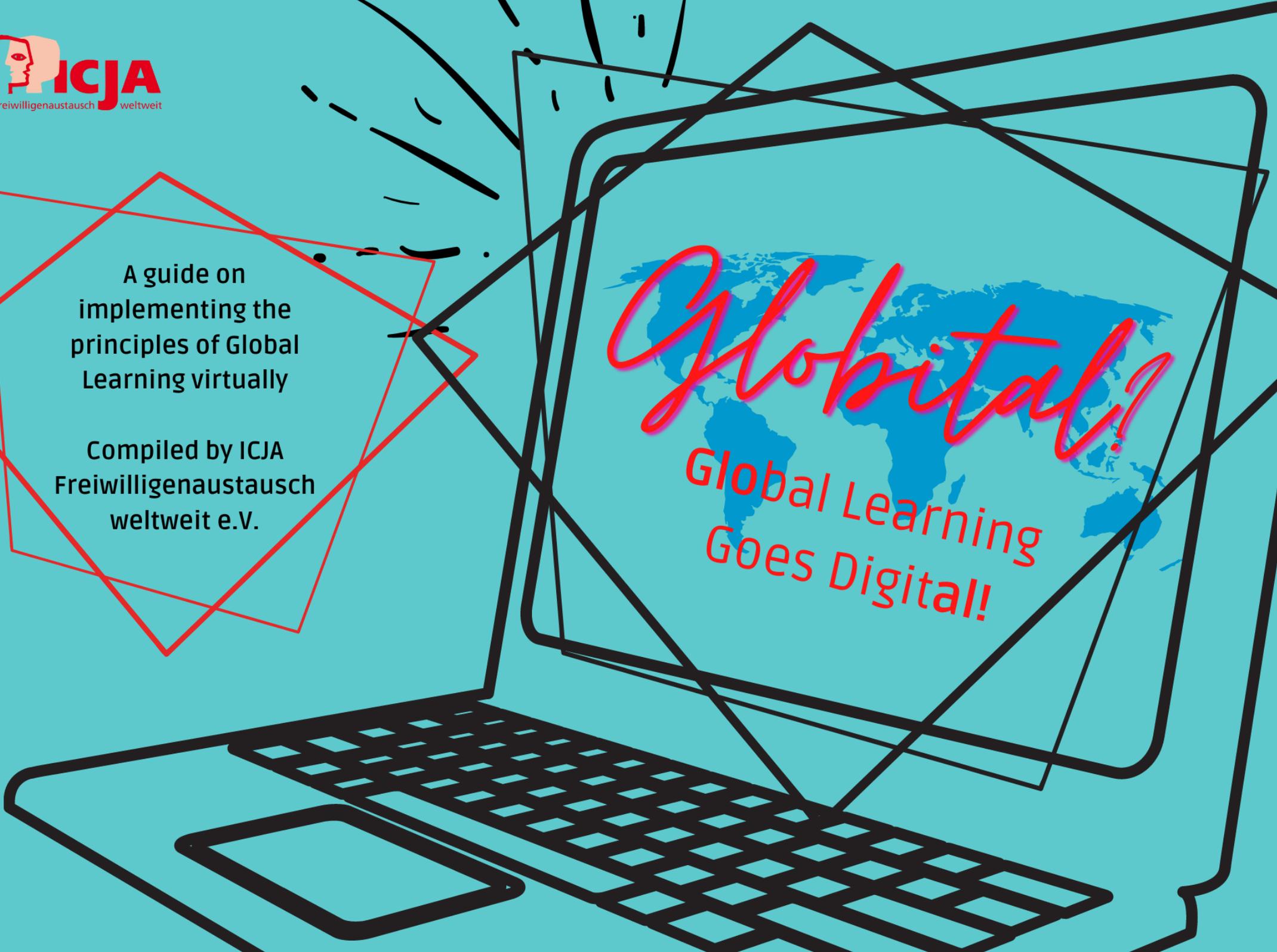


A guide on
implementing the
principles of Global
Learning virtually

Compiled by ICJA
Freiwilligenaustausch
weltweit e.V.



Globalital?
Global Learning
Goes Digital!

Acknowledgements

The learning process of the digitalisation of educational work within the scope of global learning outlined in this document was a collective endeavour. We would like to thank everybody who contributed their time, resources, and energy towards this process, and from whom we have learned a lot in the course of our journey.

We are able to recognise the efforts of some of these contributors by mentioning them by name; from others, we picked up ideas here and there from casual chats. But the input of each and every one of these contributors, whether named or unnamed, has been invaluable.

We would like to thank:

mehr als lernen e.V.

<https://mehralslernen.org/>

EPIZ Berlin

<https://www.epiz-berlin.de/about-epiz/>

Eine Welt Stadt Berlin

<https://eineweltstadt.berlin/>

Kristin Narr, media educator

<https://kristin-narr.de/>

...as well as our full-time staff and volunteers at ICJA who tested and studied this learning process with us.

Funding

This project, “Digital Strategies for Global Learning”, was sponsored by the German Berlin Senate Department for Economic Affairs, Energy and Industry.

We would like to thank them for their financial assistance and collaboration with the Nord-Süd-Brücken Foundation.



This guide contains links to external websites. The following applies to these websites: ICJA Freiwilligenaustausch weltweit e. V. assumes no liability for the contents of linked pages. The respective website providers are solely responsible for the contents. The association hereby expressly distances itself from the contents of all linked pages in this guide and does not adopt this content as its own. This declaration applies to all links displayed in the guide.

How to Use this Guide

Thank you for your interest in this guide on designing digital seminars in the field of Global Learning. Welcome to ICJA!

In order to explain whom this guide is for, let us delve briefly into its creation. ICJA Freiwilligenaustausch weltweit e. V. is an association that has been organising volunteer programmes and workcamps for over 70 years.

Up until recently, we used to conduct seminars with up to 150 people in one place. The seminars involved meeting people, discussions, educational work, exchanging views, getting to know each other and playing cards all evening. We even conducted world trade simulations at vocational schools with 80 students. These are all elements of our in-person education work on development policy. And, of course, we also take credit for friendships – and sometimes even more – developing between the participants at the seminars. We aim at peacework through personal interactions and through learning about global (in)equality issues.

And then came Corona, suddenly rendering in-person interactions and meeting in large groups impossible.

At the time, we weren't exactly digitally savvy in our educational work at ICJA. Besides, our focus was on other fields, leaving the area of our education work somewhat weak. And yet, our only alternative seemed to be the digital space. The first few weeks consisted of panicking and making frantic attempts at going digital using Google. Slowly, things began to fall in place, needs were identified and digital seminar tools were tried out.

As part of the project “Digital Strategies for Global Learning”, funded by the Berlin Senate Department for Economic Affairs, Energy and Industry, we attended workshops to get qualified in the subject, participated in conferences and tested the knowledge we gained from these events by putting them in practice.

We have penned down our knowledge, learnings, and practical experience in this guide. This is not an academic study on digital learning written by experts, but a collection of experiences from our leap into digital seminar work in the field of Global Learning. We hope that this guide can help or even inspire others to make the leap into carrying out education work virtually.

We hope you have fun browsing through this guide!

Warm regards,

Alessa Rhode and Xalteva Gonzalez

from the (virtual) seminar team of ICJA e.V.

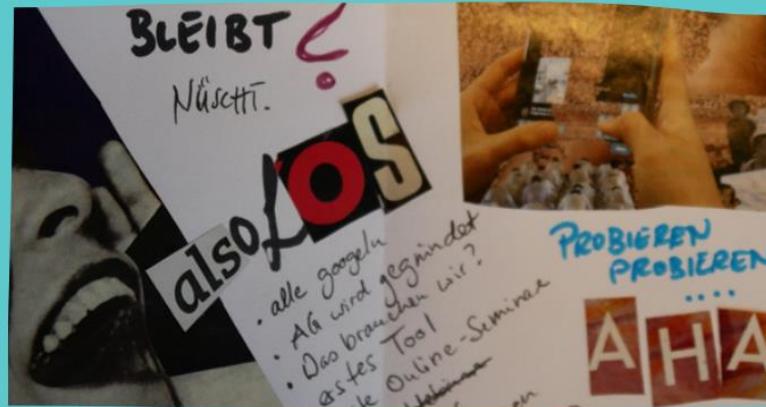
The digitalisation of ICJA...



Earlier, we used to exchange ideas in person...



But then came Corona, throwing everything into chaos!



So seminars turned into webinars, and Google became our new library.

These photographs were taken at a digital ZINE workshop during one of our seminars

...a love-hate story in 3 acts

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Global Learning



1. The Principles of Global Learning

Global Learning analyses sociopolitical, cultural, and economic issues and imbalances. This subject is discussed in global contexts, as these issues are becoming increasingly intertwined among different countries due to globalisation. Here are a few definitions of global learning:

Definition by The Bildung und Entwicklung Foundation (translated from German):

“Global Learning” opens up a space in which worldwide connections can be explored and one’s own position in the world can be reflected upon. These learning journeys allow students to relate experiences from their own everyday lives, larger global contexts, and social justice issues. Global learning helps them acquire skills that enable them to think and act independently and responsibly.”

Source: [“Globales Lernen – ein Leitfadener”](#) by Stiftung Bildung und Entwicklung 2010, pg. 3.

Definition by Neda Forghani (translated from German):

The basis of Global Learning is the recognition of a need for the human consciousness to evolve and develop with regard to globally compatible and globally responsible thinking, values and forms of learning. Global Learning operates on the premise that conventional education cannot equip the growing generation with the necessary knowledge, skills and insights they need to cope with their tasks in a globalised, interconnected, complex, and unclear world society. The shift towards a world society places new demands on education. Global Learning is the answer to these new requirements for a sustainable development of the world society. It is the necessary transformation of pedagogy – both theoretical and practical – in the context of an increasingly globalised society.”

Source: Neda Forghani [“Was ist Globales Lernen?...und was ist es nicht?”](#)

Let’s solve problems. Great! But how? It is important to be careful when addressing these issues, because they are sensitive topics that could hurt people, and are often fraught with stories that might be too close to us.

The Beutelsbach Consensus

The Beutelsbach Consensus consists of three principles, which should be kept in mind in education work. Among other things, it helps create an open atmosphere for learning.

1. Prohibition against overwhelming the student:

It is prohibited to overwhelm the participants with materials and ideas or require them to change their opinion in favour of the seminar leader’s opinion.

2. Matters that are controversial in scholarship and politics should also be treated as controversial in the classroom.

3. The participants should be put in a position to question and analyse their own situation and interests.

The social reality being discussed should not be separated from the individual’s reality because in one way or another, every issue affects individual persons to some degree, which is why the person themselves must become an agent of change.

To learn more about the Beutelsbach Consensus, please refer to: [Beutelsbach Consensus](#).

There are a number of important, interconnected topics within the overarching subject of global learning. In this context, we refer to an **intersectionality** of issues, i.e., other issues besides the main subject should also be discussed. Example:

Main subject: Coffee
Other related topics or guiding questions:
Place of origin: Latin America? Africa? Europe
Cultivation: Fair trade?
History?
Current status: Is the product exported following the extractivist model?

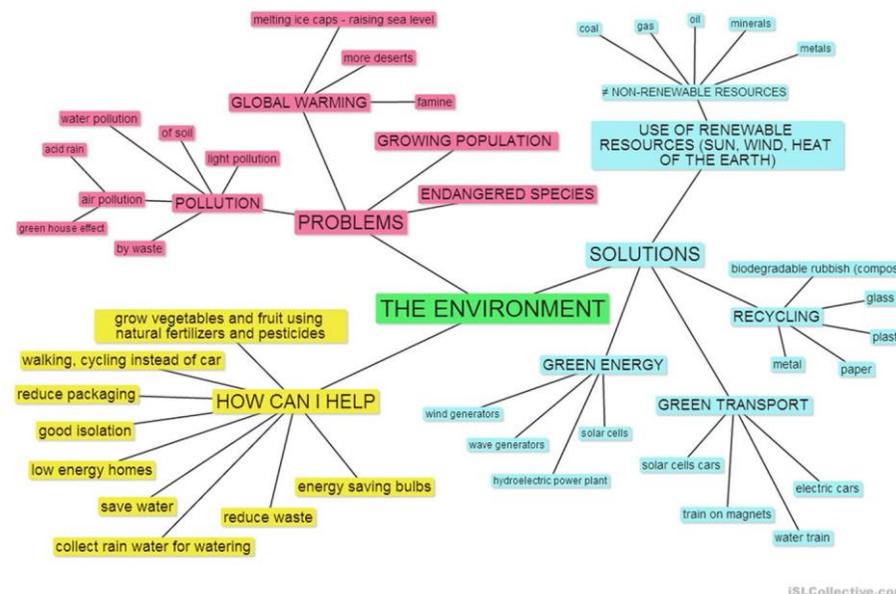
While the issues all vary in topicality and importance, they are all interconnected. In order to provide a global perspective and education, the issues cannot be separated, much less relativized.

However, it is always good to remember the principles mentioned earlier. Regardless of the number of global connections in an issue, it is not advisable to cover them all at once. Otherwise, there may be an overload of information, which in turn may overwhelm participants.

How do we create content? How can we share knowledge?

One method of presenting an issue in a global context is making mind maps. When creating a mind map, it is important to present the topics of discussion in a simplified manner, and limit them to their essential elements (didactic reduction). It is also helpful to work on the topics

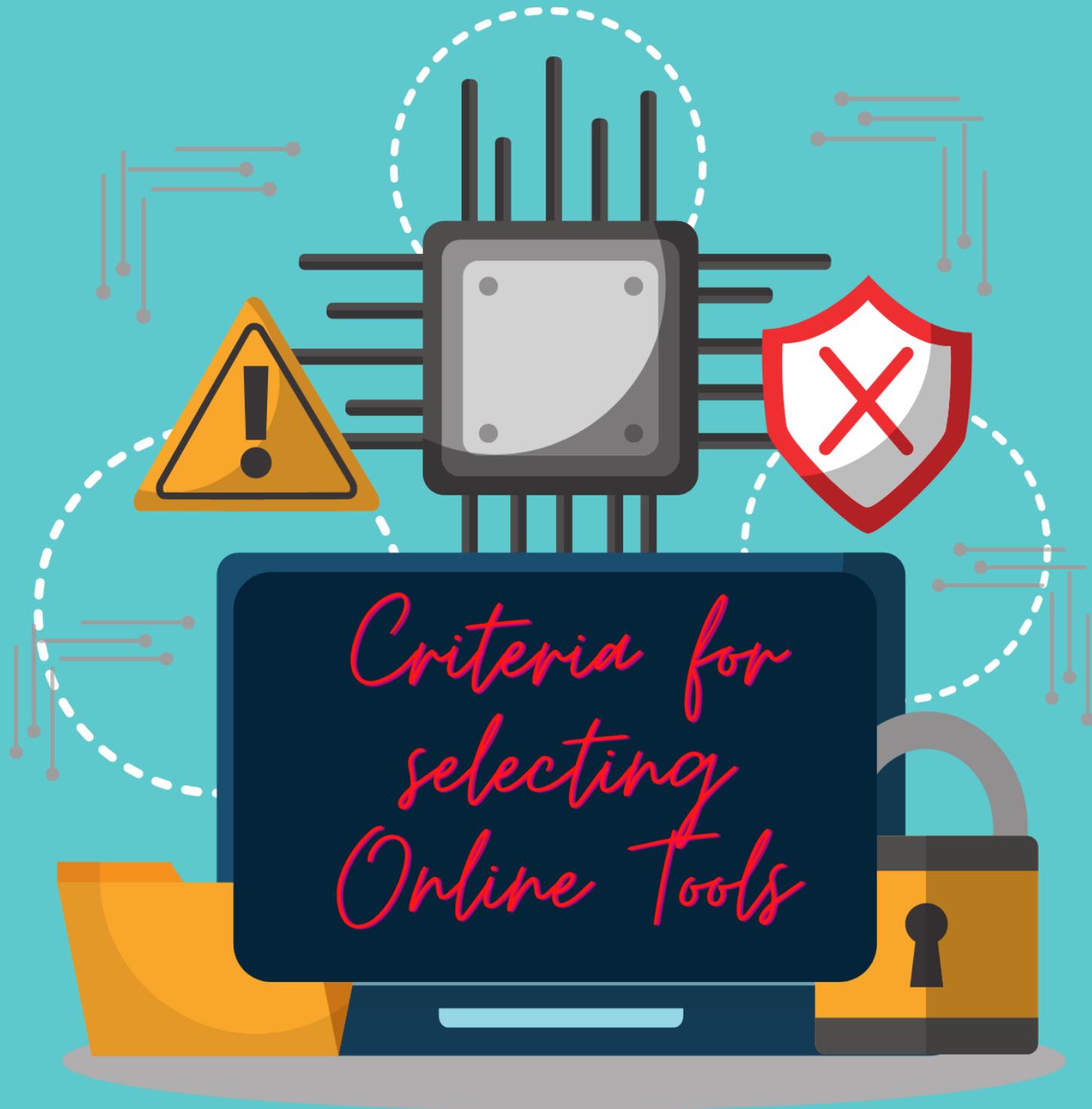
using a concrete example such as the environment, as shown in the image on the right:



Source: <https://en.islcollective.com/english-esl-worksheets/vocabulary/environment/environment-mind-map/48919>

The following aspects are important when presenting the topic:

- Identifying the topic – assessing the topic – handling the topic (options on how to handle it)



2. Criteria for Selecting Online Tools

2.1. Open Source

Open source refers to software whose source code is publicly accessible and can be modified and used freely. In most cases, open source tools can be used free of charge. Many initiatives that develop open source tools also do so to provide freely accessible tools as alternatives to products sold by corporations.

