


A Mosque in Sleepyville

THEME/FOCUS: PARTICIPATION, DEMOCRACY, HUMAN RIGHTS, INTER-RELIGIOUS AND INTERCULTURAL DIALOGUE

 **Group Size** | 20-30  **Age Group** | 18+  **Total Time** | 175 Minutes  **Level of Complexity** | 4

 **Materials Needed** | a variety of materials for design of clothes/identifications/logos, a space for a “city council” plenary, name tags for all “representatives”, a flip chart, a watch or clock and small bell for the “mayor”

 **Keywords** | Participation, Human Rights, Democracy, Inter-religious and intercultural dialogue

Purpose/ Learning objective	Through a role simulation referring to a contemporary situation in a western European city (can be adapted for other areas) we create an experience to reflect about the complexity and the interconnection of intercultural dialogue, conflicting human rights, participation and citizenship.	
Preparation/ Instructions for educator	Timing	Instructions step by step
	10 min	<p>Introduce the activity explaining that this is a simulation exercise where participants will take different roles. Read out the description of the problem in the handout. Explain that all participants are members of Sleepyville and all are troubled by the problem of whether a new mosque should be built on a piece of derelict council land.</p> <p>Hand out the role-cards and the handout description of the problem and indicate where people and groups can meet up beforehand, and where the ‘Council Meeting’ will take place later on. Explain the rules of debate that will be used during the meeting.</p> <p>You can use the annex to this activity (handout) or create a new one depending on your adaptation.</p> <p>Use the preparation phase to set up the space for the Council Meeting. Ideally people should sit in a semi-circle or horseshoe shape, with the Mayor at the front, in a slightly elevated position. Parties or groups should be able to sit together, and you should place their name-tags on the tables in front.</p>
	30 min	<p>Getting into the roles:</p> <p>Groups are formed ideally in pairs for each position role. Allow some time for participants to read, discuss their position and to develop their roles as they see them.</p> <p>After 30 minutes, the Mayor calls the citizens for the first session. He/she should remind people of the basic rules of debate and give a short speech to introduce the meeting.</p>

		<p>Provide the participant playing the “Mayor” role with concrete guidelines to have very clear procedure. Set up an order of intervention, establish a maximum time for speech,...</p> <p>Set up in the physical space as a council meeting room, in one side supporting and in the other against the mosque’s construction.</p>
	20 min	<p>First session:</p> <p>The first session of the city council should serve to present the main argumentation for each position.</p> <p>The Town Council first session last only 20 minutes, therefore there is very little time for actual speeches because of the number of people attending. For that reason, they should try to prepare just the main points that they want to make.</p> <p>The Mayor should set up the order of intervention of the different positions (alternating for and against), and starting from the Muslim community explaining why they want/need the mosque.</p>
	20 min	<p>Lobby Time:</p> <p>This time can include a coffee break and the different delegations are invited to reflect on the argumentation they heard, elaborate questions or new elements for further discussion and lobbying, if they deem it necessary.</p>
	30 min	<p>Second session:</p> <p>The second and final session of the Town Council should allow for an open debate/dialogue of the different positions. There is 30 minutes time to have as many speeches as possible. Once the argumentation has been presented and debate done, close the session with a final round of one minute short interventions of all parts. At the end of this session the final vote will take part.</p>
	10 min	<p>Final Vote:</p> <p>The Mayor calls delegate by delegate, one by one, to approach the poll box to cast their secret vote. A facilitator (neutral person) will then extract each vote and announce if it is YES to the construction or NO to the construction of the mosque. The votes are counted in a flip-chart on a visible way for everybody.</p> <p>When the votes have been counted and the result declared, facilitator should announce the end of the activity, and invite people to bring their chairs into a circle for the debriefing.</p>

