

CHARM TRAINING MODULE FOR EVS ORGANISATIONS

Version B: Gender and Stereotypes

CHARM Training module

I am truly free only when all human beings, men and women are equally free. The freedom of other men, far from negating or limiting my freedom, is, on the contrary, its necessary premise and confirmation.

Peter Kropotkin

<p>Introduction</p>	<p>This module is designed for the youth workers, coordinators, mentors, volunteers and other personnel of EVS organizations (sending, hosting or co-ordinating) Nevertheless, it may be easily adapted in the broader context of the youth work in youth organizations regardless the activities of the organisations</p> <p>U.S.B. had chosen EVS organizations as target group for the CHARM II project, believing that they form a privileged audience for applying Human Rights and Anti-racist measures, since they have capacity and possibility to receive and send volunteers from and to foreign countries and, therefore they were considered to have the potential to become successful multipliers of the values CHARM II presents.</p> <p>From the beginning of the project, our team of trainers – the CHARMFORMERS – have worked and co-operated with these organizations and we have created a relation built on trust and respect, and in this module we put only a part of our fruitful experience, which has already changed a lot in the way at least some of these organizations work.</p> <p>In addition to that, it is important to mention that the team of trainers has succeeded as much as possible in applying the values of Charm II project in their internal cooperation. In respect of the human rights the team of trainers got over any obstacles and difficulties and finally achieved to plan, organise and run the in country seminars.</p> <p>In a time of financial crisis in Greece and in Europe in general, targeting non-profit EVS organizations which depend on funding of projects, and asking them to</p>
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CHARM TRAINING MODULE FOR EVS ORGANISATIONS

Version B: Gender and Stereotypes

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	reconsider their work adopting a Human Rights and Anti-racism friendly attitude was not the easiest thing, and we expect that this module will be a valuable asset for work with non-profit organizations in Europe in general.
Aim and objectives:	<p>The main aim of the training workshop is to raise awareness on the issues of Human Rights violations in EVS organizations in regard to the rights of either the youth workers or the volunteers (local and international), and to raise awareness on various discriminative “isms” (racism, sexism, ageism etc.), providing tools for identifying and managing these violations and promoting inclusion in the activities of EVS organizations.</p> <p>By the end of this workshop the participants will:</p> <ul style="list-style-type: none"> - have a general understanding of the Human Rights values and their importance in youth work and volunteerism - be able to identify and/or recognise Human Rights violations in their workplace, and to prevent them from being repeated. - be able to recognise discriminatory practices - be able to deliver their new knowledge their in organizations - have obtained critical thinking skills - learn how to promote human rights through their work - understand the importance of inclusion in their activities
Topics covered:	<ul style="list-style-type: none"> - Human Rights: definitions, history, legal framework - Discrimination against sexual and gender minorities, and disabled people - Intercultural and Interreligious understanding - Promotion of human rights through youth work
Number of participants	Minimum 12 (the number may change but it will require the modification of some of the activities)
Duration	1 day (5-6 working hours)
Methodology	Our module is designed with tools of non-formal education. Namely, we will use interactive presentations, multimedia materials, games, simulation exercises, questionnaires, quiz and debates. We are aiming at creating a safe environment for the participants to embody “unsafe, discriminatory” experiences and become aware of such practices in their working place.

CHARM TRAINING MODULE FOR EVS ORGANISATIONS

Version B: Gender and Stereotypes

<p>Expected outcomes</p>	<p>First of all, we expect the participants to be willing and able to “function” as multipliers of our activity and of the ideas presented in it. Next, we want to have succeeded in the distribution of our module’s material to the active EVS organizations. At last, we expect to have achieved visibility for several social groups, principally disabled people and sexual and gender minorities, which hopefully can become more active in the EVS projects and generally in youth projects.</p>
<p>Evaluation</p>	<p>The success of this workshop will rely on:</p> <ol style="list-style-type: none"> 1. In short-term, the objectives of the workshop will be reached 2. in long-term, the participants will have engaged in the activities they organize with excluded social groups, and will have achieved creating a Human Rights respectful working place for them and their volunteers <p>Consequently, the evaluation process will not end with the end of the training but will have continuity and will involve the participants in future evaluations through questionnaires and/or focus groups to research whether our long-term expectations have been met.</p> <p>Nonetheless, directly after the official end of the training module, all the participants will fill a written form, evaluating the quality of the training methods, the training tools, the effectiveness of the training in general, the importance of their learning achievements for their work.</p>

CHARM TRAINING MODULE FOR EVS ORGANISATIONS

Version B: Gender and Stereotypes

Programme of the training:

