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Introduction

In your hands, you are holding the report of the JUMP process, focused on two training courses : “Jump into Euromed Youth exchanges-Put SALT’On your idea», and “Jump again”.

It’s a methodological review of what happened during a week of hard work from November the 8th to the 16th 2003 at “Le Maurian” in Blanquefort (Aquitaine-France), and during a week of evaluation of a Euromed youth exchange in October 2004 in Marly Le Roi (France).

The aim of this report is to be a “resource pack” of methods and activities for youth workers dealing with the kind of issues and activities which came up:

- During this Training Course: These include - youth knowledge, youth needs, educational framework project, management roles and behaviours of a youth leader, the communication process in a team, building a common vocabulary, energisers, organisation of Euromed exchanges, the Euromed framework, guidelines for youth exchanges, youth legislation, risk assessment, partner matching, project phases and a lot more.
- During the evaluation training based on projects realised in summer 2004.

It also aims also to increase transferability and promote the methods used to develop quality in projects.

The Euromed Youth Programme is an instrument to enhance the cooperation between 35 countries (10 from the Southern Mediterranean and 25 from Europe) in the youth field. This cooperation is intended to develop youth mobility projects, solidarity and citizenship.

The SALTO Youth EuroMed Resource Centre, based in France, offers a rich curriculum of suitable training courses. Since 2001, Salto has been responsible for educational aspects, thematic research and training for this programme.

Organising youth exchanges in the framework of the Euromed Youth Programme requires a great range of skills and abilities both for dealing with young people and leading groups. These training courses propose a structure allowing youth workers to improve the quality of the Euromed Youth Exchanges they carry out, from the application to the group leading skills. Apply by the 1st of February 2004, carry out the exchange in summer 2004 and, finally, evaluate it with the team in autumn 2004.

Jump into Euromed Youth exchanges is a 5 phase process:

1. **‘Get prepared’:** Training Course preparation (from September to November 2003).
2. **‘Put SALT’On your idea’:** Training Course, 8th - 16th of November 2003: starting from the initial idea of the participants’ organisations “Action 1” youth exchange, then finding partner organisations within the course and finally developing a quality project taking into account the skills and knowledge required for a successful exchange.
3. **‘May the force be with you’:** preparation of the “Action 1” youth exchange (from November 2003 to summer 2004). This is a continuation of the training course: participants return to their own organisation, giving partners an opportunity to work together towards the implementation of the exchange whilst receiving coaching from the trainers of the course.
4. **‘Let’s do it!’** implementation of the youth exchange (Summer 2004).
5. **‘Jump again?’:** Evaluation Seminar October 2004 in Injep Marly le Roi (France) which gives the opportunity to share participants’ experiences and the outcomes of their projects as well as the chance to evaluate the whole youth exchange process. Using this evaluation and what was learned from the participation throughout the process, guidelines will be proposed for developing quality in Youth exchanges, under action 1 of the Euromed Youth Programme.

Team of Trainers

The training team consisted of trainers with expertise in the youth field and practical experience of leading youth exchanges within the Euromed YOUTH programme context:

Detta Regan is a British youth worker/trainer and has considerable experience with Euro-Mediterranean countries, working as a trainer on Euromed training courses and as an organiser and leader of many youth exchanges, study visits and contact making seminars within the Euromed YOUTH programme.

Heba al-Taibi is a Palestinian youth worker and assistant in preparation and implementation of EuroMed international youth exchanges and seminars. She has participated in several EuroMed training courses and seminars.

Sylvain Abrial is a French youth worker, coordinator of international youth projects, especially in the context of the Youth Programme and a free-lance intercultural trainer. He has been a trainer for several Euromed training sessions, such as Barcelona evaluation seminar or Salto EuroMed "Step To" 2003 in Portugal.

Davide Tonon is an Italian youth worker/trainer co-operating with NGOs in Spain and Italy. He has worked in the Euromed Youth programme as trainer and organiser in several projects, like Marhaba EVS (in Jordan), the Barcelona Euromed evaluation seminar and other training courses and youth exchanges.

Cathy Baccomo is a French youth worker, manager and trainer in an association involved in Non Formal Education and a coordinator in international youth projects especially for the Youth Program. Reporter in Euromed Jump process.

The team:



Hiba (Palestine) trainer, Davide (Italy/Spain) Trainer,
Sylvain (France) Trainer, Detta (Great Britain) Trainer,
Cathy (France) Reporter.

Participants

The groups



Put Salt'on your idea; in Blanquefort November 2003
27 participants from 18 countries

Belgium, Denmark, Turkey, Jordan, Sweden, France, Lebanon, Algeria, Tunisia,
Palestine, Portugal, Israël, Italy, Austria. Portugal, Spain; Greece, Great Britain



Evaluation seminar in Marly Le Roi, October 2004
20 participants from 14 countries

Belgium, Denmark, Turkey, Jordan, Sweden, France, Lebanon, Algeria, Tunisia,
Palestine, Portugal, Israël, Italy, Austria.

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Selection of Participants: The Contract

Participants committed to participate in all 5 phases of the project. There is no participation fee: the cost are covered by SALTO Youth Euromed and the French National Agency. To apply for this training course it was necessary to fill in and send an 'application form' and a 'project idea' to SALTO Youth Euromed and to the National Agency or the National Coordinator.

First phase:

Participants were selected on the base of "one clear project idea" discussed with young people. They prepared it in terms of their environment, their organisation, their idea, the result of the debate, of their target group. The applications had to be supported by their National Agency or their National Coordinator.

Second phase

Participants arrived in Blanquefort (France) on November the 8th. On the spot, they had to find new partners, new skills and a real common exchange project in the Euromed field.

They would leave with a task; to follow the preparation with their group and keep in contact with their partners in order to prepare the application form and apply by February the 1st which is the deadline for Euromed youth exchange projects.

Third phase

Between the acceptance of the project and the beginning of the exchange, they have to organize an advance planning visit, to deal with their participants and with their organisation. During this process, a coach (from the team of trainers), **the co-ordinator** and the National Agency, will be resource persons (even if they are not personally involved in the project selection committee).

Fourth phase

In summer, they have to carry out the youth exchange.

Fifth phase

Afterwards they have to evaluate this experience. Evaluation seminar in Marly Le Roi (France) on October 2004: analysis of the project, preparation of guidelines, and Jump again.

Participants took part actively in all the phases of the process. The training team was the same throughout the process.

Chapter 1: “Jump Into Euromed Youth exchange” “Put Salt’ on your idea”

CREATE A GROUP

Presentation of the course

This course aims at developing Euro Mediterranean cooperation and reinforcing the quality of Euromed youth exchanges as well as ensuring the involvement of young people and youth workers as actors of the Euro Mediterranean process.

General objectives

- To understand and take an active part in the Euromed cooperation process
- To get to know the environment of a Euromed Youth Exchange
- To get to know the basic skills for implementing a quality Euromed youth exchange project
- To develop quality projects in 2004

Specific objectives

- To introduce and promote the Euromed Youth Programme in all its challenges
- To raise awareness about the international environment and its components
- To increase skills for better perception of other realities
- To train on use of intercultural techniques for group leading and group management
- To train on use of techniques for project management
- To train on use of techniques for intercultural teamwork, according to youth needs and role of youth workers
- To accompany youth exchange projects to the 1st of February 2004 deadline.
- To create and promote a network of potential partners

Expectations from Salto Euromed resource centre and from the team

"Jump into Euromed Youth exchanges" is a long term process. It is not just a standard training course. It is really a process that developed over one year, including 5 steps. It is the possibility to train within the action.

The first step was when participants applied. The second step is this training course in France. The third will be the preparation of the action, the fourth the implementation of a project next summer, and finally the fifth the evaluation and maybe a new Jump in Euromed in autumn next year.

Working languages: throughout the whole process the working languages will be both English and French.

General instructions for the activity

Create a nice atmosphere that will induce a feeling of motivation, and relationship amongst the participants.

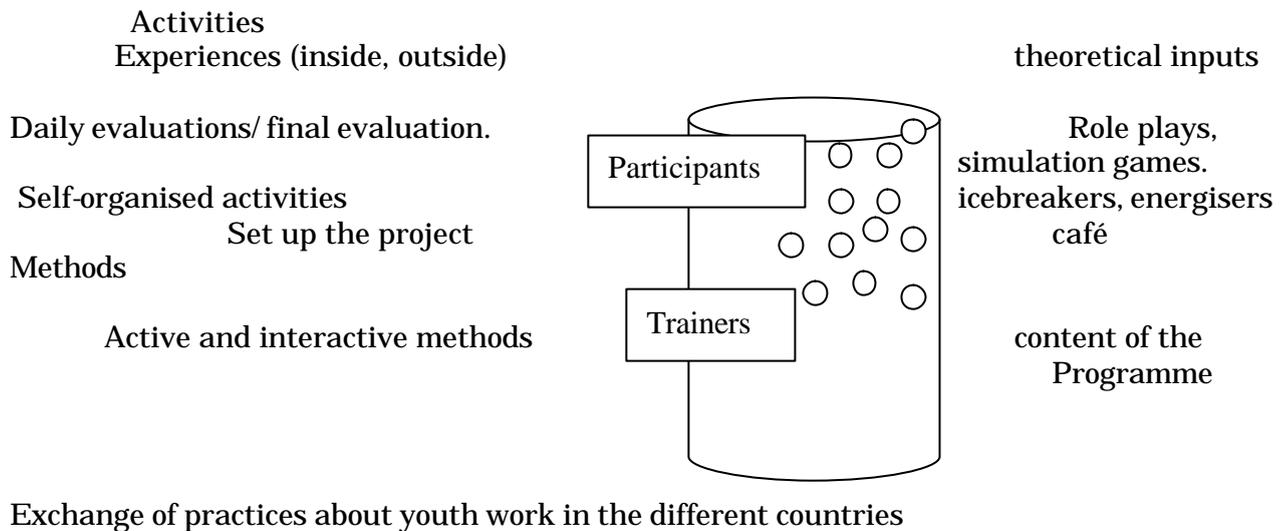
Working methods

Aims: to develop and participate in the complete process: training, action, evaluation.

Methodology

The programme is composed of different elements, not only content-wise but also concerning the methods used. Some methods will focus on the cognitive level (inputs, group discussion, and workshop) while other exercises focus more on the emotional level (simulations, exercises). This is one important point of the course: learning by doing with active methods. Therefore, the whole programme depends very much on participants' readiness to participate and to contribute. Training is about Learning-mainly learning from each other, not so much learning from the team. However the team provides a framework to facilitate the sharing, the exchange- to make it as fruitful as possible.

So, during this training the methodology will be called: The training course pot



General Programme Elements

	Sa. 8th	Sun. 9th	Mon. 10th	Tue. 11th	We. 12th	Thu. 13th	Fri. 14th	Sat. 15th	Sun. 16th	
08.00-09.00		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
9.15-11.00		Opening Team Expectations Programme	EuroMed framework A.1 : Youth exchanges	Roles and behaviours of youth workers	Corner Café: Building a common vocabulary for youth work	Feedback from Bordeaux Project selection committee	Project phase	Evaluation of youth exchange projects	Departure	
11.00		Break	Break	Break	Break	Break		Break		
11.30-13.00		Needs of young people in your organisation	Project management	Communication and group dynamics	Different Youth legislations Risk assessment	Guidelines for Youth exchange preparation		Final evaluation of the course		
13.00		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch		
15.00-16.15	Arrivals Welcome	Group building activity	Project management	Communication in a team	Interactive visit of Bordeaux	Menu of project ideas Partner matching	Project phase	Follow up		
16.15			Break	Break		Break		Break		
16.30-17.30		17.30 Vision café: Involvement of young people in your project's idea	Project management	Communication in a team		Action café: Project phase		Feedback on projects		Free
17.30			Break	Break		Break		Break		
18.00		Why a youth exchange ?		Break		Break		Break		Break
18.30				Evaluation Prep.evening		Evaluation Prep.evening		Evaluation Prep.evening		Evaluation Free time
19.30	Dinner	Why a youth exchange ?	20.00 Intercultural evening	Dinner	Dinner in city	Dinner	Dinner	20.30 Dinner Closing Farewell party		
21.00	Getting to know each other	20.00 Dinner		Free activities	Free in Bordeaux	Free activities	Adjustments of projects			
		Evaluation								

starting the process ■
 Euromed ■
 building quality projects ■
 from the idea to the action ■
 organised by participants ■
 evaluation ■

Knowledge of young people

- Needs and expectations of young people in your organisation (psychological, intellectual, physical, social)
- Interests, goals, perception of young people

Educational framework (Pedagogy)

- The notion of project in its educational approach (Project management).
- Roles and behaviours of youth leaders (authority, power, personality, status,).
- International teamwork: managing different approaches, conflict management, working "intercultural", finding a team-line...
- Group leading and group dynamics.
- Communication processes in the group and in the team
- Common vocabulary of youth work
- Evaluation in youth exchanges

Techniques and methods used by trainers and transferable for international youth work

- Icebreakers, get to know games
- Simulation games and role plays.
- Group finding activities.
- Activities of evaluation.

Organisation of Euromed Youth Exchanges

- European Union and Euromed Youth Programme: political framework, criteria, guidelines, application procedures...
- Youth legislation in the different countries and responsibility of the team.
- Safety and risk assessment.
- Project management in all its phases.
- Preparation process for youth leaders and participants (get to know the background, habits of the country, climate,...).
- Concrete work on projects, feedback and suggestions
- Planning of follow-up

Euromed framework youth exchanges

CONTEXT:

Youth exchanges

- **Build up a common project:** Get partners and youngsters together around a project. Choose a theme for the exchange and think about the methods.
- **A “holistic” project with different stages:** preparation, activity, evaluation.
- **After the project:** Look forward to the further steps after the project (with the youngsters: toward other actions? For the organizations: which improvements for quality ?...)
- **Counselling possibility:** via your National Agency or National Coordinator. During the training course, we will focus particularly on Action 1 Youth exchanges.

Euromed Youth Programme

1995: Beginning of the Barcelona process: 15 EU + 12 MED Third chapter: “*Partnership in social, cultural and human affairs*”

June 1996: Amman Conference on “Youth exchanges between EU and its Mediterranean partners”

April 1997: Second Euro- Mediterranean Conference in Malta

September 1998: Euromed Youth pilot stage

November 2001: Euromed Youth II.

Beneficiaries

12 Pays MED countries: Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, West bank and Gaza Strip, Syria, Tunisia, Turkey (Cyprus, Malta official EU pre-accession candidate countries) + **15 EU Member States**

Young people aged 15 to 25 years old, youth leaders, youth workers, NGOs, local associations interested in the programme. Any person or organisation involved in the youth field.

General rules

1. Eligible activities:

Action 1: Youth exchanges (YFE)

Action 2: EVS short & long term

Action 5: Support Measures

2. Rules:

- Each project has to involve at least 2 EU Member States (1 for action 2).
- Pre-accession and EEA/ EFTA countries are not eligible.
- Activities can take place in any of the countries involved in the project.

Thematic priorities

- Place of women in society.
- Fight against racism and xenophobia.
- Raise civil society participation and citizenship
- Minority issues
- Environmental issues.

Creating group dynamics

A Human Map

Aim: to get to know each other and where people come from

Group: any size

Materials: wide space

Time: 45 minutes

How to do it:

In the room, each participant finds a space to represent her/his country, in accordance with the position of the other countries.

When everybody is ready, one by one, participants say their names, where they live, and describe their journey to the place where the training course is held. At the same time, they move on and reach their destination, explaining how they arrived and what happened during their journey.

Comment: this method can be used at the beginning of a group building phase without any problem.

What's my name?

Aim: Get to know each other

To remember the participants' names

Group: any size

Materials: a place where everybody can stand up in a circle

Time: 30 minutes

How to do it: everybody stands up in a circle.

Participants say their names and where they live. They explain the meaning of their names or why their parents decided on that particular name. Then, the participants associate a gesture to the name.

Finally, we begin again, but only with the gesture. Everyone must do it and remember the names of all participants.

Hello, in 4 steps.

Aim: to get to know each other

Group: any size

Time: 30 minutes

Materials: a place where the group can move and walk.

How to do it: Everybody walks around the room, looking at their feet. When the leader claps her/his hands, everybody has a quick look at the others.

They walk again, and when the leader claps her/his hands again everybody says a quick "Hello" to her/his neighbour.

They walk again, and when the leader claps her/his hands, everybody says hello to her/his neighbour in the traditional way of her/his country, spending some time with the neighbour.

They walk again, and when the leader claps her/his hands, everybody says a very friendly hello to her/his neighbour, spending more time with her/him.

Finding out about expectations

Participants' expectations about the content of the training course

Aims: discover the participants' expectations.

Materials: the programme is presented on a sheet of paper: the colour of the programme indicates the steps of the training course as well the role of the participants in the organisation.

Group: any size

How to do it:

Participants are invited to note their expectations on a "post it", before being told the content of the programme.

Then, the "day by day" programme is placed on the floor. Participants have to stick their "post it" on the part of the programme corresponding to their expectations and they are invited to stand next to the most important expectation they expressed.

If one expectation does not find its place, they stick it on the paper board.

Later, the programme hangs on the wall for the duration of the whole seminar.

Result;

Focuses on the *human* aspect of the programme.

Participants' main concerns: find a partner, the challenge of the project phase and finally, the most difficult, to get into action.

This shows the need to run a concerted project, where participants are directly involved.

Needs of the participants

The needs for active participation in such a project must be dominant.

Needs and offers

NEEDS AND OFFERS

Objectives; understand the needs of participants, collect needs and make some proposals (offers): try to match them

Methods:

- First step: collect needs and offers,
- Second step: set up a card game and play with it
- Third step: plenary according to the block "Theoretical model".

Group:

Divide the group in subgroups of 6 participants for the 1st step.
The whole group together for the 2nd and 3rd step.

How to do it:

1st step: 20 minutes

The subgroups brainstorm on "needs and offers", according to their own organisations.
One envelop with eleven yellow cards for "needs", and 11 blue cards for "offers".

2d step: 20 minutes

"Needs and offers" are collected, mixed and dispatched for the "Trade card game".
The rules of the game : 3 cards for each participant. People must discuss and negotiate with each other to finally collect the offer matching their needs. (You can give one card to someone if you collect one from her/him. You can put a card in the bin and take one out.)
At the end, everyone should have one need in her/his hands, matching one offer.

3d step: the whole group discusses the matching phase, the needs with no answer and the unused offers.

Result of the group:

Some examples of needs and offers matched.

Needs	Matching	Offers
Knowledge of culture Language training Active citizenship Self confidence Opportunity to express themselves, with culture and activities Creativity, joy, fun	with	Chance to meet other people Training Participation places to meet workshops Free space, drop in session

Some needs unanswered: Funding / Social Interaction/ Communication Skills/ Integration/ Respect between People/ Great Experience / etc

Some unused offers: Counselling Service/ New Skills / Information about Youth Programme / Positive Leisure Time/ Support to youth project/ etc etc



Theory input:

□ **Maslow's Pyramid:**

Ten developmental tasks are proposed as one possible model of what young people might want. In addition, one possible model of hierarchy of needs is proposed .

10 DEVELOPMENTAL TASKS

1 DEVELOPING COMPETENCE

« What do I do well? »

Knowing myself and my strengths and weaknesses.

Setting realistic goals for myself and managing my life.

2 DEVELOPING AUTONOMY

« Can I sort things out on my own? »

Initiating, planning and solving problems on my own.

Fitting in my own needs with those of others.

3 DEVELOPING VALUES

« What do I believe in? »

My values, ideals and dreams.

Standing up for what I believe in, becoming more informed, looking for and checking out choices and opinions.

4 IDENTITY

« Who am I? »

What sort of person am I, what do I look like, and what do other people think of me? What could I be like? How can I change?

5 SEXUALITY AND ME

« Who am I as a sexual person? »

My sexual identity and values.

How can I express myself sexually? Relationships, contraception, sexual abuse, homosexuality/lesbianism, taboos and forbidden things.

6 DEVELOPING FRIENDSHIPS

« How do I get on with my friends? » What does friendship mean?

Being on my own, being lonely.

7 LOVE AND RELATIONSHIPS

« Should I commit myself to someone else? »

Being responsible, being possessive, knowing myself and what I want, and dealing with conflicts and disagreements, making choices.

8 WORK AND NON-WORK

“Give us a job.....”

What do I want, what can I get? What can I do?

Pressures from family, schooling, friends.

9 BEING INVOLVED IN THE COMMUNITY AND SOCIETY

‘How do I fit in?’

Participating or not participating, contributing, leading, destroying, protesting.

10 FREE TIME AND LEISURE

‘It’s boring around here!’ What do I want to do with my free time? What’s available and how can I make use of it?

YOUNG PEOPLE’S DEVELOPMENTAL NEEDS

Young people have all sorts of needs that have to be provided for:

For example – Food, Warmth, Protection from harm, Privacy, Clothing, Love and Security

THE NEED FOR RESPONSIBILITY

If we wish young people to grow into responsible adults, then we must encourage them to take responsibility for themselves and others, and trust them to do it.

