



„Step into colourful societies” Long term training course

2007-2008

1st training course: 13-23. April 2007., Szeged, Hungary

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This report gives an account of various aspects of the training course. It has been produced by and is the responsibility of trainers team and the editor – documentalist. It does not represent the official point of view of the Council of Europe and European Commission.



Youth



Education and Culture



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Background of the long term training course

The project is about developing competencies of youth workers/leaders to become active promoters of cultural diversity in their communities by implementing youth activities on local and international level.

The LTTC is implemented within the framework of European youth campaign “All different – all equal” and is supported by European Youth Foundation and EU “YOUTH” programme (Action 5).

Description of the course

“Step into colourful societies” is a long-term training course, which is starting in 2007 April and will end in 2008 February. It has three phases:

Phase I: Training course in Hungary, 13-23 April 2007

Phase II: Practice period May 2007 – December 2007 with the activities made by participants within the theme of cultural diversity.

Phase III: 2nd Training course in February 2008 (the exact date and venue will be announced later)

Aims and objectives of the 1st training course

- To develop understanding of cultural diversity and critical reflection on existing theories and terminology
- To increase awareness on what is influencing one's own behaviour in intercultural situations
- To reflect on global aspects of cultural diversity (me and the world)
- To develop positive attitudes and responses (actions) to the existing challenges in culturally diverse societies
- To develop skills how to address cultural diversity in youth work, using non formal education as methodology and active youth participation as an attitude
- To explore educational tools for intercultural learning, and reflect on transferability in youth work



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- To get acquainted with sources of financial/informational support (European Youth Foundation, Youth in Action programme, European youth organisations' networks)
- To build cooperation among participants for mutual learning and joint actions

The profile of participants

The participants came from organizations with different background and fields of interest. This diversity was a very good base for the training course. Most of the participants are dealing with minority groups, children with fewer opportunities, handicapped people in they everyday's life. They are working a lot to try to integrate "excluded" people to the society. They are working on different methods how they can help people to accept each other.

Some of the participants were part of a minority group in their country, so they have very close experiences about how they can integrate people in a different society.

Some other participants came from quite homogeneous community, with fewer experiences in connection with the cultural diversity, but they were very enthusiastic to get a lot of new experiences from each other and from the trainers.

Every participants had international experiences mostly as participant in a project.

Methodological order

Opening learning environment



Awareness level on theme and issues



Possible responses



Skills and attitudes for efficient responses



Activities developing awareness of target groups



Ensuring follow up learning and cooperation

Methodology of the training course

The course was based on the principles and practise of non formal education taking account participants needs, motivations and previous experiences as starting point of the programme.

- Active methods for group dynamics
- Work in mixed groups
- Learner – centred and based on the experiences of participants
- Based on a personal responsibility for learning, supported by a strong group dimension and a collective approach;
- Enabling participants to apply and transfer what they learnt to their youth work practise
- Taking into account the needs and motivations of participants and be open to regular feedback and evaluation
- learning in/from community
- mutual learning
- meta-level – adaptation of topics, facts - global reality (awareness)
- using diversity of peer groups for the learning
- open, space environment – learning at ease

Team of trainers

Vojislava Tomic: freelance trainer. From 1996 onwards participated in many national and international trainings, training of trainers, seminars and conferences on peace education and capacity building (team building, conflict resolution, leadership, intercultural learning, diversity) and personal development and creativity (interactive theatre, creative methods, intuition, nature, rituals) in organization of SCF, DCCR, YEN, OSCE, UNITED, CARE, SALTO, YOUTH Program, Ministry of Education and Sport)

Laimonas Ragauskas was born in 1979 and is currently living in Lithuania. He has been involved in several training activities. He is a freelance trainer in the field of youth non-



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formal education, also working as international youth exchange manager, community's website manager, youth initiatives consultant.

Mara Arvai: She is a freelance trainer in the field of youth non-formal education, also working as consultant of international youth projects.

Christian Potiron: freelance trainer from France. He is living in Slovakia and studying in Serbia

The organiser of the 1st. training course

Karasz Public Benefit Association has been established since 2000 as an informal group. We decided to establish an official body as an NGO in 2004. Our members are organising different events, training courses, youth exchanges, youth initiatives from this time with support of different host organisations. We are working regional level in South Plain Region of Hungary as Csongrad, Bekes and Bacs-Kiskun counties. Our main target group is young people, youth leaders and youth workers. We try to develop less experienced organisations in our region as well. We implement training courses and workshops about human rights, support youth initiatives, and international youth exchanges (supported by programme youth) using human rights education. Our main themes are cultural diversity and equal opportunities.

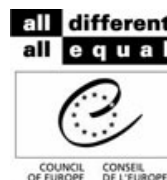
Programme of the training course

Friday 13 th April Arrival Day	Saturday 14 th April Getting to know day	Sunday 15 th April What is cultural diversity	Monday 16 th April Day on prejudice and stereotype	Tuesday 17 th April Global situation	Wednesday 18 th April Day on responses
Arrival of participants	Official opening	Who am I? My Identity	Developing sensitivity on owns' and other (influences on) behaviour towards the diversity:	Roots of intolerance	Mid – term evaluation
	Getting to know each other, learning environment	Understanding the concept of Cultural diversity and exploring other definitions	Prejudices	Discrimination and majority- minority relation	Me as an agent of change
	Mission (Im)Possible		Stereotypes	Connections to human rights	My practical experiences in Intercultural learning
			Lunch		
Welcome evening, getting to know each other	Introduction of the LTTC and 1 st TC	Reflecting on diversity in own communities and community Szeged	Developing sensitivity on owns' and other (influences on) behaviour towards the diversity:	Free afternoon	What are/could be our responses?
	Expectations		Prejudices		Creative/different/ youth- friendly approach
	Getting to know organisations	Creation of learning groups	Stereotypes		
			Dinner		
Welcome evening, getting to know each other	Intercultural evening	Free evening or Sitting volleyball	Free evening or Bath Spa	Dinner out in the town	Dinner out in the town

Thursday 19 th April	Friday 20 th April	Saturday 21 st April	Sunday 22 nd April	Monday 23 rd April
Creative responses	Responses in practice	Responses in practice	“Day of the beginning”	Departure day
Ways of youth Education for Human rights and Cultural diversity Focus of Non Formal Education Sources of Support (YIA, EYF)	Development of future actions (and tools) for implementing education on Cultural diversity	Development of Educational Cultural diversity activities prepared by participants	Creating peer groups for the long term training process Learning to learn Internalising plans/ ensuring follow-up	Departure day
Lunch				
European youth campaign Creating peer groups for LTT process	Free afternoon	Gathering the feedback, suggestions Improvement of practice plans/activities	Evaluation of learning process and outcomes	
Dinner				
Free evening	Free evening	Evening with community	Farewell evening	



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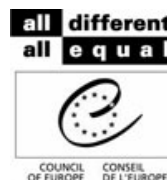
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Introduction of programme elements and sessions

The next part is the reflection of programme elements – sessions which were implemented during the training course. These sessions were developed according to the specific objectives of the course and according to the needs and expectations expressed by participants. It is readable below the explanation about the structure of every session.

Time and date of the session

Aims: The concrete objectives or goals that the session seeks to achieve. They also address the learning or educational objectives according to knowledge, skills, attitudes.

Programme of the day: Timetable of the actual programme implemented.

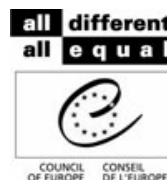
Materials needed

Methodology and methods: It also includes the approach to make sure that the objectives mentioned above are made achievable.

Results: This paragraph contains the feedback both from the session and from other evaluation and feedback expressed by participants and/or trainers.



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ARRIVAL DAY

13/04/2007, FRIDAY

SESSION I: WELCOME EVENING

Time of the session: 20.00 – 23.00

Aims:

- Overall aim is to create a trust and respectful atmosphere based on free communication among participants for working together.
- To welcome people to the training course
- To learn names of people in the group
- To get to know the practicalities about the settings
- To get to know each other (countries, some special characteristic features...)
- To get familiar with the local environment and setting

Materials needed: Colourful papers, scissors, masking tapes, flipchart papers

Methods and programme:

20.00 – 20.30: participants and trainers sat down in a circle. Everyone said her or his name, country they came from and the most funny, interesting thing about their travelling here.

20.30 - 20.45: practicalities – venue, time schedule, internet

20.45 – 22.00: Because this was the welcome evening, participants had to be “elegant”. They made a tie from colourful paper which included the name and country of them. The name was written vertically and then using each letter from their name they wrote something about them and one of the things was a lie. They were walking around with the papers trying to guess what a lie is and also learning names. Conversation began among participants.





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Results

It was especially important to get familiar with each other since it began a long term training process. If we want to achieve our aims that the participants realize activities on the field of cultural diversity together it was very important to create a friendly atmosphere among them and the trainers

Finally the participants were motivated to start speaking to each other and collect more information.

DAY 1

GETTING TO KNOW DAY

MORNING

SESSION II: GETTING TO KNOW EACH OTHER

Time of the session: 10.00 – 13.30

Aims:

- To warm up the atmosphere and to create open and more communicative atmosphere to learn and working together well
- To know more about each other
- To find ways for common work and learning process
- To build a group from participants
- To create agreement, contract ground rules for working
- to find ways for language problems
- to find a common solution for the different knowledge of the common language

Programme:

10.00 – 10.30: Introduction of the participants and the trainers

10.30 – 10.45: Silent touch

10.45 – 11.05: Learning each others name

11.05 – 11.45: Getting to know more deeply each other

11.45 – 12.15: coffee break

12.15 – 13.30: Mission (Im)Possible

Materials needed:

Markers, flipchart papers



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Methodology and methods

Introduction with a few words of the association organized the training course, the trainers and the participants.

Silent touch

Participants stood up in a circle. The trainer told statements and after that they had to touch one or two persons they have felt the statement is right for them

The participants had to touch the person who

- they met first time in Szeged
- they had already met before the training course
- they wanted to know more about

Learning each others' name

The participants stood up in a circle again. They had to make a move with their body that they thought showed their characteristic. The next one said his or her name, copied his or her move. The last person in the circle had to repeat everyone's name and move.

Getting to know more deeply each other

The participants created groups of 4 people from different nationalities. The trainer asked the participants to say five questions they wanted to know about each others:

- What is your favourite/national food
- What are your hobbies?
- How old are you?
- What was your inspiration to become a youth worker?
- What is the mission of your life?

The participants had 15 minutes to think of the answers individually. Everyone might draw maximum 4 pictures on papers that showed the answers for the questions. After drawing the participants gathered in small groups. They spoke about the pictures and the answers for the five questions in their mother tongue. After they explained them in their mother tongue they could clarify the answers that were not clear for the others.



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For the trainer's question "How did you feel themselves?" the answers were the following

- Cool
- I understood some words from speaking in mother tongues
- There were some common words (Italian and Romanian; Serbian and Slovakian)
- We can also communicate without a common language with gestic, mimic etc. We have to be creative and we can express lots of things without a common language.

