

# Toolkit: Human Rights Education in Volunteering

Produced within the scope of the Erasmus+ Key Action 2 project

Communicating Human Rights in Diversity



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## 1. Acknowledgements

The Human Rights Education Toolkit is the culmination of the Erasmus+ Key Action 2 project “*Communicating Human Rights in Diversity*” comprising volunteering and civil society organisations in 16 countries around the world. It has been possible through the concerted efforts of human rights multipliers who drafted training programmes for EVS and ICYE volunteers at the international human rights multiplier training and subsequently implemented local trainings and supported volunteers in reflecting on human rights issues in the respective host countries. Feedback from the multipliers was gained at the Gauging Impact Conference in Bogotá, Colombia, which has enabled the development of this toolkit.

We extend our heartfelt thanks to Dansk ICYE and ICYE Colombia for their incredible support and cooperation in organising the International Multiplier Training in Copenhagen and the Bogotá Gauging Impact Conference respectively. Likewise we would like to thank the facilitators for their vital contributions at different phases of the project, as well as all the human rights multipliers for their energy, enthusiasm and concentrated efforts in promoting the values on which human rights are based. The inputs, experiences and learning outcomes of the diverse stakeholders in the project – its multipliers, the volunteers and the host and coordinating organisations and not least the invited speakers in Copenhagen and Bogotá – will drive, we hope, renewed efforts in imparting human rights education within the scope of ICYE and EVS volunteering programmes.

Sincere thanks goes to the European Commission, which co-funded this project and enabled members of the ICYE Federation to build capacity of the partner organisations and enhance staff and co-workers’ skills and competences in human rights education.

Thanks to everyone who made this incredible project possible and unforgettable!

## 2. Introduction

The Gauging Impact Conference in Bogotá was the last activity of the Erasmus+ Key Action 2 Capacity building in the field of Youth project “*Communicating Human Rights in Diversity*”. It was attended by **twenty-two multipliers** from **16 countries** worldwide (Austria, Denmark, Finland, Germany, Iceland, Poland, Sweden, UK, Colombia, Ecuador, Honduras, India, Indonesia, Vietnam, Kenya and Mozambique). The project, with a life span of 17 months taking place from **March 2015 to July 2016**, comprised a range of activities and components: an international multipliers training in Copenhagen, Denmark (March 2015), an 8-month EVS for 14 young volunteers (1 April - 30 November 2015), 13 local HRE trainings for volunteers and host organisations, the Gauging Impact Conference (April 2016), and a study assessing the impact of the project on volunteers.

The toolkit combines the outcomes of the Bogotá conference - the **feedback from multipliers** on the local HRE trainings, the **support provided to volunteers** locally, the **draft programmes and methodology for human rights education** initially developed in Copenhagen and reworked at the conference, the **finding of the study**, and the **recommendations** of the project’s multipliers – to provide volunteering organisations worldwide practice-based tools and programmes for human rights education.

ICYE International Office



### 3. Working with the toolkit

The toolkit is a product of the “Communicating Human Rights in Diversity” project and is meant to assist staff members, youth workers, trainers and facilitators, who wish to introduce a human rights education approach to international voluntary work, and are thus involved in the preparation and support of volunteers before and during their voluntary service experience. The toolkit provides guidelines for exploring the notion of diversity, intercultural communication and the values on which human rights are based. It offers four training programmes, each addressing a specific area of human rights work, i.e. work with vulnerable people and groups. These include human rights work in relation to 1) gender equality, 2) children, 3) health and disability, 4) disadvantaged groups and the displaced. The fourth programme could be adapted to most volunteering programmes as volunteers predominantly work with people at risk, whether as a result of internal displacement or structural inequalities leading to poverty and homelessness, etc. Some methods appear in all four draft programmes as they draw on the concept of intercultural learning which lays the foundation of volunteering programmes and of a human rights approach. Training points such as icebreakers, energizers etc. have not been presented in this toolkit as they are easily accessible. The training programmes and methods presented in the guide draw on interactive group processes of the international human rights multiplier training and subsequent local trainings.

The toolkit has been divided into different chapters as follows:

Chapter 4 explains the relevance of and connects human rights education to international voluntary service.

Chapter 5 presents the four draft programmes.

Chapter 6 discusses the planning and preparation required for human rights education trainings

Chapter 7 describes support measures that will enable continuous reflection on human rights, power and privileges among different groups in society but particularly between volunteers and local community members.

Chapter 8 emphasizes the importance of self-assessment and offers tools and links to online resources.

Chapter 9 presents detailed descriptions of the methods presented in the four draft programmes.

Chapter 10 provides a list of references and further publications and websites on human rights education.

Chapter 11 lists the multipliers of the human rights project involved in putting together the toolkit.

### 4. Human Rights Education and International Voluntary Service<sup>1</sup>

Human rights education refers to educational programmes or activities that enables you to empower yourself and others to develop the skills and attitudes that promote equality, dignity and respect in

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<sup>1</sup> This chapter is based on Chapter 2.4 of the report “ICYE Impact Assessment - Human Rights in Diversity” pages 10-14, ICYE International Office, 2016, <http://www.icye.org/publications-resources>

**HUMAN RIGHTS CULTURE** is one where people:

- Have **knowledge about** and **respect for human rights** and fundamental freedoms
- Have a sense of individual **self-respect** and **respect for others**; they value human dignity
- Demonstrate **attitudes** and **behaviours** that show respect for the rights of others
- Practise genuine **gender equality** in all spheres
- Show respect, understanding and appreciation of **cultural diversity**, particularly towards different national, ethnic, religious, linguistic and other minorities and communities
- Are empowered and **active citizens**
- Promote democracy, social justice, communal harmony, solidarity and friendship between people and nations
- Are active in furthering the activities of international institutions aimed at the creation of a culture of peace, based upon universal values of human rights, international understanding, tolerance and non-violence.

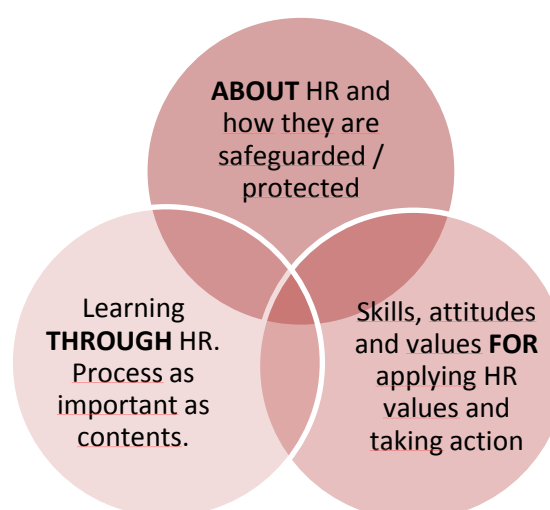
their community, society and worldwide.<sup>2</sup> This is done “in conjunction with other programmes such as those promoting intercultural learning, participation and empowerment of minorities”.<sup>3</sup>

The idea of competence is entailed in human rights education. The aim is to empower learners to contribute to the building and defense of a universal culture of human rights by building knowledge, skills and understanding and developing attitudes and behaviour (c.f. see box above).<sup>4</sup>

There are three dimensions involved in human rights education<sup>5</sup> (illustrated in the figure below):

- Learning *about* human rights, knowledge about human rights, what they are, and how they are safeguarded or protected;
- Learning *through* human rights, recognising that the context and the way human rights learning is organised and imparted has to be consistent with human rights values (e.g. respect, understanding, inclusion, participation, freedom of thought and expression, etc.) and that in human rights education the process of learning is as important as the content of the learning;
- Learning *for* human rights, by developing skills, attitudes and values for the learners to apply human rights values in their lives and to take action, alone or with others, for promoting and defending human rights.

Accordingly, human rights education is not only something that can be taught but also something that has to be learned through experience. Human rights education through voluntary service is not about learning about the human rights situation in a determined



<sup>2</sup> <https://www.amnesty.org/en/human-rights-education/>. Accessed on 22.06.2016.

<sup>3</sup> The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (2010)

<sup>4</sup> Council of Europe (2012). *Compass: Manual for Human Rights Education with Young people*.

<sup>5</sup> Ibid.



country (although it could also be that). It is about skills, attitudes and behaviour, which can be learnt and applied in everyday life, enabling young people to take action in defense of human rights. Since volunteers work for and with marginalised groups, human rights education, in particular *learning through human rights* and *learning for human rights* can greatly impact on the kind of contributions volunteers make in their host projects. Correspondingly, if we wish to foster a commitment to human rights and active citizenship, human rights education in international voluntary service has the potential to empower young people to participate in political processes.

## 5. Human Rights Training Programmes

The following four training programmes are each related to a common human rights issue. Respectively: Gender equality, Children, Disadvantaged Groups and the Displaced, and Health/Disability. The programmes were drafted during the international human rights training for multipliers held in Copenhagen, Denmark, (March 2015) and further developed during the Gauging Impact Conference in Bogotá, Colombia (April 2016). As such, they are based on feedback from the project's multipliers on local human rights trainings in 16 countries.

### 5.1 Guidelines

Methods and exercises referred to in the training programmes are described in detail below. While a few are specific to the different human rights topics, most of the methods can be adapted to different contexts. In other words, they can be used as tools for other trainings as well as in different group constellations (school classes, youth groups, adults, etc.).

The trainings, for which the programmes are presented below, are meant to serve as inspiration and concrete practice-based examples to help structure trainings and shape sessions.

Before you begin, it is important to go through the checklist for a successful training,<sup>6</sup> which will help you not only in the planning stage but will also ensure successful implementation and that outcomes match aims and objective. Some of the key issues to consider include: 1) the context of the training and your own motivation; 2) aims and objectives of the training; 3) who are the trainers/facilitators; 4) human and financial resources and funding; 5) target group(s); 6) evaluation and follow-up; etc.

#### Aims and objectives of the trainings:

- For participants to become more self-aware and more self-critical
- For participants to gain confidence to talk about/communicate human rights values
- For volunteers to be able to empathise and interact/communicate more with the beneficiaries of the project.

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<sup>6</sup> See "PLANNING A TRAINING FOR EVS VOLUNTEERS - Guidelines and Essentials" in Practical Guide for ICYE/EVS Trainings in EU & Partner Countries, pages 8 – 12.

<http://www.icye.org/images/stories/Publicationspdf/practicalguideicl.pdf>



## 5.2 GENDER EQUALITY AND HUMAN RIGHTS

| Time  | Topic  | Modules & Methods  |
|---|--|--|
| <p style="text-align: center;"><b>Day 1</b></p> <p>Morning<br/>1 hour</p> | <p><b>Welcome Introductions</b> (team, experts, host organisation &amp; participants)<br/> <b>Aims &amp; objectives</b> of training and overall project<br/> <b>Expectations / Fears / Contributions</b><br/> <b>Programme presentation</b><br/> <b>Icebreaker</b> – getting to know one another<br/> <b>Social Pact</b></p> | <p><b>Social Pact:</b> on a flipchart write the fears of the participants (from the session Expectations / Fears / Contribution). Ask participants for further points that can form a pact of respect, understanding and interaction among the group. The social pact can be signed by everyone to show their agreement to building a trusting environment, in which the opinions, values of learning capacities of all are respected.</p> |
| 20 mins   | <p><b>Presentation of the Host Organisation</b>, coordinating organisation, and context</p>  | Power points, video...   |
|   | <p><b>Presentation of the context</b> by the Host organisation(s); e.g. teacher, project supervisor</p>  |  |
| 10 mins   | <p>Presentation of the <b>aims &amp; objectives</b> of training and overall project, if relevant.</p>  | Prepare presentation   |
| 30 mins   | <p>ICYE presents <b>motivation</b> for the project/training.<br/>           Motivation of the Host Organisation.<br/>           Motivation of the volunteer.</p>   | <p>Informal talking<br/>           (Provide information on the relationship between the Host Organisation and ICYE)</p>  |
| 30 mins   | <p><b>Coffee Break</b></p>   |  |
| 30 mins   | <p><b>Identity</b></p>   | <p>1. <u>Photo Gallery Method</u><br/>           2. <u>Identity Molecules</u><br/>           Input : a) <u>Iceberg Model of Identity/Diversity</u><br/>           b) <u>Layers of Diversity</u></p>  |
| 1 hour  | <p><b>Lunch Break</b></p>  |  |
| 55 mins   | <p><b>Gender</b></p>   | <p>With all participants: What is a woman? (30 mins)<br/>           1. Exercise: <u>How do we become men or women?</u> (45 mins)<br/>           Input: Clarification of the terms gender and sex (10 mins)</p>   |
| 40 mins   | <p><b>Gender Norms</b></p>   | <p>1. Exercise: <u>Norms and me</u> (40 mins)</p>  |



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|                                    |  | <p>2. Method: <u>Norms in my environment</u> (40 mins)<br/>         Input: what are norms and gender norms? (10 mins) – YouTube videos</p>   |
| 50 mins                            | <b>Cultural differences focusing on gender</b>   | <p>1. Volunteers discuss their perceptions of gender/women in their home countries.<br/>         2. Volunteers discuss their perceptions of gender/women in their host country.<br/>         3. Present <u>Hofstede's</u> statistics on gender/women in both countries.</p>  |
| 30 mins                            | <b>Coffee Break</b>  |  |
| 1 hour 30 mins                     | <b>Reflection on privileges, equality of opportunity</b>   | <p>(Optional: If time permits)<br/> <u>Take a Step Forward</u> (Optional)<br/>         OR <u>The cards are reshuffled</u><br/>         Input: Model of Discrimination Discussion</p>   |
| 30 mins                            | <b>End of day feedback</b>   |  |
| <b>Day 2</b><br>Morning<br>45 mins | <b>Experiencing gender discrimination</b>  | Exercise: <u>Experiencing Discrimination</u> (45 min)  |
| 1 hour 15 mins                     | <p><b>Sharing and discussing Human Rights</b></p> <p>Based on the questions / preparation of participants and multipliers prior to their arrival in their host country (see →)</p> | <p><b>To be prepared before training:</b></p> <p>Sharing – why is it important:</p> <ul style="list-style-type: none"> <li>- Similar issues / problems everywhere</li> <li>- Historical processes</li> <li>- Laws versus attitudes</li> <li>- Structural discrimination</li> </ul> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What fields of work are women predominantly employed in? What fields of work are men predominantly employed in? (Reproduction rights, labor rights, political rights)</li> <li>2. How is homosexuality perceived in your country? What laws exist to safeguard the rights of gays, lesbians, transgender, etc.</li> </ol> |





