International Workshop "CHARMing Modules: Bringing anti-racism closer to youth organizations"

WORKSHOP DOCUMENTATION

11-14.05.2014, Florence, Italy

charmingyouth.eu

REPORT of International Workshop "CHARMing Modules: Bringing anti-racism closer to youth organizations"

11-14.05.2014, Florence, Italy

VENUE, OBJECTIVES, AGENDA

Workshop venue:
Istituto Salesiani, Via del Ghirlandaio, 40
Florence

Objectives of the workshop:
- To present, adapt and finalize training modules on anti-racism, tailor-made for specific profiles of youth organizations;
- To generate on set of questions and guidelines to support youth organizations to become more Charming;
- To further support the sharing and cooperation among the stakeholders within the Charm project.

SUNDAY, 11.05.2014

All day long	Arrival of participants
16:00	Welcome and getting to know each other
20:00	Joint dinner

MONDAY, 12.05.2014

10:00 – 11:30	FIRST SESSION: Intro	
10:00 – 10:10	Welcome by AEF, agenda and logistics	
10:10 – 11:00	Getting to know each other	
11:00 – 11:10	Overview and update on the CHARM project	
11:10 – 11:30	Expectations and contribution	

11:30 – 12:00	Coffee break

12:00 – 13:30	SECOND SESSION: Presenting the modules
Each partner makes an overview of their module.	

13:30 – 15:00	Lunch

15:00 – 16:30	THIRD SESSION: Experiencing the modules I	
15:00 – 16:00	Poland: Youth Political	Spain: Organizations doing

	organizations	leisure time activities
16:00 – 16:30	Questions and answers, feedback of the participants to the modules	Questions and answers, feedback of the participants to the modules

16:30 – 17:00	Coffee break

TUESDAY, 13.05.2014

17:00 – 18:30	**FOURTH SESSION: Experiencing the modules II**	
17:00 – 18:00	Lithuania: School Councils	Greece: Organizations doing sending and hosting EVS
18:00 – 18:30	Questions and answers, feedback of the participants to the modules	Questions and answers, feedback of the participants to the modules

10:00 – 11:30	**FOURTH SESSION: Experiencing the modules III**	
10:00 – 11:00	Bulgaria: Centers, promoting local volunteering	Italy: Sport/outdoor organizations
11:00 – 11:30	Questions and answers, feedback of the participants to the modules	Questions and answers, feedback of the participants to the modules

11:30 – 12:00	Coffee break

12:00 – 13:30	**FIFTH SESSION: Wrapping up the experience**
12:00 – 12:45	Reports from each workshop
12:45 – 13:30	Discussion, ideas, suggestions, recommendations on the modules

13:30 – 15:00	Lunch

15:00 – 16:30	**SIXTH SESSION: Guidelines**
15:00 – 15:45	Brainstorm on: 1) Ideas for critical questions that are supposed to help one organization to become more Charming (based on its profile);

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	2) Hints on how the certain profile of organization can become more Charming;
15:45 – 16:30	Presentations, discussion

16:30 – 17:00	Coffee break

17:00 – 18:30	**SEVENTH SESSION**
17:00 – 17:45	Workshop conclusions and follow-up
17:45 – 18:30	Evaluation

WEDNESDAY, 14.05.2014

08:00 – 12:00	Discussing follow-up in small groups, informal
	Departure of workshop participants / Coordination meeting for partners

DAILY REPORTS

MONDAY, 12.05.2014

The first morning was dedicated to create a common background to be able to have a productive work in the next sessions.

Accademia europea di Firenze shortly introduced the place and the logistic information, needed to work together during the day.

CEGA introduced the agenda and the objectives of the meeting, remind to the group the phases of the project already implemented (for further details see annex 1).

The second part of the morning was dedicated to get to know each other (for further details see annex 2) and to create a group able to work together on the specific issues of the international workshop. All participants, with a very diverse background and level of involvement in Charm project, showed their motivation, enthusiasm and high level of commitment.

The third part of the morning was dedicated to the introduction of the modules. Every partner shortly introduced the rational of the module (for further details see annex 3), the objectives, target group and methodology used.

After lunch, participants had the chance to experience 2 modules and give their feedback and suggestions to the partner responsible for the design.

At the end of the day, the whole group met together to share feelings on the sessions on "experiencing modules" and also to provide a general feedback on the first day.

Here the results of the feedback on the 4 modules tested during the afternoon:

Report on Module for School Councils

The process

The working group session for testing the profiled module for students' councils was divided into 2 parts:

1. Agne Margeviciute, member of the CHARM project team in Lithuania, presented the logic of the training module, key concepts of human rights presented in it, case studies used to explore the concept of human rights, the links between theory and practice in the module. She also highlighted the opportunities to adapt the module and the materials and use them in a flexible way.

2. In the second part of the session Indre Augutiene, member of the CHARM project team in Lithuania, focused more on the practical part of the module and ran an activity aiming to explore links and powers existing between different actors in school environment.

Comments and suggestions of the participants of the session:

1. A question was raised about the theoretical part of the module and the relevance of the methodology used for presenting the concept of human rights. A suggestion of one of the participants (Martyna) was to look for an exercise relevant to students, so they were able to find answers around the HR concepts themselves.

2. A comment on the case studies used in the module was given. One of the participants (Silvia) had a concern on using global examples (i.e., the ones

from US or from Africa) in a local context. She suggested looking and using very local examples in order not to re-confirm the stereotypes of young people, as well as to connect the content of the module to their own life realities.

3. A comment about the methodology of some parts of the module was raised. The participants of the session (Vladi) highlighted that non-formal education, on which the whole concept of CHARM project is built, is more about developing skills and values of people. He mentioned that the 1st part of the module was dedicated for gaining knowledge. He suggested to use more experiential approach for this part in order to work not only on knowledge, but on people's skills and values as well.