The trainers asked the participants to give suggestions, proposals for working together. How can we handle the problematic of language? How can we help each other to understand each other? The participants gave the next answers:

- to find similar expressions
- to find other ways of communication
- give feedback, ask feedback
- talk more loudly
- don't exclude anybody with languages
- take care of each other
- listen to each other
- give time to be patient
- respect different meanings
- be open to diversity

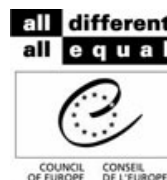
Mission (Im)Possible

Step 1.: There was a multitask for the whole group. Participants had 1 hour to solve the next tasks:

1. To collect objects A-Z in a bag
2. How many brothers and sisters are there in the group?
3. To bring 3 things characteristic for Szeged
4. To make a paper tower as high as possible in the room
5. To make a short newspaper commercial for this training
6. To collect the information of how many minorities are living in Szeged



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7. To solve the puzzle
8. Pass the ball as quick as possible.
9. To draw a group portrait (everyone drew his or her own portrait)
10. Say in as many languages as possible – I like to sing in the shower.

The time was enough for the participants to solve the tasks.



They decided what to do and how many persons would take part in solving of the exercises. There were some tasks they could make in small groups but there were more that needed everyone's help

Participants said they had learnt the following things from this task from the point of view of cooperation:

- it is needed to be actively involved
- freedom to decide what to do
- it's important to find the way to be useful
- to give possibility for the others to express their own ideas
- importance of listening each others
- to have the possibility to change

For the questions of trainers if there would be the possibility to do again this task what would they do better, participants answered they would:

- use the resources better
- take care of time (it would be important if one person would draw the others' attention how much time left)
- be more flexible
- be more active
- be more open for changing



Results:

Participants got to know each other better, and good atmosphere were created for the beginning of working. Together with participants were worked out some principles about working together, what is needed from persons for the successful training course.

AFTERNOON

SESSION III:

INTRO OF THE LONG TERM TRAINING COURSE GETTING TO KNOW EACH OTHER'S ORGANIZATIONS

Time of the session: 15.30 – 18.30

Aims:

- To present the process, aims and objectives of the long term process and the elements, aims and objectives of the first training course. Methodological approach, key values and main principles of non-formal education.
- To show the methodological approach of the LTTC
- To show the key values and main principles of non formal education

Programme:

- 15.30 – 15.45: Power Point presentation about the idea, the aim and the structure of the long term process of the training
- 15.45 – 16.25: The objectives of the long term training course
- 16.25 – 16.40: Principles of non formal education
- 16.40 – 17.15: to share the expectations and questions towards the programme of the course
- 17.15 – 19.00: introduction of organisations - T-Shirts (with coffee break)

Materials needed:

Computer, projector, flipchart papers, markers, colourful papers, post-its

Methodology and methods:

The programme elements on colourful papers were hanged on the wall of the plenary before the session. The different colours helped the participants understand the different methodological approaches of the elements.



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Introduction of the origin of the idea, the aim and the structure of the long term process of the training by a Power Point Presentation

Introduction of the objectives of the long term training course

Every participant received one paper with a part of sentences of the objectives. They had to find the other parts of them. After they found their partner(s) they were speaking with each other about the next questions:

- What do the objectives mean for the participants?
- What is their understanding about the objective they have?

They had 10 minutes to discuss about them.

After the discussion the participants explained in the plenary how they understood the objectives they got.

The answers:

- **Objective:** To develop positive attitudes and responses (actions), challenges (issues) in CD.

- **Answer:** In the society there are some areas where you can meet cultural diversity. The participants have to develop some attitudes of the environment about xenophobia, discrimination. These are their challenges

- **Objective:** To develop understanding what is influencing one's own behaviour in intercultural situations

- **Answer:** We have to know what is cultural diversity for others, to see the terminology and reflect for the others' opinion what is it.

- **Objective:** To build cooperation among participants for mutual learning and joint actions

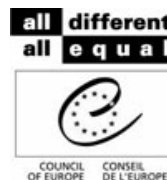
- **Answer:** We have to share our experiences, to develop projects and activities

- **Objective:** To get acquainted with sources of financial/informational support (European Youth Foundation, Youth in Action programme, European youth organisations' networks)

- **Answer:** We can get informational support from each other



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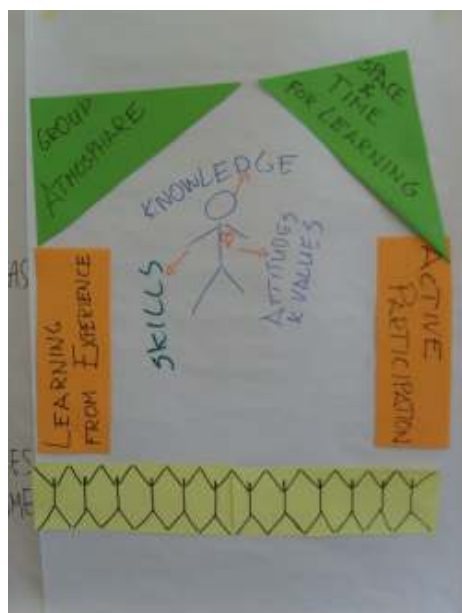
- **Objective:** To reflect on global aspects of cultural diversity (me and the world)
- **Answer:** What is the connection between us and the world. Looking for the connection between me and the youth, me and the world , what does influence the CD in other countries.

- **Objective:** To develop skills how to address cultural diversity in youth work, using non formal education as methodology and active youth participation as an attitude
- **Answer:** How can we educate young people on the area of cultural diversity. Creative ways of developing young people

- **Objective:** To explore educational tools for intercultural learning, and reflect on transferability in youth work
- **Answer:** To find different ways to adapt the activities

- **Objective:** To increase awareness on what is influencing one's own behaviour in intercultural situations
- **Answer:** You have to know yourself to avoid problems with other people from other communities. How do we behave in intercultural situations?

The objectives were hanged on the wall chart to those programme elements or days, where the trainers wanted these objectives to be reached. After this activity were introduced the elements of the 1st TC step by step.



Principles of non formal education

The trainer drew on a flipchart paper the House of competences. It symbolised that the participants are the experts of their community. The main principles of non formal education:

- Learning from experience.
People have to feel experiences on their own skin
- Active participation



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- Group atmosphere –it is very important to create a safe place for non formal learning
- Space and time for learning

In the house of competences people can get skills, knowledge, attitudes and values

Expectations

The participants wrote their expectations on post-it cards and put them on the wall next to the appropriate programme elements where they thought to get answers for their learning aims

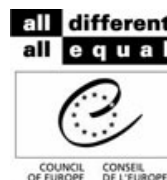
The expectations you can see below signed with red letters

Arrival Day	1 Day	2 Day	3 Day	4 Day	5 Day
	Getting to know each other Mission (Im)Possible - to build contacts with people from different countries and organisations - to make new contacts in order to create future projects together	Who am I? My Identity - Get some practice, skills on cultural diversity and come back to my own society with skills and minds that I could give to the local youth - to understand the topic of cultural diversity better Understanding the concept of Cultural diversity and exploring other definitions - to know the different ways to approach cultural differences - different cultures different habits - learn about what does cultural diversity mean - I would like to know more about the similar and different aspects of cultural diversity in my society	Developing sensitivity on 'owns' and other (influences on) behaviour towards the diversity: prejudices, stereotypes - how to get over prejudices and stereotypes	Global situation of Cultural diversity in the world Challenges/problems and issues in culturally diverse societies - to get to know different cultures, nationalities, traditions - what does it mean: equal? Not all people recognize it - learn how I can apply my own experience/background knowledge to other communities or societies	Mid – term evaluation Me as an agent of change My practical experiences in Intercultural learning - to learn about other cultures - learn about traditions - we get to know what other people or organizations think about the topic and ideas about taking action. We have to share our knowledge and creativity
	Lunch Introduction to LTTC and 1 st TC Pre-evaluation of intercultural youth work competencies Getting to know organisational background	Lunch Reflecting on diversity in own communities and community Szeged Creation of learning groups - communication, personal identity, colourful societies	Lunch Roots of intolerance Discrimination and majority-minority relation Connections to human rights - better understanding of discrimination and intolerance. Reasons of them in different societies - fair (?) standards in Europe	Lunch Free afternoon	Lunch What are/could be our responses? Creative/different/ youth-friendly approach European youth campaign Creating peer groups for LTTC process - find/learn about solutions to teach human rights/cultural diversity - to learn how to coordinate other people
Dinner	Dinner Intercultural evening - Peace and love	Dinner Free evening or Sitting volleyball	Dinner Free evening or Bath Spa	Dinner Dinner out in the town	Dinner Free evening

6 Day	7 Day	8 Day	9 Day	10 Day
<p>Ways of youth Education for Human rights and Cultural diversity</p> <p>Focus of Non Formal Education</p> <p>Sources of Support (YIA, EYF)</p> <ul style="list-style-type: none"> - funding - to learn new tools of non formal education and how to use them - to learn how to get over cultural diversity - to learn more about the financial details on how to succeed in projects 	<p>Development of future actions (and tools) for implementing education on Cultural diversity</p> <ul style="list-style-type: none"> - to get more experiences - to learn how to practically implement developed tools into real life - how to transfer intercultural learning in youth work - to develop my skills in cultural diversity 	<p>Development of Educational diversity activities prepared by participants</p> <ul style="list-style-type: none"> - to develop common projects - to learn how to gain attention and interest of local community - how to use non formal education in my organization - to clarify in my mind how I can make people aware of the cultural diversity and how much they would appreciate it. 	<p>Learning to learn</p> <ul style="list-style-type: none"> - Methods – I think the first thing is education, when you give a background to youngsters and after that they can get their experiences - to strengthen my willingness of learning and taking care of cultural diversity and human rights <p>Internalising plans/ ensuring follow-up</p>	<p>Departure day</p>
<p>Case study of youth project(s)</p> <p>Active participation of young people</p> <ul style="list-style-type: none"> - motivation of youngsters 	<p>Free afternoon</p>	<p>Gathering the feedback, suggestions</p> <p>Improvement of practice plans/activities</p> <ul style="list-style-type: none"> - evaluate my own tools based on the feedback/experience of others 	<p>Lunch</p> <p>Evaluation of learning process and outcomes</p>	
Dinner				
Free evening	Free evening	Evening with community	Farewell evening	



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Introduction of organisations - T-Shirts (with coffee break)

The participants' next task was to prepare the introduction of their organisation during the break. They drew T-shirts with the following information on them:

- the symbol of their organisation
- their role in the organisation
- mission and target group
- main activities

They had 45 minutes to make the T-Shirts

When they were ready they went around the room and showed each other their organisations with the help of their T-Shirts

The participants gathered in small groups (2-3 persons / group), they introduced their organisations in generally. They had to spoke about

- best intercultural activity in 2006
- promotion of cultural diversity
- their role in their organisation



Results:

During the session participants had to draft, what they meant under the objectives, so it was possible to interpret them together. The drafting of expectations gave help the trainers to carry out some changes on the training process.



