



Power and Equality

Network Weekend

Workshop



eil INTERCULTURAL
LEARNING
enriching lives • inspiring global citizenship

Kit

Welcome!

Thank you for downloading the workshop kit from EIL Intercultural Learning. Ireland needs more people, like you, to raise awareness about global issues with their communities and networks around the country. This pack will support you on your journey to inspire global justice by raising awareness through delivering the activities included in this kit! These activities have been specially tailored for use with adults and community groups.

EIL's mission is *"To enrich lives, promote understanding of other cultures and inspire global citizenship through cultural immersion programmes and experiential learning."* For this reason all of our past and present participants and staff get together for Network Weekends to explore global issues and take action!

The materials and activities in this kit have been trialed and tested by the Development Education Committee at the EIL Network Weekend on the 29th of November 2014.

The Volunteers of the Development Education Committee, with the support of the Development education coordinator, developed all of these materials for you.

Support and advice about running your workshops is available from the Development Education Coordinator at EIL Intercultural Learning. If you have any queries, email info@eilireland.org. If you want to tell us about your event, tweet us @EILireland

Ready to get started?

The theme of this workshop kit is...





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Guidelines

In order to effectively deliver your workshop there are a few important principles that we would like you to follow. Please read over the points below and if you require any clarification or further information please contact us for guidance.

Equality and inclusivity

Make your workshop as inclusive as possible. Are there people in your community who would like to attend this event but may not hear about it? How can you include a broad representation of your community? People from different backgrounds will bring more diverse perspectives to your group and will enhance, deepen and strengthen the quality of your discussions and debates.

Accessibility and safety

Is the venue of your workshop easy for people to access using public transport to support people who are trying to reduce their carbon footprint? Is the venue you are using accessible for any members of your group that are living with disabilities? Are there fire and safety precautions in place for the venue you are using?

Sharing the story

Can you use social media to promote your event or the outcomes of your actions and discussions so that you share the global justice message with an even wider audience? Could you use other traditional media platforms like local radio or newspapers to reach a wider audience that might not be on social media? Your event will undoubtedly be interesting, engaging and inspiring, can you make a group #hashtag that your group can use to continue the conversation after the event and to inspire others? We would love to hear what you are doing so please tweet @EILireland when you are facilitating this workshop with updates, photos, and news.

Protecting Privacy

Not everyone is comfortable having their photo taken or used in public. Make sure to protect the dignity of your participants by explaining how you intend to use images and messages gathered during your workshop and give people the opportunity to have control over how their image and words are used.

The development of this workshop

Twice a year the Volunteers from the EIL **Development Education Committee** plan and deliver workshops intended to raise awareness about global justice issues amongst EIL Network members. The theme of the workshops are decided by consensus decisions of the committee and everyone pitches in to bring the content together. In this kit we are really pleased to share with you our workshop on “Power and Equality”.



The first step to a great global issues workshop is to find out what you want to achieve. To do this, we start by designing “Aim”. This allows us to make sure we are providing the most effective workshop for your participants. Next we created “Learning Outcomes” for each activity. This helps us to stay focused on the learning we are hoping to encourage and helps us to evaluate if we have achieved our goals at the end. **Aims and Learning Outcomes** will be marked with this symbol  throughout this workshop kit.

Presenters Key



Present



Activity



Video



Note



Question



Materials



EIL’s Development Education activities are managed by a devoted group of EIL returned Volunteers who are supported by EIL Staff and the Development Education Coordinator. The DevEd Committee members share and grow their skills in facilitation, management and global awareness through peer learning and active citizenship.

Let's Get Started

Ensure you are familiar with the aims and objectives of the workshop so that you can convey them to your participants.



This workshop aims to explore the theme of power and equality in our world today and provide a forum and platform for participants to discuss, debate and plan for action and change.

Workshops Learning Outcomes:

By the end of this workshop participants will have...

- Listed and explored the local and global issues relating to power.
- Discussed, questioned and debated their perceptions of power and equality.
- Developed their understanding and personal connection with the issues facing people in relation to power and equality.
- A clear set of potential actions they can take to continue their engagement with these issues.

