

STANDING TOGETHER AGAINST RACISM IN EUROPE

Training Course:

“Be The Change”

Berlin, 18th – 22nd of February 2019



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Abbreviations

AI	Appreciative Inquiry
ICYE	International Cultural Youth Exchange
NGO	Non-Governmental Organization
STAR E	Standing together against Racism in Europe

“STAR E – Be the Change!”

– Training on Diversity-Orientated Change Management and Organizational Development –

Over the past four years, the increase of racism and intolerance towards refugees, migrants and people of colour and the rising nationalism and radicalization of youth has become more and more threatening to peace and democracy in many countries of the European Union and in other countries worldwide. European and international youth organizations play an important role in responding to those challenges. In an immigration society, youth organizations ought to be facilitators of inclusion. As such, they need to be credible institutions whose educational programs are rooted in clear and coherent anti-racist values that are practiced within the organization itself.

Therefore, the project “*Standing together against racism in Europe* (STAR E)” was developed by ICJA Freiwilligenaustausch weltweit and six other international youth and voluntary service organizations as well as by two expert organizations. The Erasmus+ funded Strategic Partnership Project aims to strengthen the role and profile of youth *non-governmental organizations* (NGOs) in combating racism, becoming facilitators of dialogue and inclusion and empowering young people of colour, refugees and migrants at a European level.

In this context, the training course “Be the Change!” was developed as an accompanying measure and opportunity to train employees, co-workers and active members of the participating organizations in the field of diversity-oriented organizational development and change management. The training sessions constantly interrelated the values of diversity-orientation, anti-discrimination and inclusion in youth and voluntary service organizations with reflections and practical learning about how to instigate critical dialogue and actually facilitate change in NGOs. The main mode of learning was to learn about key concepts of organizational and system change, to try out practical tools and models and to reflect about their relevance for the participating organizations and other youth and voluntary service NGOs in Europe. The central questions of the training course were:

How can we make a difference given the challenge of increasing racism and discrimination against people of diverse backgrounds? Which changes are necessary at a structural and operational level in our organizations? How can we start reflective processes, take clear positions and display coherent behaviour?

The participants gained knowledge about key concepts and the triggering factors of possible processes of changes. By analysing their own organizational culture and context, they gained experience in using practical tools and models. The tools and models are currently being further developed in the frame of the STAR E project and will be included in a handbook.



The Training Course “Be The Change!” ...

...took place from the 18th to the 22nd of February 2019 at the “Youth Hostel Berlin Ostkreuz”. ICJA was pleased to welcome 20 representatives of its partner organizations from Denmark, Finland, France, Hungary, Iceland, Italy, Poland, Russia, Slovakia and the United Kingdom to Berlin. The training pro-

gramme was run by the expert organization SOCIUS Organisationsberatung gGmbH. SOCIUS has worked with hundreds of NGO's, foundations, Universities and governmental institutions over the past 20 Years. SOCIUS is widely recognized as an expert in the field of organizational development and change.

Program Overview

Day 1 Monday, 18.02.2019

Afternoon: Arrival of participants

- 18:00 Welcome
- 18:10 Personal introductions, setting the stage for collaborative learning
- 18:30 Presentation of the program
- 18:40 Experiences with diversity and expectations
- 19:30 *Dinner*

Day 2 Tuesday, 19.02.2019

Competence Area 1: Diversity & Inclusion / Understanding Organizations

- 09:30 Introduction to diversity, inclusion and discrimination - catching up with the discourse
- Diversity-oriented organizations – what dimensions to look at
- 11:00 *Coffee-Break*
- 11:30 Introduction to organizations: Formal and informal arenas
- 13:00 *Lunch*
- 14:30 Organizational diagnosis: The 6 Field Model for organizational assessment
- 16:00 *Coffee-Break*
- 16:30 Appreciative Inquiry: Focusing on strengths, potentials and visions
- 17:30 Learnings of the day
- 18:00 *End*

Day 3 Wednesday, 20.02.2019

Competence Area 2: Change in Organizations

- 09:30 Introduction to change processes in organizations
- 11:00 *Coffee-Break*
- 11:30 Emotions in change
- 13:00 *Lunch*
- 14:30 Facilitating group processes
- 15:30 *Coffee-Break*
- 16:00 Continuation facilitating group processes; short introduction to change processes
- 17:30 Learnings of the day
- 18:00 *End*

Day 4 Thursday, 21.02.2019

Competence Area 3: Organizational Culture and Structures

09:30	Introduction to organizational culture, power and ranks
11:00	<i>Coffee-Break</i>
11:30	Decision-making
13:00	<i>Lunch</i>
	optional: visit to ICJA offices
15:00	Introduction: Five steps of a change process
16:30	<i>Coffee-Break</i>
17:00	Continuation: Five steps of a change process
17:30	Learnings of the day
18:00	<i>End</i>
20:00	Berlin by Night – with the possibility to meet ICJA colleagues

Day 5 Friday, 22.02.2019

Competence Area 4: Change Strategies

09:30	Developing individual change strategies
11:00	<i>Coffee-Break</i>
11:30	Continuation developing individual change strategies; peer feedback
13:00	<i>Lunch</i>
14:30	Peer consultation
15:30	<i>Coffee-Break</i>
16:00	Reflection on learning journeys
16:30	Method review for STAR E publication
17:30	Training evaluation
18:00	<i>End</i>

Daily Reports

Day 1 – Monday, 18th of February 2019

Afternoon Session

Welcome-Round and Getting to Know Each Other

After a short introduction of the facilitators and the project, the group started with the name chain game that introduced everyone to each other and gave them a chance to remember the names by repetition. By the end of the game, almost everyone knew the names of the other group members.



Experiences with Diversity, Change and Expectations

The next session started with a reflection in small groups of three persons about the following questions:

- (1) What experiences did I make that this topic matters to me?
- (2) Where have I come across this topic in my organizational context?
- (3) What do we want to take home from this seminar?

The main results were the concern regarding the tense political situation in Europe and the significance to make statements about diversity and the sensitizing for difficult cultural perspectives. Based on the fact that some partners of *International Cultural Youth Exchange* (ICYE) are acting as experts on anti-racism, one of the question for the seminar was how can we turn lenses towards ourselves. Participants also underlined the importance to learn from each other in our ICYE networking since our organizations are at different development stages and to become even more aware of our own privileges.

Participants expected from the seminar to learn tools to manage change and diversity and raised the questions: "How should diversity be implemented through change?", "How can others be inspired?", "How can our organization be inclusive in change processes?". These expectations for the seminar guided us through the following four days.

Day 2 – Tuesday, 19th of February 2019

Competence Area 1: Diversity & Inclusion/ Understanding Organizations

Morning Session

Introduction to Diversity, Inclusion and Discrimination - Catching up with the Discourse Diversity-Oriented Organizations – What Dimensions to look at?

The Mood Board – Sharing Feelings and Emotions

The session started with a second name round, a warm-up dancing exercise and a reflection round. During the reflection round, participants shared their feelings about the first morning. The trainer introduced a mood board. The facilitators asked the participants to position figures representing themselves on mood cards. The mood board was used during the whole training so that the facilitators knew what the emotional status of the group was at different stages throughout the entire training course.



Sociometric Exercise / Positioning-Barometer: A tool to show where people in the group stand in relation to different topics

1. Comfortableness with the English Language

The purpose of the exercises was to remember to be inclusive towards everyone regardless the level of English. Participants were asked to position themselves on a line according to how comfortable they feel with the English language. Some people felt that they have difficulties especially in expressing themselves in English. Some people brought up that they do understand the discussions but it is difficult for the others to understand them.

2. Experience with Inclusion and Anti-Racism

How experienced does the group feel about topics of inclusion and anti-racism? None of the group members felt that they are experts, although some had participated in several trainings on the topic. The trainings made them to see how complicated and versatile the issues are. Some had also university degrees related to the topic.

3. Experience with Change Management

Some participants have had practical experiences how to make change happen in their organization but have not had any theoretical knowledge yet. Some had theoretical knowledge but they would not categorize themselves as experts since they are not in touch with change management in their everyday work.

Paradox Intervention – Exclusion Exercise: A tool to see the inclusion issue from a different point of view

The task was to design a volunteer programme while purposefully excluding one or more marginalized groups and to create as many barriers so that they will surely not be able to participate.

Case 1: Exclusion of posh people

- Barriers: - The programme is promoted just in public schools.
 - Events are just happening in youth centres and town halls.
 - The application implies a "rich test".