Youth



EVENING

SESSION IV.: INTERCULTURAL EVENING

Time of the session: 21.00 – 24.00

Aim of the session:

- to get more information about participants, their organisations in an open minded, friendly atmosphere

Programme:

21.00 – 24.00 Cocktail evening

Methodology and methods

The trainers were like waiters and waitresses. They served some fruit cocktails for the participants.

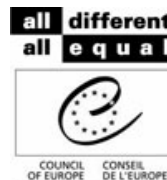
There were chairs put in pairs in the room. Trainers wanted to stimulate the participants to make pairs and speak to each other about themselves. Participants were motivated to change partners sometimes.

In the information pack, which the participants had received before the training course everyone had been asked to bring to the TC a symbol of their culture what they can give to other participants as a gift. They gave their presents to somebody and explained why they had chosen it to bring.

Result: only a very few participants brought something that symbolized their culture. Most of the gifts were foods and drinks, tourist brochures and pictures.



Youth



DAY 2

15/04/2007, SUNDAY

WHAT IS CULTURAL DIVERSITY?

SESSION V: WHO AM I – MY OWN IDENTITY

Time of the session: 10.00 – 13.30

Aim:

- To identify own cultural identity, to be aware of own culture, socialisation, national identity

Programme:

10.00 – 10.25: Energizer, intro of the day
 10.25 – 10.55: Who am I?
 10.55 – 11.40: Understanding of cultural diversity
 11.40 – 12.00: Coffee break
 12.00 – 12.20: Where do our perceptions come from?
 12.20 – 13.30: What cultural diversity means for me?

Materials needed:

Flipchart papers, copies of Iceberg model, laptop, projector, post-its, colourful papers, markers

Methodology and methods

Who am I?

The trainer wrote the question “Who am I?” on a flipchart paper. The participants had to think about if somebody asked them who they were, how they would describe themselves with 3 words. They wrote the answers on three colourful papers. They gave the sheets to the trainer who mixed the papers and read the answers loudly. If participants felt that an answer was



Youth



right for them (not only that features they wrote), they stood up and the others applauded them.

Among others the words were the following: volunteer, youth worker, macho man, fancy girl, always on the road, student, workaholic, curious girl, fighter, lover, dancer, believer, leader, sister and daughter, pilgrim on a journey, creative, coconut, dreamer, bird on the branch singing every morning; friendly person who loves to smile and enjoy every second of life

More participants felt confused during this exercise when the others wanted to have explanation why they wrote their 3 words or expressions. It was also strange when they experienced that people are inclined to think often a feature are just theirs and this exercise spectacularly showed there are lots of people with similar features, skills, knowledge. It was surprising for more participants that they didn't thought before they have more features from the listed ones. It was established there are lots of categories to define a person or ourselves. It depends on us how we define ourselves or someone

Understanding of cultural diversity

The trainer created 4 groups in the following way:

The participants had to create families. There were four chairs in the middle of the circle. The participants received papers with names and positions of members of families on them. They stood up and shouted their names and their place in the families. The members of the families sat on the chairs (on one chair one family – they sat in each others lap).



identity.

The 4 groups sat separate from the others. The exercise was to talk with each other what kind of identity people have. There are lots of visible and invisible identities. Every group received one half of a human body drawn on a paper. They wrote on inside of the half bodies the invisible, outside the visible characteristics of cultural



Youth



1 st group	
Visible identities habits, sex, mood, attitudes, economical class, living area, age, race, job	Invisible identities motivation, gender, family role, interests, thoughts, emotions, personality, job (it can be invisible sometimes)
Can be visible and invisible too relations, language, religion, nationality	

2 nd group	
Visible gender, culture and subculture, lifestyle, social status, hobbies, age, race, language, addiction	Invisible Aims, values, believes, hobbies
Can be visible and invisible too Nationality, religion, sexuality	

3 rd group	
Visible Subculture, race	Invisible Nationality, background, sexual orientation, IQ, political opinion, financial situation
Can be visible and invisible too Religion, gender	

4 th group	
Visible prejudices, work, love, opinion, nationality, race, attitude, gender, age, communication, relationships, social situation	Invisible wishes, dreams, believes, prejudices, self-concept, problems, age, feelings, hope, nationality, opinion, hate, love, fear, religion, desire, plans
Can be visible and invisible too Goals	



Youth



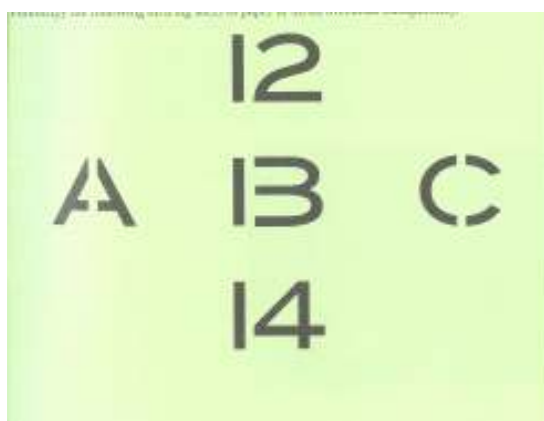
Result of the exercise: it is very hard to decide what is inside and outside, what is visible and invisible. Some people tend to believe that they can see the invisible things too. How behave somebody, it has different meanings for everybody. According to participants the task “Who am I?” was very effective in proving that people are different and, on the other hand, in proving that in many characteristics are similar. The task, where they had to draw one half of a human body, showed very vividly the visible and invisible features of people.

The trainer introduced the iceberg model (you can find it in Appendix I.) It helps to understand what happens when different people meet. The model represents a culture and an identity too. When two icebergs meet they crash in the deep.

Where do our perceptions come from?

The participants were divided for two groups (X and Y). They had to close their eyes.

The trainer introduced them with a simple exercise that perception depends on context and influencing. He showed the group X the A B C horizontal line. After this he showed for group Y the 12 13 14 vertical line. Now everybody could watch again and the trainer showed them just the character in the middle. He asked the participants to write down what they see.



The numbers or letters were in different context. It bases on short experience, context, what one wants to see. On the last picture the decision depends on the context and influencing. These pictures prove we are living in the iceberg, many things influence us.

Whenever we begin to discuss about anything, the approach of it depends on context, experiences, the people we meet, the influencing of others etc.

What cultural diversity means for me?

The participants were shared for 5 groups. Every group got different objects. They had to put them in order on a paper as they wanted. They had to answer by arrangement of the objects for the question: “What cultural diversity means for me/ for us?”



For the trainer's question

“What is the cultural diversity about?” the answers were the following:

Values

- they have different meanings
- there are different ways of practising

Context

Communication

Interactions

Personal

Group

Respect

Positive actions

Problem solving – finding links creating common language

There is no exact definition of cultural diversity (there are about 690 on the internet). Everyone must make his or her definition.

The trainer put on the flipchart 4 definitions of cultural diversity (you can find them in Appendix II).

At the end of the session the trainer showed a short film about diversity



Youth



Result:

This session gave possibility to the participants to experience how differently people perceive the world. It was difficult to find the common beginning for the groups during the task when they had to put objects in order. Everyone perceived the objects in different ways. It was difficult to find the common meaning of them and to find the connection among the objects. This exercise showed for them graphically that everybody's perception is different.



Youth



AFTERNOON

SESSION VI.: FIELD EXERCISE

Time of the session: 15.30 – 18.30

Aim:

Reflecting on cultural diversity in their own community and community of Szeged – Field exercise

Programme:

15.30 – 18.15: Field exercise

18.15 – 19.00: Reflection group

Methodology and methods

Step 1

Participants created 5 mixed groups, it was important that the members of them had to be mixed by nationality.

Conversation about the following:

- 1, According to what they learned already about cultural diversity, they had to identify the culturally diverse groups in their local community
- 2, The situation of culturally diverse groups in the community and the background of that situation
- 3, What do the participants think is cultural diversity respected in their community?

Some answers:

- The acceptance of minorities depends partly on historical backgrounds. It is very hard to delete from people's mind the historical injuries and conflicts.
- In cities there are big communities, people are more respectful than in smaller settlements. This is perhaps because people in cities can meet many culturally diverse groups, so they have learnt to accept the cultural diversity from childhood.



Youth



- There are settlements in Romania where culturally diverse groups live exemplarily. In some places the different minorities celebrate for example the Easter together.

It was remarkable during the conversation participants used the words “minorities” and “problem” very often together.

Step 2

4 guests arrived for field exercise

- a handicapped man in a wheelchair
- A representative from the House of Minorities in Szeged:
- A Hindu friar
- the leader of local organisation of Jewish youngsters

One group went to the city centre to interview the members of majority – Szeged is a culturally diverse city. Their task was to interview people what their opinion about cultural diversity is. More persons of this group tried to speak to the people in English.

Step 3

Debriefing

Participants who asked people on the street experienced, people were shy and not helpful. They felt embarrassed and didn't know what to answer for questions about cultural diversity. The Hungarian participants heard what they said after the communication generally they spoken about the problem of gipsies.

Of course, it depends on both side how a culturally diverse person adapt to the society, for example the man in wheelchair works really hard so that handicapped people would be accepted by non-handicapped ones. The member of the House of Minorities noticed that on the programmes of certain minority groups generally take part only the members of that minority. It seems minority groups aren't really interested in the programmes of the other ones. The field exercise is proved the preconception of participants, that because of the historical backgrounds there are many conflict between Hungarian people in Szeged and minorities from neighbour countries (Romanian, Serbian). People for example from Poland, Ukraine, Croatia don't have conflict with people from Szeged anytime.



Youth



Creation of learning groups:

The trainers shared the participants for 4 groups with whom they created learning groups. At the end of the days (except the days on which were free afternoons) there were reflection groups with the trainers, where the participants could share their experiences. To help the process trainers gave to them every evening some questions. These ones you can find in the Appendix III

Results:

The trainer reacted upon the participant's expectations. Many participants wanted to know more about tools. There will be special moments to devote time to get knowledge about the tools. There will be moments where they can go deeper to know some things about tools.

There were more expectations about reasons for discrimination and xenophobia.

It was a pity that after the field exercise it was not possible to share ideas about potential projects with the guests. It was visible the guests gave deep impression to more participants by their thinking manner or their stories taken from their life.



Youth



EVENING

SITTING VOLLEYBALL

Time of the session: 20.00 – 22.00

Aim: To enable participants to experience how the handicapped people move, which difficulties they have to face in their everyday life.



Method:

- sitting volleyball game in two groups together with handicapped people

Result:

It was a good example how we can involve disabled people in youth activities. For more participants it was quite a shocking experience to recognise how difficult is to live as a handicapped person.



Youth



DAY 3

16/04/2007

DAY ON PREJUDICE AND STEREOTYPE

MORNING

SESSION VII: DEVELOPING SENSITIVITY ON OWN'S AND OTHER (INFLUENCES ON) BEHAVIOUR: PREJUDICES, STEREOTYPES – ORIGINS OF PREJUDICES, STEREOTYPES

Time of the session: 10.00 – 13.00

Aims:

- To increase awareness on what is influencing one's own behaviour in intercultural situations
- what is influencing people on personal level

Programme:

10.00 – 10.15: Intro, Energiser lead by a participant.