Using the aims and intended learning outcomes listed above. Introduce the theme of power and equality to the group and explain **why** you are all gathered to participate in this workshop. **Introduce** yourself and anyone else who is helping with the facilitation of this workshop.

Inform the participants that each of the activities and elements of the workshop have been tried and tested by EIL's Development Education Committee at a network event including the street action element. Explain that the workshop materials will be available at the end of the workshop for anyone who would like to deliver this workshop in their local community, school or workplace.

Inspiration

Learning!



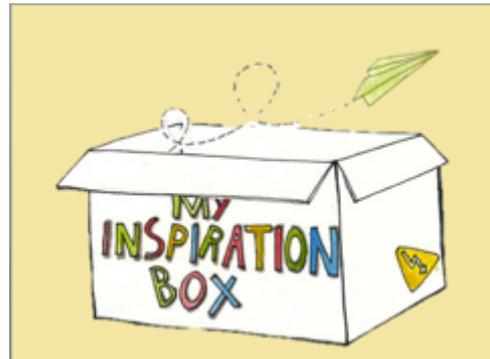
Inspire participants to make a video asking one question to members of the public in their community.



Projector, speakers,
video on USB,
Laptop.



Explain to your participants that at the end of this workshop you will be creating a video together as a way of engaging more members of the public in justice issues.



The **50 People, 1 Question project** inspired the style of this video. When

videos are made in the style of In 50 people, 1 question, members of the public are asked one plain English question and their answers are compiled into a video that can be very powerful.

This can be a great tool to inspire critical thinking amongst the general public who answer the question and those who see the video that is produced.

Some good examples of this can be found on you tube:



- “Fifty People, One Question | Short Film” by Benjamin Reece
- “50 People, 1 Question: Jerusalem” by Trócaire
- “FIFTY PEOPLE ONE QUESTION - GALWAY, IRELAND 2011 by Kamil Krolak”
- “What inspires you?” by EIL Intercultural Learning made by The Development Education Committee on the streets of Carlingford, Co. Louth, on the 11th of October 2014 .



To help the participants visualise this play one of the examples listed on this page.

Getting to know you

Learning!

Help participants to relax and speak to other participants and find out about their experience and interests.



Paper/Post-it notes
and pens



Introduce the participants to the getting to know you game by explaining that this is just a fun game to get us moving around the room and more comfortable with each other.



Hand out a piece of paper and a pen to each of the participants and ask them to write down one question that they could ask to anyone in the room.

Questions can be as inventive as people like.

Examples:

- “What is the last country you visited?”
- “What is your favourite food?”
- “Tell me about the last time you got yourself into trouble?”



Ask participants to stand around the room and follow the facilitator in singing “Mingle, Mingle, Mingle” a few times in a fun way to get people to relax. Tell people to feel free to dance at the same time. The next time they sing ask them to move around the room while singing. Continue this until the group is all mixed up and then the facilitator shouts “Stop!” and then ask participants to ask their question to the person closest to them.

Give them two minutes to answer the questions and then the facilitator asks them to swap their question with the person they spoke to and start the singing and moving again. Repeat 4 to 6 times or until the group feels relaxed and energised.



Debriefing!

- Did you enjoy the exercise?
- Did anyone find out anything about someone that surprised you?
- Did you find anything in common with another participant?

Mind Map

Learning!



Explore the range of themes and issues relating to Power and how they connect on a local and global scale



Wall size sheet of paper with the word "Power" written in the middle. 2 Different Colour Flip Chart Markers (e.g. Blue and Red)



Ask participants to think about what power means to them and what issues relate to power all over the world.



Part 1: Explain that as a group you are going to map out what some of those issues might be using a large sheet of paper (ideally blue tacked to the wall). The facilitator asks the group to volunteer to select an issue relating to **Power in the**



world, the word written in the middle of your paper on the wall. When a participant volunteers an issue, ask them to write their issue in **blue marker** on the wall, connected to power using a line. Ask the volunteer to explain why this issue can be connected to power. Continue this exercise until there are a number of issues connected to power displayed in a mind map.