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|                 |   | and/or what laws violate their rights? (Right to marry, adopt a child, inherit property, etc.) – discuss laws versus attitudes   |
| 1 hour          | <b>Next Steps: Developing strategies of intervention / action</b> (e.g. campaign – see A Quick Guide to Campaigning <sup>7</sup> ). | Brainstorming in groups. Discussion e.g. on the need and purpose of campaigns. Show videos of campaigns from host and home country to discuss and understand differences. Purpose: discuss different practices in different countries and prepare volunteer for the campaign.<br><br>The campaign is only one example of an action that can be developed with the volunteer. Different actions and can be developed based on the interest and ideas of the volunteer(s). |
| 1 hour          | <b>Evaluation and follow-up</b>   | Evaluation questionnaire and interactive evaluation: e.g. pizza depicting sessions   |
| End of training | <b>Provide training material/references to volunteers</b>   | E.g. products of the “Communicating Human Rights in Diversity” project   |

Before the training, prepare the following:

- For usage at training and campaigns: select campaign videos from home and host country (for the training, using the campaign idea as an example).
- Prepare graphs/statistics from Hofstede site: <https://geert-hofstede.com/countries.html>
- Refer to ICYE Volunteer Activist project for information on campaigns and videos. See <http://activist.icye.org/>, where you will also find “A Quick Guide to Campaigning”.

If the volunteer decides to run a campaign as his/her individual project, take this into account by:

- Considering timing, planning and budgeting for the campaign/additional activities/training.
- Emailing ICYE members and other partners to join/help spread the campaign message worldwide via social media.
- Planning evaluation of your campaign and activities; recording them on video or audio so they can later be presented on your website and diverse social media channels (for promotion and visibility).

<sup>7</sup> A Quick Guide to Campaigning:  
<http://activist.icye.org/images/PDFs/Quick%20guide%20to%20campaigning.pdf>



### 5.3 CHILDREN AND HUMAN RIGHTS

| Time               | Topic  | Modules & Methods  |
|--------------------|--|--|
| Morning<br>45 mins | <p><b>Welcome and introduction</b> of participants</p> <p><b>Expectation / Fears / Contribution</b></p> <p><b>Programme presentation</b></p> <p><b>Social Pact, possible for larger groups</b></p>                               | <p>Presentations: positions and roles in the organisation and project, tasks...</p> <p>Post-its and discussion</p> <p>Flip-chart papers</p> <p>Refer to Social Pact in the Gender Equality programme</p> |
| 45 mins            | <p><b>Presentation</b> of the Hosting Organisation, Coordinating Organisation, Volunteer, Host Family</p> <p><b>Clarification of roles</b> within EVS or ICYE projects and grievance procedures</p>                              | Power points, video...   |
|                    | <b>Presentation of the context of the host organisation</b>  | Power points, video...   |
| 10 mins            | Presentation of the <b>aims &amp; objectives</b> of training and overall project, if relevant.   | Power point for both cases   |
| 30 mins            | <b>Coffee Break</b>  |  |
| 30 mins            | ICYE presents <b>motivation</b> for the project/training.<br>Motivation of the Host Organisation.<br>Motivation of the volunteer.  | Informal discussion.<br>Provide information on the relationship between the Host Organisation and ICYE.<br>Post-it for big groups  |
| 1 hour 30 mins     | Presentation by resource person on <b>human rights situation in the host country</b> and on <b>Children's Rights</b> .   | Presentation   |
|                    | <b>Lunch Break</b>   |  |
| 1 hour             | <p><b>Exercises and discussions/reflection on values and attitudes and human rights</b></p> <p>-what are my values, where do they come from, how do I react in different situations, why do I react in this way, prejudices?</p> | <p><u>Photo Gallery method</u></p> <p>Reflect on the number of times you are faced with human rights in your daily life or in particular situations? (5 min reflection, followed by presentation)</p>    |
| 15 mins            | <b>What do we know about Children and Human Rights?</b>  | Brainstorming:<br>What comes to mind when we think about Children and Human Rights?  |
| 45 mins            | <b>Children's Rights in Education</b>  | If needed invite external  |



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|                 | <p>-How do children learn?<br/>         -How are children raised/educated/traditional roles in different countries?<br/>         -How do you react when rules are broken?</p>   | support.   |
| 30 mins         | <b>Coffee Break</b>   |  |
| 1 hour 30 mins  | <p><b>Planning time after project: agreements, plan of activities and roles and responsibilities, frequency of contact</b></p> <p>Agreements on specific activities in the framework of the volunteering project: who does what? E.g.: volunteers observe, take notes, documents, children and their rights in schools...</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Find out if specific training can be offered to volunteers and project staff</li> <li>• Mid-term (4month)</li> <li>• Regular feedback meetings between mentors, volunteers, host organisation</li> </ul> | Presentation, discussion and negotiation   |
| 30 mins         | <b>Evaluation and follow-up</b>   | Evaluation questionnaire and interactive evaluation: e.g. pizza depicting sessions |
| End of training | <b>Provide training material/references to volunteers</b>   | E.g. products of the "Communicating Human Rights in Diversity" project             |



## 5.4 DISADVANTAGED GROUPS/ THE DISPLACED AND HUMAN RIGHTS

| Time               | Topic  | Modules & Methods  |
|--------------------|--|--|
| Morning<br>45 mins | <b>Welcome and introduction</b> of participants<br><br><b>Expectation / Fears / Contribution</b><br><b>Programme presentation</b><br><b>Social Pact, possible for larger groups</b>      | Presentations: positions and roles in the organisation and project, tasks...<br>Post-its and discussion<br><br>Flip-chart papers<br>Discussion and agreement.<br>Refer to Social Pact in the Gender Equality programme |
| 45 mins            | <b>Presentation</b> of the Hosting Organisation, Coordinating Organisation, Volunteer, Host Family<br><b>Clarification of roles</b> within EVS or ICYE projects and grievance procedures | Power points, video...   |
|                    | <b>Presentation of the context of the host organisation</b>  | Power points, video...   |
| 10 mins            | Presentation of the <b>aims &amp; objectives</b> of training and overall project, if relevant.   | Power point for both cases   |
| 30 mins            | <b>Coffee Break</b>  |  |
| 30 mins            | ICYE presents <b>motivation</b> for the training/ project.<br>Motivation of the Host Organisation.<br>Motivation of the volunteer.   | Informal discussion.<br>Provide information on the relationship between the Host Organisation and ICYE.<br>Post-it for big groups  |
| 1 hour             | <b>Considering Prejudice</b>   | <u>Photo Gallery method</u>  |
|                    | <b>Lunch Break</b>   |  |
| 1 hour             | Self-reflection - <b>Considering Identity</b>  | <u>Identity modules</u> (if time permits)  |
| 1 hour             | <b>Reflection</b> on privilege, identity and empathy   | <u>The cards are reshuffled</u>  |
| 30 mins            | <b>Coffee Break</b>  |  |
| 1 hour             | You as you - How can you relate this to your project / reality?  | ** 1. How to communicate with beneficiaries?<br>2. How to stay motivated / not overly effective by positions?<br>3. How to relate to activities in project?  |
| 30 mins            | <b>Evaluation and follow-up</b>  | Evaluation questionnaire and interactive evaluation, e.g. pizza depicting sessions   |
| End of training    | <b>Provide training material/references to volunteers</b>  | E.g. products of the "Communicating Human Rights in Diversity" project   |



**\*\*Guiding questions:**

1. How would you like to be communicated with? Can you think of a situation in which you felt unhappy with the way someone communicated with you? Do you consider it important to think about how one communicates with the beneficiaries of the host organisation (e.g. listening more important than talking)?
2. What should you do if someone you are supporting does not want to help themselves? Where do your rights and responsibilities lie? How can you set goals that are achievable for you (controlled by you and not reliant on other people's reactions or taking over from other people)?
3. Collect quotes from beneficiaries and project staff about what they gain from volunteers (how others see their role). How does this relate to your experience so far? What difference do you think you make being there? How can you recognise this?

## 5.5 HEALTH/DISABILITY AND HUMAN RIGHTS

| Time              | Topic  | Modules & Method   |
|-------------------|--|--|
| Morning<br>1 hour | <b>Welcome &amp; introduction</b> to the training<br><b>Introduction of participants</b><br><b>Icebreaker</b> – getting to know one another<br><b>Aims &amp; objectives of the training</b><br><b>Programme presentation</b><br><b>Social Pact</b> | Presentations: positions and roles in the organisation and project, tasks...<br><br>Post-its and discussion<br><br>Flip-chart papers<br>Discussion and agreement.<br>Refer to Social Pact in the Gender Equality programme |
| 10 mins           | <b>Presentation of the host organisation and context</b> of work of host organisation  | Power points, video  |
| 30 mins           | ICYE presents <b>motivation</b> for the training/ project.<br>Motivation of the Host Organisation.<br>Motivation of the volunteer.   | Informal discussion.<br>Provide information on the relationship between the Host Organisation and ICYE.<br>Post-it for big groups  |
| 15 mins           | <b>Coffee Break</b>  |  |
| 2 hours           | <b>Identity, power and privileges</b>  | <b>Identity Molecules</b><br><b>The Cards are reshuffled</b><br>Additional games such as: <u>Photo Gallery</u> method.   |
| 1 hour            | <b>Lunch Break</b>   |  |
| 1 hours           | <b>Inclusion of people with disability /health issues</b>  | <b>Sport for all</b>   |
| 45 mins           | <b>Discussion on experience in Human Rights (Culture)</b>  | Possible: Culture within Human Right discussions or presentation of culture using intercultural learning and human rights methods, followed by discussion on   |

|                 |  |   |
|-----------------|--|---|
|                 |  | human rights  |
| 15 mins         | <b>Coffee Break</b>  |   |
| 1 hour          | <b>What is disability / health?<sup>8</sup><br/>How does discrimination based on disability/health work?</b>   | Group discussions.<br>Invite expert to elaborate key principles of a human rights approach to disability/ health and give practical advice. |
| 1 hour          | <b>HR Declaration and National Instruments on Health/Disability:</b> Human Rights values in the host organisation and host country compared to volunteer's home country. | Using the articles of the Universal HR Declaration on Health/Disability.<br>Place the articles on the wall<br>Show HR's Video, YouTube.     |
| 30 mins         | <b>Evaluation and follow-up</b>  | Evaluation questionnaire and interactive evaluation, e.g. pizza depicting sessions  |
| End of training | <b>Provide training material/references to volunteers</b>  | E.g. products of the "Communicating Human Rights in Diversity" project  |

## 6. Preparation for the HRE training

Prior to the training, the following preparations should be considered:

- The training should take place when the volunteer has been in the project for at least a few weeks.
- Try to involve the host organisations as well as local and other international volunteers in the training. It is beneficial to have people from different contexts.
- Logistics: find a venue for the training, arrange food and transport as well as accommodation if necessary.
- Prepare materials/equipment.
- Prepare the presentations of the project, aims and objectives, expected results, etc.
- External support: if relevant, look for NGOs/experts related with the local context and Human Rights.
- Send a draft programme of the training to the participants (volunteer, hosting project, etc.) along with a background of and motivation for the training/project.
- If you hold the training with a large group, prepare in advance the certificates of participation.
- Plan an evaluation session and follow-up checklist.

<sup>8</sup> Refer to Training Guide on "The Convention on the Rights of Persons with Disabilities", Professional Training Series No. 19, United Nations Human Rights Office of the High Commissioner, 2014  
[http://www.ohchr.org/Documents/Publications/CRPD\\_TrainingGuide\\_PTS19\\_EN%20Accessible.pdf](http://www.ohchr.org/Documents/Publications/CRPD_TrainingGuide_PTS19_EN%20Accessible.pdf)



## 7. Support measures

After the training, some measures should be taken to support the volunteers in their on-going reflection on human rights and development of their personal project or campaign<sup>9</sup>. Here are some examples to support volunteers continued reflection on inequality and structural discrimination.

- The volunteer arranges an interview with a beneficiary of their host organisation to learn more about their experiences, who they are, etc. with the aim of practicing communication and enhancing empathy.
- Arrange periodic meetings with the volunteer(s) for reflection on work and related practices and attitudes
- Volunteers can be motivated to write articles for the ICYE Federation Newsletter or local host organisation's newsletters.
- Continued reflection and support: watch films together with the volunteer, visit exhibitions on relevant HR issues etc. and discuss these thereafter.
- Establish contact between the volunteer and a human rights defender or local activist, preferably in a field related to her/his host organisation's work
- Develop a project / campaign with the volunteer:
  - Put together a team to run the campaign with the volunteer
  - Evaluate the campaign
- The volunteer can prepare and assist the multiplier/ICYE team in running the human rights training for other local and/or international volunteers.
- Include a follow-up session at a future training (mid-term or final evaluation) to assess the impact of the training: - Do you remember what we talked about? Could you use anything from the training in your project/life afterwards?
- Include methods/action for further reflection on human rights.