Time	Element	Methods	Remarks
10.00-10.20	Welcome and presentation of the CHARM II project	Introduction to the CHARM project, it's importance and the methodology	
10.20-11.00	Getting to know each other	-Icebreaker and name games -Presentation of the participants, their organizations and their role in them. -Motivation and expectations of the participants from the training	-You can use any icebreaker and name games depending on the group and the number of the participants -Encourage the participants to share their motivation for participating in the training
11.00-11.15	Introduction in Human Rights	Projection of the short video "The history of Human Rights" (9.53 min) https://www.youtube.com/watch?v=Stjg0-ZcNEY	
11.15-11.30	Test our knowledge on human rights issues	Human Rights QUIZ -combine video with the quiz in order to be more interactive - divide the participants in different teams and to do a competition. Ended the session with a basic definition in a slide presentation	(see attachment pptx)
11.45-13.00	Anything that can create and reproduce stereotypes	Medicine Wheel exercise	(see attachment 2)

CHARM TRAINING MODULE FOR EVS ORGANISATIONS

Version B: Gender and Stereotypes

13.00 - 14.00	Lunch		
14.00- 14.45	Awareness on EVS and gender issues	The keys game or continuation of the Medicine Wheel exercise	(see attachment 3)
15.00-16.30	Awareness on EVS and gender issues	A story in a box exercise (summary and the follow up)	You can use any energizer you want in order to divide them in pairs (we propose one, see the attachment)
16.30- 17.00	Evaluation of the training	-Fill out the evaluation form -In circle share impresions, feelings, thoughts,ideas etc	(see attachment 6)

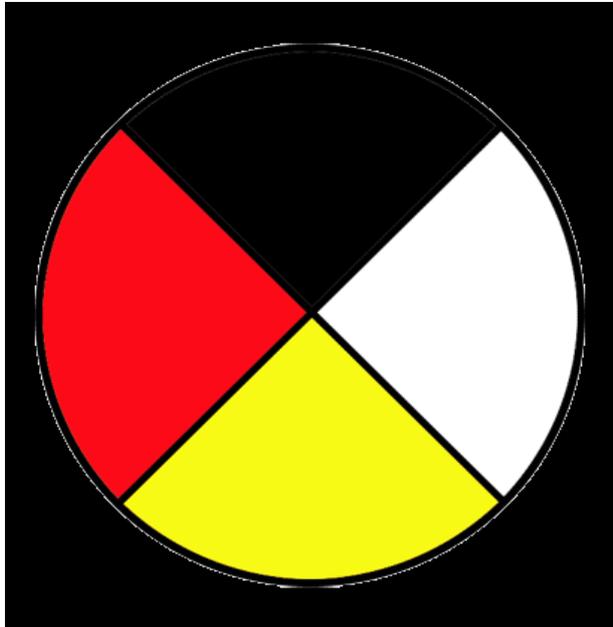
APPENDICES:

Attachment 1: Human Rights QUIZ (see attached file)

Attachment 2: Medicine Wheel exercise

CHARM TRAINING MODULE FOR EVS ORGANISATIONS

Version B: Gender and Stereotypes



Themes:	Anything that can create and reproduce stereotypes
Group size:	Any
Time:	75 minutes
Overview:	It is an activity that seeks to provide understanding of the circular way in which prejudicial and stereotypical discourses create and/or reproduce discriminations

Objectives:

- To get acquainted with the negative discriminative power of stereotypes and prejudices.
- To be able to identify discriminative discourses.

Materials:

- 4 chairs
- PowerPoint presentation with a medicine wheel that conforms to the desired subject.
- Whiteboard and markers for whiteboard

Preparation:

Put the 4 chairs in order that they are in the center of the room and that the ones sitting on them will not have visual contact with the other participants in the activity.

Have 1 slide of PowerPoint presentation showing the above medicine wheel with 1 title per quarter.

CHARM TRAINING MODULE FOR EVS ORGANISATIONS

Version B: Gender and Stereotypes

Ideally, these titles could be:

1. Stereotype
2. Prejudice
3. Discrimination
4. Self-fulfilling prophecy

Divide the blackboard in 4 sectors, each one with the titles of the medicine wheel's sectors.