Case 2: Exclusion of foreigners

Barriers: Language → Information & application processes are in the native language

Case 3: Exclusion of people with low education

Barriers: Language and degree

Case 4: Exclusion of people with dependencies

- Barriers: - Inflexible schedules make exclusionary programmes
 - No relatable role models
 - Ignoring blind spots

Reflection on the Exclusion Exercise:

An interesting insight was that the majority of participants felt uncomfortable to think of stereotypes and consciously exclude certain groups. Hence, some groups chose very general groups or a group that generally is not marginalized (e.g. 'posh people'). The exercise, on the other hand, helped to reflect on the barriers that exclude different groups, which is a useful starting point to turn it into the opposite: How to eliminate those barriers instead of creating them.

Discourse on Terminology

Participants determined *inclusion*, *diversity* and *anti-racism* as key topics for their organizational change processes. However, definition of the three terms were not seen as clear-cut, thus, the following exercise was used to explore what the different terms meant for everybody.



Inclusion:

Inclusion is linked with a demand for action e.g. a framework policy initiative. Historically, inclusion as a concept was developed in the educational sector concerning especially people with disabilities. Other categories of inclusion, however, would still need to be defined. More generally, Inclusion is about equal access. An inclusive organization is much more open to encourage people with diverse background to join.

Diversity:

Diversity is a concept that encompasses all kinds of categories of being 'different than the norm'. The basic connotation is a positive one – diversity as a state that should be sought. It is already widely used in the business sector as well and is seen – if successfully implemented – as entailing also advantages on the market. Hence, it is to a lesser extent a concept that looks very critically

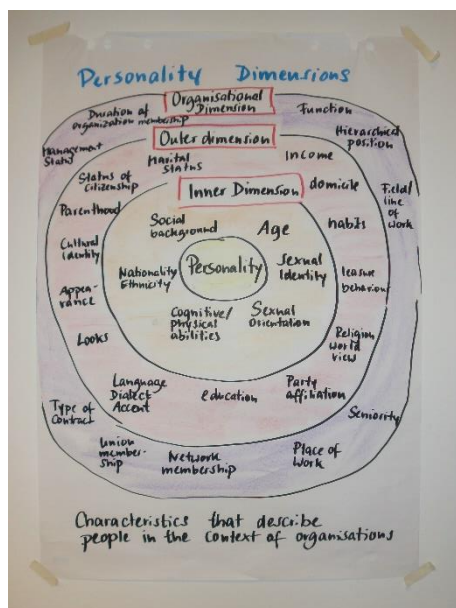
at the preconditions and structural barriers that prevent diversity. Diversity is about equal opportunities and about a positive vision describing this.

Racism:

STAR E concentrates on anti-racism and not on anti-discrimination. In London was already a long discussion about the definition on racism. One of the conclusion was that the diverse history background of the countries affects the definition. Some participants felt uncomfortable with connecting the term strongly to colonialism. Racism is a system that creates structures that discriminate people. For a productive anti-racism project, it is necessary to look at privileges and power relations.

In opposition to diversity, anti-racism has a negative connotation and has a different energy of action regarding the feeling to fight against racism. In organizations, it is easier to focus on diversity than on anti-racism due to the complexity of anti-racism.

All three terms describe interrelated issues in a different way: Inclusion is more clearly related to specific action. Diversity is related to a positive guiding vision and anti-racism is linked to power structures.



Personality Dimensions: Characteristics to describe people in organizations

Besides race, color and skin, personal characteristics determine who we are. In accordance with the schema, the inner dimension is innate and permanent such as age, sexual identity and nationality. The outer dimension entails gained characteristics such as marital status, education and habits. The organizational dimension is related to the role such as the working background like place of work, management status and field of work. Discrimination in organizations could happen along all those dimensions. Hence, if we want to become more sensitive about possible discriminative practices and structures in organizations, we need to consider very different dimensions.

Introduction to Organizations: Formal and Informal Arenas



Goal: The understanding of an/ our organization and how it functions

Model – What are organizations?

The three components of an organization (organization, team and person) are essential to stabilize an organization. It is important to look at interfaces and the function of the relations.

- The core of an organization is the organizational culture: Identity, purpose, values
- Has the culture to change first, or have the other three components to change first?

Constellation Analysis: A tool to analyse how people experience organizations, relations and structures

The method is about the process and not about the outcome. The key objective is to start an open discussion and to externalize the problem. The aim is to create a language for a situation, which might be otherwise difficult to describe.

The task was to lay out with pieces of paper of different colors the organization and yourself in the organization – without writing. The plenary was split in three groups and one member of each group was the case-giver. The case-giver built his*her organization and the observers gave their feedback about what they saw. After that, the case-giver explained his*her organization. In the next step, participants formulated some tentative conclusions, such as observations that they found striking and confirmed this with the case-giver. The last step was to explore in how far the paper constellation already indicates a possible direction for development or change. Finally, the case-giver gave feedback how useful the discussion and method had been for him*her.

Group Evaluation:

The participants found the exercise interesting and useful to apply with colleagues after the training but stated that it will be also a challenge for them to implement it in their daily working life. It was fruitful to listen to the interpretation and to the feedback of the others. The challenge was to forget the theory how organizations should look like and to reflect how the reality is.

One participant summed the Constellation Analysis and its function up: "I think it is a very helpful method to get a picture of complicated relations and opens up a possibility to talk about organizational structures without criticizing and analyzing specific people who are holding positions right now."

Role as the case-giver:

Even if it was a challenge to lay out the organization, the exercise made some things visible that were important to discuss and gave ideas for development processes in the future. If there was already a process of describing their own organization in the last few years, the exercise was very helpful to reflect and to contemplate on those ideas.

Further comments from case-givers were:

"What helped me was the spontaneity of the method, the task to use your intuition. It was a relief to do whatever would be there. I did not know what the plan was when I began. Just did it and I was curious what would come out of it."

"The interpretation of peers was the energetic part of the exercise. The energy I had to the project was similar to my colleagues when they interpreted the object. The pointed out problematic issues. I feel more connected with them somehow through this object."

Role as an observer:

"It was interesting to see the difference of perspective between two organizations where one case giver was staff and the other as a volunteer part of the board. The volunteer was not sure where to put the staff in their constellation. The other one was very staff focused. The work was influenced by where the case givers is in the organization."

"I didn't feel like we talked about the structure of my organization before. Interesting to see how a staff member sees our organization. I see somehow weaknesses and opportunities to change the organization."

What would be the potential for this kind of method or approach in your organization or work?

This exercise can be used as a tool for evaluating the roles between the board and the staff but also as a tool to diagnose problems related to informal structures of the organization. The method can result in new perspectives from different roles in the organization and can support to start conversations at the beginning of a development process.

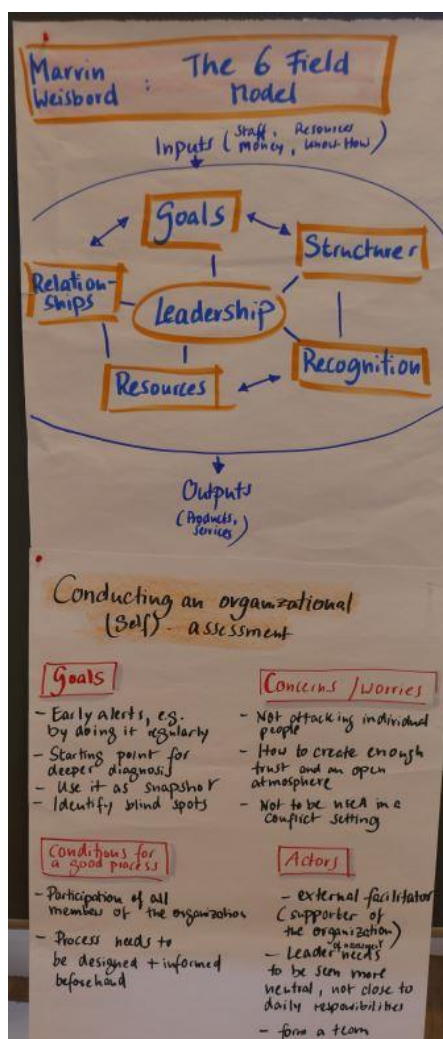
Evaluation of the methodology: How can you implement that method?

The recommendation is to have always only one case-giver even if more members of the organization are present as perspectives. The case-giver can focus on laying out the organization intuitively rather than having to negotiate with other team members. Interesting discussions can be started off if everyone does their own model and the different characteristics and perspectives are compared and discussed afterwards.

You are giving your own perspective of the organization. This can be very sensitive, as you expose yourself, your view of the organizations and the players. You can be very vulnerable.

Therefore, it is very important to create an open atmosphere in which everyone is involved, can contribute her/his own model and in which participants are sure that there will not be any negative consequences of sharing their perspective.

