

ewoca³ congress 2016

workshop documentation



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Diversity



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Dimensions of Diversity

| Basic dimensions | Secondary dimensions |
|---------------------|-------------------------|
| Age | Income |
| Sex | Occupational background |
| Color of skin | Geographical position |
| Ethnical origin | Family status |
| Physical disability | Parenthood |
| Sexual orientation | Education |
| Religion | ... |

(Source: Merx 2009)



→ In addition the categories are expendable!

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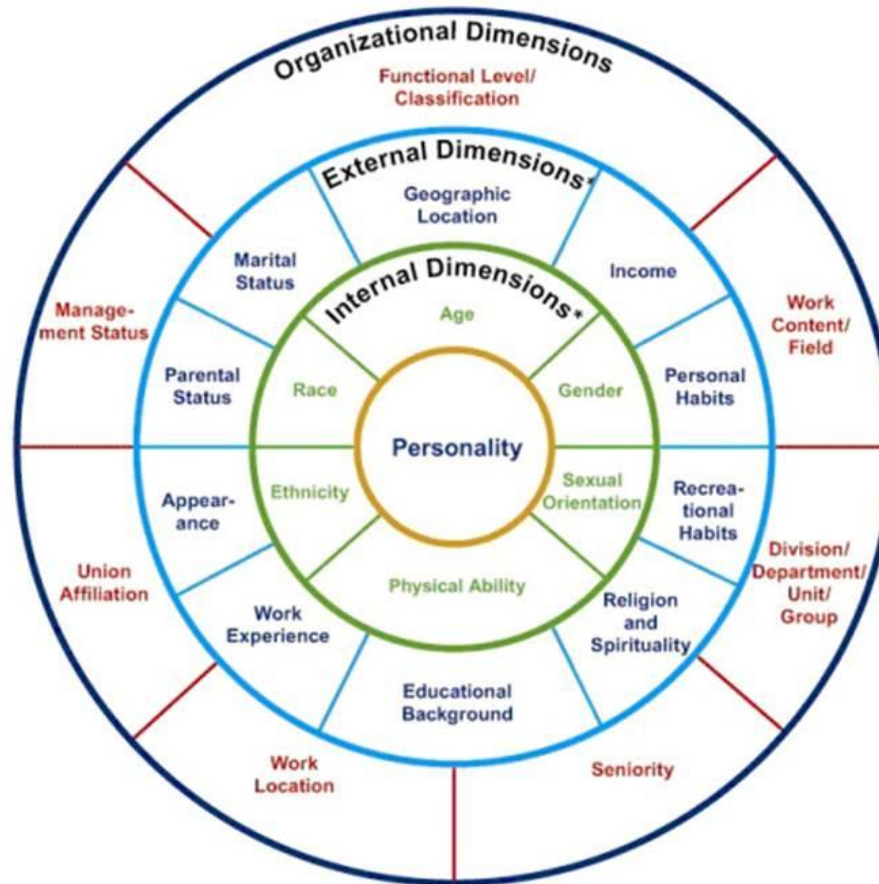
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(4 Layers of Diversity" nach L. Gardenswartz und A. Rowe: *Diverse Teams at Work*; Society for Human Resource Management, 2002)



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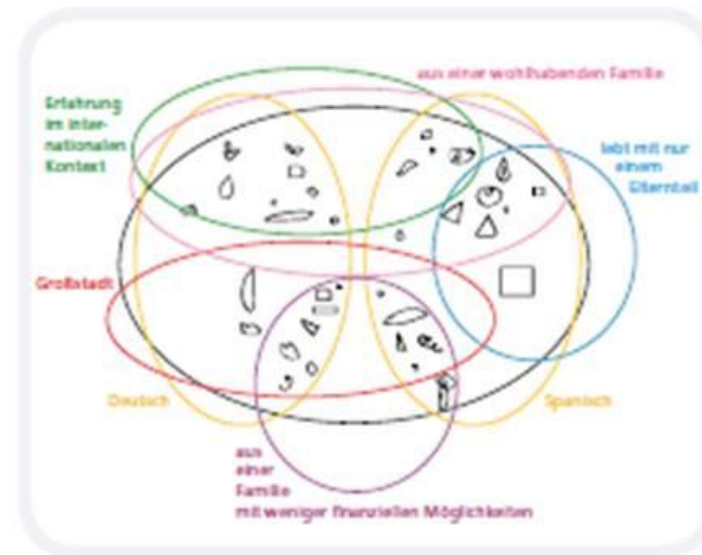
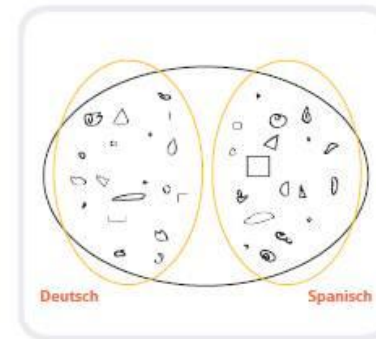
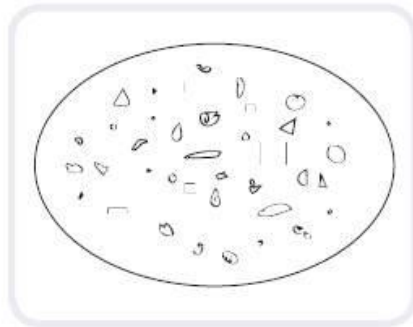
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| Elements and perspectives of a classical understanding „intercultural learning“ | Elements and perspectives of a diversity conscious education |
|---|---|
| Reflection of culture, which is understood as „national or ethnical“ | Reflection of social circumstances / contexts and belongings of people to groups which were learned, adapted and developed (social origin, gender, family, subcultures) |
| Human beings are shaped by it. | Human beings are in relation to it. |
| The single person is representative of its culture /nation | Single persons are diverse subjects with several belongings in the same time |
| Differences are explained by belonging to different national / ethnic contexts | Differences are explained by belonging to different groups and contexts. A specific and important role plays attributions / ascriptions and power relations. |
| Looking mostly at (national-) cultural differences | Looking at several differences which might be / are relevant in the group |

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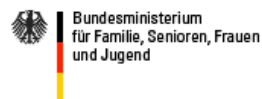
| | |
|--|--|
| Understanding the „own“ and the „strange“ | Critical reflection of the creation of differences, dealing with differences and the own „insecurity“ |
| No specific dealing with social power relations, racism and discrimination | Reflection of social power relations, racism and discrimination |
| Prejudices are automatically decreased through the encounter, the exchange | If you become aware about prejudices and the mechanisms behind you have the chance to change your own behaviour and attitude |
| Intercultural Communication | Diversity conscious communication |
| Learning about culture, especially the culture of the others | Learning about differences and discrimination |
| Development of an intercultural competence | Development of an diversity conscious attitude |

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(leader trainer handbook DIJA)

APPENDIX I 'Karo meets Delta' – the intercultural learning game for workcamps

Introduction.

This information needs to be given to all the participants before the start of the game.

Somewhere on this Earth are living two different people: Delta and Karo. They are neighbours but they don't know each other. Between the two territories a big river is flowing.

As a result of changing of atmosphere conditions the river has dried up, later also most of the natural springs. Only in the territory of Delta exists one big spring.

The people of Delta are looking for to do something against this last spring drying up. People of Karo hope to get some water from another spring, which exists in another country.

Commercial travellers, visiting both people, tell people of Delta about building materials, which are in possession of the people of Karo. The building material is waterproof and would be qualified for building a roof for the spring in territory of Delta. The commercial travellers tell the people of Karo about neighbours - called Delta - who are in possession of water (spring), but they don't know to build a roof over the spring.

Now commercial travellers arranged for the:

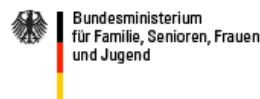
- * Karo People to travel to the territory of Delta, and for them to build together a roof over the spring
- * Karo to take their building materials with them. Karo will get water out of the spring of Delta.

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Information to be given to Karo people (This information is given to the Karo group only):

Information about Karo: You are a Karo-person;

- * The main thing for people of Karo is emancipation of women and men.
- * There is no division of labour. You are used to work together.
- * Working together is your insurance of existence of emancipation.
- * How to say “Hello”: (director of game will show you).
- * You are not religious.
- * A long time ago you have learned to build waterproof roofs out of “papellium”. You are able to bind “papellium” between a frame:
- * Your food is: vegetables, fruit. (Some years ago a Karo-person tried to eat meat and died.)
- * If the director of the game tells that it is lunchtime, remember that in your territory there will be food prepared for you.

Situation of Karo:

Soon you will travel to Delta-territory, to build a roof over the spring. Now you have to make plans for the construction of the roof over the spring. Take “papellium” and plans with you.

Rules of the game:

- * In Karo-territory you can talk to each other.
- * In territory of Delta it isn't allowed to talk!

Remember: Your main thing is emancipation. All people will work together and plan together.

After 20 minutes the director of the game will bring you to Delta-territory.

Information about Delta (Information to be given only to the Delta people)

You are a Delta-person:

- * People of Delta are descendants of Goddess « Delta ». You are very religious.
- * Only women can get help of Goddess if they make ritual dances. During those ritual dances men have to turn away (stay in your territory).
- * Men have to obey women. Only men have to do manual work.
- * Planning, controlling is women's work (with help of Goddess).
- * If somebody does something wrong women have to ring (make sound of the gong) and dance ritually.
- * The Delta - as sign of goddess - is your famous sign. All your buildings must have this sign to be able to have the protection of the Goddess.
- * Your food is: bread, milk, cheese and meat.

Situation of Delta:

- * You are waiting for the arrival of people of Karo and their building materials.
- * Women tell men how to build the roof for the spring. Men begin working.
- * While building women are drinking tea. Sometimes women have to control working men.

Rules:

If only Delta-persons are in territory of Delta (this room) you can speak to each other. When people of Karo arrive: speaking isn't allowed anymore!