10.15 – 11.30: What is influencing us?

11.30 – 12.00: Break

12.00 – 13.30: Stuck in the elevator

Materials needed: multimedia projector, sound equipment, laptop, people's photos, A4 paper; post-it cards

Methodology and methods

What is influencing us?

The participants were divided into 2 groups. Both groups received 4-4 photos, in one group 3 persons had the same photo. They had to think and write their first impression about the person on it. They had to find her or his

- Country/nationality
- Languages spoken



Youth



- Age
- Education
- Profession/occupation
- Interests/hobbies
- Marital status
- Other information about that participants thought is important

They had to guess who is she or he. They had 10 minutes to think individually.

Step 2

The participants shared their impression and the origins of them with their partners and compared them. They had to speak about why they thought the person on the photo had one or another feature. What were the similarities and differences in their opinions?

Step 3

Back to plenary and short input were done about prejudice, how it works, why peoples' thinking manner is based on prejudices, how is it influencing the process of discovering environment and people around us. After it, there was a conversation on what was the basis for such impressions? What is influencing us when we have to decide something without knowing other person?

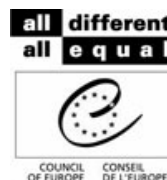
The results were gathered. They were the following:

Reasons for assumptions:

- Appearance
 - Physical – we can draw conclusions for habits
 - Eyes (they are the book of a person)
 - Skin
- Clothes
- Face expression
- Our previous personal experiences
- Profession. From this we draw conclusions for life style and marital status and abilities



Youth



- From age - image we conclude for marital status
- Context – environment where we can see the person
- Non - verbal signs, movement
- We draw conclusions from accessories for marital status; profession
- Public images (our country, media) – “social thinking”
- Movements, gestures
- Education

From one thing we think about a person we tend to think further

Step 4

Finally the cards were open and people got to know real stories about those people.

Power Point presentation about the causes of stereotypes and prejudices proved by scientists

Stuck in the elevator

The participants were divided by a short energiser for 3 groups.

Post-it cards were stuck on the forehead of 6 participants with a personality written on it but they didn't know what personality they had. Their task was the following:

They played a role game. They were stuck in an elevator. No one knew which her or his role is. They had to behave with the others according to their role. They had 20 minutes to find a solution how they can escape from the lift with the other travellers.

The roles were:

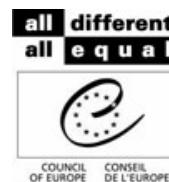
1. Person in wheelchair
2. Roma person
3. Chinese
4. Prostitute
5. Homeless
6. Business woman



Every group was watched by observers. The instructions were to pay attention to the following:



Youth



- phrases, words used in communication :
- physical contact, distance among different people
- how is the image of a person developing
- what is the reaction to the image that is developed

The persons respected the most the business women's opinion. She felt she is important. The others waited she'll organise the rescue. Everyone had expectations from the others. The Roma person told her opinion but no one heard her. The homeless had good suggestions but after the others kept the distance from her she stopped to speak. The others made joke always with the prostitute and the Chinese. The participants during the role play felt they had labels they can't be set free from them.

How much the perception of others influenced them?

- The labelling is influencing our behaviour
- With the march of time they tried to use the resources of the others, but they didn't deal with the gipsy persons opinion. They couldn't imagine he can have good ideas
- Group effect – if someone made a joke from someone, the others did the same. Our behaviour influences other's behaviour.
- We can see what we want. If we think that someone is lazy but she or he is working hard we explain ourselves this is an exception.

Result

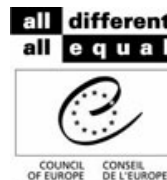
During the first exercise the participants gathered the reasons for assumptions. It would be useful to draw people's attention to these, it would help them to pay attention to the rash conclusions.

The elevator role-play was very impressive, it was a shocking experience, how our prejudices and stereotypes influence us, how difficult is to set ourselves free from the harmful ones. It will be an extraordinary difficult but very important challenge to take part in activities to fight against these human features. Some participants were of the opinion that this role-play could

have been better if they had known who they were and they could have imagined themselves in the roles. This exercise could help people who have prejudices change their point of views.



Youth



AFTERNOON

SESSION VIII: DEVELOPING SENSITIVITY ON OWN'S AND OTHER (INFLUENCES ON) BEHAVIOUR: PREJUDICES, STEREOTYPES – ORIGINS OF PREJUDICES, STEREOTYPES

Time of the session: 15.30 – 19.00

Aim:

- to enable participants to reason and argue for cultural diversity
- to reflect how can we use/adapt the methods and themes addressed in our activities with young people, that we work with.

Programme:

15.30 – 15.40: energiser leaded by a participant
 15.40 – 15.55: PPS presentation about prejudices
 15.55 – 16.45: Statement exercise
 16.45 – 17.15: break
 17.15 – 17.30: instructions for participants about meta-reflection
 17.30 – 18.15: work in groups
 18.15 – 19.00: evaluation in re-groups

Materials needed:

Laptop, projector, flipchart paper, markers

Methodology and Methods

PPS presentation about prejudices

"Where do you stand?" exercise – statements on cultural diversity and debriefing

Participants were asked to take a position according to their agreement / hesitation / disagreement to written statements



Youth



The statements were the following

- *It is impossible to get rid of stereotypes and prejudices*

Some answers

- It is impossible not to have stereotypes but what I can do to recognise that my stereotypes aren't right
- I can change them but we can't get rid of them
- We should believe in it that we can get rid of them because we can change if we believe in it

- *Positive stereotypes are not bad*

Some answers

- the positive stereotypes have good effect for people
- they influence our life they are not good, there can be originate harmful things from them

- *Rather being homosexual than Roma*

Some answers

- In Hungary homosexual people are much more accepted than gipsies
- You can hide your sexual orientation but if you are gipsy you can't
- It is my choice if I'm homosexual
- It is the same feeling if you belong to the group of this discriminated people

After the exercise the trainer spoke a few words about the utility of stereotypes. She said they are very important as they help us in surviving. They help to simplify our life. The more we recognise our stereotypes the more we can control them. We can't ever know the identity of a person.

Meta-reflection

Some instructions for participants about meta-reflection. The trainer explained meta-reflection is revising for the methods that the participants used today. How can we use them in our own reality? The trainer gave a guide for the participants to think of this question.



Youth



There were the following questions in the guide:

- Would I use the methods and topics addressed today, in my work? If yes, which ones?
- How those methods or themes should be adapted for my specific target group?

In which activities could I use it?

Participants joined their own group according their target group. These were the following:

Youth exchanges

Culture, art

Minorities

Camps

Seminars, educational projects

In *re-groups* participants evaluated with trainers the day with help of the earlier given questions.

Result:

Participants explored how difficult is to decide about questions in connection with stereotypes. The debate brought to the surface participants' very different understandings of stereotypes through a respectful and meaningful debate.

The time was not enough for this exercise, more participants said it would have been better to have more time to share their opinions in more questions.

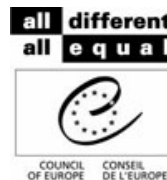
It would be better to work more in smaller groups because some persons can't say their thoughts.

More visual presentations would be better.

It was noticeable, that this day participants got much closer to each other, the atmosphere became relaxed. However, more participants were embarrassed because of their weaker English, and this is why some of them felt being on the periphery of the group.



Youth



DAY 4

17/04/2007

GLOBAL SITUATION

SESSION IX. ROOTS OF INTOLERANCE. DISCRIMINATION AND MAJORITY-MINORITY RELATION. CONNECTION TO HUMAN RIGHTS

Time of the session: 10.00 – 13.30

Aims:

- to reflect upon the discrimination in our everyday life experience
- to analyze social structures that (un)creates discrimination
- to emphasize the importance of dealing with stereotypes and prejudices in order to fight discrimination on social level

Programme:

10.00 – 10.15 - Energiser, intro

10.15 – 11.30 – What is discrimination?

11.30 – 12.00 – Break

12.00 – 13.30 – Discrimination in my country

Materials needed:

Cycle of discrimination, flipchart papers, markers

Methodology and methods:

Step 1

The trainer needed 5 volunteers. One of them went outside from the room. The participants had to find common visible features (for example tall persons, with glasses, brown eyes, curly hair, barefoot), and on this basis they made 4-5 groups. The volunteers came back and they had to find out the criteria and they had to join a group.

It was forbidden for volunteers to ask, just guess the criteria.



Youth



Step 2

Volunteers said after the task how they felt themselves when they had to find out the characteristics of the groups. Some of their answers:

- confused
- worried
- increased sensitivity
- relaxed
- afraid
- scared
- frightened
- tried to find invisible features

The group members on the other hand felt themselves

- comfortable
- safe
- accepted
- they could imagine it's hard to belong to a group without similarities

It wasn't easy to reject the outsiders for group members:

- they gave support for "outsiders" to understand criterion
- they felt empathy towards them

The trainer asked what the participants think which connection has the last exercise with real life? The participants agreed it is one of the basic human needs to belong to a group. If I feel I belong to a group I will be the member of the group.

What is discrimination? What is our first idea if we hear the word "discrimination"? Some answers:

not accepted, ignorance, intolerance, lonely, isolation rage, conflicts, frustration, excluding, apartheid, labels, hate, problems, divided, alone, being afraid, xenophobia, disinformation, war, racism, gender, diversity, fun, bureaucracy, categorize

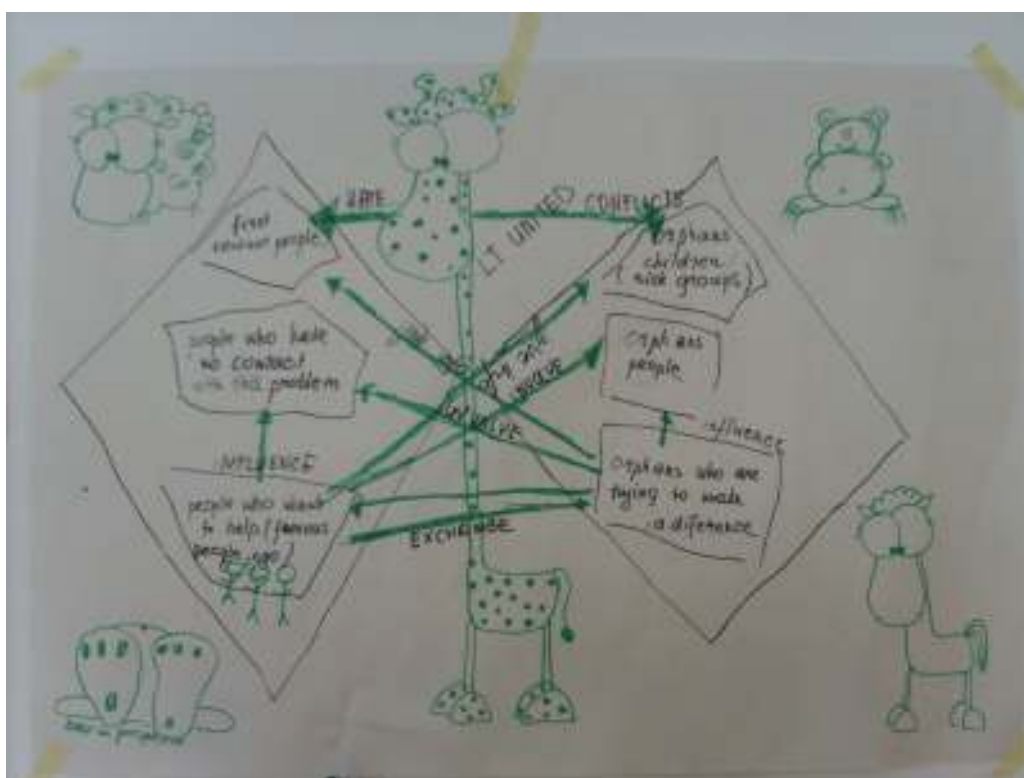
Originally in Latin language meant discrimination: To make difference

The trainer brought some quotations from youngsters from Serbia (12 – 14 year old youngsters) what is discrimination for them. The sentences are written in Appendix IV.