	5 min	<p>De-roling from the exercise:</p> <p>If the role simulation went very heavy consider making an steaming-out energizer.</p> <p>Invite everybody in a standing circle and ask one by one to take out and throw away the role indicator (name-tags, colour paper,...) while saying aloud their own real names.</p>
	50 min	<p>Debriefing:</p> <p>For the debriefing is important as well to change the setting an sitting place in the room. These are some guidelines that may support you Reporting and Reflection on the experience:</p> <ul style="list-style-type: none"> • In circle go for a round of feelings in one word • What happened? (if you had to explain to somebody that was not in the room) • Were you surprised by the result of the vote, and did it reflect the position of the person you were playing? • How easy was it to identify with your role? At this moment every group read aloud their specific Role) • Did you follow all the arguments of your role? • How did you construct your “role”? what images did you use? (stereotyping?) • How much influence do you think you (in your role) had on the result? • Did interaction with other people or groups make you alter your approach or your attitude towards the problem? • Who used the materials provided (UDHR, ECHR; Cairo Declaration...)? Which ones? <p>At this stage you can start guiding questions on the Conceptualisation of the experience:</p> <ul style="list-style-type: none"> • Do you think that this situation could arise in real life? Can you think of any similar cases? • How would you react if this case arose in your town / place of residence? Did the activity alter your attitude at all? Did it bring elements/arguments that you have never considered before? • What will be the outcome in your reality? What are the main arguments in your community? • What HR were considered for the exercise? What else did you consider as argumentation? (ICL, info about religion, gender issues,...) • Did you achieve dialogue? Did you achieve intercultural dialogue?

<p>Facilitation tips</p>	<p>It is much recommended to adapt the simulation to the group of participants realities and competences. Adapting the roles is important, there are fixed ones and “swinging” ones that may change easier their position and depend very much on participants’ interpretation. Some roles need to be given the option completely open.</p> <p>Participants should keep roles but should be able to change position/vote if they consider that their role character has been convinced by the arguments.</p> <p>Before starting the Council meeting set up the physical space. A “U” shape will work well, in one side supporting and in the other against the construction. In the middle the “swinging” ones.</p> <p>Provide the participant playing the “Mayor” role with concrete guidelines to have very clear procedure. Set up an order of intervention, establish a maximum time for speech,...</p> <p>Set up in the physical space as a council meeting room, in one side supporting and in the other against the mosque’s construction. Think about other possible adaptations depending in the context and the group of participants you have (construction of a church in a Muslim town...).</p>
<p>Ideas for follow-up</p>	<p>Ask participants to look for cultural, religious, linguistic, minorities in their cities. A meeting with migrants to share their live experiences could be a good learning point to explore what are the main difficulties faced for being included in arrival communities.</p> <p>With participants to identify what are the “hot potatoes” in each community and explore what are the reasons that these cases are so sensitive.</p>
<p>Appendices</p>	<p>In order to enrich the level of argumentation, copies of the following documents could be provided for participants:</p> <ul style="list-style-type: none"> • Universal Declaration of Human Rights • Arab Charter on Human Rights • Cairo Declaration on Human Rights in Islam • An explanation and a copy of the Sharia Law. • European Convention on Human Rights • Framework Convention on the rights of national minorities
<p>Source</p>	<p>Adapted from the <i>Achtung (+) Toleranz-Wege demokratischer konflikt-lösung</i>. Verlag Bertelsmann Stiftung</p>

A Mosque In Sleepyville

HAND-OUT

You live in the picturesque town of Sleepyville, a town of about 80,000 people. In the last 30 years the population has changed radically, partly because young people mostly try to move to larger cities as job opportunities there are better, but also because the region has seen the arrival of a large number of immigrant families, many from Muslim countries. Some of these families have been here for 2 generations, but they are still treated with suspicion as 'newcom-ers' by many people in the town. They now make up almost 15% of the total population.

The issue that is now dividing the town is the desire of Muslims in Sleepyville to have a Mosque built on a piece of derelict land belonging to the city council. This land has been undeveloped and has been a source of complaints to the council for years: it is near the main shopping street and is an area where vandalism and drug taking have been a regular problem.