Read the text.

Try to make ritual dances.

Begin with planning the roof for the spring.

When the director of the game is telling you about lunch-time you'll get bread, cheese etc.

Try living like Delta. (20 minutes)

These are the (secret) instructions for the game master/s.

Time for playing: 1,5 to 2 hours

Number of players: at least 24 (two groups with 10 persons each, 2 game leaders, two people who are watchers). There should be one leader in each group. If there are enough people it would be good to have two or more people who only watch what's going on. They don't play or comment on what's happening, but they should take note of the most important things they observe.

The things you need for the game:

First there must be two big rooms or separate spaces, so each group is able to prepare and study their rules of culture on their own. Each group only know their own culture. They do not know anything about the other culture. When together the two groups cannot talk to each other. If one group is in their own room (without visitors) they are allowed to speak.

Materials required for the construction:

* Karo: toilet-paper (called 'Papelum'), paper and pencils to design the construction, lettuce, vegetables, fruits, juice.

* Delta: some broom sticks to build up the scaffolding/roof, some chairs, cord, adhesive tape, cheese, meat, some bread, something to drink, some papers.

The groups do not know that you have a timetable. You have to adhere to it after the groups have finished their preparations and all members know the rules of their culture.

Timetable:

1. Explaining, preparing and practicing the rules in separate rooms (20 minutes)
2. First meeting, starting work (30 - 60 minutes) The Karo group visits the Delta group. The leaders bring them together in the Delta area. In the Delta area it's not allowed to speak or write.
3. Lunch-time (10 minutes) The leader gives the signal. If the Karo group follows their instructions they have to go to their room, because only there they'll find something to eat (you have to put it there during their visit to Delta.) Lunch should take 10 minutes. After lunch the groups meet again in the Delta area. The Karo group is allowed to take some food with them.
4. Second meeting. The groups should finish building the roof. (20 minutes). End.

Questions for evaluation:

a) in separate groups :

1. How did you feel as a Delta/Karo?
2. What do you think about the other culture?
3. Did you find out the rules of the other culture?

b) together:

1. A Delta person explains the rules of Karo / A Karo person explains the rules of Karo.
2. A Karo person explains Delta's rules / A Delta person explains their rules.
3. In which culture would you prefer to live?
4. How did you get into contact?
5. Do you remember similar situations in visiting other countries or cultures?
6. Do you know of similar situations during workcamps?

(T-KIT intercultural learning)

4.4.4 "The Dardians"

This game is a simulation of a meeting of two cultures. Find the key to foreign cultural behaviour, analyse the effects of meeting with a foreign culture. A team of engineers goes to another country in order to teach the people there how to build a bridge.

**Resources needed**

Strong paper (cardboard), glue, scissors, ruler, pencil, game descriptions for Dardians and engineers. Two rooms.

**Group Size**

Minimum: 12 people, who are divided into two groups.

**Time**

1½ - 2 hours, including debriefing.

**Step-by-step**

- 1 Depending on the size of your group, have 4-8 people play a team of engineers, who will teach the Dardians how to build the bridge. They receive the instructions for the engineers and are brought to a separate room.
- 2 The rest of the group will be Dardians. They receive the Dardian instructions. If you have too many people, you can also make a team of observers, who just watch and take notes. These observers should not be introduced to the Dardian culture beforehand, so keep them with the engineers in the beginning.

Reflection and evaluation**Debriefing:**

After the game the two groups of participants take a piece of flipchart and note their comments to the following three points:

- 1.) Facts 2.) Feelings 3.) Interpretations



The following points should be discussed in plenary:

- We have a tendency to think that others think the way we do.
- We often interpret things right away, without being aware of the differences in cultural behaviour.
- How were the roles distributed/What role did I take? What does that reveal of my identity? Did I feel comfortable with my role?
- Is that image I have the same that was perceived by the others?
- What influence did my cultural background have on the role I took on?

**Cards:**

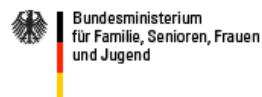
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Instructions for the Derdians

The Situation:

You live in a country called Dardia. The village you live in is separated from the next city where there is a market by a deep valley. To reach the market you have to walk for two days. If you had a bridge across the valley, you could get there in 5 hours.

The government of Dardia made a deal with a foreign firm to come to your village and teach you how to build a bridge. Your people will then be Dardia's first engineers. After having built that first bridge with the foreign experts you will be able to build bridges all over Dardia to facilitate other people's lives.

The bridge will be built out of paper, using pencils, rulers, scissors and glue. You know the materials and tools, but you don't know the construction techniques.

Social behaviour:

The Derdians are used to touch each other. Their communication doesn't work without touching. Not being in contact while talking is considered very rude. You don't have to be in direct contact, though. If you join a group, you just hang on to one member and are instantly included in the conversation.

It is also very important to greet each other when you meet, even when you just pass someone.

Greetings:

The traditional greeting is a kiss on the shoulder. The person who starts the greeting kisses the other on the right shoulder. The other then kisses on the left shoulder. Every other form of kissing is insulting! Shaking hands is one of the biggest insults possible in Dardia. If a Dardian ever is insulted by not being greeted or touched while being talked to, he/she starts shouting loudly about it.

Yes/No:

Derdians don't use the word no. They always say yes, although if they mean 'no', they accompany the 'yes' with an emphatic nodding of the head (you should practise this well).

Work behaviour:

While working, the Derdians also touch a lot. The tools are gender-specific: scissors are male, pencil and ruler are female. Glue is neutral. Men never ever touch a pencil or a ruler. The same goes for women and scissors (I think it's got something to do with tradition or religion).

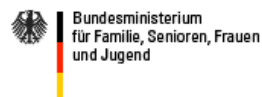


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Foreigners:

Derdians like company. Therefore they also like foreigners. But they are also very proud of themselves and their culture. They know that they'll never be able to build the bridge on their own. On the other hand they don't consider the foreigner's culture and education as superior. Building bridges is just a thing they don't know. They expect the foreigners to adapt to their culture. But because their own behaviour is natural to them, they can't explain it to the experts (this point is VERY important).

A Derdian man will never get in contact with another man unless he is introduced by a woman. It does not matter whether the woman is Derdian or not.

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Instructions for the engineers

The situation

You are a group of international engineers working for a multinational construction company. Your company has just signed a very important contract with the government of Derdia in which it committed itself to teach Derdians how to build a bridge. According to the contract signed, it is very important that you respect the deadline agreed, otherwise the contract will be cancelled and you will be unemployed.

The Derdian government has a great interest in this project, which is funded by the European Union. Derdia is a very mountainous country, with many canyons and deep valleys, but no bridges. Therefore it always takes many days for Derdians to go from the villages to the market in the main city. It is estimated that with the bridge the Derdians could make the trip in only 5 hours.

Since there are many canyons and rivers in Derdia, you can't just put a bridge there and take off again. You'll have to instruct the Derdians how to build a bridge themselves.

Playing the simulation

First you should take time to carefully read these instructions and decide together about the way you are going to build the bridge. After a specified time, two members of your team will be allowed to go and make contact for 3 minutes with the Derdian village where the bridge will be built (e.g. to check the natural and material conditions, make contact with the Derdians, etc.). You will then have 10 minutes to analyse their report and complete the preparations.

After this the whole team of engineers goes to Derdia to teach the Derdians how to build the bridge.

The bridge

The bridge will be symbolized by a paper bridge. The bridge will link two chairs or tables over a distance of approximately 80 cm. It has to be stable. At the end of the building process it should support the weight of the scissors and glue used in its construction.

The pieces of the bridge cannot just be cut out and assembled in Derdia because otherwise the Derdians would not learn how to do it themselves. They have to learn all the stages of the construction.

Each piece needs to be drawn with pencil and ruler and then cut out with the scissors.

Materials

The bridge will be made with paper/cardboard.
You can use for the planning and building: paper, glue, scissors, ruler, pencils.

Time

For planning and preparation before going to Derdia: 40 minutes
To teach the Derdians to build: 25 minutes

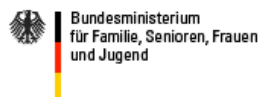


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Decision making and responsibility in discriminatory situations

Facilitator: Eike Totter

Language: English

The workshop tackles violent and disrespectful situations in camps or other educational group settings. Responsible persons need to be prepared for them to happen and also can be preparing their groups for them to happen. The workshop gathers a few practical situations from the attendee's experiences that were solved satisfactory. Also, there will be an input on the design of a dialogic space developed within Social Justice

Trainings that helps to prepare involved staff and participants for critical situations and thus to solve them without sacrificing members of the group. The workshop helps to understand how a better preparation for unpleasant situation can help to be relaxed and capable of acting in cases of emergency and turn them into learning opportunities for democratic and inclusive practice.

Decision making and responsibility in discriminatory situations

Workshopleiter: Eike Totter

Sprache: Englisch

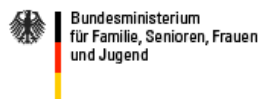
Die Arbeitsgruppe beschäftigt sich mit gewalttätigen und respektlosen Situationen in den Camps oder in den anderen Ausbildungstreffen. Die verantwortlichen Personen müssen vorbereitet sein, wenn solche Sachen passieren. Auch können sie ihre Gruppen dafür vorbereiten. In der Arbeitsgruppe werden ein paar praktischen Situationen besprochen, die aus der Erfahrung der Teilnehmenden kommen und die ganz befriedigend gelöst waren. Auch werden hier die Fragen besprochen, die mit der Erstellung eines Dialogs innerhalb des Sozialgerechtigkeitstrainings verbunden sind. Dieses Training hilft sowohl den beteiligten Personal, als auch die Teilnehmer zu den kritischen Situationen vorzubereiten, was dazu führt, dass sich das Problem löst und dass die Teilnehmer davon nicht leiden müssen. Das Workshop führt zum besseren Verständnis, dass die bessere Vorbereitung für eine unangenehme Situation kann helfen entspannt zu bleiben. Das hilft auch die Notfälle besser zu bewältigen und sogar Lernmöglichkeiten für demokratische und Inklusionsübungen daraus zu machen.

