

EUROPEAN COMMITTEE FOR YOUNG FARMERS' AND 4H CLUBS



Study Session
1st-8th February 2004

"TAKING THE LEAD"



at the European Youth Centre in Strasbourg

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TERMS OF REFERENCE

Title of the study session:

“Taking the lead”

Date and venue of the study session:

February 1st-8th, 2004

European Youth Centre (EYC)

30 rue Pierre de Coubertin,

F-67000 Strasbourg Wacken

Preparatory Team

- Sabine Klocker, Austria (Course Director)
- Catherine Cross, UK
- Heidi Tuomaala, Finland
- Cvetan Petrov, Bulgaria
- Steffi Bednarek, Consultant from the CoE/EYC

- Yael Ohana, Educational Advisor EYC

Participants

30, from 17 different countries

Resource Person

- Gabriel Schandl, Mensch in Bewegung (Austria)

FOREWORD

This one week study session on leadership has been of great learning for all of us.

This seminar offered a forum to present and exchange successful local, national or regional practises on European level. The programme was designed to provide a balance between learning inputs and an exchange of experiences, discussing the participants role as youth leaders and sharing the trends and outcomes of current youth activities promoting equality of opportunity in the respective youth organisations. The main issues addressed were leadership qualities that promote equal opportunities in rural youth organisations, gender mainstreaming and effective leadership through the arts of self-management and team work.

The 30 participants and 5 of the prep-team got on well while learning and sharing. The spirit existing was motivating and uprising.

To this study session we all brought our won knowledge and experience, as well a our friendship and motivation. The mixture of previous participants, with experienced and non-experienced ones, made this study session an intensive and productive time.

The main outcome of the seminar was an action awareness plan on how to use best the resources of both genders in our youth organisations.

Lastly, I would like to thank everyone whom participated and contributed to this Study Session and made it a success.

Sabine Klocker
Secretary General

Sunday, February 1st:

On Sunday, after a gradual check-in during the day the group first got together after the dinner for an informal welcome, some ice-breaking games and welcome drinks offered by the prep team.

Monday, February 2nd:

On Monday morning then was the REAL, OFFICIAL start of the programme, where the prep team members first of all introduced themselves and then passed on the word to the group, who also pointed out who they are, where they are from and which function they have within their youth organisation. After that, Sabine introduced the ECYF4HC with a power point presentation and ran through the programme of the week. Then the floor was passed on to Steffi, who presented a short synopsis of the work of the Council of Europe for young people, structure/funding, current priorities etc. Furthermore some important announcements concerning house keeping etc. were made and travel reimbursement procedures explained.

Sabine presented the aims and objectives of the seminar to the participants:

The main aims of the seminar are:

- to have a better understanding of leadership qualities within the rural youth organisations
- to promote the understanding of gender related experiences of discrimination and violence in all areas of society and in particular the representation of each in democratic organisations

The Objectives of the Seminar:

- Explore the similarities and differences of young men and women's experiences of opportunities, discrimination and violence within society
- Identify the barriers to equal participation of young men and women in public life and political processes
- Develop recommendations for best practice of leadership which promote equality of opportunity
- Assist with the creation of pilot projects and activities within our member organisations to prevent and manage gender based violence
- Exchange of experience of activities related to gender issues between the member organisations
- Exchange ideas about local activities of rural youth organisations
- Establish better contacts between rural youth organisations all over Europe

After that Heidi divided the participants into groups and in the groups the participants then had to discuss their expectations for the seminar. As a result, the 3 main expectations (per group) were presented in the plenary. The most common ones mentioned are:

- To meet new people/make new friends
- To exchange experiences and best practise with/in rural youth work
- To improve my qualities as a leader
- To learn from each other
- To be able to motivate a group
- To become a better leader
- To be able to deal with gender sensitive topics/problems
- To learn about each others organisations
- To be open-minded
- To have fun

To get people interested in the theme, to break the ice and get an idea about the various cultures, opinions and backgrounds of the participants Steffi facilitated a

Statement exercise.

Statements were read out and the pax voiced their opinion. However they do so by moving to a certain point in the room which represents their feeling.

i.e. One end of the room represented 100% - YES I AGREE

The opposite end of the room represented 100% - NO I DO NOT AGREE.

Anywhere in between was the varying opinion that you had(40/50/60%)

The idea was to discuss/debate and possible change some peoples opinions on the various issues discussed.

The issues all related to the topics we are concentrating this week. Violence, gender balance, leadership etc. We had some very valuable discussions and realised many of the differences among our countries regarding religious believes, stereotypes, comfort zones, etc.

Statement Exercise:

“Please move to one corner of the room if you agree to this statement and the opposite corner, if you disagree. You can also stand in the middle if you are not sure or if you can see both sides. I will ask 2 people on either side to give a short statement about why they stand where they are”.

Do you agree?