So when a rich businessman offered to take the problem off the Council's hands, the Mayor thought his/her lucky day had come! The Council readily agreed to give up the land and to fund 20% of the construction costs for a new mosque on the site. The remaining 10% of the building costs, which the businessman could not cover, were to be found from among the Muslim community.

Building was meant to start this week... but the Council has been flooded with complaints from angry residents who object to the project. They have called for an extraordinary city council meeting, to which all are invited, to finally resolve this issue.

List of confirmed attendance

- The Mayor of Sleepyville
- Town Council Members:
 - Representatives of the Traditionalist Party,
 - Representatives of the Humanist Party,
 - Representatives of the Populist Party,
 - Representatives of the Diversity Party.
- Civil Society:
 - Members from the "Past and Present Association",
 - Members from the "Muslim Association of Sleepyville",
 - Members from the "Women Sleepy Association",
 - Members from the "Human Rights Sleepy Association",
 - Members Young Sleepy Sports Club.
- Individual citizens

Rules of Debate

The Mayor will chair the council meeting. If you wish to speak, you should raise your hand and obtain permission from the Mayor. Comments should be brief, and should not exceed 2 minutes.

The Town Council meeting will consist of 2 parts: in the first meeting all parts interested will have the opportunity to present their arguments one time and not more than 2 minutes. After that there will be a break when everybody can prepare final argumentation and lobby / liaise with other interested parts.

After the break, the final part of the meeting will include final round of argumentation from all the parts who wish to do so, followed by an open debate and the final decision (voting) on whether or not the Mosque should be built in that place, through secret vote.

Only political parties and organisations' representatives have the right to vote. In case of tie, the Mayor has to take the final decision. Anyone attending the meeting is entitled to speak. The exact Town Council meeting timing will be written on the council's door.

Debriefing Sleepy Ville Simulation

- De-rolling exercise: throwing away some indication of its role (colour papers) repeating their own names (and real organisation)
- Change the setting and sitting place in the room.
- Mazingaa if needed

Reporting and Reflection on the Experience:

- Round of feelings in one word.
- What happened? (if you had to explain to somebody that was not in the room)
 - Were you surprised by the result of the vote, and did it reflect the position of the person you were playing?
 - How easy was it to identify with your role.
 - Every group read aloud their specific Role.
 - Were you following all the arguments of your role?
 - How much influence do you think you (in your role) had on the result?
 - Did interaction with other people or groups make you alter your approach or your attitude towards the problem?
 - Who used the materials provided (UDHR, ECHR; Cairo Declaration...)? Which ones?

Conceptualisation:

- Explain that it is a role simulation
- Do you think that this situation could arise in real life? Can you think of any similar cases?
- How would you react if this case arose in your town / place of residence? Did the activity alter your attitude at all? Did it bring elements/arguments that you have never considered before?
- What will be the outcome in your reality? What are the main arguments in your community?
- What HR were considered for the exercise? What else did you consider as argumentation? (ICL, info about religion)
- Did we have dialogue? ICD?
- Participation: were citizens active listeners?
- No "right" or "wrong" decision: It is an excuse to practice citizenship. Note: it is not necessary for the "good citizenship" to vote for the construction.
- Democracy: is the situation similar in your reality?
- To which extent is addressing these issues a citizen's responsibility?

Conclusions:

- Looking at needs and not only at positions. Considering the ambiguity and complexity
- Same arguments are used for persuasion whether to build the mosque or not.

The Mayor of Sleepyville

- You are the Chair of the assembly and it will be your role, once the meeting starts to welcome the participants and remind them of the rules of debate.
- During the meeting, you should try to give everyone the opportunity to speak - and should not allow anyone to speak for too long!
- Read attentively the procedure Guidelines for the whole City Council meeting. You will need to have it very clear to explain to all the Council members when starting the meeting. Start asking the Muslim community organisation to expose their position.
- At the start of the second meeting you may ask individual citizens to express their concerns and questions.
- This second meeting may finish with a final round of speech by all groups (30") finalising with Muslim association.
- You are very worried about the bad publicity that this case has been attracting and you plan to try, before the meeting, to speak to some of the groups to try to persuade them to soften their position.
- You belong to the Populist Party, but as good populist you do not necessarily stick to the party position...