Part 2: Explain to the group that their next job is to identify any of these issues that are also local issues. The facilitator asks a volunteer to identify if any of these issues are **also a local issue** and circle it in **red marker**. This is repeated until most of the issues written in blue are circled in red.



Debriefing!

- What benefit is there in seeing the connections between global issues and our local reality?
- At the end of this activity are you surprised by how much you knew about power issues in the world and how they affect people?
- What was the most interesting thing you learned during this activity?

Walking Debate

Learning!

Allow people time for personal reflection, time to hear other participants perspectives and express their own opinions.



Projector, speakers, video on USB, Laptop. statements



Now that we have explored issues of power that we are aware of lets look at the issue more deeply. To help us we are going to watch a short video:

Play **video**, available on You Tube called “**The Power Gap**” by DemosTV



Introduce the participants to the activity by explaining that we all have different perspectives on these issues. You may agree or disagree with what was presented in the video but now is your chance to tell us what you think.



This activity is called a walking debate. It allows you to physically move around the room according to your response to the following statements. One end of the room is **agree**, the middle is **not sure** and the other end of the room is **disagree**. Allow for people to move position if they feel influenced by what they hear from other participants.



Read out the statements and allow people to move to the position in the room that they feel matches their opinion. Ask people individually about why they are standing where they are. Allow for people on opposite sides of the room to debate.



Debriefing!

At the end of the discussion try to summarise some of the key thoughts and opinions that were expressed. Acknowledge that different opinions are equally valid and that increasing our understanding of how others see things will add to how we develop our own perspectives.



Your workshop can contain as many or as little statements from this list. Highlight your favourite few statements on this page before the activity and based on the discussion use as many or few as you wish, remember the discussion is the most valuable part of this activity.

Walking Debate Statements

- People in power with moustaches generally do no good
- Powerful decisions only come from powerful people
- Technology can improve people's access to power
- The Government has a right to access your private emails and internet history if they feel it is in their interest to do so
- Women's rights are less important than children's rights
- Irish people are impacted by inequality
- New taxes should be introduced to sustain a country
- Gender quotas ensure power equality in governments
- Small countries have the same power as big countries
- Power causes war
- Equality is alive and well in Ireland
- There should be one council that makes decisions about when to intervene in areas of conflict
- Dictatorships have certain positive aspects
- Parents should have ultimate finite control over their children
- John Lennon was correct when he sang "All we need is love"
- Power and leadership are the same
- Democracy is the best form of world governance
- Everyone has an equal right to vote
- Equality works for the average person
- Irish citizens lack power because of outdated traditions

Let's Get Trading

Learning!



Identify the unequal power in labour and business relationships and have participated in critical debate about power and employment



Country profiles, workers rights tickets printed x6, corporation profile, (all in Resource 2), pens and paper



In this activity we will explore the power dynamics in the relationships of business, and employment rights.



Participants work cooperatively in seven groups. One group represents a corporation that is seeking to open a new factory. Six groups represent the potential countries where the factory could be located. The



corporation has entered into confidential negotiations with each country. If a country discloses details of their negotiations with the corporation with someone else they will be out of the game. All countries are beginning the activity with the same list of employment rights and can choose which rights to trade away to win. The corporation aims to find the country that will be most cost effective for them to setup their new factory in.

The corporation can only choose one of the countries to set up in and can negotiate with the countries to get the best deal.

Round 1: Give all groups 5 minutes to decide their negotiating strategy. Each country sends one representative to the corporation to make their pitch for the business. Once all offers have been made by the countries the round is closed.



Round 2: Allow the corporation time to review the offers and the countries time to review what their next offer will be. The corporation can be told at this stage (secretly) that they can play one country off another. The corporation can now send out counter offers to each country. Once all counter-offers have been made by the corporation the round is closed.

Round 3: Give all groups 5 minutes to decide on their final negotiating strategy. Then allow a representative from each country to give the corporation their final offer. Once all offers have been made by the countries the round is closed.