For more information, please refer to the following links:

<https://opensource.com/>

<https://www.redhat.com/en/topics/open-source/what-is-open-source>

2.2. OER – Open Educational Resources

Open Educational Resources (OER) are free learning and teaching materials with an open license (e.g. Creative Commons or GNU General Public License). The term comes from the expression “open content”. There are OERs in the field of global learning too that can be freely used for educational work.

For more information, please refer to the following link:

<https://open-educational-resources.de>

<http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/guidelines-for-open-educational-resources-oer-in-higher-education/>

2.3. Data protection and security

With the rapid digitization in many areas, propelled by the COVID-19 pandemic, came the question of how online interactions could be structured such that they complied with data protection regulations. The German regulation that forms the basis of data protection in the digital world is the [General Data Protection Regulation \(GDPR\)](#). This means that the first step in checking a tool could be to find out whether it is compliant with the GDPR.

Most providers specify this under the “Security” section or in the terms of use. If there is no information on this, it usually means that the tool does not comply with the GDPR.

Next, the location of the provider should be determined. If they are based in the EU, they are bound by EU law. However, if the company headquarters or the server is located in the USA, the rules are often lax compared to Germany.

Many free tools often have poor data protection policies and are therefore not free, but paid for with the data of the users. When we ask other people to use certain tools in our educational work, we should be very careful with how personal data is handled. For example, ICJA e. V. refrains from using the software Zoom for the reasons mentioned above – even if this makes finding the right seminar tools more difficult.

When using external tools, it is important to inform participants whether or not their data is safe if stored in the tool.



Virtual Seminar Rooms



3. Virtual Seminar Rooms

The search for a virtual seminar room is similar in some ways to the search for a suitable physical seminar hall. A seminar hall with good equipment is often very expensive; and if it is cheap, it is usually not easy to reach. And ideally, our seminar hall should represent what we stand for.

The same goes for the virtual seminar tools available online. The challenge faced by many NGOs is finding a viable tool with limited financial resources, while at the same time protecting everybody's personal data. In a sense, the search is on for an all-in-one solution for carrying out education work online.

3.1. Features of a good tool

This section will discuss the features that we believe a good tool should have, according to our experience. This is our wish list. In practice, a feasible compromise can be found depending on the available resources and the structure of the seminars.

3.1.1. A plenary room

A plenary room (in this context) is a digital space where all the participants come to attend an event. For this reason, it would help if up to 30 videos could be watched at once on this platform. If there are more than 30 videos, they usually either become too small or have to be scrolled so that all the users can be seen. This also uses up a large volume of data, resulting in many Internet lines being overloaded.

Hand raising

A feature that allows the participants to "raise their hand" to speak is important. Ideally, this feature should be available as a visible button in the plenary room, rather than as a feature in the settings. It would be very practical to see the participant's "raise hand" notification appear on their video frame.

Mute button

Participants must be able to mute their own audio and enable/disable their own video; however, this is a basic feature present in all virtual seminar tools. The moderator should also be able to mute participants if they forget to do so themselves, so that there is no background noise.

Participant list

Another thing we look for in a seminar tool is a participant list that at least the moderator can see. This is a very practical feature to have. A list makes it easier to check if all participants are present. The list can also be screenshotted for future reference, and as proof of attendance.

3.1.2. Breakout rooms for smaller groups

Just as with in-person seminars, a virtual breakout session where the participants are split into small groups is important in most seminars. This is possible with the help of breakout rooms.

The moderators should be able to allocate participants to rooms manually and at random. In addition, it is helpful to both the moderator and the participants if they can see a countdown of the time in the breakout room. The moderator should ideally also be able to visit the individual breakout rooms. Some tools allow the moderator to visit breakout rooms without the participants' knowledge. However, we prefer to keep everything transparent for the sake of equality. Besides,

one cannot be present in a physical seminar room without being seen anyway.

Sometimes, it is also useful to have the participants pick a room themselves. Some tools allow this by sharing the link to the respective breakout room.

3.1.3. Chat

A virtual seminar tool should have a chat box in which all participants and the moderator can write messages to each other. If there are too many participants for all the videos to be visible on one screen, or if the tool does not have a hand raising feature, the chat can also be used for moderating requests to speak. For example, participants can enter the “raise hand” 🙋 emoji in the chat box to be called upon. Chats are continuous, i.e. you always see the latest messages.

In addition to the public chat, a function allowing participants and moderator(s) to send private messages to each other can prove to be quite useful. In this way, participants can let each other know if they are not feeling well or if they have questions that they do not want everyone to read, for instance. A private chat is also useful for the team members to coordinate with each other on short notice without all the participants noticing.

3.1.4. Shared notes

Shared notes are like an integrated text-based file or pad on which all participants can write. Shared notes can also be used by the moderator to share the assignments or breakdown of the session plan with the participants. They can also be used for brainstorming and collaborating.

Caution: Most of the time, all participants can also delete all contributions by others!

3.1.5. Whiteboard

A whiteboard is a tool that can be used to draw and write in. Ideally, the background of a whiteboard can be customised by the individual participants. So for instance, the moderator can upload a photo of a landscape and the participants can position their avatars wherever they feel most comfortable. The moderator should ideally be able to switch the drawing function on and off for the participants, and the participants should only be able to delete their own contributions.

3.1.6. Presentation

In seminars, the moderator often needs to make a presentation. This can be done either via the screen sharing feature or an additionally installed feature.

3.1.7. Screen sharing

Screen sharing is an extremely important feature of digital seminar tools. The moderator can use it to show all kinds of information and documents. If the feature allows the moderator to select which window to show, it is an added bonus. This prevents the entire screen from being seen, which could contain sensitive or private information.

If participants can also share their screen, this could enable more participation in a seminar.

3.1.8. Show video

Sharing a video via the screen share function consumes a lot of data. It would be better for a link to an external video to be embedded in the tool and then played. If nothing else works, the external link can easily be shared, and all participants can watch the video on their own. But an embedded function is very practical, especially for the moderators so they can play videos in the background or music during breaks.

3.1.9. Moderation rights

In order to facilitate good co-moderation and work as an equal team, it is important that several people can be given moderation rights at the same time.

3.1.8. Memory features

Saving and exporting chats and notes shared online and on the whiteboard is very convenient. It makes it easier for contents discussed in the seminar to be integrated into the seminar documentation. Another option would be to use an external screenshot app. The individual participants have to decide whether they need a video recording tool to record the virtual seminar.

3.1.9. Access – Password, link, dial-in

The moderators should be able to create the link for the virtual room before the session and allow the participants to enter. It could also be useful to password protect the webinar.

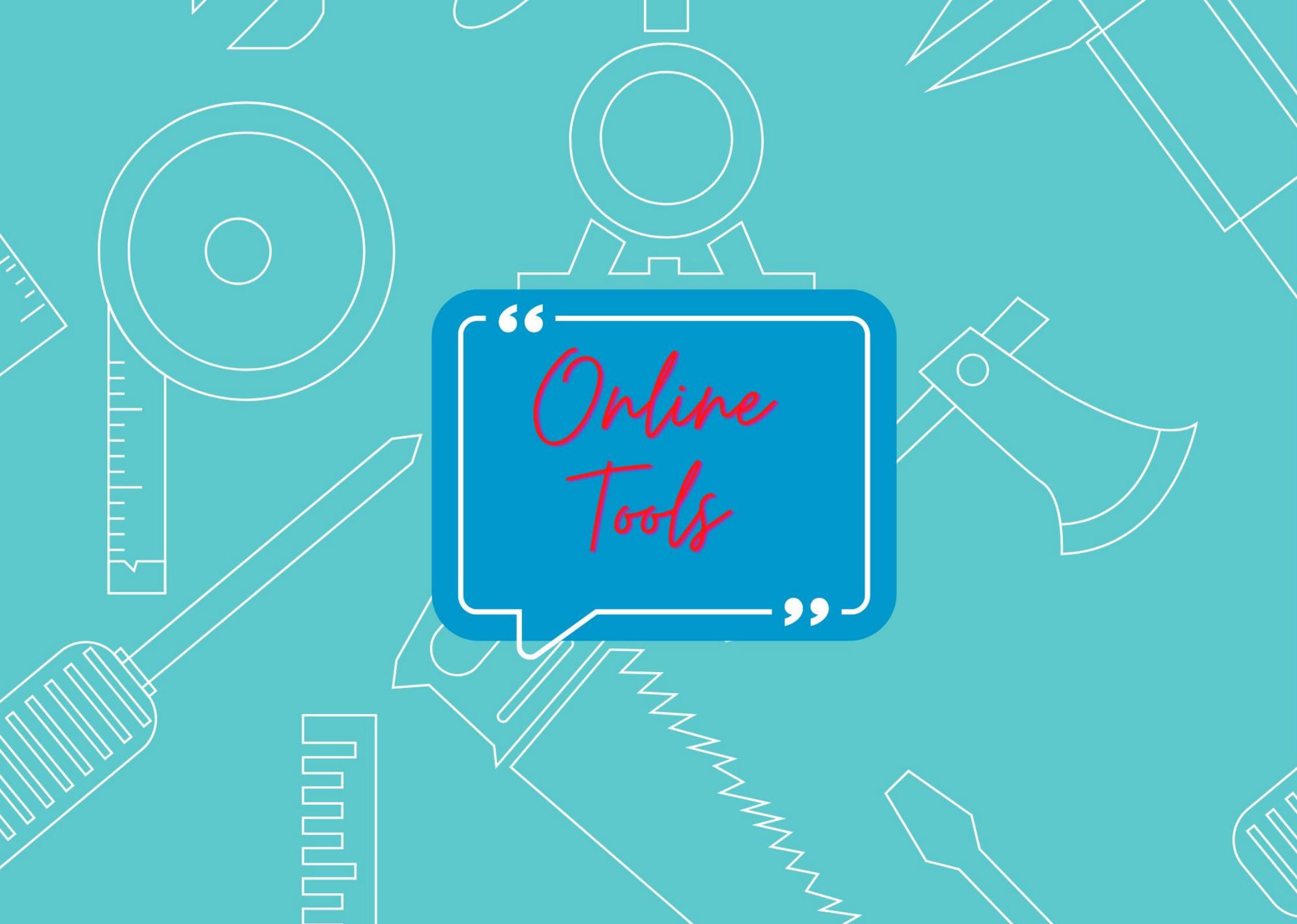
If participants face issues related to their devices or internet connection, a dial-in option could help. In the dial-in option, participants can use the telephone number and access data given to connect to the audio over

the phone, and can at least speak and hear, if not see the video. It is important that the moderators also factor in such people who may be facing technical or internet issues.

An interactive and practical seminar can be designed with the help of all these tools. Chapter Online tool on online tools introduces some external tools that can be used if the features are not integrated into the seminar tool.

We would also like to tell you from experience that the success of a webinar does not necessary depend on how elaborate the tools are but rather, how interesting the content is, just like how a stimulating in-person seminar can be held with the help of just a circle of chairs and a few moderation cards.

We at ICJA decided against Zoom due to data privacy concerns and instead went for BigBlueButton for our seminars. It is a solid tool and a good platform for our needs. As part of the project “Digital Strategies for Global Learning” we have also tried to develop our own seminar tool similar to jitsi-meet in order to adapt all the features to our needs.



“
*Online
Tools*
”

4. Online tools

4.1. External Whiteboard

You can use an external whiteboard to draw a group picture together (e.g., everyone draws a symbol representing their mood).

Whiteboardfox has open source whiteboards:

<https://whiteboardfox.com>

Drawchat also has an external whiteboard with a number of features. Since the board always gets updated in a staggered manner, this can lead to creative chaos:

<https://draw.chat/>

4.2. External writing pads

These are used for taking minutes together or writing text together.

4.2.1. Text pads

Some politically correct text pads are:

Etherpad: <https://yopad.eu/>

Riseup pad: <https://pad.riseup.net/>

4.2.2. Online spreadsheets

Sometimes, instead of a text pad, the layout of a spreadsheet in which everyone can write is needed. Ethercalc offers one such open source pad: <https://ethercalc.net/>

4.3. Brainstorming

Writing in moderation cards or brainstorming together is often an integral part of many seminars. This can all also be done online.

4.3.1. Notepads

IdeaBoardz works similar to a brainstorming session with moderation cards. Here, questions can be prepared in different clusters and the participants can pin moderation cards with their input. In addition, they can signal their agreement with the cards of others. Unfortunately, the cards cannot be moved and sorted by topic afterwards. Nevertheless, this idea board will still make you feel like you're at an actual seminar:

<https://ideaboardz.com/>

4.3.2. Mindmaps

Shared mindmaps can be created, for example, with mindmeister:

<https://www.mindmeister.com/de>

4.4. Padlet

Padlet is a versatile digital pinboard. We used the Padlet to create shared collections of materials, such as the work done on an open space. All participants can upload files, videos and pictures using the access data specified. They can write in it, design it, and create a common gallery walk through the outcome of the sessions. While the Padlet looks like a website and has a lot options, it is located on servers in the USA. Please refer to the next page for an example of a padlet.

<https://de.padlet.com/>

4.5. Mural

Mural is a digital pinboard on which several people can create and edit content together. Notes or moderation cards can be added here and even clustered. Tasks can be created together and collaboration coordinated. An example is shown in the image on the right.

<https://www.mural.co>

4.6. Storage system or cloud

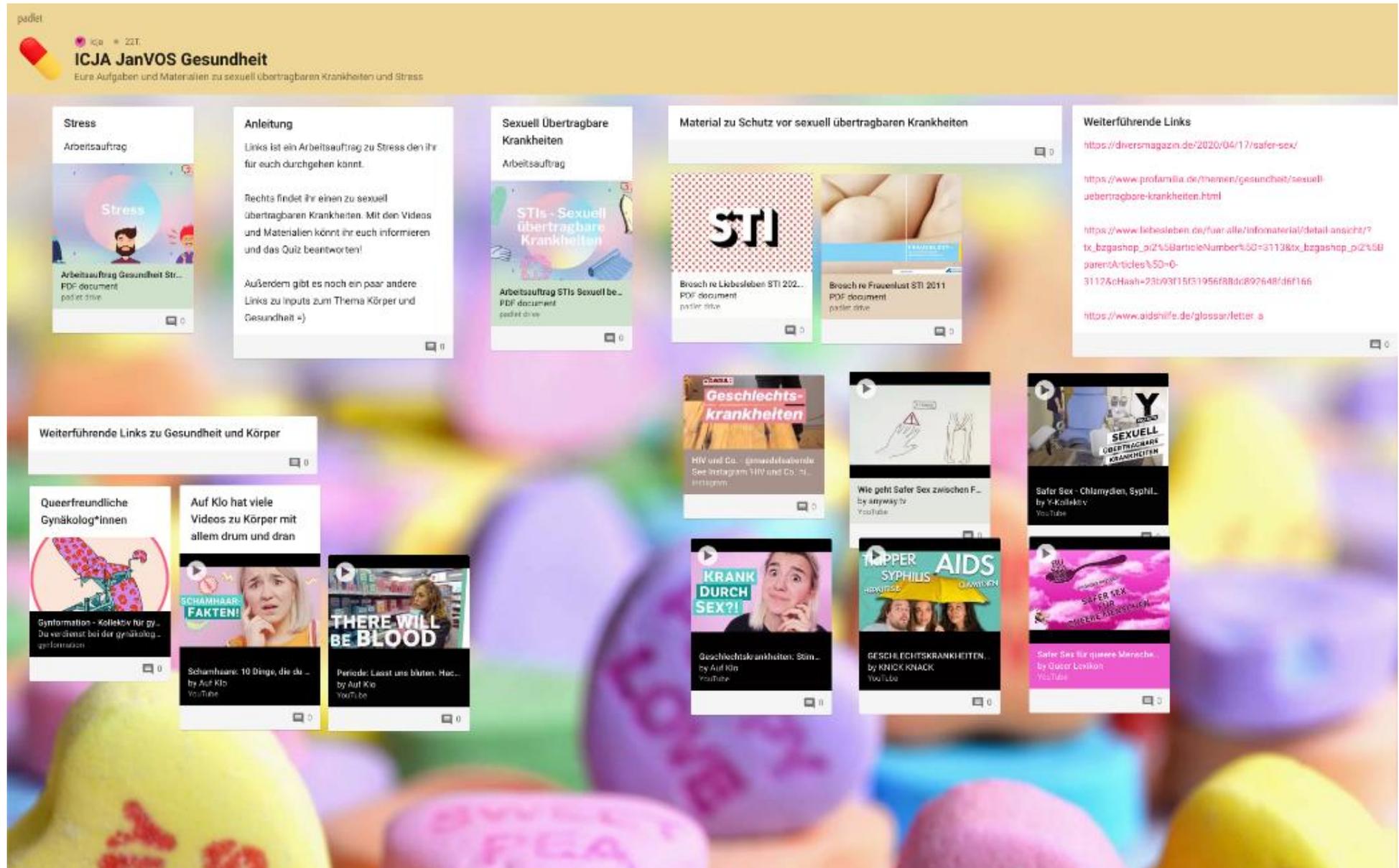
Depending on how many files are shared with participants or if they also have to submit reports, storing the data on the cloud is a good idea. Even large files can be stored centrally on the cloud, and the seminar facilitator no longer has to go through the trouble of attaching all the documents in an e-mail. It is also a good way to keep track of which files the participants have already submitted.