Instructions:

1. Explain that the aim of this activity is to get acquainted with the power of discriminative discourses, and to be able to identify them in our working environment.
2. Define stereotypes (negative or positive oversimplified generalizations of people who belong to a particular social group), prejudice (negative feeling toward people who belong to a particular social group)
3. To warm up, ask all the participants of the module to say at least one stereotype they can identify from their daily life.
4. Have a second round with prejudices identified in daily life,
5. Have a third (last) round with discriminations identified in daily life.
6. Ask 4 people to sit down at the 4 chairs you have placed in the center of the room.
7. Give each sitting participant one different title of the possible 4 from the medicine wheel.
8. Ask the 1st participant to name one stereotype related to the subject that your module covers (i.e sexuality, disability, racism, homophobia, elections etc)
9. Ask the 2nd participant to name one prejudice that derives from this stereotype.
10. Ask the 3rd participant to name a discrimination that results from the mentioned stereotype and prejudice.
11. Ask the 4th participant to name a self-fulfilled prophecy that relates to the referred discrimination.
(EXAMPLE: Stereotype: Women are weak -> Prejudice: Women's performance in hard work is inferior to the man's -> Discrimination: Women are misrepresented in a big part of works which are considered masculine, or when they are hired they get lower salaries -> Self-fulfilling prophecy: Women do not apply for jobs considered masculine because they believe they can't make it)
12. Have a second round with the same exercise but 4 other people.
13. When the 2nd group is finished ask everybody to go back to their places.

Debriefing and evaluation:

CHARM TRAINING MODULE FOR EVS ORGANISATIONS

Version B: Gender and Stereotypes

- Short review of the activity (you are supposed to take notes on the whiteboard every time a participant mentions one example of the discussed term)
- Ask participants if they feel that something of the examples mentioned may be exaggerated or surprising, or if they disagree.
- Ask if they have ever thought of these events as intersecting and interconnected.
- Ask if they can recall anything similar from the work.
- Ask the role that their work can play in dealing with these stereotype circle effect.
- Ask participants to share feelings and opinions from the activity.

Tips for facilitators:

- In this exercise, there are no really wrong responses from the participants. Nevertheless, some responses may deconstruct the desired result of understanding the interconnection of stereotypes, prejudice, discriminations and self-fulfilling prophecies. In such a case, we try to respectfully handle the situation in order to bring the participant in a position to restate his opinion in favor of the activity's objective.
- The title of the 4 quarters of the wheel is free to the needs of the module. The proposed titles are suggested due to their flexibility and adaptability to all possible subjects.

Attachment 3: 'Awareness on EVS and gender issues'

Themes:	European Voluntary Service and Gender Issues / stereotypes and discrimination due to this
Group size:	Around 18
Time:	90 min.
Overview:	An activity to provide awareness on various occasions and also possible solutions to cases that have to do with sexual orientation, sexuality and gender issues in the working place.

Objectives:

The main concern of this activity is to raise awareness, inform and perhaps admitting the erroneous assumption within the workplace due to lack of knowledge, ignorance or lack of experience on the subject.

Materials:

- Keys for everybody
- Music
- Texts (specifically articles from the Universal Declaration of Human Rights) with one word missing

CHARM TRAINING MODULE FOR EVS ORGANISATIONS

Version B: Gender and Stereotypes

- 3 boxes with personal belongings, speech bubbles and pictures with the emotional state of the person represented

Preparation:

- Put the music on
- Distribute the keys
- Give specific instructions
- Prepare the texts with one word missing
- Prepare the boxes with the necessary objects

Instructions

The keys game:

The process of this thematic approach begins with an introduction to the game as speculation emergence of gender issues and similar circumstances between EVS and the members of an NGO. The introduction contains the following action sequences:

We are at an event / party with music on, dancing and moving around and everyone holds a key. Without looking at the key, we give our key to anyone we want or like. The aim of this is to have exchanges of the keys so the keys will pass from hand to hand. When the music stops, we stop in the position we look at the key in our possession. Some keys mention the word "EVS" on them. Those who hold these specific keys are informed that the night before the above event they consummated with a person who performs voluntary work in their organization and they themselves possess a moderation or presidential position in the respective organization.

Debriefing

The keys game:

A discussion follows on the relations of the members of an NGO and EVS and the general relationships among themselves or with people outside the workplace. The discussion concludes to the obligations and rights of such people and share suggestions, concerns and reference to any empirical situations faced by each organization.

Instructions

A story in a box exercise:

The next activity is aimed to an inter-activity and introduction of participants in situations related to gender issues of EVS and suggestions for resolving them.

1. Participants are divided into 3 groups. Each group receives a text (specifically an article of the Universal Declaration of Human Rights) where there is a missing keyword in each. Teams are invited to recognize the missing word and this is the way in which each team is ranked on a scale from first place to third. With this order, each

CHARM TRAINING MODULE FOR EVS ORGANISATIONS

Version B: Gender and Stereotypes

group receives a closed box numbered from 1 to 3 in the sequence completed the above process.