- Every good project needs a strong and clear leader
- Gender balance has been achieved in most European Countries
- Violence is human and is in every person
- Men are generally more violent than women
- It is more difficult for women in leadership positions than for men
- I have never discriminated against anyone
- A lot of strong and powerful women are lonely
- Men are often better leaders than women
- Men are more comfortable with power
- Leadership can't be shared

Is it acceptable in your country

- For a young man to be openly scared about sex?
- For a man to work as a secretary to a female boss?
- For a woman to have a better paid job than her male partner?
- For a man to cry?
- For a man to cry when his football team has lost?
- For a man to cry because his female boss has been harsh to him?
- For a man to knit jumpers for his children?
- For a man to seek help because he experiences domestic violence?
- For a woman to get drunk?

Then Heidi did a kind of energizer with us to get us active and ready for the rest of the morning. We had to assume roles of different things. We had

animals eg.kangaroos, monkeys... there were things like toasters, palm trees. Whoever was in the middle of the circle had to call out one of the above and point to someone and we had to to act our part. If we failed then we had to take over the center of the circle.

THE COMMITTEES.....

Different committees are formed to look after particular areas of the seminar.

Reporting – 2 people per day compile a report of the days activities etc. The aim is to have something to give every delegate at the end of the week.

Energiser - People put their names down for different days energizer activities.

Social – (assembled very quickly!!!!) 4 members of the group put together a social plan for the week.

Farewell Party – formed to plan the final night party.

After lunch Kate showed us what kind of Animals we represent!!! By means of filling out a questionnaire (see Appendix) we were able to match our personality and leadership style to one of the following:

Dove	- steady, peaceful
Owl	- perfectionist, cautious
Peacock	- influencing, popular
Eagle	- directing, power

The aim was to show us how the different types of personalities we would have in a group can influence proceedings. We discussed the specific outcome first of all with other participants having the same highest score (so for example all doves or all owls together in one group) to see if we have similarities and how we deal with/in certain situations, how we function in a team (which advantages, disadvantages we encounter) and secondly, we did another interesting follow-up in the plenary.

The afternoon was rounded up by another ice-breaking and getting to know each other exercise facilitated by Cvetan.

Everybody had to make a paper poncho, draw and write down their name, hobby, club represented, animal that you would like to be, in front and their life motto on the back of it. Then the group walked around, read and discussed their paintings/descriptions, tried to find out about similarities/common interests (pointed out by the prep team) and had fun doing so!

In the evening the participants enjoyed the **International buffet**.

Tuesday, February 3rd

The day was started with an energiser called toilet-paper grid with Øyvind from Norway.

Guest lecturer for the whole day was Gabriel Schandl from Austria, who told us a lot of interesting and useful things about leadership, self-management and teamwork.

Gabriel started out the day with focusing on Intra-personal qualities (inside you (thinking)) and the Inter-personal qualities (when dealing with other people). Furthermore we learned that we e.g. can control our own state of mind by asking ourselves the right questions and thinking positively. First of all, every participant for example had to think about “What am I grateful for?” and write down 15 things. Secondly, answer the question: “What are my top 10 qualities?”. Other GOOD ASK questions raised, were for example: “What was your best experience?”, “What did you like best from the whole seminar?” or “What do you enjoy right now?”. Thirdly, we did another “feel good exercise” where we moved around in the room, danced to music and whenever it stopped we had to find a partner – look at him/her and think of a quality you see in him/her – and of course say it out loud to the person in front of you.

After these exercises all the participants were in a very positive and self-confident mood and were very much motivated in their position as youth leaders.

In small groups the participants were asked to write down the most important/favourite leader qualities and after the groups’ presentations in the plenary, the joint “quality list” was the following:

- Motivation
- Communication
- Understanding
- Respecting
- Encouragement
- Listening
- Co-ordinating
- Decision taking
- Strength
- Control
- Recognize Skills
- Giving Feedback

Furthermore, the participants also developed a success strategy together:

- Motivate
- Attitude
- Behaviour (live it first!!)
- Listening
- Speaking/Talking

Concerning the latter Gabriel also highlighted how important it is to use A POSITIVE LANGUAGE, not using the word NO too much and furthermore other aspects of verbal and non-verbal communication were dealt with. The group was also asked to ask each other GOOD and OPEN QUESTIONS, as for example:

- What is your favourite hobby?
- Your best quality?
- What is the best thing in your country?
- What would you like to achieve in your life?

- What will you do, put in practice?
- Your favourite place in the world?

In order to train active listening (and show the importance of it) it was a very good experience for the participants to tell each other a story and then the partner had to retell it. Among the participants, the percentage of what was remembered and correctly retold was around 65-80%, which shows us that we have quite attentive leaders and good listeners in the group.

Gabriel also showed the group a film called The Fish, which was about the famous fish market in Seattle, where people have a very positive attitude, a lot of fun while working and even offer their clients a kind of show when selling the fish at the market. The participants enjoyed the short movie very much and afterwards questions like: What did we like? How could we use this in our teams? – as well as different behaviour and attitudes were discussed.

The last group exercise for the day was the so-called “contact bridge”, where a group of 4 or 5 people build up a ‘wall’ and another member of the group had to pass through – but first the person needed to convince the ‘wall-members’ to make him/her pass and this was done by finding a common topic/love, smile, asking questions, making compliments, etc. – which turned out to be a very fruitful experience for the participants. One of the lessons the participants learned from this exercise was:

“If something doesn’t work, CHANGE your approach!”

