



Imprint:
Pädagogisches Institut
Herrnstraße 19
80359 München

www.pi-muenchen.de





Education and Sports

»Going ahead with Euro-Med« Documentation



Intercultural Training Seminar for Teachers involved in Student Exchanges

Academy for Civic Education, Tutzing
April 23-27, 2013



Project co-funded by the
Anna Lindh Foundation



In cooperation with the
Academy for Civic Education, Tutzing



The background of the page is a light gray with a faint, semi-transparent image of two compasses and a globe. One compass is in the foreground, slightly to the right, and another is behind it to the left. A globe is visible in the upper right quadrant. The text is centered on the page.

Acknowledgements

We would like to extend our gratitude to the Anna Lindh Foundation for funding the project »Going ahead with Euro-Med« and, thus, contributing to its realization, and to the Academy for Civic Education, Tutzing for providing such a wonderful work space and warm atmosphere for the seminar.

Thanks goes to all the partners in Catalonia, Croatia, Israel and Jordan involved in developing and planning this project and, of course, to all the participants of the seminar who have so actively contributed to the outcomes of the project and are willing to ensure its sustainability.

Cover Picture: © Academy for Civic Education

The content of this publication is the sole responsibility of the City of Munich, Department of Education and Sports, European and International Exchanges and Projects and does not necessarily reflect the position of the Anna Lindh Foundation.

Content

The Project	4
The Participants	5
The Program	6
Getting to know each other	8
Expectations	9
»Where I come from« – »Where we come from« Presentations by Participants	10
Approaches in Intercultural Learning, Diversity and Anti-Bias Education	12
The Workshops	14
»Living together in the Mediterranean« Workshop by Imma Llorc Juncadella, »Irènia – Peace Games«	16
»More than Culture« Workshop by Katharina Dietrich, Anti-Bias-Werkstatt Berlin	18
»Colored Glasses« Workshop by Laurits Bromme, Colored Glasses Germany	20
»Going ahead with Euro-Med« – The Work Sessions Results and Perspectives	22
Follow-up and Recommendations	24
Evaluation	25
Selected Resources	26
»If« by Rudyard Kipling	27

The Project

»Going ahead with Euro-Med« is an intercultural training and capacity building project for teachers involved in student exchanges. It is coordinated by the City of Munich, Department of Education, Unit for European and International Exchanges and Projects and is run in partnership with institutions and organisations in Jordan, Israel, Croatia and Spain.

The specific objective of the project is to promote intercultural awareness amongst teachers who are actively involved in international youth exchange between schools in the Euro-Mediterranean region. »Going Ahead with Euro-Med« is, thus, a project based on the principal mission of the Anna Lindh Foundation: promoting dialogue between the cultures in the field of education and intercultural learning.

When choosing a target group of 20 teachers from 5 countries who all are actively involved in student exchanges the organisers were well aware that it is through education and through committed educators that the basics of tolerance, respect, understanding and peace-making can be taught.

International student exchanges between schools require a special sensitivity as to individual cultures, religious backgrounds and ways of interaction. Teachers who are involved in these exchanges are required to be familiar with various intercultural learning aspects. Therefore, a training seminar uniting teachers from Croatia, Israel, Jordan, Spain and Germany provided an ideal opportunity to exchange expectations and experiences and learn about tools and methods that will enable teachers and their students to profit from an international exchange in a most positive way.

The core of the project was a four-day training seminar aiming at providing knowledge and presenting tools and methods to maintain and safeguard successful youth exchanges and to offer different perspectives and approaches for intercultural learning.

The long-term project perspective and aim is to develop an intercultural learning handbook for youth exchanges in the Euro-Mediterranean region with this documentation being the first step on this path.

The Participants

Participants:

- 4 teachers from a school in Amman, Jordan**
- 4 teachers from different schools in Greater Barcelona, Spain**
- 4 teachers from different schools in Jerusalem, Israel**
- 4 teachers from different schools in Munich, Germany**
- 4 teachers from different schools in Zagreb, Croatia**

Speakers:

- Prof. Dr. Ursula Münch**, Director of the Academy for Civic Education, Tutzing
- Dr. Heinz Lehmeier**, Director of the Institute for Teacher Development, Munich
- Laurits Bromme**, Colored Glasses
- Katharina Dietrich**, Anti-Bias Werkstatt, Berlin
- Imma Llorc Juncadella**, Irènia – Peace Games
- Michael Schneider-Koenig**, Institute for Teacher Development, Munich

Facilitators:

- Yolanda Schwager**, Institute for Teacher Development, Munich
- Rita Stegen**, Institute for Teacher Development, Munich
- Sandra Preschl**, Institute for Teacher Development, Munich
- Jörg Siegmund**, Academy for Civic Education, Tutzing



»Teachers from 5 countries got to know and collaborate with each other. It is a beginning of a new collaboration, a way to obtain new ways of thinking and working.«

© Jörg Siegmund

The Program

The objective of the seminar was to provide a space to focus on very direct and immediate interaction between the teachers but also give them a chance to learn about different approaches of intercultural learning that help to secure successful youth exchanges.

Different methods were used throughout the course: ice-breaking games led to group presentations («Where we come from»), followed by a general introduction into intercultural learning approaches. More interaction was asked for in a choice of three workshops throughout the second day in order to familiarize the teachers with methods and tools that can be used especially in a Euro-Med context.

Finally, almost a full (last) day was devoted to working groups that discussed ideas how to transfer the results of the previous trainings, discussions and reflections into further activities – like modules for preparing students and teachers for bilateral exchanges or suggestions on implementing certain methods during and after exchange programs. Also, ideas for creating a manual especially for the Euro-Med region were exchanged in order to maintain and safeguard the quality and success of youth exchanges. Finally, joint projects were discussed.