Another way of supporting the volunteer is through the hosting organisation, as that is where the volunteer will spend the better part of his/her time in the hosting country. It is therefore central to the volunteer's experience and to the experiences of all partners involved that the ICYE organisation and the host organisation develop a strong relationship and are aware of each other's role and motivation in the volunteer exchange.

Some ways in which the ICYE coordinating organisation's partnership with host organisations can be developed and maintained are through:

- Having annual seminars with the hosting projects in which the following points are discussed:
  - Their experience with the volunteers.
  - The ICYE / EVS programme – clarification of questions on the programme.
  - Improving engagement between host coordinating and host organisations.
  - Thoughts and suggestions on the preparation of volunteers.
  - Improving the project – meaningful and diverse activities, having structures in place.
- Continuous communication with the host organisation (with the director and the person involved in the volunteers' activities). Phone calls, project visits, invitations to informal visits

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<sup>9</sup> Within the context of the EVS programme, each volunteer is allowed to develop their own project / campaign with the support of the coordinating and/or host organisation.



at the ICYE/host coordinating organisation's office, reminding them of open doors in case of problems or support needed with certain activities.

- Through these activities, getting to know each other, knowing the contact persons and the project coworkers and enabling them to know you.
- Offering opportunities for people from the project to travel on the programme (in EVS or local and/or international trainings, etc.)
- Inviting host organisations to participate in ICYE/host coordinating organisation's activities.
- Participating in events organised by the host project either as guests or supporting events with the help of other international volunteers, promotional activities, recruiting local volunteers, etc.

## 8. Self-Assessment and Self-Awareness

While supporting volunteers to reflect on inequality, injustice and human rights furthers their holistic development, self-assessment will enable them to discuss challenges and evaluate their own learning and performance. These measures have the potential to make volunteers aware of their contributions and feel recognised for their work. For this, we begin with the theoretical base: self-regulated learning (SRL)<sup>10</sup>

- Self-Regulated Learning (SRL) is “an active, constructive and goal directed process where learners monitor, regulate, and control their cognition, motivation, emotions, and behaviour, guided and constrained by their goals and the contextual features in the environment” (Pintrich, 2000)<sup>11</sup>
- Why is this important? Because, students engagement in the learning process, such as setting meaningful goals, selecting appropriate and task-specific strategies, monitoring motivation levels, and adapting based on feedback, are all positively related to learning outcomes (Moos & Ringdal, 2012)<sup>12</sup>.

### Key Questions

Before

- What do you want? What do you *really* want?
- What would you do to achieve this? How would you do it?
- What happens if you achieve it? How would you feel? What if you don't succeed? How would you feel? (weighing effort vs. reward)

After

- What did you do well?
- What could you have done differently?
- What advice would you give to others if they want to reach what you've reached?

A *competency based interview* can be used to gauge learning, capacities and competences. Refer to <http://competencybasedinterview.com/techniques> on setting up a competency based interview.

<sup>10</sup> [https://en.wikipedia.org/wiki/Self-regulated\\_learning](https://en.wikipedia.org/wiki/Self-regulated_learning)

<sup>11</sup> Pintrich, P. R. (2000). Multiple goals, multiple pathways: The role of goal orientation in learning and achievement. *Journal of Educational Psychology*, 92, p. 453.

<sup>12</sup> Moos, D., & Ringdal, A. (2012). Self-regulated learning in the classroom: A literature review on the teacher's role. *Educational Research International*, 2012. doi:10.1155/2012/423284





## Further resources for assessing and evaluating learning goals and competences

### On Volunteering and Learning Goals

- *EVS Learning Notebook*: <https://www.salto-youth.net/tools/toolbox/tool/evs-learning-notebook.1665/>
- *Mandala of Learners*: [https://www.salto-youth.net/downloads/4-17-2632/YP-unfolded\\_method\\_17.pdf](https://www.salto-youth.net/downloads/4-17-2632/YP-unfolded_method_17.pdf)

### On Strategic Action (plan, monitor and evaluate own progress)

- *Self-Care Plan*: How to take care of one's well-being during voluntary service? <http://www.socialworktech.com/2011/05/25/making-a-self-care-plan>
- *SMART criteria*: How to define appropriate goals and objectives? [https://en.wikipedia.org/wiki/SMART\\_criteria](https://en.wikipedia.org/wiki/SMART_criteria)

### On Self-Awareness: Metacognition (thinking about thinking) and Emotional Self-Regulation

- *Emotion Regulation of Others and Self (EROS) Scale*: For creating awareness of strategies used to change one's feelings (intrinsic) and other people's feelings (extrinsic). <http://www.erosresearch.org/index.php/resources/tools/>
- *Seven Stages of Grief*: For dealing with difficult experiences or traumatic events and turning them into points of reflection. <http://www.socialworktech.com/2012/11/13/the-seven-stages-of-grief/>
- *How are my social skills? A questionnaire* for exploring strengths and weaknesses related to social skills. [https://my.extension.illinois.edu/documents/257081302080208/lp\\_careadult\\_social\\_skills.pdf](https://my.extension.illinois.edu/documents/257081302080208/lp_careadult_social_skills.pdf)

## 9. Methods and Models for Human Rights Education

This chapter provides detailed descriptions of the main methods presented in the four training programmes on human rights.

The methods presented enable reflections on different topics connected to human rights and intercultural learning. Each method in its own way works to activate discussion and reflection on a specific topic, thereby allowing participants to think about their own worldview in relation to different topics vis-à-vis the views of others. The methods enable perspective taking and developing empathy and solidarity that are vital for human rights works. The first tool is a questionnaire designed to gauge level of knowledge of the volunteers on human rights.

### 9.1 Testing the level of human rights awareness

#### Human Rights Questionnaire

1. Do you know what human rights are?
  - a. Yes I do
  - b. No I do not
  - c. Not sure



2. If you were giving your country a "report card" on how they are doing when it comes to the following issues, would you give the country an "A," "B," "C," "D", "E", "F", "G" or "H"?

- a. Providing young people with access to a quality education
- b. Respecting one another
- c. Ensuring equal treatment and equal pay for women in the workplace
- d. Helping poor people
- e. Protecting the environment
- f. Being tolerant of people who have different value systems or lifestyles
- g. Providing access to affordable healthcare
- h. Combating racism and prejudice

3. From your point of view, how serious is the overall human rights situation in your country?

- a. \_\_\_ A very serious problem
- b. \_\_\_ A fairly serious problem
- c. \_\_\_ A minor problem
- d. \_\_\_ Not a problem
- e. \_\_\_ Not sure

4. Thinking about the human rights situation in countries all over the world, how would you rank your country?

- a. \_\_\_ One of the very best
- b. \_\_\_ Above average
- c. \_\_\_ A little below average
- d. \_\_\_ Near the bottom
- e. \_\_\_ Not sure

5. As far as you know, is there an official document that sets forth human rights for everyone worldwide?

- a. \_\_\_ Yes, there is an official document. Name: \_\_\_\_\_
- b. \_\_\_ No, there is no official document.
- c. \_\_\_ Not sure

6. From your perspective, do you feel that the school system helps people learn things that help them to care about and deal with the issues and problems facing our society?

- a. \_\_\_ Yes, it does
- b. \_\_\_ No, it does not
- c. \_\_\_ Not sure

*Some questions selected from a national survey developed by Peter Hart Research Associates, Inc., for Human Rights USA. We recommend adding further questions based on the focus of your project or the volunteers' field of activity during the service period.*



## 9.2 Human Rights Bingo

### Key words

- Human Rights
- Children
- Human Security

### Aims and objectives

This is a simple quiz and variation of the game Bingo, in which people share their knowledge and experiences of human rights.

#### Objectives:

- To know that human rights are relevant for everyone everywhere.
- To encourage respect for other people and their opinions.

### Technical aspects

- **Time frame:** 40 minutes
- **Material required:** one copy of the quiz sheet and a pencil per person, flipchart paper and markers.
- **Number of participants:** 8+

### Description of the exercise

#### Preparation:

Make a copy of the quiz sheet on a large sheet of paper or flipchart paper.

Familiarise yourself with the basic rights listed in the UDHR<sup>13</sup> and the Convention on the Rights of the Child<sup>14</sup>.

#### Instructions:

Hand out the quiz sheets and pencils

1. Explain that people should find a partner and ask them one of the questions on the sheet. The key words of the answer should be noted down in the relevant box.
2. The pairs then split and find others to pair up with.
3. The aim of the game is not only to get an answer in each box but also to get a different person to answer each question.
4. Whoever gets an answer in every box first shouts out "Bingo!" They win.
5. Move on to the discussion. Take the question in the first box and ask people in turn to share the answers they received. List the key words on the flipchart. Allow short comments at this stage
6. When the chart is complete, go back and discuss the answers in each box more fully.

### Debriefing questions

1. Were all the questions related to human rights? Which rights?
2. Which questions were the hardest to answer? Why?
3. Which questions were the most controversial? Why are rights controversial?
4. How did people know about human rights and human rights violations? Do they trust the sources of the information?

<sup>13</sup> <http://www.un.org/en/universal-declaration-human-rights/>

<sup>14</sup> <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>



### **Tips for facilitators**

Feel free to change any of the questions to tailor the activity to the interests and level of your group.

When recording people's answers to each question, only put down key words. The point of the chart is to help with the discussion later. After each round, deal briefly with any questions of clarification or differences in interpretation. Highlight any points that require more in-depth discussion and agree to return to these at the end.

It is likely that people will give examples that you yourself may not know about, either because they are obscure or because they are personal. This should not matter. No one can be expected to know everything! You can ask people how they know a certain piece of information and discuss its authenticity and reliability. Indeed, it is a good opportunity to encourage people to think critically about information as a matter of principle.

Some of the answers will be controversial. For example, someone might say that abortion is a denial of the right to life. Some people in the group may hold this view very strongly; others may disagree equally strongly. The first learning point is that it is important to try to understand any issue from all perspectives: try to establish why people hold the view they do. There are always conflicts of interests and rights (in this case between the interests and rights of the mother and the unborn child). Whatever the difference of opinion or interpretation of rights people should always treat others whose opinion differs from their own with respect. They may disagree with their point of view, but they should respect the person.

The second learning point is that we should know about human rights because they are controversial. It is not clear-cut and decided once and for all how they should be interpreted and applied; they need to be reassessed and developed continually. It is therefore everyone's responsibility to be part of the process of promoting and protecting human rights.

### **Suggestions for follow-up:**

Take one or two of the answers that provoked controversy and discuss the real life dilemmas that there are when trying to develop a culture of respect for human rights.

Another way of exploring human rights is through images. Find out how people see human rights with the activity "What do you see?"<sup>15</sup> or "Photo Gallery", the activity suggested below. The activity can lead on to many discussions, for instance, about stereotypes, how we build up our images of the world and about discrimination.

You may like to go on and consider the ways events are reported in the media and how the human rights aspects could be given a higher profile. Try "Making the news"<sup>16</sup> in the all different all equal education pack.

<sup>15</sup> [http://www.eycb.coe.int/compass/en/chapter\\_2/2\\_31.html#1](http://www.eycb.coe.int/compass/en/chapter_2/2_31.html#1)

<sup>16</sup> <http://www.eycb.coe.int/edupack/43.html>



## Handouts

### Quiz sheet

|  |  |  |
|--|--|--|
| The name of a document that proclaims human rights | A special right all children should have             | The sister organisation of the Red Cross                     |
| A right denied to some people in your country      | A human right that has been denied to you personally | An organization that fights for human rights                 |
| A duty we all have in relation to our human rights | An example of discrimination                         | A right sometimes denied to women                            |
| Someone who fights for human rights                | A violation of the right to life                     | An example of how someone's right to privacy may be violated |

### Source

Compass – A Manual on Human Rights Education – A Council of Europe Publication  
[http://www.coe.int/t/dg4/eycb/Source/Compass\\_2012\\_FINAL.pdf](http://www.coe.int/t/dg4/eycb/Source/Compass_2012_FINAL.pdf)

## 9.3 Photo gallery

### Key words

- Stereotypes
- Images in the media
- Prejudices, discrimination and xenophobia

### Aims and objectives

The aim is to enhance awareness of how we judge others on appearance and the role that stereotypes and prejudices play in discrimination, to develop skills of critical analysis and "visual literacy" vis-à-vis media images, and to promote empathy and respect for human dignity.

### Technical aspects

- **Time frame:** 1 hour
- **Material required:** black and white photos of people from different countries and social and cultural backgrounds (the photos can be of well-known persons in particular countries or people from the facilitators circle of acquaintances), post-its and pens
- **Number of participants:** 5-25

### Description of the exercise

#### Preparation:

Place 10 black and white photos of people are placed around the room. Give participants post-its and pens.

#### Instructions:

- Ask participants to walk around the room and take a look at the all the photographs laid out.
- Working silently, participants are asked to write one or two words describing the person in each photo on the post-its and place it around the photo.
- If a participant does not agree with what another participant has written, s/he can add another post-



it countering the depiction. -Other participants can enter the silent discussion as well.  
-Once those gathered around the photo come to a silent consensus on the depiction of the photo, they can proceed to the next photos.  
-When the entire group has gone through and provided descriptions of all photos, the facilitator presents the people in the photos and thereby confronts the group with the descriptions it has made and the stereotypes used to describe what was seen in the photographs.  
-The exercise points out that we all judge people based on appearances – even when being aware of our stereotypes and prejudices.

