth Foundation of the Council of Europe could also be a possible funder, since they are interested in migration issues and especially in South and East Europe.



Proposal no.3 Training: “Effective ways to prepare future volunteers”

(for details, see annex, PowerPoint: Group work –Training: selection, preparation of volunteers)

Main problem: Lack of preparation

Aim: To prepare members of sending organisations to prepare M/LTVs

Organisers: Cantiere Giovanni

Trainers: Experience of training and volunteering and have pedagogical and socio-psychological skills

Partners: CG, HUJ, Digevu Samara

Funding: Youth in Action, local government, local community

Target groups: 20-30 participants from Italy, Armenia and Russia. Direct involvement of

members of organisations responsible for sending volunteers.

Working methods: simulation games, discussions, etc.

Duration: 6 months (with preparation), 6 days training

Day to day activities: (cf. programme in the PowerPoint Presentation)

Evaluation: discussion, stickers, results of role playing

Follow-up: sending CDs, make a report, create a Google group

After the presentation, there was a lot of feed-back from the rest of the group.

Good that the needs are well defined and the project is defined according to the needs

Perhaps integrate more directly theme with aspects of intercultural learning

Training seems to focus on selection of volunteers. Perhaps there could be two different phases of the training? At the same time, the selection of volunteers is linked and can become clearer during a preparation training.

As concerns the selection aspect, there are indeed many different motivations and backgrounds, but we should keep it open to as many potential volunteers as possible and instead perhaps focus on making sure the volunteer gets the guidance s/he needs.

If the preteam comes from different backgrounds, it is important to make sure the preparation is thorough so roles are clear, and that there is logic and coherence.

Remember that people who work with voluntary service are already experts: make sure that the sharing of experience is included

Some advice on the budget; a) make sure it is balanced, b) do not necessary specify what income covers what expenditure, c) European Commission usually uses flat rates when you apply for money, d) it is possible to get donations in kind or locally (e.g. hostel).

Penguin game. Oksana introduced an ice-breaker involving “penguin moves”, and then instructed the group to do the moves quickly after one another.

Action plan and follow-up

After the energizer, the participants were asked to reflect individually on the action plan and follow-up. They received one hand-out each, where they could note for themselves what kind of action at the personal, organisational and multi-organisational levels they intended to do. At the same time, they were asked to write any brief recommendations for future trainings or projects of CCIVS.

The participants were asked whether there were any follow-up actions they would like to share with the others. Some of these ideas were:

- make a summary and share the outcome of the seminar
- ideas for new projects with other organisations
- do an EVS/LTV project
- do a training for workcamp leaders
- gather the members of your organisation and do a one-day training with them based on ideas from this seminar
- continue to work on the project ideas that my group was working with
- for me personally and my organisation, learn more about CCIVS and get to know more about their campaigns
- go deeper into Youth in Action; possibly develop new projects that can be funded by it
- develop joint projects, as with the Weltwärts
- continue to get more experiences in this field
- get more involved in my organisation

- start my own organisation
- EGO and HUI in Armenia to start to work together

Also, a few of the ideas for future CCIVS trainings and projects were mentioned, such as:

- trainings for trainers
- training of trainers for beginners - everything from how to plan a training, what to include in the training
- more trainings/seminars on intercultural learning
- fundraising trainings - even though there is a lot of material
- seminars on conflict and problem-solving in voluntary service
- trainings on project management
- technical information on how to do workcamps and run M/LTV programmes.

Evaluation

The evaluation session was initiated by Rubaica, who asked the participants to go back to the programme, where post-its with the expectations had been put up the first day. The participants moved the post-its of the expectations that had been fulfilled, to a blank flipchart. Thus, the participants had to think through what kind of expectations that they had before and if they felt they had been fulfilled throughout the seminar.

Oksana then asked the participants to stand up and to walk in the room according to how they liked some of the aspects of the seminar. The more they appreciated the “group atmosphere”, “transportation to Lviv”, “food”, “preteam”, etc., the closer they moved to the window, the less, the closer to the door.

Maja then handed out an evaluation form for the participants to fill. Lastly, a round of “last words” was made, but they only had the right to talk as long as one match stayed alight.