THE NEED FOR NEW EXPERIENCES

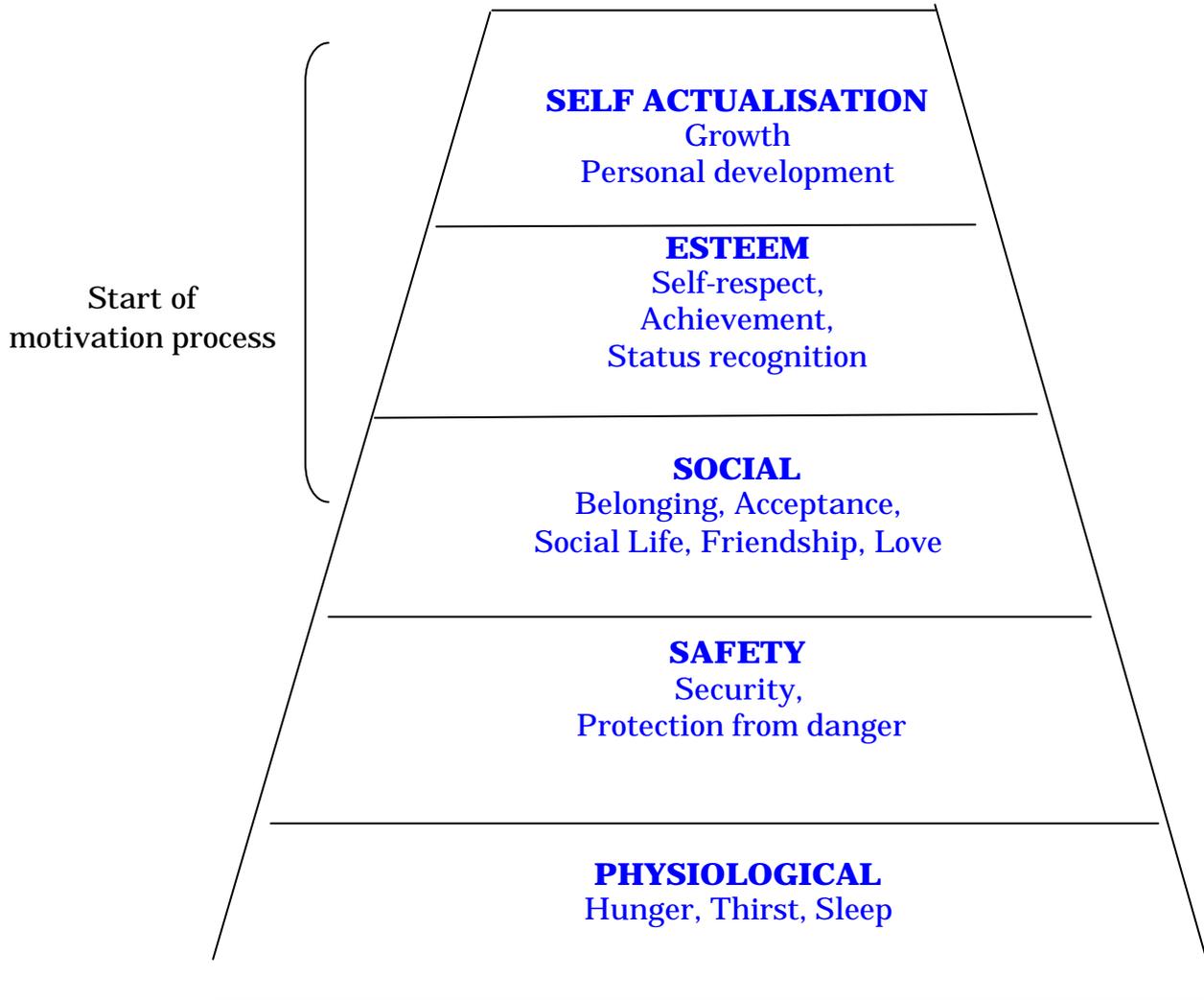
Young people need to have opportunities to explore and learn about the world around them, to try new experiences and challenge attitudes.

THE NEED FOR PRAISE AND RECOGNITION

Young people are rehearsing for maturity, trying on different roles for size. They have a tremendous amount of learning to do, and need incentives to encourage them to enjoy their successes and learn from their mistakes.

THE NEED FOR CREATIVE EXPRESSION Young people need to have many opportunities to express their opinions, beliefs, feelings and thoughts ; and plenty of time to share ideas with other people in an atmosphere of tolerance and respect.

HIERARCHY OF NEEDS



(A. H. Maslow : Motivation and Personality, Harper and Row, New York.)

The project idea

“World Café” method VISION CAFE

Aim: to identify an organisation, a target group, a project idea

Group: any size

Materials: prepare a power point document to present the World Café

A computer. Overhead projector. Post it. Pens.

How to do it:

Organise a room to look like a café/bar (table, decoration, etc)

Gather all participants in the room, in pairs, create a cosy atmosphere.

Explain the activity.

Use the third step at a different moment of the course

Each participant explains to the participants sharing the same table what his/her organisation is really like, the target group he/she works with, and what he/she does to get young people involved.

Every 20 minutes, everyone except one person moves to another table: this person becomes the “living memory” of the table and tells the newcomers what the previous discussion was about. The trainers collect the “post-its” and hang them on the wall. Everyone can consult them during the whole seminar and get more details from the participants.

Time for each step: 90 minutes.

The World Café method

It is an old café owned by our family.

In this café there are always good drinks and food - but above all - a lot of ideas are born and turned into reality!

Our customers have always been invited to spread their ideas a round the tables

How can you enjoy the World Café?

This is a real café with real waiters and waitresses, drinks and food.

In this café, customers do not pay with money but with stories or ideas.

Each time someone has a story/idea he/she goes to the cash box to stick a "post it" up and ask the cashier for a ticket.

There will be some questions as guideline to encourage the discussion.

The participants are invited to change tables and tell the others what they talked about at their previous table. One customer stays at the same table and plays host for the new guests telling them what happened before.

Etiquette:

- *Focus on what matters*
- *Contribute your thoughts*
- *Speak your mind and heart*
- *Listen in order to understand*
- *Link and connect ideas*
- *Listen together for insights and deeper questions*
- *Play, doodle, and draw*
- *Have fun*

The activity of VISION CAFÉ in the group

Welcome to the Vision Café

- ✚ The main aim of my organisation is...
- ✚ What is the target group of my organisation...
- ✚ How do we work with this target group...
- ✚ What is my realistic project idea and how will I involve young people...

The “chemistry” is active around the table and everybody has to tell and listen to understand each other, to speak with their mind and heart, to connect the ideas and to read the information on the wall. With all the information collected, the group has to think:

1. why a youth exchange, 2. how to convince some partner of the project (parents, young people, team work, etc), 3. how to manage it.



Project management

It is essential that the project is technically viable, planned and resourced. Deadlines must be respected. Working to a timeline is effective and logical... If the criteria for funding and the technical restrictions are addressed at the planning stage, then the project is less likely to encounter problems once the seed is sown and the young people become involved.

Programme of working method: to know why this programme is done, to list the activities, innovation is appreciated. **Intercultural methods for equal access, specifically with different languages used.**

Project management: Objectives

- To consider the role and purpose of project management in YOUTH projects (project, values, characteristics)
- To use tools and share working methods which can be put into practice after the course
- **To experience methods and learn about reasons for success and failure of projects**
- To think about the role and competencies of the youth worker in project management
- To understand the different stages of the project lifecycle and specifically in youth exchanges
- To consider the steps towards their project/youth exchange

Roles and rules

What is Action 1 Users Guide

Objective: Provide information on Action 1, in order to develop youth exchanges

Method: Puzzle with piece of sentences taken from the Users Guide.
Match the pair, read it to the group and hang it on the wall.

Group: the whole group

Time: 30 minutes

PROJECT SELECTION COMMITTEE

Aim: to understand the decision making process and the selection criteria.

Participants acquire some practical skills needed **to fill out applications**; they use the User's Guide and formal criteria.

Method: in small groups, they have to study three projects and give their appreciation as the selection committee. They have to use a colour code: green, orange and red. Green means approval, red means refusal and orange means "yes but".

Materials: cases of application forms, green, orange and red pens, paper, flip chart

Time: 60 minutes

Group: 5/6 participants in each group

How to do it:

Divide the participants into groups representing the Selection Committee. Ask them to study application forms and signal their decision.

The committee also examines the quality of the projects, the partners, the evaluation tools, and the specifics needs. They match quality and criteria for giving their judgement.

At the same time, all the participants look at the User's Guide and the application forms.

Feedback from trainers at the end of the game.

Management about roles and rules

Objective:

Using two exercises to analyse through them different aspects and difficulties of managing a project (team work, roles, competencies, communication....)

Learn about group dynamics when doing a task, problem solving

Learn to communicate; reflect on how we work.

Group: subgroups of 10/12 persons for the two exercises.

The whole group at the end in the plenary

Place: outside

Sheep and shepherds

The aim is get all the sheep (blindfolded) into the pen (marked by a rope on the ground).

One person will remain seated and will not be allowed to move once the exercise has started.

No one should touch other participants and after the exercise has started, no verbal communication should be used.

Signalling

The aim is to pass a message across a noisy river and gain confirmation of receipt.

Plan together for 10 minutes (max) then split into two groups and give the message to one group and a reply to the other.

Voices cannot be used, nor can any other equipment.

Choose a message (*The message was: The Beatles are the best in the world.*)

Result of the group: What did we do?

Organising communication, roles, rules/ importance of discussion, need to consider others and learn about them/ even with the different languages, understanding/ .

Some reflections in plenary: "sometimes rules are not so clear"/ "There was confusion"/ "the strategy of the group was not clear"/ " It was too easy, too simple"/ "it was interesting because it was not a mental simulation".

Project management = to share ideas/ promote communication/ prevent misunderstanding/, improve teamwork/ develop and use skills/ understand the reasons for success or failure/ trust/ involve participants/ stay flexible/ find a strategy/ understand rules and responsibilities/ let people talk/

Through this experience about project management: " The preparation was more important than the activity",/"The leader needs to be "cool" with a lot of energy" and competencies / "The team work roles must be clear and people must know the rules"/"Learning that we must be flexible, because we cannot plan everything" to be a good team work too.

The elements of a project:

Objective: to identify elements in planning, thinking and talking about a project. To set it up and run it. The elements in a project lifecycle.

Method:

Divide the groups. Plenary with all participants

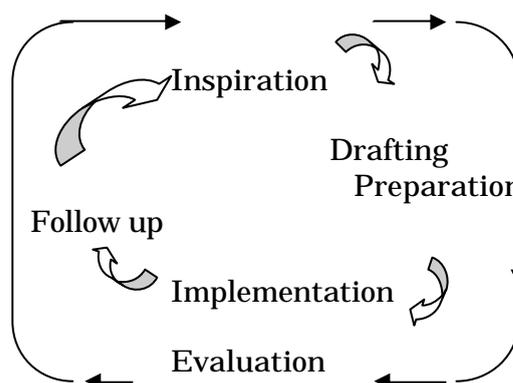
Materials: 1 poster, some markers.

Time: 20 min before plenary

Task: Subgroups discuss what they think are the elements for a quality project, sharing their different visions. They prepare a flipchart to present in the plenary session, checking all elements of a project.

Result of the group:

Purpose, needs, objectives, preparation, idea, title, funding, target group, content, programme, methods, evaluation, project phases, assessment, staff, human resources, partners, promotion, marketing, implementation. The project belongs to the participants.



Lifecycle of a project

The Lifecycle of a project

Human timeline

Aim: show the diversity of models for a project cycle.

Underline the importance for the partners to reflect in common on the methodology to adopt in order to implement the project successfully.

Material : flipchart with markers,

Time: 30 minutes

How to do it: Take two models: out of the T-KIT on Project Management (for example)

Propose the different phases of the model on cards (one phase per card with differently coloured note cards for each step) and put them on the floor.

After the introduction, participants take one card each.

They have to put their keywords in the right order and present the model in a human timeline.

They have to agree on a common understanding of the different phases of the project. They shout the word written on their card.

After, the team members reveal the model as it is presented in the T-KIT, the group discuss what happened. They should emphasise the fact that there are multiple models.

There are some up and down phases.

In spite of thorough preparation, there was some tension when doing the activity.

During the project there are phases of optimism and pessimism.



Theory part:

- **Decide on Country**
- **Find Partner Organisation** Why do you want to work together? What things do you have in common? What things are different that you can learn from?
- **Decide on Theme of Project** What type of project do you want to carry out? Which country do you want to hold the project in?
- **Apply for Permission for Project** How is your organisation structured? Whose permission should you ask? Think about the whole range of stakeholders related to the project.
- **Set Aims and Objectives** What do you want to achieve together? What do you want as outcomes?

Recruit Participants

Who are the participants? Where are they from? How do you select them? What age group are they? What do they want? What will you require from them?

Parents Meeting

Meetings with Young People

What do they need to know? What can you find out from them?

Set Health & Safety Standards / rules / limits

What things are different between your countries? Think about: age limits for activities (alcohol etc), sleeping accommodation, sports activities, transport, mixed gender activities etc.

Plan programme

What do you want to do on your exchange? How will your programme develop the young people involved? How will you make sure the different groups bond? Does it include thematic activities? Will it reach your objectives? Opportunities for discussion? Workshops? Visits to local attractions? Free time? Flexibility to change the programme? How much does each bit cost?

Budget

Write a budget for your exchange. How many people (including group leaders)? How many days? Estimate the travel costs for the groups that are travelling.

Residential Weekend to plan with own group

What do you need to do to prepare your own group of young people? What activities should you do? What topics should you discuss? Share with your exchange partners.

Advanced Planning Visit by 1 person with partner group (in country where exchange will take place)

What will you need to visit? What parts of the programme will need to be checked? What will you need to discuss with your partner group? What things need to be agreed between you?

What information can you take back to your group about the project (think about travel details, cultural issues etc).

Group Contract

What rules should you set? How will you set them? How involved are the young people? How much ownership of the project do they have?

Travel details

Arrange Insurance - what type of insurance do you need? Where can you get it from?

Check Passport and Visa Details - do you need a visa? Do all young people hold passports?

Evaluation

How will you check that you are achieving your objectives? What methods of evaluation will you use? Will you do it daily? How will you change things if the evaluation says they need to be changed?

Reservation

Travel - what method of travel? Where from? How expensive? How long will it take to get there? What about food or accommodation en route?

Accommodation - where will you stay? What is available there? What else do you need? Look at your programme, what do you need for each part? How expensive is it?

Food - how many days will you need meals for? How many people are there?

Local transport - which activities will you need transport for? Can you use public transport?

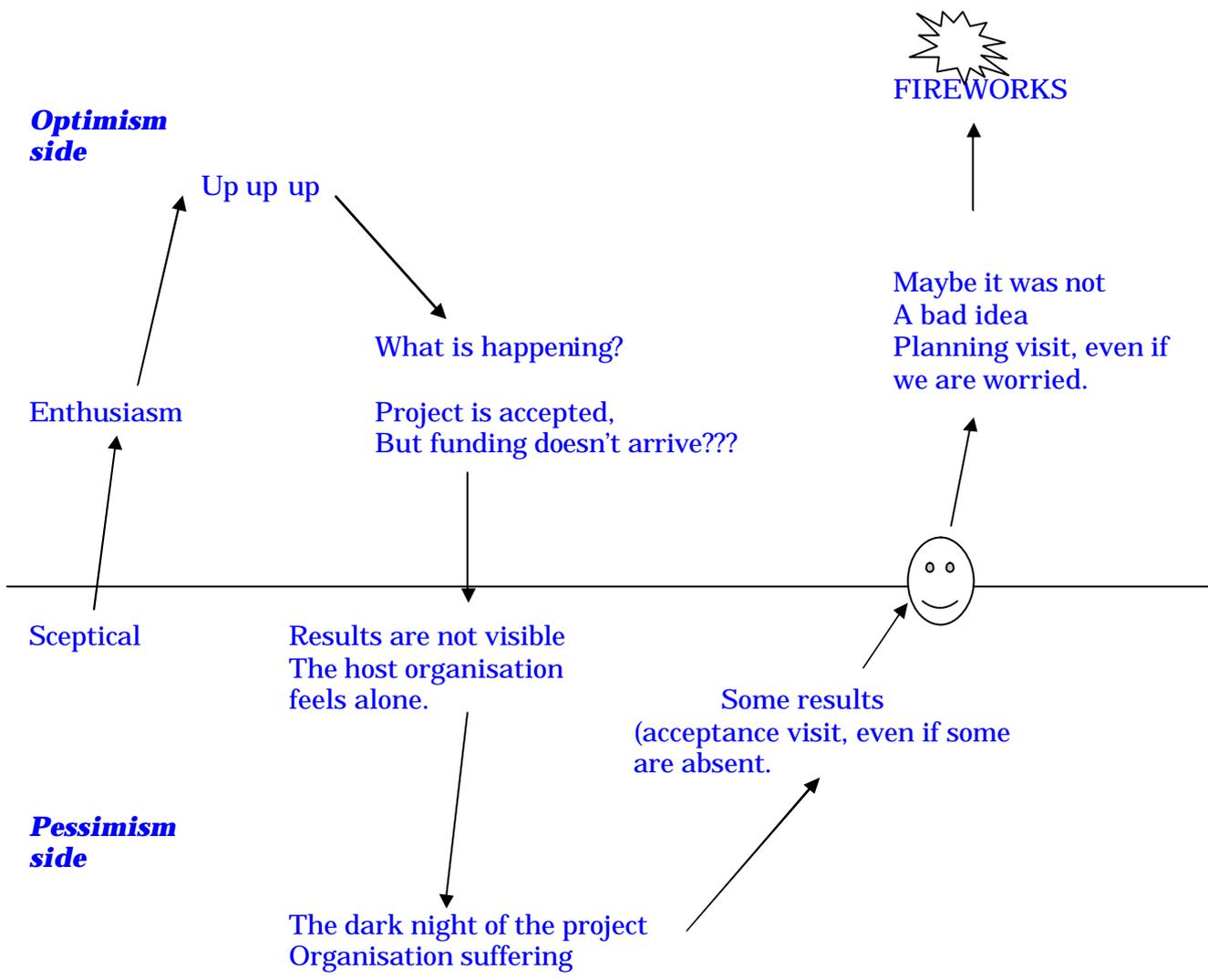
The Exchange

When will it be? How many days? What will you do? Who else will be involved apart from the young people in the exchange group? How will you keep track of the money?

Write Report

What are the important things to include? What would you like the funding bodies to see?

Involvement, evaluation and building in processes that ensure the contribution of young people is critical in delivering high quality projects. It is also an element that is invariably scrutinised during the application process.



Team work

Determine the skills, tools and methods of a youth worker: role, behaviour, communication, common vocabulary. To know your partner better, it is crucial to have a clear understanding of methodology, content and intercultural factors.

It is prudent to arrange feasibility with any new partner prior to co-operating, and essential to undertake an APV before doing the project. Young people should be involved in the project planning, in order to both engender their ownership and maximise their learning.

Role and behaviour

The list

Objective: to make the participants exchange their own experience, their reflections, and their discussion and find a common compromise.

Determine 10 roles and behaviours of a youth worker.

Group: in small groups (8) participants

Task: list 10 words to determine the profile of a youth worker.

Then groups split in two (so 4 groups) and they share their list to decide one common list.

Then, back again by two (so 2 groups) to negotiate and find a common list.

The two groups present their lists in plenary.

Each one tries to locate him/herself in a line on the floor noted from one to 10, to determine his own experience in each word of the list.

Discussion.

Result:

The first list : methodical, creative, mediator, flexible, dynamic, trustworthy, open minded, guide, responsible. The second list : know when to step out, leadership skills, creative, tolerance, responsible, active, passionate, visionary, organised, communication skills.

Communication and group dynamics

THE BRIDGE

Aims: to understand how groups get organised, how they can work together (roles, power, decision making), To understand the group phases and the different needs of each phase. To understand the role of the group leader (related to youth exchange), to understand how they communicate and to get to know the communication process in and in-between groups

Methods: "Build a bridge"

Group:

Divide participants in 2 groups, divided itself in 2 subgroups. Subgroup works by couple.

Give each subgroup a specific profile like:

- one group with only women
- One completely free, etc

Material; in each room: plastic glasses, pens, sellotape, paper (white and colour paper), glue, etc.

How to do it

1 observer for each subgroup: checking on group process and on communication process.

1 engineer in each subgroup, meeting the engineer of the other subgroup twice.

Each subgroup will build half of the bridge. At the end, the bridge must be solid (a car must roll on it) and beautiful:

Its measures are: 20 cm high and 1 m long.

Each group must build it with resources available in their room.

Time: 90 minutes

Plenary:

Observers explain relevant notes and behaviour of their subgroup..

This exercise links quality of youth workers, creativity and methodology, organisation of a group: who takes decisions, the power, leadership, communication, cooperation, different kinds of organisation.

Considerations:

- What's a group, general characteristics (membership, group characteristics).
- Different group organisation (autocratic, co-operative, anarchic,...) and their impact on work and decision making.