### Debriefing questions

1. What did you experience during the exercise?
2. Was it difficult to describe a person based on a photograph in a word or two?
3. Did many people have the same descriptions of the photographs, or did people have very different descriptions of each photograph?
4. Were there many disagreements about others' interpretation of a particular photograph?
5. In how many different ways can one photograph be interpreted?
6. Did you recognise any of the persons photographed? How much do we know about well-known persons (activists, human rights defenders, presidents, etc.) of other countries?
7. How far do pictures depict the reality of a situation?
8. How do the media use and mis-use images? Pick one example of a current event and analyse how it is presented in the newspapers and on the television. How are the related human rights issues presented?

### Variations

For one or few participants:

1. Have photos and key words (some relevant and some not) prepared. Ask participants to match photos and key words based on first impressions.

### Tips for facilitators

Reading pictures is a skill that needs to be developed. To "read" a picture, you have to ask who made the image, why they made it in the way they did, what are their motives? You also have to be aware of the emotional impact the picture has and how it affects your attitude to the subject.

If time permits, the debriefing could be used to reflect on examining images circulated in the media by considering the following:

#### The subject: who, what, where and when?

- Who is portrayed; what is their age, sex, health, wealth or status?
- What does their posture and facial expression tell me about them?
- Is the subject aware that they are being photographed? Was the picture posed, or is it natural?
- What are the surroundings like? Do they harmonise with the person, or do they contrast with him/her?
- What are they doing? Is it a normal activity, or something special?
- What is your overall impression of the person? Is it positive or negative, sympathetic or disinterested?

#### The context

- Where was the picture originally published? In a newspaper, magazine or travel brochure? In other words, was it being used for information, sales, or propaganda? Is there a title or any other information with the picture that seals the message which the photographer wants the viewer to receive?

#### Technical details

- Is the picture in black and white or in colour? Does this affect the impact it has on you? Would the picture have a bigger impact if it were larger?



- Are you impressed by the angle the picture was taken at?
- What special effects have been used, such as soft lighting or focusing? Why?
- Has the image been manipulated? Does the picture lie? Is the image actually what was in front of the photographer when they took the picture, or have they used a computer to retouch the image (to make the person look more glamorous, for example?)

#### Who took the picture?

- What is the relationship between the photographer and the subject?
- Are they sympathetic to their subject?
- Are they being paid, or is it an amateur snapshot?
- Why did the photographer want to take the picture? What were their motives? What were they trying to "tell us" with the picture?

#### Source

Original source unknown. The 'Tips for facilitators' has been adapted from Focus for Change" (Class, gender and race inequality and the media in an international context.) Focus for Change, 1992. (103 London Street, Reading, Berkshire, RG1 4QA, England.)

## 9.4 Identity molecules

#### Key words

- Identity
- National culture versus personal culture of every individual

#### Aims and objectives

- Reflection on one's own cultural identity
- Perception of similarities and differences with the group
- Recognising that one belong to multiple groups, and perceiving the diversity of such group memberships

Personal identity is created from several interacting identities, forces and social factors. These are fluid, and what people identify with can change depending on time, space and circumstances. It is therefore important to recognise the fluidity of identity and realise that it changes constantly and most definitely over a longer period of time.

Identity Molecules aims to bring out the number of similarities and differences that exist within a group and people in general (irrespective of where they come from), and allow them to understand that everyone is unique and creates their identity through their experience, feelings, situation and many more variables.

#### Technical aspects

- **Time frame:** 1 hour
- **Material required:** Molecules sheet, A4 coloured paper, cut into 3
- **Number of participants:** 8-16



### Description of the exercise

#### First:

- a) Distribute molecule sheets.
- b) Do one yourself on the flipchart so that the participants have a clear idea what you are talking about.
- c) Each participant is to fill out the molecule sheet. The circles on the sheet act as molecules. Participants write their name in the central molecule and 5 groups to which they belong and feel strongly about in the connected molecules. Participants should not think too long and hard about it; the answers should be spontaneous: what they feel here and now.
- d) Write 2 or 3 most relevant molecules on coloured sheets, one molecule per sheet.

#### Second:

- a) Divide participants into pairs.
- b) Ask them to discuss any two molecules with their partner on the basis of two questions:
  - How is it to my advantage to be a member of these two groups?
  - What makes it easier or difficult to be part of these groups?

Meanwhile, the facilitator collects the coloured sheet with participants' molecules and pastes them on the wall/flipchart.

#### Third:

The participants are asked to come together and sit in a circle. Before starting the last part of the exercise, the participants are asked the following questions:

- a) How was the discussion in pairs?
- b) Was it easy or difficult to come up with five identity molecules? Or was it easier or more difficult to decide which five molecules to select and write down?
- c) How did the partner discussions go? How was it to answer the two questions? Painful? Interesting?
- d) Would you choose the same molecules tomorrow or in a month?

#### Fourth:

The facilitator now begins the last part of the exercise:

- a) The participants are asked to sit in a closed circle. They should not talk but can look at each other.
- b) The facilitator explains how this part of the activity will work: As the facilitator calls out one category after another, the participants can stand up if they feel they belong to the group. They can stand even if they did not write the molecules, but if they feel they belong to the group. The stronger and more intense the sense of belonging to a certain group, the longer the participant(s) may stand. Participants may even stand if they feel they belong only symbolically to the group. Only when all are seated again, will the facilitator call out the next category.
- c) The facilitator goes through all or at least 60% of the categories/groups written on the coloured slips by the participants.





### Debriefing questions

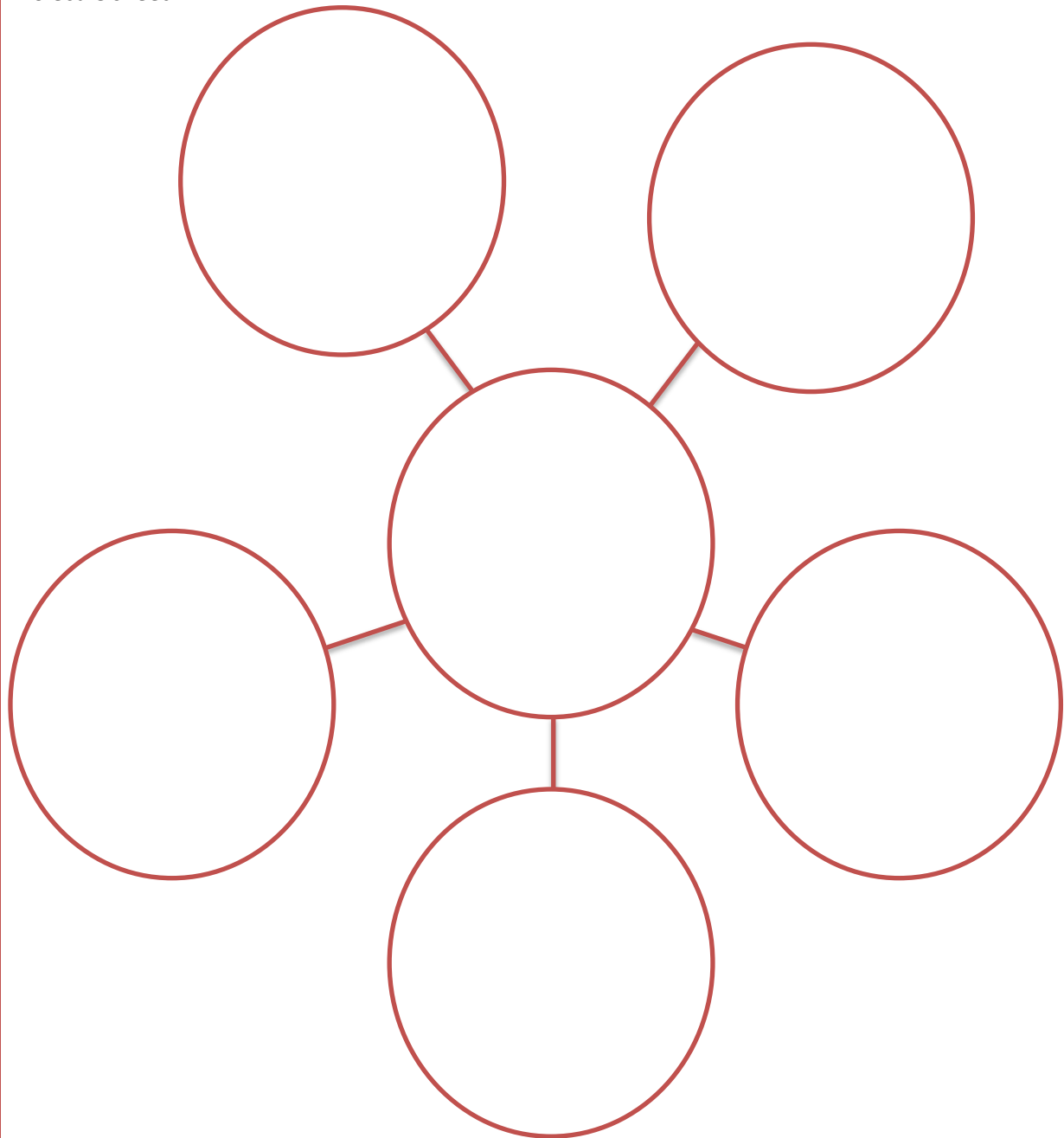
- a) How was it? (general feeling about this part of the exercise)
- b) How did you feel when you stood alone or almost alone?
- c) How did it feel to be part of a bigger group?
- d) Did you realise/learn something new or surprising about yourself?
- e) Did anyone notice interesting group behaviour, for example when a gender category is called out, only women stand. What does that mean?
- f) Can belonging to certain groups be problematic or painful?  
Which ones? Why?

### Tips for facilitators

The exercise is a complex one. If the trainer has never led or personally experienced the exercise before, he/she should not do it or should try it out beforehand with a group of colleagues or friends. Depending on the size of the group, you can draw either 4 or 5 circles (molecules) on the molecule sheet (see page 27). If it is a larger group, go with 4 molecules, if smaller go with 5. Evaluation of Identity Molecules should allow for the reflection on both the participants' personal identity and the identities of others, and the understanding that these identities are changing, and different factors and forces interact to create identities. In addition, participants should be given the opportunity to reflect on their feelings of belonging to some groups and not others, and any pressures they may have felt during the exercise.

## Handouts

Molecule sheet:



Please write your name on the central molecule. On the outer molecules write groups to which you belong and which make up your identity.

### Source

Anti-Bias Werkstatt. Methodenbox: Demokratie lernen und Anti-Bias Arbeit.  
[www.languages.anti-bias-werkstatt.de/index.html](http://www.languages.anti-bias-werkstatt.de/index.html)



## 9.5 Iceberg model of identity

### Key words

- Identity
- Culture

### Aims and objectives

- How people are labelled through descriptions.
- How we use culture-based expressions/features on a daily basis to describe a person.
- “Open yourself to others” to build trust.

### Technical aspects

- **Time frame:** 15 minutes
- **Material required:** flipchart paper and markers to draw the iceberg and/or projector and screen
- **Number of participants:** 2-16

### Description of the exercise

Preparation:

Draw the iceberg on a flipchart for your presentation.

Guidelines to present the Iceberg Model of Identity.

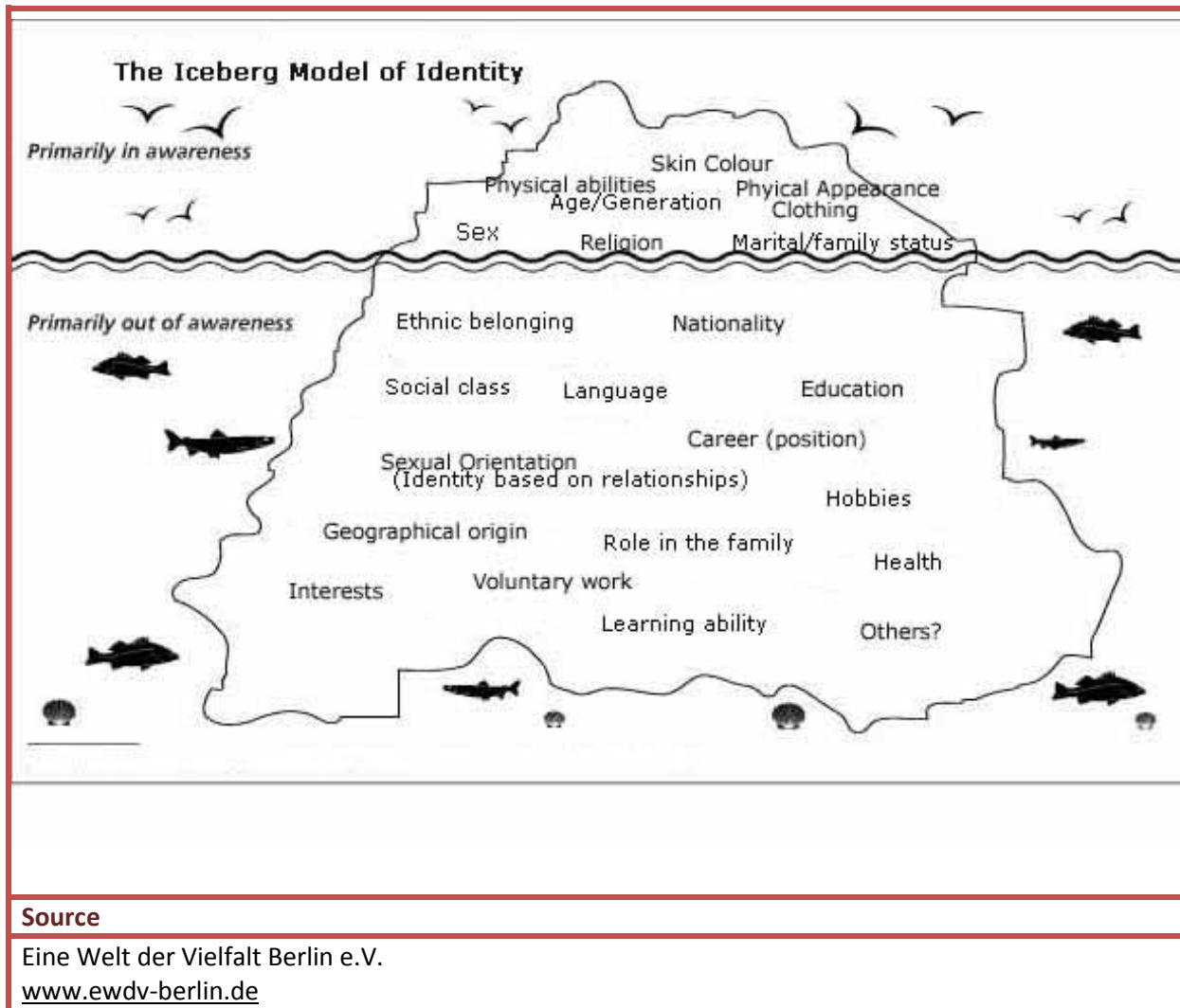
- Show the tip of the iceberg. Explain: the features that form the tip of the iceberg and are above the water level are those that are visible – we can see them when we become acquainted with someone.
- The construction of the iceberg is such that only 15% of its entire size is above water level. With people, the same concept applies. We have just as limited or narrow a perception about others when we do not go beyond the visible features such as gender, ethnic belonging, age, etc.
- Go to the second area at the water level: family status and religion. Explain: these characteristics are sometimes visible due to visible symbols people carry: cross, hijab, a pregnant woman, etc.) Although some symbols may be misleading, e.g. a person may wear a cross as a fashion statement with no linked religious sentiments.
- Point to the field below the water level: these descriptions or features often serve the purpose of communication, understanding the “real” person. It is not easy to show or talk about these feature at the workplace or even on a first meeting as these aspect are also revealed when there is a certain level of trust among co-workers, general conditions such as private space, security, etc.).