4. Some of participants expressed their opinions on the difficulty of the activity which was tested and ways to improve it. Some of the participants had a concern that in earlier age (i.e. 14 years) it might be difficult to understand some of the roles used in the activity. The participants gave a suggestion to shape the descriptions of roles in a way according to the age of participants, so they were able to understand them clearly.

5. A suggestion for linking the human rights perspective and the issue of youth participation was given. It was suggested by the participants of the session not to forget to make the link during the debriefing session of the activity between the basic concepts of HR (presented in the 1st part of the module) and the school life (explored in the 2nd part of the module).

Report on Module for Leisure time organizations

The process

The session on the module for leisure time activities organizations was composed mainly from the testing one of the activities – that was especially design for this module and never tested before. The activity was a simulation of the recruiting process of young children to the youth organization. Participants had the list of 15 different kids with a short description and based on this they had to preselect five, first individually and then in a group. After this, the debriefing has happen.

Comments and suggestions of the participants of the session:

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- It was difficult to chose
- Not enough information (purpose, what are the criteria, more information about children)
- We had different opinions but through communication and negotiation we managed to agree, easy process
- First thinking not to discriminate, and then I managed to realized that
- First I thought to take the children with biggest problems, and then I realized then motivation is as well important

In terms of the concrete feedback to the activity we have implemented is as follows:

- It was not clear for people if they should get into the role of the oldest organization in the town or not. Some participants did so, thinking this is a role-play, and they were suggesting it would be useful to make the guided reflection in the beginning to facilitate getting into the roles.
- 5 kids only? Is it realistic? ¨ - there was the recommendation to create the story, that the kids are already selected but new money appeared and it is possible to take five kids more...
- If there is not enough information there is a good point to start discuss
- Little information helped to focus on every single Word
- Pre-selection list for interviews…. How many invite for the interview – the additional selection- 20 is already selected and 5 more is missing - the topic of the pre-selection was causing problems in the simulation, since participants has been expecting some follow up., they were trying to take more children because only during the interview they can actually see if they are suitable or not.
- Can be useful tool to give the overview to review your real work activities – as Francesca said
- Can be practical tool to evaluate your work.
- Better description STEP 1 – to help participants to understand what they should do.

Report on Module for EVS organizations

The process

The first topic includes activities such as:

- Welcome and presentation of the CHARM II project
- Games to know each other
- Introduction in Human Rights
- Test our knowledge on human rights issues
- Awareness on EVS and Interculturalism - Interreligious issues

The whole session works as an introduction and try to connect the EVS with different aspects of the Human Rights issues. All the activities of the session are based on the discussion and promotion of the dialogue between the participants and trainers. The main tools of this session are videos, power point presentations and games such as quiz in which one can test the knowledge of the participants on several issues.

The second topic of the module includes activities which targets to raise the awareness of the participants on EVS and Disability:

- Projection of the short movie about the disability issues.
- Outdoor activity called "Special mission: Silent night on the Zeppelin".

The approach on this topic is more focused on experiential exercises, such as assimilation of the different disabilities from the participants. Particularly, the participants of the international meeting had the opportunity to test all the activities of that topic. Firstly, the participants watched the part of movie "Butterfly Circus". Then, the trainer divided them in couples and gave to each couple an outdoor mission. However, each couple had to deal with two disabilities. The one partner was blind and the other mute and they had to cooperate in order to do together their tasks outdoor.

The last topic of the module was about "EVS & Sexuality". The whole concept of this session is to raise awareness on sexuality issues of the EVS volunteers. The proposed activities are:

- Fill in the questionnaire – Psychological test about sexuality
- Debate on case studies according to group that they represent
- Evaluation of the module

Moreover, the activity is based on role-playing.

Comments and suggestions of participants of the session

- The participants commented that the proposed module wants to cover too many topics in one day and there is a possibility to be lost the whole point of it. In addition, they suggested the module to be divided in two different modules in order to be more practical and to focus to one of each element each time. The proposal of the participants was to create two different modules with the topics "EVS & Disability" and "EVS & Sexuality" and each organization to choose, according to their needs which one they prefer to implement.

- Participants commented that activities about "disabilities and sexuality" need more debriefing and discussion in order the participants don't feel confused after the training.

- Furthermore, some of the participants mentioned that they missed the connection between the EVS and Human Rights. They suggested that it is important, the trainers to pay more attention on it, in order to be clear for the organizations how they can introduce respect on Human rights in their everyday work and especially in the EVS programme.

- Moreover, the attendees suggested that the creation of the module should be concrete and according to the concepts and not according to the target groups.

- Finally, the participants who have more experience on sexuality and gender issues mentioned that we should definitely change the title and the terminology of the activity about "EVS & Sexuality". According to their arguments, the topic of this activity is more about gender issues and not about sexuality. In addition, they recommended using another questionnaire or psychological test that is not so serious, because those topics used to be very sensitive for the participants and it is necessary to be very well explained.

Report on Module for Youth political organizations

The process

The working group session for testing the profiled module for Youth Political organisations was structured as follows:

- First of all the module was presented as well as its rationale, its objectives and the foreseen methodology. The chosen methods have the aim to stimulate the debate in an "inclusive" way. It was also underlined

that the module was focusing more on skills and attitudes than knowledge.

- After a first presentation of the logic, the group experienced the first activity "Fragment of my identity". The activity has the aim to let participants explore their values and get to know others, check our assumptions on other values and identify if and how far assumptions can lead to discrimination.

- After the first activity, which served also to warm up for the group, the facilitator continued to present the module in details and its logic.

- At the end of the session, another activity was tested from Electioneering exercise (Compass manual). The participants had to choose where to position themselves in respect to the following sentence "Immigrants bring richness to our society". After taking position (Agree/disagree) the groups had the possibility to define a leader who was representing the group opinions.