Step 3

In a presentation the trainer introduced the discrimination cycle model.

After the presentation national groups were created. Their task was to draw the discrimination cycle of their country. Where and what are the connections among the groups? They had to answer to the question



where they are personally in the cycle. After they were ready the groups put their posters on the wall and they walked around to watch the other's posters. One member stayed at their own poster and (s)he answered for the other's questions.

Result

During this session the exercises helped the participants to understand who were the subjects of the discrimination.



Youth



Education and Culture



DAY 5

DAY ON RESPONSES

18/04/2007

SESSION IX: MID-TERM EVALUATION. ME AS AN ACTOR OF CHANGE. MY PRACTICAL EXPERIENCES IN INTERCULTURAL LEARNING

Time of the session: 10.00 – 13.30

Aims:

- To reflect on one's own as youth worker's personal mission and vision for better understanding of the meaning that youth work is about in the field of cultural diversity (within the context of local community).
- to introduce the different approaches of the cultural diversity

Programme:

- 10.00 – 10.15: Energiser, intro
- 10.15 – 12.00: TV debate role play
- 12.00 – 12.30: Break
- 12.30 – 12.50: Statues
- 12.50 – 13.30: Cultural diversity in my community

Materials needed:

Flipchart papers, lots of magazines, glue, markers, laptop, projector

Mehodology and methods:

TV debate role-play

The trainers put in secret post-it cards under the chairs hereby they divided the participants for 3 groups: local politicians, audience from local inhabitants and the members of the Association of Colourful Societies. They played they were guests in a TV show.

The structure of the TV show:



Step 1

Questions for the association members

- Why is cultural diversity good?

Questions for local politicians

- Why is cultural diversity bad/harmful?

The “politicians” and association members had 10 minutes to think of arguments.

5 minutes for answering / each group

The role of the audience during this part of the task was to pay attention to the debate and to draft some questions

Why cultural diversity is good? Answers of members of association of Colourful Societies	Why cultural diversity is bad/harmful? Answers of local politicians
<ul style="list-style-type: none"> - Every person (members of minorities too) is equal. - cultural diversity is everyone's interest - it is important for everyone to share experiences for improving of society - improve tolerance of the society - to see the world – friendship - all different – all equal 	<ul style="list-style-type: none"> - it is source of problems - it causes many conflicts in the society. There are different costumes, habits. The culturally diverse groups don't want to change their behaviour at all. - They have special needs - Need special treatments - Only asking - They are living isolated - We don't have enough money to give money for our children's education – they need too much money - They bring their relatives to our country <ul style="list-style-type: none"> - there are too many foreigners, they don't want to be integrated

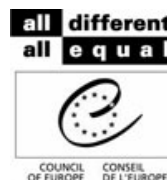
Step 2

The 2 groups got 10 minutes to think of contra arguments. The “audience” was thinking of questions again for both groups

The two debating group had 5 minutes again for saying their contra arguments



Youth



The audience could clarify with questions. They didn't have to take sides with anybody. Their task was to hear everybody's arguments and ask anybody clarify their arguments.

Local politicians' contra arguments for arguments of the members of the association	Contra arguments of the members of the association for the arguments of politicians
<ul style="list-style-type: none"> - it is difficult in the everyday life to live equal because people live in different way - we can improve due to cultural diversity but the minority groups are living isolated - it is difficult to put tolerance in practise – long term process raising the tolerance - be equal in your community – not in ours - discover other communities not ours - The NGO-s have to find practical solutions and the politicians will help 	<ul style="list-style-type: none"> - politicians can ask money from EU to solve the problems of minorities - There are lots of people who undertake voluntary work with pleasure to help for minorities - Give job – they will have money - Minorities give money to the state from their salary, it is obligatory to give them what they need - All people can decide where to live - It is an economical positive aspect that minorities are working in our country - It is for everyone useful and instructive to experience how people of other cultures live. From comparing cultures we can learn a lot

The questions and opinions of the audience:

- Have politicians ever heard about cooperation with associations?
- The politicians live in their own community. They don't know what is the reality.
- What do politicians think about growing minorities?
- Everyone has his or her identity but everyone has the same human rights

Step 3

During debriefing for the question "How they felt themselves as politicians and association members?" participants answered the following:



Youth



- It was easy to play the bad guy. But in the real life it's not easy. Politicians are small parts of the machine. Politicians aren't bad people neither they have to follow their party members.
- These arguments weren't ours. I felt bad.
- It is important to think as a politician because you can argue better if you are face to face with a politician
- It is often very difficult to find the right arguments in these questions
- It would be very important for people from the majority to get experiences about the life or thinking manner of minorities.

Some opinions from the members of audience:

- the politicians often spoke about money. It's a problem in the real life that people want to solve everything with money. If you want to do something for free, people are looking for the ulterior motive
- it would be a very good solution to give job to minorities – they will have money
- money is not the problem. The problem is politicians, association members or anybody want to do something or not.

At the end of the session the trainer mentioned more EU laws that concern minority languages and human rights.

Statue energiser

The participants went outside to the balcony of the school. The energiser symbolised that the participants will step forward in the way of realization of their visions.

They made pairs and they made statues. One of them was the sculptor. It was forbidden him or her to touch the material (the other participant), they formed their partner just from a few centimetre with their hands. After the statue was ready, they changed their role. Finally the whole group formed a statue group

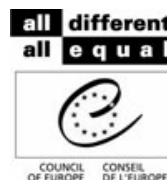
Participants went inside to work on their own ideas, visions. They were watching a thought-provoking clip about culturally diverse world.

Next task was to think about the following sentences:

Long - term training course" Step into colourful societies" 2007/04/13-23, Szeged, Hungary



Youth



- Cultural diversity of young people in my community
- What cultural situations, challenges, needs are at present in my community?
- Which culturally diverse groups will exist in the future? What will be their interactions?

The participants received lots of magazines. Their task was to make collages as presentations of their own answers for questions above. They worked alone. They could make them during lunchtime.

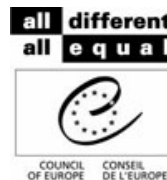


Result

During the TV debate exercise there were just a few participants who took part in it actively from beginning to end. More ones had the problem that the trainer did not pay attention to let as many participants as possible give their views, moreover, maybe the trainer had too big role in this debate. But, despite this the exercise introduced very well, that discussing various point of views and trying to reach a compromise are essential in connection with cultural diversity, too.



Youth



AFTERNOON

SESSION X.: WHAT ARE / COULD BE OUR RESPONSES? CREATIVE, DIFFERENT, YOUTH-FRIENDLY APPROACHES

Time of the session: 15.30 – 19.00

Aim:

- reflect for our competencies
- to find approaches and methods how we can transmit to young people the essence of cultural diversity

Programme:

- 15.30 – 15.50 - blind walking
- 15.50 – 17.20 - Future plans
- 17.20 – 17.50 - Break
- 17.50 – 18.20 - competences of a youth worker
- 18.30 – 19.00 - re-groups

Materials needed: papers, markers, flipchart paper

Methodology and methods:

Step 1

The participants went outside. Three groups were made. All the group members but the last had to catch each others' shoulders and close their eyes. It was forbidden to speak. They were walking outside from the courtyard of the school to a place where they never were before (to a garden behind the school). The last member gave signs for the others where to go. The trainers helped the groups.

For the question how they felt themselves, among others the following answers were given: strange; unsafe; I heard that people on the street spoke about us; it was safety in the group.

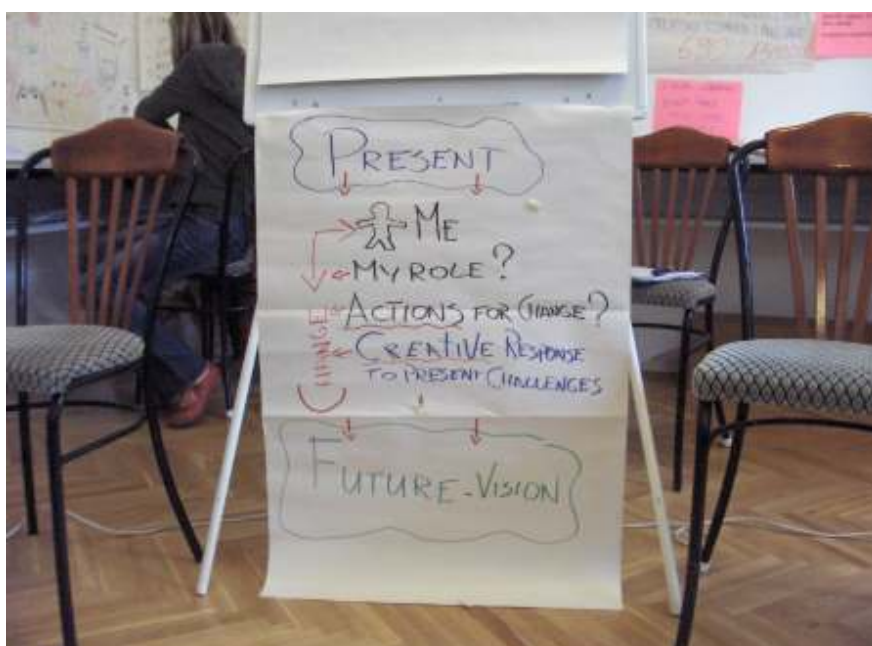
This exercise symbolised that they will go to an undiscovered area what is now invisible and they don't know what will happen there.

The participants had the possibility to choose someone who will be their partner during the next exercise and later too. They coloured angels for their partners.

Step 2

Thinking of their future plans, how they can change their community.

- Me
- My role
- Actions for change
(What could I do?)
- Creative responses to
present challenges



They had 20 minutes to think of future plans. The basic words were:

- **creativity** – they have to do something new in their community
- **brainstorm** – the more ideas come from their mind the better
- **thinking forward**

Step 3

Participants had to show their plans with the help of their collages for their “angel”.