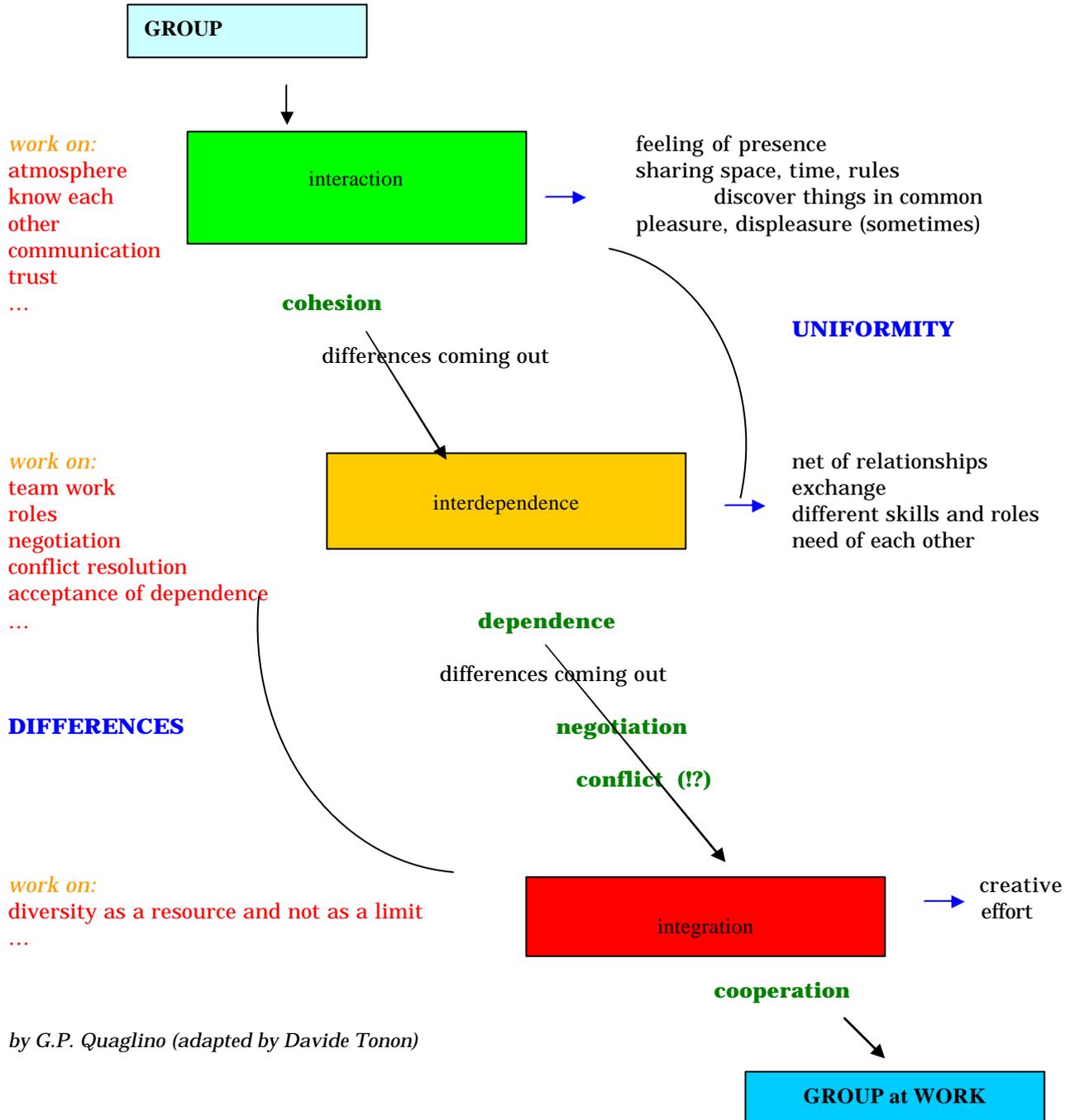
The group life: interaction, interdependence, integration (different dynamics in the different phases.

Communication processes (codes, filters, verbal and non-verbal, disturbances,...) and their impact on group dynamics.



Theory input: how do you get from a group to group work?

S



by G.P. Quaglino (adapted by Davide Tonon)

COMMUNICATION IN A TEAM

Theatre: role play Simulation of an Advance Planning Visit

Aim:

- create a team spirit
- identify weaknesses in communication
- identify role and behaviour of the youth workers
- learn more about group dynamics when doing a task, problem solving
- learn to communicate, reflect on how we work

Material: role written on cards (leader, young person, youth worker). Stick it on participants. One paper with his role (character of the person, what he wants to support in this APV)
Chairs in circle

Time: 60 minutes

Group: 12 actors. The others are observers, but they can replace one actor.

How to do it:

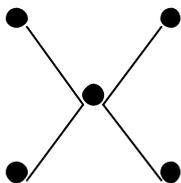
Participants play their role. The others are observers. They can replace an "actor" during the role play.

Debriefing: link what was happening with the model of communication proposed in the theory part. Discuss the best model for a specific situation, in order to consider: the practical techniques used, the rules, negotiation, to prepare for a crisis, to respond to the crisis, to find compromise, work in a team, the common interest, the identification of the partner.,. A working group can use some different models of communication.

Theory part

NETWORKS OF COMMUNICATION IN A TEAM

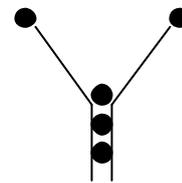
1. Different models



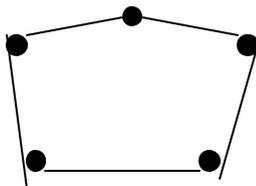
Centralised network



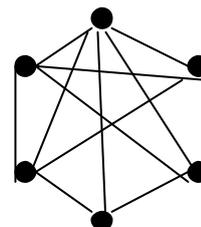
Chain network



Network in 'Y'



Circular Network



Complete network

The Network of communication proposed by Leavitt, an American sociologist identifies 5 systems of communication. Each one has some advantages/ disadvantages. The most

important point is to be aware about this, because to do something together as a team you have to go through some steps. The structure of the network determines, in a way, the psychological attitudes

1 - Some conclusions

- For the performance of the group

- **In easy tasks** with no need for deep reflection :
 - The more centralised the group is, the more effectively it works.
 - Mistakes are corrected more in circular networks or complete networks than in more centralised networks (centralised, "Y").
- **In more difficult tasks**, needing reflection or co-operation
 - The most centralised networks are the less effective because the central subject is giving himself the role of thinker, not accepting suggestions. We lose then a lot of productive potential.
 - For difficult tasks, the complete network is the most effective.

- For the morale of the group

These results are relevant in the long term: morale influences performance.

→ The centralised networks create a big difference of satisfaction between the central members and peripheral members:

→ Central members are happy (communication is going through them, they decide) until a stage where they are over-loaded with information, not able to deal with it and losing self-confidence.

→ Out-lying members (who are only obeying and transmitting information) are unhappy, they doubt the value and interest of the work.

→ In the circular (and complete) networks, everybody is satisfied, happy to be able to collaborate with a common task and everybody thinks the work is interesting.

Building a Common vocabulary

World Café: CORNER CAFE A word is not only a word

 **Aim:** to build a common vocabulary

To brainstorm about the definition of the words.

Words are peculiar things: a couple of letters that provoke a whole world of images, some meanings. Everybody come with his/her own world of images, with values and way of thinking/acting hidden behind each meaning.

Material: present the task with projection of power point document.

Video projector. Computer

How to do: organise the room like for “world café”

Time: 90 minutes

Step by step:

Welcome to the Corner Café

Communication is using also words and words have meanings...behind each word there is a meaning or even more meanings...

Behind meanings there are different values and different ways of thinking and acting...

When I say..., what do I mean? What do you understand? When you say..., are you using this word in the same sense I am doing?

It could be helpful to explore the meaning of some words we use every day, but in different contexts and countries.

Because a word is not only a word...

-  Youth leader, animateur, monitor, betreuer, ?S? ?? ...
-  Aim/objective-s, But/objectives-, ...
-  Active involvement, active participation of young people

RISK ASSESSMENT

Health and safety /guidelines for people contract planning

Aim: Be aware of risks, have a plan to prevent them and a plan to deal with them. Many of our potential partners do not enjoy the same level of legislative safeguards for young people, and/ or conceptual understanding of health and safety issues. Risk assessment is critical to the safety of such projects. Guidelines for young people, keeping them safe, are prudent. Putting the crucial factors into the initial contracts is good practice.

Material needed: lists of problem copied for each group, or put on an overhead.

Time: 60 minutes

How to do it: work in groups, and make a risk assessment on each problem faced (example: Pedalos on lake Garda / Can we swim in this lake?/...).

Answer the following questions:

- Identify the potential hazards
- Identify who is at risk
- Evaluate likelihood of the risk happening and its seriousness
- What are the control measures you have to put in place?

After discussion in subgroup: report in big group

Give theory part about risk assessment

Debriefing: Link the question and answer to theory part.

Who is at risk? Could the risk be getting lost?

Control measure could be: decide on meeting points, hand out cards with mobile number, and always travel in pairs and so on.

Theory part

RISK ASSESSMENTS

What are they?

In practice, risk assessments are usually carried out by the group leader or activity instructor. Assessments should be carried out well before the visit or activity and should be approved by whoever has the responsibility for approving the trip.

Risk assessments should not be complex; rather they should be as straightforward and to the point as possible, while covering the breadth of the visit or activity comprehensively.

Undertaking a risk assessment does not require professional expertise, unless the activity is particularly risky and requires qualified instructors and training for participants before the activity takes place. It is essential that although risk assessments are based generally on common sense, the person making the assessment must be competent to do so.

Why do risk assessments?

Risk assessments are intended to ensure that every effort is taken to protect young people from harm by preventing accidents or reducing the risk of them happening and putting in place management systems to control risks or manage the consequences. Young people must not be placed in situations which expose them to an unacceptable level of risk. Safety must

always be the prime consideration. If the risks cannot be contained, then the visit or activity should not take place.

How do you do a risk assessment?

Risk assessments should be written up and available to all staff who need them in order to prepare themselves to manage a visit or activity. They should also form part of the background documentation and be stored in an accessible place back at HQ. Good practice in youth exchanges requires all leaders and the young people involved to take part in the risk assessment process, and therefore, share in the responsibility for managing both group and personal safety.

The usual format for risk assessment is the analysis of:

- The situation;
- The environment;
- The equipment levels, purpose and standards;
- The implications arising from the risks for all staff and participants
-

The assessment of the level of risk involves an analysis of:

- The likelihood of it occurring;
- The potential seriousness of any injury;
- The actions necessary to reduce or remove the risk or to minimise the danger should an accident or incident occur.

The following factors should be taken into consideration when undertaking a risk assessment:

- The type of visit/activity and the level at which it is being undertaken;
- The location, routes, modes of transport, sea or air journeys;
- The competence, experience and qualifications of your staff, of partners' staff and staff which any other commercial groups use;
- The ratios of staff to young people according to the activity and the context;
- The young people's age, competence, fitness, temperament, previous relevant experience, disability health factors and special needs;
- The quality and suitability of available equipment;
- Seasonal conditions, weather and time of day;
- Cultural or intercultural considerations or possible points of conflict with the locals;
- Emergency procedures both at local level and within the larger organisation back home;
- How to cope with disruptive or unwilling or unable young people;
- The need to monitor the risks throughout the visit or activity;
- The level of supervision required for example, close supervision or remote supervision.
-

What to record in a risk assessment

A typical risk assessment follows this format:

1. Identify the potential hazards
2. Who is at risk from them
3. What safety measures need to be in place to reduce the risks to an acceptable level
4. Can the safety measures be put in place
5. What steps need to be taken in an emergency

First Aid

First Aid should automatically form part of the risk assessment. The minimum provision for a visit should be:

- A suitably stocked First Aid kit;
- The likely injuries and appropriate kit to match;

- A person appointed to be in charge of First Aid arrangements;
- A person trained in basic First Aid, or more highly trained should the activity or remote location demand it;
- Local phrases necessary for an emergency;

The Duty of Care – Loco Parentis

When Youth and Community Workers or others are responsible for the care, custody and control of children (under 18 years) or others, they have a common law duty to **take the same care that a reasonable, prudent and careful parent would take in the same circumstances.**

Implementing the Duty of Care

In implementing this principle staff should:

- Try to think as a parent might think in similar circumstances;
- Consider whether they would be able to justify what is proposed to professional colleagues whose judgement they respect;
- Consider whether they would be able to justify what is proposed ultimately to a court of law.

If in doubt, staff should not go ahead with an activity until they have gained sufficient further information and advice to remove the doubt.

PROJECT BUILDING

Youth exchanges are not holidays... they are tools to facilitate the learning and personal development of young people. High quality projects inevitably have a clear theme with specified aims, objectives and learning outcomes. The programme has a consistent link to the theme, and each activity can be justified through its inherent learning outcomes. The exchange is an opportunity in the field of cultural and intercultural learning.

“Men and women are not only themselves ; they are also the region in which they were born, the city apartment or the farm in which they learnt to walk, the games they played as children, the tales they overheard, the food they ate, the schools they attended, the sports they followed, the poets they read and the God they believed in”

(W. Somerset Maugham. The Razor's Edge)

LET'S TALK ABOUT CULTURE

Image of culture

Aims: to understand what are the foundations of a culture. To create an image of interculturality.

Reflexion about perception of our self, the others, our environment.

A blind perception of ourselves, the other, space. To carry out a common task and to build something together, to include/understand perceptions of each other. To treat something abstract (culture) in a concrete way.

Possible Method: Different training tools can be used to speak about culture;

One is a brainstorming of ideas.

Another is projection of the iceberg.

Method used: Create a concrete image of culture with clay.

Break up the group: Work in couples. Each couple has an observer (it can be all the other participants)

Material: sufficient blindfolds for the eyes. Clay, it does not matter what colour. Some relaxing music.

Time: 30 minutes.

How to do it: ask 10 participants to leave the room: so that they do not see the organisation of the room. Install clay. The other participants are observers.

Blindfold participants and let them enter. Install them around a table, face to face in couples. Between them, put clay.

Explain at this moment what they have to do: "build something abstract, like interculturality, in something concrete, with your partner."

The couples have 10 minutes to create something, without seeing, without speaking, they must just try to feel what their partner is doing.

The observers pay attention to the rules and note what happens.

Follow-up: after the activity, all the couples remain blindfolded. One by one, each pair explains what they built.

Effect of this method: to use other senses than those traditionally used, like feeling and touching instead of speaking, hearing or seeing.

When each one explains what he did, it is noted that it's often completely different to the partner.

Debriefing: The first things we are aware of are basic perceptions, eg. clothes, food, etc, and a lot of stereotypes. And there are the things we are not aware of: the concept, the ideas, the notion of modesty, beliefs, the nature of friendship.

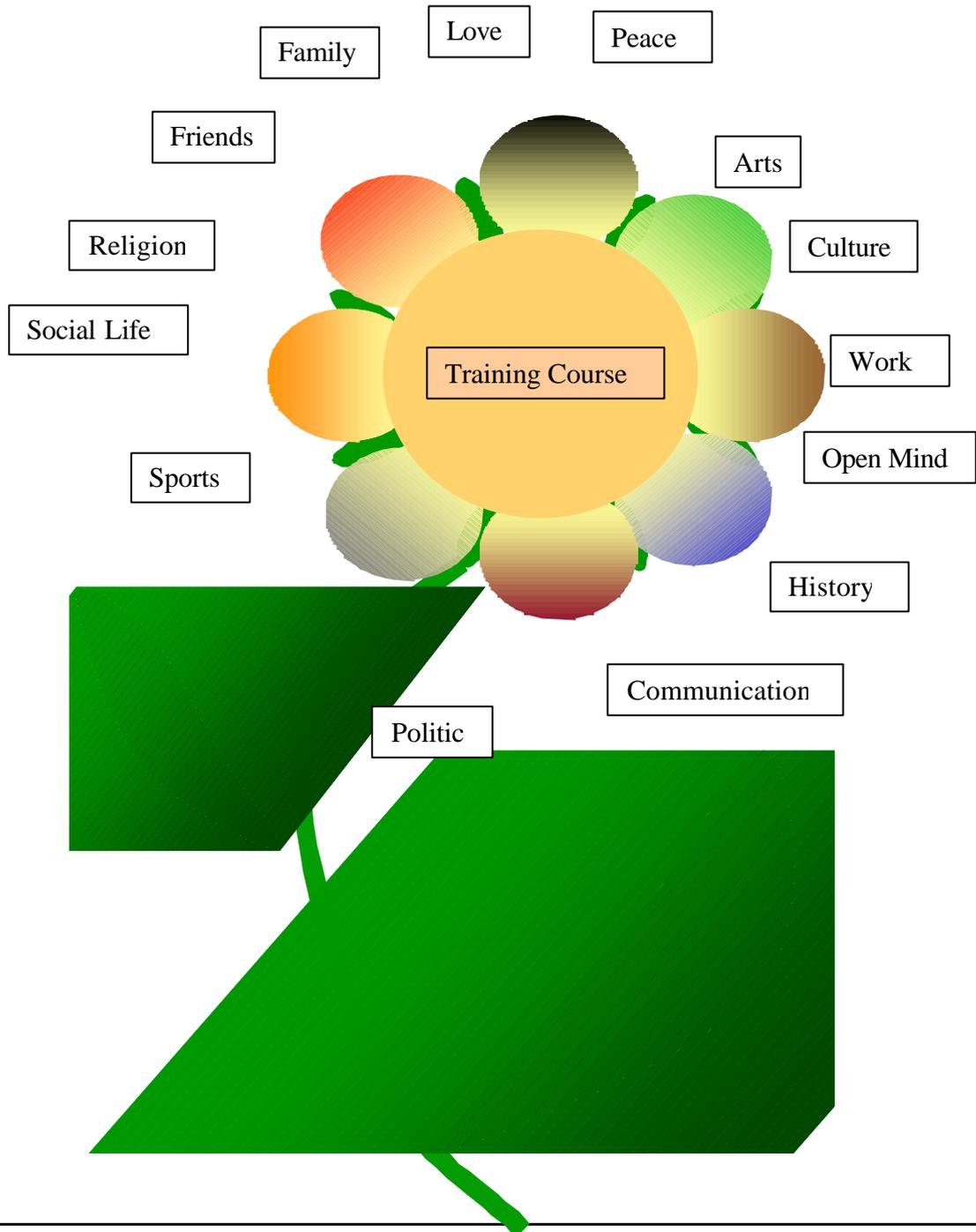
Intercultural learning should be inherent in all international projects, in order to enhance the understanding and subsequent learning of young people, to maximise the learning opportunities of the participants, and to fully utilise the medium of internal work. To stage an international project without this constituent means in essence that the project had no need to be international.



The flower of identity. Who am I?

Aim: to discover the other participants

How to do it: each participant completes the flower and presents it to the others.
You can also propose to complete and present it in pairs.



PROJECT BUILDING

Project idea

The tree of challenging ideas

Aim: Propose concrete ideas in order to reflect on a personal action plan and share it.

Material: post it, pen, a flip chart where a tree is drawn.

Time : 45 minutes

Group: all participants

Task: Write your project idea on a post it.

Stick it on the tree of ideas.

The participants look at the “tree of challenging ideas”,

They choose the one they want to focus on. They can share, find inspiration by thinking about other ideas, write or consult each other.

Partner matching

Prince/Princess/Dragon

Aim: Partner matching game

The group: divide the group in two.

Time:15 minutes

The rules:

Three characters associated to a gesture; prince, princess and dragon.

The dragon wins the princess

The prince wins the dragon

The princess wins the prince

Each group chooses 1 character. They meet the other group using the associated gesture.

The winning group keeps some of the participants from the other group.

Supermarket zone

Aim: to look for a partner match in relation to a project idea

Material: one paper by participants: blue for a hosting partner proposition, yellow for a sending project proposition. Pen

Divide the paper in 3 zones: “me” where each participant explains her/his project idea with more details; “you” and write here the partner you are interested in, “us” write here the proposition of a common project.

How to do it:

Give yellow or blue paper to each participant. Give them time to fill in the paper. Hang all the papers on the wall. All participants have a look in this “supermarket zone”.

Read, discuss and begin the first partner matching in this supermarket.



Aim: Transform a project idea into action

Group: all the participants, in project groups.

Time: 90 minutes

How to do: present power point document and give the rules

Project Phase *It's time to start, not to finish.*

World Café ACTION CAFE

*** Welcome to the Action Café**

- 🍊 *Find your place* in the group in the room (on tables, chairs, on the floor)
- 🍊 *Every step* you make as you transform *your idea into ACTION* you stick up a post it and you “deserve” a ticket
- 🍊 Participants have to find a project that they would like to be involved in.
- 🍊 Everybody is free to change tables, to get more details about another project, and to get involved in the most suitable project.

Trainers provide advice in each group:

The partner matching and project phases are really test phases.

When someone Jumps, he/she can get a bit wet.

In this phase of the seminar, it's time to swim, because it's a unique opportunity

to match with a partner and realise some dreams,

to promote the programme

to increase the quality.

SO

Take time to know if everybody has found the right project. At this step, nothing is definite.

Make sure you're aware of the standard of living of the host country.

Pay attention to political security.

Give all the details you can; in the educational project, it's important to evaluate the quality.

Think about the agenda of each partner.

etc

Euromed Youth Exchange Project

Aim: To increase the opportunity to reflect on what was learnt during this course, and consequently how we could put it in practice.

Any learning cycle is only complete when the new skills or information acquired are put into action.

Set up project, aim, program, details, methods, etc.

How to do it:

Link all the elements to build a coherent project:

link the response to your objectives,

write the group project: title, aim, program, details, formal criteria, etc

check if your National Agency has the budget available: present the project on a flip chart and give it to a “committee” for approval (trainers as a selection committee).

Time: one full day

The coaching begins: Each project has a coach throughout all the preparation, until the evaluation phase in one year.

One trainer for one project.

This is the phase where you start to prepare the project. Each participant knows some elements of the Euromed framework: quality project, priority of the project, some tools and

skills to manage a project, intercultural dimension and intercultural tools, focus on concrete implementation.

SO

Think about your flexibility, adaptability; think how to involve young people.

The theme and objectives are strong; but let young people provide their own objective

The expectations of the programme are never closed: you can't change the objectives of the project, but you can change the programme.

Results: 5 projects in connection with the four priorities of Euromed Programme were born:

1 . Project

Title : EUROMED

Ensemble Unis Rites Ouverture Monde Energie Démocratie

(Together, United, Costumes, Open, World, Energy ,Democracy)



Denmark, France, Palestine, Jordan (Algeria);

Host country probably Jordan.

Bringing together Southern and Northern Countries for mutual knowledge through cultural expression

Aims and objectives: intercultural learning

To be aware of Euromed Priorities such as active participation, fight against racism, life and environment.

General methodology preparation with young people

Share some information; letters, questionnaire, etc

Intercultural workshop: geography, songs, food, presentation and traditional dances, gastronomy, painting, discussion, panel.

2 . Project

Title: OSCAR:



Austria, Lebanon, Jordan, France, Italy, Denmark, (Algeria)

Host country: France (Blanquefort)

Date: from 23rd July to 1st August 2004

35 participants

Active participation of young people in civil society.
The aims; intercultural youth participation in an urban environment.
Objectives; foster the artistic and creative capacities of young people.
Give young people the opportunity to be responsible for artistic projects
Encourage youngsters to express themselves
Some methods: workshop and resources: recycling, theatre, etc

3 . Project

Title: NEW GENERATION:



Tunisia, Sweden, UK, Belgium, Algeria.

Host country Tunisia: Rades, Benarous

From 7 August to 21 August 2004

5 participants from each country

Open mind solidarity between men and women.