- The session was closed with the presentation of the last activities of the modules and the key elements to bear in mind while delivering the module.

Comments and suggestions of the participants of the session

On activity n.1
During the debriefing of the activity, the participants found difficult to prioritise, difficult to associate their groups to the categories, the facilitator presented, difficult to stand alone in a group.
At the end of the debriefing, participants noted that:

- eventually different categories can be put if you run the exercise in a different moment of the entire session;

- debriefing can be modified depending on how activities go. From feelings it is possible to open a debate on discrimination, diversity, racism;

- if the exercise is run within an organisation, people should know each other and they should be facilitated to speak up, to share and debate;

- the exercise can make people (young politicians) not at ease to explain why they keep a position

On activity 2

In case the arguments are finishing or the discussion/debate is slowing down you may consider to:

- to stop the debate;
- to ask other members to replace the speakers;
- to ask for group consultation to find new arguments
- statements cane be adapted to the group and you can consider to choose 2 or 3 statements to debate
- during the debriefing it may be important to ask about attitudes, language used by the speakers or in the group

General comments:

- Mosque in the Sleepyville: it is very possible to re-adapt the simulation using hot issues in the local contexts;
- Add introduction and getting to know each other activities in case the participants do not know each other (If they belong to different departments)
- As for the cases, it is important to reflect on national and regional laws
- How much power do participants have to decide on implementation of their actions? How far it is possible to have an "internal" impact. These questions should be considered, when asking participants to develop follow up actions;
- The actions should be also related to what they want to change/have an impact in their local situation;
- Maybe it is important to have an introduction on NFE, if young politicians are not used to this kind of approach and methodology.

TUESDAY, 13.05.2014

The first part of the morning was dedicated to conclude the session on "experiencing the modules".
Hereafter the report on the sessions on the modules:

Report on Module for Sports and outdoor organizations

The process

The working group session for testing the profiled module for Sport organisations was structured as follows:

- First of all the module was presented as well as its rationale, its objectives and also the foreseen methodology. The target group was precised as well as the flow of activities foreseen.
- After the introduction, one activity was tested with the participants. The activity is Just a minute from Compass manual.
- At the end of the session participants were asked comments and suggestions to improve the module.

Comments and suggestions of the participants of the session

- In the teaser to explain clearly the reasoning and the profile of the target group;
- the module is quite intensive, we can foresee to cut some parts and design a follow up on specific issues related to sport such as sport and gender, sport and health;
- Otherwise we can decide to revise the module as a thematic module (see suggestions above);
- Use videos, pictures to start debate on sport if people are not used to debate/discuss in plenary
- Adapt the sentences given in Just a minute, depending on the target group
- Implement Just a minute before sport for all, in order to use it as a tool to brainstorm on sport and Charming themes
- Sport for all can be replaced by study cases or a simulation (check the manual on hate of speech for suggestions) depending on the target group
- Getting to know each other can be shorten if participants know each other.

Report on Module for Youth Centers

The process

During the International meeting in Florence, each partner had the chance to make an overview of their module and to present the ideas and methods. The CEGA introduced the module about the "Youth Centers". The main scope of the presentation was to give the opportunity to the participants to comprehend

the whole logic of the module and to discuss about the methodology of some activities.

Particularly, the presentation of the module "Youth Centers" started with the discussion among the attendees about the types and forms of the "Youth Centers" in their countries. The participants shared their experiences and they proposed the title of the module from "Youth Centers" to be renamed to "Youth Bodies", in order to be more attractive for the target group and more applicable on various types of "Youth Centers" in different countries.

The first activity of the training module, called "Personal Path" was divided into two parts. The first one, is designed in order the participants to build and tell their personal stories of how they have got involved in the "Youth Centers". The main objective of this activity is the sharing of personal stories with other participants. The second part of the "Personal Path" aims to involve participants into roles, imagining their "new" lives and the process they get into the "Youth Centers". The second objective is to compare their real lives with the lives of their roles and to discuss on the examples of social exclusion and its dimensions. During the presentation of the module, the participants had the opportunity to implement both activities.

The main concerns of the participants on that activity were based on "how we choose the roles for that activity". Some of them claimed that should be involved not just roles/stories of youth who was discriminated but also and roles/stories of youngsters who have not been excluded in such ways.

The next part of the module was "Human rights and anti-discrimination", were the participants work in pairs or small groups on results of a national survey about the composition of the "Youth Centers" in Bulgaria. The input from the participants on human rights and anti-discrimination is the main aim of this activity. However, similar data from other countries should be available in order such an activity to be implemented.

The last activity of the module was focused on case studies. The participants have to act on them and to discuss on the different approaches. The suggestion for facilitators is to use case studies that are significant or controversial issue for the local community

Comments and suggestions from participants of the session:

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- To be renamed the title of the module: "Youth Centers" to "Youth Bodies" or something similar in order to be more attractive and applicable.
- The roles for the activity "Personal Path II" to be enriched with the roles that have not so "discriminated background".
- The case studies should be relevant with the local reality.
- Some participants expressed their desire to be added a section in the module about "tips for facilitators". They believe that will help them with the implementation of the activity in the future.

During the second part of the morning, the participants met together in plenary to report and share their feedbacks on the modules.