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The Dialogic Space:
Decision-making and responsibility in
discriminatory situations
Eike Totter

ewoca³ / ewoca³(+) -PROJECT PLANNING CONGRESS
10.03. – 14.03.2016 HATTINGEN, GERMANY




Eike Totter www.totter.eu

The Dialogic Space: Communication and Attitude

- Introduction and Language 15'
- Expectation and Experience 35'
- The Dialogic Space 30'
- Application: Strengths and Limits 25'
- Wrap-up 15'

Eike Totter www.totter.eu

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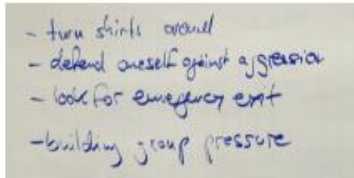
The Dialogic Space: Communication and Attitude

Remember a **real situation** in which you witnessed **disrespectful or discriminatory** behaviour in your workplace and where you or someone else became **active to solve or calm** it down.

Eike Totter

www.totter.eu

The Dialogic Space: Communication and Attitude



- turn shirk around
- defend oneself against aggression
- look for emergency exit
- building group pressure

Video:

Martin Schulz expulses Eleftherios Synadinos from European Parliament after hate speech on March 9th, 2016.

<https://www.youtube.com/watch?v=dC3Yk7KbrPA>

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The Dialogic Space: Communication and Attitude

Aggression can only be learnt through aggression.

EVERYONE involved in
discrimination, bullying, violence
is a victim!

Eike Totter

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The Dialogic Space: Communication and Attitude

How to set up a dialogic space?

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The Dialogic Space: Communication and Attitude

1. Self – Reference: Taking responsibility
2. Respect for disaccord and wish for dialogue
3. Confidentiality
4. Sacrifice of Almightiness and Desire to learn
5. Self-Revelation and Treatment of Fear
6. Solidarity and Support

Eike Totter

www.totter.eu

The Dialogic Space: Communication and Attitude 1. Self – Reference: Taking responsibility

I speak about my own experience and for myself. I take responsibility for my speech by **using „I“** instead of referring on someone else's opinion.

I don't talk about myself but **towards others**.

I communicate the background of my assumptions and reactions.

Eike Totter

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The Dialogic Space: 2. Respect for discord and wish for dialogue

I show **appreciation** towards others and underline that **everyone brings** different, precious experience, knowledge and expertise into our learning process.

I cultivate my **curiosity** about other's opinions and motivations and make dedicated **effort** to better understand their causes.

I know that we all are **allowed to make mistakes** and came to learn together. I do not judge someone's behaviour and make extra efforts to **maintain the dialogue**.

Eike Totter

www.totter.eu

The Dialogic Space: Communication and Attitude 3. Confidentiality

I keep **confidentiality** about what is said and done in this space.

Eike Totter

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The Dialogic Space: Communication and Attitude
4. Sacrifice of Almightyness and Desire to learn

I assume everyone's good will to work together constructively and respectful. Even and **especially in situations of dispute** and when this good will isn't visible at first sight.

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The Dialogic Space: Communication and Attitude
5. Self-Revelation and Treatment of Fear

I give feedback actively – especially when I am getting angry or hurt. (E.g.: "When you said ... I felt ...")

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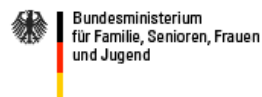
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The Dialogic Space: Communication and Attitude
6. Solidarity and Support

I help others to keep this agreement and to actively work on the wellbeing of all of us.

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The Dialogic Space: Communication and Attitude: Transfer

Where can you **apply** these guidelines?

What kind of **support / framework** would you need to put them into a workcamp?

In which other ways could you imagine to **empower yourself** to make your projects **safer for participants**?

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The Dialogic Space: Communication and Attitude: Wrap-up

What do you want to **remember** from this session?

When were you **surprised**?

What do you want to **find out** next?

How could you become **active**?

Eike Totter

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Feedback:

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 Sociologist (Dipl.)
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 Social Justice Trainer
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 Language Animator
 Interpreter for Groups
 Coach and Consultant for International Youth Projects

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Gender Workshop: Let's get out there, together!

Facilitator: Balint Josa

Language: English

Gender and gender problems are sensitive and important topics for ewoca participants. Being part of a sexual minority or being bullied on the matter is really a difficult issue to deal with. Are we ourselves enough brave and tolerant? Do we have enough information on the subject? This workshop is ready to give you the proper answers... During this activity, participants get a bit more knowledge on gender issues, especially on the various and diverse groups of the LGBTQ community and learn a short exercise (by doing it) to be able to highlight for ewoca participants the issues of sexual identity and intolerance, identify aspects of inclusion and exclusion, also commonly known as insider and outsider groupings. One objective of this activity is to ensure that all participants realize that everyone has experienced being both an "insider" and being an "outsider." It is not to advertise or promote any sexual preference, but to teach how to deal with minors being exposed to homophobia in their school or during the camp.

Gender Workshop: Let's get out there, together!

Workshopleiter: Balint Josa

Sprache: Englisch

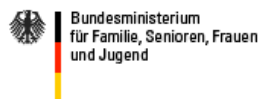
Geschlecht und Geschlechtsproblemen sind ein empfindliches und wichtiges Thema für EWOCA-Teilnehmer. Wenn man zu einer sexuellen Minderheit gehört oder wenn man schikaniert wird ist ein Problem, das sehr schwierig zu befassen ist. Sind wir selbst mutig und tolerant genug? Haben wir genug Information zum Thema? Diese Arbeitsgruppe ist dazu bereit Ihnen richtige Antworten auf diese Fragen zu geben... Während dieser Aktivität Teilnehmern bekommen mehr Informationen zu dem Geschlechtsproblem, besonders was die unterschiedlichen Gruppen der LGBTQ Gesellschaft angeht. Auch lernen sie eine kurze Übung (durch das tun), um fähig zu sein für die EWOCA-Teilnehmern die Probleme der sexuellen Identität und Intoleranz hervorzuheben. Dazu gehören auch die Aspekte der Inklusion und Exklusion, die als insider and outsider groupings allgemein bekannt sind. Ein Ziel dieser Übung ist zu gewährleisten, dass alle Teilnehmer verstehen, was bedeutet beide "insider" und "outsider" zu sein. Das Ziel ist nicht diese oder andere sexuelle Präferenz zu fördern, sondern beizubringen, wie man sich mit den Minderheiten befasst, die wegen Homophobia in ihrer Schule oder während des Camps ungeschützt sind.

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prezi presentation

<http://goo.gl/39fWkG>

https://prezi.com/n54jfhdlqwl/gender-identity/?utm_campaign=share&utm_medium=copy



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Gender=gender schema

Same as nation and culture gender is an artificial concept, an information thought and crystallized by dominant binary information.

The biological genders (XY and XX) are old and recently proven false by science.

Gender is more than sexual orientation. It is the most conformable role enforced by the society we born into/live in