Objectives; to promote equality and dignity between young women and men.

To explore each others' human rights in their countries

To encourage democracy for young women in each others' countries

To look at the effects of culture on equality of women

To see each other again

Methodology: workshop, interview, getting to know the other, organisation of the place linked to the programme chosen by young people.

Evaluation at the end of the exchange, and after the exchange.

4 . Project

Title: EUROMED WEEK:



Palestine, Portugal, Turkey, France, Israël, Italy.

Host country: Italy.

Date: from 3rd to 10th August 2004

The theme of the project is acceptance of cultural diversity by getting to know and understand each others' cultures.

Aims; Get young people with different cultural backgrounds / feelings to meet and respect each other's culture, history and feelings;

Objectives; show and clarify the culture of each country involved and break down the resistance to those cultures.

Construct something together (dance, music..) prove that different countries can work together, give young people the opportunity to prove they can be accepted if they choose difference.

General methodology: use cultural activities: music, traditions, dances, etc.

5 . Project

Title: CULTURAL MIRRORS:



France, Greece, Jordan, Lebanon, Spain, Portugal, Turkey.

Host country: Lebanon (Aley)

DATE : FROM 28/07 TO 06/08 2004

42 participants: 35 young people and 7 youth leaders

Preconceptions and intercultural stereotypes.

Theme: Bringing together young people from diverse cultures to provide a platform for interaction and exchanges on common stereotypes and cultural perceptions.

Aims and objectives:

This project aims to bridge cultural diversity in order to fight stereotypes and misconceptions across Euro Mediterranean borders.

To encourage greater cultural dialogue and understanding

To accept diversity and differences in order to fight against racism and xenophobia.

Follow up, Future

Agenda:

This training session is a step in a pilot process. This is why the trainers will coach the different groups to prepare the application form so they can apply by the 1st of February.

10th of December: each one must send his/her project to his coach and to SALTO Euromed.

7th of January: send the draft application

20th of January: send the final application before applying in your National Agency or in Brussels (depends on the host organisation)

The next step of the process

MAY THE FORCE BE WITH YOU



FEEDBACK/ Evaluation

Daily evaluation

Aim: Get feedback on the activity of the day (techniques), on the participants in regard to all different programme elements, personal feelings

Have input on further steps to be undertaken during the training session

Have a chance to get direct feedback from each and all of the participants (techniques, intercultural group experience..)

Group: About 6/7 participants + 1 trainer: the same people all the week.

Balance the group, according to culture, gender, country, language.

Time: Daily meeting of a group for about 30/45 minutes.

How to do it:

Provide a safe environment in smaller groups in order to feel comfortable

Provide space to deal with personal comments and/or problems

Encourage the less talkative participants to communicate (to overcome languages problems, shyness, etc)

Everything stays confidential.

Give feedback to the training team in order to improve the programme

Give them a chance to practice evaluation methods

Some examples of methods used

Key words to comment on the day, for a quick overview before focusing on some particular point if necessary.

Draw the picture of the day. And hang it in the programme-wall, as a starter to discuss.



Some participants wanted to share and collect some methods of evaluation, because evaluation and building in processes that ensure the contribution of young people is critical in delivering high quality projects. It is also an element that is invariably scrutinised during the application process.

It's why it's interesting to use this skill and to get more tools in this way.

The target

You draw a circle divided into different sectors (like a piece of a pie). Every sector represents something (of the programme, your feeling, the food... anything you want to know). Every participant puts one dot or symbol on the target, in the middle of the target being very positive, and towards the outside of the circle being negative.

The fever curve

You put several elements that you want to evaluate on the horizontal axis of a graph. Everyone puts a dot according to the vertical axis (graduate in degrees Celsius) showing how much they liked or disliked the point. Everybody links their points, creating a graph of up and down. This method is a starter for the discussion.

The ocean of emotion:

You can draw an ocean on a piece of paper with different islands, storms, Bermuda triangle, etc, etc. Everybody chooses a boat from a collection (or draws some kind of vessel) and explains why they took this boat. They can explain where they are now in the ocean.

The faces

Use some faces drawing from sad to happiness, with different level of smile. The participants use them question by question.

You can use the same method in more active evaluation:

You put them on the floor, and participants move to the face they feel about the sentence the trainer says.

3 places

You can use the same active method; drawing on the floor 3 places: "Yes" "Maybe" "No", and participants move to the place according to their feeling about the question.

The jury

Everybody gets cards with numbers or symbols. The trainer calls out elements of the programme and the jury shows their points or symbol for the mentioned item. A round of explanation could follow.

The fingers

Everybody draws his/ her hand on a paper and comments on the different fingers.

The thumb represents something that was good or positive in the programme

The index finger is used to point something out from the day

The middle finger refers to something that was bad

The ring finger is about emotions and how you feel

Pinkie is for anything else.

WRITTEN EVALUATION

The evaluation form, used at the end of the training course, covers every workshop topic. See the details and analysis of this kind of evaluation at the end of the second chapter.

ENERGISERS, EXPLOSION

Because training courses are short, it's important to impulse a real dynamic to the project and make sure that everybody is focusing on the same thing. All workshops, but also energisers, ice breakers, help people to get to know each other better, have an open mind, have an overview of their hopes and fears, and value the skills of the group.

Changing places

Sitting in a circle, one chair less than the number of participants, one person in the middle calls out people characteristics like "blue eyes", "with jeans", "in love", etc, and people possessing this characteristic should change place. The person in the middle tries to conquer an empty chair and the person left over without a chair in turn calls out next etc.

Bala-bala

Standing in a circle, one leader sings while stamping their feet on the floor, then clapping their hands, then the hands of the neighbour, then their own hands again, then the hands of the neighbour. They do it and sing faster and faster.

Homeless

The participants are divided in groups of three people. Two of them hold hands representing a house and the third one, who is the tenant, is inside the arms. One person remains alone: the homeless person. When the homeless person calls out "house" every person of the house changes places, when he calls "tenant" the tenants change places and when he calls "revolution" all the participants change places. The one that is left alone without a house or a tenant place, takes the role of the homeless person.

Barbara's energizer.

One person stands in the middle and tries to induce participants in the circle to make mistakes. He/she points at a person in the circle saying 'toaster': this person jumps up and down as a toast in the morning, between the arms of the left and right neighbour who hold hands. When another activity is called out they can stop. Other activities can be elephant: the indicated person makes an elephant's trunk and the neighbours hold their arms to make the ears. Another picture is fish: the indicated person mimes an imaginary fish, while the two neighbours hold their arms to make floats. If he/she is wrong, he or she takes the place in the middle.

The environment:

Aim: to let people get to know Blanquefort, to do a task outside

Group: 4 groups (balance with countries, language, gender, etc) go to Blanquefort

Time: during 1,5 hour with a task to collect:

3 facilities for young people in Blanquefort

3 interesting stories of Blanquefort

3 interesting events in Blanquefort for young people

3 things young people would miss in Blanquefort.

They have to report their "trip" to the group in a dynamic way: drama, etc.

Chapter 2: Jump again



Jump

Part I

Step by step project evaluation : Methodology

Part 2

Group Production

Part 3 :

Recommendations

JUMP

The chapter you are about to read deals with the final part of the training process.

The process required us to proceed step by step.

As we have already seen, the first stage dealt with preparation for participation in the process.

In the second stage, « JUMP into Euromed Youth exchange », we had the opportunity to get to know, understand and experiment with methodology for setting up projects. At the same time partners made contact with each other to set up a youth exchange project within the Euromed scheme. Any exchange requires time not only to clarify the objectives and the content, to meet and work with partners, but also to prepare the pedagogical aspects of the intercultural experience and the group management. That is why it is important to think through the project together.

Five projects began to take shape, involving 25 of the 29 participants coming from 17 countries.

The third stage allowed us to develop the 5 preliminary projects that had been initiated during the Blanquefort meeting. The partnerships were confirmed and, coached by the training team, all five projects succeeded in making their applications.

The fourth stage took place during the summer of 2004 : 4 projects were accepted and carried out in summer 2004 while the fifth was postponed until April 2005.

The purpose of the fifth stage of the process is to deal with the evaluation. It was held in France at INJEP in Marly le Roi and 20 of the original 29 participants took part, representing 14 countries. (Two other participants were unable to attend but took part in the project which was postponed).

A priority for the national agency, a quality challenge for Salto, a recognition of the need for quality in exchanges, participants who can now be considered « experts » in terms of their experience – and now this long-term process has come to an end. But is it really the end?

Preface

The group that met up a year earlier to “take the plunge” represents a particularly interesting example of what can be learnt from the many experiences, both positive and negative that result from such an encounter.

A careful evaluation of these experiences, allows us to highlight a number of key elements that are essential to successfully carry out a high quality youth exchange.

Such projects are extremely demanding and take a long time to set up.

The recommendations that result from the ideas and experiences of the group members can provide a useful tool to help project leaders deal with international groups where people come from very different cultural backgrounds.

This report aims to provide you with a tool that will be easy to use. It is divided into three separate parts ;

In the first part, you will find tools that show you ways to carry out the evaluation of a multinational project. They can be used to improve and enhance working methods. These tools were contributed by the international trainers who formed the team as well as by participants.

In the second part, we have gathered together “group achievements”, ie the results of what the group produced when using these tools. The participants used the methodology tools in the first part of the seminar to exchange ideas, to visualise different ways of functioning within partnerships and the impact that they had and as a basis for analysing these differences.

In the third part, you will find key points to bear in mind if you want to make a successful Euromed youth exchange. These suggestions were the result of what was learnt from the evaluation of the participants’ experiences using the different methods. They highlight the things you need to do and point out what should be avoided when setting up a youth exchange. The various reminders, checklists, recommendations and guidelines were drawn from the elements that were considered relevant in this group to form a series of basic “recommendations” for group leaders and young people involved in Euromed exchanges. They are intended to provide help in planning, organising and carrying out an exchange but can obviously only help those who are looking for guidance. They are not “recipes” because these do not exist. Differences in culture mean that approaches will inevitably be different. This document aims to provide practical help for anyone with a project in the future.

By doing this evaluation, the participants developed new skills that will be useful in improving the quality of transnational Euromed exchanges.

They come to develop evaluation skills but they also develop friendships that grow out of working together towards shared goals.

Step by step project evaluation

1st stage : The analysis environment

The group

The project

1. *means of analysis*
2. *visualisation of projects*
3. *deconstruction of projects*
4. *impacts*

2nd stage: Elements of the Project

Pooling best practice

From theory to partnership strategies

Preparing recommendations

Evaluation

Goals of the Seminar

This first part deals with the effective methodology tools which enabled those who participated in the seminar to analyse their project.

First of all, in the month preceding the evaluation seminar, participants completed a preparatory analysis sheet.

When the group met up in October, they were able to evaluate the different aspects of a project individually, in their project groups, but also in international groups comprised of participants involved in the international projects.

During the evaluation the projects were assessed in terms of partnership, young people, activities, context.....In the course of the evaluation a certain number of points were raised concerning project management.

At the same time everyone was able to evaluate the impact of the international Euromed project for themselves and for the young participants, as well as for their organisation and their local environment. This was done using a common project analysis sheet and interviews.

The relationship between the participants was a key factor in the way of working in addition to what the participants brought in terms of individual experience and group project experience.

All the participants used their knowledge, gained from experience of the global process, to develop their analysis based on the questions raised during the evaluation. This allowed them to classify the various points and organise them so as to be able to make and illustrate recommendations.

The approach taken was "questions/issues raised/categories/guidelines" based on contributions from participants' experiences.

In the first part we will look at the methods used to carry out this first stage, noting what came out of the various contributions and comparative ways of working. The second part of the report will deal with what went into the checklist and guidelines.

The methodology focuses on the evaluation and analysis of projects. It provides tools for enhancing project quality.

Methodology

The way of working requires participants to take an active and constructive part :

« learning by doing » : stimulation of the 5 senses, continuous, detailed, in-depth knowledge, motivation, learning from mistakes, interactive peer learning, self confidence, seeing the results immediately, « learning by doing » must be clearly defined if it is to be used. It is present throughout the process.

FIRST STAGE : The analysis environment

• The group

This group is a little unusual since all the participants except two have known each other for a year. It is the same training team

Reconnecting the Jump Community

Aim : Get back in touch with the group and with direct project partners. Create a working environment.

Integrate the new participants (In fact they have replaced people initially involved in the project).

Identify projects.

Method :

1 :Power point presentation of Blanquefort (1st seminar) ; view a power point presentation.

2 :What has happened in my life; an art exhibition on the floor

3 :What happened to our project; wall posters

The group :

All participants for steps 1 and 2

For step 3 : form project groups

Materials :

1 : CD and Power point document. A computer to project it . A video projector, chairs for the participants.

2 :Project forms, old magazines, water paint, paint brushes, marker pens, glue, paper napkins, different coloured paper, modelling clay, leaves, chestnuts, plastic knives and forks, scissors, sellotape. Have a large space available on the floor. A CD player and music.

3 : Coloured paper, marker pens and felt tip pens, a large area of wall space, sellotape.

Time :

1 : 15 minutes

2 : 50 minutes

3 : 25 minutes

Method

1 : Get the group together to watch the power point presentation showing the work done during the first seminar in Blanquefort.

2 : On the floor of the room : you have pasted a calendar showing the months that have gone by since the last meeting : December, January, February etc up to the present time. Ask the participants to illustrate what has happened during this time, using all the materials available. They can do whatever they like. They should stick what they make on the calendar in the space indicating the month when the event took place. Play some music. When this step is finished everyone can walk around and look at what has been produced.

Then ask everyone to talk to the group about one of the events they have shown.

3 : Ask the group to make a wall poster showing the following information in this order:

- Project title
- Place where it was hosted
- Dates when it took place
- Partner countries
- Project goals
- Theme
- Main activities

Each element is marked on the paper on a coloured strip and the answers are given on a strip of the same colour. Let the other participants read it. Summarise your project and make it readable for the others.

Getting together the first evening



The project

The evaluation is an integral part of a project. It's a step that allows us to improve the way we do things for all aspects of the project which means we can do better in future projects. It provides added value in terms of quality.

It's done in several successive steps: individual feedback on the project using the evaluation sheet, images of the exchange, scenes of the different projects done, the flower, evaluation sheets by project group, interview about the impact of the project, the link with the training session in Blanquefort (picking up on things not done). All of this is used, among other things, to list questions raised about the exchanges that happened.

STEP BY STEP PROJECT EVALUATION

1 : Analysis sheet

Method : the evaluation sheet

Aim :

Evaluate the youth exchange you took part in, taking into account the different aspects of the exchange and assessing each one according to certain criteria : aims, indicators, reality and comments.

It is used at two levels: First from an individual point of view

Then from the point of view of the project group

Individual sheet : Allows freedom of expression ; Done before the evaluation training session. Way of obtaining individual analyses relating to all elements of the project (pre-defined on the evaluation sheet)

Collective sheet : A way to get feedback on the work with the team and the organisation : you can measure the effect on global organisation and compare points of view.

Materials :

Evaluation sheet (see below)

Group : one sheet per person/ to be sent 1 month before the partner meeting

One sheet for each partner group, and pens, to be given out during the evaluation seminar.

Time ;

The individual sheet should be given in before the partners get together or right at the beginning.

The partner sheet should be given in during the evaluation seminar : after the project feedback step.

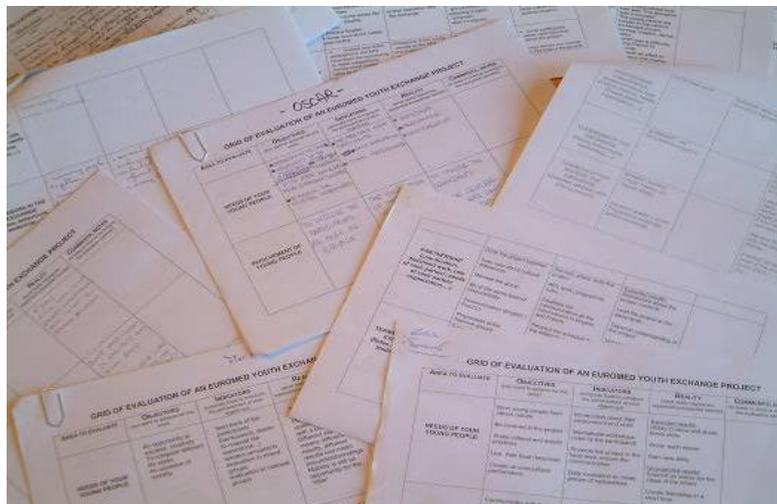
30 minutes : any project group that hasn't finished can give in the sheet later to the training team.

L

See the results in part 2 « group production »

Euromed youth exchange evaluation sheet

EVALUATION ZONES	OBJECTIVES (that you want to achieve in this zone)	INDICATORS (actual tools to measure the achievement of your objectives)	REALITY (what really happened, results whether expected or not)	COMMENTS, NOTES (to keep in mind or bring to the evaluation seminar)
Young people's needs				
Young people's involvement				
Partnership (coordination, work from a distance, role of each partner, needs of each partner)				
Working team during the exchange (role, behaviour, leadership)				
COMMUNICATION before the exchange (between the leaders, with the young people)				
COMMUNICATION During the exchange (between the leaders, the leaders and the young people, among the young people)				
Time management				
Conflict management				
Intercultural dimension /Euromed				
Project management				
Other points you would like to evaluate				



• 2 : Visualising projects

In this session we aim to re-live the project and recall how we felt about things so we can tell the others about it.

Phase A : the aim is for everyone to talk about their project in their partner groups

Image of the project : the drawing

Method :

Everyone draws their own picture of their youth exchange. Then each person presents their drawing to their project partners : this is used as a basis for discussion in the project group

The group :

The participants are divided into partner groups

Materials :

paper, felt-tip pens, sellotape

Time :

10 minutes for drawing

30 minutes to explain and discuss the feelings expressed in the drawings

Post the drawings on the wall to show them to the others.

Result :

The drawings gave the participants in each partner group an opportunity to express themselves, to listen to the others and to be listened to.



Phase B; the aim is to present the projects done to the other people

Image of the project : dramatisation

Method :

Each project group chooses either something that happened during their youth exchange or something that is representative of the exchange

They prepare to act it out in a short 3 minute sketch in front of the others.

Presentation in front of the whole group

The group :

Preparation in partner groups

Materials :

Use any materials around you as necessary

Time :

Preparing the sketch : 15 minutes

Acting out the sketches in front of the whole group : 30 minutes

The sketches

There was a lot of discussion to choose what would be presented in front of the group to illustrate a project. It is sometimes impossible to find something to present, as for the EQUALITY project group

Examples



OSCAR project group



EUROMED project group



MEDWEEK project group

Sketches comparing stereotypes of the roles of men and women in Europe and in Mediterranean countries

Sketch about accepting difference, equality and knowledge (in particular between Israelis and Palestinians)

• **3 : Project feedback**

The project feedback session is done in two parts : first the flower, followed by the work on the questionnaires inherent in the project, so we can evaluate the different aspects of a youth exchange.

Then, we make the link between theory and practice by examining the different aspects of the project that took place in the light of the training process seen during the first seminar a year ago.

The flower : or how to visualise and evaluate different aspects of a youth exchange

The Flower

Method:

1. Using Power Point, explain how to draw the flower so that each petal represents an element of the youth exchange, taken from the actual exchange and thinking about the evolution of the project as well as about its various components.
- 2 Give the instructions while showing the model on the screen with Power Point. At the same time the groups begin to draw their own flowers.

The Group :

Divide the participants into project groups.

Let the project groups find a comfortable place. Space is needed.

Materials :

A sheet of paper from the flipchart for each group.

A sufficient number of pens and markers of different colours.

Sellotape to stick the flowers up on the wall

Time : 1 hour

How to do it :

Explain how to use the flower (you can show the model of how to do it using Power Point while the groups organise their flower as the instructions are given)

The heart : title of the youth exchange

Then each petal shows the essential elements and the priorities (drawn by Sylvain and Detta)

The target group

The political situation

The theme

The host country

The Euromed Youth programme

Funding/administration

Activity programme

Partnership

The second row of petals

Description of these elements in the particular youth exchange

Give examples

The target group

My young people are aged 15 to 17most of them are aged 18-21.

My group are students...mine are street kids

Etc. etc etc.

The third row of petals

What actually happened ?/ How did these elements affect what happened

Give examples

The environments were too different

The young people weren't well prepared

The age range was too different and they didn't mix with each other.

See what the groups produced



The list of questions

The flower - continued

Aim : Identify issues that still need clarifying, the areas for discussion

In this activity we do a complete feedback on the project going over all the different aspects to get an in-depth analysis.

Method

1 :Using your flower and your individual evaluation sheet : make a list of questions concerning your project.

2 :In each project group, discuss the questions raised

3 :Fill in the collective sheet for your project

How should we do it :

The group uses what they have produced : ie the flower showing their project and the individual evaluation sheets.

With these, they note what did and didn't work during the exchange. Then they discuss how these things affected the project.

These points are then noted down as questions.

Prepare a questionnaire using all the questions given by the project group.

Put all the questionnaires up on the wall so all the other groups can read them

Give each project group the group evaluation sheet.

The group :

Work in project groups

Materials :

1 : Keep the finished flowers easily available

2 : A sheet of paper from the flipchart, marker pens

3 : Give each project group a copy of the group evaluation sheet using the same format as the individual evaluation sheet .

Time :

1 : about 30 minutes.

2 : 40 minutes

3 : 30 minutes. But they can finish the group evaluation sheet later in the seminar and give it to the trainers.

4. Impact

The impact of the training process on the project and of the project on the life of the leaders and of the young people.

With reference to the actual experience of the exchange and to the training process (including both Blanquefort and the coaching), identify what aspects of the training were useful for carrying out the project as well as what was missing. In this way we can measure the strengths and weaknesses of what was planned in the initial training programme.

With these indicators, we can measure the impact on the way the exchange was organised and how it developed, as well as the impact on the young people and on the project leaders.