2. Each box contains objects of a person and bubbles with comments and thoughts of him/her and a picture expressing the psychological state of the person or the feeling that dominates at the moment of the situation. Each group is asked to present a role-playing in the form of small performance each case in the corresponding box.

The information contained in each box does not include details or the process of each story that will be created. Also the choice of roles and the distribution of these decisions are a matter of the team members as well as the presentation of the story that will be created. The 3 cases arising from the boxes are the following: a) a girl EVS in love with a member of the organization and this feeling of rejection by him. b) transgender person who desires application as EVS c) a lesbian who encounters racism in the workplace.

3. The groups present their stories



Debriefing and evaluation

A story in a box exercise:

After the presentations a discussion is followed analyzing each case separately, assessing how to resolve given by groups and proposals for other possible ways to address these. Within the debate, issues and ramifications of the subject of sexuality are raised. The issue of discrimination and racism, the criteria for approving an application for a proposed EVS, difficulties and doubts that arise during the cohabitation of several different characters in a single workplace are mentioned and counseling among participants in informing and dismantling stereotypes targeting a more inclusive community achieving smooth cooperation and commitment of all members forming an organization.

CHARM TRAINING MODULE FOR EVS ORGANISATIONS

Version B: Gender and Stereotypes

Attachment 4: Evaluation form

Now you have the opportunity to express your personal opinions and help the group organizers to improve the design of the future trainings

1. Please tell us the first word that comes to your mind when you think of the today activities.

.....
.....

2. According to your expectations, how would you describe your experience of the current training?

☹☹☹	☹☹	☹	☹	☺	☺☺	☺☺☺

Notes

.....
.....

3. Did you learn anything new from the training on human rights?

☹☹☹	☹☹	☹	☹	☺	☺☺	☺☺☺

If so, what do you think this was?

.....
.....

4. Has any opinion or perception changed after your participation in the training?

☹☹☹	☹☹	☹	☹	☺	☺☺	☺☺☺

If so, what do you think this was?

.....
.....

5. Were the topics of the training related to your work in the organization?

CHARM TRAINING MODULE FOR EVS ORGANISATIONS

Version B: Gender and Stereotypes

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☹☹☹	☹☹	☹	☺	☺	☺☺	☺☺☺

If so, how would you describe your experience from the three modules of the training?

a) Stereotypes module

☹☹☹	☹☹	☹	☺	☺	☺☺	☺☺☺

b) Gender issues module

☹☹☹	☹☹	☹	☺	☺	☺☺	☺☺☺

6. In which ways do you think you could bring your experience from the training to your organization?

.....
.....

7. What is your opinion on the methods and tools used?

☹☹☹	☹☹	☹	☺	☺	☺☺	☺☺☺

Would you change anything?

.....

8. Please evaluate the group of trainers

.....
.....

9. Please evaluate the group of participants

.....
.....

10. Anything left untold?

.....
.....

Thank you for your time and your participation!

CHARM TRAINING MODULE FOR EVS ORGANISATIONS

Version B: Gender and Stereotypes

QUESTIONS AND GUIDELINES

CRITICAL QUESTIONS FOR EVS ORGANISATIONS

- How do you ensure non-discrimination and transparency in selecting and hosting volunteers?
- How did you create the profile of volunteers you would like to host? 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 support do you offer to young people who want to do EVS?
- Do you share information about the selection process and criteria in the call for volunteers?
- Where do you promote your call for volunteers? Do you use communication channels that can disseminate the call to different excluded groups?

Possible Charming measures

- Don't limit your recruitment efforts to schools. There are young people who are not in school and this does not make them any less young and capable of thinking, acting and volunteering;
- Honour different dates, connected to Human Rights and use them to discuss related issues as discrimination, violence, equality, etc. You don't have to plan big events - you can just organize a small meeting, movie screening, even party.
- Plan and arrange for feedback possibilities - online or residential (box), where members and volunteers can share thoughts on diversity situation of the organization and the friendliness of the environment. Consider whether to make it anonymous;
- Set up a traditional CHARM café - where every month (or two months) staff, members and volunteers can discuss current issues in the community or the country in relation to anti-racism and social inclusion;
- Think about a system for reporting discrimination issues within the organization, especially if it is a big one. Organizational ombudsman might be appointed. Make sure staff and volunteers are well educated on

CHARM TRAINING MODULE FOR EVS ORGANISATIONS

Version B: Gender and Stereotypes

this mechanisms also to avoid being addressed for issues which do not constitute discrimination;

- Invest in human rights and anti-discrimination trainings for your members and volunteers or encourage them to search for some training opportunities themselves;
- Create contacts or even a network between various organisations working in different spheres and with different groups of young people in order to co-operate and promote inclusive actions, to exchange experiences;