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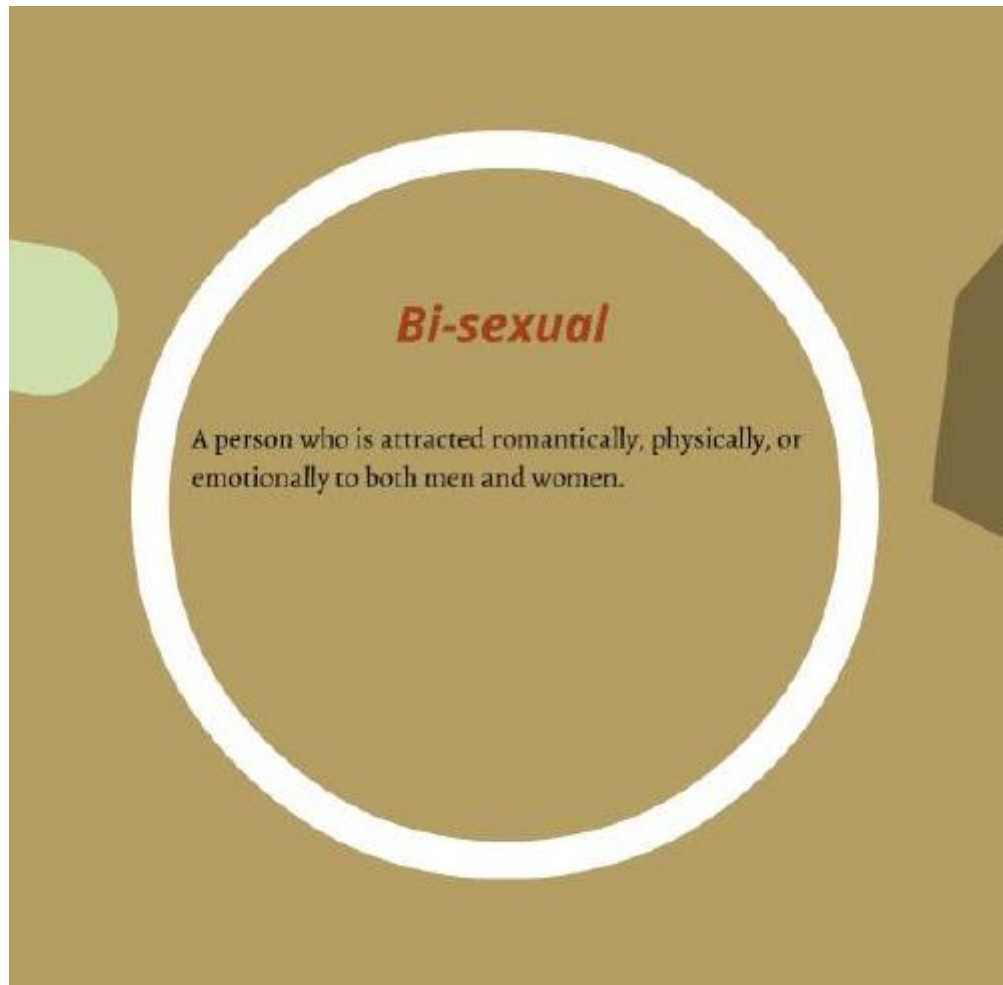
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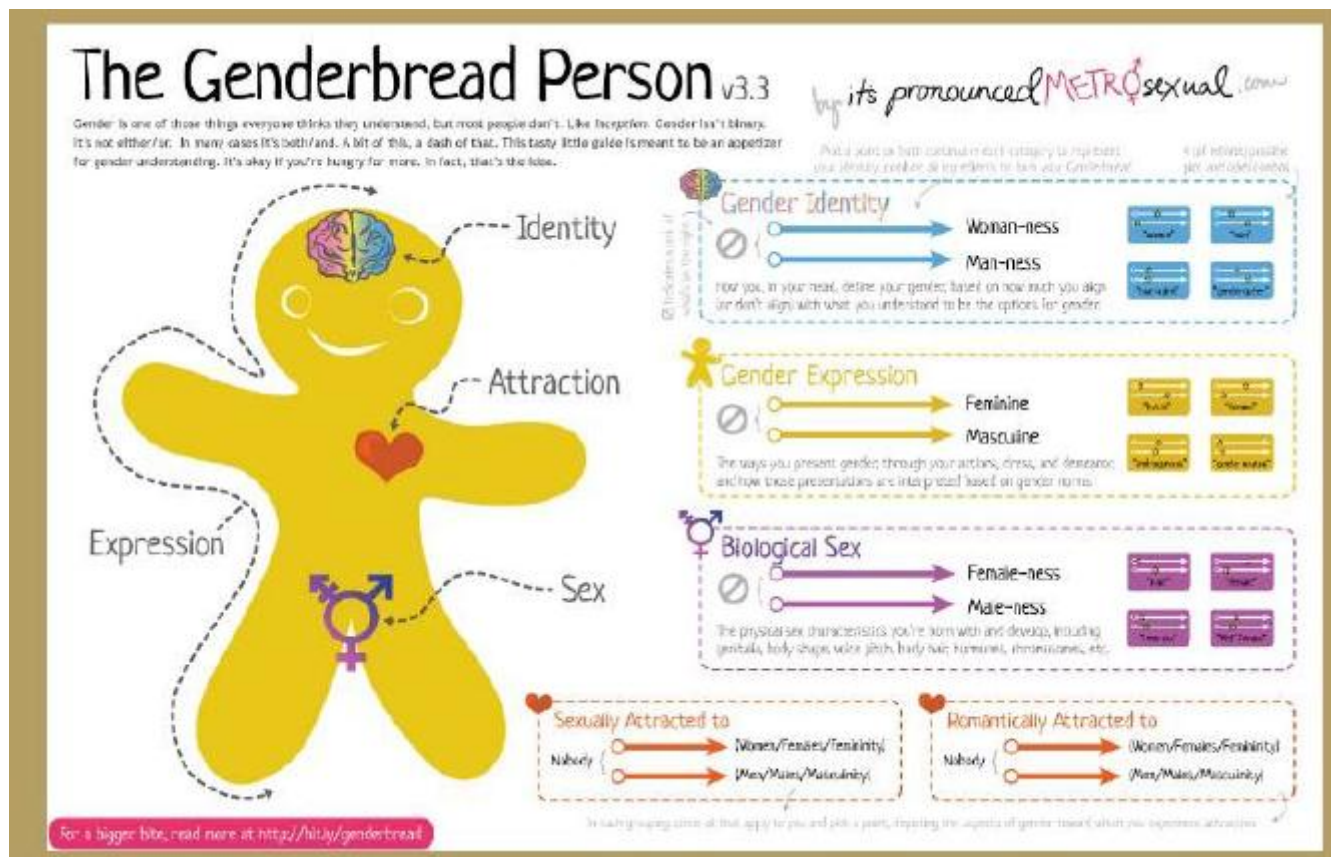
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Queer/Questining

An umbrella term which embraces a variety of sexual preferences, orientations, and habits of those who do not adhere to the heterosexual and cīsgender majority.

The term queer includes, but is not exclusive to lesbians, gay men, bisexuals, transpeople, and intersex persons, traditionally, this term is derogatory and hurtful, however, many people who do not adhere to sexual and/or gender norms use it to self-identify in a positive way.

queer=not accepting
gender norms

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Inter sex/Asexual/Androgen

Intersex – Someone who's physical sex characteristics are not categorized as exclusively male or exclusively female.

Asexual – A person who is not attracted to anyone, or a person who does not have a sexual orientation.

Androgen -a person who can easily swift between genders being not any of them, has no specific gender.

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Thank you!

Balint.josa@szubjektiv.org

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Religious Diversity

Facilitator: Falko Lange

Language: English

In the course of the movements of refugees and migrants across Europe and considering the islamo- and xenophobic groupings which evolved because of it, religious diversity has become an explosive subject which you can hardly escape in youth work. On the other hand, the recognition and appreciation of diversity in general has ever been an elementary topic for youth workers. In the workshop I would like to pursue with you the question, what is the specific about *religious* diversity and how can each one of you take a position on religion and religiosity during adolescence for themselves.

Religious diversity

Workshopleiter: Falko Lange

Sprache: Englisch

Die Auseinandersetzung mit religiöser Vielfalt besitzt im Zuge der Flüchtlingsbewegungen und dem nicht verschwinden wollenden Antiislamgruppierungen eine aktuelle Brisanz, derer mensch sich in der Jugendarbeit kaum entziehen kann. Auf der anderen Seite gehört die Anerkennung und Wertschätzung von Vielfalt im Allgemeinen von je her zum elementaren Arbeitszeug von Jugendbilderinnen und -bildnern.

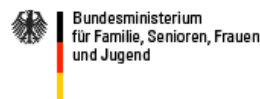
Im Workshop möchte ich mit euch der Frage nachgehen, was das Spezifikum *religiöser* Vielfalt ist und wie jede/r selbst einen Standpunkt zu Religion und Religiösität bei Jugendlichen einnehmen kann.

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Method: Power Shuffle.

(This exercise was used in an adapted form for religious diversity, taken from <http://www.bethechangeconsulting.com>)

This is a common exercise used in diversity trainings as a way to physically see, as well as somatically experience, the ways we are both different from and similar to each other. This activity is meant to allow us to see things about one another that we sometimes can't see in our normal interactions. This "newness" sometimes causes nervousness or anxiety; participants should be encouraged to notice their feelings and any reactions they have in their bodies—every experience is the right one! Afterwards, we will de-brief and reflect. The more honest people are with themselves and the group, the more impactful this exercise will be for the communities' learning process. Categories for Walking Across the Room "If you are/were/have a , please walk across the room."

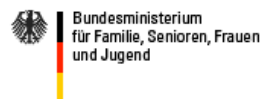
- woman
- elder
- youth
- brought up in a city
- brought up in a rural area
- Jewish
- Buddhist
- Muslim
- not religious
- didn't complete high school
- brought up with less money than most in your area
- raised in a single parent home
- physical or learning disability
- African American or of African descent
- Latino
- Asian American or of Asian descent
- Native American

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- Bi-racial
- immigrant
- non-native English speaker
- gay, lesbian, bisexual, transgender or queer (if this group has many LGBT, these identities can be asked separately)
- experienced mental illness in your family
- experienced alcoholism or addiction in your Family



An Additional Note for the Facilitator or Facilitators should make certain not to rush people through their feelings and/or break the mood with the facilitators' own feelings or anxieties. This exercise is not meant to be an individual comparison of whose disempowerment has been harder or who has been disempowered the most. It is meant to point out that a) our society has created divisions between groups based on "-isms," and that these divisions are not substantial or fair, and b) we are all hurt by these divisions. Human beings are social animals who need and want community, but we have been taught, coerced, and legislated into not creating cross-cultural community. We have all been deeply wounded by this and are missing out on new perspectives and varied experiences and being fully loving and compassion beings by complying with the way we have been divided. We each have the power to be more open, reduce divisions, and create a greater, more robust community. Building Intentional Communities

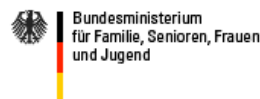
© 2010 Be the Change Consulting Power Shuffle Categories

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Engaging youngsters in Sustainable Development activities

Facilitator: Larisa Piaskova

Language: English

The aim of the workshop is to collect and discuss the most efficient methods of ecological non-formal education for sustainability.

The objectives are:

- to exchange information and experience about ecological education in different countries. (the participants will share the peculiarities of ecological education in their countries).
- to discuss the role of youth in ecological education
- to develop skills in ecological education focused on sustainability
- to encourage the participants to create their own program of the camp day focused on sustainability
- to practice some ecological educational methods

The workshop is dedicated to various practical exercises: discussing and practicing methods of environmental education (indoor, outdoor, on-line, sharing activities with the group etc.) to more reflective exercises – looking back at the activities done in EWOCA 3 camps, evaluating them and thinking about the future.

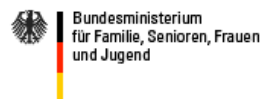
The participants will also take part in the “Wax candle making” workshop as an example of ecological educational activity.

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Jugendliche für Aktivitäten der Nachhaltigen Entwicklung begeistern

Workshopleiterin: Larisa Piaskova

Sprache: Englisch

Die Absicht dieses Workshops ist es die effizientesten Methoden der non-formalen Erziehung zur Nachhaltigkeit zu sammeln und zu diskutieren.