If one wants to get to know a person better, it is necessary to go below the water level to discover characteristics and qualities that make up the cultural identity of a person. We allow people to look deeper within ourselves when we want to build trust.

### Tips for facilitators

You can make this an interactive session by asking participants to give their own views and inputs on the features that are visible and those that aren't and write them on the flipchart. When a significant number of inputs have been received from participants, the flipchart prepared in advance can be presented or the model projected on a large screen.

Subsequently, the Iceberg Model of Culture could also be shown to discuss one's personal culture versus the concept of national culture (see Practical Guide for ICYE/EVS Trainings, p. 30-31, <http://www.icye.org/images/stories/Publicationspdf/practicalguideicl.pdf>).



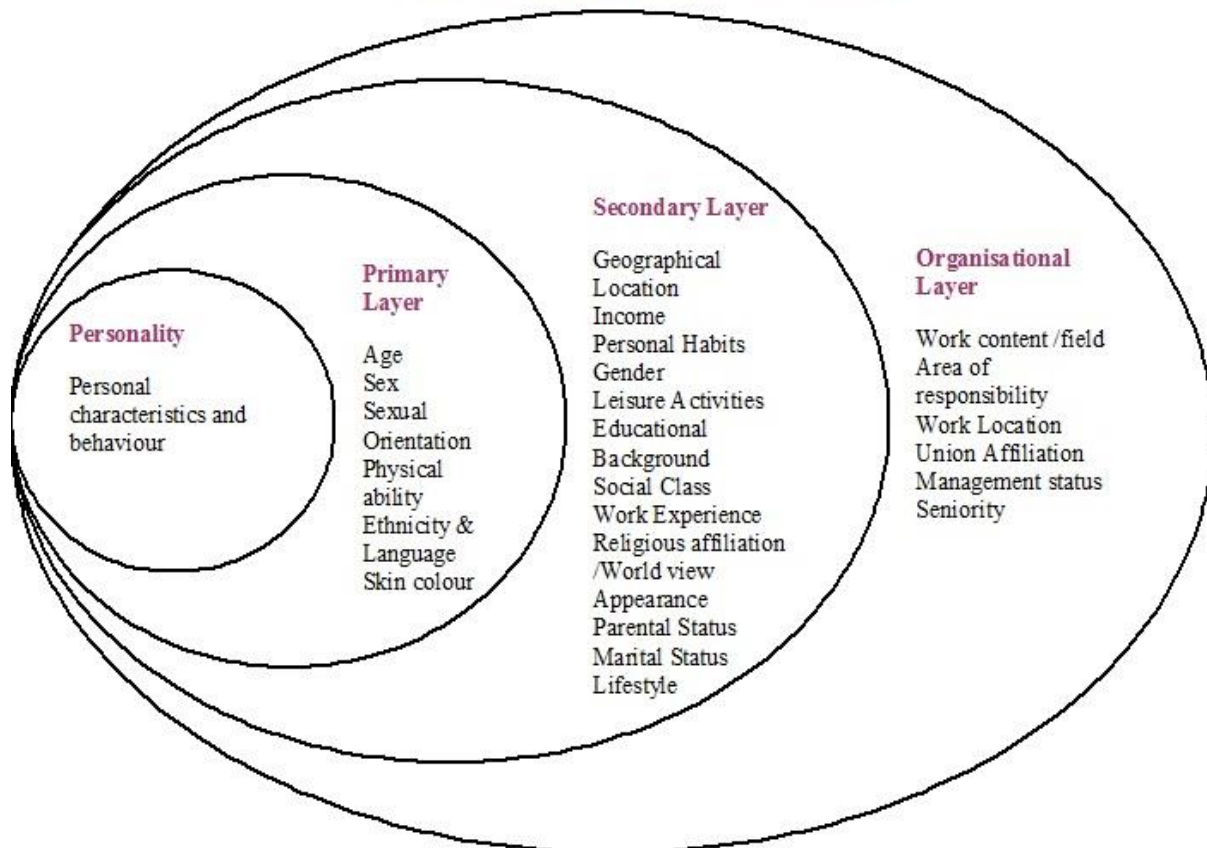
## 9.6 Layers of Diversity<sup>17</sup>

The model “Layers of Diversity” can be used to further elaborate on discussions of diversity and identity. It shows filters through which we process stimuli and information, which leads to the assumptions we make (usually about the behaviours of other people), which ultimately drive our own behaviours and impact on others.

The Layers of Diversity presents the dimensions that shape and impact both the individual and the organisation. While many diversity issues and initiatives are connected to the primary layer, it is relevant to look at the secondary and organisational layer as these dimensions often determine how we are treated, who “fits” or not in a workplace, who gets opportunities for development and promotion, etc.

<sup>17</sup> Source: “Diverse Teams at Work. Capitalizing on the Power of Diversity”. Lee Gardenswartz, Anita Rowe, Irwin Professional Pub 1995

## Four Overlapping Layers of Diversity



### Text in the picture:

#### Four Overlapping Layers of Diversity

#### Personality

- Personal characteristics and behaviour

#### Primary Layer

- Age
- Sex
- Sexual orientation
- Physical ability
- Ethnicity & Language
- Skin colour

#### Secondary Layer

- Geographical location
- Income

- Personal habits
- Gender
- Leisure activities
- Educational background
- Social class
- Work experience
- Religious affiliation / world view
- Appearance
- Parental status
- Marital status
- Lifestyle

#### Organisational Layer

- Work content / field
- Area of responsibility
- Work locations
- Union affiliation
- Management status
- Seniority



**The personality layer** includes the individual's likes and dislikes, values and beliefs. Personality both influences and is influenced by the other three surrounding layers.

**The primary layer** includes aspects of diversity over which we have little or no control. Many of the divisions that exist between and among people are found in this layer. These are often among the first things we see in other people, such as race or gender, and on which we make many assumptions and base judgements.

**The secondary layer** includes aspects of our lives which we have some control over, which might change over time, and which usually form the basis for decisions on careers and work styles. This layer often determines, in part, with whom we develop friendships and what we do for work.

**The organisational layer** concerns the aspects of culture found in a work setting. While much attention of diversity efforts is focused on the primary layer, issues of preferential treatment and opportunities for development or promotion are impacted by the aspects of this layer.

## 9.7 How do we become men or women?

### Key words

- Gender
- Social standard

### Aims and objectives

- Understanding how we learn specific gender behaviour and roles.
- Reflecting on the (problematic) relation between socially constructed gender and physicality.
- Emphasising the limits of the concept of gender.

### Technical aspects

- **Time frame:** 45 minutes
- **Materials required:** large sheets or flipchart paper, pen, coloured pencils and/or crayons
- **Number of participants:** 5-25

### Description of the exercise

- Participants are asked to think about the following question and write down their points (they are to work individually and are given 5-7 minutes):  
“What do people do with or to their bodies in order to become men or women?”
- They are then divided into working groups of 3 to 4 people, and are asked to discuss their own notes and try to recall together all the things we do to become girls or boys from the time we are born.
- They are asked to write, doodle or draw their answers (as a group) on a sheet of flipchart paper. They have 20 minutes for the same.
- When the working groups are done, all groups come together to present their respective flipcharts.



### Debriefing questions

It becomes evident rather quickly that people shape, morph or transform their bodies in the course of their lives, irrespective of their notions of what men or women are or should be. Specific physical characteristics, changes or ways of moving, for example an accentuated casual gait or a particular way to laugh or to sit receive such a gendered or sexualised history that we can trace and which makes us aware that gender is socially and culturally constructed.

- Did something surprise you during the exercise?
- What becomes evident through this exercise?

Through this exercise, participants become aware that their bodies, believed to be 'natural' are subjects to social construction. A critical reflection on (social and culturally conditioned) ideals of beauty depict its consequences and excesses (from Bulimia to cosmetic surgery) and "exposes" femininity and masculinity as culturally formed, highly ambivalent and a repressive social practice. You can pose the question:

- How 'natural' do you think we or our bodies really are?
- If we consider that gendered behaviour and roles are culturally and socially constructed, what about sex? Where does sex fit in? What is sex?

### Tips for facilitators

This exercise is particularly interesting in an intercultural setting, as people from different cultural contexts demonstrate the most diverse stylization and practices, which represent masculinity and femininity. If such points or diverse practices of gender behaviour and styles are seen, highlight this in the debriefing by asking "What difference did you notice in the expression of masculinity or femininity in the group?" or "Were there any difference in the expression of masculinity or femininity?" This point may already have been voiced by one or the other participant at the very first question of the debriefing ("Did something surprise you?").

This exercise should be followed up by an elaboration on the terms 'sex' and 'gender' for a more comprehensive understanding of the terms. Here are some brief points:

- The terms 'sex' has biological connections, whereas 'gender' is seen to have social, cultural and psychological connotations. Traditionally, differences between the behaviour of men and women was seen to be biologically and genetically determined; research has, in the meantime, proved that these differences are socially constructed.
- Thus, sex is described in terms of 'male' and 'female', and gender in terms of 'femininity' and 'masculinity'. This implies that the male is ascribed 'masculine' qualities and characteristics and the female is attributed 'feminine' qualities and characteristics. The attempt thereby is to fit the sexes into two small gender identities. This also means that there are gender guidelines about what is expected of men and women and how they conduct themselves, which also means that they are positioned as opposites, i.e. in terms of behaviour and characteristics, a woman is everything a man is not; she is the opposite of a man.
- But gender is seen to be dynamic. Gender roles vary from one culture to another and from one social group to another as factors such as ethnicity, class, economic circumstances, age, etc. influence what is considered appropriate for men and women.

### Source

Frey, Regina, "Von Gender und anderen Ausgrenzungskategorien" in Vom Süden Lernen. Erfahrungen mit einem Antidiskriminierungsprojekt und Anti-Bias-Arbeit. INKOTA, Berlin, 2002, p. 80



## 9.8 Norms and me

### Key words

- Gender
- Norms
- Individual and society

### Aims and objectives

It is necessary to allow participants to experience where they stand in relation to societal norms and in particular gender norms. The majority of participants generally conform to dominant gender norms at least in their respective societies if not the world at large.

#### Aims:

- Exploring gender norms that shape each person.
- Reflecting on one's position vis-à-vis norms

### Technical aspects

- **Time frame:** 45 minutes
- **Material required:** None
- **Number of participants:** 5 to 25

### Description of the exercise

- Ask participants to stand in a circle and hold the hand of the person to their right and their left. If the room is large enough, have them stand in a straight line, holding the hand(s) of the person beside them.
- Inform them that a series of questions will be read out one after another. After each question, they are to react to the questions spontaneously and as instructed by the facilitator each time, i.e. either by stepping forward or backward (see below).
- Participants should remain silent during this part of the exercise.
- The facilitator should read out the questions slowly and clearly (repeat them if necessary) and allow sufficient time between questions for participants to observe and reflect upon their own position and the positions of others in the group.

### Questions to be used during the exercise

1. If you know what it means to be a man or a woman, step forward.
2. If your sexual preferences conform to the norm, step forward.
3. If your body or dress is considered deviant, step backward.
4. If you consider yourself to have equal rights, step forward.
5. If people in other places believe that women in your area are oppressed, step backwards.
6. If you have female role models in the public life of your country, step forward.
7. If you have learnt about important women in school, step forward.
8. If a woman in your country cannot expect to earn as much as men, step backward.
9. If you have learnt about people of your sexual orientation in school, step forward.
10. If you are restricted on the basis of your womanhood/sexuality in the field of work you can choose, step backwards.
11. If you know how to behave correctly, step forward.
12. If you are not able to conform to the way you are supposed to behave, step backwards.
13. If fighting for gender equality seems to you to conflict with fighting against other forms of discrimination, step backwards.
14. If people in other places claim to know better what is in your interest than yourself, step backwards.
15. If you feel fine with the way things are, step forward.