The participants really liked the day and were very fond of the way Gabriel introduced new things and different ways of thinking. Many participants stated that they left the plenary wiser in the evening, had many things in mind, which could be changed about themselves or could be done in a different way in their organisation.

Gabriel got very, very positive feedback cards from all the participants (of which he also send a copy to our office) , furthermore a picture-documentation of this one-day session was given on CD-Rom to all the participants.



Wednesday, February 4th

The day started with an energizer that was lead by Riita and Virpi (see Appendix).

Then a “Brain storming” was done where the participants described for example:

- a tomato - as red, round, juicy, squashy
- a carrot - as tasty, hard, crunchy, long; or
- a sheep - as soft, woolly, white, smelly;

Upon reflection and an initiated discussion by Kate the participants learned that the first thought is not necessarily the right one and put ‘perception’ in the center of the attention.

Afterwards, the groups were divided in sub-groups of 4-5 people. Every group got pictures from different persons and had to match these pictures to certain professions (Wagon Driver, Accountant, Cattle Show Man, Trainee Firefighter, Builder, Farmer, Vicar, Housewife, Hairdresser, Sportsman) which were given on a list. Most participants failed in doing so, except one group who was very successful. (see Appendix)

The lesson to learn was that one easily sets up stereotypes because of the appearance of a person. That is of course wrong. So we have to think about our first impression that we get of a person before we act. As a successful leader we have to consider this.

This lesson was followed by a drama. A role-play was proposed to show different types of leadership (see Appendix).

The group acted out:

- an autocratic leader
- lazes-fair leader style
- conflicts between group members in a team
- incompetent leader in a motivated team
- competing leaders in one team

This lesson was being set up to make people realize how it feels to step into ‘other shoes/personalities, how each individual can contribute to the success of a team and how as a leader, one can handle difficult situations/groups in various (hopefully successful) ways.

After lunch the three different workshops with the topics: conflict resolution, communication and perceptions + attitudes started. Every participant had the chance to visit all the three workshops (one that very afternoon, the other two on the following day). The conflict resolution workshop was facilitated by Steffi, the one on communication by Kate and the one concerning perceptions and attitudes was done by Sabine.

Content of the workshop on CONFLICT RESOLUTION:

1. Brainstorming on the words conflict and violence
2. Dysfunctional behaviour patterns in conflict resolution
3. Assertiveness messages
4. Group work
5. Role-Play

6. Evaluation

Dysfunctional behaviour patterns in conflict resolution

Total blockage

Both parties are equally strong, equally powerful and both have equally good communication skills to defend their position. They both defend their point of view with all means possible. Nobody takes an interest in the concerns of the other party, nobody is prepared to move. The situation is stuck and the longer it persists, the more damage is done to the relationship.

Power over

The use of force, manipulation, power over, or even physical, verbal, psychological, sexual or economical violence is a means to achieve one's own goals in very little time without having to negotiate or compromise. It seems the easy way to end a conflict in one's own interest.

One person's interests are totally satisfied, the other ones not at all. The emotional cost of this strategy is obvious. There will be feelings like anger, frustration, fear, humiliation, pain, hatred, sadness, revenge. This is not the basis for a healthy relationship, neither in family life, work or elsewhere. The "looser" often waits for any opportunity to take revenge and finds it in many cases. The conflict is not solved but prolonged or the fight continues on a different battlefield with increasing damage to the relationship.

Giving in

The third common pattern of dysfunctional behaviour in conflict resolution is a tricky one, because superficially, it appears to be very constructive, as no conflict is visible. One person renounces very early to the fulfilment of their needs and clears the way for the other person. But this isn't done The renouncing person does this with a feeling of moral superiority. He/she ascribes positive attributions to the own behaviour (constructive, sensitive, peace loving, harmonious) with the risk of ascribing negative attitudes to the other person (stubborn, egoistic, unsensitive etc.)

Another problem that can arise with this "solution" is that one person might renounce to their initial need with a silent mental contract that the next time it is up to the other person to go along with them. This is problematic, as the other person is unaware of this deal and didn't even have a say in it. She/he might be genuinely pleased with the seemingly harmonious atmosphere and not even be aware that the other person has renounced to any personal need.

The conflict is waiting to happen and often erupts with unexpected violence. Stored up reproaches are damaging for the relationship, as one side might feel betrayed and it is hard to check who said and did what, when the event is long past.

Assertiveness

There are many ways to devise effective, tactful, fair assertive responses. An effective assertive response contains 3 parts:

Step1 State Facts

Describe the troublesome situation as you see it. Base your description on facts rather than accusations. What did you see, hear, feel? Be very specific about time and actions, don't make generalisations like "you're **always** busy." "You **never** pay for .." Be objective, don't suggest the other person is a total jerk. Focus on his/her behaviour, not on his/her apparent motives-**Example:** I have been waiting here for you for 20 minutes.

Step 2: State your own feelings

Describe your true and genuine feelings, using an "I" statement which shows you take responsibility for your feelings. Don't use fake feelings to make the other party feel guilty ("I am sad" when your real feeling is anger). Be firm and strong and look at the other person. Focus on your authentic feelings, not on your resentment of the other person. Also be careful not to mix up feelings and statements ("I feel you are an idiot!" is not a feeling!). Sometimes it is helpful to explain why you feel as you do, so your statement becomes "I feel ___ because ___."