Die Ziele sind:

- Informationen und Erfahrungen über ökologische Bildung in verschiedenen Ländern auszutauschen (Die Teilnehmer und Teilnehmerinnen werden von den Besonderheiten der ökologischen Bildung in ihren jeweiligen Ländern berichten.)
- Die Rolle der Jugendlichen in ökologischer Bildung diskutieren.
- Fähigkeiten in ökologischer Bildung mit Fokus auf Nachhaltigkeit entwickeln
- Die Teilnehmerinnen und Teilnehmer anzuregen ein eigenes, auf Nachhaltigkeit gerichtetes, Tagesprogramm für das Camp zu entwickeln
- Einige Methoden der ökologischen Erziehung auszuprobieren

Der Workshop enthält verschiedene praktische Übungen: Methoden der ökologischen Bildung diskutieren und ausprobieren (Draußen, drinnen, online, Austausch von Ideen in der Gruppe, etc.), aber auch Aufgaben der Reflektion: Wir schauen zurück auf die Aktivitäten in den ewoca³ camps, bewerten diese und denken auch an die Zukunft. Die Teilnehmer und Teilnehmerinnen werden auch an einem Workshop zur "Wachskerzen-Herstellung" teilnehmen, als ein Beispiel für eine ökologische Bildungsaktivität.

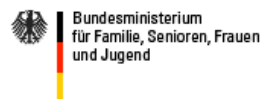


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Resources

BOOKS

Ecological Literacy: Educating Our Children for a Sustainable World

David W. Orr

Storytelling for a Greener World

Alida Gersie, Anthony Nanson and Edward Schieffelin with Charlene Collison and Jon Cree

The Great Outdoors: Restoring Children's Right to Play Outside

Mary S. Rivkin

Silent Spring

Rachel Carson

Smart by Nature: Schooling for Sustainability

Michael K. Stone

Out of Our Minds: Learning to be Creative

Ken Robinson

Online Books:

I Love My World

Chris Holland

The book can be found for free at

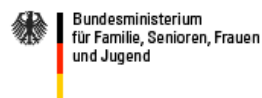
<http://www.schoolofeducators.com/wp-content/uploads/2011/12/EXPERIENCE-EDUCATION-JOHN-DEWEY.pdf>

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WEBSITES

National Geographic Education:

http://education.nationalgeographic.com/education/?ar_a=1

Resources:

<http://www.hawthornpress.com/books/new/ storytelling-for-a-greener-world/>

Tools and ideas for environmental education:

<http://www.nea.org/home/ToolsAndIdeas.html>

Environmental education resources:

<http://se-ed.co.uk/edu/resource-home-page/>

Project Wild Thing:

<http://projectwildthing.com/>

Resources for kids and teachers:

<http://www.ecokids.ca/>

Roadmap to harmony:

<http://awesome.good.is/ecosystem/index.html#/home>

Further Reading:

For children:

http://www.exploringnature.org/db/main_index.php

For teachers

<http://www.naturalcuriosity.ca/>

Resources for rethinking:

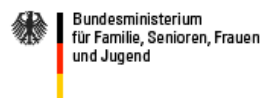
<http://resources4rethinking.ca/>

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Comparing apples and Earth

- a classroom activity

Just how much of the Earth's surface is needed for growing food for a world of people?

1. Slice an apple into quarters. Set aside three of the quarters, as they represent water on the Earth's surface.
2. Cut the remaining quarter in half. Set aside one of the halves as uninhabited deserts, swamps and the Arctic and Antarctic areas.
3. Divide the remaining piece into quarters. Set aside three of the pieces for land that is too rocky, wet, hot or poor for crop production.
4. The remaining piece is 1/32nd of the original apple. Peel this section. The peel represents the thin layer of soil that is available for producing all of the world's food crops.

Adapted from resources of California Foundation for Agriculture in the Classroom

Curriculum Connections

Use Comparing Apples and Earth with students from Middle Primary levels through to VCE!

Teachers have reported back about their successful use of this activity with students in VCE Environmental Science and Agricultural & Horticultural Studies, Middle Years Science & SOSE and Primary Levels 3 - 4.

Materials:

- » apples (or substitute, eg potatoes)
- » chopping boards or plates
- » knives

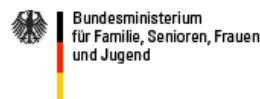
Risk alert: Use of knives, especially with younger students. A demonstrator could cut one apple and students eat an approximate amount.

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Instructions & suggestions:

1. Step by step, read the instructions to the students for them to follow. It is more effective if they do not have the instructions in front of them. The activity can be done in pairs, or it can be demonstrated by the teacher and one or two students, depending on circumstances and age. [Provide the students with a copy of the activity to take home to do with their families.]
2. Discussion points will be directed by the purpose of using the activity and year level of students. Experience and feedback from teachers suggest it is more effective to save the discussion to the end of the activity.

Discussion:

- » What is the key message underlying the activity?
- » What actions can students take to care for their patch of this precious Earth: ...as individuals, as a class and school, with their families, in their community?
- » Compare apples and Earth to introduce the concepts of sustainability, without using the word (which is so difficult to define). Produce concept maps based on discussion.
- » Introduce topics or themes around natural resource management, agriculture, farming and food production in Victoria / specific region, feeding the world, landcare and environmental management.
- » Use as a prompt or example for students to produce a game or puzzle or poster or other means of delivering a similar message.

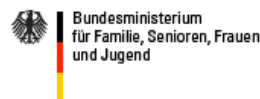
Use of our natural resources to produce food and fibre is essential. Careful management of the environment through improved knowledge and technologies in agriculture is necessary to ensure we will always have those natural resources to use without causing environmental damage, such as loss of biodiversity and declining health of rivers.

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A drop in the bucket

What is abundant and rare at the same time?

Curriculum Connections:

By investigating (estimating and / or calculating) the percentage of available fresh water on Earth then discussing and exploring the implications of their findings, students understand that this resource is limited so must be conserved and managed sustainably, on personal, local and global scales.

This activity can be used with students across all levels, varying the discussion accordingly and across Domains, although it is most applicable in Science and Geography.

Materials:

- » water
- » globe and /or world map
- » 1000 ml beaker / cylinder
- » 100 ml graduated beaker
- » small dish or beaker
- » dropper or glass stirring rod
- » food dye
- » salt
- » small bucket
- » copies of Water Availability table

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Method:

Note: Discussion points in italics

1. Fill a 1000ml container with water. If demonstrating to a class, colour the water with a few drops of food dye so it is easier to see.

This represents all the water on Earth.

Ask where most of this water is located - refer to globe or map. Ask students to estimate the amount of salt water on the Earth's surface.

2. Pour 30 ml from the 1000 ml into the graduated beaker - this represents the 3% of the Earth's water that is fresh. Put salt into the remaining 97% to simulate the water in the oceans, unsuitable for human consumption.

Consider the 30ml remaining. In what state is that remaining 3%? What is found at the Earth's poles? Again ask for an estimate of how much water is frozen at the Poles.

3. Pour 6ml of the fresh water into the small dish or beaker. The remaining 24ml can be placed in a freezer or frig if one is nearby, or otherwise simulate ice, eg. pour into an ice cube tray.

Almost 80% of the Earth's fresh water is frozen in ice caps and glaciers. The amount of water in the small container (approximately 0.6% of the original amount) represents non-frozen fresh water. Only about one quarter of this is surface water; the rest is underground.

4. Use a dropper or stirring rod to take a single drop of water. Release this into a small container, eg a small metal bucket so students can listen for the "drop".

This represents clean, fresh water that is not polluted or otherwise unavailable for use - about 0.003% of the total. This precious drop must be managed with care.

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5. Discuss the conclusions students have drawn from the demonstration. Many will have concluded that there is only a very small amount of water available for humans. In fact, on a global scale the single drop actually represents a large volume of water - but ... See suggestions for further discussion and activities.
6. Use the Water Availability table to calculate the actual amount of fresh water available per person.
7. Have some fun with the [poem "Recycled"](#) later in this newsletter.

Water Availability Table:

| Quantity to be divided among people on Earth | Amount Available litres per person | % of total water |
|---|---------------------------------------|---------------------|
| All the water on Earth | 222 billion | 100% |
| Only the fresh water(calculate 3% of the amount available | | 3% |
| Only the non-frozen fresh water(calculate 20% of the remaining amount available) | | 0.6% |
| Available fresh water that is not polluted, trapped in soil, too far below the ground, etc.(calculate 0.5% of the remaining amount available) | | 0.003% |

1. Is this enough? Devise a means to estimate how much water you use per year. Compare the estimate to the calculation above. What do you conclude?
2. List the other uses of water that affect you, but are not a direct result of your actions. Does this alter your conclusion? Why?

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Discussion:

- » Discuss global distribution of water. Why does more than one-third of the world's population not have access to clean water?
- » Investigate the factors affecting water distribution on Earth (land forms, vegetation, proximity to large areas of water, role of oceans, etc). Have class work in small groups and report back to share their findings.
- » Explore other environmental and natural influences on the availability of water (droughts, floods, pollution, etc). Research current events, conditions and activities affecting the availability of water, - locally, in Australia and elsewhere in the world.
- » Discuss long term events, activities and behaviours which will reduce the amount of fresh, potable water available for human consumption. Consider at a local and global scale. Consider other users of water, apart from humans.

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“Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”

World Commission on Environment and
Development, presented in 1987

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Educational Workshops



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Three important aspects:

- Environmental;
- Economic;
- Social.