During this step, the project groups are asked to fill in the group evaluation sheet.

The impact of the process on the youth exchange

Aim : situate your project in the overall process. Understand the influences, things lacking, and impact.

Method :

List the elements of the programme that had an effect on the project using the plan of the training programme on preparing a project.

Note them on a large sheet of paper that will be put up on the wall.

Note things that were lacking on post its.

Present the results to the whole group.

The group :

Work in project groups.

Presentation with the whole group.

Materials :

1 copy of the plan of the project preparation training course for each project group

A sheet of paper from the flipchart.

Marker pens

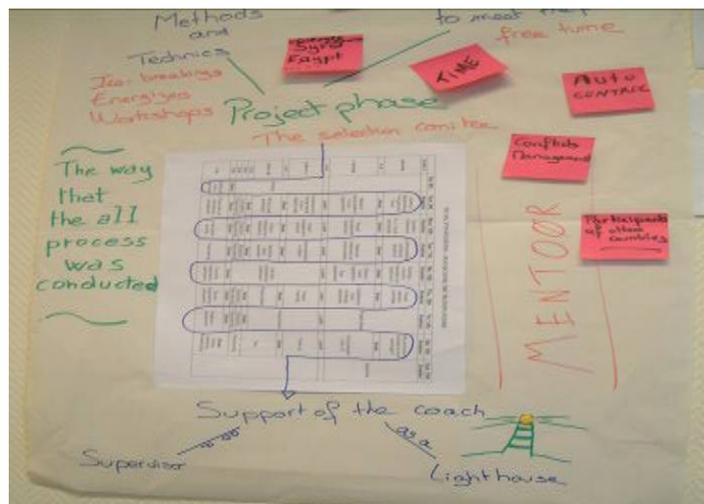
Post it and sellotape

Put the flipchart sheet up on the wall to present to the full group in the plenary session.

Time :

60 minutes for the work in project groups.

30 minutes for presentation to the whole group.



INTERVIEW : impact on the life of the young people and of the group leaders

Objective : use a journalism style interview as an investigation tool to find out what impact the project had on the lives of the young people and the project leaders.

Method :

Divide the group into pairs who then interview each other, collecting information and opinions. Each interviewer takes notes that s/he uses to make a written report of the information obtained.

The group :

Participants choose a partner to work with

Make sure everyone feels comfortable particularly in relation to the language used.

Materials :

Prepare an interview sheet that can be filled in to identify the interviewer, the interviewee and the two questions asked (impact of the exchange on your life (leader) and impact of the exchange on the lives of the young people).

One interview sheet and a pen for each participant.

Time :

30 minutes. The training team collects the interview sheets at the end.

Results ; see part 2 “Group production” the impact

SECOND STEP OF PART 1

Common analysis

After analysing the group's projects, we examine the information obtained from this work.

The aim is to focus on key points in order to sort the information into categories that can be used to put together guidelines and advice for setting up a quality youth exchange.

Elements of the project : Investigation, editorial and debate

Journalists

Aim ; bring out the key points that concern the group regarding the goals accomplished, the difficulties, the process and the results so as to highlight what you must not fail to do if you want to have a successful youth exchange.

The focus is on a general approach rather than on the group's own projects.

Method : a journalistic investigation

- 1 : A question market : in pairs
- 2 : Interview
- 3 : Pairs form groups of four
- 4 : Editorials, video
- 5 : Presentation of work done : editorials and videos : readers reactions
- 6 : Plenary session

Materials :

- 1 : Two post its of different colours, one for the journalist, one for the informant, felt tip or ballpoint pens.
- 2 : A sheet of paper and a pencil for the journalist.
- 3 : Paper and pencils to make notes on the group discussion.
- 4 : A sheet of flipchart paper, markers, photos, scissors, glue, sellotape. A camera to film the interviews.
- 5 : Post its and pens. A television to view the video interviews.
- 6 : Chairs arranged in a closed, tight circle to foster a friendly atmosphere and make it easier for people to talk.

Groups :

- 1 : In full group to form the pairs.
- 2 : In pairs depending on who signs up for the questions.
- 3 : In groups of 4 (two pairs together).
- 4 : The same groups of 4
- 5 : All the group
- 6 : All the group

Time :

Question market : 15 minutes

Interview : 20 minutes

Pair discussions : 30 minutes

Write editorial and film interviews : 45 minutes

Readers reactions. Watch the video interviews. 4 /5 minutes

Full group discussion : 45 minutes

How to do it :

1 : With the full group together, organise a « question market » : each person chooses a question, either as a « journalist » or as an « informant ».

Form « pairs » who will work together. Some compromises may be needed to form the pairs.

Stick a post it of one colour on the left of the question for the journalists and a different coloured post it for the informant who will answer the question.

2 : The journalists interview their informants. They choose a suitable place to do it.

3 : Form groups of 4 with two pairs. Try to group them according to similarities in the themes of the questions. Discuss the results of the 2 interviews in the groups of 4. As before the group chooses a suitable place.

4 : Each group of 4 writes an editorial to comment on what has been discussed in the groups. One representative from each group is interviewed for 3 minutes « on TV ». It's important to have a place with enough space for each group.

Post the editorials on the wall : you need to make sure you have enough wall space.

5 : The participants - who have now become readers - read the editorials and give their reactions. Use post its to note the readers' comments, questions and answers.

Watch the interviews on video.

6 : Use issues raised in the editorials and the video interviews to lead a discussion with the whole group. These could be : dealing with budget issues in a transnational team, partnership and sharing responsibility in a transnational project, confidence in yourself and in your partners, differences between Mediterranean countries and European countries, programme management and conflict management.



See group production under "editorials"

Gathering examples of best practice

Aim : to collect examples of best practice in youth exchanges

Method :

Organise an informal area where you can put the food and drink that participants have brought with them from their own countries or regions.

Organise an « exhibition » of various items that illustrate what happened during the youth exchange : photos, programme, anecdotes, videos

Look at video films and computer documents that reflect aspects of the projects that were carried out. Give everyone a sheet of paper so that, while they are watching, they can note : the time the title and the comments. Have a short discussion after watching.

Materials ;

A room with lots of space so everyone can set up their things,

Enough computers for everyone to view the photos,

A video projector

Papers prepared in advance to collect the group's comments

Enough pens



Group :

All participants

Time :

2h. But as this is a very relaxed, friendly activity you may need more time.

Theoretical input on partnership strategies

Action 5

Aim : help participants to understand action 5 of the programme so that they can acquire tools that will allow them to actively develop international programmes.

Method :

Power Point presentation of action 5

Participants complete a puzzle matching the titles and definitions of the 8 activities of action 5.

In small groups, participants suggest a partnership strategy using action 5.

Suggestions : use questions and issues arising from the participants' own experience, but they must have a strategy using action 5. Propose a strategy and an action plan in sub-groups then report to the full group.

How to do it :

Give the Power Point presentation with additional explanations. Encourage questions that can be answered during the presentation. Use examples from participants' own experience.

Give each participant a piece of paper with half a title or half of the content of the points to be developed in action 5.

Everyone has to find the person who has the matching half.

Read them aloud for the whole group.

Form groups of 4 or 5 people. Give each group an envelope containing papers describing the 8 activities of action 5.

Each group has to propose an action plan based on its own situation, the measures proposed and the strategy, but also on the time scale corresponding to the action plan.

Present it on a flip chart.

Materials :

The CD containing the action 5 Power Point presentation

A video projector

The pieces of the puzzle : photocopies of the action 5 titles and definitions (from the users guide), cut in two with scissors.

A sheet of flip chart paper. Glue. Scissors.

Time

Power Point presentation: 30 minutes

Action 5 puzzle: 30 minutes

Action plan and strategy: 45 minutes

Euromed Training Bag

Aim : discover a tool designed to develop awareness of the Euromed Youth programme

Method :

Provide everyone with a document that can be used to help explain the programme

Materials :

1 report produced on the basis of 5 training courses using the same content : Give out one copy per person.

The document includes a CD.

Give a Power Point presentation using a computer and a video projector.

The « Euro-med training bag » report can be obtained from SaltoYouth FR

Time :

About 1 hour ; including questions and answers throughout the presentation.

Group ;

All participants

Preparation of recommendations

Preparing the Guidelines

Aim : create a new tool that will provide guidelines based on past experience for those who want to develop a Euromed youth exchange project.
Turning experience into Guidelines - using the results of the group so exchanges get “better and better”

Methods

Propose a table indicating the different categories and the points to be dealt with in each category.

Make sure that the results of all the work done earlier are displayed on the wall or easily accessible and that all the informants (participants and trainer, NA and Salto) are available for consultation. This is so that the guidelines can be based on real experience.

Group :

The participants choose which category they want to work on : make sure groups have a good Euro/Med distribution, that people are comfortable with the working languages (French and English) and that the group numbers are evenly balanced.

The work groups will meet three times.

Between each work session, they will receive input concerning action 5 and the « euromed training bag ».

What they ultimately produce will be recorded first on a flipchart, then later on disk.

Time

60 minutes

90 minutes

90 minutes

Materials

Computer

A room for each work group

The opportunity to watch the interviews or the films

A table displayed on the wall showing the different categories identified and focusing attention on the elements already contributed by the participants. This creates a link between theory and practice.

The trainers and all informants are always available

(Results, see part 3 of the report)



The ideas market

Aim : New projects that are emerging

New Euromed action plan ; the new plans ; how to organise a match up of new projects.
From idea to project : present the idea, the project and the details.



Evaluation

The Fire

Aim :

Active evaluation of the impact of the JUMP process on participants in terms of : new qualifications, new ideas, new partnerships and new impetus for action.

Methods :

* With full group in plenary session refer to the specific aspect of the guidelines under discussion ; invite each participant to give their opinion.

* Active Evaluation :

Everyone stands in a circle around a fire (made of red paper napkins). Participants respond to the evaluation statements by moving closer to the fire. How far they move depends on how they feel about the degree of satisfaction and influence of the point mentioned. Ask participants for their comments each time.

Examples of statements : New skills acquired thanks to the process / Influence of the JUMP process on doing new projects / Influence of the JUMP process on setting up partner networks / Influence of the training team.

Group :

* Sitting in a circle for the group comments in plenary session

* All the group for the active evaluation

* Everybody fills in the questionnaire individually.

Materials :

A few paper napkins (red or yellow to symbolise the fire)

Time : 30 minutes

Questionnaire Written Evaluation

Aim : individual evaluation of all aspects of the process.

Method : Questionnaire

* The questionnaire : to be filled in individually (evaluation of the strengths and weaknesses of the Jump process, the impact of the training course, the methods used).

Group : all participants

Materials : Copies of the questionnaires and pens : one per person.

See the copy of the questionnaire in « group production ».

Time :

60 minutes but if any participants have not finished their questionnaire they can give it in later. But all questionnaires must be collected before the end of the evening.

Results in part 2 « group production » evaluation



GROUP PRODUCTION

Identification of the projects 1

The flower : activity to bring out points for analysis 2

How to fill in the grid 3

Impacts 4

Questions from the groups 5

Editorials 6

Collecting best practice 7

Global process evaluation questionnaire

<p>Production 1 : Identification of the projects :</p>

OSCAR

Coaching trainer; Annie
 Blanquefort. France
 28/07 to 08/08 2004
 France, Austria, Italy, Denmark, Algeria, Lebanon, Jordan.
 Aims: enable young people to get involved in the local community through art and creativity in public places
 Theme: artistic workshops and intercultural activities

MEDWEEK

Coaching trainer: Davide
 Portugal
 3/13 August 2004
 Portugal, Palestine, France, Italy, Israël, Turkey
 Aims: Meet Meda and European countries, Bring Israelis and Palestinians together, learn to accept differences by developing knowledge of culture, Knowledge/Equality/Acceptance.
 Theme and activities: workshop arts & culture
 Euromed championship,
 Traditional dances
 Intercultural evenings & dinners. Acceptance of cultural diversity

EUROMED

Coaching trainer: Hibba
 Jordan, Amman
 17/27 of July 2004
 Jordan, Turkey, Denmark , France
 Aims: Better understanding
 Activities: workshops, discussions, plenaries, arts, final show.
 Get to know the local heritage and environment.

EQUALITY between new generations of men and women

Coaching trainer: Detta
 Tunisia, Rades
 9th to 16th of August 2004
 Tunisia, Lebanon, Sweden, Algeria, Belgium, Italy, Marocco, Lybia
 Aims: equality men/women
 Activities: discussion workshops about equality men/women.

CULTURAL MIRRORS

Coaching trainer; Sylvain
 Lebanon
 17 au 27 April 2005 (project postponed)
 Lebanon, France, Spain, Greece, Portugal, Egypt, Jordan, Turkey
 Theme: to fight stereotypes, racism, and to mix interculturality.
 Main activities: artistic workshops and intercultural activities

Production 2

The flower : activity to bring out points for analysis

The project group uses the flower to « deconstruct » the transnational exchange. It helps to identify all possible issues concerning the project. As a result it allows everyone to give their opinions, listen and open up new avenues for reflection. Each element is taken from the various elements of the project or suggested by them. There is no limit to the number of elements.



MEDWEEK (centre circle)

Host country : Portugal- tourist spot – a host country where the weather is hot- 2 different places – Far – Rain in summer – Beach- Swimming pool- culture and wine.

Partnership : interaction with children and young people coming from low income families - friendships between the leaders- conflict management – leadership – experienced partners – outside partners – communication – tolerance – sharing responsibilities- relations with the National Agency - **Programme :** Balance between work and fun- from 1st to 15th August 2004 – Flexibility of programme- influence of past projects – sharing of previous experience- free time.- **Euromed Youth Programme:** space for work time- co-ordinator's commitment-coach- Salto. Blanquefort training seminar - Budget.

Political framework : checks- visas- visa regulations in Europe- cooperation between associations- in the framework of the policy of cooperation- closed borders-

Administration : budget control – support from the National Agencies- sharing-expression- public and private sponsors - cooperation with associations. **Target Group -** Euromed- Different religions- balance- age 18 to 25 - students- mixed religion group – different skills. **Theme :** recognising cultural diversity. Outside issues –**Logistics :**Bus-kitchen equipment – isolated accommodation – free time – time management – Turkish restaurant – alcohol –halal food -

Production 3

How To Fill In The Grid

How does it work ?

We tried to cover the main areas we worked on during the 1st training phase in Blanquefort. These areas are, according to us, the main ones related to a Euromed youth exchange project. They are wide and this is your work now to make them more precise by:

1. Defining **objectives** in each of them (1st column). There is no limited number of objectives to specify, just choose all the ones which are important to you as a partner of this project.

Ex. For the area "NEEDS OF YOUNG PEOPLE"

1st objective: to make the exchange match the following needs expressed by our young people before the project: mobility, opening horizons, meeting new friends, developing creativity,...

2nd objective:.....

2. When you have defined some objectives for the area, you have to determine **indicators** (2nd column), which will concretely help you to recognise the achievement of your objectives. An indicator is something to measure, it must be realistic, visible, touchable.

Ex. For the area "NEEDS OF YOUNG PEOPLE"

Indicator 1: A list of needs expressed by young people, shared together among the partnership

Indicator 2: A final evaluation after the exchange with my young people, with a questionnaire about their initial needs and the level of satisfaction.

3. After this specific work, you will be able to deal with the **reality** of the exchange (3rd column) in all its phases, or you may have already experienced some events during the preparation, the exchange itself. This column should help you to collect what happened or didn't happen in each of your areas. This column should first be compared with your indicators to indicate whether you had them or not. Or it can be used to note unexpected things, which happened on the spot and which in your opinion affected the project area positively or negatively.

Ex. For the area "NEEDS OF YOUNG PEOPLE"

Unexpected results: Young people didn't express needs related to the youth exchange but very general ones. The youth exchange created a new need: they wanted to have more power and decision in the exchange,...

Expected results: list of needs was shared before (see indicator 1),...

4. The last column might help you to make **comments** or to point out weaknesses, to raise questions. All elements of learning for the next project are useful to bring into discussion during the seminar

Ex: for the area "NEEDS OF YOUNG PEOPLE": Which active and participative method to use for making young people express needs related to the youth exchange.

Some elements of the GRID OF EVALUATION OF A EUROMED YOUTH EXCHANGE PROJECT

AREA TO EVALUATE	OBJECTIVES (those you want to achieve for this area)	INDICATORS (concrete tools to measure the achievement of your objectives)	REALITY (what really happened, expected/unexpected results)
NEEDS OF YOUR YOUNG PEOPLE	To have the chance to meet and interact with different cultures/ exchange of ideas, dreams/ To prove that different cultures can work together/ develop some values like tolerance, equality, respect/ practice English/ know more about the Middle East conflict/ discovery/ mobility/ broadmindedness/ tolerance/ opportunity to share/ to be involved and creative/ to break down culture stereotypes/ to put on a performance together/ team work/ exchange artistic skills with people from different background/ Overcome our own differences by learning from various cultures	Listening/ observation/ collaboration/ learn new skills/ develop our own skills/ feedback from participants/ daily evaluation/ final performance/ to take active part/ participants respected/ take part in youth exchange/ accept to live together/ to include two countries which are in conflict (Palestine - Israel)/ a final evaluation after the exchange/ take part in organisation of different activities/ Communication/ good and beautiful host place and accommodation	Exchanges took place in summer 2004/ one evening by country was kept for presentation of the culture, the country/ To mix in the room all religions (MUSLIM? Jewish? Christian)/ Israel and Palestine were both in the same exchange/ Met 3 religions/ to mix the group in spite of language barrier/ workshop/ Performance/ daily evaluation/ difficulties in team work/ disappointment in the quality of art expressed/ Gain new skills/
INVOLVEMENT OF YOUNG PEOPLE	Communicate with the others/ manage daily life in the workshop/ create a performance together/ spend all the non formal times together/ take an active part in	Presence of young people in APV/ Include them in preparation/ mail group/ some meetings before the exchange in order to prepare it and to	Fluctuation in participation and opening according to preferences/ people had fun/ be responsible in the reference group/ participate actively in the evaluation/ increase their involvement every day/

	<p>the workshop/ have fun with the others/ get others involved in their project/ Involve the participants as much as possible/ to mix backgrounds/ involve one of the participants in APV/ give them opportunity to make suggestions, correct some details/ have to do preparatory work before coming to the exchange/ involve in the creation of the logo, image of the project, materials for activities/ show their culture/ have a role in the daily meeting of the leaders and in the different evaluations/ development of the abilities of organizing an exchange (youth project)/ let them have an active part within the prepared workshop/</p>	<p>give them the different information/ to ask their opinion during the preparation/ to organise the different presentations themselves /to include them in the daily meeting and let them talk about their opinions/ improve language, English or other kind of expression/ measure the increase in the involvement of participants/ be curious, willing to discover/ active participation/ leadership/ build friendship/ welcome the group/ Lead the intercultural workshops/ evaluate the daily program/intercultural groups take charge of meals and timetable/ to carry out workshop.</p>	<p>different level of responsibility felt by participants/ language and cultural barriers can't be broken in few days/ active participation in workshops and final show/ performance was a success/ young people invested in various workshops (music theatre, dance, video)/English was difficult/ had to translate into own language/ 4 participants were present in APV/ each leader had to prepare their participants/ just the leader decided about the creation of logo image: necessity of centralisation to manage this point/ some cultural barriers can't be broken down in a few days.</p>
<p>PARTNERSHIP (coordination, distance work, role of each partner, needs of each partner organisation...)</p>	<p>A successful project through teamwork/ share the responsibilities as much as possible/ same level of involvement/ to be a team which means to have the same information, the same commitment/ to start a process of building some things/ to make it work great for everyone involved/ to consider all needs, all means, of each participant/ to have regular</p>	<p>Email communication/ amount of documents exchanged/ frequency of the communication/ participation in the decision/ stress before-during-after the exchange felt by the team/ to work together to create some tools/ to bring ideas, experiences, organise the work, and the program/ to create tools/ to ask opinion of all leaders who mustn't</p>	<p>Change in the team (substitution)/ change of the content (APV)/ most of the work done by host organisation/ One coordination for all ideas and add them in the program/ all countries prepared their participants, activities/ Muslim participants informed host country of the different needs/ email group was created to facilitate the communication/ different ages/ absence of the APV/ leader during preparation not the same as exchange leader/</p>

	contact/ to find common solutions if we have some problems/ to achieve a common goal/ to understand the common interest of each organisation.	hesitate to add or explain some things/ schedule , when, what should happen.	
TEAMWORK IN THE EXCHANGE (Roles, behaviours, leadership,...)	Every leader responsible for his group/ democracy/ communication skills/ open mindedness/ to apply the program/ to evaluate/ to improve/ To be flexible/ to resolve conflict/ to be able to pass the communication/ to be sportive and find support/ support the participants in the workshop/ involve themselves in activities/ manage the evaluation/ take care about the participants feelings/ missing people together/ team work building between skills and leaders/ give young people responsibilities/ to do an assessment meeting / to speak about the budget	Mixed workshop/ each group conducted workshop/ referent group for everyday life/ will the host country listen to us?/ Non formal discussion with participants/ Daily evaluation between leaders and in national groups/ tiredness of the young leaders / satisfaction of the achieved results/ efficiency of the team on solving problems/ Mutual understanding and respect/	Good communication but different level of involvement/ all the leaders of the whole group and not only of the national group/ the role of the leadership wasn't so clear for the participants/ it was unexpected that we all understand each other so well/ interaction/ everybody compromised to make the best for the group/ Big result/ some are less involved, less expectation, it's a problem to manage .
COMMUNICATION BEFORE THE EXCHANGE (between leaders, with young people)	Good understanding of the objectives and people targeted/ prepare the group for what is going to happen/ keep them informed about everything/ inform them about the changes/ between leaders, understand each other/ the language can be a big obstacle : leaders have to use the same language/ everything should be very clear/ between leaders: email,	Email communication/ amount of doc exchanged/ share our opinion/ involvement in the process/ number of mails/ the efficiency of the communication/ the result of the communication in group behaviour/ behaviour of the team and the group during the project/	Email contacts were very rare/ no fluent contact/ we fought a bit with the language barrier/ We ended up leaving most of the work to our host/ first moment of confusion, better after/ always translation for someone/ some of the same communication problems come up between leaders, different point of view/ some of the previous communication wasn't effective so the preparation didn't work out/ some groups weren't prepared and weren't aware of the

	telephone on regular basis/ leader and young people: preparation meeting before exchange.		activities/ communication only with the hosting country as intermediary/ guidelines different from the reality/
COMMUNICATION DURING THE EXCHANGE (between leaders, leaders and young people, among young people)	Daily evaluation/ clear program/ explanation of the activities/ listen to the hidden feeling of the participants/ among young people, create a group spirit where everybody can speak with each other/ Break down all kinds of barriers between young people to free communication/ Be able to create good communication in the leaders' group, so that we can develop efficient work/ support for the participants/ be at the same level of information/ be self confident within the project/ discover the other.	Daily meeting between the leaders/ daily evaluation in mixed group with one leader/ Non formal discussion (proposal, ideas, organisation)/ everyday evaluation with reference group/ general meeting/ mid evaluation/ information passed through when all participants knew what was going to happen/ Everyone showed up on time/ Everybody going in the same direction/ Work clear, no confusion/ talk with each other freely/ does everybody know why they are here?	Some leaders changed, it was more difficult to communicate/ between young people no problem of communication/ On fourth day, everybody speaking with everybody/ Between the leader and the group only one (under 8) complaint about not being informed about things./ In general most of the time good communication/ Common language/ take care about leader and participants' opinions/ quality of the workshop production/ good relationship.
TIME MANAGEMENT	Clear communication of the time-table/ once at the beginning of the exchange, once every day/ Leaders as guardian of the time keeping/ good balance among free time and organised moments/ coordinate everyone's time/ have time for everything we proposed/ all activities were scheduled in the program/ daily time-table/ Respect planned time-table/ Balance the program between workshop and leisure time/ realistic result/ give a time frame.	Start the activities planned on time/ involvement of the youngsters/ creation of the last production/ young people's responsibilities/ leaders' responsibilities/ evolution/ frustration of participants and leaders/ tiredness of everybody.	Management of time by a big group creates lateness/ lack of scheduled free time/ several moments of unexpected free time/ good communication in general, but very often English is a barrier to communicate/ fluctuation in the respect of time/ many participants/ the reality was completely different from the planned time-table: late all the time/ necessity to be comfortable in the daily program/ feel free to propose other activities/ don't forget time to cook/ time management was completely chaotic because not enough leaders felt responsible for it.