Example: ... and I am angry, because I rushed to get here on time. I was also worried because your mobile was switched off.

Step 3: State your needs for the future

Instead of looking at the past, focus on the future. Describe the changes you'd like made, be specific about what action should stop and what should start. Be sure the requested changes are reasonable, consider the other person's needs too, and be willing to make changes yourself in return. Don't make dire threats, state your need and ask the other person to be aware of your needs and feelings in the future.

Example: ... Could you make sure to be on time next time we meet. If you are late in the future. I would prefer if you could give me a ring, so that I have got the possibility to do other things as well.

Examples

Situation: You and a good friend are invited to a party. You don't know anybody and are nervous. Your nervousness means that you speak slowly and quietly. Your friend is impatient and starts answering questions that other people ask you. She also finishes some of the stories that you start telling.

Response: You have just interrupted me. I know that I am a bit slow today but I don't like it when you finish my sentences for me. I need a bit more space, so that I have got time to respond myself.

Unhelpful responses: Just stand there and pretend everything is ok. Blame yourself for not being "good enough". Aggressive response: "I will not go out with you anymore. You are patronising me."

Situation: Your colleague reads the paper while you try to talk to her about an urgent problem. She obviously does not listen.

Response: I feel ignored/uncomfortable/stupid when you read the paper while I am talking to you. This is quite important for me, could you take a few minutes to go through this with me?

Unhelpful responses: Pretending not to notice, hurting in silence, complaining to sb. else, negative self-talk Of course, the aggressive reaction would be to call her self-centred, unfriendly ...

Situation: A young woman makes appointments with you and then cancels at the last minute.

Response: "When we make plans and you change your mind at the last minute-you've done that two out of the last three times, I feel frustrated because it's too late to make plans with someone else. Besides, I start to think that you don't really want to meet me. In the future, I'd like for you to tell me at least an hour in advance if you have to change plans. Would you do that?"

Unhelpful responses: Let it go. Or: tell the woman how inconsiderate she is and that it is amazing she has your support at all.

Situation: Your partner is concerned about a certain career move. You have talked it through with them a number of times, but at the moment all they seem concerned about seems to be their job.

Response: " This week we have spent a lot of time during the dinner hour talking about your office. I am happy to talk about this but I also feel that other things are put on hold at the moment. I start to feel impatient because I miss talking about my life, our new house plans etc.

Unhelpful responses: suppressing the anger and not saying anything, pretending to be really interested. An aggressive person might blow their top, calling their partner names, being reproachful or telling them how boring this conversation is.

Situation: During your lunch break with two work colleagues, one of them makes very cutting and ironic remarks about your weight. This is not the first time that this has happened and you actually don't find it funny.

Response: This is not the first time you joke about my weight. I am sorry, but these jokes are really not funny for me. In fact they make me feel embarrassed and uncomfortable. I would like to ask you to stop joking about my weight.

Unhelpful responses: suppressing the anger and laugh. An aggressive person might blow their top.

Group Work:

Participants had to find their own examples of annoying situations and try out to state their anger in an assertiveness message. This was followed up by 2 role-plays.

Thursday, February 5th

The day started with an energizer led by Pia and Pia from Finland. After the day's programme was started with a 2nd and a 3rd round of the workshops.

In Kate's group communication was discussed. The pax talked about different languages like verbal-, body-, sign-language etc. The workshop started outside with the game "broken telephone". <The group stands in a ring, one person whispers a sentence to the next person besides him/her. The sentence should then be passed along the ring. The last person says it out loud.> This exercise showed them the problems of communicating.

After that the pax were divided into groups of three. There the pax should try to get to know the others name, age and family composition without speaking or writing. Most of the groups used body language to communicate.

Then Sabine had her workshop about perceptions and attitudes. It started with an energizer – fruitsalad. After that, the pax were divided into two groups (of 5) and played pictionary.

The following words had to be explained/drawn:

- immigrant
- muslim
- housewife
- ITspecialist
- lesbian
- youngster
- homeless
- gay hairdresser
- Italian cook

Only after the next exercise (Eurorail) a proper evaluation of the drawings was done, in order to not make the participants aware of the main purpose of the pictionary yet. Until then, everybody thought that the group who was quicker with the guessing won the game.

Only later, Sabine announced that the group who used less stereotypes was the winner. Therefore, the whole group examined the drawings together and discussed them. When trying 'to picture' the word immigrant, one group used a strong stereotype by painting an indigenous person. When expressing 'lesbian' one boy in the group painted two naked women and was very much criticised by the others for that. Other symbols, like a girl wearing a skirt (for example on bathroom doors) were agreed upon as international signs. When trying to come up with the "Italian cook" and having only the first part at the beginning (Italian) – mafia, drug dealers etc. came up too... which also expressed certain stereotypes.

Therefore the facilitator initiated a discussion on the concept of stereotypes which partly went hand in hand with the second exercise done:

"EURORAIL"

For this exercise the Education Pack was used and upon an introduction to the theme/exercise, the following list given to the participants:

THE SCENARIO

You are boarding the « Deer Valley Express » train for a week-long ride from Lisbon to Moscow. You are travelling in a couchette compartment which you have to share with three other people. With which of the following passengers would you prefer to share?