Afternoon Session



Organizational Diagnosis: The 6 Field Model for Organizational Assessment

This session introduced *The 6 Field Model for Organizational Assessment* by Marvin Weissboard. The model provides various perspectives to talk about and to analyze strengths and weaknesses in organizations.

The general way to apply this model is to define a number of key questions for each field (there are already existing questionnaires that can be used or adjusted). Then every participant gets to give a general rating (between one and six, for example) for each field which is then visualized for everybody in the room. As a next step, participants could be split up in groups to further discuss the topics underlying the ratings that were given, which are then validated and discussed in the plenary.

Group Work:

Participants worked in triads to discuss the following questions:

- (1) If you apply that model, how would it work in your organization? How would you implement the model and what is important to be aware of? What could be sensitive?
- (2) Are the methods useful, helpful or/ and energy draining? Whom would you involve? Where would you discuss it? How would you use the results? What will happen to the results?

Plenary Discussion:

Diversity exists at different levels of an organization. What are the goals of an organization?

The majority agreed that their organizations have a number of equal goals but not one overarching goal. *The 6 Field Model* can be applied to clarify different perspectives between volunteers, staff members and the board. It is a great method to apply, for example, during the annual assemblies.

In order to generate reliable and significant results and a representation of all views, it is necessary

that all groups/ members of the organization are participating.

The method is helpful to involve individual members actively who are more reserved to express themselves in large groups and give their feedback, especially on issues that are more critical. It is an effective way to take a comprehensive look at an organization and integrate a variety of perspectives.

Who could facilitate this method?

The majority agreed that a neutral person must facilitate the method which could be an external person, an ex-board member, a newcomer or a person who is affiliated with the organization and does not share her*his personal views. This could be an alternative in case there are insufficient resources to hire a consultant.

In case there are many critical issues, the composition of the group needs to be carefully considered. In some cases, it might be more useful to have different parts and hierarchical levels of an organization represented in one group. In others, the leadership level, for instances, might be assigned to discuss certain topics, while exclusively other team members discuss topics related to leadership.

Which method should be applied regarding the organizational self-assessment?

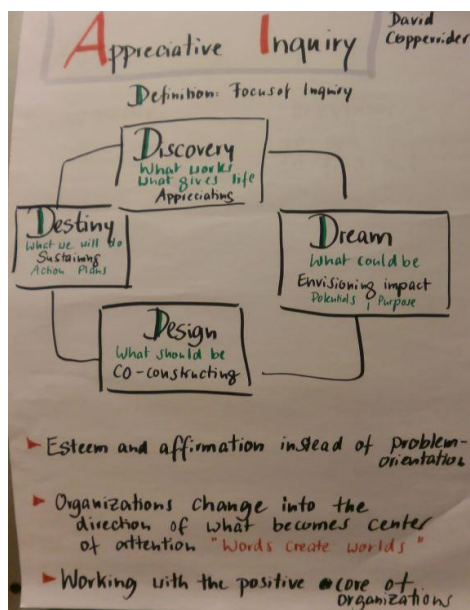
A combination of, firstly, an anonymous questionnaire which is followed by a workshop with a discussion is the best method. In this way, issues can be pointed out and a work process for the future can be developed.

The goals of "The 6 Field Model":

The method is a participatory approach. One goal is to be aware of and to work on an issue as early as possible. It is a beginning of deeper conversations and identifying blind spots because not everyone might have the same goals.

It is necessary to have an atmosphere of trust and openness to take the results seriously and to decide on who will continue working on it. This is usually the start of a longer process. Time and resources will be fundamental, too. The method is not fruitful in a conflict setting.

Appreciative Inquiry: Focusing on Strengths, Potentials and Visions



The *Appreciative inquiry* (AI) by David Cooperrider is an affirmative approach where generally esteem and affirmation is in focus instead of a problem-orientation. The approach focuses on elements that work well and aim at doing more of that. The approach concentrates on those elements and builds on them. It is an approach of organizational change using a positive perspective. AI centers on finding the positive core of the organization, how everybody can amplify this and further contribute to it. The approach uses storytelling. AI is generally seen as more than just a tool, but also representing an attitude and an approach to life, people and organization. It is significant to believe that creating a positive energy is a stronger motor for change than analyzing problems and shortcomings. Words create worlds – which is a basic assumption of constructivist approaches. We construct our own

reality through conversations, sharing etc. The length of an appreciative inquiry can vary a lot.

The 4D-Theory by David Copperrider – The Basic Four Steps of the AI Full-Scale Process

Discovery: What works, what gives life → Appreciation

Dream: How will we look like in the future → Envisioning our impact

Design: Constructing the future together, statements about the future → Co-constructing

Destiny: What are the steps, what will we do, how to implement, what are the action plans
→ Sustaining

The appreciative interview usually held as a one-on-one dialogue among organization members or other stakeholders is, thus, the heart of the overall AI process. The goal of the session was to get a sense of what AI is and to introduce AI interviews.

Activity in Pairs – Trying out the AI interview to discuss if that can be applied to our organization. One participant conducted the interview and the other one was interviewed. The Appreciative Interview Guideline was used as an inspiration.

In the plenary, some of the positive and motivating stories from the interviews were shared. Participants reacted positively to being interviewed but also commented that it was stressful to respond to the complex questions. The appreciate interview is a process that inspires, makes you reflect on positive situations and inspires you to work with different projects. A challenge was to gain a routine for getting a flow in interviewing without knowing well the questionnaire. This type of interview approach can be applied in our organization by receiving different points of views of how to motivate and to engage people by talking about the positive stories of the organization and by delving into them. It is a great tool to listen to each other and to share the positive aspects for creating a positive cycle. As a result of the interviews, organizational members can identify the energy and the light of their organization.

How can the Appreciative Inquiry be connected to Diversity-Orientated Change Management?

The AI can create a positive space to talk about critical things without creating negative associations.

Learnings of the Day

As a conclusion for the day, every participant should think about the different models and methods, which were introduced during the day, and how they can be implemented in their organizations. The first step was a personal reflection and secondly, an exchange in pairs.

The learning of the day was that communication is the key. Each party has different aspects that are useful to implement in their organization. The visual technique to describe organizations, the *Constellation Analysis*, and especially the AI interviews were seen as inspiring.

Day 3 – Wednesday, 20th February 2019

Competence Area 2: Change in Organizations

Morning Session

Like every morning, the day started with a dancing / shaking energizer to receive energy, to wake up and to develop better as a team. Each participants or facilitator could choose a song.



Introduction to Change Processes in Organizations

"No [wo]man ever steps in the same river twice,...

For it's not the same river and [s]he's not the same [wo]man." by Heraclitus

This quote reflects very well the constantly change of our organizations and of the people who work for our organizations, so that we need to go to the same workplace twice. Change can be challenging and often requires a lot of work.

The next step was to talk about examples among the group of change in our organization:

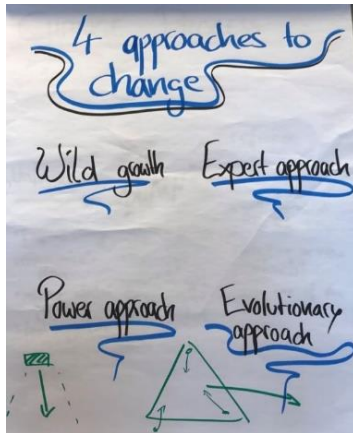
ICYE DK: There was a big change in how ICYE DK worked with its coworkers and the coworkers' structure. ICYE DK wanted to make their camps more professional and quality-focused rather than a party camp for the coworkers. This resulted in a number of its members leaving because they did not agree with the new approach. It is still an ongoing process.

ICYE Iceland: The old ICYE Iceland was shut down and a new organization started. An identity crisis was the main trigger.

ICYE Poland: Over the last ten years, the team members have been consistent, but the roles of the organizations and the people have changed repeatedly which has been challenging.

ICYE UK: They changed their hosting program structure and had difficulties to convince the fellow team members and the ICYE board.

4 Approaches to Change



Wild growth:

Change happens in a rather unplanned and spontaneous way. Staff members, for example, can trigger this, often after attending seminars on change.

Expert approach:

This is where an expert supports the process by interviewing and evaluating the staff and processes. Afterwards, they produce evidence and advise the organization how to change. The risk is that these plans are not implemented, due to a lack of ownership and involvement of staff members.

Power Approach:

It is generally a top down approach. The initiative and plan for change comes from the top and filters through the organization. Staff members are rather expected to implement the given plan. The ideas implemented by the power approach, however, can also come from other parts of the organization. The important aspect is that it is a direct approach without input from wider areas of the organization and that the power for change comes from the top. This approach is often linked to the expert approach. This is a good example to change approaches in the last century.