Town Council member of the Traditionalist Party

You represent the Traditionalist Party on the Town Council, and you are strongly opposed to the Mosque. You do not think it is right that council land and council resources should be spent on a place of worship that does not respect the traditions of this country and this town.

You feel that immigrant families are privileged to be allowed to live here and that they should not try to impose different lifestyles such as veiled women, marrying 4 women on a country where they are guests.

You are also worried that the Mosque could become a meeting area for fundamentalists that by using democracy undermines the system and prepare terrorist attacks. You are very much aware of the recent news on police detentions of terrorist cells that were created in similar mosques in other cities. Even if you don't want to be alarmist you prefer to be cautious.

Town Council member of the Humanist Party

You represent the Humanist Party on the Town Council, and you are opposed to the Mosque, but not for the same reasons as the Traditionalist Party.

You consider that it took centuries of bloody conflicts to get a secular state based on human rights and the clear separation between public and religious spheres.

You have strong suspicions that the money supporting the construction of the Mosque and its religious guides are mainly from Saudi Arabia and represent the most fundamental version of Islam.

As a promoter of tolerance and respect you have often agreed with your colleagues from the Diversity Party, but this time you realise that by giving support to this initiative the Diversity Party is facilitating the most radical and intolerant ideas to be back in our society.

Town Council member of the Populist Party

You represent the Populist Party on the Town Council. You supported the original decision to have the Mosque built on the land, partly because you realise that the Muslim community has been very good for the economy of the town and you do not want to alienate them.

But you have been very worried by complaints from residents and do not want to create an unnecessary conflict in the community. You are also concerned about your seat in the next council elections, so you will probably support whichever option appears to be least controversial.

Town Council member of the Diversity Party

You represent the Diversity Party on the Town Council. You believe that the relatively large proportion of people from different parts of the world has added to the culture and interest of Sleepyville and you have felt it unfair that the town has deprived many of these people of the opportunity to practise their religion for so long.

You can also see that the derelict land is causing social problems in the town and that the Council does not have the money to develop it themselves.

Members of the "Past and Present" Association of Sleepyville

You are one of the main groups opposed to this mosque. Your members are from traditional (non-Muslim) communities in Sleepyville, and you think it is very important to keep the ancient character of the town, where most of you have lived all your lives.

The site that is proposed for the Mosque is very central and it would be visible from most places in the town centre. In particular, the Mosque could block out the view of the Cathedral from the town square, and generate noises 5 times a day even at night for their prayers. You will not like to see city centre full of veiled women.


You feel that the character of your hometown is being completely changed by a community that arrived here only recently. You do not see why people who arrived in this country from somewhere else should not live by the same rules as you have here.