### Debriefing questions

- How was it? How do you feel? What are your thoughts and emotions about this exercise?
- What has surprised you and why?
- Were there questions for which you hesitated or couldn't decide whether to step forward or backward? Which question(s)? Why?
- Why do you think you are standing where you stand?
- What other questions could have influenced your position?
- Why did we do this exercise? / What is the purpose of this exercise?

### Tips for facilitators

This exercise serves as an excellent self-reflection about one's position in relation to norms. In an intercultural setting, this exercise enables each participant in the group to experience how gender norms existing in their country are perceived by others. This is another subject that can be broached in the debriefing with questions such as "How did it feel to step backward to question no. 5?" "How did the rest of the group feel, think?"

### Source

Dr. Urmila Goel. <http://www.urmila.de>

## 9.9 Norms in my environment

### Key words

- Norms
- Individuals and society
- Gender
- Social status

### Aims and objectives

In comparison to the above exercise (Norms and me), this scale or barometer allows participants to reflect on the dominant norms in their respective societies, which they may or may not conform with. A reflection on one's gender-relevant influential field is hereby achieved and at the same time, one's own position within that field becomes clear. Furthermore, the scale allows participants to experience prevailing norms in the environment of the other members of the group.

#### Aims:

- Exploring gender norms in one's environment.
- Reflecting on one's position vis-à-vis norms in one's society/environment.
- Experiencing the influence norms exert on one's own environment and on that of the other members of the group.

### Technical aspects

- **Time frame:** 30 – 60 minutes
- **Material required:** A large room where participants can position along a scale
- **Number of participants:** 5 to 25

### Description of the exercise

- Introduce the exercise to the participants. A series of questions will be presented to them and as each one is read out they are to decide where to position themselves on a scale from 0% to 100%.
- Before starting the exercise, the facilitator should preferably draw/mark a scale on the floor in the centre of the room using masking tape: 0% at one end, 50% in the middle and 100% at the other end. This exercise should thus be presented to the participants as a scale.
- Participants should be informed that with each question they will be required to (re)position



themselves on the scale from 0% to 100%; their response should correspond to the environment in which they live.

-With each question and after participants take up their positions on the scale, the facilitator should ask various different participants to elaborate further on their positioning.

-The facilitator should ensure that, by the end of the exercise, every participant has had an opportunity to verbally respond to at least one or two questions given below.

#### **Questions to be used during the exercise**

1. How much is distinguished between men and women?
2. How much is heterosexuality the norm?
3. When should you marry? (at what age?)
4. How many children should you have? (number)
5. How much time should you work?
6. How much of the domestic work are you expected to do?
7. How much do others determine what you should wear?
8. How much do women participate in politics?
9. How much is being done for the equality of women and LGBT?

#### **Debriefing questions**

1. What other questions are relevant?
2. What surprised you and why?
3. What does this tell you about the different norms in your countries?
4. What questions does this raise for you?

#### **Tips for facilitators**

Participants may argue that in different parts of their country (specific regions, towns or cities, urban-rural, etc.) the situation is different. Ask them to estimate an average in their respective countries. For example, for the question 'When should you marry?', they should be able to give an average predominant age for marrying in their respective countries.

#### **Variations**

A variation, which is slightly more time consuming, would be to ask them to position themselves first in accordance with their immediate environment (e.g. circle of family and friends) and then, for the same question, to estimate the average rate in their country. This will demonstrate how different norms prevail in one country.

#### **Source**

Dr. Urmila Goel. <http://www.urmila.de>



## 9.10 Take a step forward

### Key words

- Power and Privileges
- Creating empathy and perspective-taking

### Aims and objectives

There is a stark difference in 'Equality of Opportunity' between many different persons and groups within any given society. These differences can be due to many variables whether they are gender, sexuality, race, religion, education, income, etc. Many powerful and influential positions in society are commanded by persons with certain privileges, backgrounds or who are from specific sectors within the community. Therefore it is important, when working in a multicultural set-up, that awareness is raised about certain individual privileges and the effect they have on opportunities, and that specific circumstances are considered and understood within the necessary context.

#### Aims:

- a) Being aware of your own privilege in society – only then can you see the reality of social inequality clearly.
- b) Empathising with the situation of others by taking on roles.
- c) Raising awareness of the extent of institutional discrimination in your own society.
- d) Raising awareness about the inequality of opportunities in society.
- e) Fostering an understanding of possible personal consequences of belonging to certain social minorities or cultural groups.

### Technical aspects

- **Time frame:** 1 hour
- **Material required:** role cards, list of questions, an open space (a corridor, large room or outdoors), tape or CD player and soft/relaxing music
- **Number of participants:** 8-20

### Description of the exercise

Create a calm atmosphere with some light background music. Alternatively, ask participants to be quiet. Hand out the role cards at random, one to each participant. Tell them to keep it to themselves and not to show it to anyone else.

-Tell participants that if the role they hold resembles their real life situation in any way even in the slightest, they should inform the facilitator and randomly pick another role card.

-Invite them to sit down (preferably on the floor) and to read their role card.

-Now ask them to begin to get into role. To help them do this, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:

- a) What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
- b) What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
- c) What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time?
- d) What you do in your holidays?
- e) What excites you and what are you afraid of?

Now ask people to remain absolutely silent as they line up beside each other (like on a starting line). Tell the participants that you are going to read out a list of situations or events. Every time they can answer "yes" to the statement/question, they should take a step forward. Otherwise, they should stay where they are and not move.

Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.



At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of the role before the debriefing.

### Questions, situations and events to be used during the exercise

Read out aloud the following situations. Allow time after reading out each situation for participants to step forward and also to look around to see how far they have moved relative to each other.

- Can you take a vacation in your home country?
- Would you receive fair treatment from the police during their investigation of a robbery?
- Would you receive a bank loan to renovate your rented apartment?
- Can you plan a family?
- Can you visit a dentist for treatment?
- Would you feel safe in the streets after dark?
- Can you expect to receive sympathy and support from your family?
- Would you get a life insurance?
- Can you become a member of the tennis club in your locality?
- Can you vote in the local elections?
- Can you request your landlord for help if your neighbour is creating a racket every night?
- Can you register your children in a school?
- Can you travel freely in EU-Countries?
- Can you move freely through the streets without some making passes at you or without being harassed?
- Can you invite friends over for dinner at home?
- Can you say that you have never encountered any serious financial difficulty?
- Do you have decent housing with a telephone line and television?
- Do you feel that your language, religion and culture are respected in the society where you live?
- Do you feel that your opinion on social and political issues matters and your views are listened to?
- Do other people consult you about different issues?
- Do you know where to turn for advice and help if you need it?
- Can you say that you have never felt discriminated against because of your origin?
- Do you have adequate social and medical protection for your needs?
- Can you say that you have an interesting life and you are positive about your future?
- Do you feel that you can study and follow the profession of your choice?
- Can you celebrate the most important religious festivals with your relatives and close friends?
- Can you go to the cinema or the theatre at least once a week?
- Can you say that you are not afraid for the future of your children?
- Can you buy new clothes at least once every three months?
- Do you feel your competence is appreciated and respected in the society where you live?
- Can you use and benefit from the Internet?

**NB.** This is a wide selection of questions that could be read out. Please select around 15 for each session according to the make-up of the group and context in which the exercise is being run. You could also formulate your own questions to replace the examples provided above.

### Reflection and evaluation

The evaluation of this exercise should focus on whether or not equality of opportunity in certain societies depends on variables such as race, gender, income, etc. and the different privileges each have. Discussion should highlight that the final positioning of the participants, how the various privileges or lack of them that certain people have, is a result of money, influence and power and is generally irrespective of the country they live in.



### Debriefing questions

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt:

- a) Please remain standing in your place and look around you.
- b) How did people feel stepping forward - or not?
- c) For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- d) Did anyone feel that there were moments when his or her basic human rights were being ignored?
- e) Can people guess each other's roles? (Let people reveal their roles during this part of the discussion).
- f) How easy or difficult was it to take on the different roles? How did they imagine what the person they were playing was like?
- g) At which questions were you unable to take a step forward?
- h) Who has it the easiest in life? What characteristics does he/she have?
- i) Who has it the most difficult in life? Why? What characteristics does he/she have?
- j) Does the exercise mirror society in some way? How?
- k) Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
- l) What first steps could be taken to address the inequalities in society?
- m) Why did we conduct this exercise?

### Tips for facilitators

If you do this activity outdoors, make sure that the participants can hear you, especially if you are doing it with a large group! You may need to use your co-facilitators to relay the statements. In the imagining phase at the beginning, it is possible that some participants may say that they know little about the life of the person they have to role-play. Tell them, this does not matter especially, and that they should use their imagination and to do it as best they can.

The power of this activity lies in the impact of actually seeing the distance increasing between the participants, especially at the end when there should be a big distance between those that stepped forward often and those who did not. To enhance the impact, it is important that you adjust the roles to reflect the realities of the participants' own lives. As you do so, be sure you adapt the roles so that only a minimum of people can take steps forward (i.e. can answer "yes"). This also applies if you have a large group and have to devise more roles.

During the debriefing and evaluation, it is important to explore how participants knew about the character whose role they had to play. Was it through personal experience or through other sources of information (news, books, and jokes)? Are they sure the information and the images they have of the characters are reliable? In this way you can introduce how stereotypes and prejudice work.

This activity is particularly relevant to making links between the different generations of rights (civil/political and social/economic/cultural rights) and the access to them. The problems of poverty and social exclusion are not only a problem of formal rights - although the latter also exists for refugees and asylum-seekers for example. The problem is very often a matter of effective access to those rights.



### Variations

- 1) Five Prominent People<sup>18</sup>
- 2) One way to get more ideas and to deepen participants' understanding is to work first in small groups and then to get them to share their ideas in plenary. Having co-facilitators is essential for this. Try the method by taking the second part of the debriefing - after each role has been revealed - in smaller groups. Ask people to explore who in their society has fewer and who has more chances or opportunities, and what first steps can be taken to address inequalities. Alternatively, ask people to take one of the characters and ask what could be done, i.e. what duties and responsibilities they, the community and government have towards this person.

### Suggestion for follow-up

Depending on the social context you work in, you may want to invite representatives from advocacy groups for certain cultural or social minorities to talk to the group. Find out from them what issues they are currently fighting for and how you and young people can help. Such a face-to-face meeting would also be an opportunity to address or review some of the prejudices or stereotyping that came out during the discussion.

### Handouts

Role cards:

- 1) You are the daughter of the local bank manager. You study economics at the university.
- 2) You are a 17-year-old Roma (Gypsy) girl who never finished primary school.
- 3) You are an unemployed school teacher in a country whose new official language you are not fluent in.
- 4) You are an illegal immigrant from Mali.
- 5) You are the owner of a successful import export company.
- 6) You are a fashion model of African origin.
- 7) You are a disabled young man who can only move around in a wheelchair.
- 8) You are a 24-year old refugee from Afghanistan.
- 9) You are an unemployed single mother.
- 10) You are a soldier in the army, doing compulsory military service.
- 11) You are a HIV positive, middle-aged prostitute.
- 12) You are the president of a party-political youth organisation, whose "mother" party is now in power.
- 13) You are the daughter of the American ambassador to the country where you are now living.
- 14) You are a retired worker from a factory that makes shoes.
- 15) You are the girlfriend of a young artist who is addicted to heroin.
- 16) You are a homeless young man, 27 years old.
- 17) You are the 19-year-old son of a farmer in a remote village in the mountains.
- 18) A graduate student who has been unemployed for four years.
- 19) A 50-year old who is being made redundant.
- 20) A transvestite working in a beauty salon.
- 21) You are the son of a Chinese immigrant who runs a successful fast food business.
- 22) You are an Arab Muslim girl living with your parents who are devoutly religious people.
- 23) You are a 22-year-old lesbian.
- 24) You are a 30-year old male refugee from Syria.

**NB.** If you have too many participants, you could also repeat one or two role cards and see whether they end up standing at around the same place or with a vast distance between them.

### Source

Anti-Bias Werkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit. [www.anti-bias-werkstatt.de/index.html](http://www.anti-bias-werkstatt.de/index.html). Also in Education Pack. All different all equal. [eycb.coe.int/edupack/31.html](http://eycb.coe.int/edupack/31.html)

<sup>18</sup> In "Practical Guide" page 34-35 (<http://www.icye.org/publications-resources>)



## 9.11 The cards are reshuffled

### Key words

- Stereotypes and prejudices
- Creating empathy and perspective taking

### Aims and objectives

- Reflection on the living conditions of others
- Understanding the relativity/conditionality of our social situation
- Generate empathy for people in other kinds of life situations
- Reflection on the prerequisites for good luck and bad luck

### Technical aspects

- **Time frame:** 60-90 minutes
- **Material required:** role cards, worksheets
- **Number of participants:** 10-25

### Description of the exercise

This is a kind of simulation. Participants are asked to imagine a life with completely new identity characteristics or categories (age, country of origin, social and professional situation, etc.) The categories are drawn at random.

The exercise enables participants to undertake a vast change of perspective. At the same time, the challenges they face, inherent in a diverse society, are investigated. Participants are asked to observe the world around them from a vantage point and frame of reference which most likely differs completely from their own. This exercise requires participants to use all their power of imagination and allows them to reconsider and reassess their preconceived notions.