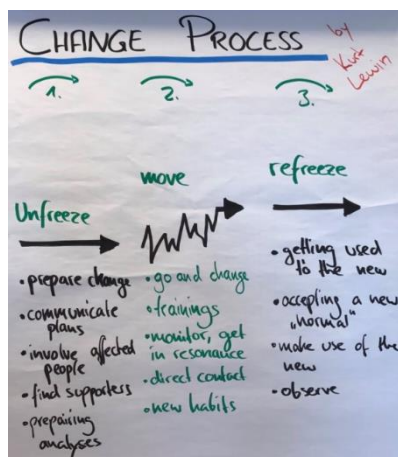
Evolutionary Approach:

The natural evolution of an organization from internal energies and a readiness of the staff. The evolutionary approach can start from any direction. In any of these approaches, people can be left behind, but much less in the evolutionary approach.

How do you decide which approach to use?

A combination of approaches is helpful to gain inspiration from experts or from seminars. While choosing the approach, it is necessary to differentiate between where the energy comes from – is it the staff, the members, the board or an outsider? – and who is giving the direction.

ICYE UK commented that only the *Evolutionary Approach* seems to work for its organization, other approaches always seemed to fall flat. The reason for that could be the individual position within the organization – staff vs. board vs. membership.



Change Processes by Kurt Lewin

The model by Kurt Lewin is one of the earliest models of change for organizations. It has been widely accepted and used for a long time. More recently, however, the model of approach has been criticized as in our globalized and fast-changing world, there is rarely a proper "refreeze step" again. Instead, organizations are undergoing constant change. The "unfreeze step" is a necessary trigger in order for this process to begin as both people and organization have a natural inclination for inertia and to seek stability.

Reflection on the first Morning Session

The first part of the morning session was an introduction to change models. The examples and discussions were key aspects of change and the plenary discussion helped to clarify how these models can be used. The conclusions and outcomes of the activities were that organizations are always changing: The office you worked in yesterday is not the same office you will work in today. A range of methods can manage change, but it is important to be aware of the pros and

cons of each method. It is also important to distinguish between the ideas/ ignition of change and the power that push change through. Moreover, change has very distinct stages and each stage needs to be resolved before moving onto the next stage.

Overall, the group had mixed feelings about this session. Some thought the session was very useful, informative and found it very helpful to have concrete knowledge from real experts. They really liked the informative nature of the session and looked forward to implement the new ideas and techniques in their organization. While others found the lack of activity a bit low energy and found it hard to focus.

Emotions in Change

The main goals of the second morning session was to understand the role of emotions while change processes are happening and how to support people undergoing and dealing with changes.

Change Things about Yourself



Activity Overview:

Groups of three while one person of them stands in front of the other two. Each round, the person on the left will turn around, and the person in front will change things about themselves (removing glasses, put hair in a bun, etc.), which the person on the left has to point out. First round: Person on the left

turns around and the person in front changes three things. Second round: Person in front needs to change ten things. Third round: Person in front has three things on them changed by the person on the right.

Debrief Questions:

How did it feel being asked to change three things? How did it feel to be asked to change ten things? How did it feel having something changed on you by someone else?

Comments on the Exercise:

Changing three things seemed to be doable but changing ten things seemed to be impossible which was met by shock. Still, it was good because there was a progression. If the demand had been to change ten things right away, there would have been too much resistance. Perhaps, it would have been refusal because it would have felt too overwhelming.

By changing three things first, there was a "practice round". Changing ten things also brought forth a lot of creativity: There were increasingly crazier changes to reach the goal of ten, while others felt the task was too ambitious. They accepted that they would try to do as many changes as they could but if they only managed eight that was still all right.

The feeling of having someone changing things for the person felt nice because the person did not have to think about it. However, there was also a potentially uncomfortable situation, due to the fact that the person did not know how the other person will change her*him and if the person will like the change on her*himself. The person on the right, who changed things in the third round, had the concern not to cross boundaries and to make sure that the other person felt comfortable without forcing a change as well as with consent and consultation.



Emotions in Change by Elisabeth Kübler-Ross

The concept “Emotions in Change” is a research on stages of emotions when people find out that they are terminally ill. The concept was adapted to how people are dealing with change: As it deals with letting go of something in order to start something new → “ego-death”.



The seven emotions of change are:

1. Shock
2. Denial
3. Frustration
4. Depression = apathy
5. Experiment
6. Decision: admit what is coming
7. Integration: The change has been accepted, and it has been adapted the way it needs to be.

Psychodrama

How does a person approach people in a particular emotional stage? Using psychodrama as a method helps to identify emotions, and to react appropriately. If a person puts her*himself in a particular emotional stage, it helps her*him to get a better insight into how someone might react at different emotional stages. A discussion afterwards deepens the insight and explores why certain responses elicited certain reactions.

Exercise:

Three people volunteered to present a specific emotion. The other people from the group had to intervene and to figure out which emotional response is needed in that specific situation. The concept of psychodrama is built on the idea that people are making an effort and trying out different approaches.

The facilitator chose denial as a case study: The organization has expanded and some staff members have to move to a new office. Everything will change. The three participants started to talk about that they do not understand why the office needs to be moved: Everything worked out well, they have the feeling to be a family and they are not interested in working together with new people.

The expert approach: Someone from the outside explained rationally and calmly the need to move. The reaction was negative since the expert did not respond well to the anger to loose close work colleagues. The open approach was accepted positively since the three participants were asked what they needed to feel more comfortable about the change.

Reflection on the Psychodrama:

The key to solve emotional conflicts was sincerity and openness. It is essential to understand the roots of a certain emotion by using empathy and listening actively to the concerns. Being "sneaky" and trying to bribe someone to win his*her approval is the false approach. Resistance can be seen as an opportunity to change the process in a better way for everyone.

Resistance can have different roots, it grows from the content, the process or/and personal needs. On the one hand, resistance slows down the change process, which is frustrating, but on the other hand, resistance gives the chance to step back and to reflect the previous process. Potential reflection questions are: "Are we doing this right? Does everyone understand the need for change? Have we responded to people's fears and anxiety?" To sum up, resisters challenging the new ideas and thereby contributing to improve the ideas. If there is no resistance, something must be wrong. Change processes stop, start naturally and face naturally resistance. The secret is to adapt the resistance.

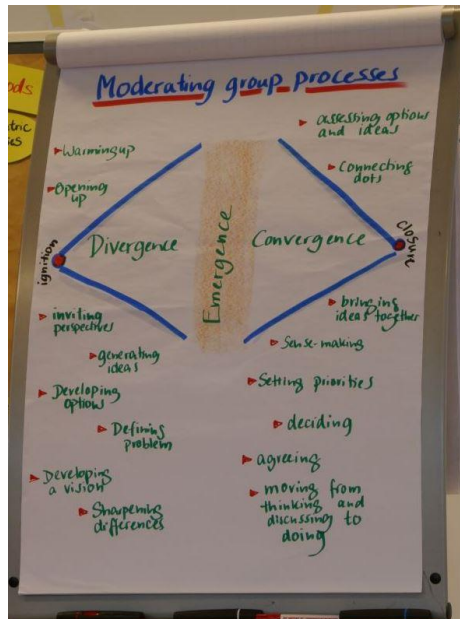
Afternoon Session

Facilitating Group Processes

The goal of the session was to discuss how group processes can be modified and managed. It is necessary to discuss which elements are important to consider regarding the facilitation.

As a warm-up, the group started with the energizer "Bunny Bunny" followed by an introduction that communication is the core in every change process: The process between people and the process between groups. To gain a better overview about the experiences in facilitating group processes of the participants, they had to place themselves on a barometer between the two poles "experienced" and "not experienced" which was discussed at a later stage.

Moderating Group Processes: Divergence – Convergence Model



The “Divergence-Convergence Model” is a basic model to facilitate group processes. Generally, there is always a first period of opening up. During this phase, it is not yet about assessing and evaluating ideas, but rather collecting openly, brainstorming, allowing as many ideas as possible. At a certain point, this phase reaches a plateau. This is sometimes called the “groan zone” or “the emergence phase”. If you do not stop the opening dynamic too early, due to a feeling of exhaustion, sometimes unexpected and innovative solutions will still emerge. After that, it is important to start moving towards closure and convergence again. Convergence – which is often underestimated – generally takes as much time as divergence.

Massive talkers

(can be useful to encourage others but need to be able to manage it.)

Strategic thinking
on the group size

Quiet group

(have a sensitivity on that. It is good to have two facilitators in big groups.)

The next task was to discuss three aspects of facilitating a group in relation to group processes in three, small groups:

1. Role, Tasks and Attitudes of Facilitators:



What type of role should the facilitator take on: Facilitator vs. leader vs. coach?