»The structure of the seminar led us through a process of discovering that intercultural methods are very important, but on the other hand it is much more crucial to stay very aware at all times and be open prior, during and after the exchange.«

Tuesday, 23.04.2013
Arrival
 20:30 Welcome Dinner

	Wednesday, 24.04.2013	Thursday, 25.04.2013	Friday, 26.04.2013
Breakfast 08:15-09:00			
Session I 09:00-10:30	Official Opening Prof. Dr. Ursula Münch, Director of the Academy for Civic Education, Tutzing Dr. Heinz Lehmeier, Director of the Institute for Teacher Development, City of Munich Welcome by facilitators, »Getting to know each other«, Introduction to the Program & Logistics Yolanda Schwager, Rita Stegen, Jörg Siegmund	Workshops I on Intercultural Learning: <ul style="list-style-type: none"> • »Living together in the Mediterranean«, Imma Llorc Juncadella, Irènia – Peace Games • »More than Culture«, Katharina Dietrich, Anti-Bias Werkstatt • »Colored Glasses«, Laurits Bromme, Colored Glasses Germany 	Work Sessions: »Going ahead with Euro-Med«: <ul style="list-style-type: none"> • Drafting intercultural learning modules/tools to be integrated into an aligned orientation work for youth exchanges in the Euro-Med region • Planning of mutual projects in youth (and possibly teacher) exchanges • Planning of further training seminar(s) in one of the partner countries
Coffee Break 10:30-11:00			
Session II 11:00-12:30	»Where we come from« Presentations by participants on: <ul style="list-style-type: none"> • specific involvement with international youth exchanges • experience with intercultural orientations (pre-departure, on-program, post-program) in youth exchange programs 	Workshops I – to be continued incl. Critical Reflection of Training Materials and how they can be used in the specific cultural contexts	Summary & Perspectives: <ul style="list-style-type: none"> • Presentation of Results
Lunch Break 12:30-14:00			
Session III 14:00-15:30	Approaches in Intercultural Learning, Diversity and Anti-Bias Education Presentation & Discussion Michael Schneider-Koenig, Institute for Teacher Development, City of Munich	Workshops II on Intercultural Learning: see Workshops I	Summary & Perspectives: <ul style="list-style-type: none"> • Evaluation & Follow-up
Coffee Break 15:30-16:00			
Session IV 16:00-17:30	Approaches in Intercultural Learning, Diversity and Anti-Bias Education - to be continued Reflection on the different approaches and how they are applied in the participants countries of origin Brief Introduction of Workshop topics & Sign-up for Workshops	Workshops II – to be continued (see above)	Transfer to Munich & Check-in at the Youth Hostel München-Park
Dinner & Evening Activities	18:30 Dinner approx. 19:30: »Get together and share«	18:30 Dinner approx. 19:30 – optional: Reflection on tools/methods learned/used in Workshops	18:45 Pick-up from Youth Hostel München-Park. 19:30 Official Reception & Dinner at the Munich Town Hall

Saturday, 27.04.2013
Departure

Getting to know each other

Following the Official Opening of the seminar with a warm welcome by both, Prof. Dr. Ursula Münch, the Director of the Academy for Civic Education, Tutzing and Dr. Heinz Lehmeier, the Director of the Institute for Teacher Development, Munich, all participants teamed up in pairs or small groups of three in order to start getting to know each other.

The nationally mixed couples were asked to find three things they have in common – which ranged from »not being able to remember names« to »sharing the same philosophies in their schools« to »enjoying the same sports« to »having a favorite color in common« to »knowing the same recipes and enjoying the same food« to »being born the same month« to »enjoying travelling or having travelled to the same destination« ...

This exercise definitely set a very lively and attentive atmosphere among the participants for the entire remains of the seminar.

© Academy for Civic Education



»It was very interesting to meet different teachers from different countries with different needs and different ways of thinking«

© IAE



© IAE



© Academy for Civic Education

Expectations



»The whole seminar turned out to be much more than what I had expected!«

© IAE



In groups of five – one teacher from each participating country – the participants exchanged their expectations, hopes, fears and wishes for the seminar.



© IAE

© Academy for Civic Education

© Academy for Civic Education

»Where I come from« – »Where we come from« Presentations by Participants



© IAE

All participants had been asked to prepare two presentations prior to the training seminar in order to provide a comprehensive overview of experiences and backgrounds during the seminar itself:

- an individual presentation by each participant – »Where I come from« – on his/her school and their experiences with student exchanges
- and
- a group presentation by the four participants from each country – »Where WE come from« – on specific experiences with intercultural learning methods.

The group presentations gave all participants an excellent and general survey on what the individual countries' approaches and objectives concerning student exchanges were. Inputs covered

- specific criteria and objectives that form the basis of an involvement in international student exchanges,
- specific exercises of intercultural learning which are included when preparing an exchange with students, when choosing a topic for an exchange, while conducting the exchange, when dealing with intercultural

misunderstandings, when evaluating the exchange and/or planning a follow-up,

- examples of and the role of project work in student exchanges,
- references to different approaches and methods of »intercultural learning«,

and

- experiences and clear objectives on how to handle and deal with great diversity in classroom and student exchange contexts.

© Academy for Civic Education

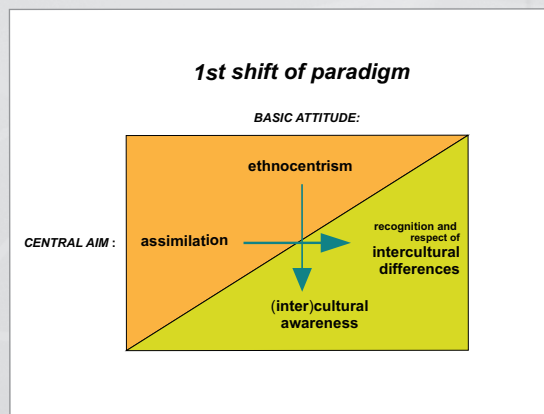
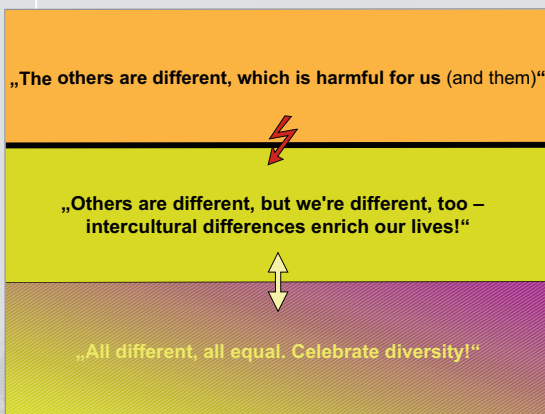


© IAE

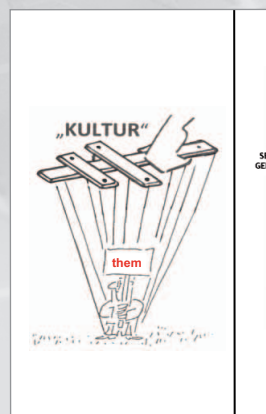
Approaches in Intercultural Learning, Diversity and Anti-Bias Education

Following the participants' presentations a comprehensive session was dedicated to an overview of theoretical approaches in »Intercultural« Education visualizing different paradigms and how they shifted over time. The presentation focused on a first shift from a basic attitude of ethnocentrism aiming at assimilation towards an (inter)cultural awareness including recognition and respect of intercultural differences as well as a second shift from the aim of integration towards an appreciation of plurality and diversity aiming at inclusion.