Hereafter the main conclusions:

MODULE FOR YOUTH POLITICAL ORGANISATIONS:
- Include getting to know each other if needed (it depends on context)
- Might need to introduce NFE if participants are not aware
- How to engage young people: questions on feedback from non target-group
- Actions – decision making
- Each modules is a model

MODULE FOR LEISURE TIME ORGANISATIONS:
- Role-play or "us" deciding?
- Re-structuring the intro
- It can be useful tool to revise our own work

MODULE FOR SCHOOL COUNCILS:
- Experiential/practical exercise: Introducing HR
- Phrasing youth friendly
- Making links between different parts of the module

MODULE FOR EVS ORGANISATIONS:
- Time for debriefing after very emotional activity
- Sexuality – Gender
- Psychological test (???)_ to be revised
- Stronger connection to EVS context and practicalities

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- Focus on less issues

MODULE FOR SPORT ORGANISATIONS:
- Flexibility in term or logic and chronology
- Create alternative within the module (i.e study cases instead the simulation)
- Intro + 2nd module on specific issues

MODULE FOR YOUTH CENTERS:
- Content important: include the teaser, check title
- Tips for facilitation
- Roles enrichment

After lunch break participants worked together in small groups, with the aim to elaborate draft guidelines and tips for organisations that want to become more "Charming".

After the working groups, participants met together in plenary to share their report and work.

Hereafter the guidelines elaborated.

GUIDELINES FOR SPORT ORGANISATIONS

Critical questions:
- Do you have, as organisation, enough knowledge and information about Human Rights related to sport activities?
- Have the members of your organisation, who run the module, any kind of preparation (educational background) about Human Rights?
- Has your organisation planned inclusive actions or used inclusive methods?
- Which kind of criteria do you use to select your participants?
- How do you evaluate if your activities are inclusive?
- Do you plan actions to promoter anti-racist practices?
- Do you promote sport for all?

Tips and hints to become more Charming:
- Plan training for the members/staff of the organisation on Human Rights

- Organise activities (events, festivals) that promote sport for all (not popular sports and not only the sports run by the organisation)
- Organise activities (conferences, games etc..) inviting famous athletes (i.e athlete with disabilities, immigrant or foreigner) to promote human rights among young people/children you work with
- Create a network between various organisations (not only sport organisations) in order to co-operate and promote inclusive actions, to exchange experiences
- Plan continuously evaluation of the actions with the staff and participants and also externally

GUIDELINES FOR LEISURE TIME ORGANISATIONS

Critical questions:
- Are the created activities respecting HR values? Why?
- When you organise activities do you pay attention to gender balance?
- Are you hiring policies based on gender?
- Do you have people with disabilities in your staff? Which is their position?
- How many ethnic groups do you have in your staff?
- How many people get the decisions? Is it only one or the whole group?
- Are the activities designed for people with disabilities as well? How?
- Which are the criteria to choose volunteers and participants?
- Are the volunteers given space to be creative and suggest activities?
- Is it important for you to have a trained staff on HR and do you think they should attend training courses on the issues? Why or why not?
- Which are your activities and can you adapt them to specific needs?

Tips and hints to become more "Charming":
- Make your list of criteria based on HR for the participants
- Two hours before the activities give a time to explain participants the importance of inclusion, etc…
- Think about how to adapt your leisure time activities for people with disabilities
- Always check the accessibility of the facilities
- Motivate facilitators and trainers
- Try to cooperate with other organisations that are focused more on HR issues and have experiences
- Pay attention to the feedback you receive from participants

GUIDELINES FOR EVS ORGANISATIONS

Critical questions:

- Is the staff of the organisation aware of HR? Should the level of knowledge on H be raised in a timely (from time to time, annually,…)matter?
- How do you ensure non-discrimination and transparency in selecting and hosting volunteers?
- How did you create the profile of volunteers? For hosting activities? Why did you choose specific criteria?
- Is your selected profile inclusive? How can you make it more inclusive?
- How do you help the volunteers in the adaptation process (e.g addressing the organisational culture, inclusion of volunteers from the first day, etc…)?
- What are the best practices in HR of your organisation (promotion, awareness …)?
- What support you offer to young people who want to do EVS? Please provide examples
- Do you inform about selection process and criteria in the call for volunteers?

Tips and hints to become more "Charming":

- Make guidelines for selection process of EVS (clear criteria, clear communication)
- Be transparent: write procedures on website, use easy language for people to understand
- Don't demotivate young people even if they are not selected (motivate them to try again). We say no to "Sorry you are not good for this project!"
- Evaluate yourself
- Include in the mission of the organisation inclusive practices
- Do something with local community, make them realise that EVS is useful/worth/interesting

GUIDELINES FOR YOUTH CENTERS FOCUSING ON VOLUNTEERING

Critical questions

On personal level:

- What do you know about human rights?
- How can you explore deeper the concept of HR?

- Do you feel you rights in this organisation are respected?
- How do you benefit from the volunteering experience?
- Do you have any concerns to work/participate together with people from vulnerable group/minorities?
- Do you feel you have been discriminated in your organisation? If so, what was the base for that?4

On organisational level:
- Do you feel that HR are respected when taking decisions within the organisation?
- What is the profile of the members/volunteers in terms of belonging to different social groups?
- Is the HR perspective included into the strategy of the organisation?
- How do you make sure that your activities are accessible to everyone (target group)?
- What are the selection criteria for recruiting volunteers?
- How do you ensure to include various social groups in your activities?

Tips and hints to become more "Charming":
- Make sure your activities are accessible to everyone
- Make sure selection process is transparent and inclusive
- Provide opportunities for trainings on HR
- Make sure strategic planning and decision making processes are inclusive
- Make sure you create safe and inclusive environment for your activities
- Make sure that you create respectful rules for the activities

GUIDELINES FOR POLITICAL ORGANISATIONS

Critical questions:
- Are all your activities/practices in accordance with existing laws?
- Do these laws comply with regional and international HR standards/documents?
- Is non-discrimination principle applied in decision-making and in the general structure of your organisation?
- Decision making process is participatory (Including all members)?
- Do you receive and take into account the needs of the people you claim to represent? Are these needs in line with HR?
- If the organisation is a part of larger political body, does your organisation have equal right in decision-making processes?