What is important in order to be a good facilitator?

- Confidence: Facilitate in the way you feel comfortable with e.g. do not use humour if you do not feel comfortable with it.
- Topic confidence: The facilitator should have some knowledge or at least be confident with the topic that is being discussed.
- Method confidence:
- The facilitator should be confident with the methods he/she is using in the training sessions.
- Flexibility: It is important that the facilitator is flexible and can adapt to the group. This includes listening to the group, their feedback, needs and the schedule might have to change. Be open to something going in another direction than what you had actually planned.
- Openness
- Respect: It is important to have the respect of the group but also to be respectful.
- Humour as an ice breaker
- Silence? – How should it be handled if the group is silent? Silence is okay, because it is important to let the group reflect, but at the same time, you need some sort of feedback from

the group.

- **Patience:** Letting people talk and letting people being silent. Letting the group take their time to reflect on the questions being put to them. Let the group develop.

Questions regarding the role of the facilitator:

- **Influencer?** – Is or should be the facilitator an influencer?
- **Background role?** Different types of facilitators
- **Neutral?** The facilitator should try to be neutral, but still control the time etc.
- **Big discussion point:** Where is the line between being a facilitator and a leader/manager?

Other comments:

- How can you include everybody in the group? Should you encourage people who do not say much or is that meddling to much?
- Are you allowed to express your own opinion as a facilitator/ team leader?
- It is difficult to facilitate and give input at the same time:
- To use an external partner or using methods of self-reflection etc. are probably better ideas if you want to participate in the discussion. The issue is if it is an internal person from the organization who facilitates that person loses his*her voice. However, it also depends on the topic. People who are involved in the topic (the relevant team) should participate in the discussion. In that case, a colleague from another part of the organization can be the facilitator.
- It is not necessarily a negative thing to admit your weaknesses. Tell the group if you are lost.
- If something goes wrong, you can e.g. use a phrase in order to move forward to the next part of the session e.g. "Happy days".

2. Experiences regarding Methods and Techniques:

The model of how group processes should be modified was used as a point of departure. Specific examples of methods appropriate for each stage in the model were proposed and categorized in relation to divergence, emergence and convergence.

Divergence	Emergence	Convergence
Energizer	Energizer	Energizer
Steamers (e.g. checking-out): Participants have the time to reflect over what they have discussed, what they have done in the training session etc.	Steamers (e.g. checking-out): Participants have the time to reflect over what they have discussed, what they have done in the training session etc.	Steamers (e.g. checking-out): Participants have the time to reflect over what they have discussed, what they have done in the training session etc.
Sociometric and moving discussions (e.g. boxing ring): The boxing ring has two axes, creating a two-dimensional field within which the participants can place themselves. For instance, you can have the opinions about a specific topic on one axis and on the other axis, how much you relate to/engage with this topic.	Sociometric and moving discussions (e.g. boxing ring): The boxing ring has two axes, creating a two-dimensional field within which the participants can place themselves. For instance, you can have the opinions about a specific topic on one axis and on the other axis, how much you relate to/engage with this topic.	Sociometric and moving discussions (e.g. boxing ring): The boxing ring has two axes, creating a two-dimensional field within which the participants can place themselves. For instance, you can have the opinions about a specific topic on one axis and on the other axis, how much you relate to/engage with this topic.
Paired discussions	Paired discussions	
Ice breakers & getting to know each other	Ice breakers & getting to know each other	
Open space: People can bring up issues that they want to discuss or might be important. Then, a list of topics is presented to the whole group. Different people become the facilitators of the topics they are interested in. The	Forum theatre: You play out an argument or discussion. An advantage of this method is that you get the opportunity to play out a role you do not normally have or engage in.	Sandwich/ Hamburger feedback: Participants e.g. have to mention a positive thing, a negative thing and once again a positive thing about the training.

Divergence	Emergence	Convergence
rest of the group chooses which topic they want to discuss and divide themselves into different groups accordingly. Each group discusses their topic and, in the end, presents it to the rest of the group in a plenary		
Talking wheel: People stand in two circles: an inner circle and an outer circle. People in the outer and the inner circle take turns to talk about a specific topic or question given by the facilitator. People can talk for one minute about one question with no interruptions. The other person listening can only answer through facial expressions.	Case studies & Agony aunt: These methods can be used to make participants engage in and try to solve specific cases. They can e.g. be used for dealing with the topic of conflict management.	Evaluation/ summing up
World café		Debriefing
Self-reflection/ Priming question		Making an action plan for the future
Post it notes / feedback (sticky wall)		
Brainstorming		
Question/ idea box		

3. Facilitating Group Sizes

	Time	Cohesion	Depth of outcome	Amount of outcome	Personal reflection/sensitivity
1 SHORT	-	+	0	+	
2 SHORT	+	+	0	+	
3 SHORT-MIDDLE	+	+	%	+	
4-8 LONG	0	+	+	0	
Plenary MIDDLE (LONG)	-	0	0	-/%	
Plenary MIDDLE (LONG)	-	+	0	-	

Aspects like time (short, middle or long), cohesion (of the group), depth of outcome, amount of outcome and personal reflection sensitivity need to be considered in relation to group sizes:

1 person: Good for self-reflection on a topic.

2 persons: Good for sharing personal level experiences. Creates a strong intimacy.

3 persons: Good for sharing personal experience. The third person can also be used as an observer.

Groups of 4 to 8:

Good group size for long sessions, group work and exercises can be done over a longer period of time. Good to make expert groups. This is where the real work takes place. However, the group needs to be big enough in order to create discussion and inputs for new ideas.

Plenary:

Good to use in the beginning and at the end of a session. To set the framework of the work and to give feedback is important at the end. Plenary is good for taking decisions.

Large group events: Relevant in relation to visionary work for e.g. a whole-system change.

Continuation facilitating Group Processes; short Introduction to Change Processes

Due to the time, the programme had to change and "Creating the Future: Creative Methods in Vision – Development" was not held. Therefore, the new task was to connect the methods and discussions from the day. However, the task could not be finished due to less time and the participants were very tired. The exercise was continued on the next day.

Guiding questions were: How do we connect group processes with the topic of change? How do we combine the change processes with the group processes? What would be important to

devise a change process?

1. *Ignition (Unfreeze):*

You need a problem/ starting definition: Problem awareness, feedback from users, decision, create a momentum. There needs to be an urgency, the wish for change needs to be relevant because of a critical issue. Examples are for instances that quality participants are wanted for creating a quality process or a change in the working processes is needed. A focus changed from a social aspect to a content aspect. Feedback from users led to a change in the working processes in the organization.

2. *Orientation:*

Define the goals, who is involved, who are the actors, what is the topic. Set the frame and get a rough idea of the process: Focus, process design, roles, actors. The starting point for divergence is to ask the question: What are our needs?

3. *Situation Analysis:*

How to include the excluded: Internal and external perspectives/ discussion. It is a type of stakeholder review. An example could be the use of focus groups in ICJA.

4. *Working Phase:*

Where do we see the organization going? Where do you want to go and how do you go there? It is the phase of testing, probing, visioning dreams, options, solutions, experimenting.

5. *Completing/ Securing (Conclusion)*

Learnings of the Day

From Participants:

The majority was happy that the last part of the session was stopped. Even though it was very interesting, participants lost their focus due to a day full of content, topics and methods. The practical exercises were easier to understand. Some participants expressed the wish for a clearer link between the theory and the practical reality in the organizations through e.g. group work and the wish to have more activities where they could learn from each other's work. The participants had still many questions in relation to the topic, but also a lot of inputs and thoughts to continue the reflection. Several participants expressed their appreciation of the activity about the facilitator's role.

From the Facilitators:

They had put a lot of thought into the rearrangement and flexibility of the programme and the activities. It had been more complicated to navigate the activities of that day. The facilitators appreciated the atmosphere in the room which made it easy to give and get feedback.

Relevance in Relation to ICYE Denmark:

Activity about modifying group processes was very interesting and useful as these were thoughts and points that can be used when planning the camps in Denmark.