CONFLICT MANAGEMENT	Give clear rules/ agreement of all the leaders before taking a decision/ take care about group life/ if conflict, deal with it as quick as possible/ be able to get beyond the different opinions and points of view to reach a common goal/ to get beyond individual opinion to benefit the group/ good accommodation	Solving the problems that came up/ deal with the problems with the leader, the reference group/ respect of the rules/ risk assessment in the host country/ discussion with participants/ discussion between leaders/ behaviour of participants/ speak about the problems you meet.	Good relation between leader and participants/ anticipate the difficulties/ balance of gender in the team/ usually conflicts are not apparent, seen , we need time to see there is one: so prevent them/ some conflict came from a leader who behaved as with a group of friends.
EUROMED / INTERCULTURAL DIMENSION	Taken out of their own reality to someone else's daily life/ get in touch with real problems of real people/respect of the different everyday life/ exchange of different points of view/ mediation between different expectations/ mix European and Mediterranean countries/ overcome and learn from cultural difference by sharing some interest in life through activities/ let the young people learn from another culture/ open mind/ break down stereotypes/ to become acquainted with the other, their culture.	Life of the group/ take care about the others' culture, religion, food/ mix of participants/ workshop created by young people themselves about their spaces in their countries/ did people know more about other countries?/ were stereotypes overcome?/ relax in the group/ the number of cultures involved/ the trade achieved/ young people will be operational to give a good image of their countries/ will the participants achieve a greater understanding of the culture and political issues of the other groups ?	Young people gave a positive image of their culture and listened to others/ only the debate on religion caused some tension/ to get close to different cultures/ Understand difference and accept it/ totally relaxed about Euromed dimension/ every free time was an intercultural moment/ intercultural evening/ create an intercultural performance using the different cultures/ Palestinian and Israeli participants in the same exchange: many other issues were treated and it become possible to discuss general cultural topics without the constant interference of this overwhelming problem
OVERALL	Good project for organisation, leaders, and specially for young people/ how to improve the quality of the following project/ meet the objectives/ respect what	Will the project be a success for all participants/ some leader wasn't involved in the preparation/ reach leaders'	Good atmosphere between leaders and participants/ interesting programme and creative ways of working together/ ensure a high level of intercultural understanding

PROJECT MANAGEMENT	was planned/ logistics under control/ well organised not to lose time/ we should work together to create a successful project/ realise the exchange/ keep a strong partnership in the whole process/ give the participants the possibility to express themselves in an artistic and cultural way.	objectives/ satisfaction of young people/ approval of organisation/ follow up/ quality of the evaluation/ take care about administrative points: visa.	and many personal friendships/ good management of the project/ Young people achieve something because they ask for more...more time, more projects/ Leaders achieve a good partnership for future projects/ important to have strong partnership/ Good cooperation between both leaders and young people/ experience to be used in the future

Feel free to add any other area...

Production 4

Effects and impact (the interviews)

Impact and effects of these personal experiences

What effect did this experience have on your life ?

Areas covered are : skills, discovery, communication, development of citizenship, mobility, responsibility, professional qualifications.

Good experience for : using other languages/ Meet lots of people from different countries/ Learnt a lot about project management/ know more about Euromed projects/ Travel and get to know other cultures better/ Respect for other people/ Now I know how to organise and present a project/ Personal satisfaction/ Dealing with administration (visas)/ Very unusual time/ Project is useful to forget about difficult things in your life/ Was impressed by the young people's open mindedness/ Reinforced conviction about working with young people/ Lot of fatigue and grey hairs/ Learnt a lot by having Palestine and Israël in the same exchange/ Want to go on and do other projects/ Keen to try out what we learnt in the training seminar/ Do it again/ Opportunity to make friends/ Create a network that can be used to develop personal and professional projects/ Gained a lot from the leader experience/ Had hoped for more curiosity from the young people/ Learning about difference is a real challenge/ Methodology/ Self evaluation compared to my own project in Tunisia/ Motivation/ New tools/ Fantastic memories/ More confident after doing the project, but lots of stress before, during and after the exchange/ Being the host is a real challenge and means a great deal of work/ Improved my English/ tools for communication/ Get to know another world/ More comfortable about my skills/ Meeting other people in this context gives you a good feeling for globalisation /

What effects did it have on the young people's lives ?

Areas covered are : Awareness of the Euromed dimension, of citizenship/ Self confidence sometimes triggering real personal development/ Pride in taking part in a project and achieving something/ Open mind / Effects on other people.

Respect for other people/ Learning to live together/ Know more about other cultures/ They have more confidence in themselves/ They're ready to get involved in other projects/ The project changed something inside them. Confidence: after this exchange one of the young people went to Italy for 4 months to work as a volunteer in an association doing socially useful work/ Makes them want to have another similar experience and to make the effort to learn about other cultures/ Gained self-confidence / Became more daring : make projects/ Opportunity to have a unique experience/ International friendships/ Half the group didn't change through this experience, but the other half really enjoyed learning more about people with other religions and cultures/ Intercultural dimension/ Motivated to do another exchange/ The exchange stimulated their investment in other phases of the project/ Stimulated/ Links created between the different national groups/ Developed their ability to manage the project/ A seed of leadership was sown in them/ Friendship reinforced/ The young people learned more about the conflict in the Middle East/ They are more open and willing to continue with Med countries/ The Israeli participants thought it was a good opportunity/ Understand other people and their goals in life.

Production 5

Questions coming from the various project groups

- ⊠ What do you do when the participants don't want to go to bed ?
- ⊠ What can you do when participants don't do the tasks they are supposed to do ?
- ⊠ How far should you go when participants don't like the food but you need to respect the eating habits of the host country ?
- ⊠ How can you respect the limits and freedom of each participant ?
- ⊠ How do you deal with the limits of each religion ?
- ⊠ How do you solve conflicts between leader/participants and participants/participants ?
- ⊠ When partners are late, should we wait for them or start without them ?
- ⊠ What can you do if a partner doesn't accept his/her responsibilities ?
- ⊠ How long should you put up with constant lateness ?
- ⊠ The role of the partners in filling out the forms ?
- ⊠ When is the best time to reimburse your partners ?
- ⊠ Partners' roles after the exchange (final report, etc) ?.
- ⊠ Should you stay in touch with all the participants ?
- ⊠ How can we be sure a partner is reliable ?
- ⊠ How can we assess risks during the exchange ?
- ⊠ How do we know if we've achieved our objectives ?
- ⊠ Who is Oscar ?
- ⊠ How do you manage a project with 7 partners ?
Eg : communication, sharing responsibilities, information, exchange
- ⊠ How can you respect the programme ?
Eg : timing, individual activities, final result,
- ⊠ How do you keep within the budget ?
- ⊠ Is there a difference between theory and reality in terms of rules and behaviour ?
- ⊠ Can you give us any tools for conflict management ?
- ⊠ How do the group leaders organise themselves during the exchange ?
- ⊠ How can you optimise the preparation for each partner ?
Eg : distribution of roles, checking that each partner has done their share of the preparation.
- ⊠ Is each partner responsible for the budget ?
- ⊠ Can you apply to do a new action after an exchange ?
- ⊠ Can an exchange be held in several countries (near each other) during the same period ?
- ⊠ Is it possible to make an application where the programme is left completely open (to be decided democratically by the participants).

Production 6

Editorials: one example

The day after

An exchange is not only to participate during 1 or 2 weeks in a project and to take all benefits for myself. Ok, it's good to have fun but.....

▫ a new experience: if you didn't have a new experience, you JUST WASTED YOUR TIME;

▫ When you communicate, send or receive any messages (culture, society...) THE PROJECT DOESN'T STOP AFTER THE EXCHANGE START TOGETHER>WORK TOGETHER>FINISH TOGETHER!!!

The partners have to continue to cooperate, they have to share the evaluation done in the national group with the others.

WE CAN DO AN APV WHY CAN'T WE DO A FINAL REPORT (an evaluation) MEETING???

Let's talk about the long term follow up.

First of all don't forget to use the enthusiasm and the "fresh feeling" of the exchange just right after the exchange to create the basis for FUTURE HIGHER LEVEL PROJECTS.

Then if you want to find new participants, you should organise MEETINGS WITH NEW ORGANISATIONS;

You can save your interest and successful ideas and subjects for future projects.

If you want to organise projects with the same participants try to find new subjects to give them the possibility to involve themselves.

Marilisa. Audrey. Mouloud. Mazen.

Final report meeting..

No one said that we cannot have a follow up evaluation, just use the money of the exchange !

We finish a project, and we think about another one, and between them there are the lessons of our experience.

You do the final evaluation, you can keep contact for the final report and do it

You can keep your first idea in a follow up of a project with the same participants. The follow up serves to go deeper into the subject.

Some subjects can go deeper with the same participants. Maybe new methods.

Why new subject, maybe you need to do follow up on same subject

No Youth Initiative Action 3 in the Euromed program.

A follow up for your participants can be EVS or Youth initiative and not necessarily a YE.

Production 7

Collecting Best Practices

Type of tool	DVD about project EUROMED in Jordan
Duration	18 minutes
Strong points	<ul style="list-style-type: none"> - shows the program of the week - successful "heavy groups" where you can see discussions and presentations of the countries - dead sea pictures - the use of two languages: French and English - duration: good to make you interested and concentrated till the end and - reflective: backgrounds; objectives with good examples of workshops - cosy crack - reflecting the reality especially with the use of music with the movements - it reflects the diversity and the points of view of young people - it covers main parts of the exchange - something like that is good to introduce the exchange
Weak points	<ul style="list-style-type: none"> - too long - only one group is interviewed - it gives responsibility to young people - special version of DVD - in Med-week power point presentation pictures are really small and it was very quick and hard to follow and finally nothing is said you can see only pictures of activities
When is it best to use it as a tool ?	<ul style="list-style-type: none"> - Partners' meetings - In schools for promoting the idea - at the end of the exchange as a tool of evaluation for the final report - to give an example on youth exchanges
Comments	<p>Bravo Good work Concerning the picture show it can't be used as a tool; it can be used between partners and there should be a selection process for the pictures.</p>

Production 8

Evaluating the whole process

Some thoughts expressed in the plenary session concerning evaluation and realisation of the guidelines:

We had very high ambitions, but felt the ambition was low, time was not enough/ I was disappointed, the group was so small, but the work was nice/ at the beginning it was very difficult, then we managed/ confident/comfortable/ I lived it/ I lived the work of guidelines production, the theme of partnership/ the short start of the evaluation didn't help me in the work in political framework, too difficult/ Interesting discussion, I was floating/ communication among group was nice/ Intelligent group, could be a theme for a seminar/ I felt good, we have useful guidelines/ Our "baby" was born with pain, we felt a little bit raped, but we managed to have this little child/ I didn't feel it was a good moment to produce. I was not concentrated and realised the subject was not easy. Impression to be raped by Salto order/ Very interesting work, new ideas, not sure if they can help/ proud of our work

A few thoughts expressed "around the fire":

The first time I have worked with Med countries/ New ideas and new tools/ I am motivated : despite the big problems I encountered in my exchange, I want to move on and create something beautiful/ A lot of things shared, some were beautiful others disastrous/ I want to stay with the partners till the end/ Let other people gain from this opportunity for experience for the benefit of young people/ We are a family/ I met reliable partners working at the same level of effectiveness/ The process encourages you to go ahead and succeed with your projects.

Written Evaluation:

Some points from the evaluation of the whole process.

Process of the training course

Decide which elements of JUMP (from the programme of the two seminars and project phase) were important, and mark them on a scale. (1: inadequate, 10: excellent)

To be forced to practice(9)/ To be forced to evaluate (10)/ Technicalities (7)/ Partnership (9)/ Seminar (6)/ Workshop (3-10)/ Selection committee (8)/ Project phase(9) Communication and youth dynamics (9)/ Market and project ideas (9)/ Partnership (10) /Philosophy of the process (8)/ All elements building the process (9)/ Communication between partners (10)/ Understand all phases of the project (10)/ Tools (9)/ Evaluation (9)/ Concretisation of an exchange globally (9)/ Project management (9)/ Tools methods (8)/ New market (8)/ Trainers (10)/ Someone for a final report (10)/ Answer for acceptance of project (1)/Preparation phase (1)/ Team and dynamic (8)/ Reflection (8)/ Guidelines (9)/ First seminar (10)/ Intercultural learning (4)/ Political framework (3)/ Market project 2nd seminar (1)/ Communication skills (5)/ Evaluation of our project (4)/ Find good partners (8)/ Structures of evaluation (6)/ Blanquefort (10)/ Coaching (8)/ Salto training (10)

Decide which elements you think were missing in the JUMP process and mark them on a scale. (1: inadequate, 10: excellent)

Time management for the final week in Injep (3)/ Structure of evaluation of the projects (2)/ Countries missing (Egypt, etc) (5)/ Conflict management (3)/ Evaluation elements to go deeper (3)/ Partners tasks during a youth exchange (4)/ Budget - co funding (2)/ Intercultural learning tools (3)/ To learn more about bad experience (2)/ Time management in second seminar (1)/ Concrete evaluation of done projects (2)/ Conflict management (1)/ Budget control (2)/ Project management (4)/ F

Reliability of med partners (1)/ Speak about money and budget (1)/ Organisation of project market in 2nd seminar (1)/ Conflict management (1)/ Deep evaluation of the project done (2)/ Time to do guidelines (2)/ Help for next projects (4) Coaching in our project (1)/ Time for evaluation, discuss with other projects done (2)/ Political framework (2)/ Conflict management (6)/ Communication skills (7)/ In depth discussion (1)/ Help from trainers to discuss delicate points (3)/ More med countries as participants (2)/ How to manage cultural diversity (2)

Impact in terms of learning

Impact of the JUMP process in terms of acquiring new skills?

(1: inadequate, 10: excellent):

New skills acquired 8,35 (average)

Reinforce my skills/ New tools/ To be able to organise action 1/ Involve young people in all phases of the project/ Concrete practice, workshop, energizer/ Direct experience= I do so I learn/ Involve all partners at the same level/ I learnt because I was in active situation: to find partner, technicalities, evaluation, tools/ New methodology/ New tools/ Deeper in the process/ Better knowledge of med countries/ I have more assurance./ Euromed Youth Program/ I feel more secure/ Diversity/ I need the final report/ Everybody is an expert/ Methods/ Strategy for a project/ Organise a project.

Impact of the JUMP process in terms of acquiring new ideas for action and projects(1 to 10)

New ideas for action 7,82 (average)

Strategy/ Open mind / Different background/ More curiosity/ Necessity to choose/ Cultural diversity of participants gave me ideas/ Lot of propositions, we have to choose/ I have a new

project, not new ideas/ Ideas in frame of strategy action 5/ I know how to create a strategy using the different actions / Meeting with other partners/ Discussion/ Key words/ Action 5 a new tool for me/ Work with partners to improve our partnership.

Impact of the JUMP process in terms of acquiring new partnerships (1 to 10)

New partnership 8,24 (average)

Find serious partner/ Reliability/ Secure/ I met 20 different partners and learnt the technicalities to find others/ To be in a web/ Small network of potential partners for exchanges and now bigger and stronger, and with med countries/ Strong partnership/ Confidence/ New friends/ Chance to strengthen our personal and professional relations/ I would like a project with only Francophone countries/ New partner and now new possibilities of projects/ It's good to see partners in practice/ Now I will think more carefully before making a partnership/

Impact of the JUMP process in terms of acquiring new action/projects realised or on the way to be realised(1 to 10)

New action/project 8,24 (average)

No more action, now I organise a strategy/ Influenced by general flow of ideas/ It made me motivated to do good projects in the future/ After this experience, I think of new strategies such as Job shadowing/ Many new ideas and building up a flow, the bad part is to calm it down/ Management process helps me to organise and manage things in the project/ It was the possibility to meet new partners, and realise new projects./ It opened up new opportunities for me, open to other countries, and the big opportunity to host Israeli and Palestinian group/ My association, young people and families are motivated to follow this kind of project/ Lot of different projects/ Strategy of project with job shadowing and study visit/ An idea, some partners, a project, and we do it again/ Not so clear because of the organisation's plan for the next year, even if I create partnerships useful for the future/ Big motivation and enthusiasm , even if my boss will again ask me not to forget my daily work/ I discovered a lot of things I never thought about before / To be in concordance with other partners improves the world.

How would you evaluate the work done and the methodology used by the team in JUMP? (1: inadequate, 10: excellent)

The average in this field is: 8,73

Nothing is perfect, but the best part is the team and the methodologies/ Big cohesion in the team, methodical, organised, thinking of everything (preparation, realisation and report) / Thanks for the injection of enthusiasm/ Good structuration of all the training process/ I give mark 8 for methodology and 11 for all the team (the 2 seminars)/ We have to penalize bad associations and help associations which do good work/ Diversity of methods permits us to be actors of our training/ Except methodologies for our project evaluation, everything was perfect/ The team gives us efficient and relevant methods and tools/ The report will be a good tool / Everybody is an expert and we learnt a lot from ourselves.

GUIDELINES

RECOMMENDATIONS

Technicalities

Content

Partnership

Political Framework

Innovation

From analysis to recommendations (guidelines)

This part is the result of the combination of methodologies used and the analysis of the participants' experiences

ALL THE PARTICIPANTS IN THIS SEMINAR ARE EXPERTS BECAUSE OF THEIR EXPERIENCE OF THEIR INVOLVEMENT IN THE JUMP PROCESS;

We have therefore built on their experience and their expertise in order to understand what guidelines we need to have a successful exchange of good quality within the framework of Euromed action 1. The way we worked during the first part of the seminar was to plunge the participants back into their projects so that we could develop guidelines drawn from practical experience. Everyone who came to the second part brought with them this expert experience that we used to build the tool.

A COLLECTION OF RECOMMENDATIONS TO HAVE A SUCCESSFUL, GOOD QUALITY YOUTH EXCHANGE

A GUIDE BASED ON THE GROUP EXPERIENCES

The recommendations developed from the ideas and experience of this group are not magic formulas that guarantee the success and quality of a Euromed YE.

The steps for carrying out the project (in its three main phases (construction, realisation evaluation) are not a linear process. They have to take account of the way the different categories interact with each other, and the degree to which people do or do not make use of other people's experience.

Nonetheless, they provide more than a simple overview of the things that need to be taken into account and they are supported by real life examples. Planning for what can be anticipated is one of the basics for carrying out a project. But the guidelines try to go beyond this by attempting to assess the degree of « anticipation of the unexpected » in project realisation.

Guidelines to build a Euromed youth exchange

Categories	Technicalities	Contents	Partnership	Political Framework	Innovation
Time frame					
Preparation					
Advance planning visit					
Realisation					
Evaluation					
Future					

Products

Scenarios/Suggestions

F.A.Qs/Answers

Photos

Videos

Editorials

Something else creative???