1. A Serbian soldier from Bosnia.
2. An overweight Swiss financial broker.
3. An Italian disk-jockey who seems to have plenty of dollars.
4. An African woman selling leather products.
5. A young artist who is HIV positive.
6. A Roma man (Gypsy or traveller) from Hungary just released from jail.
7. A Basque nationalist who travels regularly to Russia.
8. A German rapper living a very alternative life-style.
9. A blind accordion player from Austria.
10. A Ukrainian student who doesn't want to go home.
11. A middle-aged Romanian woman who has no visa and a 1 year old child in her arms.
12. A Dutch hard-line and aggressive feminist.
13. A skinhead from Sweden ostensibly under the influence of alcohol.
14. A wrestler from Belfast apparently going to a football match.
15. A Polish prostitute from Berlin.
16. A French farmer who speaks only French and has a basket full of strong cheese.
17. A Kurdish refugee living in Germany who is on his way back from Libya.

For this exercise the 'snowball'-method was used:

First, the participants had to choose three persons from the above list that they would like (not) to spend one week in a train compartment with. First, just for themselves – then they had to agree on three of them in a group. The group discussed about these choices and every(one) group had to give their reasons for it.

The most frequent choices among the participants were:

- the Ukrainian student
- the blind accordion player
- the Serbian soldier

The Ukrainian student was mainly chosen because he is of the same age group as the participants and might have an interesting life story to tell (there must be a reason, why he doesn't want to go home). The blind accordion player because pax want to find out how a blind person lives, perceives the world – they were very interested in talking to such a person. And for the same reason the Serbian soldier was chosen – to find out more about the conflict in Ex-Yugoslavia.

Furthermore, the Italian DJ, the young artist or an African person were chosen from several pax.

“We became aware of the fact that without knowing about the background or personalities of people, we make decisions based on certain stereotypes or attitudes – which is sometimes quite dangerous (and often based on negative information we get about minorities/outcasts in the news).”

After lunch, a free afternoon in town and in the evening dinner at the restaurant La Bourse was on the programme. For some people who thought having “a pizza run over by a bus” the tarte flambee was quite a new ‘experience’.

Friday, February 6th

Gender Mainstreaming.

Today's topic was Gender mainstreaming and was presented by Steffi.

The day started out with two energizers. The first was by Marja, she took all the participants outside for some much needed fresh air. On returning to the room another energizer was initiated by Steffi.

A brief discussion on acceptable and unacceptable behaviour and sexual harassment was held before beginning the first exercise. The participants all got three pieces of paper with faces on them. Pink was unacceptable ☹, blue was unsure 😐, and green was acceptable 😊. Steffi read out various sentences to which the group reacted by showing which face reflected the views of our organisations/cultures. It was highly interesting to see how the various countries reacted to these statements.

For the next activity the pax were split into groups of girls and boys. Within these groups they were asked to discuss the following questions:

1. How is masculinity/femininity expressed in your culture?
2. How do boys become men/girls become women?
3. How do young men/women in your culture express their emotions?

The female groups concentrated on the female aspect, and the boys on the male aspect. The points raised were:

Female	Male
1) Females expressed their femininity through appearance, body language, and the way they expressed all kinds of emotions.	Physical appearance, Body language.
2) There was no specific age or time at which girls became women, depends on the individual. It is both physical and mental development.	There was no specific age or time at which boys became men, depends on the individual. It is both physical and mental development.
3) Women express their emotions more openly.	Men tend to hide their emotions, but occasionally express their feelings through anger and violence.

In gender groups the pax discussed positive and negative things about being male or female. Again the women concentrated on the females and the men on the male point of view. These were written on 'post it notes' and these were attached to two massive pictures of a male and a female person, that Heidi had artistically drawn. Comments like women are great at showing emotions, and men are the better drivers one could find on the posters.

Furthermore, Steffi gave a talk on GENDER MAINSTREAMING – the details about that are attached in the Appendix.

In the afternoon, the pax then split into 5 groups and were given three case studies, of which they had to choose one within the group, discuss it and then present it to the other

Saturday, February 7th

After an effective energiser, Sabine gave a short summary of the week and stated that she was pleased that the workshops were so productive. The morning session was spent doing a (approx.) 10 point action plan of the most important things the participants had learnt during the week – (first of all ideas/results were brought together in small groups, which presented their preference list in the plenary – these results were discussed among all the participants and the following, most crucial points were the final outcome) :

Plan for Effective Leadership

- **Respect – the group for the leader and the leader for the group**
- **Communication – know your message and the audience you are addressing**
- **Personalities – all members will be different, know how to work with different people**
- **Motivation – ensure that the group has a purpose and common goal**
- **Energiser – start the session with an activity to energise the group**
- **Stereotypes – try to avoid the use of typing with in the group**
- **Tolerance – towards others and the way they do things**
- **Co-operation – work as a team**
- **Barriers – identify barriers which may exist and stop full participation for all members**
- **Harassment – know the signs of potential problems**
- **Conflict Resolution – identify ways in which you may deal with a situation**

Above all ensure the group has FUN!!