### Procedure:

1. Place the cards of one category hidden in a bowl and ask each participant to draw one. In case the card is similar to ones own situation, the participant should replace the card and draw another one. No one needs to explain why the card was replaced. Repeat this procedure with the cards of the other categories until every participant has received a new identity which is made up of the different categories.
2. Distribute the questions for the exercise. Give participants about 20 minutes time to answer the questions. This part of the exercise should be conducted without interruption, talking or exchange of results.
3. According to the size of the group, divide participants into pairs, groups of three or small groups. Allow participants to exchange their roles and responses to the questions with the members of their group, and give them 30 minutes for the same. Participants do not need to reveal every single characteristic.
4. Once the time is up, ask the groups to come together in plenary and moderate the debriefing.



### Debriefing questions

1. How did you feel during the exercise?  
Creative, non-verbal variant: Give participants sheets of A4 paper and ask them to design the paper in such a way that it represents the answers to the questions in the worksheet (e.g. tattered, constricted, relaxed, etc.)
2. Was it difficult to imagine a new “identity” on the basis of the categories drawn? If yes, why? How did you imagine your new identity?
3. Was it easy for all of you to answer the questions in the worksheet?
4. Were some of the cards more “impressive” than others? If yes, why?
5. Was it possible for you to have a certain idea about the life of another person even though you were aware that this is just a simulation?
6. Did anyone feel that it was possible they were recipients of unfair or unequal treatment?
7. What steps could we take to address inequalities in society?

### Variations

Depending on the target group, further categories could be added. You could ask all participants to take on the role of the other sex. The exercise works to a certain extent through stereotyping. One’s perception of the life situation of others could be affected by stereotypes. It is the task of the facilitator to question possible stereotyping.

### Handouts

Examples for identity categories/cards (to be written on index cards):

| Category 1<br>Family Status | Category 2<br>Occupational<br>Situation | Category 3<br>Social situation       | Category 4<br>Other                                   |
|-----------------------------|---|--------------------------------------|---|
| Widowed                     | Carpenter                               | Childless                            | Refugee   |
| Single parent               | IT technician                           | 1 child                              | Wheelchair user                                       |
| Married                     | Unemployed                              | 2 young children                     | Gay/lesbian   |
| Divorced                    | Teacher                                 | 4 children                           | Of African origin                                     |
| Single                      | Farmer                                  | 2 adult children                     | Rich inheritance                                      |
| Married rich                | Housewife/house<br>husband              | 2 foster children                    | Of Asian origin                                       |
|                             | Artist                                  | 1 child,<br>physically<br>challenged | Very religious  |
|                             | Taxi driver                             | 1 child                              | Jewish  |
|                             | Labourer                                | Pregnant                             | Muslim  |
|                             | Student                                 | 3 children                           | 27 years old  |
|                             | Volunteer                               | 5 children                           | Has HIV-Aids  |
|                             | Street vendor                           | Childless                            | Person without<br>documents<br>(illegal<br>immigrant) |
|                             | Doctor                                  | Pregnant                             | Homeless  |
|                             | Sex Worker                              | 1 child                              | Transgender   |
|                             | Retired                                 | 2 children                           | Blind   |





|  |                   |                        |                     |
|--|-------------------|------------------------|---------------------|
|  | Engineer          | 1 child, deaf and dumb | Buddhist            |
|  | Cook              |                        | Slum-dweller        |
|  | Cleaning lady/man |                        | Old                 |
|  | Sportsman/woman   |                        | 18 years old        |
|  | Lawyer            |                        | Mentally challenged |
|  |                   |                        | Asylum seeker       |

### Worksheet Questions

Imagine that you wake up in the morning as someone completely different from yourself. What would your life be like? Take a few minutes to feel your new identity. Think about how your views on a number of questions would change. Answer the questions below in as much detail as you can from the perspective of your new identity.

1. What advantages and disadvantages do you have in your new identity?
2. What power or influence would you have in society?
3. What can you offer society as this new person that you couldn't have offered before?
4. What do you need or expect from others, what did not need or expect before?
5. With your new identity, you probably live in a new neighbourhood. Does living in the new neighbourhood mean more or less problems for you?
6. Do you think that you could be happy in your new life?

### Source

Managing Diversity. Moderationshandbuch für Multiplikatorinnen und Multiplikatoren aus Unternehmen und Non-Profit-Organisationen im Rahmen der Fortbildung "Diversity-Trainer / Diversity Trainerin von Eine Welt der Vielfalt e.V. Berlin. <http://www.ewdv-berlin.de>

## 9.12 Sport for all

### Key words

- Health
- Sport
- Discrimination and xenophobia

### Aims and objectives

- To raise awareness of social and political exclusion from sporting activities
- To develop group-work and co-operative skills and creativity
- To encourage people to think about human rights as rules for fair play in life

### Technical aspects

- **Time frame:** 120 minutes
- **Material required:** One set of the following for each group of 4 people:
  - o 4 large buckets or waste-paper bins
  - o 1 ball of thick string
  - o 2 football-sized balls
  - o 2 newspapers
  - o One piece of chalk



- A pair of scissors
- **Number of participants:** 8+

### Description of the exercise

#### Instructions

1. Tell participants about the "Sport for all" movement. Say that, to mark the millennium, the National Sports Council has decided to hold a competition to invent a new game which can be played by all.
2. Ask people to get into groups of four.
3. Explain that each group has twenty minutes to devise a game using the equipment provided. It is up to each group to decide the aims of the new game and the rules.
4. Let the groups play each other's games.

#### Debriefing questions

Start with a review of how people in the different groups interacted with each other and whether they enjoyed the activity. Then go on to discuss the games themselves and the rules people invented and, finally, talk about sports and games in real life.

- Was it hard to design a game?
- How did the groups work? Democratically or did one person make all the decisions?
- Did you share the jobs? I.e. was one person an ideas person, another good at putting the ideas into a practical form, someone else good at setting the game up, etc.?
- Which games did people enjoy the most? What makes a game a "good game"?
- Which groups found it necessary to change the rules once they tried the game out with others? Why did they need to change the rules and how did they do it? (Was the process carried out by the whole group, by just a few individuals or by just one person?)
- How important is it to have a clear aim and fair rules in order for everyone to feel that they can participate?
- Did everyone feel able to participate fully, or did some feel that they were at an advantage or disadvantage?
- In reality, how are certain groups excluded from sports? Which modes of exclusion are infringements of people's human rights?
- The Articles in the UDHR could be seen as rules for living in a pluralistic world. Are they good rules? For instance, are they universally acceptable to all players (everyone throughout the world)? Are there enough rules or too many? Are the rules fair? Do all players (all countries) play by the rules?

#### Tips for facilitators

-Try to ensure that the groups are "mixed", for example, tall and short people, those with glasses and those without, a mix of genders, ages, athletic abilities, etc.

-Depending on the group, you may need to begin the session with a brainstorm about games in general. For example, that games need to have clear aims or objectives and rules.

-You may need to set limits, for example, that the game must be played within a certain location or not last longer than a total of twenty minutes. If they find design faults as their games are being played, let the designers of the game change the rules.

-The discussion can be linked to human rights in various ways. You can focus on health and disability and consider the similarities and differences between rules and human rights. Good rules, like human rights, exist to ensure the game is fair by limiting the use of power by some players over others. The rules have to apply to all players in the same way that human rights are universal. Many rules prescribe a right together with duties. For instance, a football player has the right to kick the ball but not a fellow player. There are penalties in the case of an abuse of the rules.

-The process of making decisions about changing the rules can be compared with how laws are



changed in "real life". Are they changed by decree, by the legislature or by people through referenda or consultation with NGOs and others?

-In the debriefing, people may say that exclusion and discrimination are not really big issues because people tend to choose sports that they are naturally good at. For example, tall people may play basketball and less energetic types may play snooker or chess. Nonetheless, there is an issue if only those young people who show promise get all the attention and opportunities to play in competitions while those who like to play for fun get less. Some sports exclude on grounds of wealth, because, for example, they need expensive equipment or coaching.

#### **Variations**

If you want to use this activity primarily to promote group-work skills you could ask one group to devise a co-operative game and the other a competitive one. In the debriefing you can compare how enjoyable each game was.

#### **Further information**

"Sport for All" is a movement promoting the Olympic ideal that sport is a human right for all individuals regardless of race, social class and sex. The movement encourages sports activities that can be practised by people of all ages, of both sexes and of different social and economic conditions. [www.olympic.org/ioc/e/org/sportall](http://www.olympic.org/ioc/e/org/sportall)

#### **Source**

Compass – A Manual on Human Rights Education – A Council of Europe Publication  
[http://www.coe.int/t/dg4/eycb/Source/Compass\\_2012\\_FINAL.pdf](http://www.coe.int/t/dg4/eycb/Source/Compass_2012_FINAL.pdf)

## **9.13 Experience-based Model of Discrimination**

The model (see below - page 44) can either be used as a direct or an interactive presentation whereby participants are encouraged, particularly when it comes to the levels of discrimination, to explain what they understand by each level and give examples for the same.

The levels of discrimination:

#### At an interpersonal level:

It refers to one's behaviour with people or groups who are viewed as different (in relation to a particular -ascribed- characteristic or feature), from one's worldview which influences one's valuation or devaluation of them. This level comprises the field of direct discriminatory practice with "other" people or groups through interaction and communication between people. Here an individual's situational power to act and the power one possess as a result of one's societal position consciously or unconsciously sets in and is reflected in one's actions. It corresponds to the manner in which we behave with people who are somehow "different", shaped by our personal attitude, thoughts and feelings.

*Examples:*

1. When visiting a hardware store, a female salesperson and a male salesperson are standing around but the customer approaches the man (as he judged to have a higher competence in this field).
2. Changing your path or moving across to the other side of the street when you spot a particular person or group of people approaching.



#### At a socio-cultural level:

It refers to all that which is seen as right, good and beautiful by the dominating culture and ideology and is applied as a benchmark to assess, judge and discriminate people or groups who could be constructed as “others” on the basis of particular features and characteristics. This level comprises unwritten laws, norms, values and ideals and also discourses of any kind that are effective in a particular context, recognised of course by the dominating majority and conscious or unconsciously reproduced. The socio-cultural discrimination manifests itself on the basis of ideological power.

It deals with that which is seen by the dominating society/culture or world outlook as right, good and beautiful, as a benchmark for all things.

#### *Examples:*

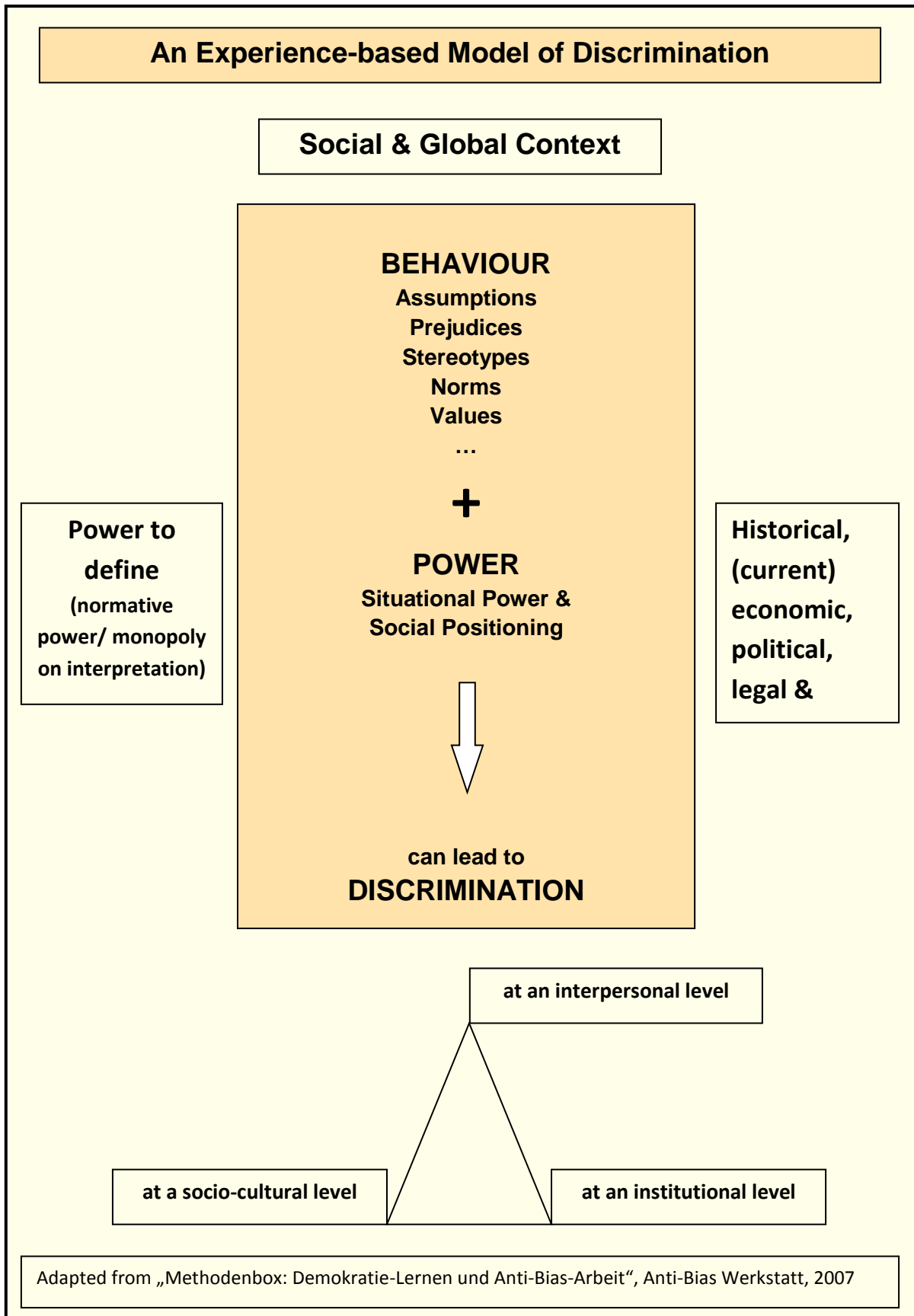
1. The media produces (for example in advertisements) visuals of women who comply with a specific ideal of beauty and responsible for the household and children.
2. Statements such as “Men should be hard and should not cry”.
3. Specific dress codes for men and women.
4. Eating with hands is unhygienic.