Finishing the game: Based on the trading of employment rights the corporation announces their final decision about where they will build their new factory.

Debriefing!



Who won? Why?/Why not?

Why did the corporation choose that country?

Who had the most power in this exchange?

Who were the hardest to negotiate with? Why

Which rights did countries feel was most important to protect and why?

What country had the most power in these interactions? Why?

The Corporation

Your objective is to find the country that will be the most cost effective for you to open your new factory in, by negotiating to reduce labour entitlements. Each country has signed a confidentiality agreement to enter into negotiations with you. You can use any method of negotiation you see fit to influence countries to compete for your business. You shouldn't do anything which would expose your corporation to negative media attention which could impact on stock market share prices or which would put you at risk of legal action

Country Profile 1: Our Name:

POPULATION: 312 million; average life expectancy is 80 years. Low birth rates.

ECONOMY: This country currently has one of the strongest economies in the world. The standard of living is considered high, but emphasis on technology has caused people without an education to make less money.

INDUSTRY: This country has many different types of businesses and more factories than most other countries. It produces petroleum products, steel, motor vehicles, telephone service, chemicals, electronics, food, consumer goods, lumber, and mining.

RESOURCES: The country has energy resources of coal, petroleum, natural gas, and uranium. Other resources include copper, lead, phosphates, bauxite, gold, iron, mercury, nickel, silver, tungsten, zinc, and timber.

GOVERNMENT: Multiparty democracy, constitution-based federal republic

LITERACY RATE: 99 percent

Country Profile 2: Our Name:

POPULATION: 1.2 billion; average life expectancy is 68 years.

ECONOMY: This country has the third largest economy in the world. About half of the people are farmers, but the service industry, specifically information technology services, is also a major area of the workforce. Portions of the population do not have enough food and medicine, and some do not have indoor bathrooms. Many challenges exist in the economy, including a lacking infrastructure, high population, corruption, and high spending, but the country continues to be integrated into the global economy.

INDUSTRY: The major industries are producing clothing, chemicals, food, transportation equipment, cement, mining, petroleum, machinery, software, and medicines.

RESOURCES: This country is the fourth largest coal producer in the world. It also has iron ore, mica, bauxite, titanium, chromite, natural gas, diamonds, petroleum, limestone, rare-earth elements, and arable land.

GOVERNMENT: Federal republic

LITERACY RATE: 63 percent

Country Profile 3 Our Name:

POPULATION: 127.4 million; average life expectancy is 84 years.

ECONOMY: This country has the fourth largest economy in the world. The people are hard working and there is a large computer industry. The people don't eat a lot of beef or chicken because there isn't land to raise farm animals. Most people eat seafood, so the fishing industry is very strong. Most of the people are well fed, receive good health care, and have access to computers.

INDUSTRY: This is one of the world's largest producers of motor vehicles. This country produces all steel and other metals, electronic equipment, machine tools, ships, chemicals, clothes, and food. This country is known for being very productive and efficient.

RESOURCES: This country have very few mineral resources. The main natural resources are fish and seafood.

GOVERNMENT Parliamentary government with a constitutional monarchy

LITERACY RATE 99 percent

Country Profile 4 Our Name:

POPULATION 26.5 million; average life expectancy is 75 years.

ECONOMY Eighty percent of this country's money comes from selling oil to other countries. People who own the oil companies are very rich, but the rest of the people are very poor and often, oil-related jobs go to foreign nationals. They have good health care and access to standard technology.

INDUSTRY: The main industries are oil production, petroleum refining, plastics, cement, petrochemicals, construction, fertilizer, industrial gases, chemicals, and commercial ship and aircraft repair. Almost everything is oil related. Most other materials, such as machinery, most food, cars, and clothing must be bought from other countries.

RESOURCES This country has the world's largest known reserves of oil. It also has reserves of natural gas, iron ore, gold, and copper.

GOVERNMENT: Monarchy

LITERACY RATE: 87 percent

Country Profile 5 Our Name:

POPULATION: 50.6 million; average life expectancy is 50 years.