In the afternoon the participants shared opinions on the seminar, which had been enjoyed by everyone, and had surpassed expectations. Pax then got into groups wearing different coloured hats. Each group consisted of 6 members and pax had 6 mins to discuss what they had gained from the course, and which topics they wanted to explore further.

When the time was up a spokesperson from each group had one minute to present their findings, which were the following answers(+questions):

- *What are you going to use back home?*

Energisers, positive thinking, not to concentrate on problems but the solutions, to motivate youngsters to do everything; teamwork, role plays, leadership model, member-cards, to teach kids everyone is different, Gabriel's lecture, to be graceful of what we have, conflict resolution, sexual harassment, all more intensive;

- *What do you leave behind?*

Food, stereotypes, good friends, French fries!!, don't know what, cheese

- *Which other subjects are important to you to address in future study sessions?*

More images about stereotypes, things that affect young people, differences between organisations, learn from each other, leadership, positive thinking, teamwork, motivation, respect others, differences, conflict resolution, sexual harassment, men<|>women, France, Xenophobia;

For the creative evaluation, Sabine laid out all the letters of the alphabet on the floor, on huge, big coloured pieces of paper. Cvetan and Sabine would then ask questions and the pax had to think of an adjective to answer – and stand on the first letter of the word, laid out on the floor.

During this evaluation the participants for example pointed out their favourite time in the programme: *new friends, lectures, Council of Europe visit, speaking, Gabriel Schandl, positive thinking, the workshops, the international evening, interesting topics;* and their least favourite times: *have not any, speech in CoE, Canteen, feet and food, getting up, going home, dinner at the restaurant;* as well as if their expectations were fulfilled: *"I think so, even more, absolutely, almost, more than yes, nearly, definitely!!"*



In the written evaluation which was handed out by the prep team, after the creative one, stated that the participants were very satisfied (some overwhelmed) with the outcome of the seminar and their learning experience. Their expectations were fulfilled (for some of

them even more than that) and they will take many new ideas back home to their organisations, therefore the seminar will strongly influence their future work and activities in their youth organisations. Participants were very satisfied with the prep team, the facilities and support of the European Youth Centre. Most of them hope to be able to participate in a future study session and furthermore, they proposed many topics for a possible follow-up session and future seminars of the ECYF4HC. The participants enjoyed the dynamic and atmosphere within the group, highlighted the high value of the ICL processes and especially appreciated the variation in non-formal learning methods used/introduced by the prep team and the expert.

After filling out the evaluation form the participants also prepared personal envelopes out of coloured paper (with our name on it) – kind of letterboxes - and stuck them on the wall for people to put in messages (to take home with) during the farewell party!

CONCLUSION

The study session had a very positive outcome and even after the return of participants the office of the ECYF4HC got lots of positive feedback from the member organisations and some of the participants, who stated that they profited a lot for their work and that they are very grateful for it; or who let us know which changes, steps they have undertaken since their return back home. Some introduced equal opportunities policies in their clubs, initiated seminars on gender mainstreaming, or other project ideas using single gender work in order to assess the different needs of young boys and young girls. In Norway, an initiative to develop an anti harassment policy within the organisation started.

Furthermore, the activity helped to broaden and strengthen the networking between European rural youth organisations. For example several participants attend a Festival of Macra Na Feirme in July in Ireland. Moreover, youth exchanges, which arise from the contacts made at the study sessions, are planned. The participants also share information and news about their organisation in a MSN Newsgroup, which was set up by one of the seminar participants. Several participants also in the meanwhile applied for a multilateral youth exchange of the ECYF4HC with the topic: Conquering Conflict across Cultural Divides, taking place from the 24th to the 31st of July in Belfast, Northern Ireland. Two of the participants will also be future prep team members for study sessions of the ECYF4HC.

Resulting from the feedback from the participants (evaluation, further needs and wishes) the ECYF4HC found out that our members would like to work more on Xenophobia, stereotypes, perceptions and attitudes. Therefore, a follow-up to this study session is planned and we hope that the Directorate of Youth and Sport will also accept and support our application concerning a follow-up study session to be held at one of the EYCs in Spring next year. The topic is: "European Youth against Racism and Xenophobia".

In the meanwhile, we would like to thank the CoE and the EYCS for all their help and support!



A COUPLE OF ENERGIZERS we used during the week:

Riitta and Virpi

Dividing into groups :

Number figures

People walking around in the room with music. When music stops the leader says a number and participants will go into the groups of asked number. The leader tells them to make a figure (elephant, television etc.). If it is possible, group should include movement and sound in to the figure. After the figure has been made music continues and same goes again with different number of group and new figure. In the end the number is the one that is needed for next game.

Games :

1-2-3

People are in pairs. Person A says 1, person B says 2 and person A 3. This starts again vice versa person B starting with number 1. Counting should go as quickly an smoothly as possible ; person B starting with 1 straight after 3. This goes on until the leader tells them to stop.

The game will come more difficult when numbers are replaced with some movements, for example clapping hands instead of saying 2, making faces instead of saying 3.