<p>Members of the “Muslim Association of Sleepyville”</p>	<p>You have been asking the Council for years to provide a place of worship for the Muslim community, but it has always been refused on financial grounds. You feel that it is unfair that the Muslim community is being asked to find 10% of the building costs, when economic conditions are so harsh for most people, and when the Christian community has 11 different places of worship and these are used by far fewer people than the mosque would be, and in addition when the new synagogue was constructed few years ago nobody complained.</p> <p>You feel that the contribution that your community has made to the town is not appreciated, that people in your community are unfairly discriminated against in various aspects of their life, and that in refusing to allow this Mosque, the council is denying members of your community their fundamental right to religious worship. You consider that the mosque will help to keep the cohesion of your community against all aggressions.</p>
<p>Women Sleepy Association</p>	<p>Your group was set up to promote the inclusion in the community live and equal opportunities of young women today in Sleepyville.</p> <p>Even if you understand the need of Muslim community for a place of worship, you see the building of the Mosque as the biggest challenge to Muslim young women integration.</p> <p>You are aware that in neighbouring villages the construction of a Mosque has been directly linked with the radicalisation of the community and the end of opportunities for young Muslim women to participate in social activities.</p>
<p>Human Rights Sleepy Organisation</p>	<p>You fully support the construction of the mosque for the Muslim community. As members of society and human beings they have they right to practice and express freely their religious beliefs.</p> <p>You have been working hard with several members of the community in developing programmes of intercultural and inter-religious dialogue.</p> <p>You would like to see the construction of the mosque not as a challenge but an opportunity to bring the communities together to engage in intercultural dialogue. You are sure you will reach consensus on that point.</p>
<p>Citizens of Sleepyville</p>	<p>You are worried about the conflict that seems to have taken over the town of Sleepyville and you want to go to the extraordinary City Council in order to listen, to speak to as many different groups, to form an opinion and to influence the position of your representatives in the city council that will make the final decision. You will have the chance to put questions to the Council representatives at the beginning of the second session, but you are not allowed to vote in the final decision.</p> <p>Young Sleepy Sports Club:</p> <p>You represent the active young people of the city. You are against the construction of the mosque. As members of the community you promote the idea of the healthy way of life for young people, and sports as tool for social inclusion.</p> <p>You have been demanding for years the construction of a sports centre with swimming pool in the neighbourhood; the area is very suitable for this installation as the all the community could enjoy it as it is easily accessible.</p> <p>You are sure you will reach consensus on that point.</p>

Making Links

THEME/FOCUS: CITIZENSHIP, DEMOCRACY, PARTICIPATION

 **Group Size** | 10-25
  **Age Group** | 18+
  **Total Time** | 160 Minutes
  **Level of Complexity** | 4

 **Materials Needed** | A sheet of A4 and pencil per group for notes, 4 flipcharts or A3's per group as "record sheet", 3 markers (red, green and blue) per group, 4 balls of string or wool (a different colour for per group) cut 6 lengths (1.5m long) from each ball of string (24 strands in all; 6 of each colour, 1 colour per group), scotch tape, scissors, rules of play handout sheet per group

 **Keywords** | Citizenship, Democracy, Participation

Purpose/ Learning objective	This activity involves negotiation about the rights and responsibilities of citizens, the government, NGOs and the media in a democracy. <ul style="list-style-type: none"> • To develop an understanding of the link between rights and responsibilities • To develop discussion and co-operation skills • To promote civic responsibility 	
Preparation/ Instructions for educator	Timing	Instructions step by step
	10 min	Introduce the exercise by explaining that the purpose of the activity is to draw a "map" of the relationships between four "actors" within (an ideal) democratic society. Divide the participants into four equal-sized groups to represent four "actors" in a democracy: the government, the NGO sector, the media and citizens.
	10 min	Each group receives a sheet of A4 paper and a pencil to use for making notes and ask them to spend ten minutes brainstorming the role that their "actor" plays in a democratic society, that is, what the main functions that it performs are. At the end of the time, they should agree on the five most important functions.
	20 min	Next they are going to prepare their "record sheets". Hand each group a large sheet of paper (A3 or flip chart paper) and a red marker pen, and ask them to write down the "actor" they represent at the top and underneath, their five most important functions.
	20 min	Bring the groups together to present their "record sheets". Let the groups share their reactions. Ask them if they agree about the main functions of these four "actors". If they wish to, the groups may amend their lists in the light of the feedback.