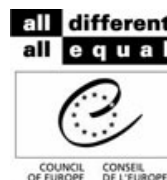
After the conversation, participants brought their collages in the training room. They watched each other's collages without words.

Participants stood next to their collages. They told a sentence about it. For instance:

- there are lot of ideas, they need long time to realise
- I have a dream...

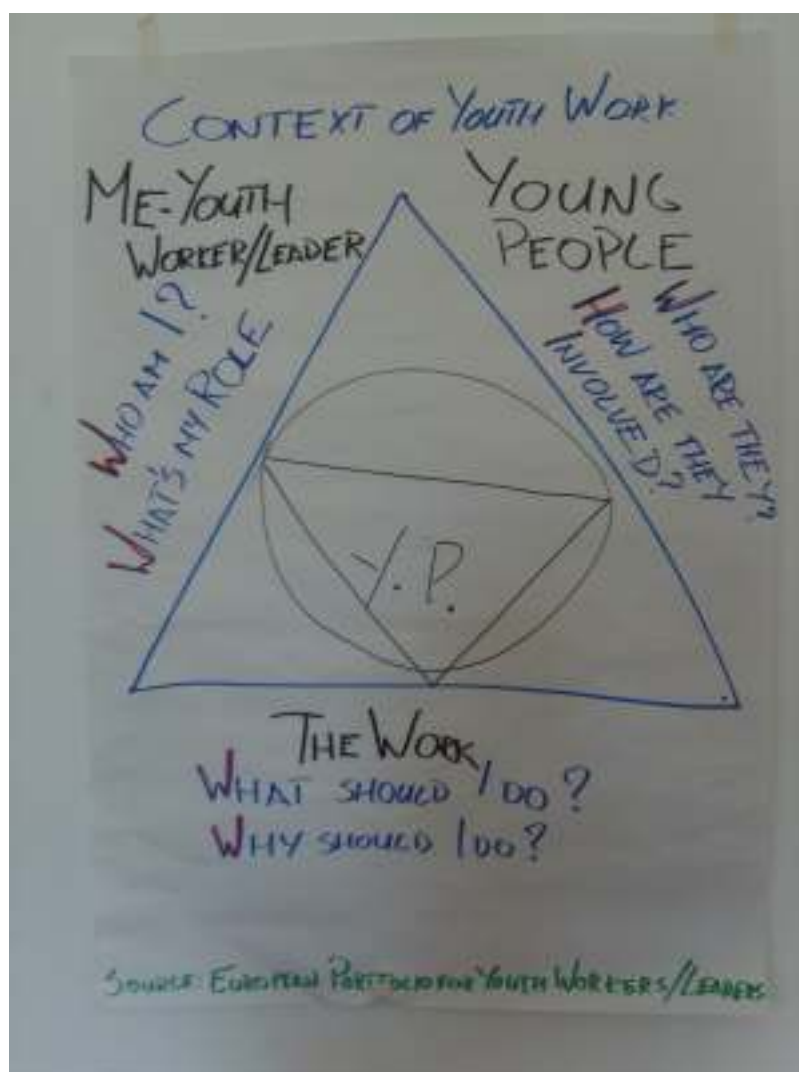


Youth



- My society is like a kitchen – there are lots of ingredients in it
- If you want to make changes you need to pay attention to the quality of information
- Nothing is impossible

Next step during this session was a short summing up the competences of a youth worker by introducing of an illustration from European portfolio of youth workers/leaders.



The trainer showed again what he had drawn on the 2nd day – House of competences
Competences for making the change

- to empower young people
- to develop learning opportunities (creating spaces, possibilities)
- to accompany young people in their intercultural learning process



Youth



- to contribute to organisational and youth policy development (help them to have more ability to develop youth organisation) this point is about the structure of youth work
- to use evaluate practise (always to monitor, revise what we do)

The trainer gave the participants self assessment forms about their competences. It was their homework, they had to fill it until next morning

The form had two parts:

- How much competences they have?
- How much they need to develop their competences?

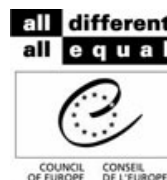
This was a very important signal for the trainers how to help the participants

Result:

The collages were useful for the participants to begin to know the others' ideas and plans, to find the possibilities for making common activities in the future. Because of the visual representation there was possibility for free association of ideas, so participants asked questions and gave new ideas to each other by their own associations.



Youth



DAY 6

CREATIVE RESPONSES

MORNING

SESSION XI.: WAYS OF YOUTH EDUCATION FOR HUMAN RIGHTS AND CULTURAL DIVERSITY. FOCUS OF NON FORMAL EDUCATION. SOURCES OF SUPPORT (YIA, EYF)

Time of the session: 10.00 – 13.30

Aims:

- to assess, how do participants feel where is the group dynamic now
- To gain information and knowledge on YOUTH IN ACTION programme for the practice phase.

Programme:

- 10.00 – 10.20 - Energiser (presented by a participant), intro
- 10.20 – 11.20 - Where are we? – to look at our group
- 11.20 – 11.50 - Break
- 11.50 – 13.30 - What are the sources of support of your actions?

Materials needed:

Laptop, projector, markers, flipchart

Methodology and methods:

Participants put filled self - assessment forms on their chairs.

Where are we?

The trainer introduced an illustration about the phases of group dynamic



Youth



Youth workers have to be aware what kind of methodology do they need during the different phases of the group dynamic.

The line of group dynamic depends on the environment, the group members etc.

Participants drew on the line of group dynamic where they saw the group at the moment.

Everyone had to say with few words why they felt it. Few opinions:

- Most of them felt they were at the beginning of performing.
- A few ones thought the group had more or less formed
- The group was in storming and norming phase (it is needed to clarify a few things in the group)
- The group stepped in learning/working phase during the diversity cycle exercise
- More persons are in the storming and norming phase, others in the learning/working phase
- We need dynamic because we didn't formed for learning/working group
- The group is not a perfect circle, but most of the most important features of the group formed
- We have only ideas we didn't start the work



During the second part of the session were introduced the Youth in Action Programme



Youth



The session began with a Power point presentation from general overview of YIA. After it the participants had to make a presentation about the elements of the Youth in Action Programme (5 groups).

Time for preparation: 30 minutes

Instructions:

- Find a place for your presentation
- Be creative
- Be interactive with others
- Be informative

Time for presentation: Max 10 minutes/each group

As a help the participants received a handout about the programme elements. After preparation they introduced creative performances about the elements of Youth Programme

Result:

The trainers got very important feedbacks about how the participants felt and where actually the group dynamic was. It showed the success of the training that most of the participants felt the same as the trainers. This gave the trainers a positive feedback and guiding how to continue their work in the following days.



Youth



AFTERNOON

SESSION XII.: EUROPEAN YOUTH CAMPAIGN

Time of the session: 15.30 – 19.00

Aim:

- To gain information and knowledge on European Youth Foundation and for the practice phase.
- to get experience about making a campaign

Programme:

- 15.30 – 16.00 - introduction of the application system of EYF
- 16.00 – 16.45 - introduction of the “All different- all equal campaign”
- 16.45 – 17.15 - break
- 17.15 – 18.30 - Campaign in action (preparation)
- 18.30 – 19.00 - reflection groups

Materials needed:

Colourful papers, markers, bananas, laptop, projector, flipchart papers, T-Shirts

Methodology and methods:

Step 1

The trainer put on the floor some papers randomly with captions concerning the application system of EYF. The participants had to put them in order without words.

After they were ready the trainer asked them about their possible experiences. Four participants had experiences about the application system of EYF. They spoke few words about their projects supported by EYF.

Step 2



Youth



Introduction of the “All different – all equal campaign”

The banana exercise was the opening exercise to the introduction of the “All different – all equal campaign”. There were 24 bananas in a bag with the logo of “All different – all equal campaign” in different languages. The participants had to choose one banana from it and they had to find out on which language is written the logo on their one. They tried to spell the sentences.

Introducing of a short cartoon about discrimination

www.kazdyiny.vsetcirovni.sk/images/clanky/tdte.swf

Power Point presentation about “All different – all equal campaign”

On the last picture of the presentation was written: “It’s time to begin your own mini campaign!”

Step 3

The participants received the official T-Shirt of the campaign.

Their task was to find out their own mini campaign

- They created small groups with people they wanted to collaborate with
- They had to organize small campaigning activities, promoting the topics and values of the campaign in Szeged city
- Considering:
 - o Local needs
 - o Limited resources available - 1 handy, 1 computer, 1 printer, 1 camera, 1 video camera, 1 projector, 2 sound recorders, pins, pens, few T-Shirts, bracelets, freesbies
 - o Limited time:
 - Preparation until 18.20
 - Presentation tomorrow from 10.00 – 12.00

The trainer gained few opportunities for the participants:

- Radio Tisza programme (it is a local radio for youngsters)
- Collaboration with the school where the training happens



Youth



- Collaboration with the people who were our guests during field exercise (man in wheelchair, representatives of Jewish and Hindu communities, House of Minorities)
- Roma self government

It was their decision what to do and in how many groups to do the activities

3 groups were created. Their plans were the following:

1. group:

they make a film about people, market, church, shops, university etc.

2. group:

- They make jingles in a radio

- they'll give postcards for people on streets, they ask them to write or draw something on postcards about cultural diversity. Later they'll make an exhibition in the city centre. They'll promote the exhibition in the radio

3. group

They'll go to a school. They'll make train exercises, show energizer of the Italian participant, and a short film about cultural diversity

The session finished with reflection groups

Result

Participants got effectively involved into the organization of their own campaign. For sad, they had less time for the realization than it was planned, so next time trainers will have to pay more attention to this. By the time participants had to organize their campaigns, the group cohesion reached that level where they could easily realize their projects and harmonize their aims.



Youth



DAY 7

20/04/2007

RESPONSES IN PRACTICE

SESSION XIII.: DEVELOPMENT OF FUTURE ACTIONS (AND TOOLS) FOR IMPLEMENTING EDUCATION OF CULTURAL DIVERSITY

Time of the session: 09.00 – 14.00

Aim:

- to get experience about implementing local campaigns

Programme:

09.00 – 12.00 Realization of campaign activities

12.00 – 14.00: Evaluation of the activities.

Methodology and methods:

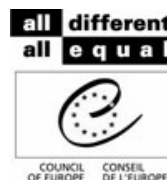
Campaign activities of groups:

1st group

- they made people fill postcards, what they wanted to drawn on it about cultural diversity. They gave to the people who filled the postcards pins and pens with the “All different – all equal” campaign logo.
- They played freesbie with the campaign logo with students
- They asked people to say certain sentences for minidisc recorder, to make jingle for the youth radio of Szeged (Tisza Radio). For example:
 - “I spent my Christmas with a Jewish”
 - “My teacher is a Roma”
 - “I spent my night with a homosexual.”



Youth



After the sentences they recorded: “All different, all equal”

The postcards were exhibited on Sunday on the main square of Szeged, later in the Szeged Youth House

2nd group

They made a film and some photos about cultural diversity. A participant played with a Roma musician they met on the street. She played on her flute, the Roma man on his violin. .