- Are you aware of existing HR mechanisms and instruments?

Tips and hints to become more "Charming":

- Do the HR check list before you do any activity
- Organise an open day to debate with people from other political opinions on HR issues
- Do a small campaign about HR issues you choose
- Take part in the event organised by another organisation which fights for HR
- Educate yourself in HR
- Identify "black spots" in history of your party and address it through an activity (exhibition…)
- Make sure people of different gender backgrounds are represented in the board

GUIDELINES FOR SCHOOL COUNCILS

Critical questions:

- Are criteria for selecting people/representative inclusive? Please list them
- What are the values you promote in your activities?
- What do you want to achieve with your activities?
- What's a purpose to have a school council?
- What's the benefit of the members?
- What's your motivation to be a member?
- How do you co-operate internally and externally?
- How do you know you are doing a good job?
- How do you integrate suggestions/inputs from other students?
- Can everybody participate in the activities you promote and organise?
- Do you translate all information in different languages in order everyone is informed?
- Do you consider the accessibility of spaces/facilities while planning your activities

Tips and hints to become more "Charming":

- Make sure different social groups are represented
- Ask for advice if you are blocked
- Prepare tools to improve participation and get feedback on your job (e.g box of ideas…)

- Don't forget to co-operate with other persons, they are precious resources
- Agree on rules/regulations (ethic code) and make it visible. Update if if it does not work
- Promote charming values in your organisation
- Get inspired by different kind of organisations
- Organise joint activities
- Keep people motivated

After the coffee break, next phases of the project were presented underlining the importance that all partners revise the modules, organise local workshops, design the online modules and training, attend the final conference in Sofia in November 2014.

After the introduction of the follow up phase, participants were asked to evaluate the workshop. They filled in a questionnaire (for further details please see annex 4) and at the very end they had the chance to express their feelings and comments, with the support of one image.

The comments were very positive both on the contents and on the achieved results. All participants declared their interests to further contribute to the project and next phases.
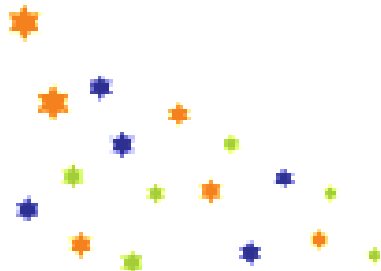
ANNEXES

ANNEX 1 – PRESENTATION

Project "Civic Help for Anti-Racist Measures in youth work" (JUST/2012/FRAC/AG/2723)

With financial support from the Fundamental Rights and Citizenship Programme of the European Union.

International workshop "CHARMing modules: bringing anti-racism closer to youth organizations"

11-14.05.2014

Florence, Italy

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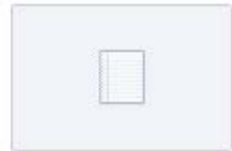
Objectives of the workshop:

- To present, adapt and finalize training modules on anti-racism, tailor-made for specific profiles of youth organizations;

- To generate on set of questions and guidelines to support youth organizations to become more Charming;

- To further support the sharing and cooperation among the stakeholders within the Charm project.

International Workshop "CHARMing Tools: Reaching out to youth organizations"

ANNEX 2

Workshop venue:
Istituto Salesiani, Via del Ghirlandaio, 40
Florence

Objectives of the workshop:
- To getting to know each other better;
- To enter in the mood :)

MONDAY, 12.05.2014

10:10 – 11:00	Getting to know each other
10:10 – 10:20	*Name Game:* *1st round*: simple *2nd round*: people look at each other, when two people wink at each other they stand up, meet in the middle of the circle and introduce themselves like this "hi, i'm marta" "hi, I'm marco", and then sit again **(we can also skip this round)** *3rd round*: people look at each other, when two people wink at each other, they stand up, meet in the middle of the circle and have to say hello and say the name of the other person like this "hi, marco how are you?" "hi marta! i'm fine you?", and then sit again **tip: try to wink to people you don't know still**
10:20 – 10:40	*"I think i'm the only one in this room that.."* Each person of the group has to say this sentence, for example "I think i'm the only one who likes skateboard", and all the other people that actually like it, or agree, have to sit on the knees of that person; the person will continue with sentences until nobody is sitting.
10:40 – 11:00	*Identity Card* Every body has 5' to fill in a sort of personal identity card. The question will be: name, nickname, town of residency/origin; PERSONAL: favorite personal habit, favorite word, word you don't like most; WORK: what you do in your life, what do you want to do when you are a grown-up person

About you

How far your expectations have been met by the workshop?

■	1
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■	5
■	6
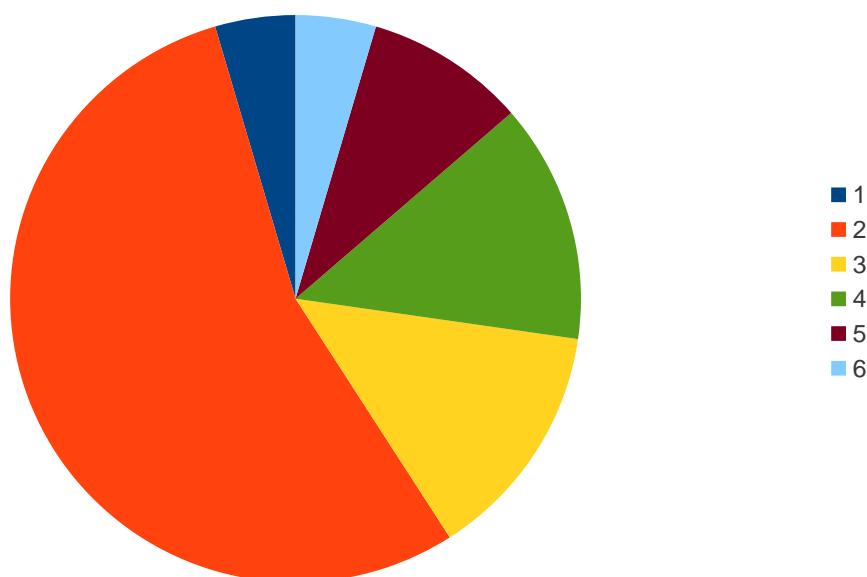
Legenda: 1= 100%, 2 = 90%, 3 = 85%, 4=80%, 5= 70%, 6 = 60%