ECONOMY: This country is a middle-income, developing country, with a large supply of natural resources. It has a well-established modern infrastructure but struggles with unstable electrical supply and grid management. Most of the country's money is from mining. Some of the people are well fed, receive decent

Health care, and have access to standard technologies, but some of the people are very, very poor. Approximately 25 percent of its workforce is unemployed and lives in poverty.

INDUSTRY: The principal industries are mining, car assembly, metalworking, machinery, clothing, iron and steel, chemicals, fertilizer, commercial ship repair, and food. This country is the world's largest producer of gold, platinum, and chromium.

RESOURCES This country has a lot of gold, chromium, coal, iron ore, manganese, nickel, phosphates, tin, uranium, gem diamonds, platinum, copper, vanadium, salt, and natural gas.

GOVERNMENT: Republic

LITERACY RATE: 93 percent

Country Profile 6 Our Name:

POPULATION 62.7 million; average life expectancy is 80 years. There are about 663 people per square mile.

ECONOMY: This country is one of the world's great trading powers. This country is ranked ninth in the world economically. The people are well fed, get good health care, and have access to advanced technology.

INDUSTRY: The main industries are machinery, equipment for power companies, factories and railroads, shipbuilding, aircraft, cars and car parts, electronics and communications, metals, chemicals, coal, petroleum, paper and paper products, food, clothing, and other consumer goods.

RESOURCES This country has large reserves of coal, petroleum, natural gas, tin, limestone, iron ore, salt, zinc, clay, chalk, gypsum, lead, silica, slate, and arable land.

GOVERNMENT: Constitutional monarchy and commonwealth realm

LITERACY RATE: 99 percent

Employment Rights

Copy each set x 6 and give a set of rights to each country team

Maximum working week of 48 hours

Workers are entitled to 15 minutes break for every 4 hours

Employees who work 8 hours or more a day are entitled to a 1 hr break

Contributions towards sick pay and pensions will be paid by the corporation to the government

Employer will honour a duty of care to the safety of employees

Employment will not be terminated without a transparent disciplinary process

Overtime will be paid at time-and-a-half for hours worked more than 48hrs.

Employees protected from harassment, discrimination and victimization



Day off for workers
on National
Holidays

5 days paid sick
leave each year

Workers are protected
by Employment
Contracts

Equal pay for men
and women

Workers are entitled
to be a member of a
Trade Union

22
Days paid Annual
Holidays per year

A fair minimum hourly
wage in line with the
countries laws will be
paid

Female workers
entitled to 26 weeks
paid maternity leave
and 16 weeks unpaid

Male workers are
entitled to 2 weeks
paternity leave

Recruitment and
interviewing processes
will be fair and
transparent

Power in our Lives

Learning!

Highlight the differences and similarities between different demographics that are facing inequality in their lives.



Role-play cards, in-group question cards, question cards for interactions.



Split the group into four teams and give each group a role-play card and a Group Reflection Card.



Tell each group that they will be representing the character on their role-play card so they

will need to get into their frame of mind. Give the group five minutes to discuss the character as a group and answer the questions on the Group Reflection Card.



Ask them to nominate a representative who will speak on behalf of the character. Put 4 chairs facing inwards to the middle of the room and have each group stand behind their nominated representative.

Ask participants to imagine that each of these 4 people was carefully selected to represent power and equality from their perspective and was flown in to discuss their position with us at the workshop.

Ask someone in each group to introduce their representative. The 4 characters can now have a discussion. The goal of the discussion is for each character to find one thing in common with the other 3 characters. The representatives or facilitator can ask questions to help the characters discover things they have in common.



Example Questions:

Who or what has most power in your life?

How do you experience inequality in your life?

What would it take to solve your concerns?

Can you influence inequality that other people experience?