3rd group

The group went to a school.

Activities: short introduction of the campaign, Lorenzo’s energiser, cultural diversity video, the pupils had to draw their feelings about the film and about cultural diversity.

Evaluation of the activities:

If you could do this kind of activity again how would you do this?

Few notes from participants:

- We were a big group, we had lots of ideas but we lost the aim of our activity
- Not everyone was active enough
- We started panic 5 minutes before the activity
- Distribution of roles would be needed
- It would be important to concentrate for problems
- Importance of diverse ideas

The trainers explained the process of learning from experience. They introduced Kolb’s cycle of experimental learning.





Youth



The participants had to say their experiences from the phases the process of planning the campaign activities.

- 1, The whole group
- 2, Splitting into smaller groups
- 3, Preparation of the activity
- 4, Implementation

They answered what were the weak points or barriers and the strong points (good practise) of the process they took part in.

What would they keep the same?

What would they do differently?

They drafted their conclusions on the basis of the following point of views:

- Me and the group
- Target group
- Activities
- Dealing with intercultural situation

Me and the group

- patience
- power of the group
- size of the group
- choices – decisions
- process – product
- roles
- evaluation our work
- to be more communicative
- cooperation is the key
- communication is the key
- more brains – more ideas
- When drafting of objectives it is important to take into consideration the resources, knowledge, use the suitable methods



Youth



Target group

- motivation and resources
- not all participants can take part in every exercises
- to be more careful with people

Activities

- performing my ideas
- understanding the aim
- time management
- preparation
- how to choose an activity
- amount the activities
- status of group
- inclusion
- feeling safe atmosphere
- more attention to the particulars
- we can play and learn in the same time
- Key words: target group, theme, time, resources

Dealing with intercultural situation

- language is not always the most important
- recognising differences
- accepting
- to be ready for diverse reactions
- challenging yourself

What are the most important criteria how to organise learning for young people?

To have clear imagination about the organiser's roles and functions.

- What should (s)he do
- What doesn't (s)he do?

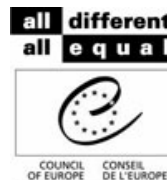


Important:

- to create safe place – open communication
- challenging
- space and time for reflection
- “open door” – support for individual
- Recognising group dynamic



Youth



DAY 8

21/04/2007

RESPONSES IN PRACTICE

MORNING

SESSION XIV.: KEY COMPETENCES OF NON FORMAL LEARNING IN YOUTH WORK

Time of the session: 10.00 – 13.30

Aim:

- to create shared understanding and get insights for using the non-formal learning as an educational approach in youth work.

Programme:

10.00 – 10.15: Energiser, intro

10.15 – 10.30: Short exercise about experimental learning

10.30 – 12.20: Youth work and non formal education

12.20 – 12.50: Break

12.50 – 13.40: Aims of practise period

Materials needed: flipchart papers, papers with statements, markers

Methodology and methods:

Exercise about experimental learning

The trainer showed with his hands a simple chain of moving. The participants had to try to copy it. They had to practise it as long as they learned it. After a few minutes everyone could



Youth



make it. It was a simple exercise from that the participants experienced how the learning process happens.

The participants said they felt during the exercise

- it is impossible to do
- embarrassing
- stupid
- frustration

They could learn the chain of moving by watching others, asking others or they did it slowly

Youth work and non formal learning

Four discussion groups were created. The task was to find the principles between youth work and non formal learning/education.

The topics of discussions were the following

- Principles of choosing methods in non formal learning
- Attitudes and values of youth work.
- Principles of intercultural learning
- Educational principles of non formal learning

The groups received statements about the themes of the discussions. They had to discuss about them and they had to argue about their opinion. The main thing was to be in agreement with everybody in the group in the answers, they agree or disagree concerning the statements.

During the plenary the groups introduced on flipchart papers what they discussed about and explained their opinions concerning the questions

1st group: Educational principles of non formal learning

1st question: It is not necessary that young people learn from each youth work activity

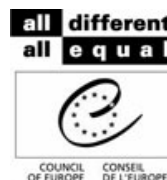
They didn't agree. Youth work activity is opposed to free time activity

2nd question It is possible to organise the non formal learning process from any kind of activity with young people

Group members agreed, in non-formal learning there are endless possibilities and methods.



Youth



3rd question: Non formal learning happens any way

They didn't agree, because non formal learning is organised activity. In non formal activities we need trainers, tools, control.

After the presentation of 1st group the trainer spoke briefly about how to organise non formal learning process:

Needs - reasons to learn - agreements on learning content (sharing expectations) - preparing designing activity (together) - running the activity - evaluating the process and outcomes - planning follow up together with young people.

2nd group - Educational principles of non formal learning

1st question: It is not necessary that young people learn from youth work activity

They agreed. It's not necessary to learn but they should learn. It is result if they learn just a little bit. Little steps make you wiser.

2nd question: It is possible to organise the non formal learning process from any kind of activity with young people

They agreed. Yes, we can include non formal education in any kind of activity involving young people

3rd question: Non formal learning happens any way

They didn't agree. It's theoretically possible but young people need someone to show them the way

3rd group – Attitudes and values of youth worker

1, Youth workers knows the best what is good for young people, that (s)he is working with

The group disagreed. Youth worker is just facilitator just supporting learning process, all target groups are different

2, Only youth worker is responsible for the quality of learning activities

They disagreed. Active participation is the key

3, Lack of motivation of young people is the biggest problem in the non-formal learning process



Youth



The group members couldn't decide they agree or not. They said it depends on target group, environment youth workers' competences, topic, resources

4, Youth worker should choose the way that young people are involved into youth work activities

They couldn't decide they agree or not. They said a youth worker should offer different methods and tools for young people, see the reaction, the reality they work in, they have to be flexible and monitor the process

4th. group – Principles of Intercultural learning

1, Intercultural learning happens from any international experience.

The group disagreed. Complex process is supposing more than just experience (practise, evaluation, awareness etc.)

2, Language barrier is the biggest obstacle for intercultural learning.

They disagreed. There are other ways of communication and interaction. Primary need: be opened to allow other ways of expression

3, Cultural diversity can not be promoted without intercultural learning.

They agreed. Cultural diversity means learning from each other.

End conclusions of the 4th group:

- be opened
- share
- never stop learning
- create opportunities

The trainer gave to the participants the sheet about the "Steps of intercultural learning" (Appendix V)

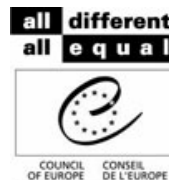
Aims of the practise period

Some information about the practise period between the two training courses

- Participants will implement local or international youth activities aimed to raise awareness about cultural diversity until February 2008
- Mid-term evaluation of practise period on 1st of October



Youth



- It is needed to create support groups among participants and to plan how they consult and help each other. The trainers will help the groups, of course.

Principles of the projects:

- participation of young people
- The project should be implemented in the frame of “All different – all equal campaign” until July 2007
- The activities have to be organised according to the needs of the local community
- The projects are not just about implementing anything, the participants have to organise non formal learning process too.

The trainer showed the flipchart about discrimination cycle. He explained the group of participants is in the group of allies. They should to involve in the projects the by-standers. They should to try to get closer the by-standers and people under threat. It would be important to get in contact with activists and to achieve the directly sufferings

The trainer collected the possibilities for activities together with the participants:

- organizing youth exchanges
- photo workshop
- gathering
- living library
- festival
- music
- debates
- sports events
- exhibitions
- to deal with diversity of languages. Minority languages
- film projections
- festivals
- new media – to give possibility to express other point of views
- training courses

AFTERNOON

SESSION XV.: PLANNING PRACTICE PERIOD OF OUR LTTC

Time of the session: 15.30 – 19.00

Aim:

- to plan personal action plans

Programme:

15.30-15.45 - Energizer

15.45 – 17.10 - “Fruitful” working

17.10 – 18.40 - planning of activities

18.40 – 19.10 – Re-groups

Materials needed

Fruitful working

Participants received back their collages they made on 5th day. Their task was to make a fruit about their project that they would like to implement during the practise period.

Step 1

Source of inspiration - needs analysis

1. What are the experiences of young people from cultural diversity I work with?
2. What experiences my organisation has for implementing projects on cultural diversity?
3. What are the hot issues/problems regarding cultural diversity of my community?
4. What is my motivation to deal with this topic?
5. What is my target group?

Step 2

Participants created their fruits. They wrote the possible date and place of their project



Youth



Step 3

Participants introduced their fruits to the others each by each

Group consultation – asking, clarify, give suggestions, find partners to projects

The project plans:

- intercultural festival about cultural diversity
- Youth exchange in Turkey
- intercultural education seminar
- July – local program together with minorities
- education against racism – negotiation, sport programme
- Spread the tolerance – one year long campaign from June 2007 until June 2008 about cultural diversity
- training course for youth leaders, youth workers about cultural diversity
- Summer camp for 14-18 year old people about cultural diversity
- Youth exchange with minorities from Belgium and other European countries
- Youth exchange
- photo workshops
- International culture week in Pécs – workshops, from more organisations.
- “Learn to teach, teach to learn” educational project for volunteers
- Making a webpage about cultural diversity. Aim: to share experiences with young people from other countries

The trainer showed a tree on the flipchart paper. There were some questions on the certain parts of it:



Youth



Participants could work in group or individually. They had to think of the next questions

What? – Methods, alternative solutions

Who, Whom? – local or international. The team, target group, resources (partners)

When? – Date of event, next meeting

Why? – what are the needs, and aims

Where?

When they were ready there was an exhibition about the project ideas. There was the possibility to give suggestions to the others about project plans.

Results

Participants said it was very useful to see each others plans, they got very much experiences from the others' plan. More of them found partner(s) to their activities, the exercise helped them to form deeper their imaginations. More of them, however, noted it would have been better to speak more to each other about the projects because they didn't have time to share

their ideas with each other during the last two exercise. They worked alone and they haven't had enough time to speak to each other.

The trainers asked the participants to give a gift to each other in words

DAY 9

22/04/2007

DAY OF THE BEGINNING

MORNING

SESSION XVI.: CREATING PEER GROUPS FOR LONG TERM PROCESS

Time of the session: 10.00 – 13.30

Aim:

- to establish the groups for the long term process that can cooperate in the most powerful way
- to get to know what support do need the participants and how can they support each other

Programme

10.00 – 11.10 - Creating of support groups

11.10 – 12.15 – Individual learning plans

12.15 – 12.35 – Communication among participants during the practice period

Materials needed

Methodology and methods

Creating of support groups.

Participants went again to the courtyard behind the school.

Conditions of creating groups:

- maximum 4 participants in one group
- creating international groups



Youth



- the members of groups have the possibility to meet each other during the practise phase
- similarities among professional backgrounds
- similarities among projects
- personal connections

After they got to know the conditions they created the support groups.

Individual learning plans

After the groups were created participants' task was to find out what they would like to learn from other members in their group and they had to give feedback to the others.