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Diary of deeds for sustainable development

| Day | Activity | Idea/Proposal | Result / Consequence |
|-----|----------|---------------|----------------------|
| | | | |
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Presentation of the projects "The camp of my dream"



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Making experiments



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Creative workshops

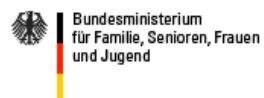


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Exhibitions, theatre or music performances



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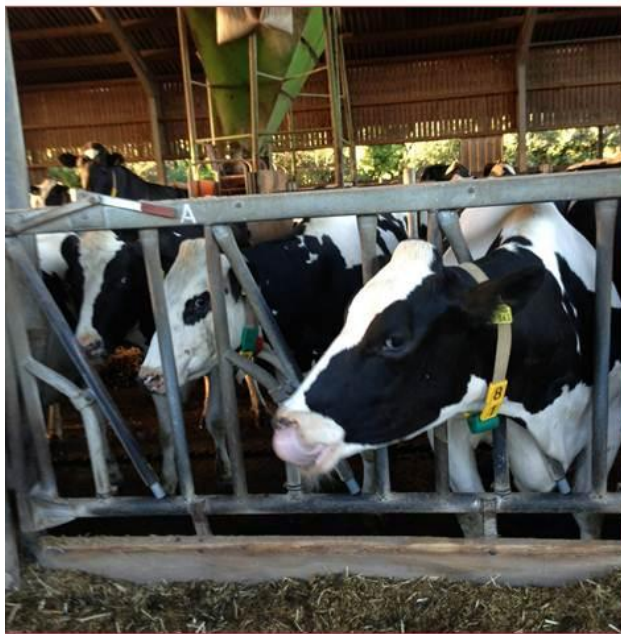


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Milk farm



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Sport in the camp



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National evenings



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Competitions , quiz nights

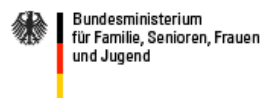


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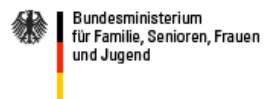


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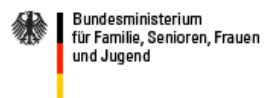


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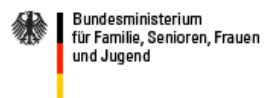


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Split in to groups

Creating a poster:

A Sustainable Day in the camp

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Public Relations in international youth projects

Facilitator: Rolf van Raden

Language: English

An important part of ewoca³ and ewoca³(+) is the public presentation of our projects. We not only want to organize great work camps, we also want to set public examples for our goals and concerns. That's why we want to ensure that the media reports about our projects and that also policy makers notice them and understand what we are doing. According to the funding rules of ewoca³/ewoca³(+), all project partners are obliged to an active press and public relations work. But what exactly does that mean? How and when should I contact journalists? What is important when writing a press release? What other methods of press and public relation are there, and how should I use them before, during and after a work camp? In this workshop you will get answers to these questions.

Öffentlichkeitsarbeit in internationalen Jugendprojekten

Workshopleiter: Rolf van Raden

Sprache: Englisch

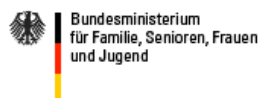
Ein wichtiger Teil von ewoca³ und ewoca³(+) ist die öffentliche Darstellung unserer Projekte. Wir wollen nicht nur großartige Workcamps organisieren, wir wollen ebenso unsere Ziele und Anliegen in die Öffentlichkeit bringen. Und so wollen wir sicherstellen, dass die Medien über unsere Projekte berichten, und Politiker sie wahrnehmen und verstehen, was wir da machen. Nach den Finanzierungsregeln von ewoca³/ewoca³(+) sind alle Projektpartner verpflichtet aktive Presse- und Öffentlichkeitsarbeit zu betreiben. Aber was heißt das eigentlich? Wie und wann sollte ich Journalisten kontaktieren? Was ist wichtig, wenn ich eine Pressemitteilung schreibe? Was gibt es für andere Methoden der Presse- und Öffentlichkeitsarbeit und wie sollte ich diese vor, während, und nach dem Workcamp nutzen? In diesem Workshop wird es auf alle diese Fragen Antworten geben.

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PRESS RELATIONS

STANDARDS OF PRESS RELATIONS

In order to raise the profile of international youth work in the public's eye, the ewoca³ and ewoca³(+) – for everyone! programmes rely on intensive press relations work. For questions and support related to press relations, you can contact Rolf van Raden (ewoca--presse@ibb---d.de).

Important: It is part of the funding conditions that all three project partners work on public relations. This is relevant not just in the year you host a camp. Also when you are travelling abroad with youths you are asked to introduce your project to the local media at home.

A schedule of events, at which you can contact the press, follows:

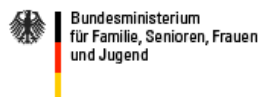
- **Until 14 days before your departure / the start of the camp:** Get to know local journalists, tell them about the project, solicit their reporting, write down names, email--- addresses and telephone numbers of journalists and ask them if they need interview partners
- **Departure / Camp opening:** Send out press informations (including photographs)
- **Special Camp activities:** Are there any camp activities where it seems a good idea to send out a press release or invite reporters?
- **Visits by politicians / interesting guests** are also a good occasion to invite reporters or send out a press release
- **Final presentation:** Press release and possibly invitation of journalists
- **Return from abroad:** A good occasion for press informations with vivid reports and quotations by participants and photographs
- **Follow---up meeting:** The youths can report what they have achieved

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Note for ewoca³ project partners:

Please use the logos of the Department for Family, Children, Youth, Culture and Sport of the Federal State of North Rhine--Westphalia, of Stiftung Mercator and of IBB e.V. in conjunction with the following sentence on your website, in press releases and all other publications related to ewoca³:

[Project name] is supported by ewoca³, a project of IBB e.V., funded by the Federal State of North Rhine---Westphalia and Stiftung Mercator.

You can find the logos of the supporters, of IBB, and the ewoca³ logo on the homepage under „Downloads“. There a number of different formats are available to download.

Note for ewoca³(+) project partners:

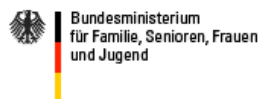
Please use the logos of the Innovation Fund, of the Ministry of Family Affairs, Senior Citizens, Women and Youth and of IBB e.V. in conjunction with the following sentence on your website, in press releases and all other publications related to ewoca³:

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STRUCTURE OF A PRESS RELEASE – HOW IS IT DONE?

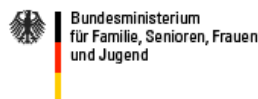
- Perfect length of a press release: One page (300 words). Additional background information can be attached separately.
- Do not forget to add the name, telephone number and email address of a contact person. The best press release is useless if journalists can not contact you for further information.
- The actual newsworthy event has to be covered at the very beginning of the press release. The question of who did what, when, where, how and why has to be answered within the first paragraph.
- Journalists delete from the end, the most important information should thus be found at the very top. This also means: Do not report chronologically, but begin by stating the most important information. The background can be explained later (it is called background after all).
- Do not praise yourself, do not use superlatives or empty phrases, do not write advertisements. It is important for the text to be written in a style appropriate for news.
- Quotations are very important. For their articles, journalists need people and crisp statements. Whenever possible quote the organisers or participants in your press releases. In contrast to the more neutral style of the press release the quotations can be more subjective and emotional (joy, enthusiasm, excitement, exhaustion, stress, satisfaction, etc.)
- Do not use the passive voice, it sounds cumbersome and less dynamic
- Avoid redundant information. Empty phrases and repetitions are useless to the journalists. □ Do not use nested sentences, avoid technical terms, and never use abbreviations without explaining them.
- Use a lot of verbs. The press releases become much easier to read.

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HOW JOURNALISTS WRITE

Journalists work according to specific formal standards. If you use these standards yourself, you make it easier for the editors and thus increase the chances of your press release to be printed.

| | | |
|----------------------------------|---|----------------------------|
| Write instead of: Mister Smith | → | Thomas Smith |
| Today | → | on Wednesday |
| Km | → | kilometre |
| Even though it is the case, that | → | although |
| Within the duration of | → | during |
| At this point in time | → | now |
| S.t | → | street |
| yesterday | → | on Tuesday |
| % | → | per cent |
| e.g. | → | for example, as an example |
| 12 | → | twelve (then: 13, 14, ...) |

WORKING WITH PICTURES

A press release is not just a good text. Pictures give your message further value or even may be a message for themselves. Pictures can visualise facts, but also arouse emotions in a very special way. Photos create a higher visual „readability“ and connect information and emotion. Text and image are more effective together. And as newspapers have to save money everywhere, a photograph that is both good and free to use can lead to your article getting better placement.

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IMAGE CAPTION

Without a fitting caption, the motive loses much of its value. The caption needs to capture what is shown both concisely and precisely. An additional, more extensive caption, that is a description of the image (about 40 words, who, what, how, where, why, persons from left to right, possibly reproduction rights), from which editors can then create their own caption, can be useful. Especially important: Before you use photographs, always make sure you have the necessary rights. Did all persons depicted consent to the publication? Did the photograph approve your using his or her picture?

PHOTOS:

Offer a selection of images. Pictures in both portrait and landscape orientation make designers happy, another factor that may help you getting published. Digital photographs should be made available as high resolution JPG files, ideally in the native resolution of the camera. Resized photographs normally can not be used for printing. **Attention: Photos that have been downloaded for example from Facebook have a much lower quality and resolution. Please always use photos in the original camera resolution.**

INTERNET

ewoca³ and ewoca³(+) use the address www.ewoca.org for its internet presence. Partners should report about their projects on the *ewoca³ Live!* Blog. However, they can present their projects on their own homepages additionally and publish their press releases there.

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DO NOT FORGET:

- After sending out the press release: Be available at the contact channels you provided (telephone number, email)
- Please send all press releases via email to ewoca---presse@ibb---d.de as soon as possible
- Monitor the Media about any publications concerning your project. Please send publications or (links to the publications) to ewoca---presse@ibb---d.de
- Attach your press releases and information about publications to the final project report on your workcamp ☐ Whenever you are in contact with the press, note down the name, email address and possibly telephone number of the journalist. Ask them if they want to receive ewoca³ press informations in the future. If so, please send their contact data via email to ewoca---presse@ibb---d.de

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Digital communication tools

Facilitators: Michael Bergmann, Sven Görgens

Language: English

To work together in international teams means most of the time to communicate over long distances using all kinds of digital communication tools. Without inventions like the telephone and the internet long distance working relationships would be much more complicated. But well, isn't all this software overcomplicated as well?