Nigel thanked the participants and the preteam for making the seminar a fruitful one.

Annexes

1. Agenda
2. Exercise: Identity molecules
3. Exercise: How tall is Alfred?
4. Handout: Planning a concrete training or project

Separate documents:

PowerPoint: CCIVS general presentation:

http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/culturaldiversity/lviv07/ccivs_presentation.ppt

PowerPoint: Presentation CCIVS approach on cultural diversity:

http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/culturaldiversity/lviv07/CCIVS_cult_div.ppt

PowerPoint: Group work –Training: selection, preparation of volunteers:

<http://www.unesco.org/ccivs/New-SiteCCSVI/CcivsOther/culturaldiversity/lviv07/training.ppt>

DRAFT AGENDA : « Approaches to intercultural learning in a globalised world »

CCIVS seminar, Lviv, 15 – 18 November 2007

(Thurs 15/11 arr)	Friday 16/11	Saturday 17/11	Sunday 17/11	Monday 18/11
Morning session 10.00 – 13.00	10.00 – 11.30: Welcome Introduction Expectations Presentation of programme Partner interviews 11.30 – 11.45: BREAK	10.00 – 11.15: : Intercultural learning session 2 – A reflection on stereotypes 11.15 – 11.30 BREAK	10.00 – 11.30 Group work (cont.) Concrete project/training	Departure
	11.45 – 13.00: Introduction to CCIVS - Historical background - CCIVS' current affairs	11.30 – 13.00: : Intercultural learning session 3: Communication	11.30 – 13.00 Presentation of group work	
Lunch	13.00 – 14.30	13.00 – 15.00	13.00 – 15.00	
Afternoon session	14.30 – 18.45: Intercultural learning session 1 – Identity and cultural diversity (16.45 – 17.00: BREAK)	15.00 – 16.15: Info. session on Youth in Action 16.15 – 16.30: BREAK	15.00 – 16.15: Action plan – Where do we go from here?	
		16.30 -18.00: Introduction to group work: Planning a concrete project or training	16.15 – 17.15 Evaluation	
		18.00 – 18.30: Reflection groups		
Evening	Dinner 19.00	Dinner 19.00	17.30 Transport to town – visit L'viv 19.30 Dinner Farewell party	

Exercise: Identity Molecules

(Drafted exercise by Rubaica Jaliwala)

Step 1:

- Distribute molecule sheet
- Do one yourself on the flipchart
- Each person names 4 groups to which he/she belongs and feels strongly about.
Spontaneous answers: what you feel here and now.
- Mark and write 2 or 3 most relevant molecules on coloured sheets, one molecule per sheet.

Step 2:

- Divide into pairs
- Discuss your two molecules with your partner on the basis of two questions:
How is it to my advantage to be a member of these two groups?
What makes it easier or difficult to be part of these groups?
Meanwhile, the trainer collects the coloured sheet with participants' molecules and sticks them on the wall.

Step 3:

- Sit in a closed circle. No talking but you can look at each other.
- As the trainer calls out one category after another, you stand up if you feel you belong them. You can stand even if they not are the molecules you wrote on your sheet but someone else's but if you feel you belong to the group. If you feel strongly about belonging to a certain group, you may stand longer. The longer you stand, the more intense are your feelings of belonging. You may even stand if you feel you belong only symbolically to the group. When all are seated again, the next category is read aloud.
- Go through all or at least 60% of the categories (given by participants).

Debriefing:

- How did you feel when you stood alone or almost alone?
- How did it feel to be part of a bigger group?
- Did you realise/learn something new or surprising about yourself?
- Did anyone notice interesting group behaviour, for example when a gender category is called out, only women stand. What does that mean?
- Can belonging to certain groups be problematic or painful? Which ones? Why?

Material:

Molecule sheets, A4 Coloured paper, cut into 3

Exercise: “How tall is Alfred?”

<http://www.salto-youth.net/download/140/SALTO%20TC%20report%20SEE%20without%20photos.doc>: pp 27-28

This is an existing exercise. Unfortunately we do not know who developed it.