	15 min	Now separate the four groups again and hand out the green pens. Give them fifteen minutes to brainstorm what they require from each other, in order to carry out their own functions. When the time is almost up, ask the groups to prioritise the two most important demands they make of each of the other "actors" and to list these under separate headings using the green marker pen.
	10 min	Hand out the copies of the "Rules of play", go through them and make sure everyone understands what they have to do. Then ask the groups to bring their "record sheets" into the middle of the room and to lay them in a square about 1m apart (see diagram). Ask members of each group to position themselves near their "corner". Hand each group their 6 strands of wool, a roll of tape and a blue pen.
	45 min	The rounds of negotiation now begin. You should allow 10 minutes for each round. Remind people that the aim is to map out relationships between the different "actors" and that when a demand is accepted one piece of wool should be taped between the two papers to signify acceptance of responsibility.
	30 min	Debriefing. Move on to the debriefing and evaluation while participants are still sitting around the map. Ask the participants to look at the map they have created and to reflect on the activity: <ul style="list-style-type: none"> • Was it hard to think of the functions that the government, NGOs, media and citizens perform in a democracy? • Were there any disagreements within the groups about which claims should be accepted or rejected? • Which of the claims made on other groups did they not accept as responsibilities? Why was this? Do you think that such cases would cause any problems in reality? • Were there responsibilities that each group accepted but which they had not recognised before? How do they feel about this now? • Did the activity show people anything new about democratic society that they did not know before? Were there any surprises?
Facilitation tips		Variation: The activity may be made more or less complicated by using different numbers of "actors" within society: for example, you may want to add "businesses", "minorities", or "disadvantaged groups". However, this will make the negotiation process a lot more complicated, and you may not want all of the groups to exchange demands with each of the others. You could also use different categories with more direct relevance to young people's reality – for example, replace "citizens" by "young people" and "the government" by "school". The activity could be simplified by removing one or more of the groups: for example, by working with only "citizens" and "the government". This may be preferable if you have a small group.

	<p>You may want to try the activity without the use of the “record sheets”: during the negotiation process, someone from the first group should hold one end of the piece of wool, and offer the other end to someone in the second group. If people keep hold of their ends, the whole “society” should be physically linked up by the end of the process!</p> <p>Using four different colours of yarn (one colour associated with each “actor”) makes the map look more attractive and it is easier to trace the links, for example, all the citizens’ demands might be yellow and all those of the media, black.</p> <p>In step 5 of the instructions, after the groups have drawn up their list of functions, don’t spend too long discussing the issues as a whole group. You should use this more as a prompt for the next small group work they will be doing. Groups may want to make a note of the other groups’ functions.</p> <p>If groups struggle to come up with functions, try asking them to think about the kind of thing their “actor” does, and what would be missing if it did not exist! You may want to provide some examples to help groups to get started:</p> <ul style="list-style-type: none"> • Governments draft legislation, decide on general policy, and ensure that the country meets its budget. • NGOs lobby for minority interests, take up issues which the government (or opposition) fails to address, and campaign for changes in legislation. • The media reports on government policy, investigates issues, and provides analysis and commentary. • The “functions” of citizens include everything that is important in a democratic society: ideas may range from standing for parliament, engaging in human rights activism, setting up organisations to protect particular groups, questioning and becoming involved in political life, and so on. <p>When they draw up their lists of demands, tell them not to be unrealistic in their demands of the other “actors”! These responsibilities will need to be acceptable, so they should not make unfair or unreasonable claims.</p> <p>The negotiations should not be presented as a “competition”, nor should they occupy too much time. Emphasise to the groups that they should see themselves as co-operating with each other: the purpose is to establish a society in which all “actors” work together for everyone’s satisfaction. Therefore, the transactions should be relatively quick: tell groups to accept claims if they seem to be reasonable, and otherwise to reject them, with any controversial ones to be discussed at a later stage.</p> <p>If the groups need help with thinking about demands and responsibilities, then you could use as an example the media and citizens: journalists need tip offs about where events are happening and citizens have a responsibility to alert the media and provide witness statements.</p>
<p>Ideas for follow-up</p>	<p>The group could continue to add to the map, by including different groups within society (see under the heading “Variations”). They may want to transfer the map to another sheet of paper for greater clarity. Think about which connections in your own society are not well developed, and what could be done to overcome this.</p>
<p>Appendices</p>	<p>Handout rules</p>
<p>Source</p>	<p>Adapted from “<i>Compass. Manual on Human Rights Education</i>” of the Council of Europe</p>