In this workshop we want to check out the biggest communication challenges in international working environments and find solutions to overcome them. We are talking about well-tried tools and will show you some new developments as well. Together we will find out how and in what situations we can use all those tools including all the advantages and disadvantages to make them into tools for us in our own hands.

Digitale Kommunikationswerkzeuge

Workshopleiter: Michael Bergmann, Sven Görgens

Sprache: Englisch

In internationalen Teams zusammenzuarbeiten bedeutet meist auch mit verschiedenen Kommunikationswerkzeugen über große Entfernungen zu kommunizieren. Ohne Erfindungen wie das Telefon oder das Internet wären Arbeitsbeziehungen sehr viel komplizierter. Aber, ist es nicht auch so, dass die ganze Software das Ganze auch überkompliziert?

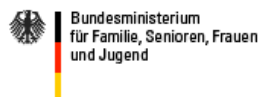
In diesem Workshop wollen wir uns die größten kommunikativen Herausforderungen in internationalen Arbeitsbeziehungen anschauen, und Lösungen für diese finden. Wir sprechen über bewährte Werkzeuge und schauen uns auch einige neue Entwicklungen an. Zusammen werden wir herausfinden wie und in welchen Situationen wir diese Werkzeuge nutzen können, sprechen über die Vor- und Nachteile, und eignen sie uns an, so dass sie unsere werden.

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Todoist

To do list management, cross platform, shared to-do lists, assigning tasks,

<https://todoist.com/overview>

Sharing to do list

<https://www.youtube.com/watch?v=1voMDAKJOfI>

Evernote

Note taking, cross platform, shared notebooks, plenty of functions and options

<https://evernote.com>

What is evernote

https://www.youtube.com/watch?v=1p_7snQhdLI

Podio

Project management in one place, to do lists, calendar, information management, online-tool

<https://podio.com/>

Dropbox

Classic example of an easy way to share files and work on them, especially with synced folders – Dropbox Software

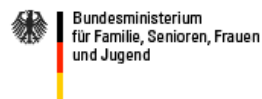
<https://www.dropbox.com/>

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ewoca³ Finances and Accounting

Facilitators: Katharina Teiting, Daniele Nubile

Language: English

It often seems the most difficult and boring part of the workcamp: Finance and accounting. But this is only true if you are unprepared. In this workshop we will take a look at the basics of accounting for ewoca³ workcamps, and prove that it is not that difficult after all. We will learn more about the ewoca³ funding guidelines, and take a look at the different forms that need to be filled in. You will learn about best practices, and how to avoid common mistakes before they turn into serious problems. Finally, if anything is still unclear, you will have time to ask questions. The information provided in this workshop will perhaps not make finance more exciting, but you can be certain it will be much easier.

ewoca³ Finances and Accounting

WorkshopleiterInnen: Katharina Teiting, Daniele Nubile

Sprache: Englisch

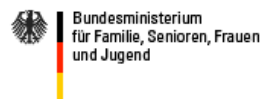
Oft scheint es so, als wäre es der schwierigste und langweiligste Teil des Workcamps: Finanzen und Abrechnung. Ja, aber nur wenn man unvorbereitet ist. In diesem Workshop werden wir uns die Grundlagen der ewoca³ Finanzierung und Abrechnung anschauen, und herausfinden, das es doch gar nicht so schwer ist. Was sagen die ewoca³ Richtlinien genau, und welche Formulare muss man wie ausfüllen? Wir werden die „best practices“ kennenlernen, und wie man häufige Fehler vermeidet bevor sie zu echten Problemen werden. Abschließend, falls noch etwas unklar ist, gibt es natürlich auch Zeit für eure Fragen. Mit dem Wissen aus diesem Workshop wird die Abrechnung vielleicht nicht viel spannender, aber ganz sicher einfacher.

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ewoca³ - Accounting



- .How to prepare yourself.
- .The forms and how to deal with them.
- .Single steps of your financial report.
- . General regulations and the guidelines.
- .The end...

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How to prepare yourself



Choose one person that is responsible for finances during the whole camp

Discuss the accounting rules in detail with your team before the camp.

Have a finance folder and a cash box ready and always store these at a fixed (and secure) place.

Make sure you know what your budget is and assign it to the different types of expenditures you are going to.

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How to prepare yourself



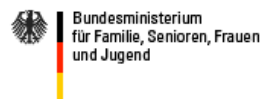
- .Get a receipt for everything you buy.
- .The receipt has to contain at least the date, applicable taxes and the amount paid.
- .Hand-written receipts have to be signed by the seller or the company
- .Keep all original receipts and file them immediately.
- .Whenever you pay out money, let the recipient sign for it.
- .Regularly check up on the state of your budget.
- .Make sure that everyone fills in the participation lists.

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The ewoca forms



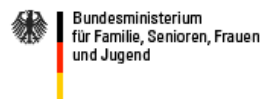
- Please use only the official ewoca³ forms for your accounting:
 - The budget plan
 - The expenditure report
- You can download all the forms on the ewoca³ homepage: www.ewoca.org → Downloads

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The ewoca forms Budget plan



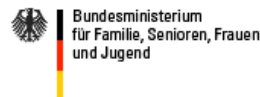
- The approved funds have to be applied for, unasked, four weeks in advance with the form “call for funds”, until this date the final cost plan has to be submitted.
- Changes in the cost plan which exceed 20% of the subsidy amount, have to be communicated immediately to the IBB.

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Single steps



- Follow all the presented steps of the live presentation!

:)

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Regulations and Guidelines



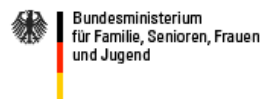
- Trilateral partnership.
- Participants: Young people with special need of support of the age 16 to 27 years.
- Minimum of 14 days.
- Minimum of 18 participants (6 per partner).
- The number of participants of the hosting group
- can count 6-12 people.

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Regulations and Guidelines



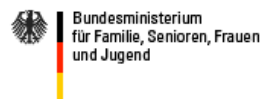
If your workcamp lasts **less than 14 days** (day of arrival and departure included) or
if you include **less than 18 participants** (6 per partner) we will have to reduce your budget proportionally and
you won't get the complete funding of 15000 Euro.

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Regulations and Guidelines: Accommodation



Accommodations per diems

- Breakfast/Tax 22,-€
- Half board 27,-€
- Full board 32,-€
- Meals per diem: 10,-€ per day / person

!!! Lists of participants !!!

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Regulations and Guidelines: Accommodation



- If possible the most cost-effective means of transportation has to be chosen (no taxis).
- Travel costs are only refundable by presenting the original ticket.
- If using private passenger cars the mileage allowance can be refunded according to the valid regulations of the finance minister (currently 0,20 Euro per km).

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Regulations and Guidelines: Personnel costs



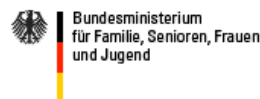
- The personnel costs can be accounted for as a part of the own contribution.
- They can be accounted for by activity reports and corresponding salary statements.

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Regulations and Guidelines: Personnel costs



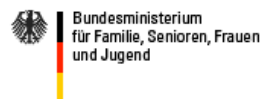
- The acquisition of allotted non-monetary resources is left to the funded organisation, which has to consider
 - a) all possibilities of abatement of the purchase price, especially of a cash discount and
 - b) in purchasing larger objects (more than 500€) has to obtain an offer of compromise and has to write down the reasons for its choice.

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Regulations and Guidelines: Personnel costs



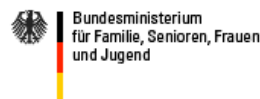
- The contractual partner has to report about the maintenance of the liabilities according to point a) and b).
- Fees have to be adjusted to local rates. Fees for translation and interpreting realign with common country rates.
- Honorary labour can be brought to account as a part of the own contribution.
- For honorary labour please use the form „Activity report“.

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The end



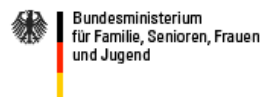
- .You have to sort the receipts chronologically
- .All original receipts have to be sent to IBB e.V. (no copies!)
- .Only in special cases will notarised copies be accepted
- .All receipts have to be translated to either English or German
- .The accounting has to contain a report on expenditure of funds

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The end



Definition of **deadline** [noun]

- 1) the latest time or date by which something should be completed:
the deadline for submissions is February 5th
- 2) *historical* a line drawn around a prison beyond which prisoners were liable to be shot.

„10 weeks after the end of each work camp a cross-reference of the submitted funds together with a report has to be delivered to the IBB association. The clearly arranged and numbered documents have to be attached to the cross-reference. The summary has to be orientated on the financial plan, which has been agreed on at the conclusion of the contract and single expenditures have to be clearly assignable to the entries of the financial plan.“

ewoca³ - Richtlinien: Punkt 4 Absatz 1

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THANK YOU VERY MUCH!

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Frequently Asked Questions about Finances and Accounting

- How old do the participants have to be?

The participants should be between 16 and 27 years. It is possible to grant an exception in specific cases. Youths below 14 years of age can, in no circumstances, take part in the work-camps.

- How many participants can/have to be part of each group? How many participants do need to be part of the host country's group?

For each group, a minimum of six youths need to participate. The hosting group also needs at least 6 participants, and it should not exceed 12 participants.

- How many days should be the duration of a camp?

An ewoca³ camp takes at least 14 days, arrival and departure days count as full camp days.

- How are the ewoca³ funds adjusted if there are too few participants or too few days?

The funding for 18 participants (respectively 6 participants per group) is 15'000 Euro for 14 days. This is funding for 252 participant-days: 18 participants * 14 days = 100% = 15'000 Eu-ro.