Comments:

- My main expectations was to share the modules with the partners and have a creative feedback about them. This expectation was successfully met;
- Super!
- All topics on the agenda were covered;
- The big part of the workshop was really great, I would expect though more in depth analysis of the modules (some of them);
- We add the chance to see the modules our partners were developing and to provide our feedback;
- I'm very satisfied, especially on participants feedback on the modules;
- It helped a lot with the development of the module and preparation for trainings;

- We came to Florence to get feedback on our modules and we got it! On the other hand, we collected some ideas to implement charming modules with other types of organizations;
- Not to much to participate in all the groups;
- More than I expected for 2 days workshop;
- Very good organization. Workshop were very intensive and very practical. I got concrete tools;
- Happy because it was very productive;
- It was really productive to check the impact and to get feedback on modules;

Which are your main learning achievements? Please list them:

- As said before the most important learning achievements had to do with feedback I took. Now I feel much safer to adapt and finalize the modules with my group. I also learned a lot by the other participants while sharing moments with them during breaks;
- I Just received more clear idea of how I can amend my part of the module;
- Activities and how to do/adapt the modules in different contexts;
- To fill in the gaps of the prepared module; to try out some experiences of the modules; gain new ideas ti put into the module;
- Knowledge about approaches used by partners in the modules and content of each module, I some cases I got better understanding on the concept/methodology chosen by the partners in constructing the modules;
- Different methodologies and tools;
- Constructive feedback for our module and our feedback to other modules;
- New activities (from the modules) and the way in which somebody should do the debriefing;
- Focus on different contexts with training module. Working for HRE;
- Team working; Information about the situation in the other partners' countries;
- Awareness on HR in relation to different type of organizations;
- Critical approach towards training modules reached through group evaluation and suggestions;
- Refresh the fact that you always have to have a clear aim and keep in mind for whom is a workshop/training course;
- Knowledge about HR; Different ways to transfer what I learnt in my work;
- Widened horizons on topics; Critical thinking and creativity;
- Improvement of tools, learning new tools for training setting, getting different points of view;
- Learnt what other partners did on their modules; received valuable questions and advises to complete our module;
- Good feedback on our module to improve it; Good ideas to improve other modules with other types of organizations; sharing experiences/methods/methodologies;

- To be more open to new;
- To improve my knowledge for HR; experience new aspects of HR;
- How to create exercises, which are connecting to human rights; few examples which I can use; new tools; new points of view
- A lot of ideas to run a project in my town;
- To structure better the modules and to know how to improve them;
- To listen to the advises of others, their proposals

About the workshop

How far do you think the objectiese of the workshops were achieved?

a) To present, adapt and finalise training modules on anti-racism, tailor-made for specific profiles of youth organisations
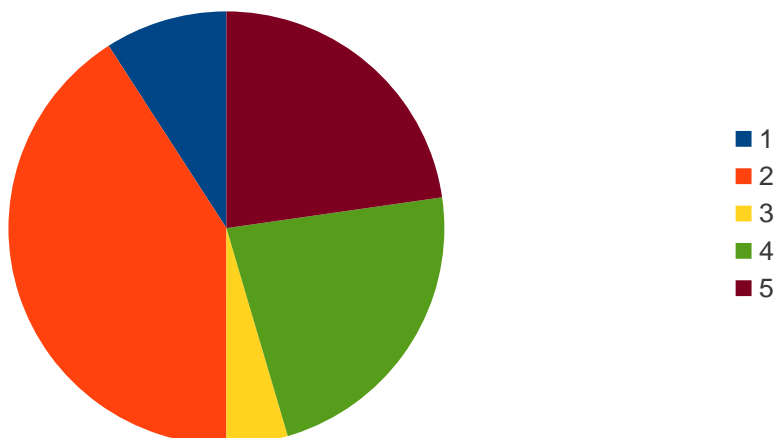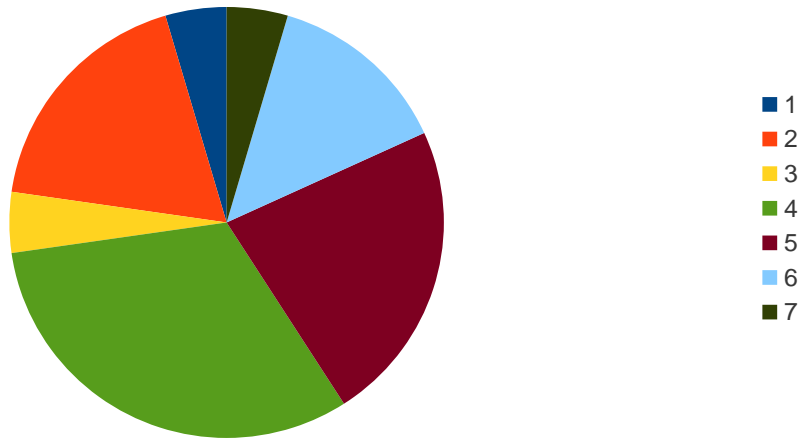

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*b) To generate on set of questions and guidelines to support youth organisations to become more Charming*

Project "Civic Help for Anti-Racist Measures in youth work" (JUST/2012/FRAC/AG/2723)

With financial support from the Fundamental Rights and Citizenship Programme of the European Union.