- You are Scrooge McDuck, a billionaire, a business magnate and tycoon...Forbes richest character of the year! You setup the most profitable business in the history of the small country you live in and created thousands of jobs.
- You had a hard life growing up on the railroad and watched your father work himself into the ground but always struggled. You vowed you would never end up like him.
- You had a very busy life, but never had time for a family, there were too many opportunities out there to take.
- Now you are 88 years old and in a nursing home. You have no family to visit and everyday things get harder and harder.
- You have begun to get quite lonely lately.



- You are a mother of 5 with 4 young boys and one girl who is the oldest.
- The boys are young and your husband has to go away to work in the mines in a close by city. He is getting older and can't earn as much as he used to.
- It is a struggle but your daughter is old enough to be married soon and you will get enough from the dowry to look after the rest of your family.
- Your daughter does not want to be married, she wants to be educated and go to university.
- You cannot afford for her to leave the family even if someone else pays for her education. You need her to do this, she has an opportunity to have a good husband and a happy life, she needs to take it.



- You are a business man from Wakanda, a large country in the global south.
- You have just visited a number of local farmers, 5 hours outside the capital where you live and work to offer them a large sum of money for their properties. This deal will ensure your five children will get to attend university and you will be able to holiday in the Lake district every summer until you retire. It will also be really good for the Wakandian economy.
- All of the 20 farmers have agreed to sell except one who's farm is absolutely critical for the project to go ahead. You are really annoyed that this man is being so stubborn. You are giving him much more than his farm is worth!
- You have been trying to convince the farmer that this is the best possible thing for him, although you are losing your patience.
- You then need to explain to your business partner in Ireland why you don't have all the necessary land needed for their project to start. If you lose this deal, you may even lose your job.



- You are a 22 year old man who became homeless shortly after your 16th birthday.
- From a young age you drink heavily and now recognise that you struggle with addiction to drugs and alcohol.
- There was always a lot of conflict with your parents and when your girlfriend became pregnant at 16 your parents said that was the last straw.
- Living on the street has been really difficult and you feel every day is a battle to maintain your dignity and self esteem.
- You want to be a part of your daughters life and are trying to make use of the services available.



Group Reflection Questions?

- What is your characters biggest challenge?
- Do they have the power to overcome this challenge?
- Who or what influences the power they have over this challenge?
- What role would education play in overcoming this challenge?
- Would money help your situation?
- Who has the most power in your life?

Debriefing!



Did your perspective of any of the characters change during the discussion? If so, in what way?

Did you learn anything about any of the characters that surprised you?

If you were in the position of any of these characters do you think you would think/feel/act differently? Why?

Let's Take Action

Learning!

By the end of this session participants will have asked questions and engaged members of the public about the issue of power in their lives

Location Map with specific filming locations marked, List of teams, Question Printout per each group, video camera/smart phone or flip camera- one for each team, info sheet about who you are, paper



Ask the participants if, based on everything we have learned and explored through the previous activities, they are ready to take to the streets and find out what other members of the public think about Power and Equality.

We can now go and capture some video in the style of the video example we showed at the beginning.



If the facilitator feels that the group need more inspiration show one, or some, of the videos listed on page 7.

When the group is ready ask them to decide on the question. Examples:

- Have you ever experienced inequality in your life?
- Do you have power in your life?
- What is power to you?

Split the group into smaller working groups. Ask them to take on the following roles within the groups (more than one person can be in each role and/or people can take turns and swap roles if they want to).

- **Camera Person**
- **Greeter**- The person who goes up to people on the street to ask them to take part
- **Note taker**- Takes email addresses of people who participate after the video
- **Interviewer**- Asks the question

The facilitator gives each group a camera and a map with specific locations marked as A, B, C etc., that are significant in the town you are working in. Give each group a location to go to and ask them to conduct their video interviews there. Give the group an allocated time to be back at your base and ask them to gather at least 5 answers each to the questions. Remind them that they themselves can also feature in the video.

Give the participants a list of the challenges that may occur on the street

- People won't want to participate
- The camera might be too far away
- People will ask questions that you can't answer
- Etc.,

Try to reassure participants that this is usual and just move on and try not to be intimidating. A good tip is for one person to approach an Interviewee instead of the whole group, and then bring the willing participant over to the camera person to be interviewed.