The presentation was complemented by a speech by the Nigerian storyteller Chimamanda Adichie, »The danger of a single story«, in which she elaborated on how easily people perceive a single story of another person based on a very specific perspective and very limited knowledge of the other person's life as well as collectively told and repeated »facts« of a people. She ended with the thought: »When we reject the single story, when we realize that there is never a single story about any place, we regain a kind of paradise.« (Chimamanda Adichie)



The speech by Chimamanda Adichie, can be viewed on <http://www.youtube.com/watch?v=D9Ihs241zeg>.
The transcript of the speech can be found on <http://dotsub.com/view/63ef5d28-6607-4fec-b906-aaae6cff7dbe/viewTranscript/eng>.



The following discussion gave all participants the opportunity to link the different concepts with their individual experiences as well as the discourse and situation in their respective countries. It also focused on the question in which ways these aspects can be transferred into student exchanges and worked on especially during orientation sessions.

Questions that were raised regarded

- the ambivalence of the need of generalizations on one hand and the sensitivity for and awareness of very individual characteristics on the other hand,

- ways in which to encourage students to observe without judging right away and to ask questions without being ashamed,

as well as

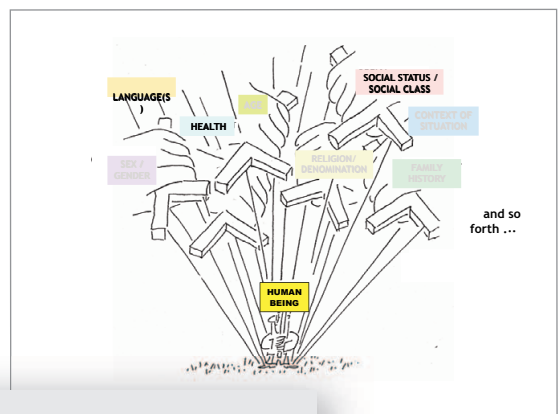
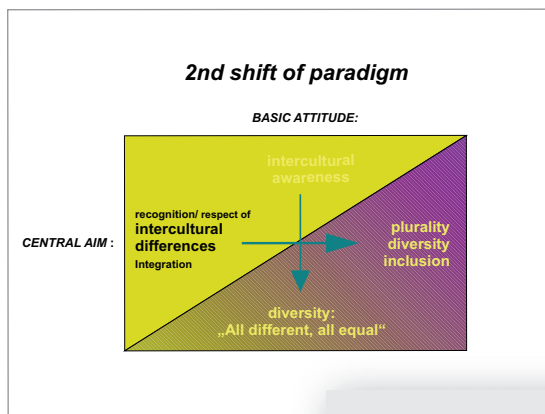
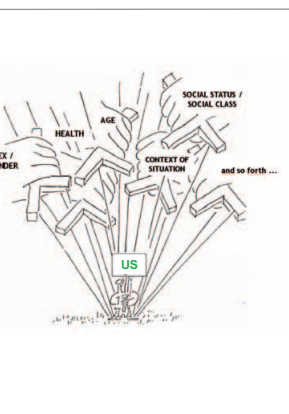
- how to »trigger« or »provoke« more immediate exchange between students on the differences they experience.

The motto the participants developed from this fruitful discussion claims:

»Encourage students to look NOT for the single story but to **FIND THE MANY STORIES!**«



© Michael Schneider-Koenig, City of Munich, Department of Education and Sports, Institute for Teacher Development, Unit for Civic Education, Intercultural and Global Learning



»The session opened a wider rang of thinking and gave us a new language to talk.«

The Workshops

The second day of the seminar offered three different workshops on intercultural as well as diversity education by three different experts. Each participant had the opportunity to participate in two out of the three workshops.

All workshops presented different intercultural learning programs developed in different countries along with a number of respective tools and methods. The participants were introduced to these methods and trained in using them. Room was also given to a critical reflection of the training material as well as a discussion in which ways the material could be implemented or adapted in the different countries and specific contexts.

Morning Workshops: 9:00-12:30		
Living together in the Med.	More than Culture	Colored Glasses
Zojka Polan Aneta Copic JOSEF MARIA Khalil Markus Yolanda	agala oren Irene Jasit Anne Marla Dina Glauber Mariam Waffa	MIKA PARITZKY Jordina YOSI HECHTHILD Raymonde Roger Sandia
Small Library	Seminar Room	Pent-house
Afternoon Workshops: 14:00-17:30		
Living together in the VMed	More than Culture	Colored Glasses
MIKA PARITZKY YOSI Raymonde Rita Roger Sandia	Aneta Copic Zojka Polan Jordina HECHTHILD Khalil Markus Yolanda	oren agala Irene Jasit Marla Anne JOSEF MARIA Mariam Waffa

»I would have liked to participate in the three workshops, not only two!«

© IAE



© Jörg Siegmund



© IAE

»From the workshops I learned new methods and exercises, and had an opportunity to share my own experiences. (...) I will be able to apply most of the methods presented in our orientation sessions for students, parents and teachers.«

»Living together in the Mediterranean« Workshop by Imma Llord Juncadella, »Irània – Peace Games«

Living together in the Mediterranean is a program of intercultural, peace and development education workshops which use mainly games (board, role and simulation games) as a methodological tool to enable children and teenagers to learn about the Mediterranean region, a common history and culture as well as differences between countries, cultural diversity, transformations, challenges and opportunities in a playful way. They aim at helping to develop critical thinking, empathy and an awareness of diversity as an opportunity for personal and collective enrichment as well as a change of attitudes.

The workshop started out by presenting »Irània – Peace Games« (<http://www.irenia.net>), their approaches and methodologies as well as their work in schools in Greater Barcelona.

A »Euro-Med Bingo«, then, invited the participants to reflect the aspects they know about the Euro-Mediterranean Region as well as stereotypes they may have.

A »Mirror«-activity challenged the participants with very immediate eye contact and simultaneous body moves, thus challenging their comfort zone in terms of distance and closeness.