Questions were pinned on the colourful post-its. At first, these were covered with black post-it notes. The participants uncovered the questions one after the other.

An example of a mural for a session on “Friends, family, love and relationships around the world” (Mural text translated internally for this guide)



Example of a Padlet; A collection of material for an assignment on the topic of health. The image below contains a cluster of informational videos, links and documents on various health-related topics such as STDs, HIV, etc.



ICJA JanVOS Gesundheit
Eure Aufgaben und Materialien zu sexuell übertragbaren Krankheiten und Stress

Stress
Arbeitsauftrag
Arbeitsauftrag Gesundheit Str... PDF document
padlet drive

Anleitung
Links ist ein Arbeitsauftrag zu Stress den ihr für euch durchgehen könnt.
Rechts findet ihr einen zu sexuell übertragbaren Krankheiten. Mit den Videos und Materialien könnt ihr euch informieren und das Quiz beantworten!
Außerdem gibt es noch ein paar andere Links zu inputs zum Thema Körper und Gesundheit =>

Sexuell Übertragbare Krankheiten
Arbeitsauftrag
STIs - Sexuell übertragbare Krankheiten
Arbeitsauftrag STIs Sexuell be... PDF document
padlet drive

Material zu Schutz vor sexuell übertragbaren Krankheiten
Broschüre Liebesleben STI 202... PDF document
padlet drive
Broschüre Frauenlust STI 2011 PDF document
padlet drive

Weiterführende Links
<https://diversmagazin.de/2020/04/17/safer-sex/>
<https://www.profamilia.de/themen/gesundheit/sexuell-uebertragbare-krankheiten.html>
https://www.lebesleben.de/fuer-alle/infomaterial/detail-ansicht/?tx_bzgasshop_pi2%5BarticleNumber%5D=3113&tx_bzgasshop_pi2%5BparentArticles%5D=0-3112&cHash=23b93f15f51956f88dc892648fd6f166
<https://www.aidsilfe.de/glossar/letter-a>

Weiterführende Links zu Gesundheit und Körper

Queerfreundliche Gynäkolog*innen
Gynformation - Kollektiv für gy... Die verdienst bei der gynäkolog... information

Auf Klo hat viele Videos zu Körper mit allem drum und dran
SCHAMHAAR-FAKTEN!
by Auf Klo
YouTube
THERE WILL BE BLOOD
by Auf Klo
YouTube

Geschlechtskrankheiten
HIV und Co. - Gesundheitslexikon
See Instagram HIV und Co. - H... Instagram

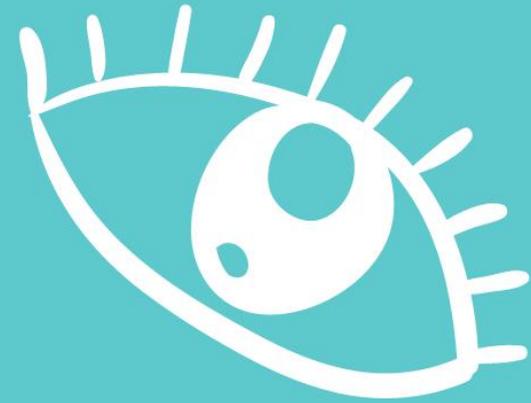
Wie geht Safer Sex zwischen F...
by anyway tv
YouTube

Safer Sex - Chlamydien, Syphi...
by Y-Kollektiv
YouTube

KRANK DURCH SEX?!
Geschlechtskrankheiten. Stim...
by Auf Klo
YouTube

KOPPER SYPHILIS AIDS QUARANTÄNE
GESCHLECHTSKRANKHEITEN...
by KNICK KNACK
YouTube

Safer Sex für queere Menache...
by Queer Lovelife
YouTube



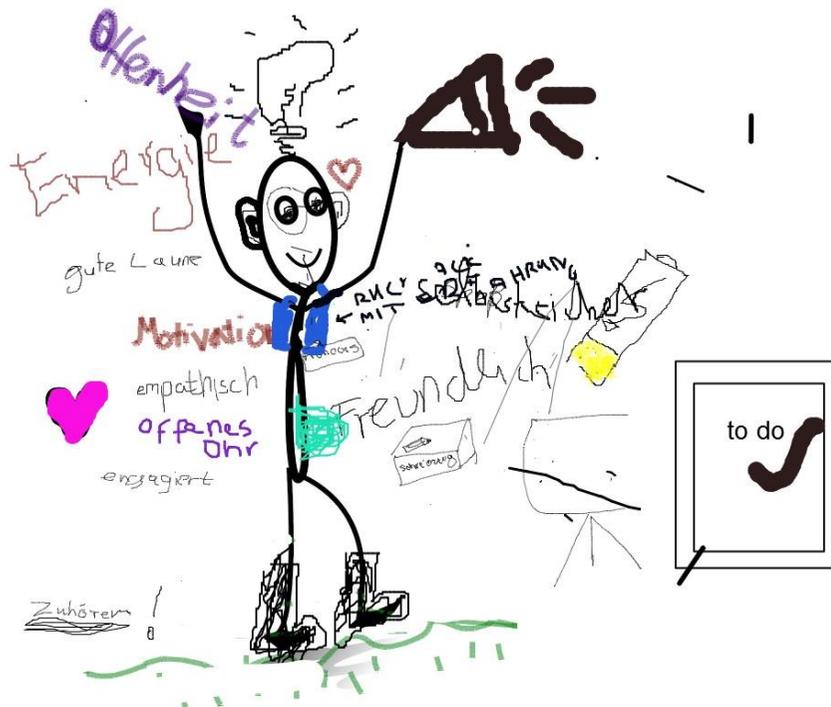
*Digital
Visualisation*

5.3. Whiteboard drawings

We worked with one of our groups on the following question:

What do facilitators need?

A stick figure was uploaded on to the whiteboard, and the participants had 10 minutes to draw figures. Afterwards, the drawings were evaluated, and participants explained what qualities they think a facilitator needs to have. The column on the right outlines the associations made by the participants.



Associations: The perfect team facilitator

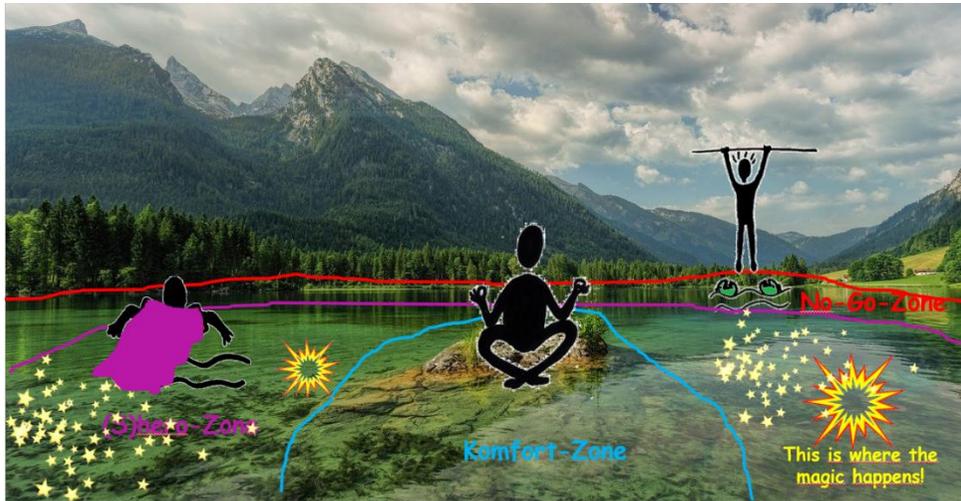
- Conveying that the participants can express what is important to them
- A light bulb as a symbol of creativity, sturdy shoes to depict that criticism should be taken well
- A backpack full of experiences gathered by the participants over time
- Seeing oneself as part of the process
- A big stomach, symbolising good instincts (a gut feeling) for what is appropriate and what participants need.
- Megaphone: An open ear; also symbolises being able to make oneself heard in a group

This example is a good illustration of how easy to grasp symbols are for communicating and the creativity with which participants can express themselves using the drawing feature.

5.4. PowerPoint presentations

Of course, PowerPoint presentations can also be shown in online seminars, and used to convey content. The same rules apply online as well as offline: as much text as necessary, as little text as possible.

The goal of the session as well as the background of the participants must be taken into consideration when conducting a presentation. In our power-critical educational events with young people, we try to avoid classic PowerPoint presentations because it seems to remind the participants too much of school-based learning and sometimes, if they're not sure about what the presentation entails, they drop out mentally before it even starts.



But PowerPoint can also be used to prepare interesting contents. Above is an example of a visual depiction of different zones of learning. The individual elements were added gradually.

5.5. Canva

Another program that we have come to appreciate a lot over time is Canva. This is a program that makes it very easy to create graphics and the like. The cover image and each subheading of this brochure were created using Canva.

For the seminars, for example, the app was used to visualise assignments and create invitations to events or seminar documents.

www.canva.com

5.6. Hand puppets and objects

Even the items in your room can be used for visualisation. For example, when talking about the fact that we all have different stories and that with other people we might only see the cover picture at first, but don't even know what's in the book, this can be visualised with a book held up to the camera. The moderator can step out of their camera and hold hand puppets in front of it as "speakers".

5.7. Photos

Photos can also be used, either just as a wallpaper background or even to share assignment results. For example, in assignments where participants drew pictures, we created a joint gallery afterwards. For this, the participants took a photo of their picture and uploaded it to a padlet. This allows all participants to see each other's work results and continue working on them together.

Even if all team members cannot attend the presentation, photos of the absentees can be shown.

5.8. Videos

Videos are in fact easier to integrate in virtual seminars than in offline seminars. They can be used to convey contents and stimulate discussions. If a presenter conducts many online seminars in which the same things are said over and over again, it could also be good to record a video with an introduction to the technology, the rules for the seminar, or other information yourself, for example.

YouTube also has excellent dance karaoke videos, which can be used as warm-up exercises or to listen to music together.



Source: Die Psychologie des Lernens – Wie funktioniert Lernen (fernstudieren.de; German)
(Image translated internally by ICJA.)

Using Social Media in Educational Work



6. Using Social Media in Educational Work

The presence of social media cannot be avoided, especially when the target group is 17-25 year olds. Most of us involved in educational work at ICJA are or have been critical of social media, and especially its side effects. But this is precisely why the question of how social media can be constructively incorporated into power-critical educational work is so exciting. How can we reach participants on a platform that they are active on, stay up to date, and still stay away from the negative effects of social media?

Statistically, 17-25 year olds primarily use Instagram and Snapchat. Other main channels are Youtube, Netflix, TikTok, Spotify and WhatsApp. Below are a few suggestions on how social media can be used in educational work.

6.1. Creating media content

We live in a world shaped by media. Media entertains, teaches, communicates and influences, among other things. This influence does not necessarily have to be negative. However, since right-wing groups in particular are increasingly and actively using social media within the scope of their work to spread their ideologies, it is important for organisations and agents critical of the right wing to be active on these platforms too. It is important to use the media not only to prevent the right-wing groups from controlling this space, but also to do virtual peacework!

So, one way to use social media can be to create our own educational content on Global Learning and share it on our social media channels.

6.2. Using the media

Luckily, however, there are other organisations, groups, and channels that create valuable educational content and make it available via social media. We used external content at the following times in the seminar:

- In the preparation letters
- As material for assignments for individual activities
- During a session at the seminar itself
- For follow-up in the form of a list of materials collected at the seminar, to learn more about the subject

For example, we gave various questions about sexually transmitted diseases to work on as an assignment, and provided participants with various materials on a Padlet where they could find all relevant information (see example in chapter 4).

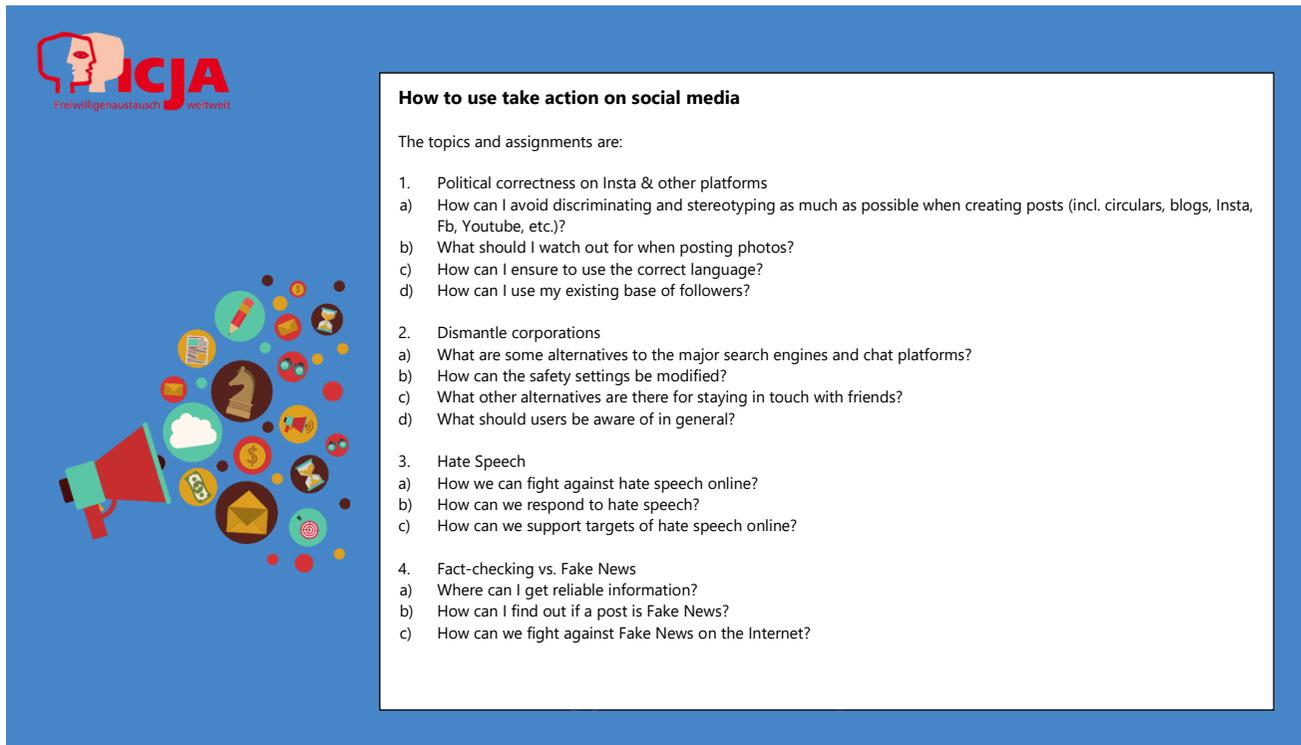
We have collected some exciting channels and websites for material at the end of this guide.

6.3. Participants as agents

The participants themselves can also be a subject of focus on the topic of social media, as users on the one hand and agents on the other.