Wrap up

Note!

When asking how each participant feels, take note of the words they say. These can be useful in the evaluation.



Congratulations on a job well done!



While the participants are out on the street setup a laptop and a Google drive to upload the videos to. As groups start to return take the videos and put them on the laptop and label them.

Ask the participants to stand in circle when they have arrived back. Ask each team to tell the group about one part of that experience that they feel they should share.

Debriefing!



Ask the group questions to debrief the exercise. Examples:

- Would they do it again? If so, what would they do differently, if anything?
- Was this a positive experience?
- How can we share this video to inspire others?



To wrap up the day ask each participant to describe in one word how they felt about the day. Go around the circle to give each individual a chance to speak. The facilitator can start by saying how they feel.



Tell the participants that the video will be put together in the next couple of weeks and will be shared with the whole group in whatever way the group has decided.

Hand out the evaluation forms to each participant and ask them to leave the forms in a central place when completed.

Thank everyone for participating in the workshop and let them know that this pack is available on the EIL Website at www.eilireland.org/programme/workshop-kits

Congratulations on a Great Job!

You are now a development education multiplier!

Workshop Evaluation

Please indicate how strongly you agree or disagree with the following statements by circling the number that applies where

1 indicates “**Strongly Disagree**” and **5** indicates “**Strongly Agree**”

	Strongly Disagree	Somewhat Disagree	Unsure	Somewhat Agree	Strongly Agree
--	-------------------	-------------------	--------	----------------	----------------

I am now more aware of a wider range of issues relating to power and equality

1 **2** **3** **4** **5**

I can see the similarities and difference of how issues of power and equality impact both globally and locally

1 **2** **3** **4** **5**

The debates and discussions I participated in during this workshop enhanced my understanding of the issues discussed.

1 **2** **3** **4** **5**

I am inspired to take further action and learn more as an active global citizen

1 **2** **3** **4** **5**

The facilitator(s) made me feel comfortable asking questions and participating

1 **2** **3** **4** **5**

The venue and facilities of the workshop was suitable

1 **2** **3** **4** **5**

Please indicate which part of the workshop you felt was most valuable, useful, or interesting to you?

When conducting this workshop in the future should anything be added or changed for future groups?



Facilitators Reflective Evaluation

The volunteers and staff of EIL Intercultural Learning designed this workshop kit to assist you in your practice as a development education multiplier for the Irish Community and Adult sector. To assist this group to improve this workshop kit and help with the design of future kits please use this survey to reflect on your delivery of this workshop and provide us with feedback to info@volunteerabroad.ie

Having delivered this workshop...

What did I do really well in my delivery and facilitation? (arranged the space effectively, made people feel comfortable, creating an environment where people could engage with each other, handled conflict well, ensured all voices were heard, challenged stereotypes and advocated for voices that were not present)

What worked really well about the workshop content that I wouldn't change? (the content was relevant and topical and of interest to the group, the flow from one topic to another had a logical sequence that built the learning gradually, the explanation of how to run the activities was easy to follow, the learning outcomes were realistic and achieved),

If I delivered this again is there anything I would change about my delivery?

To improve this workshop kit is there anything here that could be changed to enhance the learning of participants, or make the facilitation easier?



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“Five weeks in India opened
a new world - different culture,
a great chance to learn a
new way of life and to experience
making new friends and
Niamh, from Cork City”



Where can I go?



1. Mexico
2. Guatemala
3. Ecuador
4. Peru
5. Chile
6. Argentina
7. Brazil
8. Morocco
9. Ghana
10. South Africa
11. Turkey
12. India
13. Nepal
14. China
15. Thailand
16. Vietnam

Projects Available

- Teaching and education
- Childcare and welfare
- Health
- Social and community work
- Human rights
- Environment
- Women's Empowerment
- Construction and maintenance
- Sports

Flexible & Tailored Programmes

- Placements available from 3-24 weeks
- Accommodation options include a host family or a Volunteer House
- Language courses available
- Comprehensive preparation & in-country support assured

For more information or to discuss your options,
please contact us today:
email info@volunteerabroad.ie

JOIN OUR ONLINE COMMUNITY!
Read blogs and testimonials from past volunteers at www.volunteerabroad.ie



#EILIRL

Contact EIL's Global Volunteers Teams to
learn more about Volunteering Abroad

Visit our website:

www.volunteerabroad.ie

For more information email:

info@volunteerabroad.ie

The International Volunteer Award

If you have facilitated this workshop in your own community, workplace or school you may be eligible to apply for the Global Citizen Award.