Day 4 – Thursday, 21st of February 2019

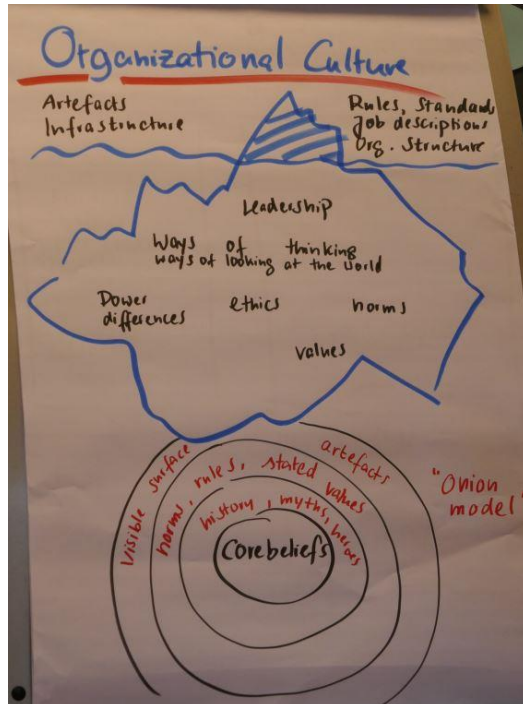
Competence Area 3: Organizational Culture and Structures

Morning Session

Introduction to Organizational Culture, Power and Ranks

The morning ritual was like every morning beforehand to have a warm-up dance and a checking round about how everybody felt that morning. The overall question for the morning session was: "Why do we think it is important to talk about organizational culture?" The focus was in the morning to look at power and ranks.

The Iceberg-Model of Organizational Culture:



Many and probably the most important things, which determine the culture of an organization, are not visible. The hypothesis is that discrimination takes places in the unseen space. The task was to reflect on the question if in our organizations 'culture' has ever been talked about in a holistic way – not just about the single parts and if it is worthwhile doing it from time to time.

The Onion Model of Culture

The different layers are:

1. Visible surface, artefacts
2. Norms, rules, stated values
3. Myths, individual histories, stories (They are very hard to see and to understand for newcomers.)
4. Core beliefs (What do we think about the world; how do we look at the world?)

A following, brief discussion was on the different

norms of addressing people e.g. in e-mails which differs between organizations and cultures.

Hierarchies and Ranks

This exercise used a deck of Skat cards: The colors and spades, hearts, diamonds and clubs were representing different ranks (the number two the lowest, the ace being the highest; one joker card was also involved).

Rules:

1. Take one card. One card is a joker card!
2. Do not look at it.
3. Take a rubber band and put your card on your forehead – without seeing it yourself, but visible to the others.
4. Exercise: Walk around and interact with the other „cards“ without using words. Try to find out what your position is in relation to the others.
5. After a while, try to form a line from the lowest to the highest in which you position yourself according to the card-number you think you have.
6. Discuss afterwards, how it felt being in your rank and noticing how other people reacted to you. What did those interactions tell us about ranks?



The Basic Concept of Ranks

Ranks are a key features of social systems: "If men use ranks consciously, it is medicine, otherwise it is poison" (A. Mindell). Ranks are different from the concept of power! It is always subjective. It is never absolute. Ranks are relational and are defined continuously (and can continuously change) depending on the situation you are in and who you are related to.



Signals for Ranks:

Distance
Posture
Eye contact
Modulation/ intonation
Volume
Language
Clothes etc.

Sources:

Social ranks
Psychological ranks
Spiritual
Structural
Energy of person etc.

Ranks are not necessarily negative connoted. Being aware of power is important which means a person should be conscious of the position he*she is in – owning power or less power. However,

a person should not accept the existing power structures but ranks are helping to understand that everyone is different. Important questions are: How does such a model of ranks relate to the concept of discrimination? Can the concept of rankings be applied to discrimination since social constructed ranks should not be accepted? Should people who are categorized in a socially constructed lower rank accept their position?

Reflecting your Rank in your own Organization

The next exercise was to talk in pairs while in the first ten minutes, one person answered the questions and the other person just listened. In the next round, the other person gave feedback/resonance for five minutes. The question were as following: How do I experience different ranks in my organization?; How do I perceive my own rank in the organization?; How do I feel about it and is there anything I would like to change? The importance was that no one of the same organization is working together.

The exercise was very fruitful since all participants belonged to different ranks in their own organization. Therefore, people from higher ranks were talking to people from lower ranks and could exchange their perspectives and points of view. Everyone could learn from each other without being judgmental and might have better understand the other side.

Decision-Making

Chair Constellations



This method is about the reflection of hierarchies, ranks and relational dynamics in general.

One participant was illustrating a "critical situation" by arranging a number of chairs in a position that represents the situation to him*her. Every chair in this constellation represented one person.

Afterwards, the group was invited to describe what kind of dynamic they perceived. Then, one participant was invited to

try out to sit on the different chairs and describe how that specific position felt to her*him. The person who tried it out had very specific sensations on every chair in relation to the others – without knowing the real story behind it – and described it to the group. The next step was that this participant could change the chair constellation in such a way that the participant felt comfortable with the new situation.

Finally, the case giver was taking his*her own seat in the constellation and explored in how far the new arrangement felt different or better to him*her than the original constellation that had been set up





in the beginning. He*she still adjusted the position of some of the chairs until it felt 'right'. Only in the very end, the case-giver was giving some background information about the situation he*she had portrayed by using the chairs. Finally, he*she gave a feedback about the dynamic that the group, but also especially the person who had tried out and re-arranged the chairs had perceived and mirrored back to him*her. The case-giver confirmed that the other participants had been able to perceive and describe some of the basics of the real dy-

namic in the organization. Hearing this from others who were not involved and knowledgeable about the situation was both striking and useful as it confirmed own thoughts and interpretations, but also triggered new ways of looking at it.

Reflection of the Chair Constellation

Some of the messages that were picked up from the constellation of the chairs were:

- (1) You are the leader.
- (2) You are in control.
- (3) You are intimidating.
- (4) You are part of the team.
- (5) You are approachable.
- (6) You want to collaborate.



The final constellation that was then arranged by the case-giver was a circle, which took away some of the hierarchical meanings that were early dominant in the constellation.

During Lunch Break

Visiting the Office of ICJA Freiwilligenaustausch weltweit e.V.

Since all the participants were from the ICYE Federation and were, hence, partner organization of ICJA e.V., everyone visited the office after their short lunch break. It was a great opportunity for getting to know each

other on a personal level or to see colleagues again after a long time.

Afternoon Session

Five Steps of a Change Process

The Process – The DIXIT Card Method



Everyone had to choose one DIXIT card and had to use it to respond to the question: What is a process to you? Key words from participants were:

- having a goal and figuring out how to get there
- cooperation
- combination of different ideas
- generating new ideas with other people
- team work
- experiential
- challenges and adventure

- the influence of external factors
- time and resources are needed
- non-linearity
- continuous work ("throwing in different ingredients at different times")
- condensing (metaphor of hourglass), etc.

Regarding the architecture of a process (how do we plan and design a process?), it is important to reflect the process on its way and to see where the process is leading to. Within a process, it is important to generate new ideas with other people.

Experience a Process by Going for a Walk

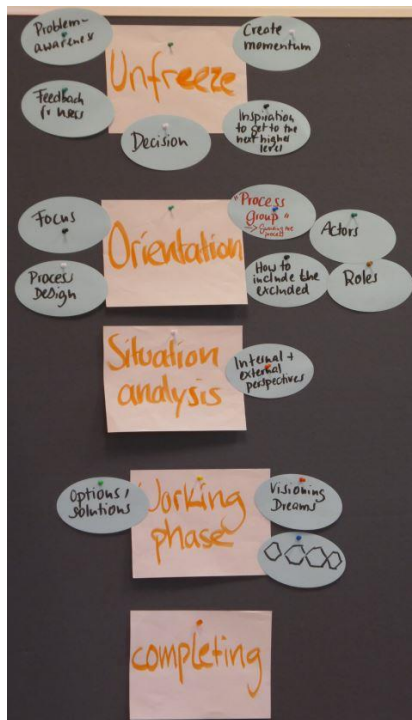
This activity was the follow-up activity from Wednesday afternoon. The facilitators put flip charts around the seminar room that represented the different stages of a change process:



The first one is unfreeze which is the beginning of a change process and the start for the journey. The second phase is orientation which includes the making of a plan, the thoughts about where do we want to go and what are the resources. Thirdly, the situation analysis reflects the step of where are we now. The working phase is the experimenting phase. Finally yet importantly, fifthly, during the completing and securing stage, the celebration of the process and the evaluation phase are taking place. Moreover, in that phase, it should be made sure that the results can be used in the future.

The participant had to walk around in pairs and discussed the five broad phase of a change process. Ideas and comments on post-it were left on the associated flip chart by answering the following questions:

- (1) What elements do these stations/stages contain? What need to happen here?
- (2) What do you think would be particularly important at each stage to enable a good change process?





Conclusion

It is important to have a consent during the process. The different stages overlap and it is sometimes difficult to differentiate. Some aspects such as “well-functioning communication” is necessary in all stages, and throughout the process. The orientation phase is very important in designing the process and the tone of it. The situation analysis phase is focusing on collecting data of the current situation and embraces who we are. A participant mentioned that they do not “party enough” in their organization. Therefore, it is also significant to pay more attention in closing the process and celebrating the results as well as rewarding the team and building the team spirit. Furthermore, the completing and securing phase is also crucial in implementation of the change. It is important to close and evaluate the process. The end of a process means something new was born. Sometimes new constructions are needed that is why people should be participate at trainings.