Preparation	APV	Realisation	Evaluation	Future
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This is everything that we think you should do or ask your partners to do
(Prevention is better than cure: BE WISE AND CONDOMISE! or : Better safe than sorry)

Technicalities				
Preparation	APV	Realisation	Evaluation	Future
<p><i>PREPARATION</i></p> <p>-Partner finding</p> <p><u>The question of trust</u> Find information about your possible partner, ask other organizations that have already worked with them, find infos on their website, be sure that you have the same target/aims...</p> <p><u>Training contact seminar</u> <i>Looking your partner in the eyes can give you excellent feed back</i></p> <p><u>Plan the start together</u> <i>Test the communication between you to be sure that you are able to collaborate in each step of the project</i></p> <p><u>Host capacities</u> <i>A feasibility visit is a good idea to know your partner and see how they work</i></p> <p>-Communication</p> <p><u>Clear rules according to possibilities</u> <i>It's not a must to have internet</i></p> <p><u>Use all your media</u> <i>Don't be afraid to call your partner by phone if they don't answer your emails and if you can't reach them in any way : drop them</i></p> <p><u>Archive</u> <i>Save a copy of all your communications until the very end of the project</i></p> <p>-Time frame</p> <p><u>Plan realistically</u> <i>Don't be in a hurry, be sure that you can have the time to do your work</i></p> <p><u>Make a timetable</u> <i>A clear long term agenda of your deadlines and deadlines for the common work</i></p> <p><u>No last minute decisions</u></p> <p>-Responsibilities</p> <p><u>Clear from the beginning</u> <i>If it's necessary, try to sign a sort of « contract »</i></p> <p><u>Connected to the qualities/possibilities of each partner</u> The different partners have different capacities and possibilities. Maybe in your country you can buy T-shirts for the exchange cheaper than in the hosting country</p>				

-Practical details

Diet, allergy, health problems, needs of disabled, ask the partners for material needs

Be sure that you/they can provide all the needs and ask for/make a list of all the needs

Accommodation

Make a list of the participants divided by sex to organize the rooms

Clarify hygiene issues and venue issues

How many toilets, showers, who will do the cleaning, who will provide the food and drinks

Clear guidelines of common behaviour

Have an agreement about smoking, alcohol, drugs, silence time at night, sex,... and share any special guidelines linked to the venue. Maybe the exchange will take place in a park and there are protected animals or rare flowers...the participants should know this before

Visa issue

Get information about the time and the procedure to get visas and do it in time

Venue fit for multicultural use

A religious hostel can have very strict rules that can't be accepted by all the partners...

Insurance

All the participants should have an insurance and it should be clear if it's up to the hosting partner or not

E111

European countries have a health service agreement for medical assistance

Technicalities

Preparation

APV

Realisation

Evaluation

Future

APV

- Decide together when you will do it
- Pay attention to the Sunday rule (the flights are cheaper if you stay over one Saturday night)
- Prepare an agenda before meeting and share it with the partners
- All group leaders should be prepared according to the agenda
- Good technical details to reach the venue (address, name, telephone numbers, means of transport)
- This is the moment to give all the information for basic and special needs
- Write and sign report of ap v
- Use a check list of all the things to do in an APV (see in schedule)

Advance Planning Visit on Euromed Youth Exchanges (Group PREPARATION)

- Planning APV
- Choose one working language
- Communicate by mail, fax etc (check best method)
- Formulate and circulate a provisional agenda for the APV
- Check visa requirements
- Ensure the APV participants will be the leaders who will accompany the group on the project
- Decide on the consequences if one country does not attend the APV

During the APV Start of the meeting

- Expectations of the project and each other
- Get to know each other
- Formal procedure-take it seriously
- Define your decision making strategy
- Agree who will take minutes
- Concise record of meeting and agreements reached. All output materials must be sent to all partners on time
- Set the agenda for the meeting

Issues to discuss

How to work democratically throughout the whole project

- Rules for youth workers (before the exchange they should prepare material) Legal aspects, at what age can you-----?
- Health and safety issues
Alcohol, drugs, sex, gender issues, cultural considerations, off-site rules and regulations; safety issues in the programme; how to tackle problems; check insurance; contract agreed by young people. Ensure you all agree!
- How to handle conflict within the group
- Access to information - checking the level of information. Plan how to make it transparent.
- Expectations, both personal expectations of the leaders but also own organisations' and

partners' expectations

- Aims and objectives
- Target Group, participants, sex, background, age, disadvantage, age balance
- Planning time scale
- Action Plan with deadlines

Evaluation and report

What shall we evaluate? For who? How shall we do it? What do we need to do it? Who is responsible? Together with whom? When should it be ready?

- Personalities amongst the leaders, roles
 - Participation and preparation of participants
 - Responsibilities, delegate the work, who does what (use the SWOT analysis?)
 - Open discussion about the cultural habits of the visiting country
 - Security
 - Legal requirements
 - Programme, schedule details
 - Working methods
 - Translations – do you need them?
 - Spare time activities
 - Group leader, choose contact person (available) from each organisation
 - Prepare a financial agreement all partners have to sign
 - Formal contract
 - Financial: Reimbursement, how , when , to whom
- Documentation

Practical things to discuss

- To get all information about hospitality arrangements, local medical facilities
 - Accommodation
 - Special Needs
 - Food
 - Money
 - Travelling arrangement to the country
 - Transport in the country
 - Resources
 - Surroundings and possibilities for excursions
 - Technical utilities
 - Information on country
 - Standard of living
 - Is everything organised (good!)
 - Meetings and deadlines and responsibility
- E-mail / fax / telephone facilities for during the project

After

- Fulfil all agreements reached

Some advice on your way

Keep in contact, send regular reports

Keep to deadlines

Respect the ability of the organisation

Ask for help if required!

Be Tolerant

Work together – feel and own the project

Technicalities				
Preparation	APV	Realisation	Evaluation	Future

REALISATION

- First overall presentation of the program repeated daily
And give a printed copy to all the participants
- Clear instructions for the orientation in the venue
If it's a big place or you have to realise activities in different locations
- Verify diet details of the participants when they arrive
Someone always forgets to say it before
- During the exchange verify before the activities
Make a phone call a day before « Hey ! Don't forget that tomorrow I'll arrive with 50 people!
- « Have a plan B »
Just in case something happens like bad weather, transport strikes, bus breakdown, ...
- Enough scheduled free time
Participants need to go to the toilets, to call the family, to socialize in an informal way, to rest under a tree
- « Security card » : emergency numbers and venue address
- Daily evaluations in mixed and national groups are suggested even if only for 5 minutes per day
- Try to find a solution for technical problems, daily
- Daily check of the materials
- Daily leader meetings

Technicalities

Preparation

APV

Realisation

Evaluation

Future

EVALUATION

- PREPARATION

Check your partners by meeting, phoning, mailing,...

- APV

Make a grid where all the partners can evaluate details, make a kind of contract

The hosting country should share the provisional budget and discuss with the partners

- EXCHANGE

Daily evaluation, different methods, final written evaluation from each participant to attach to the final report

- FUTURE

Share the final reports from each partner, follow up meetings

Evaluation Methods :

1. During preparation

- Communication

does mailing/ faxing/ phoning work ?

- « Motivation-Grid » for all partners to fill out :

About me/ organisation, positive/ negative sides

Where might I need help?

Probable problems anticipated and solved beforehand

2. APV

- Open discussion

- Follow checklist to be sure all partners accept the program/ logistics...

All partners sign « agreement »

3. During the exchange

- « SMILEY »

Make 3 big smilies for the floor : happy-moderate-unhappy

Let participants line up behind the smiley that represents their mood or suits them best

For daily evaluation and visible to the entire group!

- « Target & Arrow »

Draw a big target, middle is best, outside is worst. Divide into subjects you would like to reflect on. Let participants put arrow or mark at the spot they feel like.

For daily evaluation and visible to the entire group!

- « Wool ball & Spider web »

Stand in circle, let participants throw wool ball and keep one end, with every throw participant can express a reaction (I feel..., I think..., I didn't like...)

- « Paint! »

In mixed groups, every group gets a big paper and some paint
 No talking !
 Just music !
 Let them draw/paint, what they feel
 At end of day, but also good for first day : paint your expectations !
 - « Sentenced »
 Every participant says a sentence about how they feel. But it must have something to
 do with the sentence before
 - « Feedback exercise »
 Work in threes : one talker, one listener, one observer
 The talker reflects on the issue, the listener listens. After that the observer tells the
 two what he observed: Did the listener listen? Did the talker get the message across?
 Then the roles change : same game over again.
 Finally, reflect in the group: what makes a good listener, how can one comment on
 negative things without hurting culture ...

COMUNICATION

Reflect on models of communication and agree on what method you will concentrate on
 to keep the information flowing!

It's important to distribute the SAME information to ALL partners!

Technicalities				
Preparation	APV	Realisation	Evaluation	Future
FUTURE				
<ul style="list-style-type: none"> - Keep contact with partner, plan new project - Make products of exchange (video, cd, merchandising) <ul style="list-style-type: none"> - Follow up meetings - Networking 				
Let participants become multipliers				

Content

Preparation	APV	Realisation	Evaluation	Future
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PREPARATION

To make a good youth Exchange, the preparation is fundamental.

The communication determines the quality of the preparation.

You must communicate about a lot of things: aims and topics, budget, distribution of roles, APV, involvement of young people.

AIMS AND TOPIC

The partners have to choose the topic together and decide on the objectives and the aim. You have to make a programme and include some tools to reach the objectives.

In the programme:

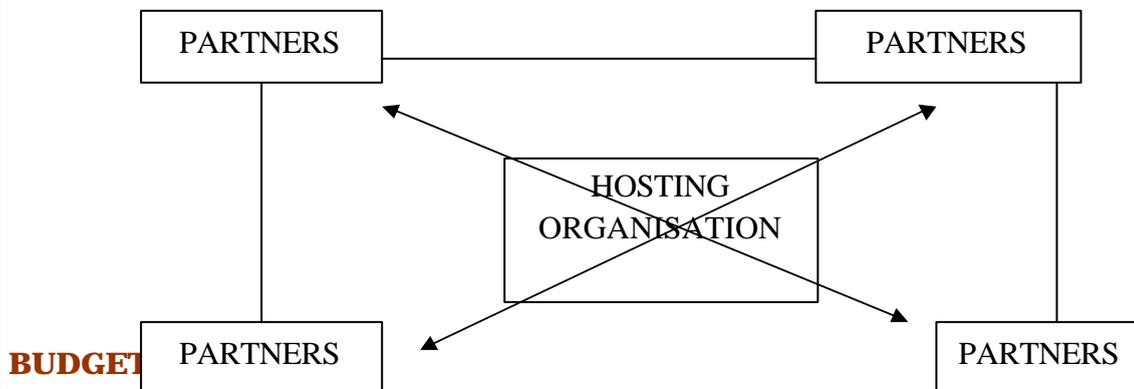
- workshops in connection with the topic and in connection with young people's needs.

You can use some tools: painting, video, theatre...

- using visits
- intercultural moments to share food, drink...
- free time
- public performance
- public reception

Example:

<i>Time Table</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?
?	?	?	?	?



You have to work with your partners by Email to determine any special needs for everybody and to decide together on the budget, including a lot of points :

- travel cost

- travel cost for APV
- transport
- preparation of activities
- exceptional costs
- accommodation
- food

Positive: Preparation for OSCAR project in Blanquefort (France)

Example

About food: We increased the budget after discussion with the partners because hallal food is more expensive in France.

About the money for the preparation of the activities: We decided to allocate the 500€ for the preparation of the activities to increase the budget.

Negative: Preparation for an exchange in Tunisia

Example

We didn't speak about the budget during the preparation event during the APV.

Just one partner decided the budget. That's why we had a lot of problems of money during the exchange.

Suggestion: When setting up the project, all partners must decide things together.

INVOLVEMENT OF YOUNG PEOPLE

- Meetings with young people (to bring food, what clothes they need, what material they should prepare...)
- Look for co-funding
- Communication with other groups
- Contact the media (newspaper; radio ...)

Example: Interview:

Zohra (France): How did you prepare your group to participate in the MEDWEEK exchange?

Yuval (Israel): First define rules to make the group, to start the process of selection. To make the selection we made some interviews and created the group.

Then we held 4 meetings: The 1st to present the youth programme, the 2nd to present the project and discuss it, the 3rd to present the partners and the subjects and aims. The last one was after the APV, so that we could let them know all details, rules, behaviour, technicalities, daily programme, and to split the tasks of preparing the materials for the exchange..

SUGGESTION: never underestimate the preparation of the group, one single participant that has not prepared for the project can blow all the exchange. During one visit, one participant decided to go to another city ignoring the programme indications, his leaders and the host country advice; he didn't arrive and instead he went to some family's house. If there had been good preparation this situation could have been avoided.

Content

Preparation	APV	Realisation	Evaluation	Future
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ADVANCE PLANNING VISIT

- To finalise the activity programme and to:
 - Discuss the costs, the budget (when the reimbursement will be done, how much things are going to cost, who is going to pay what...)
 - Discuss the rules (how to manage the risks, the conflicts, the rhythm of life).
 - Share the different tasks for the exchange

Example 1: APV for Medweek project in Portugal in 2004

We have decided to share some tasks:

ISRAEL

Make T-shirts

ITALY

*Make a book
about project*

PALESTINE

*Logo of
the exchange*

PORTUGAL

*General
logistics*

Suggestion: *Make a check list and each partner has to take on one or more tasks.*

Example 2: APV for Euromed project in Jordan

*During the APV we decided the negotiable rules and the non negotiable rules.
There were discussions between all the partners.*

Suggestion: *You can make rules but it is important that those rules be respected during the exchange.*

Content

Preparation

APV

Realisation

Evaluation

Future

REALISATION

When carrying out the exchange, we must remember



ABOUT THE BUDGET:

- Control – Check what has been spent everyday, compare with what we planned.
- Respect the budget you prepare, change it as little as you can.
- Adapt every day's needs respecting what you planned.
- Put limits on the possible changes proposed by all the partners. Some times partners are not aware of the host country's economic reality.

ABOUT THE PROGRAMME



- Respect the programme but with flexibility.
- Present and clarify the aims of the project. Make sure that everyone understands it.
- On first day clarify the technicalities
- Evaluate the daily activities during the project.
- Include participants' propositions about the programme - it will create more involvement of the young people. It's sure they are going to like what they propose and you will have full participation. They have to feel that this is their project.
- Don't be afraid to change things. It's good to follow what was planned in the preparation but new things are always welcome.
- Respect logistic limitations of the host country
- Respect time (events programme but also personal time, use some activities to visualise the different ways of experiencing time in each country).

ALWAYS USE TOLERANCE - WITH LIMITS



INDIVIDUAL NEEDS and GROUP NEEDS

- Always respect the group needs and trade off individual needs one by one. Be sensitive and use your common sense.

INVOLVEMENT OF YOUNG PEOPLE

- MAXIMUM
- Always remember that the project belongs to the participants, not “to the leaders”.
- Give them a space to realise their ideas. Teach them that they have the capability to do more – “Citizenship”

AIM

- Always focus on the AIM. Don't forget why you are there.
- If you lose the aim how can you do the evaluation????
- Why are you doing this youth exchange????
- Clarify the young people's aim during the project
- The leaders have additional aims. Eg: For the leaders one activity can have a global aim – a performance is to interact with the community, but the leader also wants to involve the young people not only interact with the community.

Content

Preparation	APV	Realisation	Evaluation	Future
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EVALUATION

LEADER TO LEADER

In the preparation, you can make the first evaluation on the application form and on the daily programme. During the realisation, the evaluation should be made on a daily basis. Don't forget about emergency evaluations for last minute situations and the mid-term evaluation. After the project is finished, the leaders must do an evaluation about the management of the project and the team work. Of course they must also make the final report.

Some new project or follow up should come out of this evaluation..

GROUP EVALUATION

During the preparation, each group should make a preparatory evaluation about the daily programme. During the project, the group should hold small meetings between themselves to give feedback to the other partners. In the end the evaluation in each group should be the learning summary of the new ideas and feelings.

THE BIG GROUP

This starts during the project. You can make a daily evaluation with the whole group as well as the formal evaluation (questionnaires, dynamics, arrow, smiley.).

After the project is finished they should keep giving feedback on the project through the communications lines established.

HOSTING GROUP

During the preparation, the hosting country should evaluate the application form and daily programme

During the project development, the host group must make their own evaluation about the logistics of the daily programme and check the budget.

At the end they have to evaluate the budget – extra expenses and time management and to prepare final report.

Content				
Preparation	APV	Realisation	Evaluation	Future
<p>FUTURE DON'T FORGET</p>				
<p>BUDGET Has to be under control Know all ticket expenses Hotels, transport, extras Evaluate the budget during exchange Be careful about extras Share your plan idea with your partners.</p>				
<p>PROGRAMME Create daily programme with your partners Evaluate today to plan for tomorrow Time Aims</p>				
<p>APPLICATION Evaluate the application form with your partners Check the format of application form and don't forget about User's Guide Rules</p>				
<p>FINAL REPORT Keep all evaluations, all materials produced and all receipts, invoices, visas, (...) to make the final report Use all opinions about participants, leaders, community Involve young people in this process Check if the aims were accomplished</p>				
<p>APV Make a Check List Control Programme Define rules and criteria</p>				
<p>ABOUT RESPECT Translation for young people Involve young people that don't know English Explain differences Aim of projects</p>				
<p>INVOLVEMENT OF YOUNG PEOPLE Try to involve young people, local young people Try to involve disabled young people Involve young people in the production of evaluation tools (CD, video, books, newspapers...)</p>				

Programme of a Euromed Youth exchange (language : French)

The programme sometimes changes because of the rhythm of the group, the participants or the way the project is done

	28-7	29-7	30-7	31-7	1-08	2-08	3-08	4-08			
10h-12h30 M O R N I N G	G R O U P S A R R I V E		Each country presents their key word and the artistic activities they have prepared	D E N M A R K W O R K S H O P S	J O R D A N W O R K S H O P S	A U S T R I A W O R K S H O P S	A L G E R I A W O R K S H O P S	I T A L Y W O R K S H O P S	L E B A N O N W O R K S H O P S	Presentation of work done in workshops	V I S I T P Y L A A R C H A C H O N
14h30-18 A F T E R N O O N		Sports tournament in international groups. Get to know each other.	Visit the ocean and the local environment					Archery Introduction to the flora and fauna			
20h30-23h E V E N I N G		Presentation games Presentation of the exchange programme	Form workshop groups Intercultural evening Evaluation* by young people and leaders	Form workshop groups Get to know the sound tree Evaluation by young people and leaders	Form workshop groups World music evening Evaluation by young people and leaders	MID-SESSION EVALUATION Follow up on work done in workshops	Presentation of work done in workshops Evaluation by young people and leaders	Presentation of the the European « Youth » programme			

Workshop groups : at least 2 young people per country / workshop.

Nb : Jordanian group arrival, on 29th in afternoon.

*Evaluation of the day gone by

	5-08	6 -08	7 -08	8-08
10h-12h30 M O R N I N G	Work on production of Danish and Jordanian workshops	Work on production of Austrian and Algerian workshops.	General rehearsal.	G R O U P S L E A V E
14h30-18h A F T E R N O O N	Discovery of the cultural and historical heritage of Bordeaux.	Work on production of Italian and Lebanese workshops.	Final production of whole group	
20h30-23h E V E N I N G	Evening in Bordeaux.	Prepare the stage, scenery, lights and sound.	EVALUATION OF EXCHANGE	
	Evaluation by young people and leaders	Evaluation by young people and leaders	Farewell evening	

EUROMED WORKSHOPS
Artistic activities by country and key word.

COUNTRY	KEY WORD	ARTISTIC ACTIVITIES
Italy	Public areas	Theatre / painting
Algeria	Society	Theatre / mime / music
Denmark	Resources	Theatre / mime / choreography / painting
Jordan	Creativity	Music /singing / writing
Austria	Interculturality	singing / painting / photography or music
Lebanon	Culture	Video / photography / theatre
France	Ability to carry out an idea	Costumes / scenery / staging

List of materials for workshops and daily life
Information centralised by the host organisation, before

DAILY LIFE	EXCHANGE WORKSHOPS
2 barbecues, charcoal...	1 electric generator
Sports equipment	Lights
Video camera, digital camera	Microphones
Coffee pot	Sound system, speakers, record deck, CD, mixing deck
Plates, saucepans, dishes.	Metal drums
Cutlery, barbecue forks	Make up
Glasses, napkins, washing up liquid, sponge	Blue material(10 x 10m) + bits of paper, pens, sellotape, scissors
Flipchart	Paint, paint brushes
Markers	Cardboard
CD'S	Stapler, sticky tape
Sweeping brushes	Recycling activities
Bin bags	CD Rom
Tin opener	Blank video cassettes
	Film for camera
	Frames, photo paper, lab products

2 . Partnerships

Partnership				
Preparation	APV	Realisation	Evaluation	Future

[Administration guidelines](#)
[Pedagogical guidelines](#)
[Communication guidelines](#)

Partnership				
Preparation	APV	Realisation	Evaluation	Future

PREPARATION

- Write the application form together
- Sign the preliminary agreement as a commitment!
- Concrete budget evaluations you need for your project
- Get to know your partners (culture, social environment)
- Everybody is an expert!!!
- Find out your common expectations, you're starting a long term process
- Create a mail group to share all relevant information
- Start to create the network between the participants

Example: reference to the web poster produced by the group
 1 idea that became a project:
 When we met each other during a training course in Blanquefort, our Italian partner, Marilisa suggested the idea that we do a theme based on artistic activities.
 We thought it was a great idea and 6 partners joined the project.
 After a few hours of work, our project was born and christened « OSCAR ». We also decided on the place and the target public.
 When we got back to our own countries, we kept in touch constantly to develop the aims and the content of the project.
 When we started to work with the participants, we had this solid, shared base to build on.

Partnership				
Preparation	APV	Realisation	Evaluation	Future

APV
advance planning visit

- Your budget has to be clear, so you must give
 - o your travel costs
 - o the list of materials you need for the exchange.
- This meeting is fundamental.
- You participate because you have to share :
 - o the tasks of all the leaders
 - o the planning of the exchange , the program
- Put everything on the table and talk face to face: it's your last opportunity to solve your problems

Example: reference to the web poster

We were thrilled to meet again finally at the APV where we finalised the budget, the programme and each person's role.
 We had just one idea in mind at this point ; start the exchange
 And we had just one worry ; during the preparation, one partner had dropped out and we had found another association.
 And unfortunately some leaders had been replaced by others.