One example from our seminar is a session on “The power of social media”. We first watched the film “[The Social Dilemma](#)” together, and then discussed the power structures and problems in the film and related them to the participants’ personal user behaviour. Based on this, the participants themselves worked on possible options for action on the questions below.

We compiled the results of the small groups into our own social media post, which was shared via the ICJA channels.



ICJA
Freiwilligenaustausch weltweit

How to use take action on social media

The topics and assignments are:

1. Political correctness on Insta & other platforms
 - a) How can I avoid discriminating and stereotyping as much as possible when creating posts (incl. circulars, blogs, Insta, Fb, Youtube, etc.)?
 - b) What should I watch out for when posting photos?
 - c) How can I ensure to use the correct language?
 - d) How can I use my existing base of followers?
2. Dismantle corporations
 - a) What are some alternatives to the major search engines and chat platforms?
 - b) How can the safety settings be modified?
 - c) What other alternatives are there for staying in touch with friends?
 - d) What should users be aware of in general?
3. Hate Speech
 - a) How we can fight against hate speech online?
 - b) How can we respond to hate speech?
 - c) How can we support targets of hate speech online?
4. Fact-checking vs. Fake News
 - a) Where can I get reliable information?
 - b) How can I find out if a post is Fake News?
 - c) How can we fight against Fake News on the Internet?



Virtual Interaction



7. Virtual Interaction

We know that there are several limitations to online communication. To name a few examples: There is always some distance from most participants, the body language for aiding in identifying or solving problems is missing, and it is very difficult to create an atmosphere conducive to discussing sensitive topics, because it is not possible to pick up on emotions directly online.

So a lot of empathy is needed to create a relaxed, yet safe and respectful virtual space for online interactions. The aim here too is to establish contact. However, there are a few methods that could help us create such a digital room that fosters communication. It's like a recipe:

A recipe for a medley of methods

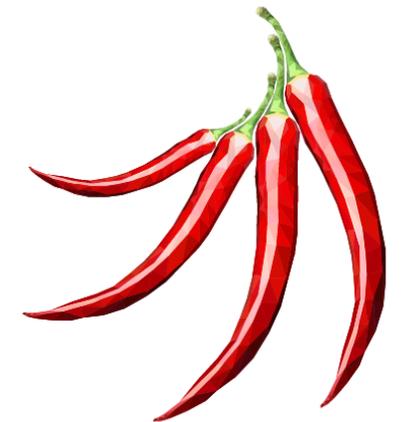
Ingredients

1-3 spoons of online method (as per taste)

1-3 thbsp. tools

A pinch of empathy

1-3 types of communication



7.1. Check-in rounds

Because conversations are difficult to have in the digital space, it helps if all participants can speak once at the beginning and, if necessary, also at the end of the session or day. That way, everyone can hear each other once and participants can even express if they are not feeling very well at the moment.

It can help to have the order of names written for all participants to see, so that they know when it's their turn to speak. The order can either be illustrated in Mural or, for example, as a PDF, which the seminar facilitator then shares with the participants (see example below).

The group can be asked not to use the words "good", "bad" or "tired" to encourage them to express themselves better.

Illustrated order of names



7.2. Designing break rooms

We have found it very nice to listen to music together with the participants at the end of each break and in between sessions. For example, the seminar facilitator can play a 5-minute song 3 minutes before the session begins. This way, participants can listen to music until everyone is present. If the right songs are played, they can set the tone for the next session, either in terms of its theme or mood. In fact, a common playlist can also be created for the whole seminar.

One challenge is creating informal spaces for conversations. Because casual chats that used to take place during lunch breaks or in passing are no longer possible in the virtual space. Apart from the professional BarCamp format, such informal spaces can also be created on a smaller scale. This can be done, for example, by opening up virtual rooms in the evening that the participants can set up themselves and have dinner together in, or leaving the room open after a session so the participants can chat among themselves.

7.3. Reflective walks

One way to foster interactions is to go on reflective walks. The participants are given some questions and sent on a long walk to reflect on them. While on their walk, they can speak with one another on the phone. This allows for an intensive exchange of views, an informal atmosphere, and screen-free time. For some of our previous participants, these walks were one of their favourite parts in the entire seminar.

7.4. Warm-up exercises

Warm-up exercises can also be done online! Sometimes all they need is a little bit of tweaking to work just as well on-screen as they do in person. Even better if all participants have a camera and mic. However, you need to see if there is any feedback. Usually, warm-ups work better with physical exercise rather than words. Firstly, because of the audio settings and secondly, because everyone is sitting most of the time anyway.

Pair formation

To form teams of two in a fun way, the seminar facilitator can have one person at a time make a gesture. The person who imitates this gesture is paired up with the first person. The pairs remain in this gesture until everyone has found a partner. At the end, it is important to ask if everyone knows whom they are with. Examples of gestures: holding out a hand towards the camera, holding out both arms, standing very close to the camera, etc.

Gestures of emotion

Make a gesture and a sound that reflect your current emotion. The group then repeats the gesture and sound.

Hello neighbour!

Send your neighbour a friendly wink on the chat.

Play hangman and talk about your week

Everybody writes down a few notes or draws symbols on a nice/unusual/... incident from their past week. Then, you talk about it and exchange views. You can also play hangman or other games on the whiteboard.

Martin Moover King

For this game, everybody's camera and mic have to be on. One person starts the game by saying: "I have a dream – move your <insert name of a body part>." Everybody moves the body part named (e.g. left knee, right hand, backbone, head, etc.). Then, the next person steps forward toward the camera and says out loud, "I have a dream - move your <e.g. shoulders>." Everyone now has to move their shoulders. The game can be played as long as you like until everyone is sufficiently energised and active.

White noise machine

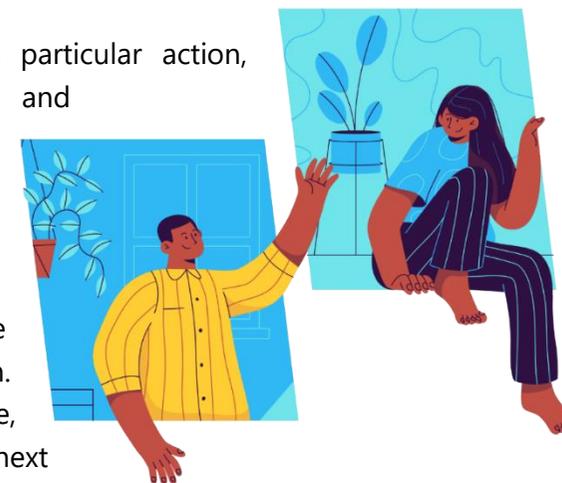
Everybody's screen and sound have to be turned on for this. In this exercise, the group has to create a white noise machine. One person starts with a repetitive gesture and sound. One by one, everybody joins in until they all form a machine together. The facilitator can either stop the machine as a whole or gradually silence individual parts by calling out the respective participant's name or via chat.

Oh yeah!

One person comes up with a particular action, everybody replies "Oh yeah!" and performs the action until someone else suggests and starts a new action.

I'm packing my bag

One person suggests a gesture and passes it to the next person. The latter repeats the gesture, adds a new one and names the next



person. This person repeats the sequence and again adds a new gesture, and so on. This sequence can be repeated as long as desired.

Up and Down

Everybody stands up. The facilitator says: "Arms up, arms down, arms to the left, arms to the right!" (The facilitator also performs these actions.) Everybody's mic has to be on. First, everybody follows the actions. Then, everybody performs the same actions, but say the opposite out loud. And lastly, everybody performs the opposite actions, but says the same out loud.

Something that is...

Everyone has to hold something in front of the camera that is not near their seat. The other participants can tell the speaker what they should show. For example: something that is fluffy, something that is cold, something that is prickly,...

Touch something blue

Here, the participants have to grab something blue and hold it in front of the camera, after which they pick other colours. If you want to make the game more complicated, you can add a rule saying the left hand has to hold something blue, right hand something green, left foot something yellow and right foot something red, for instance. The photo you see on the next page was taken during this warm-up exercise.

Name that sound

Everyone turns off their webcam, the facilitator calls out someone's name and asks them to imitate a sound, and the others guess what it was.

Charades

Two people pick out a movie, book, TV show or song (over private chat) for each other to act out in front of the camera; everyone else has to guess the title.

Animal Speed

Each participant picks an animal. Everybody has one minute to draw their animal on paper. The drawings are held in front of the camera, and the best one is chosen. In the next rounds, the time is reduced to 30 seconds, then 20 and finally 10.

Pantomime Transformation

This game involves transforming something and passed on by pantomime. A symbolic object is pantomimed, which is then passed around in the group and further transformed. For example, one person forms a flower with gestures and passes it on; another person makes a balloon out of it, and the next one a heavy box etc. The participant accepts what they get, and then transforms it.

Who is the leader?

One person is sent into a breakout room for 2 minutes. The others agree on which person will lead the actions or movements and be the "leader". Everyone else mimics these movements. Everyone starts moving and the person from the breakout room comes back and guesses who the "leader" is.

(Some examples are our own and some have been taken from <https://www.mural.co/blog/online-warm-ups-energizers>)

“Touch something blue” in full swing!



7.5. Icebreakers

It is very important to get to know each other in order to create an atmosphere of trust, especially in an online seminar. Depending on the group size, introduction rounds can be done in one large group or in a speed-dating fashion with rapid question-answer sessions in small groups in breakout rooms. It is also nice to learn a little bit about the participants' backgrounds, e.g. through the following activities.

Things about things

Show the others an item that is important to you right now and briefly explain why.

Team Tour

Each person has 1 minute to give a tour of the place where they're currently located using their webcam.

Guess the object

The participants have to send a personal message to the moderator telling them which items they like and use a lot. The moderator then names one item and everyone has to guess who it belongs to.

Everyone who...

Everybody has to turn off their webcam for this game. The team lead or even the participants then say "Everyone who..." followed by a random fact. For example: Everyone who is going to Africa, everyone who speaks Spanish, everyone who had coffee this morning, everyone who has siblings, everyone who loves to swim, etc. Everyone to whom the statement applies turns on their webcam.

Some icebreaker questions could be:

- If you could be an animal for a day, which one would you want to be and why?
- What do you dream about?
- What do you like most about the city in which you live?
- Describe a special moment you had last week.
- Which is the latest book/TV series/film you have read/watched that you would recommend to us?
- If you had a superpower, what would it be?
- What are you really good at?
- What food do you absolutely hate?
- What's your biggest fear?
- What do you like to do most in your free time?
- Who in this world has made the most impression on you?
- If you could be a spice, which one would you be? What flavour do you bring to the group soup?
- What do you always take with you when you travel?
- What fact about you surprises people when you tell them?
- Who is the one person you'd like to gift a rose to?

7.6. Active Listening

In the case of longer seminars, active listening can be a valuable exercise. This involves 2 participants (or 3 if there is an odd number of participants) in a breakout room for 10 minutes each morning, for example. Each person has 5 minutes to listen and 5 minutes to talk.

The aims of active listening are as follows:

- Participants come to the seminar room
- They reflect on how they are feeling
- They practice listening without judging, and try to make themselves aware of how much they tend to mentally judge people.
- Trust builds in the group when participants interact with each other on a more personal level.

A guide on active listening

The goal of this exercise is to:

(For the person telling the story:)

- sense how you are feeling right now
- be present
- leave your everyday life behind and concentrate on the seminar.
- If you don't want to say anything, you can stay silent.
- it doesn't have to make sense to the person listening, only to you. You don't have to explain yourself.

The goal of this exercise is to:

(For the listener:)

- simply listen – easier said than done.
- not judge or give advice.

- If you realise that you're judging, acknowledge the voices in your head, and then come back and continue listening to the speaker.
- Be aware how ready we are to judge others.
- You don't have to try to help the speaker, just give them space and listen to them.
- If you want to respond to their thoughts, ask them at another time in the seminar if they would like to talk to you as well.

Everybody is always in pairs in the breakout room. Each person has 5 minutes to listen and 5 minutes to talk. The two of you decide who starts, and switch after 5 minutes. You don't have to talk about the seminar. In fact, ask each other more personal questions such as:

- What would you like to share with me right now?
- What gives you joy in life?
- What motivates you?
- Why are you here today?

**Open your eyes, ears, spirit and heart.
Most importantly, have fun!**



7.7. Team Building

Active listening is one way for participants to get to know each other. This section outlines some more team building activities. Did you know you can also go on a picnic online? The [Virtual Migration Museum](#) is one such option. Another good platform is [gather town](#), which allows simulation of virtual rooms in which participants (represented by their avatar) can hang out.

They can also participate in virtual [escape rooms](#) as team-building activities. In our experience, participants have more fun in the seminar if they can get to know each other a little beforehand.

You can also organise a pub quiz online as follows:

- All participants are in one main room.
- The quiz teams are simultaneously in their own virtual rooms, i.e. their “tables”, where they can discuss the questions.
- In the main room, the quizmaster either reads out questions or shows them on slides.
- The participants mute themselves alternately in the main room and in the small group room.
- No googling!
- Points are awarded for the correct answer, and the winning team is declared at the end.

Shape Up

In this game, everybody has a rope in their hand. With their eyes closed, they must form a shape with the rope according to the directions given by another person. All participants should be seen in gallery view, and set to more or less the same size. Name a shape (triangle, square, letter, ...). A leader is appointed, who gives directions on how each person should move and hold their arms so that the shape is shown in the leader’s gallery view. The leader then takes a screenshot with all the participants and their shapes. The difficulty level can be increased with each round.

Follow the leader

One exercise that many are familiar with from seminars and that also translates well into the virtual space is the mirror exercise or “Follow the leader”. Everyone has their camera on and audio off. Participants are divided into pairs. Pairs can be sent to breakout rooms. Then, they decide who is A and who is B. A has to lead B around B’s room with their finger. A can bring B close to the screen or lead them away, up, down, to the side, over obstacles, etc. Questions to reflect on following the game can be about different topics – e.g., when do I feel comfortable and safe, what do I need from the other person, etc. Here are a few other questions to think about:

- How does it feel to follow?
- How does it feel to lead?
- What is it like to be able to see only a section of the room in question through the screen?
- What happens in the unknown?

7.8. Team meetings

Apart from creating team rooms for organisational purposes using Padlet, for example, we can also create team rooms for discussing emotions using Mural.

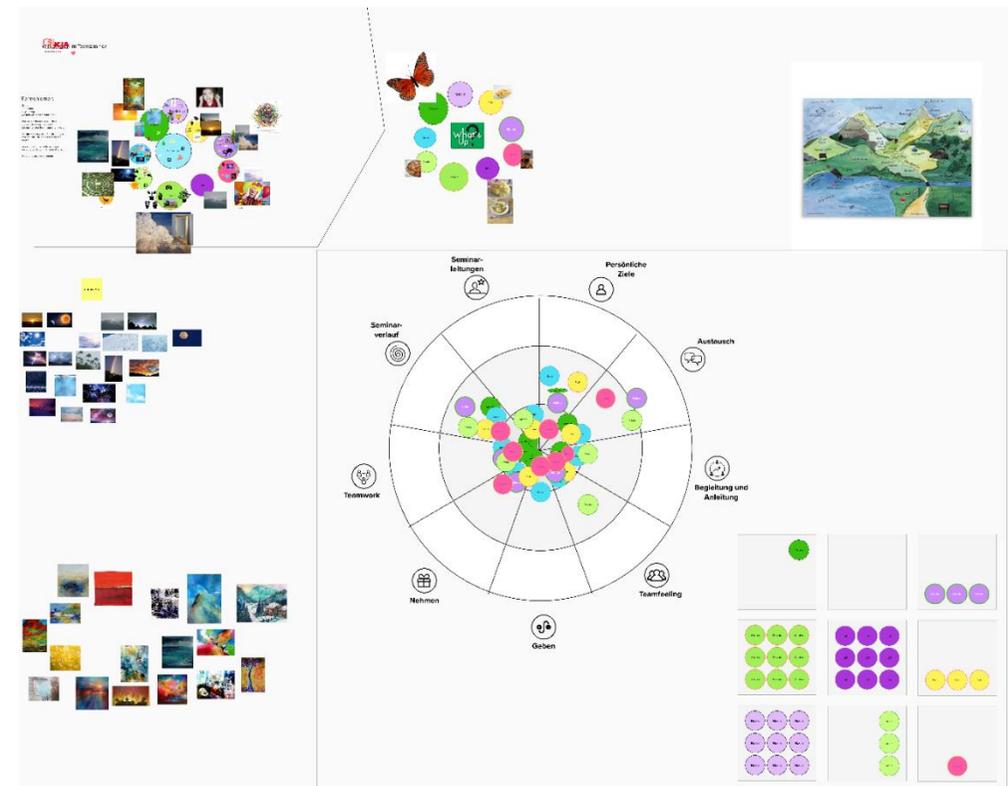
On the right side of this page, you can see an example of such a team room. In the upper left corner is the round table, where all team members can set up their space with things they want to discuss. These can then be presented to each other.