Ropes

People are divided in to pairs. Every person gets a piece of rope which she/he will tie around both wrists. (Look at the picture one.)

Pairs should get rid of each others without cutting or opening the rope, or making holes around the wrists any bigger. (Look at the picture two.)

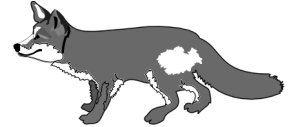
Ball of wool

The group stand in a circle, everybody closes their eyes and at the same time gets closely together and grab two hands in the middle. Then they open their eyes and find out how to get in a circle again without releasing their hands.

Gender Mainstreaming



The Story of the Fox and the Crane (equal treatment does not mean the same treatment)



The Fox invited the Crane to dinner. He served the food on a large flat dish. The Crane with her long, narrow beak could not eat.

The Crane invited the Fox to dinner. She served the food in a deep vase, and so the Fox with his short, wide face could not eat.

Both friends had an equal opportunity for nourishment, but each time one of them could not take advantage of this opportunity.

The development challenge in every case is to identify barriers to the opportunities that exist, and custom design the adjusted interventions that will *lead to equality of outcome.*

GENDER MAINSTREAMING

Brainstorming: What is Gender Mainstreaming? OHP of Fox example

The Global Platform for Action, adopted at the Fourth World Conference on Women in Beijing 1995, requests Governments and other actors to mainstream a gender perspective into all policies and programmes, so that, before decisions are taken, an analysis is made of the effects on women and men respectively. The Beijing conference has led to a large number of European governments to adopt gender impact assessment as a tool for implementing mainstreaming.

*In order to understand gender equality it seems important to perceive that we live in societies that are still permeated by gender differences and gender inequalities. **There is no country** in which the outcomes of public policy are equal for men and women. The dimensions of these inequalities are often so **deeply embedded** that they are difficult to perceive. Gender analysis of various kinds is therefore required to bring these inequalities to the surface and to the attention of people who can make a difference.*

Policy decisions that may appear gender neutral can however have a different impact on women and men, even when such an effect was not intended. Why? Because we find substantial **differences in the lives of women and men**; differences which may cause apparently neutral policies to impact differently on women and men and reinforce existing inequalities. Gender analysis - or Gender impact assessment- is carried out to avoid unintended negative consequences and improve the quality and efficiency of policies.

THE BASIC CONCEPTS

There are some concepts which are at the very core of the gender mainstreaming strategy. These may be defined as follows:

Sex and gender

The existing differences between men and women are of a biological and social nature:

Sex refers to the biologically determined differences between men and women, that are universal.

Gender The term '**gender**' is used to describe a set of qualities and behaviours expected from men and women. These expectations stem from the idea that certain qualities, behaviour, characteristics, needs and roles are 'natural' for men, while certain other qualities and roles are 'natural' for women.

Gender is not biological – girls and boys are not born knowing how they should look, dress, speak, behave, think or react. Their “gendered” masculine and feminine identities are constructed through the process of **socialisation**, which prepares them for the social roles they are expected to play. These social roles and expectations differ from culture to culture and at different periods in history.

Example: *While only women can give birth (biologically determined), biology does not determine who will raise the children (gendered behaviour).*

Exercise: What I like about men + women (*gendered information*)

Equality between women and men (gender equality)

By gender equality we mean that all human beings be free to develop their personal abilities and make choices without the limitations set by strict gender roles; that the different behaviour, aspirations and needs of women and men are equally valued and favoured. Gender differences may be influenced by other structural differences, such as race/ethnicity as age, disability, marital status, sexual orientation and class.

Mainstreaming

The gender and equality dimension should be taken into account in all policies and activities; in the planning, implementation, monitoring and evaluation phases.

It is now widely accepted that gender inequality is not a result of women's integration or lack of integration in development, or their lack of skills, credit and resources. The root cause of the problem lies in the social structures, institutions, values and beliefs which create and perpetuate women's subordination. The issue is not merely one of "adding on" women to various processes, but of reshaping these processes to create the space for women's involvement.

Gender mainstreaming is not a process which begins and ends with women. It does not mean only having an equal number of women and men in the organisation or supporting programmes exclusively for women, although it includes these aspects. Gender mainstreaming implies including women, but does **not** imply **excluding men**.

Gender mainstreaming is a strategy for bringing about gender equality through creating space for everyone – women and men in the organisation as well as in communities.

CHECKING GENDER RELEVANCE

- Are there differences between women and men in this field
- different rights
- resources,
- participation
- values and norms

If the answer is positive, gender is relevant to your issue. An assessment should be made of the potential gender impact.

GENDER IMPACT ASSESSMENT

Gender impact assessment means to compare and assess the current situation according to gender relevant criteria.