In a short discussion afterwards, participants discussed also the previous activities from Tuesday and Wednesday. They tried to connect that with the five phases of a change process. In addition, the question was raised how that new input can be implemented in our organizations. It is necessary to figure out where we want to go in the organizations and afterwards, following those structures. The *Appreciative Inquiry* can be implied in every phase. The *Personality Dimensions* are very closely connected to the topic of discrimination and diversity, which can help to understand how to deal with this in our organizations. The *Evaluation Cycle* is defined as a completed process with an evaluation focusing on e.g. the effects of the plan or/ and if someone is responsible for that.

Learnings of the Day

A majority of the participants thought that day four has been the most interesting one so far. The reason was the change of various activities e.g. the ranking game with the card game as well as the chair constellation combining them with theory and the start to apply that to the organizations. Participants were also very thankful that the facilitators had changed the method to explain the change process. It was a complex topic, but in the end, misunderstandings and questions were clarified which was very helpful.

The Evening

Berlin by Night – with the possibility to meet ICJA Colleagues



Before the final day was happening and in addition, some participants had to leave straight after the last session on Friday, a pre launched farewell meeting took place. Furthermore, colleagues from ICJA e.V., who were not participants, also joined. It was a great evening where everyone got to know each other better in a relaxed non-formal environment.

Day 5 – Friday, 22nd of February 2019

Competence Area 4: Change Strategies

Morning Session

Besides the evaluation of the seminar, the last day was the chance to implement the learned methods and strategies of the previous days to the own organization.

Devising Individual Change Strategies and Peer Feedback

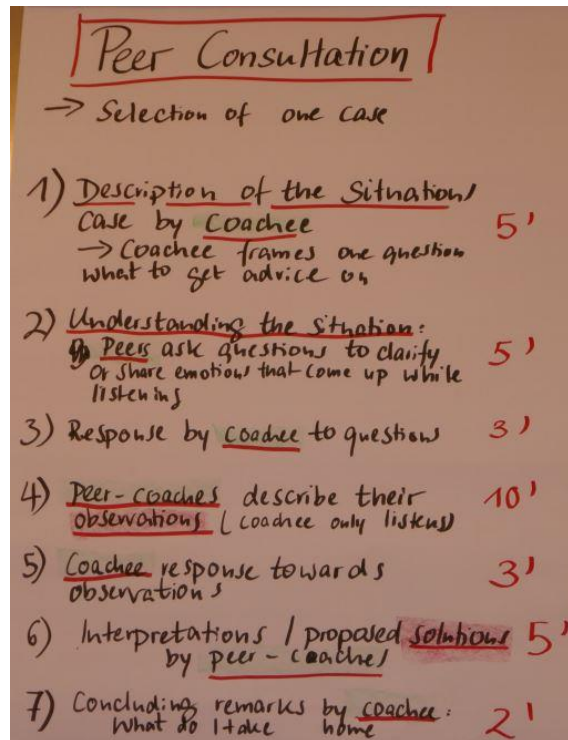
Develop your own "Change Projects"

The first exercise was to focus deeply on a specific issue or a conflict situation in the participant's own organization. Saying that, people from the same organization could work together or they could also work individually on their own projects. By looking into a specific issue for 30 minutes, everyone had to consider those guidelines aspects as following:

- (1) What are the triggers? → push and pull factors
- (2) The topic and focus of your change → the idea/ the endeavour
- (3) Actors/ roles/ interests
- (4) Broad process → architecture/ methods
- (5) Who is my reflection partner/ peer support?
- (6) What are the next steps?

After working individually or with his*her colleagues, the participants had to exchange his*her concept to another participant and had to give feedback for 15 minutes. The final step was that everyone was working for another 30 minutes on his*her own project by considering the feedback.

Peer Consultation



Participants were split in three group with different topics. Participants who needed more time to work on their projects had the chance to go deeper on working on it by being a *coachee*. The other group members were the *peers* based on the *peer consultation method*.

The three topics were:

- (1) BREXIT and its impact on ICYE UK
- (2) The struggle of ownership: Board versus office
- (3) Implementing joy at your organization

Everyone was surprised how effective the peer consultation was. In such a short amount of time, a huge issue was discussed with different points of view and fruitful suggestions and ideas for further steps. In addition, struggles were reflect which the *coachee* has not thought about earlier. The method definitely needs a facilitator who is focusing very well on the structure and the time.

Reflection on Learning Journeys – Training Evaluation

The goal of the training seminar "Be the Change" was to define a change process, what is the beginning of a change process, which resources and steps are necessary regarding anti-racism and inclusion. Different activities and methods were used. Participants learned that it is important to reflect and to analyse the work, which has been done so far during a process. The walls full of flip charts showed incredibly well how intense and progressive the seminar had been.

The evaluation of the training seminar was divided into a personal evaluation, the method review for STAR E publication and an evaluation for STAR E.

Personal Evaluation

The task was to draw a picture of the individual process during that seminar. Afterwards, for the last time, the participants were presenting his*her picture in his*her pair-reflection group. In the plenary, participants and facilitators shared their opinion and thoughts about the last five days. As a nice farewell, all the pictures were spread over the room and everyone had the chance to write an encouraging (personal) comment for the other participants. Everyone seemed to be very happy about the seminar, the great atmosphere, the very professional as well as friendly facilitators and the amount of content, methodology and new ideas, which had been learned in the last five days.

Method Review for STAR E Publication



Participants had the time to think about which five methods were their most favourite ones. Every method was written on a moderation card and by drawing a point on a method participants showed which method they liked the most. This type of evaluation was very helpful for SOCIUS because since they are writing the handbook for STAR E, they have to know on which method they should especially focus on.

Evaluation for STAR E

Regarding the STAR E – Be The Change evaluation, participants gave anonymous points to different aspects such as atmosphere, methodology, topics etc.¹ and could write additional comments².

In the end, every participant received a certification (Youth Pass) for her*his successful participation and was once again invited to add gained competences via the online tool.



¹ The results are published in Annex 1 (Quantitative Analysis – Results from Evaluation Form).

² The results are published in Annex 1 (Qualitative Analysis – Results from Evaluation Form – Feedback on the Seminar).

Conclusions

Group Dynamics

Within a few days, the group grew together very well even if there was a diversity of age, ranks within participants own organizations and knowing each other. The facilitators were well prepared for the diversity within the group and implemented many team building and relaxing energizers such as the dancing or allowing participants to express their mood and wishes. On the one hand, the group itself accepted every activity, never complained and tried to use every opportunity to learn which was offered by the facilitators. On the other hand, the facilitators were flexible, adapted very well the content and methodology to the mood of participants and situation in the group. The coffee breaks were tasteful and interesting at the same time since everyone brought their own snacks and sweets from their home country. People exchanged thoughts, struggles and strategies and laughed a lot together which was very helpful to strengthen the bonds of friendship within the STAR E partnership and beyond. The success of the group dynamic is reflected by the high results concerning the opportunities to participate (60% voted very good, 33% good) and the motivating atmosphere (60% voted very good, 33% good)³.

Time Management

Especially on day three and day four, there was too little time to fit all the seminar content into the schedule. Participants had some difficulties to process that much content in the short amount of time; however, the facilitators were flexible and adjusted the program to the needs of the group.

Seminar Content and the Relevance for the STAR E Partnership

The program established four competence areas for understanding and working towards change with a focus on diversity, anti-racism and inclusion. A wide variety of methods was applied and background information was provided. Participants constantly were encouraged to contribute and reflect about how the seminar content could contribute to bring about change in their organization.

After having laid the theoretical basis during the first days, the last two days were very active. Participants could implement the just learned methods to their organizations' change processes. Talking about the concept of change processes took more time than expected and resulted in a program change on day four. It was significant noticeable that the participants were most interested in or rather impressed by the methods "chair constellation" and the "peer consultation".

In summary, participants were very happy with the results of the seminar and looking forward to make use of the newly discovered tools. The training contributed a great deal to the participant's understanding of the role of change management in working towards diversity and against racism within/ with their organizations. This learning experience will enable them to strengthen their role and profile in combating racism and becoming facilitators of dialogue and inclusion. That will greatly enhance the work of the STAR-E partnership project.

Finally, we would like to thank the facilitators from SOCIUS, Joana Ebbinghaus and Simon Mohn, all participants and partner organizations for their great cooperation and highly valued contributions!