The coordinator can also prepare mood evaluations, for example with abstract art or pictures of the sun, cloud, rain, etc. to depict different moods. The participants then copy the picture that currently reflects their mood to their spot. Alternatively, questions can be asked such as: Which food represents your current mood? What kind of drink would you like to have now and why? The facilitators can look for a picture that represents their answer. Following this, they go in a circle and present their pictures and moods. It can be nice to end each seminar day with a routine like this one with all participants together in the same room.

Participants can also evaluate the seminar in a virtual team room using the disc of goals (in the middle of the picture to the right) and its various categories.

These methods can also be used with other groups such as reflective groups.

Virtual team room on Mural



Contact

I believe the greatest gift I can conceive of having from anyone is to be seen by them, heard by them, to be understood and touched by them. The greatest gift I can give is to see, hear, understand and to touch another person. When this is done I feel contact has been made.

Virginia Satir



8. Engaging All the Senses

With online interactions, it is usually the sense of sight that is most engaged. This naturally gets exhausting over time. That's why we recommend bringing the other senses into play as well.

When working on your seminar tasks, remember that we can all engage our other senses too, for example: touch, taste and smell.

Here are some questions that could help you do this:

- How can I use this sense? (During breaks, warm-ups, assignments)
- How can I help reinvigorate participants who need energy to continue the seminar?
- How can this help participants reflect on their emotions and feel closer to themselves?
- What are we dealing with right now? Is it a topic that is very important to us or not?

Engage all the senses at the seminar



- Ask riddles describing what something feels like, and the others have to guess
- Participants take others around the room by describing the surfaces and what everything feels like (without cameras)
- Meditation guide and self-massage to relax tense muscles

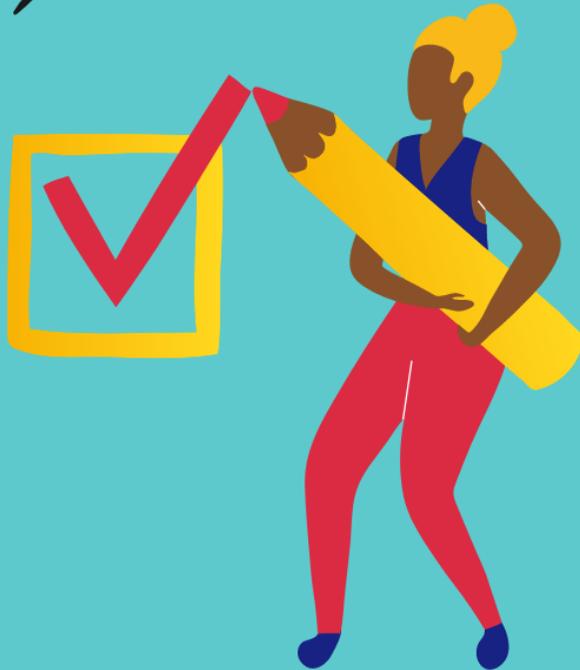


- Description of dream trips
- Audiobooks introducing specific topics
- Listening exercises to build trust (team building)



- Individuals describe how their lunch tastes
- Riddles where a specific taste is described, and the others have to guess what was/is being eaten

*Organisational
preparation*



9. Organisational Preparation

9.1. Schedule and assignment distribution

As with every seminar, it's a good idea to make a schedule with assignment distribution when preparing for online seminars too. The larger the seminar and the more people are involved in the preparation, the more important a schedule becomes. This also makes it possible to always check whether anything important has been missed.

Here's an example of a schedule:

Time	Assignment	Person in charge
6-2 weeks prior	Work on programme contents	
4 weeks prior	Send Save the Date to participants	
2-3 weeks prior	Write to the team to fix a date for the preparation day	
2 weeks prior	Generate accesses to seminar platform	
1.5 weeks prior	Figure out the technical & technological equipment (incl. seminar mobile phone)	
1 week prior	Preparation day with team	
1 week prior	Modify programme for team and participants	
1 week prior	Final touches on seminar contents	
1 week prior	Send participants an email with the exact timetable, access rights to virtual platforms, and seminar mobile number	

3 days prior	Upload material needed for the seminar to the cloud (programme, sessions, list of links)	
1 date prior	Check access links and if needed, save/delete contents from previous seminars	
2 hours prior	Open the virtual seminar room and set it up, save or open all necessary lists and documents on the desktop/online, print out timetable and programme if needed, set up own workspace, keep snacks and drinks ready	
Last seminar day	Ensure that all attendance lists and other documents are complete and save them, save material for later seminar documentation	
Last seminar day	Send a thank-you email to the volunteer facilitators	
1-3 days after	Compile seminar documentation and send it to the participants	

9.2. Required hardware

Test what hardware is needed and whether it works properly well before the seminar. A facilitator speaking into a crackling mic is irritating for everybody!

9.2.1. Computer/laptop and monitor

From our experience it is very practical to work on two screens, for example with a laptop and an external monitor. For example, you can see the participants on the laptop and have space on the second screen to open a presentation and the seminar schedule or to take notes.

9.2.2. Headset and camera

The seminar facilitator's audio and video quality has to be very good. They should check beforehand if they are properly audible. If the built-in webcam and mic are not good enough, an external headset and camera should be connected. It should then be ensured that these are recognised by the platform as the output and input devices respectively.

Good lighting is important for the seminar facilitator to hold everyone's attention better and be easily recognisable for the participants!

9.2.3. Pen and paper

It might sound banal, but it's always a good idea for the facilitator to take quick notes or write down keywords for feedback during a discussion.

9.2.4. Seminar phone

In order to be reachable for the participants in case of technical difficulties or other questions, a seminar mobile phone is recommended. This number should be shared with the participants in advance.



9.3. Care package

To create a sense of connection despite the distance, the seminar coordinator can send participants a care package for the seminar in advance. This can include content and learning materials, but also a welcome letter and some food.

Here's an example of a care package:

- 1 bar of vegan chocolate
- 1 tea sachet – the teas can have a nice name or you can send different varieties and then divide the group into teams by the tea they received (hibiscus = group 1, peppermint = group 2 etc.)
- 1 red, 1 yellow and 1 green moderation card – these can be used for voting or indicating their mood
- 1 flower bulb or seeds, so that the participants can end the seminar on a pleasant note by sowing the seeds or planting them to symbolise that what they want to grow in themselves will bloom.
- 1 nice notebook and 1 pen
- 1 tealight – the participants can light their tealight together to signify what they wish for the group

- One packet of Ahoj-Bräuse powder (for example) – Stick a label on it that says "Courage". The participants can take it with them on their volunteer programme on their first seminar
- A welcome letter, perhaps with a photo of the team too

Vegan snacks take into account many intolerances, religions and, of course, vegans!



Can't work on an empty stomach!





The various roles in a team



10. The Various Roles in a Team

It's always good to lead an online seminar with multiple other teammates. If one facilitator has technical difficulties (which happens in our experience), the second person can step in. In addition, it is extremely challenging to present a topic online and at the same time to keep an eye on whether all participants are following or to help them log in to the seminar. Therefore, we have defined three roles that a seminar team should ideally have. If there are two seminar facilitators, the role of the moderator and technical assistant are taken on by one person.



10.1. Facilitator

The facilitator decides the topic of the session and is responsible for the content. They are the one who conduct a short presentation or leads group exercises. They have a general overview of the session and addresses the topic decided upon. They provide the moderator with materials and the schedule of the session beforehand.

10.2. Moderator

The moderator works on the seminar process. They make sure that participants log in and read the chat. They notify the content creator if there are questions or doubts. They can also keep a list of speakers and write them down in the chat if there are a lot of speakers.



The moderator can also help the content creator visually demonstrate their contents by sharing their screen or uploading the presentation, for example. The advantage of having a moderator is that the presenter can see all the participants and does not have to worry about these technical and technological aspects.

The moderator also sets up the breakout rooms and can assess whether the group needs a break. They also take screenshots of whiteboards and other platforms containing content created during the seminar in order to document it.

10.3. Technical assistant

There is one more role – the technical assistant. They are responsible for ensuring that all participants can take part in the seminar. This means that at the beginning of the day, they have to do a tech check with all participants. During the seminar, they are the one that help out when participants face technical difficulties. They check the audio and video with the participants. They keep an eye on the seminar mobile phone and e-mail inbox, and are therefore also available for participants who are not in the seminar. They also have the list of participants with their contact details, and can contact them by phone if they do not show up at the seminar or keep getting disconnected from the seminar tool.



10.4. Team discussions

The seminar team should discuss in advance who will take up which role and when. This is because the roles can rotate and the moderator and presenter can take turns. It is advisable to add an extra column to the seminar schedule for this purpose and to note the distribution of roles. Of course, the presenter can also specify when they want to share their screen, for instance.

In our experience, it is advisable for the organisers to be able to chat alongside the seminar - either via a private chat built into the seminar tool or an external one. However, it doesn't hurt to make arrangements briefly in front of the participants either. The key word here, however, is "briefly". Long discussions about how best to proceed should be avoided – just like in in-person seminars. Instead, the team can announce a short break, during which they can clarify the procedure.

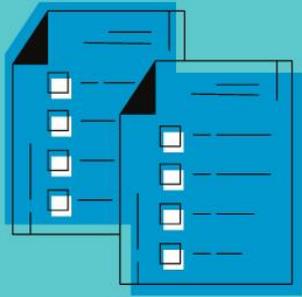
We have found it very helpful to put the entire seminar schedule on Padlet, especially with larger teams and longer seminars. The names of the persons in charge can be entered, all links gathered and important announcements noted on Padlet.

11. Session Structure

In our experience, the attention span is shorter in the virtual space than in the physical. In our experience, breaks should be taken every 45-60 minutes. A short break after 45 minutes, and a longer one after 90 minutes at the latest.

It is also important to keep in mind that it is highly demanding to follow 45 minutes of only input. It therefore helps to have a variety of methods to actively involve the participants and to engage all the senses.

You can offer participants visual materials (chapter 5), let them say or write something themselves, combine online and offline work and make them do warm-up exercises (chapter 7.4 and 19.3)!



Types of seminar programmes



12. Types of Seminar Programmes

ICJA has a number of different seminar formats. Our seminars cater to participants who are planning on volunteering abroad as well as international volunteers in Germany. We also have a special programme for refugees volunteering with SAWA in Berlin. In addition, the GLOBE project offers workshops on global learning topics at vocational schools. We also conduct team training for volunteers. This section outlines some of our seminar formats, which we have also implemented online.

12.1. Pre-departure seminar

Participants prepare for their programme abroad by attending pre-departure seminars. The in-person seminar is usually 10 days long. We conducted two-day regional sessions, and sent participants letters with assignments for preparing for their pre-departure seminar. This was followed by a 7-day online seminar. The seminar schedule is also included here.

12.2. Facilitator training

In order to provide the returned volunteers and other interested parties with facilitator training even during the coronavirus pandemic, we offer this seminar online too, with a special focus on facilitating online seminars.

12.3. Volunteer skill exchange

As a result of online seminars and the lockdowns, participants, and even the volunteers at ICJA – miss out on a lot of in-person interaction. The volunteer skill exchange was a format where volunteers could offer to share skills with other volunteers.



Sample programme for an online pre-departure seminar

		Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	
09:15 - 09:45	Preparation	S	S	S	S	Free	S	S	
09:45 - 10:00		Tech check	Tech check	Tech check	Tech check		Tech check	Tech check	
10:00-10:15		Welcome address	Greeting & active listening	Greeting & active listening	Greeting & active listening		Greeting & active listening	Greeting & active listening	Greeting & active listening
10:15-10:30			Warm-ups & morning rounds	Warm-ups & morning rounds	Warm-ups & morning rounds		Warm-ups & morning rounds	Warm-ups & morning rounds	Warm-ups & morning rounds
10:30-11:30		Icebreakers + 1st active listening	Values, stereotypes & prejudices	Gender (+ empowerment)	Colonial continuities (+ empowerment)	13:30 Team 13:45 Technik Check	Options for action	Pre-departure seminar and now?	
11:30-11:45		Break	Break	Break	Break	Break	Break	Break	
11:45-12:45		Team building	Privileges & discrimination	Gender (+ empowerment)	Colonial continuities (+ empowerment)	14:00 Greeting, active listening, midday rounds	Challenges during the volunteer programme	Pre-departure seminar and now?	
12:45 - 14:45		Lunch	Lunch	Lunch	Lunch	Film "The Social Dilemma"	Lunch	Lunch	
14:45-15:00		Warm-up exercises	Warm-up exercises	Warm-up exercises	Warm-up exercises	Warm-up exercises	Warm-up exercises	Warm-up exercises	
15:00 - 16:00		Reflective group and identity	Reflective walk	Prevention of sexual violence	Reflective walk	Film "The Social Dilemma" + discussion	Challenges during the volunteer programme	Last questions and feedback	
16:00-16:15			Break	Break	Break	Break	Break	Break	
16:15-17:00		Reflective groups	Reflective groups	Reflective groups	Reflective groups	Reflective groups	Reflective groups	Final active listening session + farewell	
17:00-17:45		Team meeting	Team meeting	Team meeting	Team meeting	Team meeting	Team meeting	Team meeting	
17:45-19:30		Free	Free	Options	Free	Free	Break	Dream trip/ Letter to yourself	Free
19:30-20:00				Werewolf/mafia (game), film, games			Friends, family, love and relationships around the world (+empowerment)		

Legend	Reflective group (approx. 5-6 participants)	Everyone	Division by method	Tech check and breaks, optional sessions/games	Team time: Team meeting, time for briefings	Announcements + warm-ups	Red = individual assignments in small groups
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Sample programme for an online facilitator training session

	Day 1	Day 2	Day 3
14:15-14:45	Meeting with team	Meeting with team	Meeting with team
14:45-15:00	Tech check with all participants	Tech check with all participants	Tech check with all participants
15:00-15:15	Greeting & warm-ups	Greeting & warm-ups	Greeting & warm-ups
15:15-15:45	Expectations and presentation of programme + seminar rules	Global learning in educational work (part 1)	Presentation of online tools / methods used
15:45-16:15	Icebreakers		
16:15-16:30	Break	Break	Break
16:30-17:15	Me as a facilitator	Online seminar tools and seminar methods, ICJA seminar platforms and virtual interactions: Challenges, tips and tricks for online seminars	Evaluation of practical session
17:15-18:00	The ABCs of facilitating a seminar: Introduction to ICJA + How to register	Explanation of and preparation time for the practical session	Global learning in educational work - Roundtable Diversity and discrimination and topics addressed by ICJA (racism and gender), or global learning in educational work
18:00-18:15	Final round	Final round	Final round
19:30-		Volunteers interact with each other	

Sample programme for online skill sharing by volunteers

	Day 1	Day 2	Day 3
14:15-14:45	Meeting with the team of the day	Meeting with the team of the day	Meeting with the team of the day
14:45-15:00	Tech check with all participants	Tech check with all participants	Tech check with all participants
15:00-15:15	Greeting & warm-ups	Greeting & warm-ups	Greeting & warm-ups
15:15-15:30	Programme of the day is pitched	Programme of the day is pitched	Programme of the day is pitched
15:30-16:30	Icebreakers and introduction to online moderation	Talking about the financial market I	Violence against women – To speak up or to stay silent?
16:30-16:45	Break	Break	Break
16:45-17:45	ZINE - Designing mini flyers, discussing political youth culture	Talking about the financial market II	Group phases - explored through dance with the 5 rhythms
17:45-18:00	Conclusion	Conclusion	Conclusion
19:30-	Optional get-together	Optional get-together	Optional get-together

13. Sample Session on the Topic of Gender

This chapter consists of a seminar session that we conducted at our online pre-departure seminar on gender. This example shows how a session can be prepared and then conducted online.

