



27th August- 4th September 2016

This training course brought together 24 motivated youth workers, youth leaders, peer-to-peer educators and active members of youth organizations from different European countries in order to develop their intercultural learning and dialogue competences (knowledge, skills, and attitudes) that would enable them to become effective multipliers of intercultural dialogue at their communities with young people. The course took place in Tábor – a town situated in the south of the Czech Republic

Objectives:

- Sharing realities in different European countries when it comes to challenges related to dealing with cultural diversity – the focus on how it affects young people and their needs
- Exploring main theories and concepts related to inter-cultural learning and dialogue competence – culture, identity, dialogue, diversity, inclusion-exclusion, mechanisms of stereotyping, prejudices and discrimination, etc.
- Becoming more aware about their own identity, culture, stereotypes and prejudiced behaviour patterns and realize that intercultural learning and dialogue is a life-long learning process
- Discovering components of intercultural learning and intercultural dialogue competence
- Develop skills of youth workers to design and facilitate concrete non-formal learning activities for young people that develop their intercultural understanding, solidarity and inclusion
- Empowering youth workers to improve the quality of their youth work by becoming active promoters of intercultural learning and multipliers of intercultural dialogue

Participants:

TOM 21105 Dumánci - **Czech Republic** (coordinator and organizer of the training)

Eesti People to People – **Estonia**; Rääma Noorte Ühing Noorus – **Estonia**; Trikala se drasi – TrikalAct – **Greece**; System and G – **Greece**; Association for Initiatives and Cooperation "Yard" – **Latvia**; A.C.T.O.R./ Casa Corpului Didactic din București (Teacher Training Centre of Bucharest) – **Romania**; Associazione Costiera Amalfitana Riserva Biosfera – **Italy**; Diyarbakir Cevre ve Kalkinma Dernegi – **Turkey**; Mersin Il Milli Egitim Mudurlugu – **Turkey**; Kultur und Art Initiative e.V. – **Germany**.

Overview of the programme										
Time / day	D 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	D 9	
09:00 – 09:15	Arrivals and free time in training location	Breakfast								
09.30 – 11.30		Introduction to training Getting-to-know each other – personal and professional background	Opening discussion on understanding the concept of Culture	Understanding the concept of inclusion / exclusion Sharing of national and local realities on who are the marginalized groups of young people	Study visit to local organizations active in ICL / ICD - discovering local reality in regards to cultural diversity	Understanding different types of learning Status of good quality non-formal learning process – characteristics and how to make it work	Implementation of worked out tools – part I (in 2 parallel groups) Reflection and feedback	The power of non-formal learning – personal and group reflection Brief outline of Erasmus+ programme and resources	Farewell and departure of participants	
11:30 – 12:00		Coffee break								
12:00 – 13:30		Expectations, motivation, approach, methodology, programme Ice-breaking activities and trust building	Identity and its complexity	Understanding Exclusion Mechanisms: Stereotypes, Prejudices, Discrimination	Study visit to local organizations active in ICL / ICD - discovering local reality in regards to cultural diversity	How to design a non-formal learning tool	Implementation of worked out tools – part II (in 2 parallel groups) Reflection and feedback	Me as youth worker in my NGO – setting aims for future activities		
13:30 – 15:00		Lunch								
15:00 – 16:30		Team & trust-building activities	Sharing of national and local realities on challenges related to dealing with cultural diversity	Intercultural Learning (ICL) and Dialogue (ICD) - main theories and concepts, Inclusion and Diversity	Free time in Tabor	Practical part: Laboratory of tools – developing NFL activities to promote ICL/ICD	Implementation of worked out tools – part III (in 2 parallel groups) Reflection and feedback	Developing ideas on follow-up steps (personal, community and international level) and Networking		
16.30 – 17.00		Coffee break								
17:00 – 18:30		Team & trust-building activities Introduction to Youthpass and Identifying Learning objectives	Creativity in practice time – preparation for Intercultural Dialogue Evening	Intercultural competence of youth worker Role of youth worker in promoting ICD	Reflection after study visits	Practical part: Laboratory of tools – developing NFL activities to promote ICL/ICD	Implementation of worked out tools – part IV (in 2 parallel groups) Reflection and feedback	Summing up the learning outcomes of the training and Youthpass Evaluation and Closing		
18.30 – 19.00		Reflection - Family groups								
19:00 – 19:45		Dinner								
After 20:00	Integration Evening	ICD Evening	Free evening	Czech Evening	Work in progress ...	Barbecue evening	See You Again Ceremony			

ACTIVITY DESCRIPTION



PAINTED FACES



CRAZY CLOTHES

Topic: Exclusion

Learning outcomes: awareness and understanding of discrimination and exclusion, behavior in a certain challenging situation, tolerant attitude towards discriminated groups

Time: 80 min.

9 participants are led in the topic by one of the facilitators wearing crazy clothes and having the face painted. They are asked to think of 5 adjectives that will express their feelings towards the people presented in a short silent movie (m.youtube.com/watch?v=u06rygHPtBM).

After that they are separated in 3 teams (Painted Faces, Crazy Clothes and Observers) and are challenged to experience themselves the local people's attitude towards these 2 groups in 2 different shops. They are given role cards containing the timing of their activity, instructions about their roles and warnings regarding possible risks. They have 10 minutes to prepare their activity and 30 minutes to accomplish their mission.

Role card structure

Timing	Instructions	Warnings
10 min	Paint your face as creatively as possible/Get dressed with some of your craziest clothes	
5 min	Walk to the nearby supermarket	
10 min	Choose one of the department stores and interact with 3 local people. Your behavior should be normal. Focus your attention on your feelings and people's reactions. Don't stay together!	If the employees or the security of the store have a negative reaction, interrupt your activity.
10 min	Go to the next-by sportswear shop and interact with other 3	

	local people.	
5 min	Come back to the training location	

Back to the training location they share their personal experience and feelings (Painted Faces, Crazy Clothes) and the objective points of view of the 2 Observers.

The facilitator reminds the participants in the activity the list of negative adjectives and invites them to share their new feelings about Painted Faces and Crazy Clothes groups and how/if this new experience has changed their attitude.

Facilitators: Georgeta (RO), Serpil (TR) and Georgy (RO)