#### At an institutional level:

It refers to established rights, traditions, customs and practices through which particular groups and people are constructed as different and are systematically disadvantaged. This level comprises all laws and structures, which are identified by a social, political and economic power. These laws and structures are not open to change; also it takes very long to change them. Nevertheless, those who profit from such situations continuously contribute, whether consciously or unconsciously, to the reproduction of unequal structures. It applies to established rights, traditions, customs and practices that systematically lead to discrimination of particular groups of people.

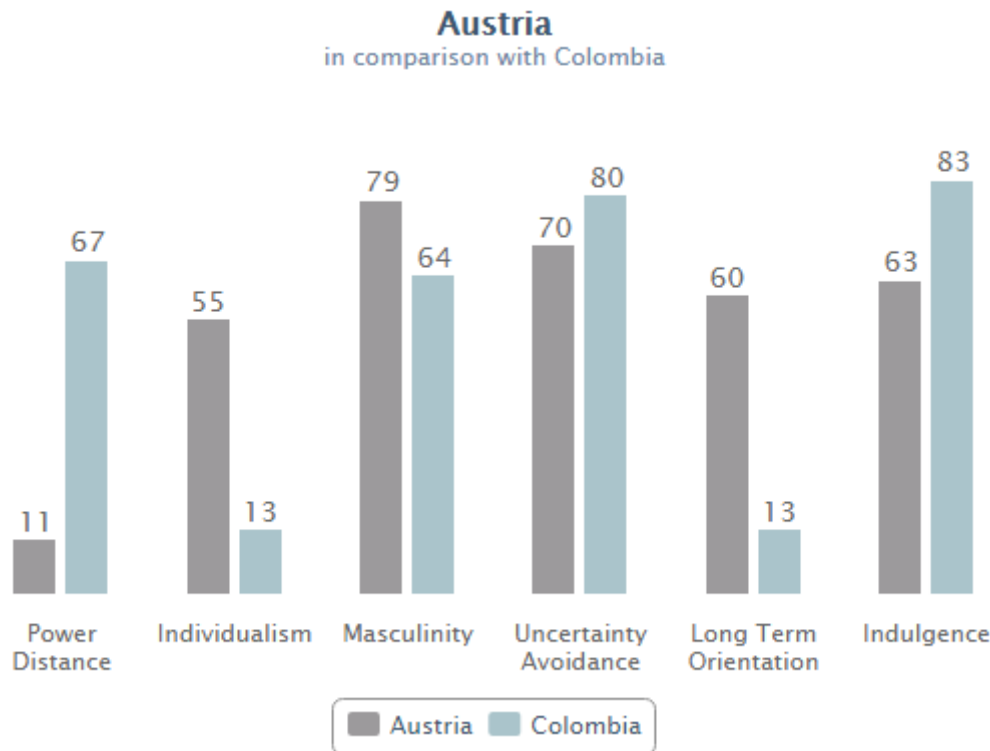
#### *Examples:*

1. The school system selects certain pupils or runs parallel classes for children with a migration background.
2. The law of asylum forbids refugees to move around freely (they are obliged to remain within restricted area).
3. Slum dwellers are not offered a voice when it comes to demolition of their dwellings.
4. Homosexuality is prohibited by law.



### 9.14 Geert Hofstede's Cultural Dimensions:

Geert Hofstede, a Dutch social psychologist, has developed the Cultural Dimensions. With this tool, national cultures are compared by use of six dimensions: Power Distance (large versus small), Individualism (versus Collectivism), Masculinity (versus Femininity), Uncertainty Avoidance (strong versus weak), Long Term Orientation (versus Short Term Normative Orientation), and Indulgence (versus Restraint).



Copyright: <https://geert-hofstede.com/countries.html>

As an example of the Cultural Dimensions tool, the above graph shows a comparison between Austria and Colombia. On the homepage<sup>19</sup>, further comparisons of chosen countries can be made and are accompanied by explanations.

For the training, this tool can be used in order to show the facts of different countries compared to each other and thereby counter ideas or prejudice and inspire discussion.

<sup>19</sup> <https://geert-hofstede.com/countries.html>



## 10. Reference and further resource material

### 10.1 References:

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- Council of Europe (2012). "Compass: Manual for Human Rights Education with Young people." <https://www.coe.int/en/web/compass/introduction-to-the-2012-edition>
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- Competency based Interview: <http://competencybasedinterview.com/techniques>
- EVS Learning Notebook: <https://www.salto-youth.net/tools/toolbox/tool/evs-learning-notebook.1665/>
- Mandala of Learners: [https://www.salto-youth.net/downloads/4-17-2632/YP-unfolded\\_method\\_17.pdf](https://www.salto-youth.net/downloads/4-17-2632/YP-unfolded_method_17.pdf)
- Self-Care Plan: <http://www.socialworktech.com/2011/05/25/making-a-self-care-plan>
- SMART criteria: [https://en.wikipedia.org/wiki/SMART\\_criteria](https://en.wikipedia.org/wiki/SMART_criteria)
- Emotion Regulation of Others and Self (EROS) Scale: <http://www.erosresearch.org/index.php/resources/tools/>
- Seven Stages of Grief: <http://www.socialworktech.com/2012/11/13/the-seven-stages-of-grief/>
- How are my social skills? [https://my.extension.illinois.edu/documents/257081302080208/lp\\_careadult\\_socialskills.pdf](https://my.extension.illinois.edu/documents/257081302080208/lp_careadult_socialskills.pdf)
- The Volunteer Activist Website: <http://activist.icye.org/images/PDFs/Quick%20guide%20to%20campaigning.pdf>
- Universal Declaration of Human Rights: <http://www.un.org/en/universal-declaration-human-rights/>
- Experiencing discrimination:  
Anti-BiasWerkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit. [www.anti-bias-werkstatt.de/index.html](http://www.anti-bias-werkstatt.de/index.html). Cf. Early Learning Resource Unit (1997): *Shifting Paradigms*. Cape Town, Lansdowne. p.12.
- "How do we become men or women?"  
Frey, Regina, "Von Gender und anderen Ausgrenzungskategorien" in *Vom Süden Lernen. Erfahrungen mit einem Antidiskriminierungsprojekt und Anti-Bias-Arbeit*. INKOTA, Berlin, 2002, p. 80
- Geert Hofstede  
<https://geert-hofstede.com/national-culture.html>  
Cultural Dimensions tool:  
<https://geert-hofstede.com/countries.html>
- "Iceberg Model of Identity": Training Handbook: Eine Welt der Vielfalt Berlin e.V. [www.ewdv-berlin.de](http://www.ewdv-berlin.de)



- “Identity Molecule”: Anti-Bias Werkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit.  
[www.languages.anti-bias-werkstatt.de/index.html](http://www.languages.anti-bias-werkstatt.de/index.html)
- Layers of Diversity: Adapted from Diverse Teams at Work . Capitalizing on the Power of Diversity. Lee Gardenswartz, Anita Rowe, Irwin Professional Pub 1995
- Norms and me / Norms in my environment  
Dr. Urmila Goel. <http://www.urmila.de>
- “Practical Guide for ICYE/EVS Trainings in EU & Partner Countries”: ICYE publication.  
<http://www.icye.org/images/stories/Publicationspdf/practicalguideicl.pdf>
- “The cards are reshuffled”:  
„Managing Diversity. Moderationshandbuch für Multiplikatorinnen und Multiplikatoren aus Unternehmen und Non-Profit-Organisationen“ im Rahmen der Fortbildung “Diversity-Trainer / Diversity Trainerin von Eine Welt der Vielfalt e.V. Berlin. <http://www.ewdv-berlin.de>
- The convention on the rights of persons with disabilities – Training Guide No. 19, UN Human Rights Office of the High Commissioner  
[http://www.ohchr.org/Documents/Publications/CRPD\\_TrainingGuide\\_PTS19\\_EN%20Accessible.pdf](http://www.ohchr.org/Documents/Publications/CRPD_TrainingGuide_PTS19_EN%20Accessible.pdf)
- „Take a Step Forward“:  
Anti-Bias Werkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit. [www.anti-bias-werkstatt.de/index.html](http://www.anti-bias-werkstatt.de/index.html).

## 10.2 Further resource material:

1. Civil Courage on Youth Projects  
[http://www.grenzenlos-trainings.at/public/folder/Manual\\_Civil\\_Courage\\_web.pdf](http://www.grenzenlos-trainings.at/public/folder/Manual_Civil_Courage_web.pdf)
2. Compasito – A Manual on Human Rights Education with Young People  
<http://www.eycb.coe.int/compasito/>
3. Extending the Practice of Gender through intercultural learning – A CCIVS Publication  
[http://ccivs.org/tools.php?search\\_tag=ccivs&search\\_string=&pageNo=2](http://ccivs.org/tools.php?search_tag=ccivs&search_string=&pageNo=2)
4. Facilitation Manual – A Guide to using Participatory methodologies for human rights education. Education for Human Dignity Resource Pack - Amnesty International -  
<http://www.empoweragainsttorture.net/blog/other-resources/>
5. Fun with 21s. A source book for workshop facilitators. 21 sets of 21 ways to approach participatory events. Robert Chambers, April 2000.  
[http://portals.wi.wur.nl/files/docs/ppme/Chambers\\_21s\\_workshops.pdf](http://portals.wi.wur.nl/files/docs/ppme/Chambers_21s_workshops.pdf)
6. Human Rights Activities  
<http://www.amnestyusa.org/resources/educators/lesson-plans>
7. Human Rights Education Handbook – Effective Practices for Learning, Action, and Change  
<http://www1.umn.edu/humanrts/edumat/hreduseries/hrhandbook/toc.html>
8. Human Rights Education Manual – Asia-Pacific Forum -  
<http://www.asiapacificforum.net/files/human-rights-education-manual>
9. Human Rights Institute Germany – Daliluna - A Practical Manual for Capacity Building of Human Rights Trainers in Iraq - e.g. Rights or Privileges - [http://www.institut-fuer-menschenrechte.de/fileadmin/migrated/tx\\_commerce/daliluna\\_englisch.pdf](http://www.institut-fuer-menschenrechte.de/fileadmin/migrated/tx_commerce/daliluna_englisch.pdf)
10. Human Rights Resource Center – Activities  
<http://hrlibrary.umn.edu/edumat/activities.shtm>





11. ID Booklet- Ideas for Inclusion and Diversity  
<https://www.salto-youth.net/downloads/4-17-1050/IDbooklet.pdf>
12. Manual on Rights-based Education – UNESCO Bangkok  
<http://unesdoc.unesco.org/images/0013/001351/135168e.pdf>
13. Play it fair (HRE for Children)  
[https://equitas.org/wp-content/uploads/2010/11/2008-Play-it-Fair-Toolkit\\_En.pdf](https://equitas.org/wp-content/uploads/2010/11/2008-Play-it-Fair-Toolkit_En.pdf)
14. Plus Up Your Projects – Inclusion and Diversity  
[http://www.grenzenlos-trainings.at/public/folder/Grenzenlos-Plus\\_Up\\_Your\\_Projects\\_WEB.pdf](http://www.grenzenlos-trainings.at/public/folder/Grenzenlos-Plus_Up_Your_Projects_WEB.pdf)
15. Social Inclusion Toolkits and Manuals- (several links to download toolkits and manuals)  
<http://www.sparc.bc.ca/sprout-resources-for-social-change/305>
16. Teaching Human Rights-United Nations  
[http://www.un.org/wcm/webdav/site/visitors/shared/documents/pdfs/Pub\\_United%20Nations\\_ABC\\_human%20rights.pdf](http://www.un.org/wcm/webdav/site/visitors/shared/documents/pdfs/Pub_United%20Nations_ABC_human%20rights.pdf)
17. The Education Pack – A Publication of the Council of Europe.  
[https://www.coe.int/t/dg4/youth/Source/Resources/Publications/Education\\_Pack\\_en.pdf](https://www.coe.int/t/dg4/youth/Source/Resources/Publications/Education_Pack_en.pdf)
18. The sky is the Limit – An interactive Guide for Youth Projects on Interfaith Dialogue  
[https://www.salto-youth.net/downloads/4-17-2578/Salto\\_InterfaithDoc\\_10\\_for%20web.pdf](https://www.salto-youth.net/downloads/4-17-2578/Salto_InterfaithDoc_10_for%20web.pdf)
19. Tools together Now. 100 Participatory tools to mobilize communities for HIV/AIDS, A publication of the International HIV/Aids Alliance -  
[http://www.aidsalliance.org/assets/000/000/370/229-Tools-together-now\\_original.pdf?1405520036](http://www.aidsalliance.org/assets/000/000/370/229-Tools-together-now_original.pdf?1405520036)
20. Write for Rights- Education Pack (FR/EN/SP)  
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## 11. Contributors to the Toolkit

This toolkit is based on material and methods used at the International Human Rights Multiplier Training in Denmark (March 2015) and the practice-based experiences and input given by the multipliers of the project “Communicating Human Rights in Diversity”.

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