SESSION: Gender and sexism		Duration: 120 min
Goal(s)	<ul style="list-style-type: none"> - To reflect on one’s own gender as well as gender as a social construct, assigned gender roles (sexism) and heteronormativity - To exchange views on this with others and learn from them - To raise awareness of other (“cultural”, socially constructed) gender attitudes and behaviours. - To create awareness of sexism 	 Traffic light system (Mark in bold) Content Easy Moderate Complex Teaching the subject Easy Moderate Complex Comments
Content	<ul style="list-style-type: none"> - Sex and gender (/gender identities), sexual orientation - Queer-related terms and definitions - Sexism and heteronormativity - Feminism 	
Method recommendation/process flow	<ul style="list-style-type: none"> - Getting started with a quiz - Present the gender unicorn - Exchanging gender biographies - Quiz on gender equity - Small group assignment - Options for action 	
Material	<ul style="list-style-type: none"> - Kahoot quiz - Present the gender unicorn - Quiz on gender equity - Video: TBA 	

STEP 1: Getting started with a quiz			
Duration:	Interim goals	Content	Method
20 min	<ul style="list-style-type: none"> - Introduction to topic - Revision of the terms 	<ul style="list-style-type: none"> - Gender identities, sexual orientations, etc. 	<ul style="list-style-type: none"> - Lightning round - Kahoot quiz - Plenary
Detailed description of step 1			
10 min	<p>Participants are requested to go back to the preparatory letter. Afterwards, a short lightning round (1 word per person!) is played with things they took away from the preparatory letter. The lightning round should be kept short and sweet, just 1 minute long!</p> <p>Participants then work individually to take the Kahoot quiz on the various terms from the awareness glossaries and gender equity: Glossary of terms related to gender identities & sexual orientations Glossary on Gender Identity and Sexual Orientation HRC online glossary Disability inclusion glossary</p>		
10 min	<p>At the end, questions and doubts on the terms are clarified in the plenary.</p>		
<p>PLEASE NOTE: It is totally okay if facilitators are unsure of certain terms. It is important to be transparent here and look them up in the glossary together with the volunteers.</p>			

STEP 2: Gender constructs			
Duration:	Interim goals	Content	Method
30 min	<ul style="list-style-type: none"> - To be aware that the socially constructed gender binary (man/woman), and gender roles, and heterosexuality do not represent reality - To reflect on one's own gender biography 	<ul style="list-style-type: none"> - The Gender Unicorn - Society as structured in a sexist and heteronormative way - Gender as a social construct 	<ul style="list-style-type: none"> - Presenting information - Discussions in pairs - Plenary
Detailed description of step 2			
10 min	<p>Gender Unicorn: https://transstudent.org/gender/</p>		
20 min	<p>Discussions in pairs on assignment 2 outlined in the preparatory letter (gender biography) (approx. 15 min)</p> <ul style="list-style-type: none"> - What did you learn from the assignment? What surprised you? - Tell us which five points you noted down in the preparatory notebook? Compare these points! - How did you find the text Sex Segregation in Volunteer Work by Thomas Rotolo and John Wilson? Which points were relatable, and which ones were not? <p>Feedback in the plenary (approx. 5 min)</p> <ul style="list-style-type: none"> - How was the discussion in pairs? - What similarities and differences did you come across? - What does this have to do with your volunteer programme? 		
<p>PLEASE NOTE: Please inform participants that the information they share should be treated with sensitivity and they should only share it with those whom they feel comfortable with.</p>			

STEP 3: Sexism			
Duration:	Interim goals	Content	Method
40 min	- Discussion on gender-based discrimination	- Feminism - Sexualisation - Men + sexism	Kahoot quiz Small group assignment Plenary
Detailed description of step 3			
10 min	Kahoot quiz Individual assignment		
20 min	<p>Discussions in small groups</p> <ol style="list-style-type: none"> 1. Feminism Text: What Is Feminism, And Why Do So Many Women And Men Hate It? <ul style="list-style-type: none"> ○ Have you already thought about whether feminism is personally important to you? What do you understand by the term "feminism"? How would you define feminism if you had to define it yourself? ○ Do you think the arguments made by Kathy Caprino are reasonable? Which points did you agree with and which ones did you disagree with? How does your definition of feminism differ from the definition in the text? ○ Write down the classic arguments against feminism that are mentioned in the text. Have you experienced people arguing against feminism? If yes, how did you respond? If you have arguments against feminism, did you see any of them in the text? 2. Sexualisation and sexism Video: https://www.youtube.com/watch?v=uOpvALcxndM <ul style="list-style-type: none"> ○ How is sexism defined in the video? ○ How is sexism seen in everyday life? ○ What is the difference between sexism and sexualisation? ○ Who can be affected by sexism? Who can be affected by sexualisation? 3. Men and sexism https://www.youtube.com/watch?v=dScuFnO8N6A <ul style="list-style-type: none"> ○ How do the men respond to sexism? ○ What lies beneath structural sexism (on an individual, cultural, institutional level)? How can you relate this to the statements made in the video? ○ What can men do to respond to sexism? 		

10 min	Introduction and analysis in the plenary (approx. 5 min)
PLEASE NOTE:	

STEP 4: Options for action			
Duration:	Interim goals	Content	Method
25 min	<ul style="list-style-type: none"> - Work on options for action - Incorporating the lessons learnt into the volunteer programme 	Options for action Summary of the session	To-do list Plenary
Detailed description of step 2			
20 min	<p>Assignment (approx. 10 min) Open your notebook and take a look at the results from assignment 3: (Think of 10 points that you will take with you on your volunteer service: What are my concrete plans for my volunteer service and how will I be able to implement them?) Select the three most important points from your list and put them in the Mural. You can then take a look at each other's points together.</p> <p>Feedback questions (approx. 10 min):</p> <ul style="list-style-type: none"> - Do you have question on any of the points? - Do you see any points there that you did not think of? - What surprised you? - Which points have you shared, and which have you not? - Are there any points that you'd like to take down in your list? <p>If there's still time (approx. 5 min):</p> <p>Each participant prepares a specific task for themselves that they wish to implement during their volunteership. Apply the SMART method:</p>		



<p>5 min</p>	<p>Question to everyone: In your opinion, what does this session have to do with your volunteer programme? Compile your answers in brief.</p> <p>Possible inputs from the team:</p> <ul style="list-style-type: none"> - Maybe it's the first time you have discussed gender identities. This session is a prompt/invitation from us to address the subject more. - We also encourage you to be aware of this subject in your host country. Gender constructs and resulting attributions vary from society to society. Gender behaviour and treatment of queer people and homosexuality are dealt with differently in each society. This means that you will most likely encounter different attributions and expectations towards your supposed gender. You will feel a gender-based allocation of role and analyse it (i.e. interpret it through your own socialised context). This interpretation won't necessary hold true in your host country! - Volunteers often write in their reports about the "poor" treatment of women or queer people in their host country. However, it is important to look behind the scenes in the host country. How has this country historically treated gender relations? For instance, did you know that Indian recognised a third gender for millenia? It was only during the British colonial rule that the Western binary gender model was imposed as part of British legislation. The third gender has now been recognised again in India since 2009. - This aim of this session is to be curious and critical: How are gender roles historically treated in my host country? Do we to understand why gender expressions are they way we perceive them to be (history, current political-economic conditions of the country, etc.) rather than dismissing them as simply cultural? What is the current legal status? For instance, is homosexuality criminalised and prosecuted? It is especially important for participants who are homosexual to learn about the legal status of homosexuality in their host country beforehand. Are there any local movements there against sexism, homophobia and transphobia?
<p>IMPORTANT: Take a look at step 2 of the previous assignment (smart method, designing a concrete assignment) according to the mood and previous discussion. Do this at your discretion, if you think it's relevant (and there's time) and everybody is in the mood for it. Else, you can skip it. ☺</p> <p>Please note: It is possible that there will be queer persons in the session!</p>	

14. Sample Session on the Financial Market

Here's another description of a session of the financial market, which was first held as part of the project "GLOBE".

The workshop was 2 hours long. The units and questions addressed are illustrated on the right. The workshop started with an introduction to the financial market with the help of a PowerPoint presentation.

A business simulation game was played in the second part of the workshop. As part of the game, participants had to guess answers to questions about the financial market on a Padlet and win money in the process (see left Padlet on the next page; in German). Participants also assumed various roles (banker, businessperson, etc.) and traded with one another. With the help of a random number generator presented via Soscisurvey, some participants won and some lost (see right Padlet; in German).

The workshop showed us that PowerPoint, Soscisurvey and Padlet allow for a challenging business simulation game even online. However, it is very difficult to participate in such a business game online in a foreign language.

Workshop: Financial market

Programm and Questions for today
What is the financial market?
Why do we need the financial market?
-Break-
How has the financial market evolved?
Does the financial market still fulfil its original purpose?

A business simulation game played on Padlets.

Game 1: Competing in the financial market (left); Game 2: Where will you invest your bank assets? (right)

padlet
@alisonschultz2 @ 3Mt.

Wetten am Finanzmarkt: Macht so viel Geld wie möglich!

Schreibt eure Schätzung als Kommentar: Erinnerung: 1 Billion = 1000 Milliarden = 1000000 Millionen

Reale Produktion versus spekulativer Finanzmarkt

Reale Produktion 2016
(Globales Bruttoinlandsprodukt):
75,5 Billionen US-Dollar

Wert der Spekulation 2016
(Derivatebestand): ??? US-Dollar

7 comments

- Anonym 3Mt. Alessa: 800 Billionen
- Anonym 3Mt. Theresa: 755 Billionen US-Dollar
- Anonym 3Mt. Xalteva: 900 Billionen
- Anonym 3Mt. sofia: 650 Billionen
- Anonym 3Mt. Adriana: 800 Billionen
- Anonym 3Mt. Frank: 100 Billionen US
- Anonym 3Mt. Fine: 770 Billionen

Aktienhandel

Wert des Handels aller Aktien im Jahr
1980: 300 Milliarden US-Dollar
2018: ??? US-Dollar

8 comments

- Anonym 3Mt. Fine: 500 Milliarden US-Dollar
- Anonym 3Mt. sofia: 400 Milliarden US-Dollar
- Anonym 3Mt. Theresa: 1 Billionen US-Dollar
- Anonym 3Mt. Alessa: 4 Billionen
- Anonym 3Mt. 1200 Milliarden US Dollar
- Anonym 3Mt. *Adriana (1200)
- Anonym 3Mt. Xalteva: 10 Billionen
- Anonym 3Mt. Frank: 700 Milliarden

Durchschnittliche Haltedauer von Aktien

(Wie lange besitzt ein*e Käufer*in eine Aktie im Durchschnitt?)
1980: 10 Jahre
2018: ??? US-Dollar

7 comments

- Anonym 3Mt. 3
- Anonym 3Mt. 3-Adriana
- Anonym 3Mt. Fine: 9 Jahre
- Anonym 3Mt. Theresa: 0,5 Stunden
- Anonym 3Mt. Alessa: 1 Tag
- Anonym 3Mt. Xalteva: 1 Monat
- Anonym 3Mt. sofia: 5 Jahre

Spekulation

Handel mit Finanzderivaten pro Tag
1993: 900 Milliarden US-Dollar
2016: ??? US-Dollar

7 comments

- Anonym 3Mt. Fine: 13 000 Milliarden
- Anonym 3Mt. Theresa: 900 Billionen US-Dollar
- Anonym 3Mt. Alessa: 786 Billionen
- Anonym 3Mt. Xalteva: 900 Billionen
- Anonym 3Mt. Adriana: 900 B
- Anonym 3Mt. Frank: 100
- Anonym 3Mt. sofia: 10 000 Billionen

Von institutionellen Investoren verwaltetes Vermögen

1980: 2,96 Billionen US-Dollar
2018: ??? US-Dollar

6 comments

- Anonym 3Mt. Fine: 5 Billion US Dollar
- Anonym 3Mt. Theresa: 2 Billionen
- Anonym 3Mt. Alessa: 4 Billionen
- Anonym 3Mt. Adriana: 3 B
- Anonym 3Mt. Xalteva: 900 Billionen
- Anonym 3Mt. sofia: 5 Billionen

Staatskosten wegen krimineller Finanzgeschäfte

(nur ein Beispiel)
Kosten für deutsche Steuerzahler*innen aus Cum-Ex und Cum-Cum-Geschäften: ??? €
Zum Vergleich:
Ausgaben des Bundes für Geflüchtete 2016: 13,94 Milliarden €

5 comments

- Anonym 3Mt. Fine: 50,00 Milliarden Euro
- Anonym 3Mt. Alessa: 167 Milliarden
- Anonym 3Mt. Theresa: 75 Milliarden
- Anonym 3Mt. Xalteva: 3 Billionen
- Anonym 3Mt. sofia: 200 Milliarden

Finanzkrisen 1970-2007

Bankenkrisen
Anzahl weltweit: ???

Währungskrisen
Anzahl weltweit: ???

Staatsverschuldungskrisen
Anzahl weltweit: ???

7 comments

- Anonym 3Mt. 10
- Anonym 3Mt. 10, 3, 5-Adriana
- Anonym 3Mt. Alessa: 7, 20, 33
- Anonym 3Mt. Theresa: 20,30,10
- Anonym 3Mt. Fine: 20, 5, 40
- Anonym 3Mt. sofia: 8, 20,10
- Anonym 3Mt. Xalteva: Bankenkrisen (100), Währungskrisen (5), Staatsverschuldungskrisen (200)

padlet
@alisonschultz2 @ 3Mt.

Wo möchtet ihr euer Bankvermögen anlegen?

Ihr könnt nur eine Option wählen und müsst euer ganzes Vermögen in diese stecken. Jede Anlage kann nur von einer Bank getätigt werden.

Währungsspekulation

Aus geheimen Quellen hast du mitbekommen, dass der japanische Yen gegenüber dem Euro wahrscheinlich in den kommenden Tagen steigen wird. Wenn du magst, kannst du deine Euros heute in Yen umtauschen (Kurs: 100 Yen für 1 Euro) und die Yen nächste Woche wieder in Euro zurücktauschen. Wenn der Yen wirklich im Wert steigt, bekommst du dann mehr Euro zurück, als du heute besitzt.

1 Kommentar

- Anonym 3Mt. Theresa (Commerzbank): 29,5 Millionen

Manipulation des Getreidemarktes

Du hast gehört, dass in Australien die Getreideernte dieses Jahr sehr mager ausfällt. Wenn magst und mindestens 20 Millionen Euro besitzt, kannst du an der Getreidebörse in Chicago 80 Millionen Tonnen Weizen (oder mehr, wenn du noch mehr Geld investieren willst) ordern. Dadurch wird das Weizenangebot knapper und der Preis steigt, zumal auch die Australier weniger Weizen exportieren können. Nächste Woche kannst du die 80 Millionen Tonnen Weizen dann – sofern deine Kalkulation aufgeht – zum höheren Preis weiterverkaufen.

1 Kommentar

- Anonym 3Mt. 20 millionen

Leerkauf griechischer Staatsanleihen

Deine engste Beraterin ist überzeugt davon, dass griechische Staatsanleihen in der kommenden Woche günstiger werden. Wenn du willst, kannst du eine Abmachung zum Verkauf von griechischen Staatsanleihen für nächste Woche treffen. Du könntest ausmachen, eine von dir bestimmte Menge Staatsanleihen nächste Woche zum heutigen Preis von 50 Euro pro Anleihe abzugeben, obwohl du diese Staatsanleihen noch gar nicht besitzt. Wenn der Wert der Staatsanleihen wirklich fällt, kannst du die versprochenen Anleihen nächste Woche selbst zu einem niedrigeren Preis kaufen und dann zum vereinbarten Preis von 50 Euro weiterverkaufen

1 Kommentar

- Anonym 3Mt. Alessa und Frank: 17 Millionen

Wertpapiere verbrieften

Eine andere Bank hat massenhaft Hypothekenkredite an Hausbesitzer vergeben, welche diese Kredite wohl nicht zurückzahlen können. Die andere Bank macht das Angebot, dir diese Kredite sehr günstig zu verkaufen. Wenn du magst, kannst du die Kredite kaufen, sie verbrieften (als Wertpapier zusammenfassen) und weiterverkaufen. Mit etwas Glück werden diese verbrieften Papiere von einer Ratingagentur als sicher bewertet und du kannst einen guten Preis dafür verlangen. Du rechnest damit, dass der Preis des Weiterverkaufs doppelt so hoch sein wird wie der Preis des Kaufs.

1 Kommentar

Manipulation des Aktienkurses

Wenn du mindestens 20 Millionen Euro besitzt, kannst du diese (oder noch mehr Geld) in eine beliebige Firma investieren. Du kaufst also in großem Stil Aktien dieser Firma. Wegen deiner großen Nachfrage steigt der Kurs eben dieser Firma (die Aktien werden teurer), weil die Firmenaktie durch deine Handlung wie eine sehr beliebte Anlage wirkt. Nach der Kurssteigerung verkaufst du die Aktien wieder zum höheren Preis.