Partnership				
Preparation	APV	Realisation	Evaluation	Future
REALISATION				
<p>- The partners in the project should be responsible at the same level as the hosting organisation: not only for activities but also for daily life.</p> <ul style="list-style-type: none"> - The partners must know when it's time for fun and time for work. - Be careful: everybody has to understand the message: be sure that it's OK - When something is not understood, ask people to repeat. <p><i>Example: reference to the web poster</i></p>				
<p>REALISATION</p> <p>Every day there is a new challenge for us, but we deal with it together « young people and leaders ».</p> <p>The meeting didn't happen for nothing. The young people are proud of the work they accomplished together and we are even more proud than they are.</p>				

Partnership				
Preparation	APV	Realisation	Evaluation	Future
EVALUATION				
<ul style="list-style-type: none"> - Share the different parts, the different steps - You have to evaluate the project in the final report with all your partners. - Evaluate with tools - Own groups - The impact of the youth exchange on them - Evaluate face to face the strong and the weak points of the project. <p><i>Example: reference to the web poster</i></p> <p>We did an evaluation of the project every day with the young people (use active methods) but the hardest part still has to be done.</p> <p>It is difficult to stay in contact after the high spots of the event, but everyone has to be involved in the global evaluation, not just the host organisation.</p>				

Partnership				
Preparation	APV	Realisation	Evaluation	Future
FUTURE				
<ul style="list-style-type: none"> - Follow-up - Training Course. Action plan strategy - Network <p><i>Example: reference to the web poster</i></p> <p>Keep the network in operation, learn lessons from the past (positive or negative). Don't hesitate to follow training and take the needs of the young people into account.</p>				

Steps of the project:

The work group envisaged this part as a tool that could be developed on a CD.
Photos of the tool proposed by the partner group.



Photo OF THE GROUP'S POSTER

The following operations are proposed :

STORY BOARD FOR A CD

GO TO THE PAGE PARTNERSHIP

"Description of the page"

*the empty web appears : the steps / the photos / the topics /
administration / pedagogical / communication*

You could have 2 types of information:

Push the buttons before the topics:

(You have all the information about administration guidelines)

Click 1 of the photo

(you will see a video about the step represented)

example: preparation

photo of group work on a computer

Political Framework				
Preparation	APV	Realisation	Evaluation	Future
Preparation				
<p>Understand the general frame of our exchange. Why have Youth Exchanges across the Mediterranean sea</p> <p>Euromed Program was born in 1995 for the « Barcelona Process ». It was decided to strengthen cooperation between European countries and Mediterranean countries (MED) through youth exchange (action 1), volunteer exchange (action2) and training measures (action 5).</p> <p>The objective that you choose for the exchange must be within the political framework of EuroMed.</p> <p>The YOUTH program has a list of priority topics to use as objectives. They are important to keep in mind while doing the exchange, and that is how you work within the political framework, on a practical level.</p> <p>When you have chosen a clear objective this will help you to answer the question “Why are we doing a EuroMed Youth exchange?” and to focus and be practical about how to do the preparation of the exchange.</p> <p>The objectives should be taken into consideration when the country of the exchange is chosen and when the individual groups of participants are chosen and prepared for the exchange.</p> <p>For example; when doing an exchange with countries or regions that are in conflict it could be a good idea to do the exchange in a third country so as to meet on neutral ground and to avoid problems with obtaining a VISA.</p> <p><i>Another thing you could do is to write down open questions and scenarios to hand over to the other leaders to answer and to discuss with the participants.</i></p> <p>In this process it is important not to confuse objectives with method. As an example: interculturality is not a possible objective in itself, but an important method to reach an objective within the political framework during the realization of the exchange.</p> <p>The concrete measures in the method could be any creative and / or theoretical activity that requires the participants to work together, but the objectives (and the political framework) should be the constant guideline.</p>				

Political Framework				
Preparation	APV	Realisation	Evaluation	Future
APV				
<p>The Euromed Program was created as a tool to implement the third objectives of the Barcelona process. The European cooperation policy emphasizes intercultural youth exchanges between European and MEDA countries since it is deemed that increasing a mutual knowledge between societies will help in establishing long-term peaceful and economic relationships.</p> <p>In order to optimize cultural exchanges between different countries, the Euromed Program focuses on various topics (struggle against xenophobia, cultural diversity, gender issues...) that will allow partners to build a project together through common objectives.</p> <p>However, those topics could have different meanings according to the partners' political context. So organizations from different countries -that want to work together through a partnership - need to be aware of the national political framework that the partners are in so that they can anticipate problems that could occur in the exchange.</p>				
Political Framework				
Preparation	APV	Realisation	Evaluation	Future
Realisation				
<p>This program took place in a particular POLITICAL FRAMEWORK :</p> <ul style="list-style-type: none"> - the first objective of this program is to develop democracy, peace and human rights - to develop free trade - to encourage a better cultural knowledge between countries and societies. <p>Those three points are put forward because they are the three core principles that European countries have been attempting to achieve through the history of the European construction. In that context, the Euromed Program aims to bring neighboring countries into this process. Through cooperation and by increasing relationships, MED countries can be encouraged to seek those objectives.</p>				
Political Framework				
Preparation	APV	Realisation	Evaluation	Future
Evaluation				
<p>Evaluation of the exchange, both with the participants and in the leader-group, should have a direct link to the objectives and the political framework.</p> <p>An evaluation is obviously much more than the objectives (practical, social and other items), but as the objective is the guideline of the exchange, the participants reaction on this is very important. The best we can hope for is that the objective has had an impact on the participants.</p>				
Political Framework				
Preparation	APV	Realisation	Evaluation	Future
The future				
<p>Both European and Med countries can benefit from the development of democracy, free trade and cultural influence.</p> <p>For Europe, the idea is that if democracy is implemented in those countries they would be at peace and there could be economic trade with them. On the other side, for MED countries, the conditions of life would be much more comfortable, secure and independent. (And they won't choose to leave their country to emigrate to Europe).</p>				

Innovation

Preparation	APV	Realisation	Evaluation	Future
PREPARATION				
<p>- <u>Possibility of coaching</u></p> <p>Given the differences that are to be found among exchange partners in terms of availability, experience, « professionalism », language, need for innovation... we propose to make coaching available through the process. It can cover coordination, innovation, pedagogical advice, administrative assistance, evaluation.....</p> <p><i>We can observe that projects that benefitted from good coaching were undeniably of good quality in terms of preparation, management and evaluation.</i></p> <p>• <u>Training in pedagogical methods</u></p> <p>It would be a good idea to include in the training of youth workers some concrete pedagogical methods, that would be accessible to everyone.</p> <p><i>Eg : how to deal with cultural diversity from a pedagogical standpoint.</i></p>				

Innovation

Preparation	APV	Realisation	Evaluation	Future
APV REALISATION				
<p>• <u>Ice breaking</u></p> <p>You have to limit the amount of protocol and formal activities : think about using the available surroundings in ways that allow the young people to be on an equal level. Avoid plenary sessions (in a big group).</p> <p><i>Eg : use a trail game, where they can only reach the objectives by working together, to tell them about the various behaviour rules.</i></p> <p>- <u>Visits</u></p> <p>You need to avoid visits turning into passive tourism. Plan on having lively pedagogical activities that require the group to actively participate.</p> <p><i>Eg : trail game, treasure hunt, questionnaires...to do during the visit or at the end.</i></p>				

Innovation

Preparation	APV	Realisation	Evaluation	Future
REALISATION - EVALUATION				
<p>• <u>Let the young people take the initiative</u></p> <p>You need to remember to leave enough free time for the young people to suggest activities and 'do their own thing'....</p> <p><i>Eg : hand over the topic and organisation of a session to the young people</i></p>				

Innovation

Preparation	APV	Realisation	Evaluation	Future
EVALUATION -FUTURE				
<p>• <u>Follow up to the project</u></p> <p>Tools can be created and used to remember past experiences. These supports will be useful as tools when preparing future projects, eg during the APV.</p> <p><i>Eg : Make two logbooks of the exchange - one made by the young people, the other by the leaders. They should reflect the positive and negative aspects of the exchange and include brief descriptions of the activities. They should contain drawings, photos, poems, graffiti, references to videos.....</i></p>				

SOCIAL EVENTS of these training courses

Happy birthday young man

Per's birthday song becomes the group song.

Intercultural evening.

In every training course it's a good idea to allow some time for the participants to introduce both their country and their organisation's activities in a dynamic way.

Organise an intercultural evening prepared by the participants.

A dinner where we eat specialities from each country.

Enjoy the food and drink, listen to stories from each country, dance, sing, watch videos, admire traditional clothes of Palestine and Jordan and discover music (barrel organ)

A training course near Bordeaux during the Ramadan period.

One of the peculiarities of the first international training course was the fact that it was held in a wine growing region during Ramadan, the Muslim period of fasting.

Speaking about "intercultural" awareness is one thing, living it is sometimes another thing entirely !

Sharing cultures really becomes possible when people live together.

A training course encouraged people to discover other cultures in an active situation, mainly in combination with Ramadan.

The fasting period was a challenge for the organising team (time and type of food, Halaal meat and chicken, possibility to bring and store food).

The team of trainers adapted the programme to take into account dusk and dawn and the five prayers (after consulting the Mosque in Bordeaux).

They also had to pay attention to the fact that the whole TC should not be completely modified and it should respect everybody's rhythms and habits.

12 participants fasted during the first training course. Some participants expressed some nervousness about the practice of Ramadan, for others it was something completely new.

Some basic information about participants: their organisation, their personality, and their opinions about Euromed. The following list is intended as a way of sharing information and getting to know each other better. It also serves as a reminder for all the members and provides opportunities for partner matching and follow up. You can find the complete contact details in the address list.

Barbara (Austria)

Organisation: AKZENTE

Aims: cultural exchange, mobilization of youth, informing youth.

My position: volunteer

My description in 3 words: creative, active, sometimes too picky.

Euromed for me: Exchange fUn diveRsity yOuth Mediterranean Europe just do it.

Nourdine (Belgium) Organisation: PAC

Aims: Give young people the opportunity to learn about other cultures and traditions by sharing in them during the exchanges. Promote open minds and evolution.

My position: youth leader

My description in 3 words: training, humour, free, serious

Euromed for me: Exchange Union Relation Objective Mediterranean Extraordinaire Democracy

Per (Denmark)

Organisation: Roedovre Kommunale Ungdomsskole

Aims: To create various activities, eg artistic activities. To organize training courses and trips in different countries in order to offer leisure opportunities for young people.

My position:

My description in 3 words: active, serious and humorous

Euromed for me: Elargissement, Utile, Raisonnable, Ouverture, Moyens financiers, Echange d'idées, Dynamique (Enlargement, Useful, Reasonable, Open, Financial support, Exchange of ideas, Dynamic)

Torsten (Denmark)

Organisation: Undommens Hus "Unges Rum"

Marly Le Roi - France / October 4th - 9th 2004

Aims: Education of young people and facilitation of youth activities

My position: Head of department

My description in 3 words: tall, blond, pretty

Euromed for me: Europe, Unge (young), Rejse (travel), Oplevelser (experiences), Middeltranslande (Mediterranean countries), Erestande (outstanding), Dele (share)

Victor (Spain)

Organisation: Asociacion Juvenil Andromeda

Aims: To give services to our town, making activities for all sectors of the population, providing services information, sports, raising awareness.

My position: vocal

My description in 3 words: joker, friendly, sportsman

Euromed for me: Educate, Union, Room, to Make and Effective Direction

Zohra (France)

Organisation: A.B.C

My position: youth worker

Stéphane (France)

Organisation: Centre des Bureaux

Aims: To develop non formal education for young people during their free time/ international relay for Youth Program (EVS, youth exchange / training (youth worker, international field)

My position: Youth leader

My description in 3 words: passionate, imaginative, dynamic

Euromed for me: Echange, Union, cultuRe, Ouvert, Méditerranée, Europe, Dur (Exchange, Union, cultuRe, Open, Mediterranean, Europe, Hard)

Audrey (France)

Organisation: AMSED

Aims: Intercultural exchanges for young people coming from immigrant backgrounds.

My position: Youth leader

My description in 3 words: organized, passionate, dynamic

Euromed for me: Echanges, Unité, Rapport entre les pays, Objectif, Méditerranée, Europe, Diversité (Exchanges, Unity, Rapport with other countries, Objective, Mediterranean, Europe, Diversity).

Bruno (France)

Organisation: ABC Blanquefort

My position : volunteer

Franck (France)

Organisation: Centre social OZON

Aims: Socio-educative activities in a working class district

My position: responsible for the youth sector

My description in 3 words: sincere, honest and involved

Euromed for me: Envie, Union, Rêve, Organisation, Méditerranée, Envie, Démocratie (Motivation, Union, Dream, Organisation, Mediterranean, Motivation, Democracy).

Kostas (Greece)

Organisation: Municipality of Sumpolitias

Position: director

Marilisa (Italy)

Organisation: Apieffe Youth Project

Aims: Training for leaders and international youth exchanges

My position: member

My description in 3 words: ready to learn

Euromed for me: thE sUper tRaining fOr euroMed profESionnal leaDers

Luca (Italy)

Organisation: Forum dei Giovani

Aims: active participation of young people

My position: Vice president

My description in 3 words: open minded, passionate, peace keeper
Euromed for me: Europa UROMED

Clémentina (Portugal)

Organisation: ACAF (cultural association for youth and youth leaders)
Aims: To develop activities with youngsters with cultural difficulties
My position: President
My description in 3 words: Stubborn, dynamic
Euromed for me: Everlasting, Union, strong, Open, Middle, different, Dynamic

Francisco (Portugal)

Organisation: Associao Terras do Baixo Guadiana
Aims: Local development in rural territories
My position: President
My description in 3 words: smoker, calm, 'bon vivant'
Euromed for me: 'Esprit', Union, Roots, Organization, Meeting cultures, Exchanges, Development

Nidal (Sweden)

Organisation: Committee of employment and social services, refugee reception office, vision center
Aims: Committee of employment and social services
My position: social welfare office
My description in 3 words: Swedish, Arabic, mother
Euromed for me: Europe, Union, Rapport, Open minded, Mediterranean, Expert, Develop.

Joseph (UK)

Organisation: Young Persons Advisory Service
Aims: person centered
My description in 3 words: funny, fab, freaky
Euromed for me: Equality, Unity, Respect, Organised, Motivated, Energetic, Diversity

Jitesh (UK)

Organisation: Novas Ouverture Group

Mouloud (Algeria)

Organisation: Association Etoile Culturelle d'Akbou
Aims: To promote youth activities
My position: President
My description in 3 words: passionate, optimist, militant
Euromed for me: Echange, Unité, Respect mutuel, Optimisme (Ouverture), Méditerranée, Europe, Droits de l'homme (Exchange, mutual Respect, Optimism (Open), Mediterranean, Europe, Human rights).

Kamel (Algérie)

Organisation: Association Culturelle pour le Développement de la Jeunesse Algérienne
Aims: Information, communication, training, intercultural exchanges, fight against social problems.
My position: vice president for the Alger section
My description in 3 words: interested, associative, worker
Euromed for me: Echange, Union, Relation, Ouverture, Mobilité, Développement (Exchange, Union, Relationship, Open, Mobility, Development).

Yuval (Israël)

Organisation: The Tel-aviv-jaffa municipality

Nesrine (Lebanon)

Organisation: Association d'Aide au Développement Rural
Aims: To improve the standard of living for the population, better access to information and training, to improve the environment
My position: Responsible for the Professional training programme
Euromed for me: Energie, Union, Renforcement, Opion, Méditerranée, Europe, Développement (Energy, Union, Reinforcement, Mediterranean, Europe, Development)

Ziad (Lebanon)

Organisation: Jabal el Arab Street

Aims: To encourage young people to be actively involved in their communities through direct action on local development projects ; exchanging experience with other organisations at the national and international level.

My position: international secretary

My description in 3 words: responsible, committed, active

Euromed for me: Europe, United, Relationship, Opportunities, Mediterranean, Exchanges, Diversity

Mazen (Palestine)

Organisation: Palestinian Youth Union Ramallah West Bank

Aida (Tunisia)

Organisation: Comité Culturel Local

Aims: To reinforce cultural openness and assert human values

My position: member

My description in 3 words: open, dynamic, objective

Euromed for me: Echange, Union, Recherche, Ouverture, Mouvement, Encore, Dynamique (Exchange, Union, Research, Open, Movement, Again, Dynamic)

Kenan (Turquie)

Organisation: Atakurk University Erzurum

Aims: Develop projects for the benefit of young people

My position: EU programmes coordinator

My description in 3 words: leader, volunteer, active

Euromed for me: Education, Undisable, Rest assessment, Mediterranean, Europe, Dialogue

Oguz (Turquie)

Organisation: Inonu Universities Public Administration Department

Aims: To work with youngsters

My position: volunteer

My description in 3 words: learn, listen and work

Euromed for me: Education, Understand, Read, Organisation, Mediterranean, Europe, Disabled

Dina (Jordan)

Organisation: The Queen Zein Al-Sharaf Institute for Development

Aims: To promote the active role of youth in society and enhance their participation in the development process, provide the opportunity, support and freedom for youth to express their needs and shape new realities for their future

My position: programme manager

My description in 3 words: energetic, optimistic, fun loving

Euromed for me: Equality, Union, Realisation (Reality), Objectivity, Morality, Effective, Diversity

Waleed (Jordan)

Aims: To establish a structured youth network, build a database, partnership, build capacity of Jordan youth, workshops

My position: board member in the national forum for youth culture

My description in 3 words: quiet, responsible, active

Euromed for me: Experience, Unification, more, O, Material, Europe, Dexterity

CONCLUSION

Leave the last word to the participants.... *In the first seminar*

Learning a lot, specially
interactive methods

Mouloud. Algeria

Useful for me and
my knowledge

Tanan Turkey

Excited. Worrying for
the rest of my job

Torsten. Danmark

Excellent teachers
Dynamic teaching
even if sometimes
little bit stressed.

Per Danmark

Learning. Sharing.
Happy to meet people
from others horizons.

Stephane. France

Useful for me and my
knowledge.

Oguz. Turkey.

Learn a lot. Not
enough involved. But
everything useful. Lot
of information. I'll
come back happy.

Barbara. Austria

Good team. Good
Chemistry. The best
seminar I did. Lot of
information and
methods.

Fransisco. Portugal.

Received lot of tools.
Ideas more clarified
about the
organisation. Tired.

Marilisa. Italia.

Happy.

Audrey. France

Very happy! Lot of
experience. Lot of
Friends.

Waleed Jordan

Happy Birthday!
Thank to everybody.
Now we have a lot of
to do!

Zohra. France

Contacts. Friendship.
Future. I like the
method. I have peace in
my heart. *_Nidal. Sweden*

I'm hungry.

Bruno. France

I would like to work
with everybody.

Yuval. Israël

Fantastic experience. Long
week. Enjoyed being here
with the others. Thank you
for the trainers. "Merci
d'avoir accepté ma
flamboyance".

I found what I wanted
to find! Fantastic!

Clementina. Portugal

Ideas and methods.
Thank you for this
seminar

Costas. Greece.

I like a lot this project. I like
the theory of the programme.
I am impressed by the link
theory/practice. Succeed in
starting strong project.

Ziad Lebannon

Achievement. Good project
all together. Friendship.
Sadness mixed with hope
to keep in touch. Only one
woman in the project:
Follow the woman!

Dina. Jordan

Lot of learning. Active
methods, relationship
must become stronger,
hospitality, spirit.

Aicha. Tunisia.

Very happy to be
participant. Excited to
implement the project.

Nesrine. Lebannon

Today I am who I am, we
are who we are, and this
is the sum of pollen which
fostered us.

Cathv. France

Thanks to the trainers.
PERFECT. We have all
to do now.

Franck. France

Inspired by trainers and
methods. I hope we can make
concrete project.

Luca. Italia.

And a matching song was offered by *Yuval from Israël*
"Ne me Quitte pas" by Faudel.

You make me sick! I learn
more and more, I'll work
more and more

Mezen. Palestine

| *During the second seminar:*

Jump gave us possibilities to build a bridge, friendship, to find a Euromed family.

Mouloud (Algérie)

If you don't like the world, give you tools to change it.

Zohra (France)

Just JUMP INTO EUROMED !
Kenan (Turquie)

Just do it !!!

Stephane (France)

I worked with a dream : and I came in France, country of human rights and freedom. And now it's a reality, and lot of souvenirs. Do it.

Aïda (Tunisia)

See over the stereotypes and share your skills with the others cause you have always to learn from your neighbour. Everybody is an expert!

Samuel (France)

They are so Cheap ☺

Marilisa (Italie)

See over the stereotypes and share your skills with the others cause you have always to learn from your neighbour. Everybody is an expert!

If you like to be and work with Euromed it's OK. But don't go to step to.

Mazen (Palestine)

It's necessary to know other countries and other people. Your life is so reached. Jump and all the programs are tools for this. Use them.

Per (Denmark)

Apply For this kind of project because it's very important for your life. It's changed my life.

Waleed (Jordan)

I hope I'll able to tell to my little-children everything and that they will know what I am talking about- meaning that these opportunities are still alive and relevant at that time for them to enjoy.

Torsten (Denmark)

Fantastic idea ! We need open mind to live in peace world. Only exchanges and knowledge of others help us for this.

Franck (France)

Jump gave me tools and possibility to meet and work with people who are the same meaning from all over the world. I wish to present them to my family when I'm older and older.

Audrey (France)

Great job. Keep on this joint effort to reach a better world

You learn more things from meeting a person from a different background than your own, it makes you a rich person in matter of experiences. It is harder to work with someone from a different culture but do it. JUMP.

Malin (Sweden)

To my son: "Once upon a time, 2 continents tried to make life better through a program that involved youth. Today my son, we already are one continent."

Yuval (Israel)

If you want to jump, JUMP OUT ! Do like me, jump all you can!

Barbara (Austria)

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all the group