Legenda: 1 =90,5%, 2= 90%; 3= 85%; 4= 80%; 5= 70%; 6= 60%; 7= 50%

c) To further support the sharing and cooperation among the stakeholders within the Charm project
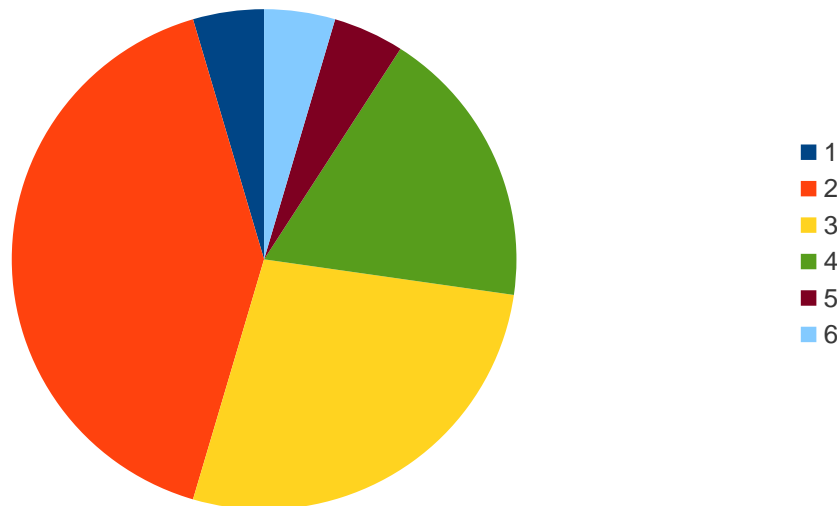
Legenda: 1= 95%, 2= 90%; 3=80%; 4= 70%, 5= 50%, 6=30%


Did you find the programme balanced and which sessions were the most useful for you?

- Yes I did: experiencing the modules, to get feedback
- Yes, especially working groups
- The most useful were the workshops _ when you can get feedback about modules
- Yes, perfect balance between work and fun. Workshops especially for leisure time organizations and youth centers;
- Modules of political organizations and youth councils
- In general yes: I will point out the feedbacks on modules, very useful to improve them
- The sessions on testing the modules were most useful
- Yes, it was balanced and all parts equally relevant
- Introduction and presentations and preparatory testing
- I found the programme balanced and for me the most useful were debates and feedbacks
- Experiencing modules were extremely useful. I wish we had the chance to participate in all of them
- Experiencing some modules (i.e youth political organizations)
- Yes, there was no waste of time. All sessions were very useful. Probably I liked the most the presentations of the training modules
- The modules sections were useful as a trainer, they took the most part of the time and the turned out to be tiring for thinking, programming,...
- The modules, Generally the programme was balanced
- Yes, the atmosphere was positive enough with people with whom we had to cooperate and we had enough time to explore our modules
- Yes balanced: Useful to share and debate about modules
- Yes it was balanced. I think the modules sessions were the most useful
- To try out prepared modules, to listen to other partners modules was the best experience
- Yes: sessions about modules
- Yes. Since we did not attend all, just two. All were useful
- The session about the module was very good organized. However the third session on guidelines (according to my personal opinion) could have been done in a more interactive way and with more time

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How far do you feel you have contributed to the workshop?
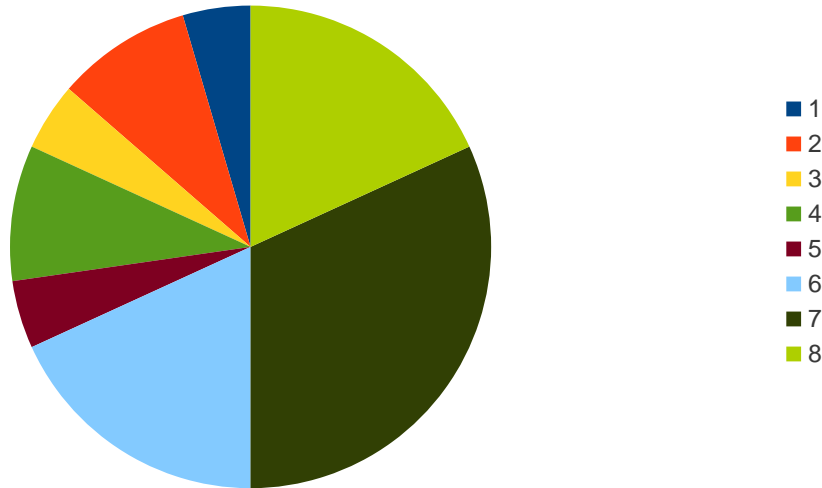
Legend:
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- 6
- 7
- 8

Legenda: 1= 20%, 2=30%, 3= 40%, 4= 50%, 5=60% 6=70%, 7=80%, 8=90%

Comments:

- I do not have contributed much because I do not speak English: I contributed more in teh working groups;
- I was giving feedback and actively participanting in the exercises;
- I felt more confortable in small working groups;
- I contributed to the workshop by providing my own thoughts, ideas, running the workshop to present our own modules
- I was disturbing too much: Sorry fr my out of point comments. But I contributed a lot.
- In some topics I needed the contribution of other partners
- Not to much, I did not have time to see in advance the modules that were persented
- I was active in all sections
- I could have done more as usual
- I tried to do my best to be active and contribute as much as I could
- I feel that I have contributed somehow in the seminar (from the interpersonal contact with some participants) as well as in the sessions, hopefully
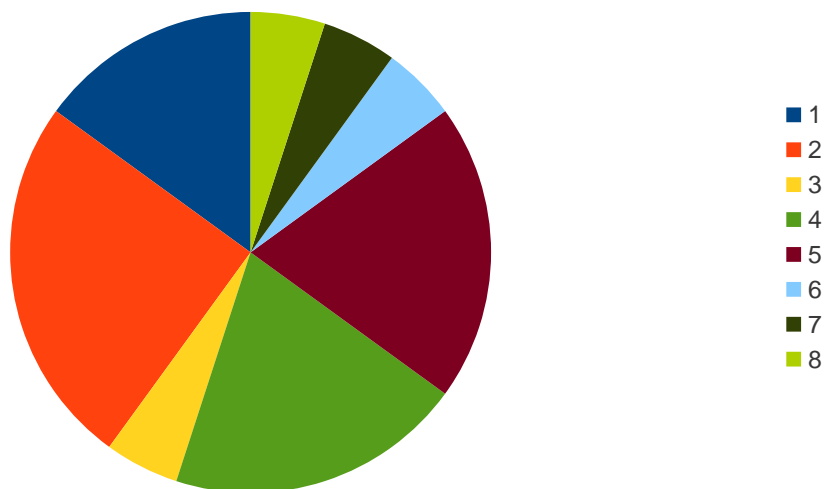
How far do you feel the group contributed to your learning process?
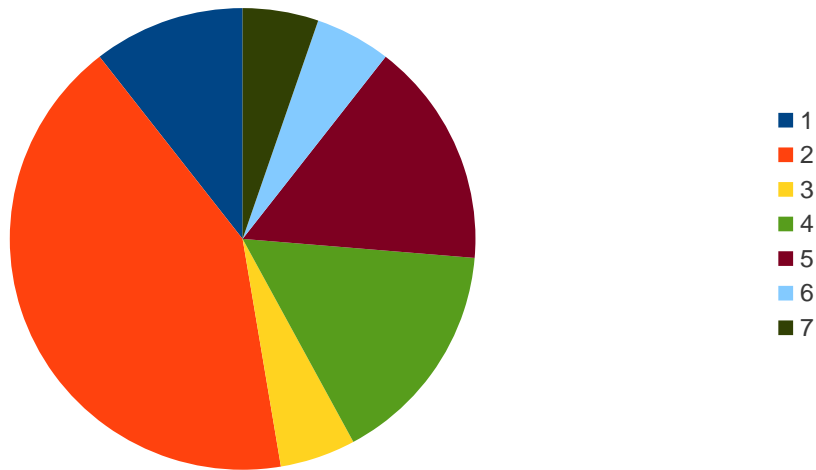
Legenda: 1=100%, 2=90%; 3=85%, 4=80%, 5=70%, 6=40%, 7=30%

How far did you like the faclities (location, food, travel,...)

Legenda: 1=100%, 2=90%, 3= 85%, 4=80%, 5=70%, 6=60%; 7=50%, 8=40%

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Comments:

- The bathroom was a bit far;
- Yes, the organisation was very good
- The place was near to the centre and easy to find, we had everything very close
- Everything was amazing: Thanks
- All was good;
- Everything perfect but the ridicoulsly huge amount of food
- I liked but I would prefer more personal choice, especially for dinners
- The hotel was a bit far from the seminar building
- I like the food but the hotel was not very good in any case was important the location (close to the meeting point and center)
- It could be nice to be all of us together in hotel and always to have a facilitator around for emergencies or technical needs
- All really fine, the dinner was too late to me but it is the mater of preferences. I loved the Istituto Salesiani-very good choice of the place of the meeting
- Location super. Food: I would have liked to choose myself because it sometimes was just too much and I felt un-easy to refuse

About the project

How do you see your role in the project?

- It's not very clear for me how the project will continue so I do not know I could be an actor in it. However if there is need and I can contribute somehow in the future I am willing to do so;
- Lecturer/Trainer
- Trainer to experiment the modules
- Project manager/developer/Trainer
- I would like to continue to be active. I can help to run workshop n modules and with the online modules. I also would like to see SOFIA.
- Contributor to the learning process of young Europeans in the field of H while reaching the aims of the project
- Well, as a project coordinator in my country, I will need to revise the module and think how to implement it in my country, so I guess my role still will be quite crucial. However I need to see how involve other people in it.
- I should involve more in the process of module preparation as the TOTees do not have enough experiences or clear ideas. I am glad that my colleagues gave their feedback and we will work more efficiently after their feedback
- I see my role very concrete as I am involved from the beginning and I have the will to continue my contribution on it.

- For next stages, I think to be more involved in the training based on the modules
- I would like to be as helpful as possible. I am working with my MA in order to make it more Charming and it would be a great pleasure for me to work some more for the project
- I will be a multiplier of its content, involving my organisation in what I have learnt
- I am not so involved into the project. Some aspects of it are very new for me. I think I get more than I could bring
- Project coordinator in Spain; Contribution to the final publication; Support partners in most of ways but dancing and hugging
- Completing the module; Running the on-site trainings; Coordination and administration support to the project
- I am more in the coordination-administrative team of the project but I liked a lot to participate in the most practical side of the project. I enjoyed a lot!
- To run trainings in my country the best way I can; To support groups delivering the modules
- Hope I can join the final conference
- My role was very personal. I gave my feedback to other people, I learnt how to use some exercises which were used in the workshop
- My role is to listen, to have ideas, to collect ideas and experiences from other countries. It was difficult to speak
- I would have liked to contribute more!

Any other comments

Thank you!
Thank you!
Thank you!
Thank you!
Thanks a lot. It was really useful and productive for me.
Thanks a lot for the good training.
I am happy for both inclusive process and quality results. Maybe we would need more time for guidelines and critical questions part.
Thanks a lot for hosting and project cooperation works!
Thank you! It is always more and more enriching and encharming!
Thank you! Very good organisation of the overall project! So far.
Thank you for everything, Very good facilitations Vladi, listening to the needs of participants. Really good.
CHARM III is something obvious, that we need!