CRITERIA FOR GENDER IMPACT ASSESSMENT:

Differences between women and men in the policy field, such as:

participation (sex-composition of the target/population group(s), representation of women and men in decision-making positions

resources distribution of crucial resources such as:

time

space

information

money

political and economic power

education and training

job and professional career

new technologies

health care services

housing

means of transport

leisure

norms and values which influence gender roles and division of labour
inequalities in the value attached to men and women or to masculine and
feminine characteristics

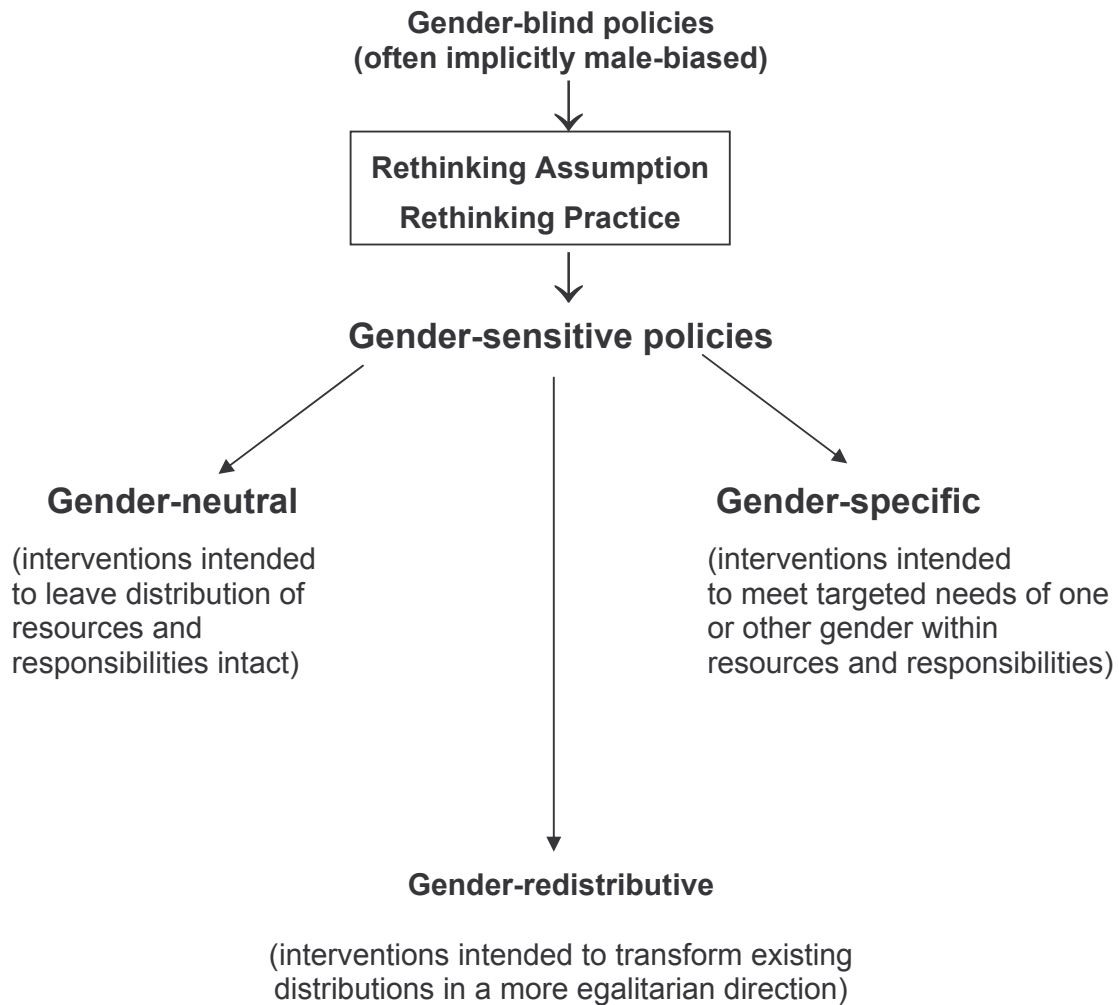
rights pertaining to direct or indirect sex-discrimination, human rights
(including freedom from sexual violence and degradation), and access to
justice, in the legal, political or socio-economic environment

Gender Analysis – What to Ask.

Both project staff and management should ask at least some of these questions when reviewing project documents, collaborating in project design activities, participating in project review meetings and debriefing project design, evaluation and backstopping missions.

- A. Who is the target (both direct and indirect) of the proposed policy, program or project, Women, Men, or both ? Who will benefit, who will lose? Which Women? Which Men?
- B. Have women and men been consulted on “the problem” the intervention is to solve? How have they been involved in the development of “the solution?”
- C. Does the intervention challenge the existing division of tasks, responsibilities and resources among men and women?
- D. Which needs of women and men will the intervention address: practical, strategic, or both?
- E. What is the relationship between the proposed intervention and other activities, and with national, regional and international organisations?
- F. Where do opportunities, or entry points, for change exist? And how can they best be used?
- G. What specific mechanisms can be proposed to encourage and enable women to participate in the policy initiative or programme, despite their traditionally more domestic location and subordinate position?
- H. What is the long-term impact in terms of women’s increased ability to take charge of their own lives, and to solve problems?

Categories Of Gender-Aware Policy



Source: Kabeer, N. Subrahmanian, R. (1996) Institutions, Relations & Outcomes: Framework & Tools, for Gender-Aware Planning, IDS Discussion Paper 357 September 1996

4. How would you evaluate the dynamic in the group?

5. How will you follow-up your participation in the seminar?

6. How would you evaluate the facilities and services at the European Youth Centre?