Objectives

to reflect about one’s own way of communicating in a team
to think about a better (more systematic) way of communicating together
to become aware of the effectiveness of sharing information
to strengthen networking among participants

Time frame

30-40 minutes for the exercise, 40 -50 minutes for the debrief

Materials

Arranged tables and chairs

Telegram papers (about 100 for 6 players)

1 description, rules and information sheet for each player, 1 registration flipchart for the messenger

The 12 sentences with information about how tall is Alfred, cut into pieces. Every player receives two of them.

Rules

1. Six players (P1, P2, P3, P4, P5, P6) sit in a circle with their backs to each other. They must not talk with each other.

2. The messages (telegrams) are taken from the writer of the message to the addressee by the messenger(s). The messenger must not talk either. His task is to register the messages.

3. The rules of sending messages:

Format: P1 (sender of message) → P4 (addressee of message)

4. The text of the message

The message, like a telegram, is addressed to one person only.

Another message cannot be sent on the same piece of paper.

To forward it, the message has to be written again according to the rules above.

The game is over

After 30 minutes or when everybody has made their suggestions about how tall Alfred is.

The tender is won if everybody has answered the question and all six people have the right answer.

How tall is Alfred?

Alfred is 4 cm taller than Janusz

Janusz has the same height as Diana

Diana is 3 cm shorter than Henri

Henri is 6 cm taller than Branco

Branco is 20 cm shorter than Irma

Irma is 5 cm taller than Udo

Udo has the same height as Asha

Asha is 6 cm taller than Besim

Besim is 6 cm taller than Igor
Igor is 16 cm shorter than Sonia
Sonia is 5 cm taller than Frank
Frank is 1.77cm tall

Questions for debriefing

What happened during the game? Why could/could not the team find the solution?

How many messages have been sent'? (Enough, 60-70, or too few or too many?)

What made the communication difficult and/or easy?

What kind of information / management system(s) have you developed and at what stage of the game?

Was there a leader of the work? If yes, was there one or were there several leaders'? How have they been chosen?

What lessons have you learnt?

So far: Has the management system been in your project group during this training course?

Who takes the initiative? Who responds?

Do you like the way you work together now? Or do you want to change something after this training course?

Make a list of recommendations for communication and co-operation in international project groups.

HANDOUT:

Planning a concrete Training or Project

Context and Motivation:

- What is the problem/issue you want to address or the need for this training/project?
- Why is this issue important?
- Why are you the right ones to do the project/training?

Aims & Objectives:

- The overall aim of the project.
- What are the concrete results you want to achieve with this project or training?
- What should your participants gain from the project?

Organisers:

- What is your role in the project?
- Who are your trainers?
- How do you choose the trainers and other team members? Who will do what?

Partners:

- With whom are you working?
- What are their aims and objectives in collaborating on this project? Do they match your own?
- What is their precise role in the project?

Funding and support:

- From what sources will you receive funding or other types of support?
- What are their aims and objectives in giving money or support? Do they match your own?
- Will this money or support come with strings attached?

Beneficiaries: Who will benefit from the project?

1. Target group:

- How many participants will you invite?
- Who are they? (eg. specific countries, based on gender, for trainers, for disadvantaged youth)
- Who else will benefit? How will this group benefit indirectly?

2. Impact on the local community:

- Is the local community involved? How?

Working Methods:

- What kinds of methods will you use?
- Are you able to make use of these methods yourself or do you need external support?
- Who can provide this external support?

Duration of the training/project: from conception, planning, implementation to follow-up

Theme: What is your training or project called?

Location: Where will the activity take place?

Working space: Room size v/s group size. Number of rooms available for group work.

Material: Paper, pens, flipchart, markers, projector, screen, etc.

Formulate a budget

Expenditure	INCOME
Travel	contributions to travel
board and lodging	other contributions (in kind?),
meeting costs	other sources (any ideas?)
admin	
other (what?)	
Total	Total

Formulate a work programme:

-Present an outline of the day to day activities.

Evaluation:

-What kind of evaluation will you do during and after the project activities? Which methods will you use?

-What indicators will you use to evaluate?

Follow-up:

-What kind of follow-up will you do after the project? (e.g. meetings, presentations, production of materials, follow-up project, etc.)

-How will you plan the follow-up?

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