If for example only 17 participants take part in a workcamp, only 238 participant-days can be accounted for: 17 participants * 14 days = 94.4% = 14'160 Euro.

The same is true for a lesser camp duration. A camp which only lasts for twelve days can only account for 216 participant-days: 18 participants * 12 days = 85.71% = 12'856,50 Euro.

- How much own funds and how much third-party funds are needed?

50 percent of the total budget needs to be accounted for as own funds and third-party funds, that is the same amount that was applied for as funding from ewoca³. The funding by ewoca³ can not exceed 15'000 Euro, which is why only 15'000 Euro of own/third-party funds need to be specified. However, sometimes it might be useful to specify further own funds and third-party funds, just in case some receipts have to be excluded from the ewoca³ accounting afterwards.

- Can volunteer work be accounted for?

Yes, work by volunteers can be accounted for as part of own funds. It is important to note that the volunteer work accounted for may not exceed 40 percent of the combined own funds and third-party funds, that is not more than 20 percent of the total budget. The volunteer work needs to be verified using activity reports or the like. It is important to note, that the rate used for volunteer work may not exceed 10 Euro/hour and one can not account for more than 10 hours per day. A form relating to this (Activity report) can be found on the ewoca³ homepage for download.

- What does one need to hand in together with the final account?

- a. Expenditure report in both digital and paper format, signed and with all receipts
- b. Project report
- c. Participant lists in original
- d. Feedback forms
- e. Press reports (If there are no or very few press reports about the camp: Verification of the press work of the project partners, e.g. press releases, invitations to the press, etc.)
- f. Photos and videos
- g. Call for funds for the remaining amount

- How does the expenditure report work?

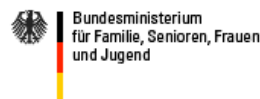
The expenditure report is a receipt list, where all expenses have to be verified using receipts. The report is to be ordered by types of costs and chronologically by date of payment. It includes recipient, fund use, amount, and how the expenses are classified: own funds, third-party funds, or ewoca³ funds.

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- What are running numbers and how should this be ordered chronologically?

Each receipt (not each page) needs a unique running number, which can be found both in the list of receipts and on the receipt itself, and which is used only once in all of accounting. It is easiest to begin with 1 and then continue counting. The list also starts with cost type 1. With-in this cost type, the receipts are ordered by date of payment and are numbered – the oldest first. Then cost types 2 to 5 follow, which are also ordered by date of payment. However, running numbers refer to all receipts. It is important that, in the folder you hand in, the re-ceipts are filed using the same order as in the expenditure report.

- How can I account for gasoline expenditures?

Generally costs for gasoline can not be accounted for. An exception are gasoline costs, which are incurred using rental cars. These can be accounted for using the receipt from the gas station. However, they can only be listed as using own funds or third-party funds.

- How can I account for car usage?

Automobile usage can be accounted for using the kilometre flat rate of currently 0,20 Eu-ro/km. For this, a list of all trips needs to be handed in, together with printouts establishing the route and kilometres driven (e.g. Google Maps) of each trip.

- How can I account for wages and salaries?

Wages and salaries can be accounted for. You have to hand in a salary statement or pay slip, which lists the hourly wage (gross employer costs). The gross employer costs per hour needs to be multiplied with the hours worked for ewoca³. Please include a document which makes your calculation clear

- How can I account for remuneration?

Remuneration can be accounted for using invoices. Fees have to be adjusted to the local standards. Please note that you may not pay additional remuneration to employees.

- What language do the receipts need to be in?

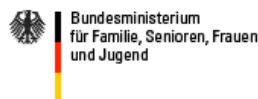
All receipts need to be translated into German or English, if they are written in another language. You also need to translate individual items.

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- Which is the currency of accounting, and how do I deal with receipts in other currencies?

You have to account using Euro. In the case of receipts paid in other currencies, the exchange rates on the day of payment needs to be certified using a printout (e.g. oanda.com). You need to round to the second decimal place. Numbers of 5 and higher need to be rounded up, anything below five rounded down. However, if you exchanged a large amount of money on a single day, the day of exchange should be used for calculation the currency exchange rate. This should be specified in the accounting, to prevent further requests.

- How do I use flat rates for accommodation and food?

You can use the following flat rates:

Accommodation and breakfast 22,00 Euro per day and person

Half-board 27,00 Euro per day and person

Full board 32,00 Euro per day and person

Flat rate just for food: 10,00 Euro per day and person

These have to be verified using the participant list and a document explaining the calculation.

- If I use the flat rates, can I additionally account for special food and drinks (e.g. for an in-ternational evening)?

In general no further food may be accounted for. However, special events (like the interna-tional evening, or ice cream during a visit to the swimming pool) may incur additional costs. These are then programme costs.

- Can I pay out the food flat rate to the participants in cash?

Yes, in the case of, for example, an excursion to a city it might be useful to pay out the 10 Eu-ro per day to the participants in cash so they can buy food for themselves. However, always get a receipt for each payment including the signature of the recipient (Team member or adult participant).

- Can I also account for hotel invoices?

Yes, you can also use an invoice with the real costs instead of using the flat rates. However, please note that we need an explanation in case this amount exceeds the flat rates.



- Can I use individual receipts from grocery shopping instead of the flat rates?

Yes, you can also use receipts from individual grocers, if you find this prudent.

- Can I account for alcohol? During the camp? At preparatory meetings?

Alcohol cannot be accounted for as a principle.

- How do I deal with (bottle) deposit?

Deposits has to be deducted from the amount on the receipts. It is acceptable to mark the deposit on the receipt and adjust the amounts by hand.

- Can I account for taxi costs?

Taxi costs can only be accounted for in special circumstances. In addition to the receipt you have to hand in an explanation. A possible explanation might be the transport of materials, or the lack of public transport at this time of day and at this place.

- Do I have to keep boarding passes and other tickets?

Yes, all boarding passes and train/bus tickets have to be kept and handed in with the final accounting as receipts. Only these can certify that the trip has actually been made.

- Can administrative costs be accounted for?

No, administrative costs can not be accounted for as a principle. Exceptions might be prepaid mobile phone cards, which are necessary for use during the camp. However, these are then programme costs.

- How do I deal with participant insurance?

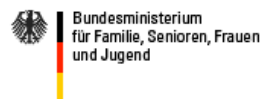
You should procure health insurance, accident insurance, and personal liability insurance for all participants. But you can only account the costs incurred by insuring the German participants. Insurance for the non-German participants unfortunately has to be accounted for using own funds or third-party funds.

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- Do I have to hand in the receipts in the original?

Yes, the receipts have to be handed in in the original. In case this is impossible due to accounting for the providers of third-party funds, please copy the receipts and write an explanatory note. Please also make sure that all receipts can be reviewed by us at all times.

- How much money can be accounted for using the ewoca³ funds?

A maximum of 15'000 Euro can be accounted for, and only if the sum of own funds and third party funds also amounts to at least 15'000 Euro.

- Do I have to use rebate possibilities like cash discounts?

Yes, such rebate possibilities definitely have to be used. Please note that if such a possibility exists, the accounting may only include the reduced amount.

- Can costs incurred within the framework of the ewoca³ supplemental programme (con-gress, WCL, etc.) be accounted for?

Yes, participation fees, travel expenses or the like, which are incurred within the framework of the supplemental programme, can be accounted for.

Is it possible to divide sums from single receipts among the different funding organisations?

Yes, this is possible. For example, if you are funded by erasmus+, you may use the flat fees for travel of erasmus+ and enter them into the column for third-party funds. If any costs remain after that, for example because the flat rate did not cover all expenses, you can account for the remaining amount using the ewoca³ funds.

- What is a workcamp?

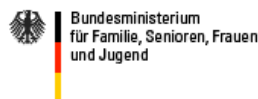
The term „workcamp/camp“ within the framework of ewoca³ refers to project-oriented youth encounters. Besides the shared work on a results-oriented project, educational and leisure activities are part of the programme. It is important that there is a sustainable result, something “that remains” and that benefits the social structures at the location.

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How to organise a workcamp without additional funding

Facilitator: Ilenia Zuccaro

Language: English

In order to organize a youth camp, the ewoca partnership is required to find additional funds besides the ewoca grant. There are many ways for achieving it, Erasmus+ is the first tool, but if it doesn't work? Is it possible to organize a youth camp without additional funding? How? First of all, there are other funding programmes, beyond Erasmus+, but public funds are not the only way to finance your camp. There are many other creative and basic solutions for co-financing your camp and to use all your possible own funding. This workshop will explore all these "alternative" solutions, starting from the specificity of each partnership and the hosting place of 2016. Indeed, already this two are the main tools and solutions...

How to organise a workcamp without additional funding

Workshopleiterin: Ilenia Zuccaro

Sprache: Englisch

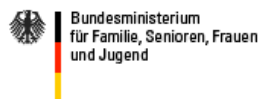
Um ein Workcamp zu organisieren, muss die ewoca³ Partnerschaft neben den ewoca³ Mitteln noch zusätzliche Finanzquellen finden. Es gibt viele verschiedene Wege, das zu erreichen: Erasmus+ ist oft der erste Weg, aber was, wenn das nicht funktioniert? Ist es möglich ein Jugendcamp ohne zusätzliche Finanzmittel zu organisieren? Wie? Zuerst einmal gibt es noch viele andere Mittelgeber als Erasmus+, aber öffentliche Mittel sind nicht die einzige Finanzierungsquelle für euer Camp? Es gibt viele andere kreative und grundlegende Möglichkeiten um euer Camp zu co-finanzieren. Dieser Workshop wird diese "alternativen" Lösungen betrachten, ausgehend von den spezifischen Partnerschaften und dem Gastgeberland 2016. In der Tat sind diese beiden bereits die wichtigsten Werkzeuge und Lösungen...

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