A »Mapping«-exercise helped define concepts of »culture« and »diversity« and reflect the different perspectives and perceptions participants had. Concepts of »stereotype«, »conflict«, and »prejudice« can easily be added to the process.

The cooperative board game »Entreterres – a journey along the Mediterranean Sea« invited the participants to explore its multipurpose use in intercultural learning and to contribute to its further development by preparing new questions and actions.

The workshop was wrapped up by the image of suitcases focusing on the questions »What do students take on an exchange?« and »What do they bring back from the exchange?«. It gave the participants the opportunity to discuss ways in which students can be encouraged to ask questions during the exchange as well as share about their own »culture«.

»The exercises and games being introduced can be applied immediately, they just have to be adapted slightly.«

© IAE

»Imma had a lot more games/exercises in her basket; we could have easily spent another half day on them.«



© IAE



»Uncomplicated games in order to build healthy relationships.«

»I learned new methods and got a good insight into aspects of intercultural issues in the Mediterranean context.«

© IAE

© Irènia



»More than Culture«

Workshop by Katharina Dietrich, Anti-Bias-Werkstatt Berlin

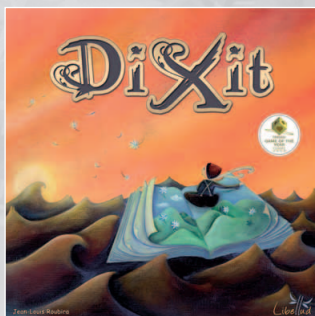
The concept of a diversity-conscious approach shares the perspective on a broader set of differences apart from nationality or different cultural backgrounds. There might be relevant categories like gender, class, abilities or specific contexts, family backgrounds and sub-cultural belongings to assume differences. Diversity-conscious education strengthens the awareness of our own belongings, of experiences with diversity and discrimination and contributes to fostering critical reflection on power structures.

The workshop introduced the following activities that could be used in orientations with students especially prior to an exchange:

Introductory activity to get to know each other:

Participants sit in a circle. »Dixit« game cards lie in the middle of the floor, each participant chooses a card and answers the following questions:

- Who are you?
- Why have you chosen this card?
- Why are you involved in international youth exchange?



»Dixit« was game of the year 2010.

»Her methods were a bit more on the »cognitive« side but the »lemons« can be transferred into so many relevant situations for students.«

Activity »Talking Chairs«

Rationale:

The exercise aims at giving participants an opportunity

- to find out more about another person within a very short time,
- to consciously decide on the aspects one wants to mention in the very short time available,
- to experience the challenge of listening to another person without reacting right away with affirmation or dissent expressed in spoken or body language.

Directions:

Workshop leader plays music; as soon as the music stops two people sit opposite each other on two chairs and each person has one minute to answer the question or speak about the topic given by the workshop leader.



© Academy for Civic Education

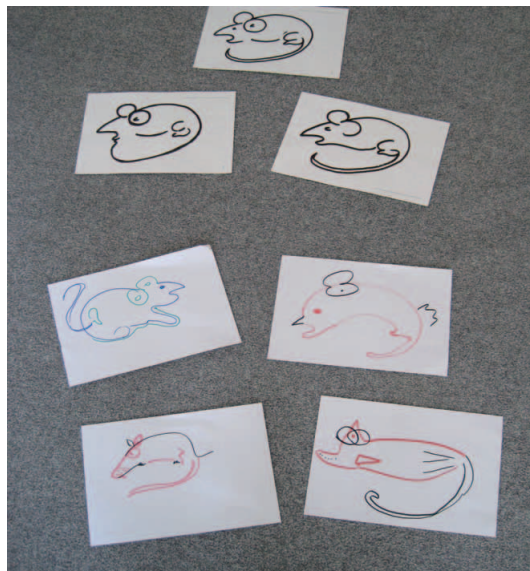
Questions / topics can be

- An event you remember from last week?
- What do you miss out on while you are here?
- Do you see yourself as a representative of your country?
- In which ways, do you think, intercultural learning can be »triggered« in an international student exchange?
- ... etc.

Activity »Images in mind«

Rationale:

Participants realize that images as well as situations, habits, behaviors, etc. can be perceived in a very individual and diverse way.



Directions:

Participants stand back to back in pairs (in two rows). The workshop leader shows each row of participants a picture; then, everybody sees a third picture and finally each pair draws the picture together as they saw it – without speaking!

Debriefing / Reflection / Discussion:

The participants split up into smaller groups and reflect on situations of generalization and categorization in which

- they have been categorized, »put in a box«,
- they have categorized others, treated them according to an image they had in mind about a group, »culture«, etc. ...

They also, then, collect and reflect the emotions

- they associate with themselves being »put in a box«,
- they felt when categorizing/stereotyping others.

A general discussion on which kind of functions prejudices and categorizations fulfil (i.e. feeling of inferiority, belonging, power, control, self-protection, fear, etc. ...) rounds up the activity.

»I got an idea how I can prepare my students for intercultural exchanges in a creative way.«

Activity »The Lemons«

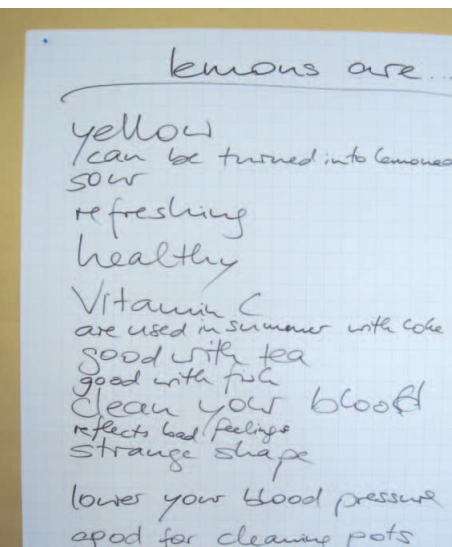
Rationale:

Participants experience the tendency to generalize, label and categorize and become aware of how to avoid this tendency by finding out small differences within the same object (here: a lemon) simply by focusing on the individual »piece«.

Directions:

The workshop leader collects ideas that associate with »lemon«, such as: yellow, round, refreshing, juicy, sour, etc. ...

The workshop leader, then, lets participants choose a lemon from his/her basket/bag and lets them inspect it (look at it closely, feel it, smell it, ...). He/She collects the lemons again in the basket/bag, mixes them and lets the participants, then, re-find »their« lemon. While doing so the participants explain to the group how they were able to distinguish »their« lemon (i.e. by looking at marks, dots, spots, size, etc. ...).