Participants received a questionnaire that helped them to write their individual learning plan. (You can see the questionnaire in Appendix VI.)

After they filled out the questionnaire they sat with their group

members again and shared their plans with each other

Communication during the practice period

Conversation in support groups about communication with each other, after this the whole group spoke about communication.

Result:

- The participants make a Yahoo group

- Feasibility visit
- MSN, Skype
- Event invitation

Before lunch participants wrote a letter for themselves what they would like to remember about. The letters were gathered and will be send for participants at the end of summer.

Results:

participants could choose their partners freely in the support groups. This way they formed groups, in which there are not only common aims, but strong personal relations, which are very useful when trying to realize common plans.



Youth



AFTERNOON

SESSION XVII.: EVALUATION OF LEARNING PROCESS AND OUTCOMES

Time of the session: 15.30 – 18.00

Aim:

- to evaluate the learning process and learning outcomes during the entire training course

Programme:

- 15.30 – 16.00: realized and not realized expectations
- 16.00 – 16.30: Evaluation of the programme elements
- 16.30 – 17.15: Filling of the evaluation questionnaire

Methodology and methods

Evaluation of 1st TC

Evaluation was according to the next point of views

- Personal learning expectations
- Objectives of the course
- Learning process
- Group process
- Learning outcomes

Step 1

If they received answers for their expectations they wrote on 1st day, they took the post-it cards from the wall

Step 2

The participants evaluated the parts of the TC. They had to judge they were

- Fully reached
- Partly reached



Youth



Education and Culture



- Not reached

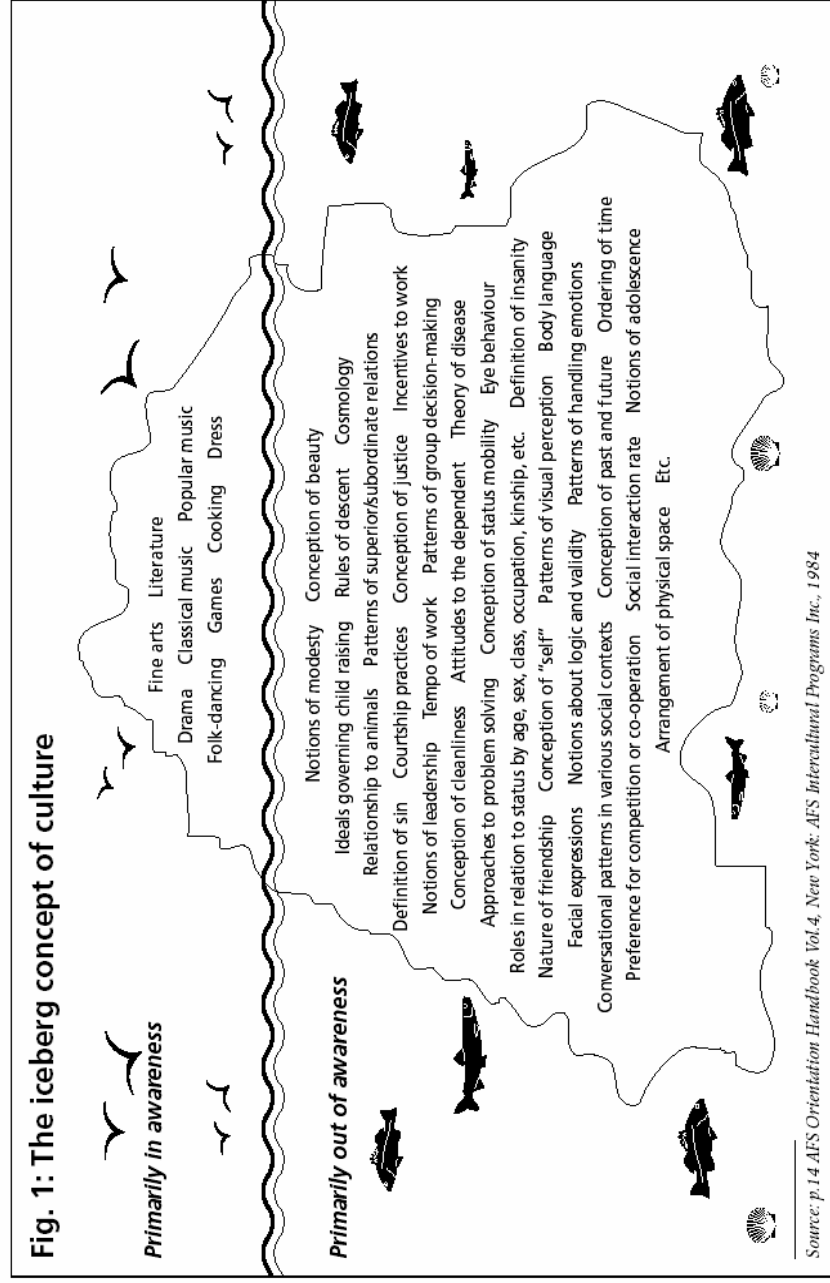
with the sessions of the TC. They received post-it cards and they drew on them smiling, apathetic or sad faces and they stuck them on the appropriate place on the wall where the programme elements were.

Step 3

Filling of evaluation questionnaire.

APPENDIX I

THE ICEBERG MODEL





Youth



APPENDIX II

FOUR DEFINITIONS OF CULTURAL DIVERSITY

- 1, Variety of multiformity of human social structures, belief systems and strategies for adapting to situations in different part of the world (Global Biodiversity Strategy WRI; europa.eu.int/comm./research/biosociety/library/glossarylist.en.cfm)
- 2, Differences in race, ethnicity, language, nationality or religion among various groups within a community, organization or nation. (wind.uwyo.edu/sig/definition.asp)
- 3, The mosaic of individuals and groups with varying backgrounds, experiences, styles, perceptions, values and beliefs. (www.culturalpartnerships.org/products/pubs/glossary.asp)
- 4, cultural diversity is the variety of human cultures in a specific region or in the world as a whole. (en.wikipedia.org/wiki/Cultural_diversity)

APPENDIX III

Guiding questions for the daily reflection:

- What happened yesterday and today? Short reminder by trainers and participants.
- Individual reflection, 5min writing things down by themselves
- The most useful and least useful part of the programme for me, so far? Why?
- How satisfied I am with the group process so far?
- What have I learned? How can I use it for my future work as a cultural diversity multiplier?
- Which questions/subjects I want to follow?
- How satisfied I am with my participation so far?



Youth



Education and Culture



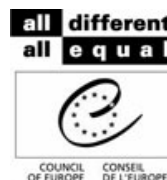
APPENDIX IV

The trainer brought some quotations from her group from Serbia (12 – 14 year old youngsters) what is discrimination for them:

- When they don't invite you because you are roma
- When children are divided in reach and poor
- When they don't invite me to their house because I have a brother with disability
- When whole world hates us because we are Serbian
- When they say I am stupid because I'm from Kosovo
- When your friends are avoiding you because your parents are divorced



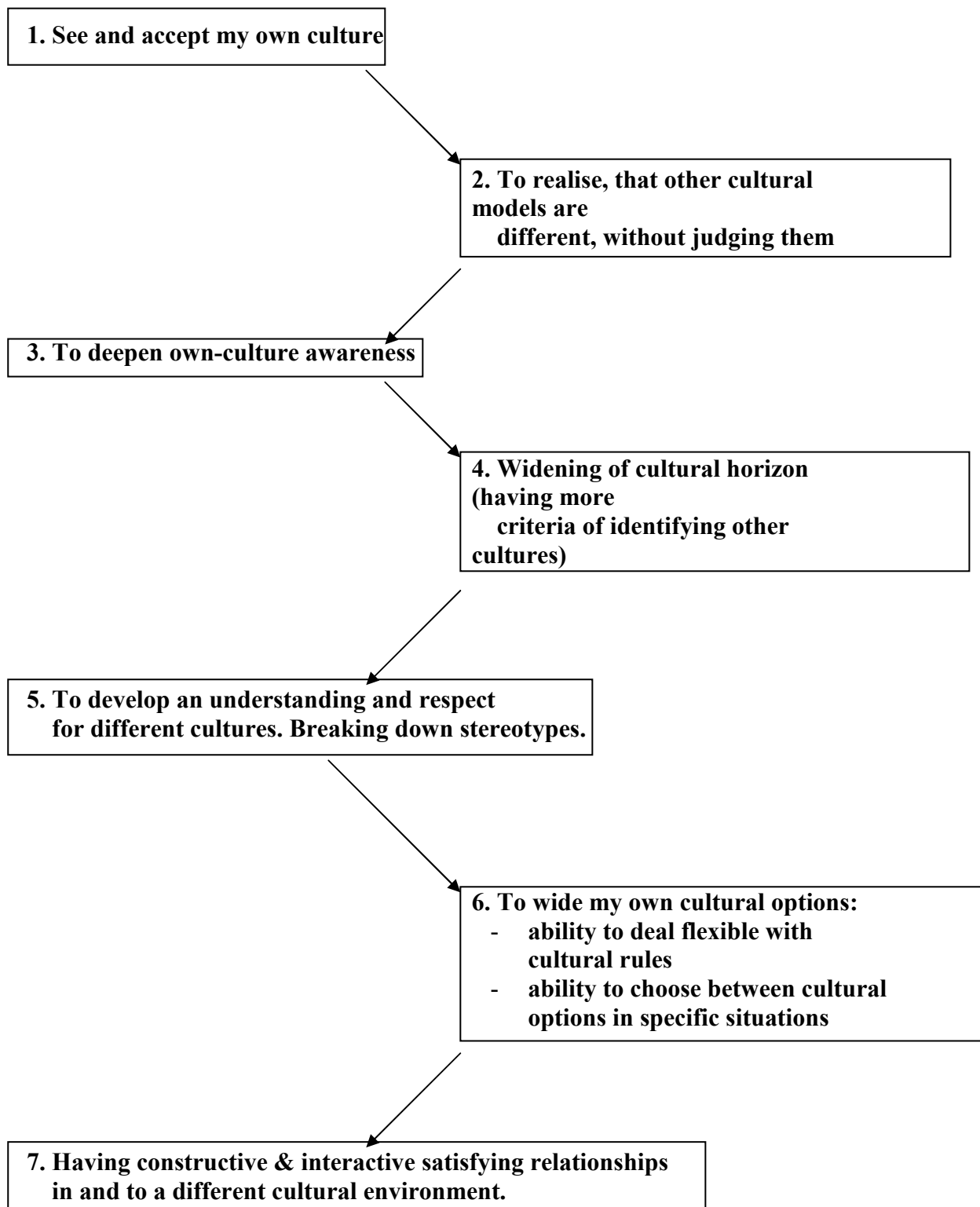
Youth



APPENDIX V

Steps of Intercultural Learning

(by Groschen/Leenen)



APPENDIX VI

INDIVIDUAL LEARNING PLAN

Name :

Date:

LEARNING OBJECTIVES	HOW? (practicing, reading, organizing feedback...)	WITH WHOM? (peers, colleagues, mentors)	WHEN?	HOW TO ASSESS THE ACHIEVEMENT?