Making Links

HAND-OUT

1. The aim of the exercise is for each "actor" to get their demands accepted by each of the other "actors".
2. The negotiations are made between pairs of "actors" in three rounds as follows:
Round 1: citizens and NGOs negotiate, and the media and the government negotiate.
Round 2: citizens and the media negotiate, and NGOs and the government negotiate.
Round 3: citizens and the government negotiate, and the media and NGOs negotiate.
3. In each round, the pairs themselves decide who is to start and they take it in turns to make demands of each other.
4. When making a demand, people should state the demand clearly and concisely. They should also explain what it involves and why they are making this particular demand, that is, why it is important to enable them to fulfil their own functions.
5. When deciding whether or not to accept a demand, people should decide whether what is being asked is fair, and whether they would be able to carry it out.
6. If the demand is accepted, then the pairs use one of the "demander's" strands of yarn and tape it between the two "record sheets" to signify the agreement that has been made. The accepting group should make a brief note on their "record sheet" in a blue pen to remind them of their responsibilities and what they agreed to do.
7. If the second group rejects the demand, the piece of wool is put aside.
8. Repeat the negotiations, until all demands have been discussed.
9. In each round the process is repeated until there are connections between all four "actors".
10. At the end of the process there will be a map to represent the relationships between the different actors in a democracy.

Each of the actors will have a "record sheet" with a list of their functions in red pen, a list of demands of the other "actors" in green and a list of actions they have agreed to take in order to meet the demands of the other "actors" written in blue. The demands and actions are represented by coloured yarn.



RESOURCES

Evaluation Questionnaires
Author Biographies
Contributors
Bibliography and References
Index of Practices

Pre-post evaluation questionnaire

Participant's name:

Country of residence:

Do you work directly with young people?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Before participating in this training activity: What experience did you have in dealing with Intercultural Citizenship Education?

As a theme of a project	As an integrated aspect in other youth projects/ education activity at school	Other...	Never used before
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

At the end of this training activity, we would like to find out how you now view your current competences (knowledge, skills and attitudes) with regard to setting up Intercultural Citizenship activities. Read each question and indicate your choice by ticking one number – and one number only – in the line “before” and “now” for each question.

- “Before” indicates knowledge, skills and attitudes you consider you had before the course, as seen after you have now completed the course.
- “Now” indicates knowledge, skills and attitudes at the end of the course.

Thank you!

Note: Organisers of the learning activities may modify the evaluation form if they would like to focus on specific concepts targeted by the activity (i.e. instead of referring to Intercultural Citizenship Education, you may evaluate a specific component)

• **Having taken part in this training activity, the concept of Intercultural Citizenship Education is for you:**

	Not familiar			Well known		
Before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

- **How confident are you at addressing Intercultural Citizenship Education activities in the Euro-Mediterranean context?**

	Not confident at all					Perfectly confident
Before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

- **How confident are you to discuss and promote Intercultural Citizenship Education amongst young people and others you work with?**

	Not confident at all					Perfectly confident
Before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

- **How confident are you to discuss and promote Intercultural Citizenship Education amongst young people and others you don't know?**

	Not confident at all					Perfectly confident
Before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

- **How able and confident are you to cooperate with people from different Euro-Mediterranean countries?**

	Hard task					Without difficulties
Before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

- Having attended this training activity, the Anna Lindh Foundation programme is for you

	Still Not familiar			Well known		
Before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

- Having attended this training activity, the Intercultural Citizenship Education Handbook is for you:

	Not confident at all			Perfectly confident		
Before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

- What competences (skills, knowledge and attitude change) did you gain or improve during this training activity on Intercultural Citizenship Education?

Use your own words to describe the competences you gained and/or improved:

In order to improve the future delivery of this course we also would like to ask you to give your feedback on various quality aspects. Please mark one choice for each question. Thank you !

- Did you receive proper information before the course?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

- Was the course held in an environment where you felt comfortable to learn?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

- Was the group a source of learning?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

- Is what you have learned applicable back home?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

- Was your experience taken into consideration during the training course?

Yes	No	I do not have any
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Were the methods used appropriate to the topic?

All the time	Most of the time	some of the time	seldom
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Did you actively participate in the training course?

All the time	Most of the time	some of the time	seldom
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Were your Questions on Intercultural Citizenship Education addressed?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>