Activity »Identity Molecule«

Identity Molecule Worksheet

Directions

1. Write your name in the center circle.
2. In the outer circles, write the name of five groups with which you identify.

Twenty Answers

This exercise encourages participants themselves and how they would do it introduces different categories of that one might use.

Step by Step:

1. Ask participants to take an empty circle and write the question 'Who am I?' They should write all the names from 1 up to 20.
2. Allow some time for participants to the question 'Who am I?' They should write about the importance of the participants that they will not be list with anyone if they do not want.
3. Once all participants are finished ask them to indicate with symbols different categories of answers:
 - a. Physical description, (I'm tall,
 - b. Social roles, (I'm a student, a member of a football team, etc.)
 - c. Personal Traits, (I'm impulsive, I'm loud, etc.)
 - d. Abstract, existential statements of the universe, (I'm human, I'm a part of the universe, etc.)

For Sharing

Choose one group (a primary identity for you) and answer the following questions:

1. Share a time when you have felt very proud to be a member of that group.
2. Share a painful experience resulting from membership in that group.

Debriefing

During the debriefing it is important to discuss the three different stages of reflection and application.

Rationale:

The exercise provides participants with an opportunity to explore their own personal and cultural identities and to understand the role identity plays in how people perceive the world.

Directions:

A comprehensive description of the entire activity can be found in the online SALTO-YOUTH Cultural Diversity Resource Centre: »Understanding Youth. Exploring Identity and its Role in International Youth Work.« on https://www.salto-youth.net/downloads/4-17-2311/UnderstandingYouth_OnlineVersion.pdf, pp.50-56.

»Colored Glasses« Workshop by Laurits Bromme, Colored Glasses Germany

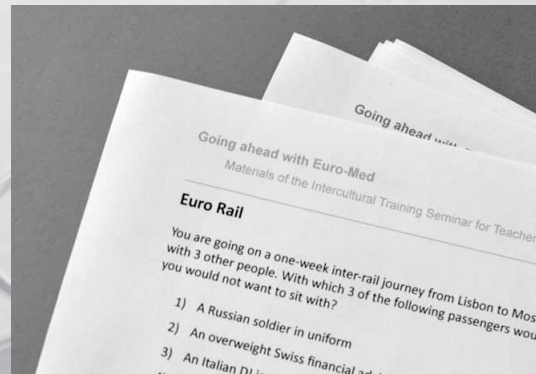
Colored Glasses refers to the well-known analogy of the sunglasses which represent the cultural filters through which we observe and interpret reality and are a set of tolerance workshops designed to introduce young people to the concepts of intercultural learning and raise awareness on problems in society caused by intolerance. The workshops are tailored for both teachers and students and use interactive non-formal education methods. Participants explore and learn about values, cultural differences, stereotypes, non-verbal and verbal communication as well as identity.

Following a brief introduction of »Colored Glasses« (<http://coloredglasses.de>), their approaches and the programs they offer to schools in Germany the workshop started out with a very general reflection on the origins of different influences that contribute to forming individual personalities (i.e. historical background, »cultural« background, gender, personal experiences, personal interests, belongings to certain groups, etc. ...).

Activity »Euro-Rail«

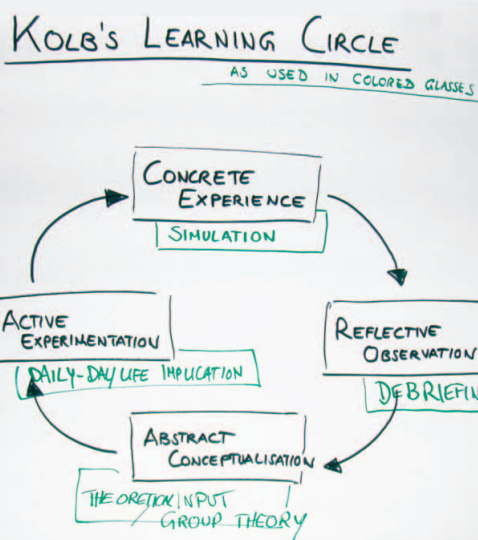
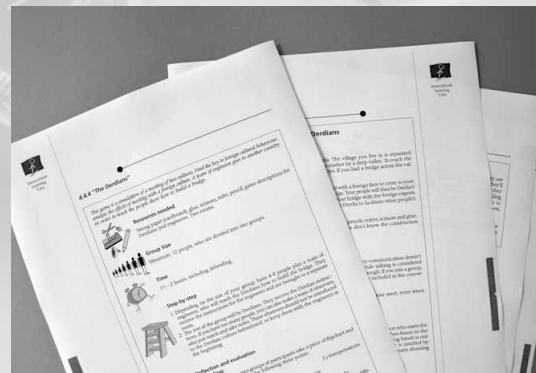
Participants are asked to imagine that they are going to travel on a train. They receive descriptions of people they could travel with and will have to choose with whom they would like to travel most and the ones with whom they would least like to travel.

The exercise offers participants to reflect the perceptions they have of certain people and, thus, addresses stereotypes and prejudices. The activity can easily be adapted to the various circumstances of different target groups as well as specific situations and experiences (i.e. nationalities, current issues, debates, discussions, conflicts, etc. ...).



Activity »The Derdians«

»The Derdians« is a simulation of a meeting of two »cultures«. A team of engineers goes to another country in order to teach the people there how to build a bridge.

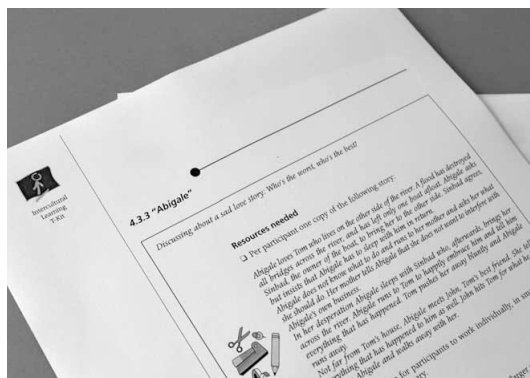


The workshop, then, proceeded by introducing the following activities that can be implemented to raise awareness for diversity as well as intercultural sensitivity in the context of international student exchanges:

In this activity, participants are challenged to find the key to foreign »cultural« behavior, to analyse the effects of meeting with a foreign »culture«. A comprehensive description of »The Derdians« can be found in the online resource »Intercultural Learning T-Kit« by the Council of Europe & European Commission on http://youth-partnership-eu.coe.int/youthpartnership/documents/Publications/T_kits/4/tkit4.pdf, pp.62-65.