For more information email the Development Education Coordinator at info@eilireland.org To learn more watch the video:



eil INTERCULTURAL LEARNING
working lives • inspiring global citizenship

INTERNATIONAL VOLUNTEER AWARD

Alison Cooper visits the local primary school in Tullin, Co. Kerry as part of a project aimed at helping people learn about the world through the experiences of local people.

EIL Intercultural Learning is currently developing an International Volunteer Award for Irish volunteers travelling overseas.

We are in the process of piloting the Award programme and are seeking to recruit motivated volunteers with an interest in global issues who are keen to embrace a new challenge!

WHO CAN APPLY?
 The Award is open to anyone
 • aged 18 years or over
 • willing to volunteer overseas for a minimum of three weeks
 • self-motivated and up for a challenge!

WHAT'S INVOLVED?
 The Award programme outlines a basic framework of requirements (see below). However, the Award is designed as a personal challenge that is planned and undertaken by you, the volunteer, with the support of an EIL mentor.

BRONZE	SILVER	GOLD
<ul style="list-style-type: none"> 1-day pre-departure training "Welcome Back" (debrief) workshop Minimum of 3 weeks volunteer work on a local project overseas 2 global blogs¹ or articles which tell your story 	<ul style="list-style-type: none"> 2-day pre-departure training "Welcome Back" (debrief) workshop Minimum of 4 weeks volunteer work on a local project overseas 4 global blogs² or articles 1 action project 	<ul style="list-style-type: none"> 2-day pre-departure training "Welcome Back" (debrief) workshop Formal development education training³ Minimum of 8 weeks volunteer work on a local project overseas 6 global blogs or articles 2 exposure visits to local projects overseas 3 action projects 1 volunteer commitment in Ireland⁴

1. Written, photo or video blogs which address specific development issues.
 2. An awareness-raising project created, planned, implemented and evaluated by the volunteer within their local community or network. Examples of previous actions by EIL volunteers include film screenings, newspaper articles, radio interviews, photo exhibitions, public talks, workshops, pen-pal projects, etc.
 3. EIL can provide a list of recognized training opportunities.
 4. A minimum commitment of 40 volunteer hours within a 6-month period.
 *Volunteers from any sending organisation can apply. Past volunteers who can fulfil the criteria specific to their chosen Award level are also eligible to apply respectively.

WHY?
 The aim of the International Volunteer Award is to empower volunteers as global justice advocates who can use their experience to raise awareness of global issues within their local communities in Ireland.

IS THIS THE OPPORTUNITY FOR YOU?
 Contact Tara on 021 4551535 or tara@eilireland.org
 To find out more about EIL Intercultural Learning, please visit <http://www.eilireland.org>

Irish Aid EIL Intercultural Learning is grateful to Irish Aid for its support in the development of this programme.

India, I still felt there was to help those people I saw award participant, I can work I apply the experiences while abroad to my future

... at the opening of his ... exhibition was ...

... taking part in the scheme ... push I needed to blog about my ... experiences. I probably wouldn't ... or so thoroughly – if it wasn't ... for the scheme"

... Martina is pictured with a fellow volunteer and some of ... students at Shree Baul Byastasyee in Nepal during 2012.



Congratulations on the success of your workshop!

More workshop Kits will be available on

www.eilireland.org/programme/workshop-kits

Send your photos, comments, and feedback to info@eilireland.org
or post to the following address:

EIL Intercultural Learning,

1 Empress Place,

Summerhill North,

Cork.



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