1 Kommentar

- Anonym 3Mt. Fine: 20 Millionen

Carry Trade

Dein Beratungsunternehmen hat herausgefunden, dass die Zinsen in Deutschland deutlich niedriger sind als in Argentinien. Du kannst deshalb in Deutschland bis nächste Woche einen beliebigen hohen Kredit aufnehmen (Zinsen: 5 Prozent) und das Geld ebenso bis nächste Woche in Argentinien verleihen, wo du dann höhere Zinsen (15 Prozent) kassieren kannst.



15. Digital (Queer) Empowerment

In our seminars, we try to offer our participants spaces for empowerment for our sessions on colonial continuities/racism for people affected by racism and on gender and friends, family, love and relationships for queer persons.

The aim of empowerment is to equip people who face discrimination with more resources, bolster their self-empowerment, and support them. In this section, we have briefly outlined our thoughts on and experiences with an online empowerment room for queer persons. Some of these thoughts can also apply to other target groups.

15.1. Basic principles

By the marginalised, for the marginalised

As far as possible, empowerment rooms should ideally be moderated by queer persons themselves.

Visibility

Furthermore, the empowerment space should be accessible without outing anybody, if possible. This can be done by randomly creating small groups and providing the link to the empowerment room separately. Participants can then decide themselves which room they want to enter. If the group is very small and there is only one other group apart from the empowerment room, for example, it should be announced that outing is possible due to the size of the group and individuals should only come if they are comfortable with it. In the sessions taking place in parallel with the empowerment room, do not

ask if everyone is there. Also, in reflection groups afterwards, it should not be mandatory for everybody to speak when questions about the sessions are asked.

Safe space

A safe space is not created by simply providing an additional link, but by making participants feel safe and comfortable. You can create a virtual safe space by designing it to look warm and welcoming, and explaining why the space exists, what the process will be, and that everything discussed there will stay within the group.

In our experience, it helps if the team facilitators also participate in this session and share their experiences, to a degree that they themselves are comfortable with, does not overwhelm the participants, but makes the commonalities of the realities of life palpable.

15.2. Possible session structure

- Introduction of the team facilitators
- Presentation of the important principles of the room, and the flow of the session
- A round with everybody telling the group their name, pronouns and photos as an invitation to the following open questions: "What concerns me about being queer?", "How or why am I here?", "Which image speaks to me and why?" Participants can decide which questions they want to answer. The photos were provided using a Padlet.

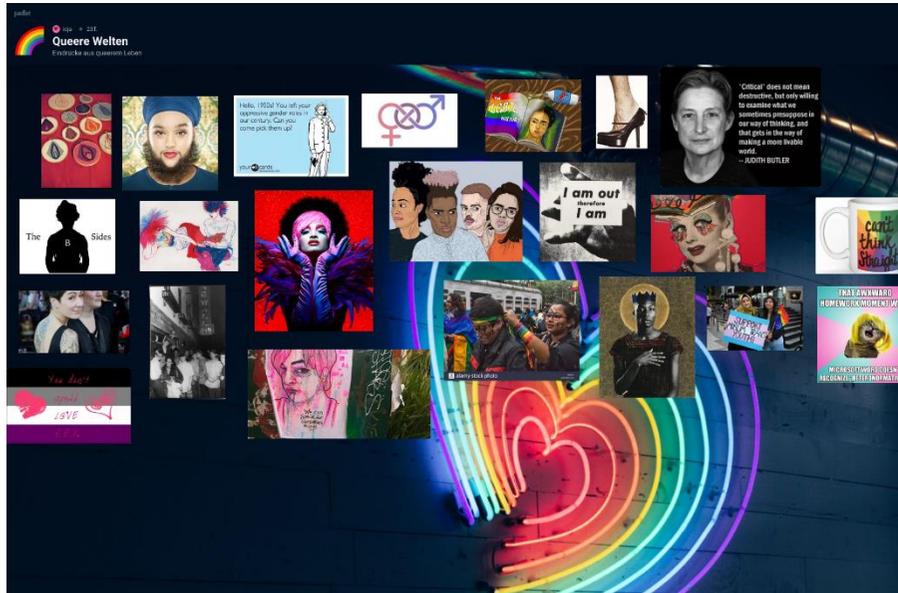


Photo wall of “Queer Worlds” as a conversation starter

- Discussion of the contents of the session on gender, with an additional brief chapter on queerness. For example, in the empowerment room we not only played the quiz on terminology and discussed terms, but also matched the Pride flags to their corresponding terms (e.g.: intersex, lesbian, asexual, etc.).



“Pride Flag Quiz”

- Discussion of questions, doubts and uncertainties about being queer and the legal and social status in the host country.

- Open space for queer-related issues that participants otherwise face in their lives.
- Provide information on contact and advice centres and contact persons.
- Gather information together on queer music, artists, films, good websites, etc.
- Listen to an empowering poem to conclude the session.

Here is an example of an empowering poem: "[Dear Straight People](#)" by Denice Frohman

A collection of material on queer-related topics on Padlet

The Padlet board 'Queere Power' features several content cards:

- Queere Musik-Empfehlungen:** Sookee - Pro Homo, Sookee - Queere Tiere, Tegan und Sara - Closer, King Princess - 1950, Angel-Ho - Juice, Janelle Monáe - I like that, Mavi Phonenix - Bullet in my heart, Mary Lambert - She keeps me warm, Orville Peck - Roses are falling, Sleater-Kinney - Modern Girl.
- Queere Filmempfehlungen:** Pose - Serie auf Netflix, Blau ist eine warme Farbe, Portrait einer jungen Frau in Flammen, Nicht Frau, nicht Mann! - Die ganze Doku | ARTE, Die Mitte der Welt (auch ein schönes Buch), Milk, Billy Elliot, Laurence Anyways, Carol.
- Queere Literatur:** "Queer - eine illustrierte Geschichte" von Meg-John Barker, Jules Scheele; "Schlampen mit Moral" von Janet Hardy und Dossie Easton (Thema Polyamorie); "The Whole Lesbian Sex Book" von Cleis Press; "Her Body and Other Parties: Stories" von Carmen Maria Machado; "On Earth We're Briefly Gorgeous" von Ocean Vuong; "The Argonauts" von Maggie; Zeitschrift "Missy Magazine".
- Andere queere Perlen:** Denice Frohman - "Dear Straight People" - YouTube; Der queere Sexshop "Other Nature" in Berlin; Buchläden "She said" und "Prinz Eisenherz" in Berlin; Das queere Lexikon: Startseite - Queer Lexikon (queer-lexikon.net); Orte in Berlin: Möbel Olfe, Schwuz, Silverfuture, aboutblank, Südblock, oya bar, Hamam der Schokofabrik.
- Ansprechpersonen für queere Themen beim ICJA:** Alessa: arhode@icja.de, Haivu: hdoan@icja.de.
- ILGA Map sexual orientation laws in the world:** A world map showing the legal status of LGBT rights across different countries.
- Queere Beratungsstellen:** A list of support organizations and their contact information.
- Queere Welten:** Eindrücke aus queerem Leben.
- Pride Flaggen Quiz:** Welche Flagge steht für was?
- Queere Tiere:** A video by Sookee.

16. Prevention of Sexual Violence

Prevention of sexual violence is an important subject in the context of supporting volunteers during their volunteer service. Addressing this important topic in a way that participants are sensitised and at the same time empowered, and know where they can get support if they experience assault is challenging even in presence. This challenge is perhaps even greater in the virtual space because it is more difficult to read the emotions of the participants.

At ICJA, we have set the following goals for the session “Prevention of sexual violence” of an online pre-departure seminar.

16.1. Aims of the session

- Sensitising participants to the subject of violence and boundaries with others, also with respect to their volunteer service.
- Assuring participants that they are not the ones at fault if they are the victim of violence, and that sexual assault can take place anywhere, even in their host country.
- Informing participants where they can get support from ICJA and other places in the event of assault, violation of boundaries, and if they have doubts or questions.
- Letting participants know where they can get more information on the subject from.

When discussing sexual violence, the seminar coordinator must take into account that the groups could also include persons who have experienced sexual violence, and that they or even other participants could be triggered when these subjects are discussed. The question

arises as to how the virtual room can also be designed to be as safe as possible. We asked ourselves certain questions for this purpose and took the following measures accordingly.

16.2. Important questions and possible measures

How many facts about sexual violence need to be communicated in order to share the important information?

- The issue must be clearly identified. But detailed (legal) enumerations of the different types of sexualized violence and their consequences can be too overwhelming and are not necessary in this context, and may not be helpful.
- In the video we used to illustrate the relevance of this subject, it is not the affected people who talk about their experiences, but men who talk about why the topic is important.
- Information on support services is also provided outside of the session.

How can we make sure the room is a safe space?

- The session should take place after a few days after the first day of the seminar, so that trust in the group and the team hopefully develops by then.
- The order of the session should be explained at the beginning of the session so all participants have an idea of what to expect.
- Participants should be able to log out or take a short break out of the room whenever they want.
- They are only asked to download the material with information about support services. The material can be accessed at any time during the seminar.

- Questions that talk about (potentially) affected people and how they should behave should not be discussed in small groups, but rather led by the facilitator.
- Neither the facilitator nor the person in the safe space should be a cis-man. However, cis-men may, or rather, should give their inputs on critical masculinity.
- Participants can have informal chats in the same room following the session.

How can the team support marginalised persons?

- There is a safe space in a separate virtual seminar room where a person from the seminar team can be contacted if participants are triggered or if the topic is too upsetting for them.
- Participants can also contact the seminar facilitator or the coordinator afterwards by phone or private chat if they need to talk.
- During the session, it is repeatedly pointed out that there is no right or wrong behaviour for victims and it is the perpetrators who are to blame, not the victims. This is how victim blaming can be prevented.

How can facilitators take care of their own mental health?

- Facilitators should remember that they are not responsible for anything after the day's session, and can take a break.
- The seminar facilitators should ideally be trained in the subject of sexual violence.

- All persons conducting the training should have a de-briefing conversation with someone from the organisation who was not in the seminar.

No means No!

And only Yes means Yes!

*Trust
YOUR
Gut*





Feedback and Follow-Up



17. Feedback and Follow-Up

There are some elements that take place in the last part of almost every seminar, and must also be implemented in digital seminars: an evaluation of the content and emotional feedback, the farewell and the follow-up.

17.1. Feedback on the content

Integrating content feedback into an online seminar using a questionnaire tool is practical and easy to implement. In our experience, a feedback session at the end of the seminar rather than every day is enough. Otherwise, a lot of data is generated and it gets too redundant if the participants have to fill it out every day.

We created our feedback questionnaires using Survey Monkey and gave the participants time in the last session to fill out the questionnaire directly via a link. This ensures (in our experience) more responses than if the evaluation is sent by email only after the seminar.

17.2. Emotional feedback

In addition to evaluating the seminar content, structure and organisation, it is important at the end of the seminar for the participants to be given space to reflect on what they have learned and to say something else about the team and the group.

Reflective drawing exercise

Depending on the seminar format, it is a good idea at this point in the seminar to have the participants draw what they took away from the seminar by asking them thought-provoking questions, for example. Their assignment can be to draw how they felt before the seminar and

how they felt at the end, or certain colours can be assigned to certain feelings. This allows us to assess the mood of the group as a whole. Painted pictures can in turn be shared with the group as a photo on a Padlet.

The advantage of doing is this that the participants get screen-free time to participate in the seminar, and can still be connected to the group in a way. While drawing, they can also listen to music together.

A landscape of feelings

A picture of a landscape of feelings is shown and the participants have to position themselves on it. Afterwards, there is a round in which everyone shares why they positioned themselves there. This method is suitable both for the end of a day and for the overall evaluation after a seminar.

17.3. Farewell

The farewell in particular should be designed creatively in an online seminar, so that it is not reduced to an abrupt click after which everyone finds themselves sitting alone in their rooms again.

Here are some ideas for a pleasant farewell session:

- A round in which everybody gets to share their thoughts, and maybe wish each other luck
- Light the tea light from the care package together (and either blow it out to affirm the end of the seminar or leave it burning to convey the sense that the seminar is continuing and they are not alone).

- Take a farewell photo with the candles or something else that is meaningful to the group as a whole
- Read out a poem
- Listen to a song together
- Somebody plays the guitar
- An open-edit document for each participant will be sent out and all participants can anonymously write warm, heartfelt words to each other (e.g. via Survey Monkey: There is a free answer field for all participants, the seminar puts together all the answers for each participant after the seminar and sends it to the participants).
- Sound a gong with a singing bowl to signal the end of the seminar

The seminar coordinator should ideally stay in the room until everybody has left. This way, all participants can leave when they want and the coordinator can discern if there is anybody who wants to talk.

17.4. Follow-up

Follow-up includes completing the documentation of the seminar (if any) and sending it to the participants afterwards. This can also include sending along a group photo or the heartfelt notes.

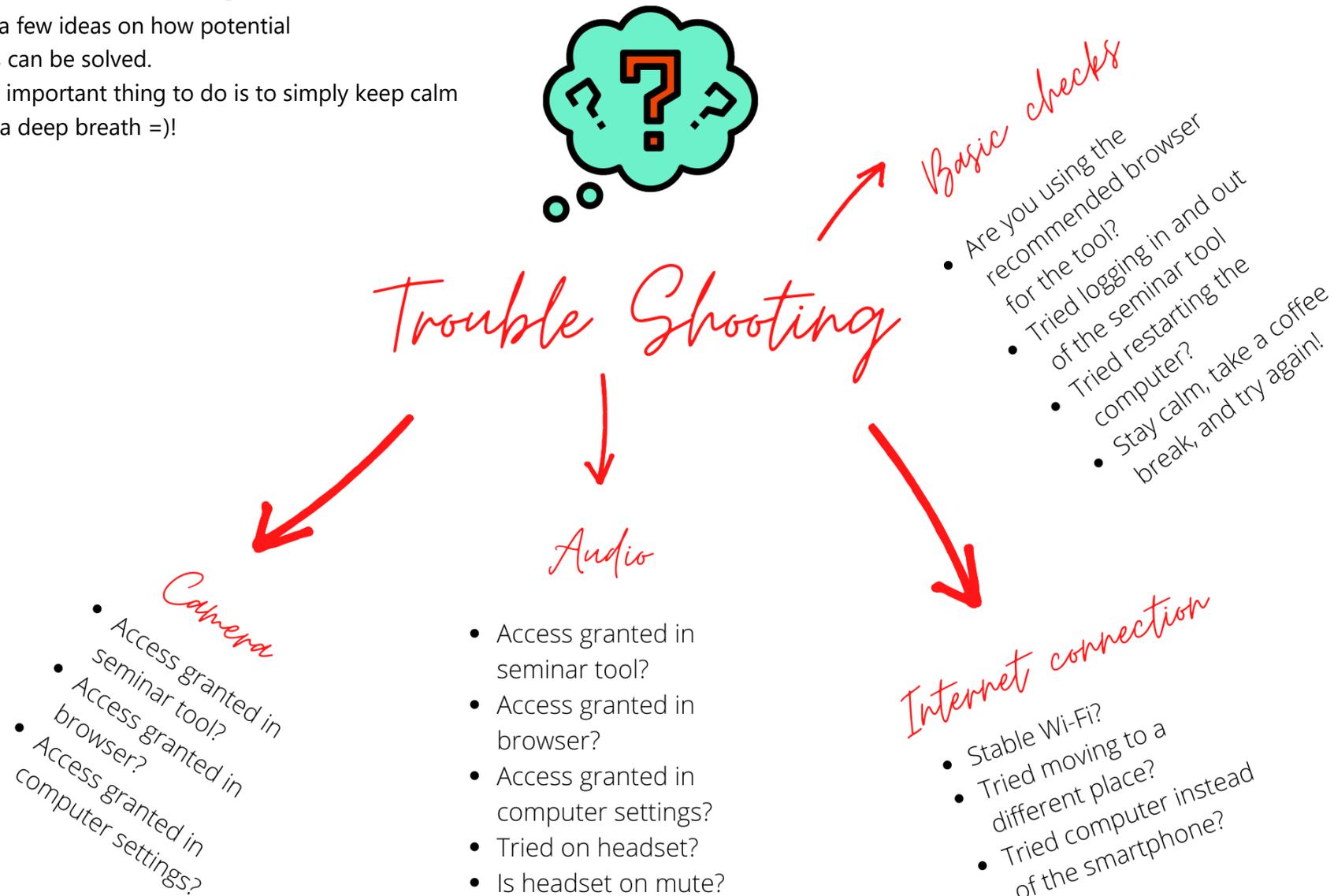
Internal follow-up may include:

- Saving proof of participation
- Exporting assignment results (Padlet, Mural, etc.), and arranging and saving them
- Verifying that all sensitive data shared during the seminar is safely stored and no longer accessible
- “Tidying up” or deleting virtual seminar rooms if necessary
- Evaluating seminar feedback
- Incorporating feedback
- Sending certificates and gifts as a thank you to volunteers (optional)

18. Troubleshooting

Here are a few ideas on how potential problems can be solved.