Activity »Abigale«

A sad love story is the starting point of this exercise in which participants work individually as well as in small groups on aspects of value and behavior. The activity challenges the participants to reflect the grounds on which people determine what they think is good and what is bad.

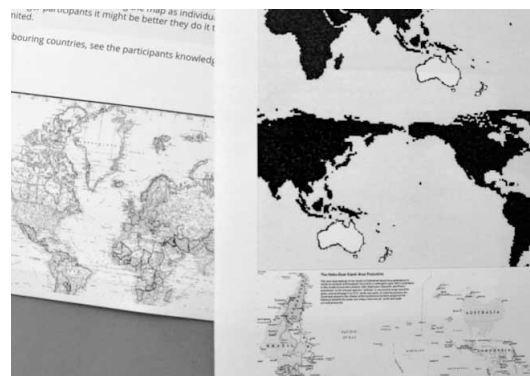


The description of »Abigale« can be found in the online resource »Intercultural Learning T-Kit« by the Council of Europe & European Commission on http://youth-partnership-eu.coe.int/youthpartnership/documents/Publications/T_kits/4/tkit4.pdf, p. 56f.

»It is very relevant for my work with students in the classroom. (...) It gave good impulses and provided new exercises and methods for me.«

Activity »Maps of the World«

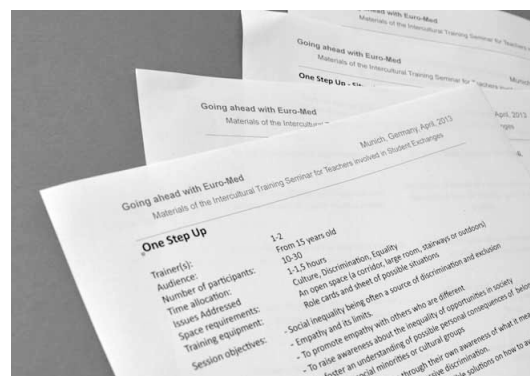
In this activity the participants are asked to work individually, in pairs or in small groups and to draw a world map on a large piece of paper. Most likely the maps that have been drawn will show the region where the participants are from in the center and bigger and more detailed than the rest. – Would people from other continents have drawn the same?



The maps of the participants can, then, be compared to copies of world maps that show a number of different perspectives. The exercise, thus, focuses on subjectivity in cultural perspectives and is a good starting point to reflect on the concept of judgement and ethnocentrism.

To round up the workshop participants were also introduced to the

Activity »One Step Up«



The exercise addresses social inequality as a source of discrimination and exclusion. It aims at promoting empathy with others who are different but also discusses limits of empathy. »One Step Up« raises awareness about the inequality of opportunities in society and fosters an understanding of possible personal consequences of belonging to certain social (or »cultural«) groups. Through the exercise participants learn what it means to experience both active and passive discrimination and are enabled to work out possible solutions on how to avoid discrimination in real life.

A comprehensive description of »One Step Up« including the necessary material can be found in the online resource »Compass. A Manual on Human Rights Education with Young People« by the Council of Europe & European Commission on http://www.eyeb.coe.int/compass/en/chapter_2/2_38.asp.

»Going ahead with Euro-Med« – The Work Sessions Results and Perspectives

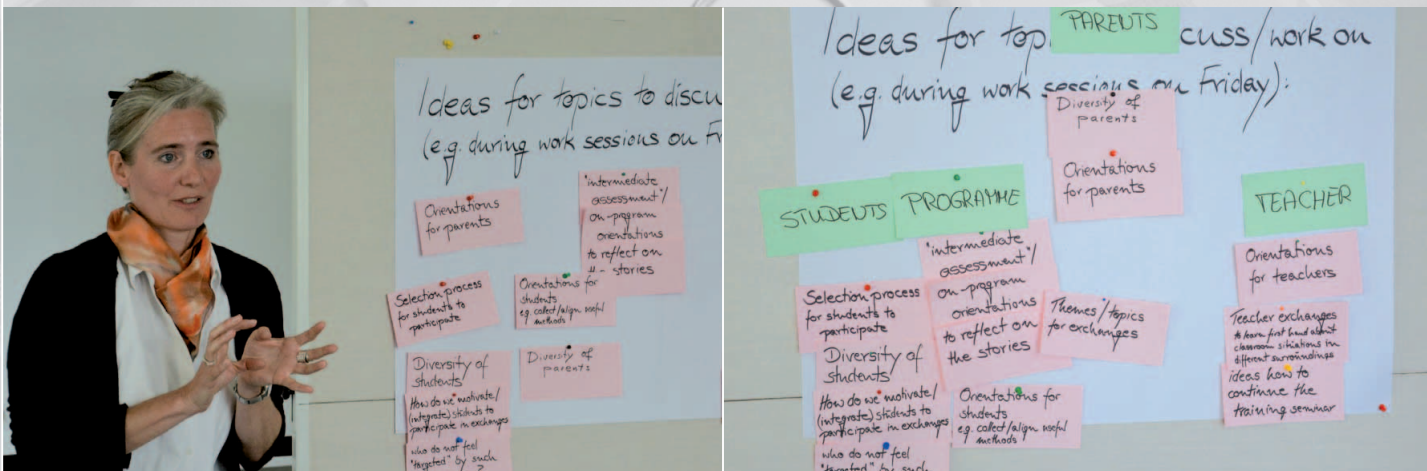
The final sessions of the seminar were dedicated to transferring the results of the previous trainings, discussions and reflections into developing and drafting intercultural learning modules that can be integrated into an aligned orientation work for youth exchanges in the Euro-Mediterranean region. The outcomes of these sessions were intended to become the basis for an intercultural learning handbook with suggestions on methods and tools that can be implemented in pre-departure as well as on- and post-program orientations in youth exchanges. A manual of this kind is meant to maintain and safeguard the quality and success of youth exchanges in the Euro-Mediterranean region.

Furthermore, the sessions also gave room to the participants to discuss and plan future joint projects like bi- or multilateral student and/or teacher exchanges as well as a continuous cooperation in training and professional development (i.e. by initiating further training seminars in the participating countries).