³ The results are published in Annex 1 (Quantitative Analysis – Results from Evaluation Form).

Annex 1 – Final Evaluation by Participants

Qualitative Analysis – Results from Evaluation Form – Feedback on the Seminar

“Great trainers, great group atmosphere, interesting concepts. I hope this opportunity will be taken seriously in my organization and will be actually applied in practice.”

“I am very grateful to Joana Ebbinghaus and Simon Mohn (the facilitators from SOCIUS) for their knowledge and expert guidance.”

“Clear objective of week which met my expectations. First days were less participatory than I hoped for (too long presentations) but still good to get this much information. Very easy to participate, great flow of content and practical information. Chilled atmosphere from the organizational point of view. I never felt lost. Thank you!”

“Excellent training! One of the best, I have ever attended!”

“Great and useful training course. I am glad that I joined it. Everything was great. Maybe, on the first day, it would have been better to have some practical exercises.”

“Participants don’t play the same role in their organization and that point was very positive. Because it opened the debate. A lot of ideas, methods and some practical causes were given during the seminar. The fact that the most important participants were from the ICYE-network helped in the way that we know already the activities.”

“I really enjoyed the opportunities to network. It was very well organized.”

“In general, everything was really good. Sometimes, I had a hard time connecting the methods etc. to the theme of anti-racism etc. But in general, there were many useful learnings.”

“I don’t really like to speak about feelings. For me, too many reflections were about emotions. Perfect facilitators!”

“I really appreciate the professionalism of the trainers and their natural and positive way to relate to the participants as well as supportive relationship between the trainers. I guess that is why we had such a successful training. One warmest thanks to the trainers and ICJA.”

“Great training content and atmosphere!”

“I enjoyed the training a lot and Joana Ebbinghaus and Simon Mohn were very good facilitators. The second day was a bit too theoretical for me. However, on the other days, we had more practical approaches with many inspiring methods. It was interesting to share and compare experiences with partners from different European countries.”

Qualitative Analysis – Results from Evaluation Form – Accommodation

The accommodation was comfortable and nice, but the vegetarian food options were not very high quality and often the meat was not subsidized with vegetarian protein (for example soy/ tofu/ beans). The breakfast was nice.

Qualitative Analysis – Results from Evaluation Form – Suggestions for the Future

“My suggestions for future activities are an evaluation in some months (one year minimum) about the impact on the present organizations and launching some campaigns where a lot of organization will participate to demonstrate how we can work at a European level together.”

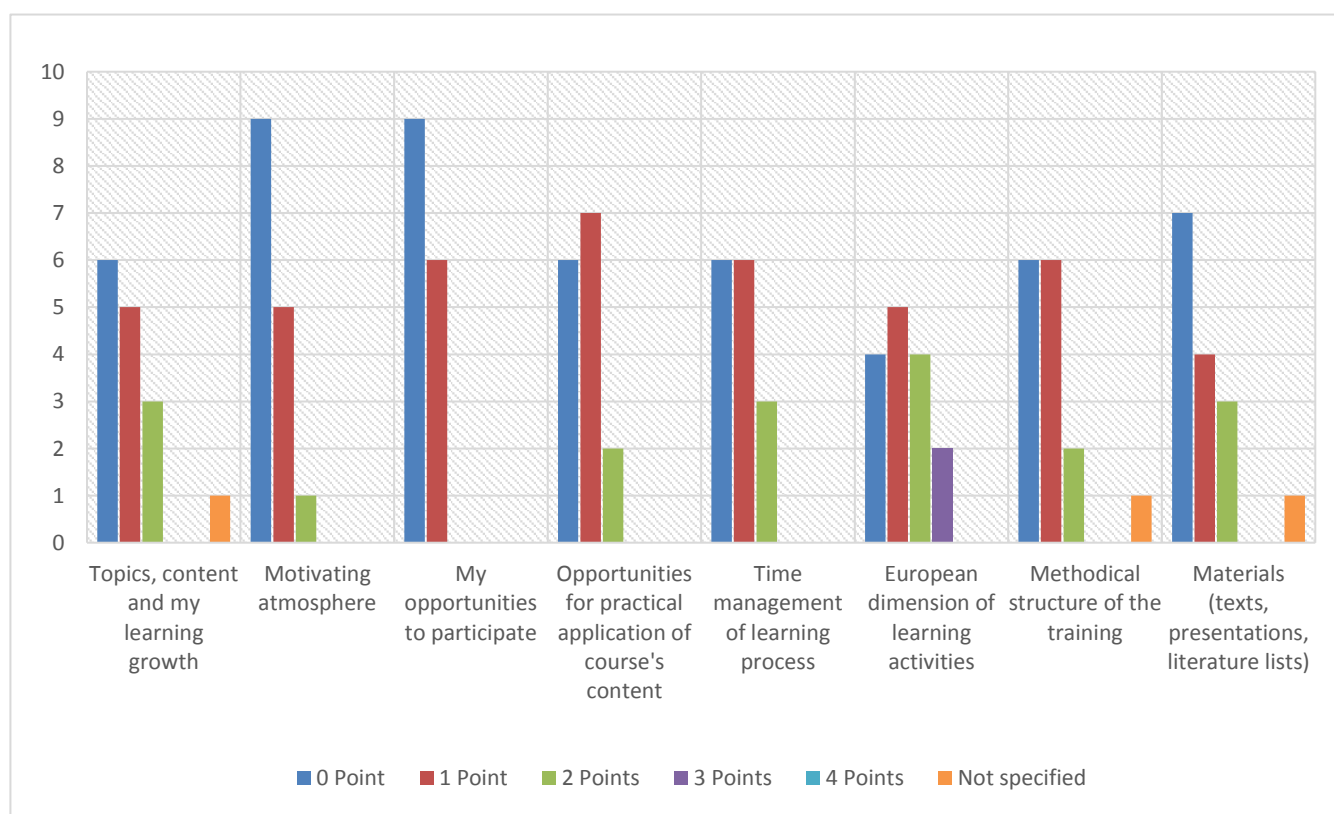
“The link with antiracism, inclusion and diversity-building was not always visible and I think that in most of the cases people worked on different themes and change processes.”

“I suggest to have more trainings with fantastic expert trainers!!!”

“More of this, please!”

Quantitative Analysis – Results from Evaluation Form

Points received						
	0	1	2	3	4	Not specified
	😊		😐		😞	
Topics, content and my learning growth	40%	33%	20%			7%
Motivating atmosphere	60%	33%	7%			
My opportunities to participate	60%	40%				
Opportunities for practical application of course's content	40%	47%	13%			
Time management of learning process	40%	40%	20%			
European dimension of learning activities	27%	33%	27%	7%		
Methodical structure of the training	40%	40%	13%			7%
Materials (texts, presentations, literature lists)	47%	27%	20%			7%



Annex 2 – Participating Organizations

Denmark	Dansk ICYE	https://www.icye.dk/
Finland	Maailmanvaihto Ry (ICYE Finland)	https://maailmanvaihto.fi/
France	Association Jeunesse Reconstruction	https://volontariat.org/
Germany	ICJA Freiwilligenaustausch weltweit e.V.	http://www.icja.de/
Germany	SOCIUS Organisationsberatung gGmbH	https://socius.de/
Hungary	Szubjektív Értékek Alapítvány	https://szubjektiv.org/
Iceland	Althjodleg Ungmennaskipti (AUS)	https://aus.is/
Italy	Associazione di Promozione Sociale (Joint)	https://associazionejoint.org/
Poland	Centrum Międzynarodowej Wymiany Młodzieży i Wolontariatu FIYE	https://www.fiy.pl
Russian Federation	Lastochki Samara (ICYE Russia)	http://www.icye.ru/
Slovakia	Občianske Združenie KERIC	www.keric.sk
United Kingdom	UK ICYE	www.icye.org.uk/

Annex 3 – Articles, Links and Social Media

STAR E – Website	https://star-e.icja.de/
STAR E – Instagram	standingtogetheragainstracism
STAR E – Hashtag	#star_e
Internal Facebook Group for Participants	https://www.facebook.com/groups/814726951985447/
ICJA Official Facebook Page	https://www.facebook.com/ICYE.Germany/?fref=ts
German Article by SOCIUS as a project partner for STAR E	https://socius.de/socius-als-projektpartner-bei-star-e-standing-together-against-racism-in-europe/
German Article by SOCIUS: “Change Training für mehr Diversität in Organisationen”	https://socius.de/star-e-change-training-fuer-mehr-diversitaet-in-organisationen/
German Article by SOCIUS: “Gehaltene Räume & Facilitation”	https://socius.de/gehaltene-raeume-facilitation-1-2/ https://socius.de/gehaltene-raeume-facilitation-2-2/

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