The most important thing to do is to simply keep calm and take a deep breath =)!



19. (Self-)Care Online and Offline

As with in-person seminars, it is also important in the virtual space to take good care of yourself, the team and the participants. The only difference is that the ways and means of doing this are perhaps a bit different. Conveying content online is not possible unless everybody is feeling content and comfortable.

Basically, everything that is good for the participants is also good for the seminar coordinator. This applies to breaks, exercise and food as well as to creating an atmosphere in which everyone feels comfortable.

19.1. Basic needs

Maslow's hierarchy of needs is a well-known and widely used model. Nevertheless, we found it helpful to take another look at the various needs – and to consider what is needed in online seminars in order to meet them as much as possible. On the next page, we have come up with methods to bring people's basic needs to digital seminar work.

19.2. Breaks

We have already discussed the importance of breaks in the section on session structure. But since we have noticed that in practice, it is not easy for the seminar coordinator to remember this, we want to emphasise the importance of breaks here again!

It is better to take one break too many than to have everyone leave the seminar exhausted. Breaks are also essential so that participants can take care of their basic needs.

Break time



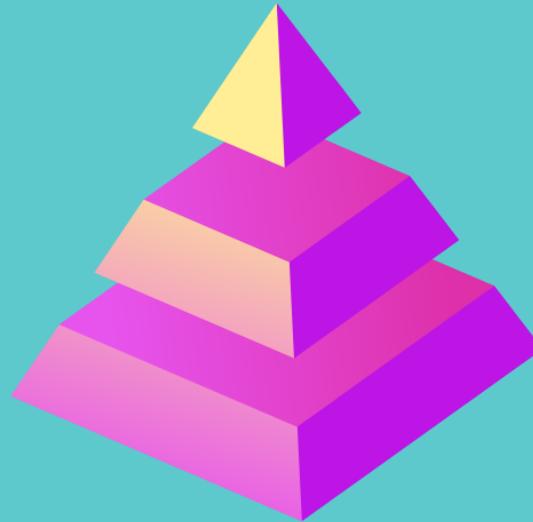
Basic needs

Self fulfilment

- Time for reflection and integration
- Empowerment
- Supporting visions, dreams and plans

Safety

- Knowing the process and rules
- Expectations are clarified
- Ensuring access to the seminar (Internet, hardware, etc.)
- Safe spaces
- Approachability in case of problems or if participants need to speak with someone



Physiological

- Having time to use the washroom
- Time to eat – care package
- Fresh air
- Plenty of drinking water
- Comfortable position

Individual

- Being heard and seen
- Recognition of participants as individuals
- Opportunities to participate
- Opportunities to learn by trying out new things

Social

- Opportunities to make contacts
- Foster and maintain friendships
- A feeling of connectedness
- Exchanging views
- Give participants time to get to know each other

19.3. Exercise and relaxation

In addition to classic seminar warm-up exercises, the following can also be done with the participants:

- Aerobics or workouts
- Stretching together in all directions and breathing deeply
- Participants can a break and go for a walk
- Listen to or guide a meditation session
- Guide participants on a dream trip
- Exercises to loosen up face muscles
- Dance to a video together



19.4. Yoga exercises for the eyes

When we work in front of the screen for long, our eyes in particular get strained. So why not try yoga for the eyes? You can guide the participants as follows:

“Imagine that there is clock face around your eyes. You can look in different directions or at different times. We start by all looking at 12. Look up as far as you can, until it almost hurts. Then let your gaze slowly wander to the right to 3 o’ clock. After a while, down to the 6 and to the left to the 9. Now simply let your gaze wander from one number to the other – until you have reached the 12 again.

Next, choose a point further away – outside the window or on the wall. Then, hold up your finger slightly away from your face. Now,

focus on the point on the wall, then on your finger, and then on the tip of your nose. Now back to the wall, the tip of your nose, the wall, your finger...

Lastly, rub your hands together very firmly and hold your palms over your eyes for 30 seconds. Take two deep breaths in and out and open your eyes!”

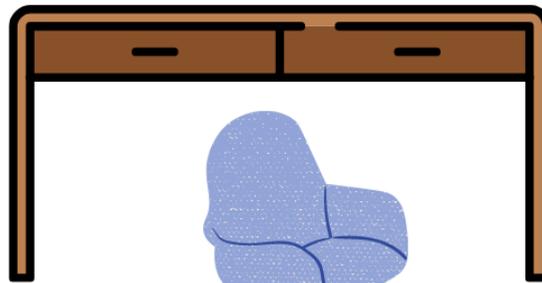
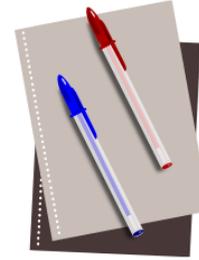
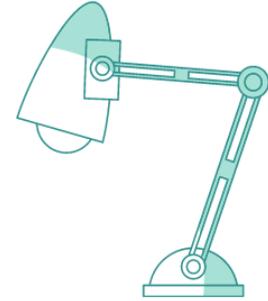
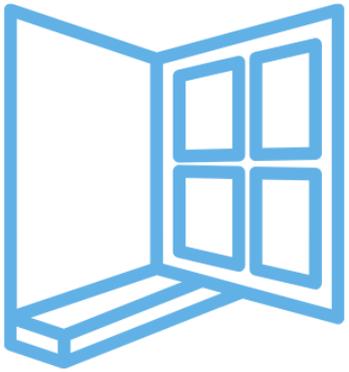
19.5. Be comfortable

In online seminars, everyone has to take care of themselves and make themselves comfortable. This means that even the seminar coordinator or facilitator can set up their workspace comfortably in advance.

It can also be nice to have seminar materials like singing bowls, personal photos or funny things on the desk and to put on the cosy feel-good socks... On the next page you will find our idea of a perfect desk!

We also always encourage participants to change their position and not sit stiffly in front of the screen. It is easier for participants to listen and follow when they can plop themselves down on the sofa and get comfortable, rather than when they are sitting up straight, which can result in back pain and lack of concentration.

The perfect desk



19.6. Shut down for the day

Shut down for the day. This may sound banal - but sometimes it's not easy, especially when working individually from home.

Here are a few suggestions to smoothly arrive at the end of the day. It is helpful for all seminar participants to mentally shut down for the day if the end of the seminar day is designed accordingly. This can be done with a farewell song, a gong, a poem or by blowing out a candle.

To end the seminar day offline too, they can clean up their desk and ventilate their room. This also helps them establish a ritual that marks the end of the day and that you can use to switch off. It may also help to change clothes, take a hot shower or walk around the block.

Celebrate what has been achieved during the day, appreciate the work done, and reflect on the successes, the courage and what has been learned through failure!

Let's call it a day!



20. Are Inclusive Spaces really inclusive?

In our experience, even digital seminars have barriers. Some of these are different from those faced at in-person seminars, but just because an event is virtual, it doesn't mean it is automatically more inclusive.

Participating in a virtual seminar is easier for some people who may not very mobile or may have difficulty travelling, or have to care for family.

For others, the barriers can still be there. This is why it is important to have the appropriate devices and a good internet connection. This posed challenges for participants, especially in our SAWA division, which works with refugees. However, we also had participants who lived in rural areas with poor internet connections and then had to drive to their grandparents' house specially to participate in the seminar. In addition, non-verbal participation and activities in virtual formats are often more difficult.

Participants also need to be comfortable and confident with technology in order to participate comfortably in the seminars.

We have collected a few measures to create a space that is as inclusive as possible:

- Participants introduce themselves along with their preferred pronouns, and can write these down next to their names
- Even with online warm-ups, participants' mobility and possible physical impairments should be considered
- Providing spaces for empowerment

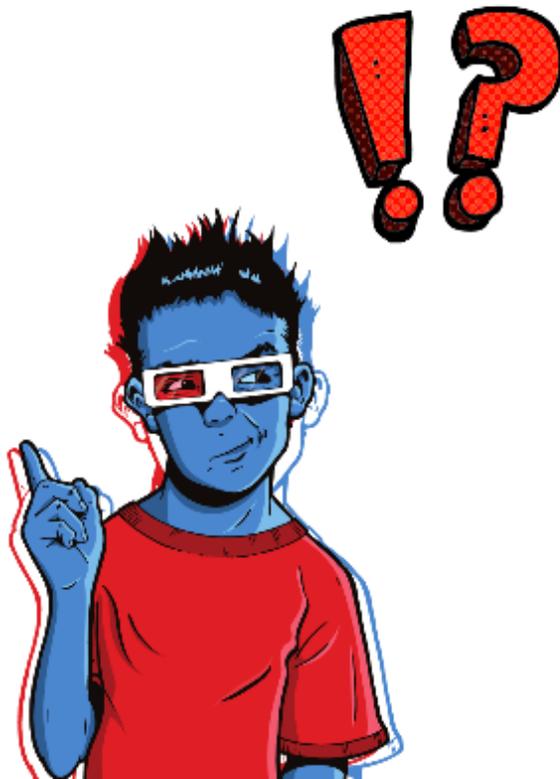
- Offering multiple ways to express themselves, e.g., in writing for those who don't like to speak in front of everyone or by drawing if people can't write (well)
- Checking in advance that everyone has access to internet and a device, and offering assistance in obtaining it if necessary.
- Providing a phone number, email address or private chat details of the seminar coordinator so that people who have concerns or questions can contact them
- Always actively asking for feedback and needs of the participants
- Offering assistance in dealing with the technology



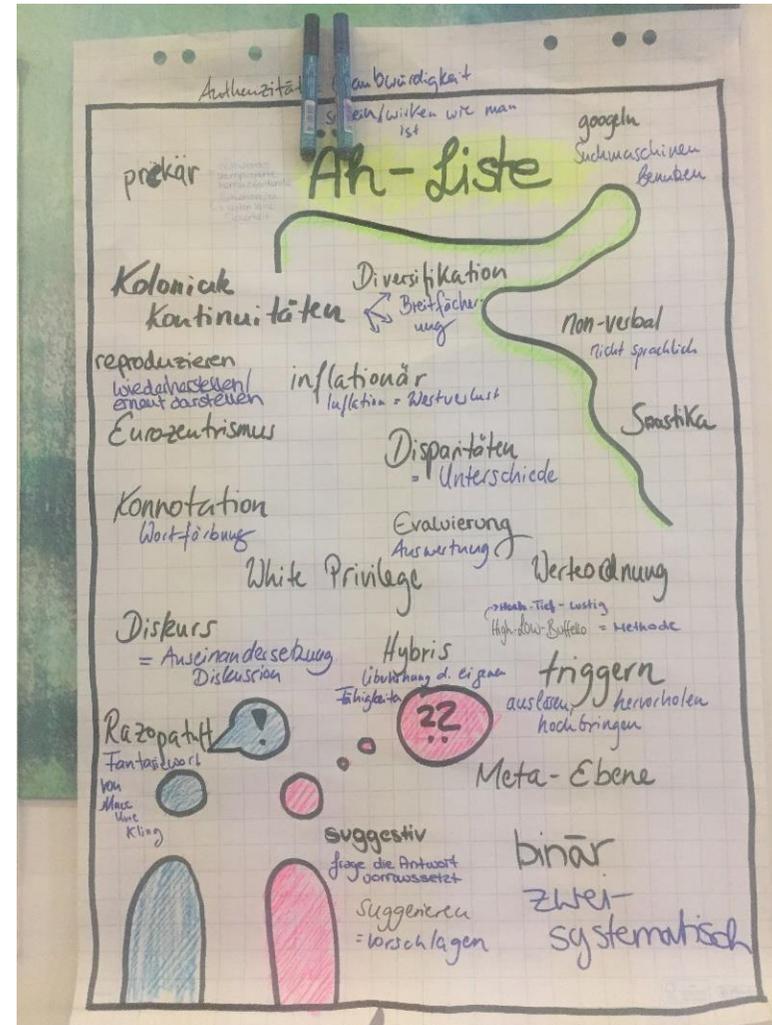
20.1. Controversial terms

Putting up a list of controversial terms is one method of creating a space where new terms can be learned. It can be used for difficult-to-understand or very academic terms as well as for terms that are discriminatory or problematic due to their history. In the case of problematic terms, it is important to think carefully about which words should be written out and which should not. A list of controversial terms can be compiled online on an Etherpad.

(Source: Brochure "Willst du mit mir gehen? Gender_Sexualitäten_Begehren in der machtkritischen und entwicklungspolitischen Bildungsarbeit", pg. 79, translated internally by ICJA)



Example of an analogue list of controversial terms



21. Useful Links, Material and Tips

21.1. Books and magazines

- Adichie, Chimamanda Ngozi. 2014. *We Should All Be Feminists*
- Schmid, W. Thomas. 1996. *The Definition of Racism*.
- Takenaga, Lara. 2019. *'I Will Never Be German': Immigrants and Mixed-Race Families in Germany on the Struggle to Belong*.
- Barker, Meg-John. 2016. *Queer: A Graphic History*.
- Eddo-Lodge, Reni. 2017. *Why I'm No Longer Talking to White People About Race*.
- ICJA e.V. ["Standing Together Against Racism – A Training Handbook"](#)
- Barrage, Rasha. *Say No To Racism: Tips and Advice on How to Be Anti-Racist*.
- Stollznow, Karen. 2020. *On the Offensive: Prejudice in Language Past and Present*.
- Moraga, Cherríe and Anzaldúa, Gloria E. (eds.) 1981. *This Bridge Called My Back: Writings by Radical Women of Color*
-

21.2. Podcasts

- "Gender Reveal" by Tuck Woodstock, also on Spotify
- "About Race with Reni Eddo-Lodge", also on Spotify
- "Intersectionality Matters", a podcast on feminism, intersectionality, and privilege
- "The Guilty Feminist" by Deborah Frances-White.

21.3. Websites

- The [Council of Europe](#) has a handbook on global learning.
- [The OECD](#) outlines the methods, processes, and challenges of carrying out global learning work virtually.
- [Campus Pride](#) is a non-profit organisation committed to creating a safer college environment for LGBTQ students. The website contains a vast amount of resources on gender and sexuality.
- [Each one teach one](#) is a community-based education and empowerment project for Black, African and Afro-diasporic people in Berlin.
- [The Center of Excellence on LGBTQ+ Behavioral Health Equity](#) provides resources and information on supporting the LGBTQ+ community.
- [GladT e.V.](#) is an organisation of black and PoC lesbians, gays, bisexuals, Trans*, Inter* and queers in Berlin that focusses on multiple discrimination and intersectionality. It provides advice and information on these subjects in several languages.
- [Emma](#) draws insightful comic strips on feminism and anti-racism, among other issues.
- The [Heinrich-Böll-Stiftung](#) has an podcast on gender politics that is also available in English: "Our Voices, our Choices".
- [Dr Kim Case's](#) website has a lot of material and resources on intersectional and anti-racist pedagogy.
- The journal [Men and Masculinities](#) publishes articles on critical masculinities from around the world.
- The [Center for Global Education](#) has tips and materials on global learning

- [TSER](#) is an online starting point for learning about sexual and gender orientations.
-
- [Systemli](#) has a collection of grassroots open-source technologies.
- [Venngage](#) has a blog post on tips on digital learning.
- [Elearning Industry](#), a knowledge-sharing platform, has compiled a list of useful digital education tools.
-
- The [Virtual Migration Museum](#) offers a virtual exhibition on history of migration in Germany.
- [You don't know Africa](#) – Identify the countries on the map of Africa

21.4. Instagram accounts

- [barbiesavior](#) - A satirical Instagram account starring Savior Barbie, which reveals the problematic nature of “voluntourism” in Africa
- [everydayracism_](#) – Talks about the concepts surrounding white privilege and how to recognise and dismantle it.
- [iamanimigrant](#) – Serves as a platform to make the stories of various immigrants seen and heard.
- [DJ Hookie](#) – Tom Nash is a DJ, and posts about his life including his music and life using prosthetics.
- [habibitus](#) – Kanal von Hengameh Yaghoobifarah
- [lgbtq+](#) – This account has content, information, comic strips and more on the subject of queerness.
- [forever feminism](#) – Contains posts on raising awareness on intersectional feminism
- [everyday_sexism](#) – Challenges traditional gender roles and reveals sexist stereotypes
- [queer_feminism_](#) – Contains posts on queer feminists

Imprint

Publisher:

ICJA Freiwilligenaustausch weltweit e.V.

Stralauer Allee 20e

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2021

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