Throughout the seminar and especially during the many intense discussions among the participants in the various sessions numerous aspects and topics to be further discussed during the Friday morning sessions had already been mentioned. These comprised:

- criteria for a selection process for participants in student exchanges,
- orientations for students including »intermediate assessment«/on-program orientations to reflect on experiences or »critical incidents«,
- orientations for parents,
- orientations for teachers,
- teacher exchanges to experience classroom situations in different surroundings first hand, and
- themes/topics for student exchanges.

© Jörg Siegmund



»As teachers, we can transmit our students a positive vision of »difference« and »diversity«. We have to teach them to accept each other and to observe without judging.«

On the basis of these previous discussions the participants, then, split up into several small working groups that addressed the desiderata regarding the different target groups involved in student exchanges: students (and issues concerning the program), parents, and teachers.



© Jörg Siegmund



© IAE

»Even if there are problematic situations, we need to make clear to the students that these are the moments from which they learn and gain the most.«

All groups in their discussions agreed that there is a high demand for a manual that compiles information, material, methods, resources on how to conduct international student exchanges especially in the Euro-Med region and gives advice on how to implement orientations for all stakeholders in such exchanges. It was agreed that an online resource (i.e. WikiBooks) to which people could contribute from very different ends of the region would be the most appropriate means to achieve this endeavour.

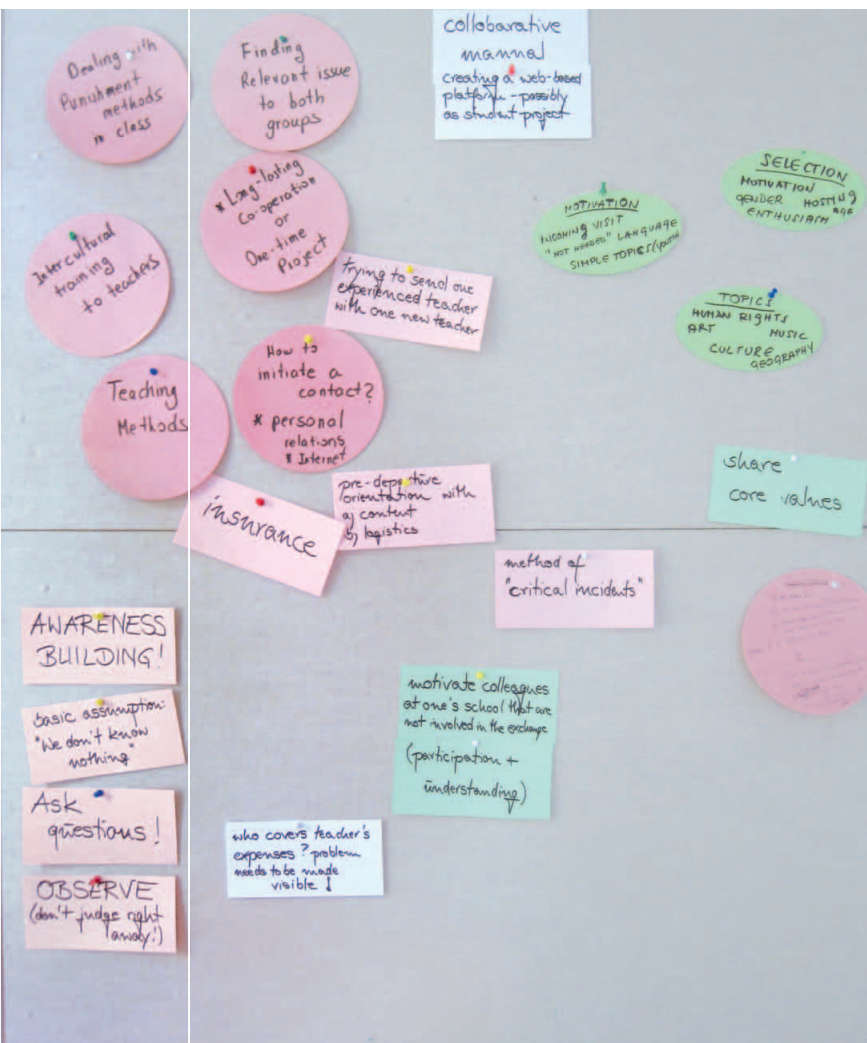
These are some of the issues that should be covered in such a manual:

Students and program related issues:

- Guidelines and criteria on how to conduct selection interviews for participants.
- Diversity of students / aspect of inclusion: Advice on how to motivate students to participate in exchanges who do not normally feel targeted by such programs.
- Collection of ideas and topics that are suitable to be covered within a joint project work of all participants during a student exchange (i.e. human rights education; inter»cultural« differences, etc. ...) including recommendations on how to ensure the students participation concerning selection and realization of the project work.
- Outline for pre-departure, on-program as well as post-program orientations including specific activities, simulations, role games and »critical incidents« from former exchange experiences.

Teacher/school related issues:

- Resources on where to find a partner school and on how to initiate a (personal) contact with a school in another country.
- Ideas on how to find topics for a joint project work that are relevant to both groups.
- Suggestions on how to better imbed student exchanges into the entire school agenda (i.e. how to motivate colleagues who are not involved in the exchange to also contribute, how to ensure succession planning) and on how to arrange logistical matters (i.e. insurance, expenditures of teachers chaperoning the exchange).
- Means on how to clarify long-standing cooperation vs. one-time project.



Follow-up and Recommendations

Next to the urgent need of a comprehensive manual on student exchanges in the Euro-Med region that all participants shared everyone agreed on and is willing to get involved in follow-up activities in order to achieve this goal. One of the suggestions the participants had are follow-up meetings of smaller working groups that consist of one or two representatives of each of the participating countries and that focus on a specific topic in the framework of the manual.

Also, of course, a follow-up seminar would give great opportunities to integrate more teachers in this kind of training and exchange of best practices and could look at further issues identified.

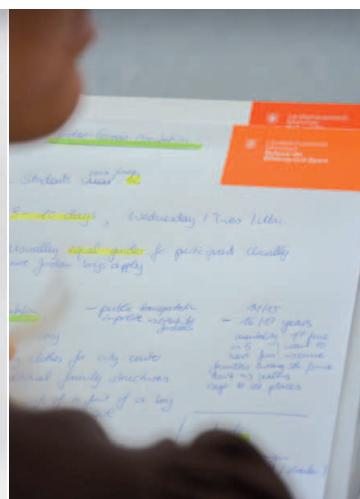
In addition, other recommendations especially concerning the activities of the Anna Lindh Foundation were emphasized:

- More seminars and projects like »Going ahead with Euro-Med« should be organized in order to ensure dialogue among teachers who conduct student exchanges and, thus, promote quality criteria in such exchanges.
- Support schools and teachers to facilitate more exchanges, include more students, encourage more face-to-face interaction and exchange of experiences and best practices.
- Create professional development opportunities by implementing a concept that comprises training, implementation and evaluation.

»Before this seminar I didn't prepare my students in any specific way for an exchange. I was somehow lucky that the things were smoothly nonetheless. But in the future, I know the methods to supplement in order for my students to get even more from the exchanges.«

Recommendations
to ALF
follow-up

- keep supporting us ①
- another training seminar (new people/old people)
- facilitate more schools to do exchanges
- working groups to work on a product! ②
- seminars of this kind for newcomers or/and mixed groups
- let other schools profit from our experience ③
- encourage face to face interaction
- working groups with representatives
- profits were from collective experiences ④
- include the students (as future leaders of program)
- work on methods/ideas to combine methods in new situations (eg with parents)
- a chance to write a story about "Preconception" (like: "Arabian women") ⑤
- try methods + evaluate at next meeting (local group → internet group)



© Jörg Siegmund

© IAE

Selected Resources

The following resources have been referred to during the seminar

»Going ahead with Euro-Med«:

Diversity

- Chimamanda Adichie: »The danger of a single story.« Speech, Oct. 7, 2009 (YouTube) www.youtube.com/watch?v=D9lhs241zeg or www.linktv.org/programs/ted-talks-chimamanda-adichie
Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice – and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.
- Salto-Youth Cultural Diversity Resource Centre: »Understanding Youth. Exploring Identity and its Role in International Youth Work.« http://www.salto-youth.net/downloads/4-17-2311/UnderstandingYouth_OnlineVersion.pdf
- Salto-Youth Cultural Diversity Resource Centre: »Discover Yourself. The personal companion to Understanding Youth.« http://www.salto-youth.net/downloads/4-17-2312/PersonalCompanion_OnlineVersion.pdf

Intercultural Learning

- Council of Europe & European Commission: »Intercultural Learning T-Kit.« – Strasbourg 2000. http://youth-partnership-eu.coe.int/youth-partnership/documents/Publications/T_kits/4/tkit4.pdf
- Council of Europe: »Education Pack ›all different – all equal.« 2nd edition, 2004. <http://eycb.coe.int/edupack/default.htm>

Euro-Mediterranean Youth Work

- Council of Europe & European Commission: »Mosaic. The training kit for Euro-Mediterranean youth work.« – Strasbourg 2010. http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/11/6577_T-Kit_11_A4_assemble.pdf
- Fundació Catalunya Voluntària (Spain) & UNOY Peacebuilders (The Netherlands): »Peace Bag for EuroMed Youth.« 2009. The online toolkit can be found on <http://www.peacebag.org/articles/toolkit-index.html>

Human Rights Education

- Council of Europe: »COMPASS. Manual for Human Rights Education with Young People.« – Strasbourg 2012. For the online version see: <http://eycb.coe.int/compass/en/contents.html>
- Council of Europe: »COMPASITO. Manual on Human Rights Education for Children.« – Budapest 2007. <http://eycb.coe.int/compasito/pdf/Compasito%20EN.pdf>

More resources on Human Rights Education can be found in the compendium: Council of Europe, OSCE/ODIHR, UNESCO, OHCHR: »Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice.« – Warsaw 2009.

Please also visit the online resource that has been established by the participants of the seminar »Going ahead with Euro-Med«:

http://en.wikibooks.org/wiki/International_Education_Handbook.

This resource will be successively added to in a collaborative process by all participants of the seminar as well as anybody else who wishes to contribute. The aim is to, eventually, compile a comprehensive manual covering the various aspects that are relevant for international student exchanges in the Euro-Med region.

If

If you can keep your head when all about you
Are losing theirs and blaming it on you,
Si pots confiar en tu quan tots de tu dubten,
Però tenir compte de llurs dubtes;
kannst warten du und langes Warten tragen,
läßt dich mit Lügner'n nie auf Lügen ein,
Ako ne lažeš kad čuješ laži,
Ili ako ne mrziš kad tebe mrze;

إذا استطعت ان تحلم ، ولا تدع للأحلام سيادة عليك ،
إذا استطعت ان تفكر ، ولا تجعل الافكار غايتك القصوى

Si tropiezas al Triunfo, si llega tu Derrota,
y a los dos impostores tratas de igual forma
אם שיאת תוכל אמת אפשר הרית,
ואמרך מוקש לקלים כסילים,
siehst du als Greis dein Lebenswerk zerbrochen
und baust mit letzter Kraft es wieder auf.

إذا استطعت ان تكس كل ما تملك من ارباح
وتغامر بها دفعة واحدة

And lose, and start again at your beginnings
And never breathe a word about your loss;
Ako prisiliš svoje srce, svoje živce, svoje mišiće
Da sluze tvojim ciljevima i kad su malaksali,
und durchhältst, auch wenn nichts mehr in dir waltet
als nur dein Wille, der "durchhalten!" heißt.

אם להמון תרד אך תעל במידות,
ותתהלך את מלכים בעקנה כבושה

Si nadie que te hiera llega a hacerte la herida.
Si todos te reclaman y ni uno te precisa.
Si pots omplir l'implacable minut
Amb seixanta segons d'esforç agosarat,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a man, my son!

Rudyard Kipling

»If« by Rudyard Kipling (1895)

One evening during the seminar all participants were invited to a „Get together and share« to which everybody had been asked to bring something special along with them from home which they wanted to share with the other participants (i.e. something to snack or drink, music they like to listen to, pictures they like to share, a game they like to play, etc. ...).

As the day of arrival to the seminar, April 23, was one of the most eagerly awaited and celebrated Catalan festivities – Sant Jordi's Day, when people exchange a rose and a book as a token for love – the participants from Catalonia brought along the poem »If« by Rudyard Kipling. It had been translated into all the languages spoken at the seminar (Arab, Catalan, Croatian, English, German, Hebrew, and Spanish) and in a joint group event the poem was, then, read out loud in all the languages present. It was only through this joint effort of all participants that everybody was able to understand the meaning of the poem.